

ACTIVE outcomes 1

SECOND EDITION

Kim PROCTOR • Ron RUSKIN

CONTRIBUTING AUTHOR

Kim VANDEN HOGEN



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This textbook contains images of Indigenous people who are, or may be, deceased. The publisher appreciates that this inclusion may distress some Indigenous communities. These images have been included so that the young multicultural audience for this book can better appreciate specific aspects of Indigenous history and experience.

About the authors

Ron Ruskin is an established and respected PDHPE teacher with several active roles and qualifications in sports coaching and examining. Now retired head teacher of PDHPE at Northmead High School, Ron maintains a particular interest and involvement in basketball, touch football and golf, and in aquatics as a former examiner for the Royal Lifesaving Society – Australia. He has also been a Senior Marker of the HSC for the NSW Board of Studies and has worked on the HSC advice line. Ron has written and produced other specialist texts and technology products, such as *Basketball Fundamentals* and the *Body systems* CD-ROM.

Kim Proctor is currently a Chief Education Officer with the NSW Department of Education and Training. She has worked in a diverse range of roles within education, including as a PDHPE head teacher, PDHPE consultant, coordinator for Student Health in NSW and a leader of strategic projects. Kim has vast experience in working in and with schools to develop and implement quality teaching programs in PDHPE and school-wide policies that support student health and wellbeing. She has specific experience in sexual health education, anti-discrimination education, inclusive teaching practices and community health issues. She is the co-author of a number of PDHPE textbooks.

Foreword

The four strands of the Personal Development, Health and Physical Education Years 7-10 Syllabus embrace a wide range of issues and factors that are significant for the lives of young people. The authors have approached the writing of material for this course with a keen sense of responsibility to make the text relevant, meaningful and appealing to students of varied interests, abilities, cultures and backgrounds. The authors' goal was to produce a text that is sensitive to the needs and concerns of adolescents at a time of great change in their lives.

A strong focus is placed on activities, and a wealth of ideas is included to engage students in improving their knowledge and skills and to assist them to adopt a healthy lifestyle.

Active Outcomes 1 PDHPE Stage 4, Second Edition is the first element in the new *Active Outcomes* series. The series comprises a textbook for Stage 4 and Stage 5 of the course, both with accompanying online resources via the JacarandaPLUS website. The website offers a range of additional interactive features, such as technology files, animations and videos to stimulate interest and reinforce students' understanding.

The structure of *Active Outcomes 1* is outcomes based to enable the comprehensive and in-depth coverage of each syllabus point.

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Chapter 1: My sense of self

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1

My sense of self

Essential question

What is a positive sense of self? Why is a positive sense of self so important to our health and wellbeing?
How can it assist us to support the wellbeing of others?



A positive sense of self contributes to health and wellbeing and helps us to support others.

SYLLABUS OUTCOMES

Major outcome

On completion of this chapter, you will be able to do the following.

4.1 Describe and analyse the influences on a sense of self.

Contributing outcome

This chapter will also help you to do the following.

4.2 Identify and select strategies that enhance your ability to cope and feel supported.

Skills outcomes

The activities and questions in this chapter will help you to do the following.

- 4.11 Communicating** Select and use communication skills and strategies clearly and coherently in a range of new and challenging situations.
- 4.12 Decision making** Assess risk and social influences, and reflect on personal experience to make informed decisions.
- 4.13 Interacting** Demonstrate cooperation with, and support of, others in social, recreational and other group contexts.
- 4.16 Problem solving** Clarify the source and nature of problems, and draw on personal skills and support networks to resolve them.
-

YOU WILL EXPLORE

- 1.1 My unique self
 - 1.2 Developing a positive sense of self
 - 1.3 From birth to adolescence
 - 1.4 Puberty — what it means for girls and boys
 - 1.5 Adolescence — the social and emotional changes
 - 1.6 Dealing with puberty
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- Review

1.1 My unique self

In this lesson you will explore the ways in which each of us is unique and how we develop our sense of self — that is, our ideas and beliefs about ourselves.

Engage

We are all individuals with our own set of characteristics that makes us unique. Our uniqueness is very special; it allows us to offer different skills, abilities, thoughts and opinions, and makes our relationships with others interesting. Even though everyone is unique, in some aspects we are similar; for example, you and your friends may play the same sport, like the same music or dress in a similar way.



We are all different, with our own unique characteristics.

How are you unique? How you see yourself and what you believe about yourself forms your sense of self. We express our sense of self in various ways such as in the way we dress, how we behave, how we interact with others, how we treat other people and through the things we enjoy or dislike.

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Explore

Forming your sense of self

Many factors shape our **sense of self** — for example, our physical characteristics, skills, abilities and interactions with others. How these factors influence us varies as we move through different stages of our lives. When we are children, our family has the greatest influence on our sense of self. As we reach **adolescence**, our **peers** have an increasing influence on our behaviours, attitudes and beliefs.

How our peers treat us can have a major impact on the way we feel about ourselves. We all want to be accepted by others, so as adolescents we dress and behave in ways that can make us more popular with our peers. This is because society, through the media, promotes a belief that you must look a certain way to be valued and accepted as a male or female. If you are a male, this means being muscular and handsome; if you are a female, it means being slender and beautiful. The ‘perfect’ mould the media creates is not possible for most people to achieve. It is important to look at the whole person — that is, who they are, not only what they look like. Accept and appreciate the **unique** qualities that each person has to offer.

Our sense of self changes as we grow older. It develops as we start to experience a wider range of relationships and situations that affect our thoughts and feelings about who we are. We learn to recognise our personal qualities and characteristics, and what is important to us. Our sense of self can also vary in different situations. For example, we may feel very confident and self-assured when we are with our family but less confident with our peers at school.

It's great to be different!

Look around you. Are you exactly the same as anyone else? We are all different in many ways. The **physical**, **social** and **emotional** changes that we experience during adolescence happen at different rates and times for each of us. For some, it will be an easy journey to adulthood; for others, it may be quite a challenge.

There are a number of reasons why no one is exactly the same as anyone else. When we are conceived — that is, when an egg from our mother and a sperm from our father unite — we receive **genes** from both our parents. Our genes determine many of our physical characteristics, such as the colour of our eyes, hair and skin; our biological sex; our height and blood type; and whether we are born with certain diseases or disabilities.

HEALTH FACT

During pregnancy, what a mother takes into her body affects her baby. For example, research has shown that mothers who smoke during pregnancy often have babies who are underweight.

From the day we are born, we are influenced by many things. Our **culture** affects our diet, the way we dress, the language we speak, our religion and the customs we follow. Our family influences us even more, affecting how we deal with our emotions, the relationships we have, our education, the values we hold, what we think about ourselves, what we eat, how active we are and what interests or hobbies we may have.

We live in a very **diverse** society. The differences are not just in the way we look; they include culture, religious beliefs, language, diet, sexuality, gender, ability, intelligence, wealth and many other aspects of who we are. Remember, we are all unique!



Beliefs about what it means to be a boy or a girl are influenced by the media, peers, family, religion and culture.

DID YOU KNOW?

Australia is a diverse country comprising people from many different countries. In 2009 the national population grew by one international migrant every 1 minute and 51 seconds.

It's okay to be me!

Most people find it easy to identify a number of things about themselves they would like to change. This is okay, providing you can also easily identify things about yourself that you like or that are good qualities. Accepting who you are as a person includes knowing your good qualities and recognising that there will be things that you can improve. Accepting who you are and liking things about yourself is the first step to a positive sense of self.

ACTIVITIES

1 What's the same and what's different?

Working with a partner, identify aspects of yourselves that are similar and aspects that are different. Then answer the following questions.

1. What are the aspects that make you unique from your partner?
2. What are the aspects that make you similar to your partner?
3. Why do you share some aspects with other people?
4. Why do you have aspects that are not found in other people?

2 This is me!

Using Microsoft PowerPoint, compile a profile of yourself. This profile should show how you see yourself, your beliefs about yourself, and what you value in yourself and others. Share your profile with other members of your class. You may wish to include photos, videos or a collage of words that describes you. When compiling your profile, consider:

- who you are
- where you come from (your cultural background)
- how you see yourself
- how you get along with other people
- things you are good at, not so good at and would like to improve
- your future goals and dreams
- your beliefs and the things you value
- your family
- your school experiences
- who your role model is.

3 The changing nature of the sense of self

It is common for people to feel differently about themselves in different situations (social contexts). In a group of three or four, discuss how you feel and act when you are with people you know well compared with when you are around people you do not know well. Then answer the following questions.

1. Does your sense of self vary when you are in different social contexts (for example, with your family as opposed to at school with your peers)?
2. How does your behaviour change in different social contexts?

3. Describe another social context you have experienced in which your sense of self has varied. Explain the factors that influenced your sense of self in this situation.

CHECK & CHALLENGE

1. Define the term 'sense of self'.
2. Describe your sense of self. Identify three things that have influenced your sense of self and then explain how they did so.
3. List some characteristics we inherit from our parents genetically and some characteristics we have because of our environment.
4. Why is having a positive sense of self important to your health, wellbeing and relationships?
5. The first step in developing a positive sense of self is accepting who you are. What does this mean?

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1.2 Developing a positive sense of self

There are many factors that shape our sense of self. In this lesson you will explore how family, peer group, cultural identity and school environment all play a significant role in the development of a positive sense of self.

Engage

Many factors help to shape our sense of self. Our beliefs about what it means to be a boy or a girl, for example, are influenced by a number of factors, including gender stereotypes, culture, media images, peers and family. These factors can also be interdependent — that is, they can influence the effect of another factor. If, for example, a student is bullied by their peers at school every day and then criticised by their parents at home, the combined effect will be greater. He or she will most likely have a poor sense of self. Conversely, if a person is praised by their parents and teachers, and respected by their peers, the combined effect will most likely be a more positive sense of self. What are some of the other factors that shape your sense of self?

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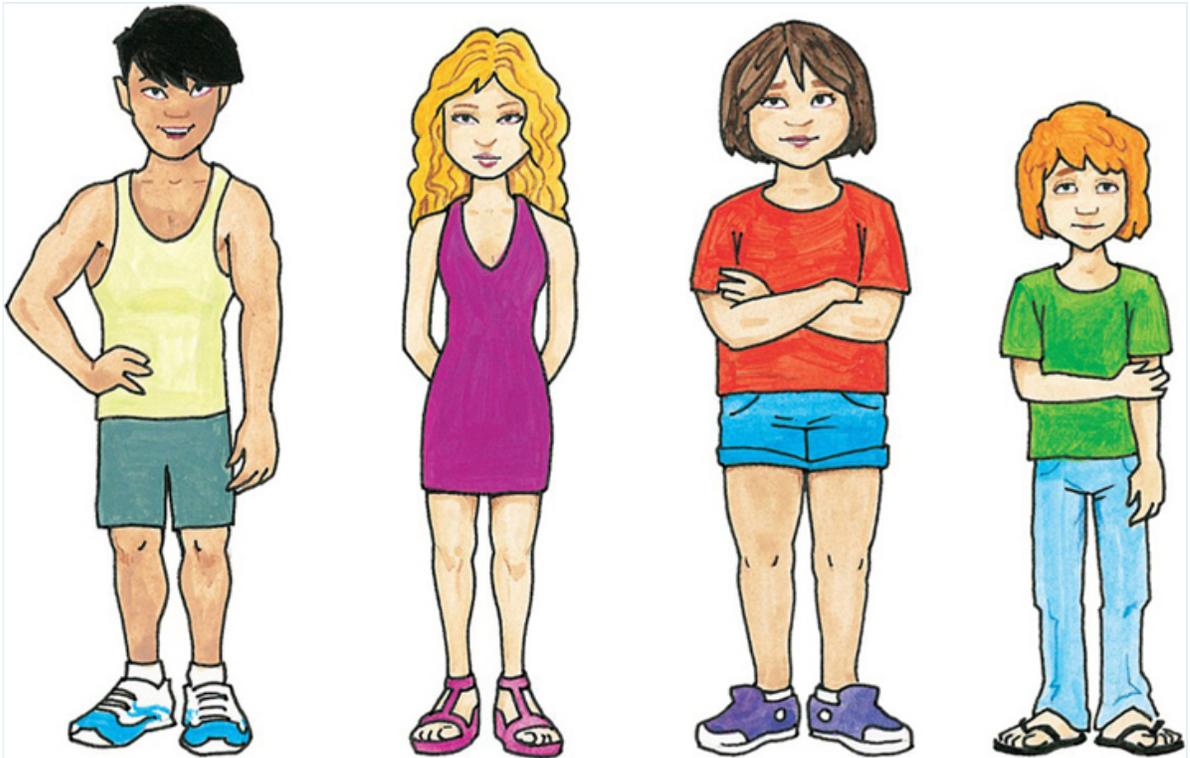
Our sense of self is shaped by many factors.

Explore

Factors that influence our sense of self

Factors that influence our sense of self include the following.

- **Family.** Young people who are encouraged and supported by their family tend to feel good about themselves.
- **Peer group.** Having a close friend or group of friends is very important for young people. Good friends will listen, be supportive and help you when you need it. The things you say to your friends and how you treat them can affect how they think about themselves. Using 'put downs', even if you are only joking, can make your friends feel unhappy. Being a good friend means treating your friends with respect.
- **Culture.** Where we come from or the group we identify with can influence our beliefs about ourselves. People often show their cultural identity through the customs they follow, their behaviours, the way in which they dress, the language they use and their celebrations. The country that people come from or their cultural background (such as Samoan or Chinese culture) can define cultural groups. Cultural groups can also be defined by a common interest, such as skateboarding culture.
- **School.** Schools that provide interesting and challenging learning opportunities help students succeed. Acknowledgement of this success helps students feel good about themselves. For many adolescents, school is a place where they can feel supported and **connected**.
- **Gender.** These beliefs influence our sense of self. They can shape our attitudes and behaviours. Sometimes, there is a lot of pressure on us to behave in certain ways or to fit a certain **stereotype**. For boys, this stereotype may mean being strong, tough and unemotional; for girls, it may mean being sensitive, delicate and meek. Young people who do not fit these stereotypes may be bullied and teased by their peers; this has a negative influence on their sense of self.
- **Sexuality.** Adolescence is a time when young people become physically and sexually attracted to others. These attractions can be for people of the opposite sex or people of the same sex. When a young person is sensitive about their sexuality, they can feel unhappy about themselves. Treating everyone with respect and accepting difference will have a positive influence on young people's sense of self.
- **Body image.** What we look like and what other people think of our looks contribute to our beliefs about who we are. People who are not happy with their body shape, size and/or weight are often not happy with themselves. Some young people, in an effort to change their body image, may develop poor eating habits or eating disorders. It is important to remember that we all come in different shapes and sizes, and that we are worthwhile and valuable people regardless of how we look.



Not everyone fits the stereotype.

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DID YOU KNOW?

Less than 25 per cent of Australian women are satisfied with their weight and 10 per cent of anorexia sufferers are now male. Researchers believe this is a conservative figure — it is likely that more males are anorexic.

- *Physical development.* The rate at which we mature or grow can affect our sense of self. For example, girls who develop breasts or get their period before their friends sometimes feel uncomfortable or embarrassed. Boys who mature early are often more confident with their peers than those who mature later.

- *The media.* We are influenced by the stereotypes of males and females that we see on television, and in movies and magazines. Some young people compare themselves to these unrealistic images, and this comparison can have a negative influence on their sense of self.



The media can influence our thoughts and feelings about our body image.

- *Success and failure.* For the majority of people, if we are successful at the things we do, we will feel good about ourselves. Some of us avoid activities we are not as good at because we may feel embarrassed. It is important we identify areas in which we can improve and achieve success in a variety of activities as this will have a positive influence on our sense of self.



There are many factors that affect how we feel about ourselves and that shape our beliefs about who we are.

ACTIVITIES

1 Cultural similarities

As a class, brainstorm the different cultural groups to which students belong (including interest groups such as a football, horse riding, dance or drama). Answer the following questions.

1. List the characteristics that help identify each group.
2. List the ways in which cultural groups influence the people who belong to them. (Think about people's beliefs and behaviours, such as the clothes they wear.)

2 The influence of the media on gender stereotypes

1. In small groups, use the **Birthday cards** weblink in your eBookPLUS to examine a variety of digital birthday cards.
 - a. Identify the cards that are designed for boys and those designed for girls.
 - b. What stereotypical characteristics of boys and girls do these designs use?
 - c. Discuss the messages that are given about what boys should be like and what girls should be like.



Some cards are designed for girls and some cards are designed for boys.

2. In small groups, collect pictures of males and females from magazines and the sports section of newspapers.
 - a. List the characteristics of males and those of females that are portrayed in the pictures.
 - b. Discuss the messages that are given about what males should be like and what females should be like.

3. As a whole class, discuss each of the following.
 - a. Do you think the images of males and females shown in the media are accurate representations?
 - b. Are these healthy images?
 - c. Do you think these images and messages will have a positive or a negative effect on young people's sense of self? Explain why.
 - d. What can young people do to counteract the negative images and messages?
 - e. What kinds of images do you think should be shown to encourage young people to develop a positive sense of self?

CHECK & CHALLENGE

1. What types of images does the media use to stereotype males? What types of images stereotype females? Why can these stereotypes be unhealthy for young people?
2. Describe how a person's culture can influence the way in which they think and feel about themselves.
3. Define the term 'body image'. How do friends influence body image?
4. Explain how a person's body image can influence their sense of self.
5. Explain, using an example, how factors that influence sense of self are interdependent.
6. Identify who and what influences your sense of self. Explain, using examples, how these factors influence your attitudes, beliefs and behaviours.
7. There is a move in the fashion industry and media towards using models who have a healthy body image. Why do you think this has happened? Do you think this is a positive thing? Use the **Advertising and body image** weblink in your eBookPLUS to investigate the effects of altering appearances using digital technology.
8. Develop a slogan that promotes a healthy body image to young Australians.

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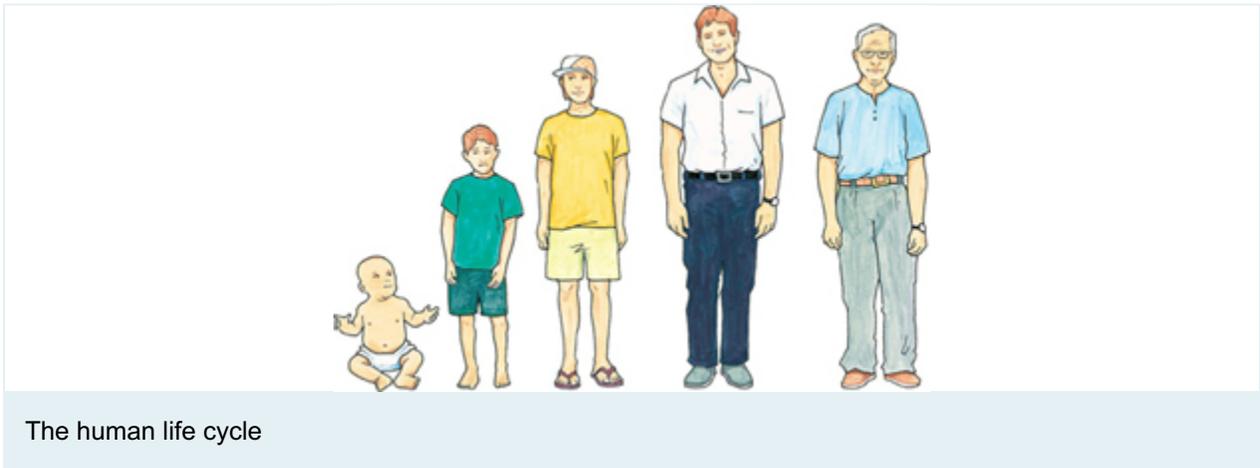
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1.3 From birth to adolescence

If you think about it, the changes that you have gone through over the past 12 or so years are incredible. In such a short time you have gone from a tiny baby to a young person. In this lesson you will explore the first part of the human life cycle: from conception to adolescence.

Engage

From the day we are conceived, each and every one of us follows a life cycle. The human life cycle can be divided into stages: baby, child, adolescent, young adult, adult and old age. Each stage has certain characteristics, the most obvious being age. At this stage in your life, you probably think that adulthood is a long way off but in fact it is only a few short years.



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Complete this digital doc: [Percentile growth charts](#)

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Explore

Growing up

We begin our life journey when a sperm from our father unites with an egg from our mother. This cell then rapidly divides into more and more cells and eventually forms a human foetus. Our mother provides both a safe environment within her uterus and the nutrients we need to grow during the nine months of pregnancy.

After birth, babies grow at a very fast rate. They need to be cared for and nurtured and are totally dependent on someone else for their survival. As babies grow into toddlers, they develop skills such as crawling, walking, speech and finer hand manipulation of objects. There is constant input of information from the world around them that stimulates their growth and development.



As babies grow into toddlers, they develop the skill of finer hand manipulation of objects.

HEALTH FACT

The number of bones in our bodies varies over our life span. When we are born, we have about 300 bones, but as we grow, many bones in the lower vertebral column and pelvic region fuse into solid structures. On average, adults end up with about 206 bones.

It is not until puberty that obvious male and female characteristics become evident. This is a time of rapid growth — physically, emotionally, intellectually and socially.

As young adults, our bodies stop growing between the ages 18 and 25; however, the brain may take until 23 years of age to fully develop. Our abilities to solve problems, organise, make decisions and positively deal with our emotions continue to improve. We become more independent in many ways — moving away from our parents, earning a living, starting a career and developing new interests.

As adults, we are almost completely independent. This is usually the time when we start our own family. As we move to old age we may need the help of family and friends to care for us and thus the cycle of life ends with dependence on others.

Adolescence

Adolescence is the time during which we mature from childhood to adulthood. This is a time of significant physical, emotional and social change. The beginning of adolescence is signalled by the onset of **puberty**.



Adolescence is the time during which we mature from childhood to adulthood.

Puberty — a time of change

Puberty is triggered by a change in **hormone** levels in our bodies and is a time during which our bodies change physically. Our reproductive organs mature so our bodies become capable of procreating — that is, having babies.

Puberty begins at about 10 years of age but, because the changes that occur at the beginning of puberty happen inside us, we can't tell. It is not until we see the outward physical changes that we can tell puberty has begun. These outward changes usually occur at about 11–14 years of age for girls and 13–16 years of age for boys. Puberty begins at different times for all of us. Some people will begin puberty much earlier and some will begin much later. This is no cause for concern — it is another reason why we are all unique.

Hormones and puberty

The **pituitary gland** is located in the brain. During puberty, it releases increased amounts of **growth hormone**, which causes a rapid growth spurt. This growth spurt usually occurs earlier among girls. Together with a rapid growth in height, body parts such as the hands, feet and head mature to their full adult size. Internal organs also grow in size during puberty — for example, the heart and lungs increase in size. This accounts for our increased physical capacity for endurance and strength as we mature to adults.

HEALTH FACT

The growth spurt during adolescence occurs at different rates in different parts of the body — for example, hands and feet grow faster than arms and legs, and arms and legs lengthen before the torso. This explains the feeling of 'gawkiness' that some adolescents experience.

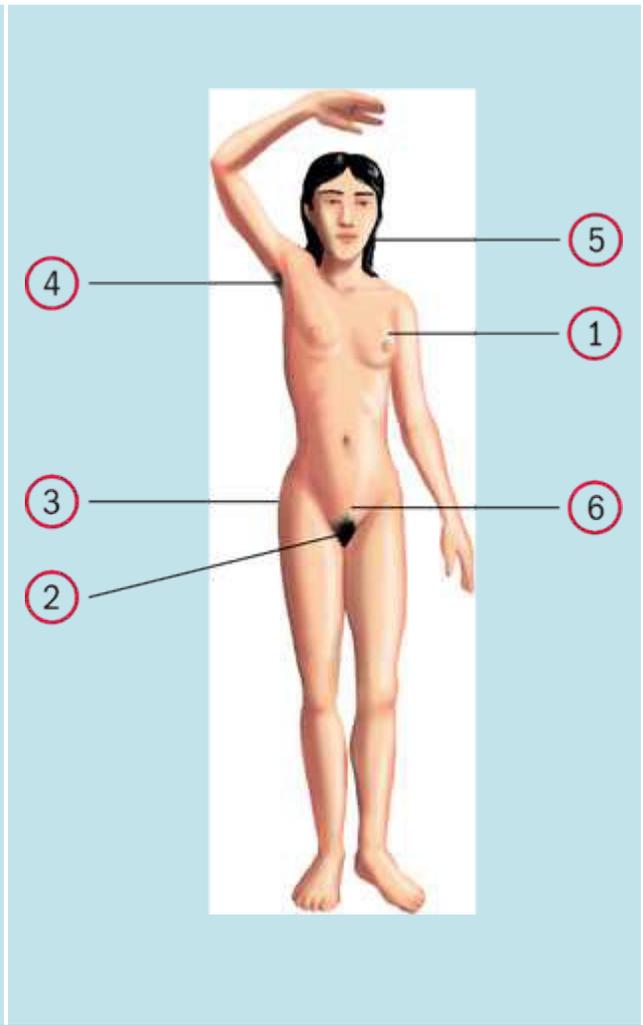
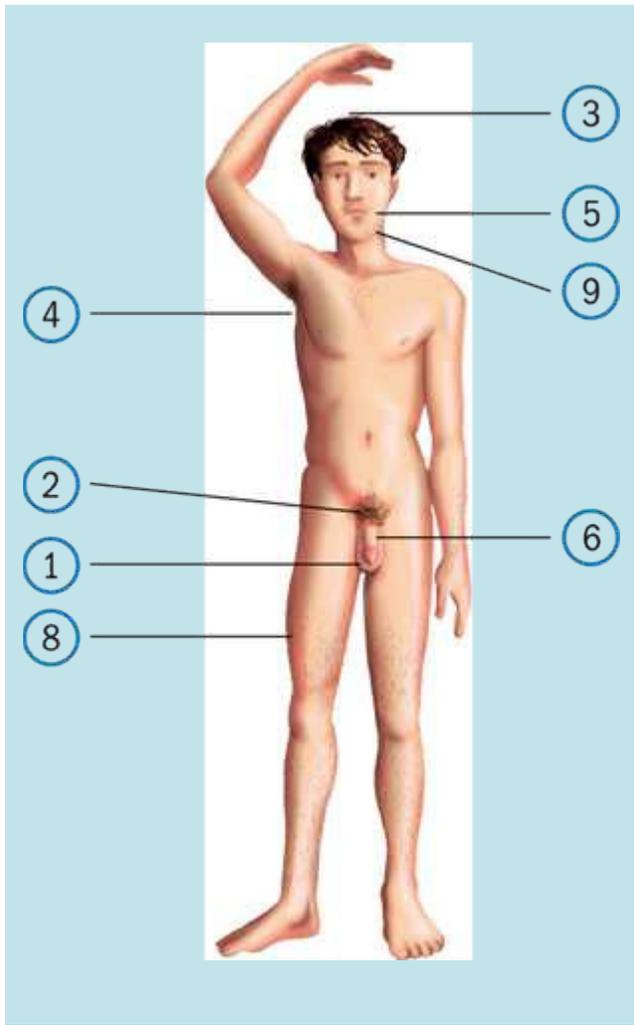
The pituitary gland triggers the secretion of the female reproductive hormone, **oestrogen**, and the male reproductive hormone, **testosterone**. Oestrogen is secreted by the **ovaries** in girls and testosterone is secreted by the **testes** in boys.

Sexual development occurs during puberty. Both boys and girls experience enlargement and maturity of their primary sex organs. For boys, this means their penis and testes grow bigger and their testes start to produce sperm. Girls start to release mature ova (eggs) from their ovaries. The production of sperm in boys and mature ova in girls is referred to as a **primary sex characteristic**.

The release of the female and male reproductive hormones in greater amounts during puberty leads to the development of **secondary sex characteristics**, as shown [table 1.1](#).

TABLE 1.1: Secondary sex characteristics that develop at puberty

Boys		Girls	
1	Testes and scrotum grow.	1	Breasts grow.
2	Pubic hair develops.	2	Pubic hair develops.
3	The body grows taller.	3	The body grows taller and curvier, and the hips widen.
4	Hair develops under the arms and on the face, body, arms and legs.	4	Hair develops under the arms and on the arms and legs.
5	Oil glands in the skin produce more oil, which can lead to pimples and acne.	5	Oil glands in the skin produce more oil, which can lead to pimples and acne.
6	The penis grows.	6	Menstruation begins.
7	Sweat production increases.	7	Sweat production increases.
8	Muscle growth occurs.		
9	The voice deepens.		



ACTIVITIES

1 Similarities and differences

Think about yourself in primary school. How have you changed?

1. List five ways your physical appearance is different now compared with when you were in Year 4. You might like to look at old school photos to help you.
2. Do you find it easier or more difficult to deal with conflicts now than when you were in primary school? Provide an example of a conflict or struggle you faced in Year 3 or Year 4 and compare it with one you have dealt with since starting high school.
3. Do you find it easier or more difficult to relate to people:
 - a. your own age
 - b. your parents' age
 - c. your grandparents' age?

Why do you think this might be?

2 Growing up

In your workbook, develop a timeline (from birth to your current age) of your own growth pattern. You may wish to ask your parent(s) or other family members to help you. Include some of the following significant milestones or think of your own.

- First word
- First time you crawled
- First time you walked
- Your first night sleeping away from home without your family
- Started doing chores at home
- Started changing physically
- Your height and weight at different ages

CHECK & CHALLENGE

1. Which hormone causes growth spurts?
2. Describe the differences between the baby and toddler stages in the human life cycle.
3. Do our bodies and brain fully develop at the same time? Give reasons for your answer.
4. Do girls and boys grow at the same rate? Give reasons for your answer.
5. What are the secondary sex characteristics of boys and girls?
6. Sexual development occurs during puberty. Explain what this means and why it happens.
7. Identify the major hormones released during puberty and the effects they have on the body.

1.4 Puberty — what it means for girls and boys

During puberty, our bodies change a lot. We need to understand what these changes are and why they occur so we can deal with them positively. Although everyone goes through puberty, it's important to remember we each do so in our own time.

Engage

By now, you might know something of what to expect as you start experiencing the changes to your body and emotions caused by the onset of puberty.

Boys and girls discover this information through a variety of sources: parents or other significant adults in their lives, older siblings, teachers, peers or the media.

Use the **Changes during puberty** weblinks in your ebookPLUS as another source of information.

eBookplus RESOURCES



Explore more with this weblink: [Changes during puberty](#)

Explore

Puberty and girls

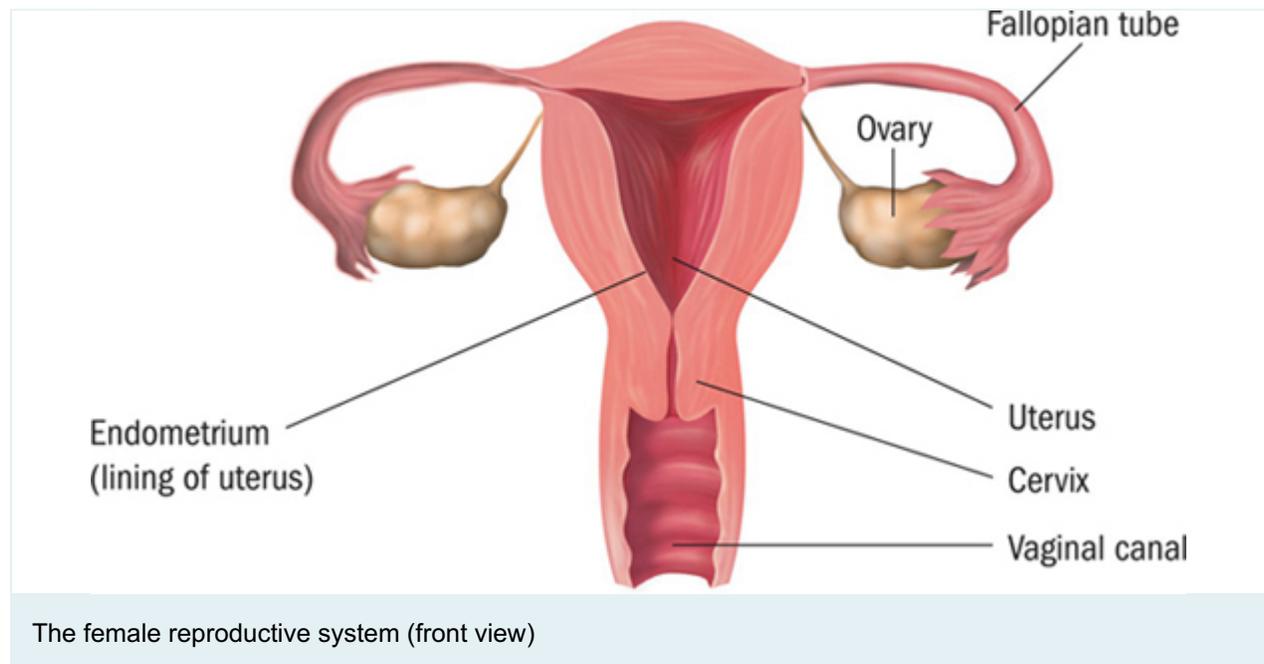
Puberty is a time when a girl's body changes so she can reproduce — that is, so she can have a baby. Menstruation, ovulation and the development of breasts are important changes for girls during puberty.

Menstruation

Menstruation is also known as a girl's period. Girls start to menstruate (or get their periods) during puberty. It usually happens around 12 months after the first physical signs of puberty but because puberty starts at a different time for each of us, the age at which a girl gets her period will vary. It normally begins at 10–14 years of age.

The menstrual cycle

A menstrual cycle is about 28 days in length, although the length of a cycle is different for each girl. It is controlled by the release of different hormones that regulate what happens in the cycle. The first day of a girl's period signals the start of her menstrual cycle. A 'period' is the shedding of the uterus lining, which is called the **endometrium**. The lining comes out as fluid through the vagina. This fluid is comprised of the lining of the uterus wall, blood and the unfertilised egg. Once the period is finished — that is, the bleeding stops — hormones direct the body to start building up the endometrium again. The endometrium builds up or thickens to house the egg if it is fertilised by a male's sperm.

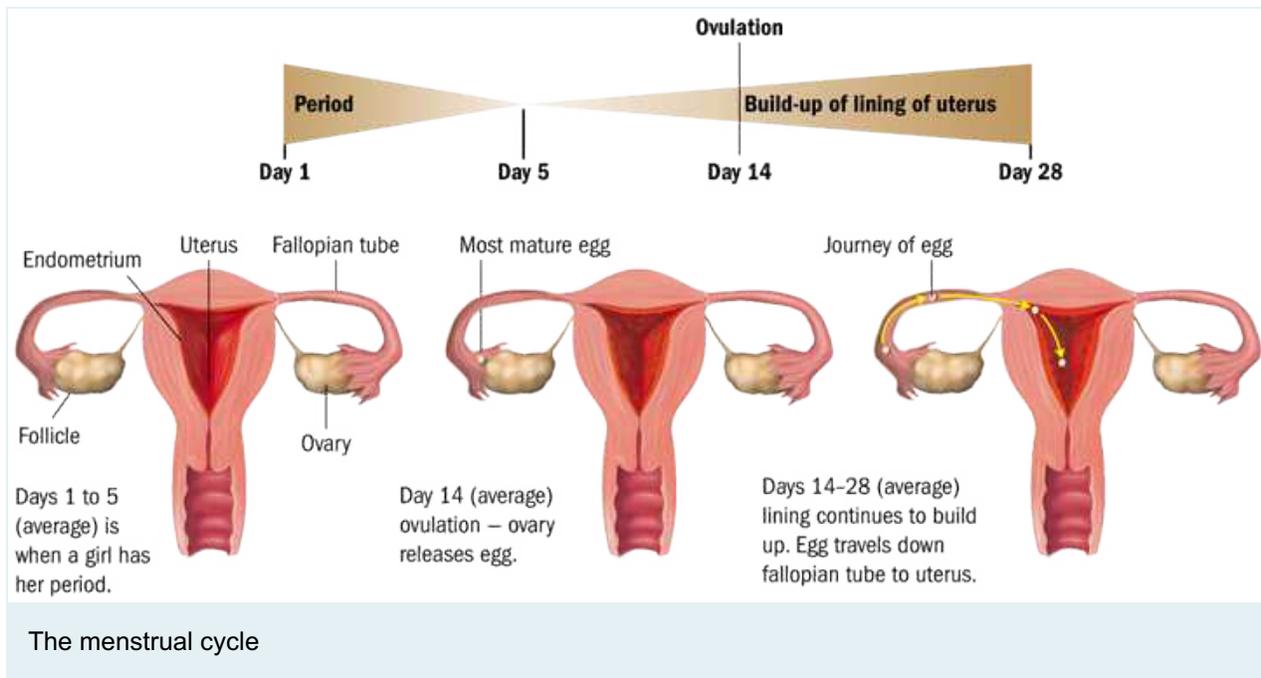


A period usually lasts three to seven days. The length and heaviness of a period are different for each girl. Periods are irregular for most girls in the first year, but then settle into a fairly regular cycle. Some girls may experience abdominal pain and/or backache when they get their period or in the few days before, while others may experience only minor discomfort.

Hormones and the menstrual cycle

The menstrual cycle is controlled by the release of different types of hormones. Each hormone has a specific role to play. The menstrual cycle has four phases.

1. The menstruation phase
2. The follicular phase
3. The ovulation phase
4. The luteal phase



During the menstrual phase, the thickened lining of the uterus (endometrium), blood and the unfertilised egg flow from the uterus and out through the vagina. This phase is commonly referred to as a period.

HEALTH FACT

Most girls use sanitary pads when they first get their period, although some may use tampons. The choice should be based on what is most comfortable for them.

The follicular phase is the time between the first day of menstruation (period) and when ovulation occurs. During this phase, the pituitary gland releases follicle-stimulating hormone (FSH). This hormone stimulates the ovary to produce a number of **follicles** (approximately 5–20). In most cases, only one of these follicles will mature into an egg. Also at this time, the lining of the uterus begins to thicken again in preparation for possible fertilisation of an **ovum** and the resulting pregnancy. There is also a rise in levels of the female sex hormone oestrogen.

The **ovulation** phase occurs when the mature egg is released from the follicle on the surface of the ovary. Ovulation usually occurs in the middle of the menstrual cycle — that is, about day 14 of a 28-day menstrual cycle. As oestrogen levels rise during the follicular phase, the brain triggers the release of gonadotropin-releasing hormones (GnRH). This hormone prompts the pituitary gland to produce higher levels of luteinising hormone (LH) and FSH. Ovulation is triggered by high levels of LH. The egg moves from the follicle on the surface of the ovary down through the fallopian tube to the uterus. The life span of the egg is around 24 hours and unless it meets a **sperm** during this time, it will die.

The luteal phase is approximately two weeks in length. During this time, the ruptured follicle on the surface of the ovary changes into a structure called the corpus luteum. The corpus luteum starts to release the sex hormone **progesterone** and small amounts of oestrogen. These two hormones maintain the thickened lining of the uterus. If the ovum is not fertilised by sperm to create a pregnancy, the corpus luteum will die. This occurs around day 22 of a 28-day cycle. This causes the levels of progesterone and oestrogen to fall and the lining of the uterus to come away and flow with blood from the uterus through the vagina as a menstrual period.

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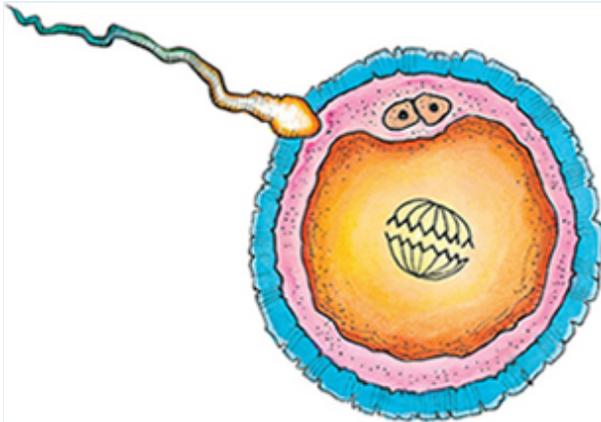


Complete this digital doc: [Menstruation](#)

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Conception

When an ovum and sperm unite, **conception** occurs — the start of a new life. The lining of the uterus provides nourishment to the foetus in the first stage of its life.



Conception occurs when a sperm and ovum unite.



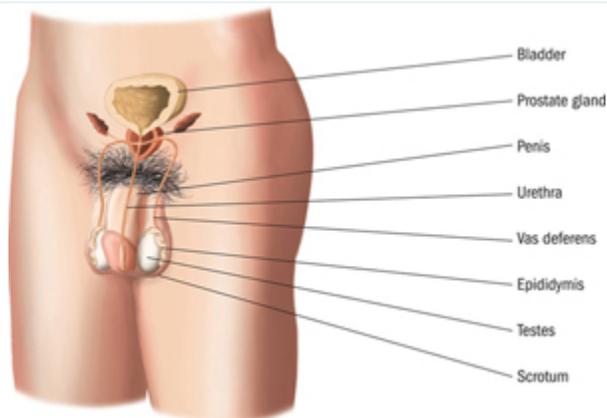
The foetus is nourished by the endometrium while it grows.

Puberty and boys

Just as girls' bodies get ready to reproduce, boys experience physical changes that enable them to reproduce. The most obvious of these physical changes are an increase in size of the testes, scrotum and penis. It is during puberty that the male starts to produce sperm which, when mature, are capable of fertilising the female's ovum for conception.

Ejaculation

During puberty, boys experience their first **ejaculation**, which is a release of **semen** from the penis. Ejaculation usually occurs when a boy masturbates or when he has a **nocturnal emission (wet dream)**. The epididymis is located at the back of the testes. It collects immature sperm from the testes. When the sperm mature, they are released into a tube called the vas deferens. The sperm travel up the vas deferens, where they mix with semen released by glands lining the vas deferens. They then travel through another tube called the urethra, which runs through the penis.



The male reproductive system

DID YOU KNOW?

The prostate gland produces a milky fluid that makes up part of the semen that males ejaculate. Approximately one in 11 Australian men are affected by prostate cancer during their lifetime. It is most common in men over the age of 65.

ACTIVITY

Dear doctor ...

Read the questions below from Tina, Rafael and Sally. In small groups, discuss and determine what would be the best advice to give Tina, Rafael and Sally.

Dear doctor

I am 13 years old and am worried about my period. I started getting my period seven months ago. My first period was light and lasted three days, the next happened two weeks later and was the same, then I didn't get it for three months. I am also getting a lot of stomach and back pain at these times. Is there something wrong with me?

Tina

Dear doctor

I am 14 years old and much smaller than all my classmates. Sometimes, I get hassled at school because I am not as big and muscular as the other boys in my year. I am starting to get pimples and just don't feel happy with myself. Can you please give me some advice?

Rafael

Dear doctor

I am 14 years old and my breasts are very small. My mum says I don't need a bra, but some of the other girls make fun of me and I'm worried I'll never develop breasts like them. What can I do?

Sally

CHECK & CHALLENGE

1. Describe what happens during the menstrual cycle.
2. Is every girl's menstrual cycle the same? Why or why not?
3. Describe the path of sperm from where they are produced to when they are released during ejaculation.
4. Explain the process of puberty for boys.
5. What advice would you give a friend struggling with the physical changes of adolescence? Provide at least four strategies to help your friend cope.

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Complete this digital doc: [Puberty — how our bodies change](#)

Searchlight ID: [doc-2565](#)

1.5 Adolescence — the social and emotional changes

Adolescence brings about many changes aside from the physical changes of puberty. In this lesson you will explore the many social and emotional changes you will experience, such as a growing desire for independence from your parents and placing more importance on spending time with and relating to a peer group.

Engage

Adolescence is a time of **social change**. It is when we develop from a dependent child to an independent adult. The way in which we interact with others changes as we mature. We start to make decisions for ourselves and plan for the future. Adolescence is also a time when we start to develop a range of relationships that can be meaningful and long lasting.

Use the **Dealing with puberty** weblink in your eBookPLUS to find out how others have experienced the changes that come with adolescence.



Explore more with this weblink: [Dealing with puberty](#)

Explore

Changing relationships

As we go through adolescence, we increasingly spend more time with our friends and less time with our family. Parents and family still play an important role in most young people's lives by providing love, support and guidance as young people find their way to adulthood.

Forming a close group of friends who support you and to whom you feel connected can contribute to a positive sense of self. This group of friends is your peer group. Many young people want to be like their friends and want to be popular within their peer group. Sometimes, your peer group can put pressure on you to do certain things. This pressure may be negative, such as the pressure to smoke, or positive, such as encouragement to play sport. If you are being pressured to do something you don't feel comfortable doing, it is a good idea to talk to someone (such as your parent or a teacher) about it and try to work out some strategies to deal with the issue. Just as our family influences us during childhood, our peer group plays a big role in helping to define who we are during adolescence.



Friends can provide positive support for you to create a healthy lifestyle.

During adolescence, there are times when we feel like, and want to be treated as, an adult; at other times, we feel like a child and want the security that our family gives us. Conflict with parents can occur when we want to do things independently. Parents worry because they know that young people sometimes take risks when they are out with friends. Try to work things out with your parents when a conflict arises. Listen to what they have to say, then talk to them about what you need. Share your ideas about what you can do to keep safe.

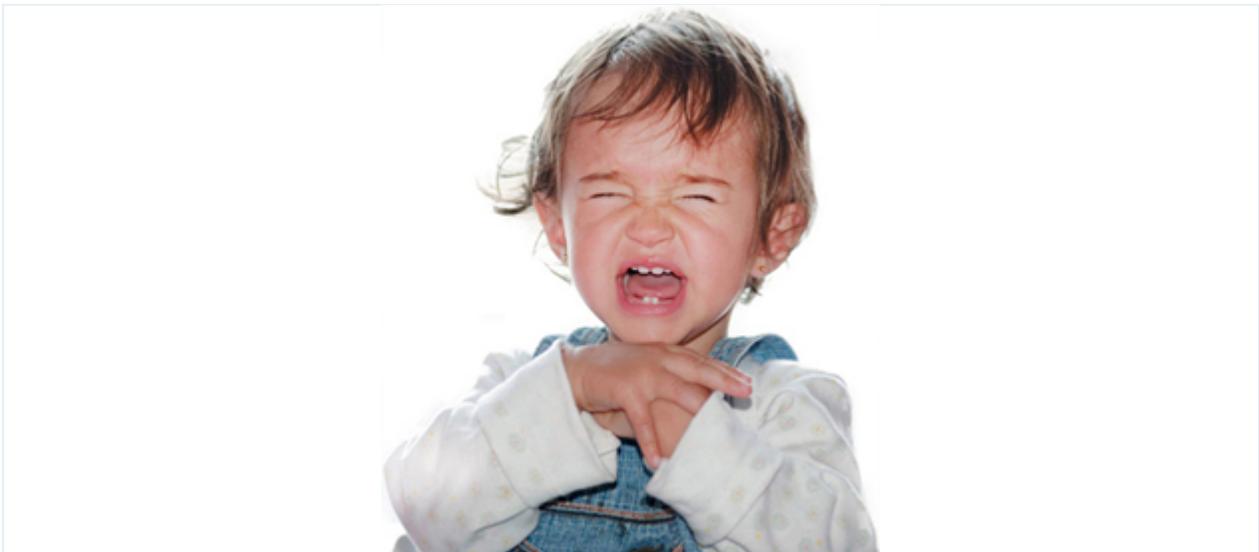
During adolescence, we start to become more aware of our sexuality and we can develop a desire or sexual attraction for another person. That other person can be someone of the opposite sex or someone of the same sex. We may form a relationship with that person. In early adolescence, these relationships usually last for a short period. In late adolescence, relationships usually last longer and become more significant.

In late adolescence, it is common for parents, family and teachers to start to increase their expectations of you. Your parents will expect you to take more responsibility for the freedom that you want, including making decisions for yourself. Some of these decisions will be value-based, such as what's right and what's wrong. People will expect you to take responsibility for your thoughts, feelings and actions. This responsibility includes making decisions and accepting the consequences of those decisions.

Social change is about making new relationships that are independent of family, making decisions for yourself and taking responsibility for those decisions. These experiences help you develop a better understanding of yourself and will influence the path you choose in life.

Emotional maturity

Developing an understanding of emotions and feelings is part of the emotional change that happens during adolescence. Children often do not understand their feelings and can act out feelings in negative ways, such as by starting fights and arguing. As we grow and mature emotionally, we become better at understanding and managing our feelings and behaviours.



Children often act out their feelings in negative ways.

Some changes that show us we are maturing emotionally include:

- identifying our own feelings
- using our feelings to make good decisions
- managing stressful moods
- controlling impulses
- being motivated and optimistic
- bouncing back after a difficult time
- managing our emotions in a positive way
- communicating with others in a respectful way
- expressing ourselves appropriately
- planning for the future and goal-setting
- solving problems rather than avoiding them
- resolving conflicts in non-violent ways.

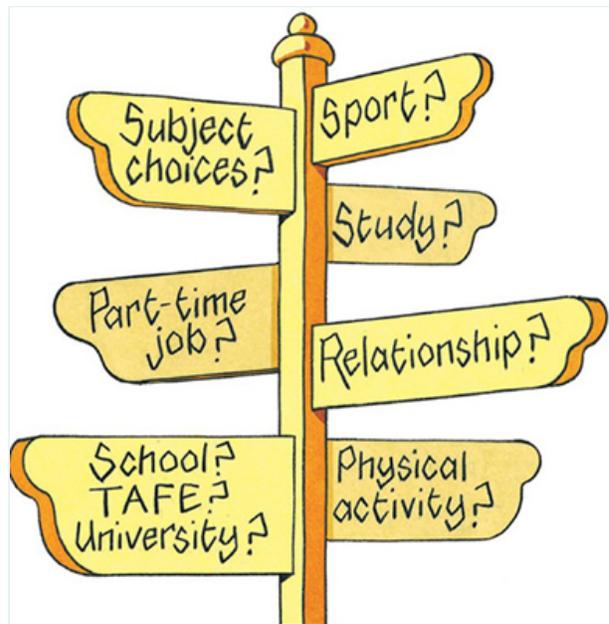
Achieving all these changes takes time and work. This means you need to think about what you are feeling rather than just reacting, and you need to work out positive ways in which to deal with challenges and cope with difficult situations. Talking to people who you trust and who can help you is a good start to helping you understand and manage your emotions.

What does it mean to be 'mature'?

The rate at which we mature physically and emotionally is different for all of us. As we have learnt, in most cases, girls start to physically mature before boys and tend to reach physical maturity before boys. Some young people who physically mature early may be put in situations in which they are expected to be more emotionally mature than they actually are. Remember, just because a person is physically mature, we cannot assume they are emotionally mature, and just because a person is emotionally mature, we cannot assume they are physically mature.



If you are upset, take some time out to think about how you are feeling before you react.



Emotional maturity can vary significantly among adolescents of the same age. The rate at which a person matures emotionally depends on a range of factors, including how they are treated by their parents and family, their personality, their relationships with other people (including their peers) and the expectations placed on them. Look around at the people in your year at school. You can probably identify those who are more mature by the respectful way in which they treat others and the positive way in which they deal with their emotions.

As you become older, you will be expected to make decisions about your life and take responsibility for those decisions by accepting the consequences.

HEALTH FACT

As babies and children, boys and girls cry about the same amount when they are upset. It is only during puberty that girls begin to cry more than boys; by age 18, girls cry up to four times as often as boys.

ACTIVITIES

1 Becoming independent

Read the scenario below and answer the questions that follow.

Sandra is 16 years old. She is going out with Serge, who is 18 years old. Serge has asked Sandra to an 18th birthday party on Friday night at his friend's place. Serge says he will pick her up at 8 pm because he has his mum's car for the night.

Sandra is excited about going to the party and asks her parents whether she can go. They are worried about her going in the car and say they will drop her off at the party themselves and pick her up at 10.30 pm.

Sandra thinks her parents don't trust her, so she yells at them and they get into an argument. Her parents ground her for her disrespectful attitude. Sandra sneaks out of the house and goes to the party anyway.



1. Explain why young people and their parents have more conflicts during adolescence.
2. Explain why Sandra's parents are worried.
3. Do you think Sandra made a good decision or a bad decision? Explain your answer.
4. Identify strategies that Sandra and her parents could have used to reach a better outcome.
5. Use the **Negotiating a win-win** worksheet in your eBookPLUS to work through the process outlined to reach a positive decision.

2 I'm just 12!

Divide into small groups, read the scenario below and answer the questions that follow.

Andrea is a 12-year-old girl who has physically matured into a young woman. Ben, who is 17 years old and in Year 11, starts to give her lots of attention and lets her know he is sexually attracted to her. He is treating her as being much older than she is. She has never experienced this situation before and doesn't know what to do.

1. What might Andrea be feeling?
2. What might Andrea do or say to manage this situation?
3. Brainstorm why a relationship between a 12-year-old girl and a 17-year-old boy is not a good idea.

CHECK & CHALLENGE

1. Identify two important relationships in your life and explain why they are important.
2. How have your parents' and teachers' expectations of you changed as you have grown from childhood into adolescence?
3. Explain what is meant by 'managing your emotions in a positive way'. Give at least one example to support your explanation.
4. What are five characteristics of an emotionally mature person?
5. Identify ways in which you can resolve conflict using compromise.
6. From the information in this lesson and your own experience, outline strategies that are or would be effective for managing stress.
7. What advice would you give a good friend to help them express their feelings and thoughts in a positive way?
8. What are the possible outcomes when you express your feelings and thoughts in a positive way?

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Complete this digital doc: [Negotiating a win-win](#)

Searchlight ID: [doc-2567](#)

1.6 Dealing with puberty

Every part of our body grows and changes during puberty, including our minds. Always remember that you are not alone in dealing with these changes. In this lesson you will learn that there are simple things you can do to help manage your emotions in difficult times and deal with change in a positive way.

Engage

You are now in your early years of adolescence, probably experiencing some or most of the physical changes of puberty. It may be an exciting time when you look forward to the changes ahead, or an uneasy time when you become self-conscious and concerned about what other people think of your appearance and personality. Can you think of any strategies to help you cope with these changes?

Explore

Your developing brain

Many changes that occur during puberty cannot be seen; for example, your brain is maturing just as your body is. However, the brain does not fully mature until we are in our early twenties. This means that a young person's ability to judge, plan, organise, make decisions and control their emotions is not fully developed. This may account for the moodiness, outbursts, tantrums and rude behaviours that some adolescents display. However, as your brain matures, your ability to make decisions and to analyse situations will improve. This will help you better monitor your emotional reactions.

HEALTH FACT

When you were born, your brain weighed 350–400 grams and contained nearly all the brain cells you will ever have, despite the fact that it will grow to be 1300–1400 grams during puberty.

Dealing with puberty

When things get difficult, remember that every adult in the world has gone through the period of change you are experiencing now. All your friends are going through the same thing. The following tips can be useful to remember when you are dealing with the changes of puberty:

- Read and learn about the physical, emotional and social changes of puberty so you have a better idea of what to expect.
- Talk to your doctor or another health professional if you are worried about aspects of your development or do not understand some of the changes in your body.
- Be patient with your parents. Remember, they are trying to do what is best for you. If there are disagreements, listen to what your parents have to say and then let them know your view.
- Try to negotiate with your parents. You need to show them that you are responsible by making good decisions, letting them know your plans and compromising in some situations.
- Remember that you will mature at your own pace because you are a unique person.



Talking to people you trust about the way you managed a situation can help you learn from it.

Handling your emotions

During adolescence, we start to think independently of our parents and family and we form our own ideas, attitudes and values. We start discovering the world for ourselves; we learn more about ourselves and have thoughts about who we are and what our place is in the world. As we grow and experience life, our views and beliefs change. We start developing our own identity as individuals.

As our bodies change in size and shape, what we think about our body also changes. For some young people, the rapid growth of their body can be embarrassing. They can become very self-conscious, particularly if their body is growing and changing ahead of the bodies of their friends. The increase in the release of hormones not only affects our physical growth but can also heighten the emotions we experience. It is common for adolescents to start to feel extremes in their emotions that are sometimes difficult to manage. When you are finding it difficult to manage your emotions, it is a good idea to try to calm down before you react.

Anger is one of the more difficult emotions to control. We can usually feel anger developing when we are frustrated, hassled or stressed. When this happens, try to think of ways to manage the anger; for example, take deep breaths, use humour to downplay what triggered the reaction or channel the anger into positive physical activity by going for a walk or run.

DID YOU KNOW?

Endorphins are chemicals that come from the pituitary gland. They help relieve pain and can provide you with a feeling of happiness. When you exercise rigorously, you stimulate your pituitary gland into producing a lot of endorphins, which in turn make you feel happy. This is one of the reasons why exercise can help you relieve stress and manage your emotions.

ACTIVITIES

1 Personal beliefs and attitudes

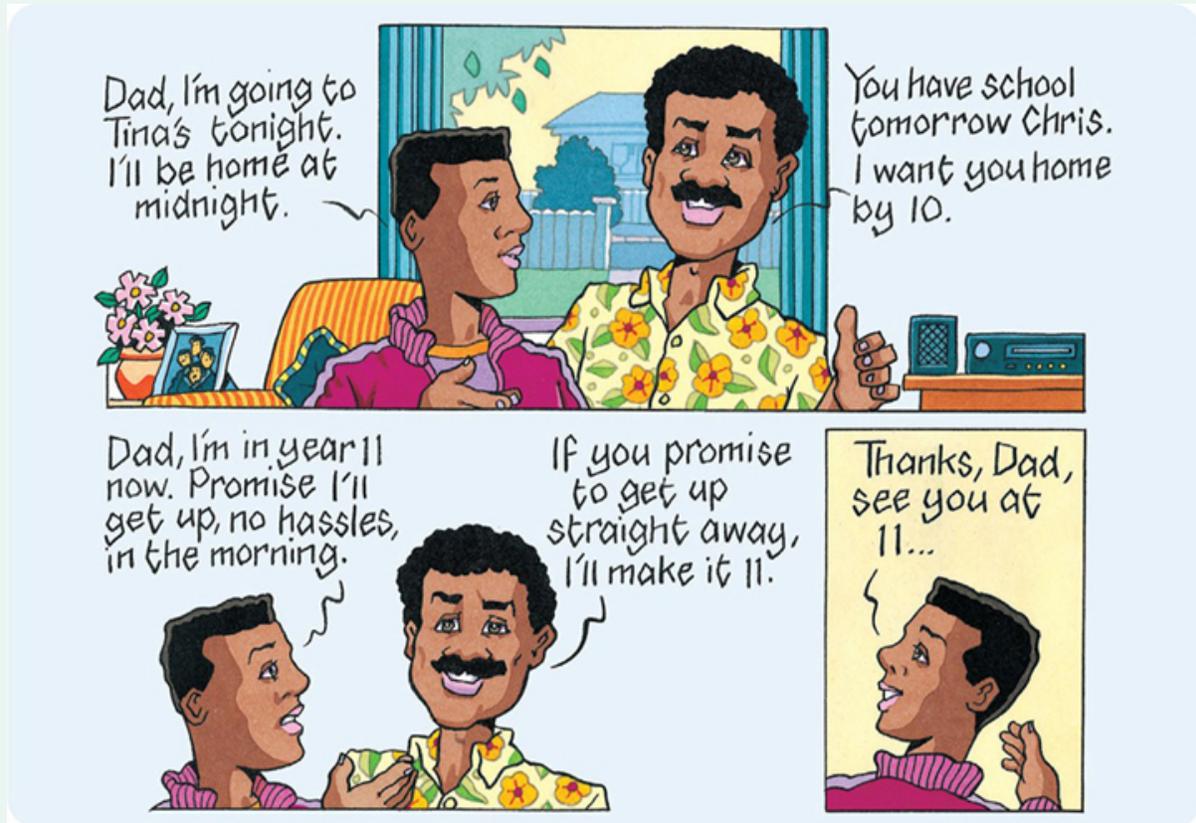
Our beliefs, attitudes and values form a part of our sense of self. It is easy to let our emotions get the better of us when we are discussing something we strongly value or believe in. In small groups, discuss one of the following issues.

- Homework should be mandatory for all high school students.
- Junk food should be banned from school canteens.
- People under the age of 15 should be banned from accessing violent video games.

1. What were the main views expressed by the group?
2. What factors influenced your own view of these issues?
3. What role did emotions play in your discussion? Do you find an emotional argument more or less persuasive than a non-emotional argument?

2 Negotiations

Read the scenarios shown in the two cartoons below and answer the questions that follow.



1. How did Chris avoid starting a fight with his father?

2. Do you think Chris achieved the best possible outcome?



3. What was Lily's first mistake in dealing with her situation?
4. Why do you think Lily became so upset so quickly?
5. Imagine that Lily calls Chris after her argument with her father. What advice do you think Chris would give her? List at least three suggestions.

CHECK & CHALLENGE

1. What happens as your brain matures?
2. Why might the rapid growth of their body be embarrassing for some young people?
3. List two people who you could talk to who could help you deal with the changes of puberty. Describe the types of advice they could offer.
4. Why is it important to be patient with your parents if a conflict arises?
5. When you feel your emotions rising, how do you help yourself calm down?

1.7 Valuing diversity

We can help all people to feel valued by accepting who they are and understanding that their differences enrich our society. There is much to enjoy and learn from the differences that exist between people and groups of people.

Engage

Each one of us is unique. This means that, although there will be similarities between people and groups of people, no one person or group is identical to another. There are differences in the things people do and like, their religion, the food they eat, the clothes they wear and the people to whom they are attracted. The diversity that exists in every society is something that should be valued and celebrated. It offers us opportunities to experience different lifestyles and alternative ways of thinking.

Use the **Valuing diversity** weblink in your eBookPLUS to investigate how Australia embraces diversity.

eBookplus RESOURCES



Explore more with this weblink: Valuing diversity



Explore

Challenging inequities

Although diversity brings many positive things to our society, it is not always valued. Not everyone is treated with respect and fairness or has the same opportunities. This leads to **discrimination** and **inequities** in the way people are treated and in their level of health and wellbeing. Inequities occur when some people in society receive better treatment than others — not because they are hard-working or in need, but because they look or act in a particular way. For example, wealthy people in Australia receive better health care than poor people because they can afford to pay for expensive medicine. Aboriginal people in rural Australia receive limited medical care because they live far away from the best hospitals and doctors, and often cannot afford to travel to these facilities. Inequities can be based on factors such as a person's religion, sexuality, gender, ability, race, sex, age or culture.

Some examples of discrimination and inequities that exist in our society are:

- a lack of exercise facilities, including gymnasiums and swimming pools, that cater for the needs of various population subgroups, such as the elderly, Muslim women and the disabled
- lower life expectancy for Aboriginal and Torres Strait Islander people
- higher levels of verbal and physical abuse of same-sex attracted students in schools in New South Wales.

HEALTH FACT

Aboriginal Australians are 2–4 times more likely to become ill with type 2 diabetes than non-indigenous Australians. The death rate from diabetes of Aboriginal and Torres Strait Islander people is 17 times higher than that of non-indigenous Australians.

By challenging inequities we can demonstrate our acceptance and support of everyone's right to be treated fairly and with respect. In turn, this will make them feel better about who they are.

Processes to help you challenge inequities include:

- *recognising inequities*. Respect the differences between people, and understand when language or actions discriminate against them.
- *advocating for others*. Take action to support those who are treated unfairly. For example, let bullies know that their behaviour is not right or acceptable and that you do not agree with it.

- *role modelling inclusive language and behaviours*. This means ensuring you treat others fairly and practise using respectful language. Do not use language that stereotypes people, isolates them or makes them feel inferior.

DID YOU KNOW?

105 000 Australians do not know where they will sleep tonight. About half of Australia's homeless population are under the age of 25.

ACTIVITIES

1 Identifying and challenging inequities

In pairs, undertake the following tasks.

1. Identify and discuss inequities that exist between people and groups of people in your school or local community. For example, your school might have better sporting facilities than another local school; this may give you an advantage in sporting matches.
2. Suggest why such inequities have developed.
3. How can these inequities influence a person's sense of self?
4. What could you do to advocate for the rights of people who are not being treated fairly, or who are being discriminated against, within your school and the wider community?

2 Winter Sleepout

In groups of three or four, use the **Winter Sleepout** weblink in your eBookPLUS to investigate Mission Australia's annual appeal.

1. What cause does the Winter Sleepout advocate?
2. How does the Winter Sleepout work?
3. How do you think the Winter Sleepout would encourage you to think about the inequities in society?
4. Use the information you find to create a flyer advertising a Winter Sleepout at your school.

CHECK & CHALLENGE

1. Explain why some young people discriminate against others.
2. When do inequities occur?
3. List three ways you can advocate for others when they are discriminated against.
4. How could you become a role model for people looking to challenge inequities? Give some specific examples. (For example, you could donate to the canned food drive run by a local charity to help provide food for the poor.)
5. What does 'valuing diversity' mean? Why is it important?
6. What effect can discrimination have on people's sense of self?

eBook *plus* RESOURCES



Explore more with this weblink: Winter Sleepout

1.8 Diversity is something to celebrate

Discrimination is the result of learned prejudice and stereotyping. We can all learn to be more inclusive of others and groups of people who are different to us. By celebrating diversity, we are contributing to the positive sense of self of others.

Engage

The diverse nature of Australian society is something to be affirmed and celebrated. Diversity brings many opportunities to learn about lifestyles and experiences that differ from our own.

At an individual level, we differ from other people in many ways. The most obvious difference is in our physical appearance. As individuals, we can offer different views, ideas, attitudes and beliefs.

At a community level, our society comprises many different groups and subcultures. But even within each of these groups, there is diversity. Diversity provides variety and it gives us options from which to choose — it makes life interesting.



Watch this eLesson: [A refugee's story](#)

Searchlight ID: [eles-0722](#)

Explore

Affirming diversity

People are not born with **prejudices**; prejudices are learned behaviours. How we treat other people is learned from what we see and hear. If you are brought up to respect others, regardless of their differences, it will be easy for you to affirm **diversity**; you probably do it every day without thinking about it. For other people who have been taught to believe that people who are different are worth less than they are, it may be more difficult to overcome their prejudices. Some young people may find it difficult to affirm diversity because their peer group has certain beliefs or because they feel they will be judged if they do. You may not agree with your peers, for example, when they harass other students for being different, but you may find it difficult to tell them to stop.

The first step in developing positive relationships with people who are different from you is taking time to get to know them, and not judging them because they belong to a particular group. Having an understanding of people's lives, their culture and beliefs can help you to appreciate the differences that exist between people and groups of people.

Imagine what it would be like if everyone you met put you down or thought you were worth less than them because you were different from what they thought was 'normal'. When people belong to a particular culture, speak a different language, have different coloured skin, or are poor, disabled or same-sex attracted, they are more likely to be discriminated against. One of the significant factors contributing to this discrimination is stereotypes. Our society often stereotypes groups of people. However, even within these groups, there is great diversity.

Remember, diversity is a positive part of Australian society. It is important to be inclusive and to treat each other with respect so that we can all feel happy, supported and connected.



Diversity provides us with different perspectives and choices in life.

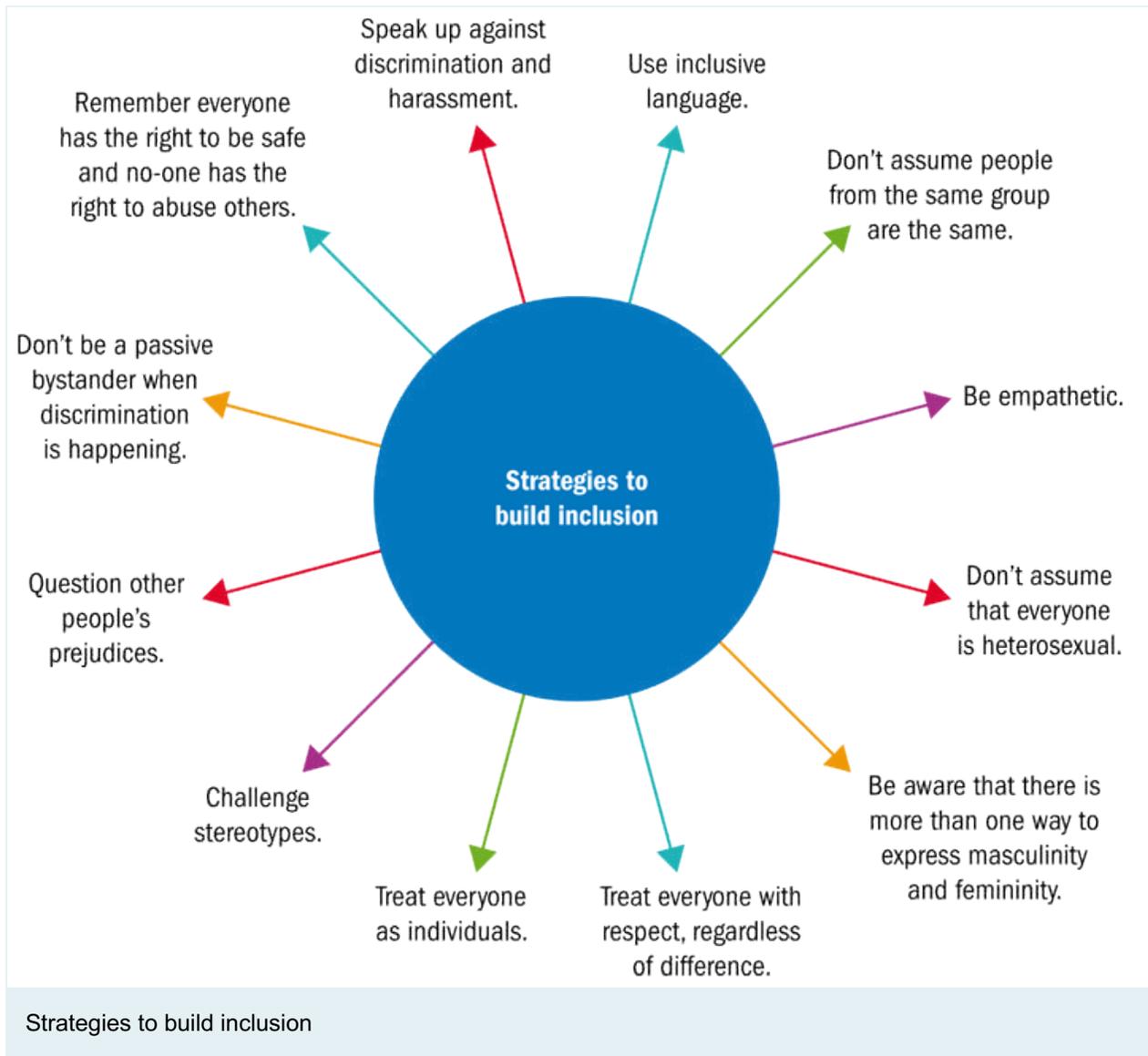
Including everyone

It is everyone's role to make people feel worthwhile and included in our society, and to affirm difference. At both the state and federal levels, the government has passed anti-discrimination legislation to ensure people are treated fairly. Within many workplaces, there are policies that ensure everyone has equal access to work opportunities and is treated fairly by employers and workmates.

At an individual level, the way you treat someone can have a significant impact on their sense of self and can help them feel either included or isolated. An important part of inclusion is overcoming any preconceived ideas you may have about particular groups or cultures. If you do have some attitudes or beliefs that may be discriminatory, think about why this is and whether these opinions are valid. You will probably find that you have formed opinions based on other people's prejudices and on stereotypes. Treating each person for who they are, and not for what group they belong to, will help you overcome any prejudices you may have.

Using inclusive language is another way you can affirm diversity. Using non-sexist language — for example, 'police officer' rather than 'policeman' — affirms both males and females in this role. Using the word 'partner' affirms both **heterosexual** and **homosexual** relationships.

Being inclusive means not making assumptions about people. For example, young people often discuss their attractions and relationships with their peers and, in most cases, assume everyone is heterosexual. For a young person who is gay or unsure of their sexuality, this assumption can make them feel that who they are is not important or that they are excluded from the group.



HEALTH FACT

Stereotyping people because they belong to a certain group of people can lead to discrimination. When people are discriminated against and treated badly, their sense of self can be negatively affected. This can lead to depression, poor relationships and other health problems.

Developing empathy

If you have ever imagined yourself in someone else's shoes, then you have felt **empathy**. The ability to feel empathy is a very good characteristic to have and will help you to trust and develop meaningful relationships with others.

Sometimes we focus too much on our own problems and cannot see or appreciate other people's feelings and situations. Trying to understand the problems other people are experiencing will help you to know, respect and connect with that person, creating better relationships with them. Sometimes it is harder for us to feel empathy for people we are close to or know well because our own feelings and judgments get in the way. The following strategies can help you better understand other people's situations and what they may be feeling.

- *Seek information.* Ask your parents, friends or teachers what they think it might be like to suffer unfair treatment or whether they have their own experiences with it.
- *Use active listening skills.* Allow the person time to tell you about their feelings and the situation. Clarify things you don't understand by asking questions, but don't interrupt or try to solve their problem. Remember to focus on their feelings and experiences, and refrain from giving advice.
- *Imagine what it might be like.* Put yourself in another's situation and think about what it would feel like to be treated unfairly.



Put yourself in someone else's shoes.

ACTIVITIES

1 Recognising diversity in our community

In groups of four, undertake the following tasks.

1. Using the collage of photos [Diversity provides us with different perspectives and choices in life](#), brainstorm a list of differences you think exist between the people in the photos.
2. Discuss how these groups of people are valued in our society.
3. Why are some groups of people not valued and included, and often made to feel left out?
4. Give examples of negative community values related to diversity. What could you do as individuals, or as a group, to challenge these?
5. How are individuals and the community affected when some groups are left out?
6. Brainstorm a list of reasons why all people and groups of people should be valued by society. Why does diversity offer opportunities?

2 Clarifying your values

1. Describe your attitudes, feelings and behaviours towards people or groups of people who are different.
2. Identify the factors that have influenced how you value difference (for example, your family).
3. Are your values supportive of difference and diversity? If not, how could you become more supportive?

3 Challenging stereotypes

1. As a class, brainstorm a list of words that people associate with each of the following groups.
 - a. Aboriginal people
 - b. Same-sex attracted people
 - c. Asian people
 - d. Muslim people
 - e. Disabled people
2. Discuss the stereotypes associated with each group. Identify the words on your list that are associated with stereotypes. Are they positive or negative?
3. As a class, discuss why stereotypes are a barrier to diversity.
4. Identify strategies that individuals and groups could use to affirm difference and diversity.

4 Building empathy

Divide into groups of three. Read the following scenarios and discuss each of the questions below.

A new student, Tanya, enrolls in your class. She has poor eyesight and has to wear thick glasses. Her doctor has told her she must sit at the front of the class so she is closer to the board. Tanya hasn't made any friends in the class and sits by herself.

Scott is in Year 8. He is not very sporty and prefers to go to the library and play on the computer during lunch time. Scott is hassled every day by a group of boys in Year 9 who call him 'faggot' and 'nerd'. One day they drag Scott into the toilets and trash his school bag and empty its contents in the toilet. Scott starts to cry and the boys laugh at him.

Timor and his family have spent the last two years in an immigration detention centre. Timor and his friends are transported to the local school each day to attend lessons. The other students at the school treat them badly, saying they should go back to their own country.

1. Explain how the treatment of each person is unfair.
2. List some of the feelings or emotions the person may be experiencing in each situation.
3. What would it feel like for you if you were in each situation?
4. Suggest ways in which the treatment of each person could be changed. What effects might this have on each person's relationships with others?

5 Inclusiveness

Use Microsoft Word or Publisher to design a poster or fact sheet that promotes inclusiveness.

CHECK & CHALLENGE

1. Explain how stereotyping can lead to discrimination.
 2. Identify a group of people who have been or are currently discriminated against. Explain the reasons behind the discrimination.
 3. What is meant by the sentence 'prejudices are learned behaviours'?
 4. How can you personally improve your acceptance of others who are different to you?
 5. Why is it important to celebrate diversity?
-

Review

What have I Learnt?

- Everyone is unique with their own set of characteristics.
- A positive sense of self is important to our wellbeing and health.
- There are many factors which affect our sense of self such as body image, success and failure, school, peers, family, relationships, the media, gender, culture and sexuality.
- The period from birth to adolescence is a time of rapid growth and development; a time of full dependence to a time of seeking independence.
- Puberty is the phase of adolescence characterised by many physical changes. It is when secondary sex characteristics develop in preparation for reproduction.
- Puberty is triggered by the release of a number of hormones. The growth hormone is released from the pituitary gland. This gland also triggers the female reproductive hormone oestrogen and the male reproductive hormone, testosterone.
- One of the major changes for girls during puberty is the start of menstruation. One of the major changes for boys is the production of sperm.
- Adolescence is also marked by significant social changes. Adolescents start to seek independence from their parents and their peer relationships take on a new importance.
- Peer pressure can be quite powerful at this time and can cause some adolescents to make poor decisions.
- Learning strategies to handle your emotions during a time of emotional upheaval can be helpful to manage your relationships.
- The time needed to reach emotional maturity will vary among young people. Some signs of emotional maturity include controlling impulses, managing stress, knowing your feelings and why you are experiencing them and expressing yourself appropriately.
- Girls and boys mature at different rates. Generally girls tend to mature earlier than boys.
- Physical maturity does not necessarily mean emotional maturity.
- Accepting people for who they are and appreciating the difference between people and cultures can help all people to feel valued.
- Learning to be inclusive will help others feel less isolated or inferior. This is one strategy for valuing the diversity that exists in our society.

Essential question revisited

What is a positive sense of self? Why is a positive sense of self so important to our health and wellbeing? How can it assist us to support the wellbeing of others?

Evaluate your initial response to the essential question after having studied this topic.

CHECK AND CHALLENGE

1. How can you develop a positive sense of self?
2. Describe some of the physical, social and emotional changes that young people experience during adolescence.
3. What role do hormones have during puberty?
4. Describe the menstrual cycle.
5. Explain why young people mature at different rates.
6. Valuing the difference between people is important for both the health and wellbeing of individuals but also for Australian society. Outline strategies that you could undertake to be more inclusive of differences.
7. Explain why celebrating diversity can support others' sense of self.

Projects Plus: Giving is living

projects*plus*

eBook*plus* RESOURCES



Collaborate on this ProjectsPLUS: [Giving is living](#)

Search ID: [pro-0051](#)

Scenario

As a member of the 'Giving is living' team, you have been asked to design an event which aims to raise awareness and money for a charity that helps young people.

Your charity event must:

- have a title or name
- include a date, venue and time
- highlight the purpose of the charity you are supporting
- attempt to raise awareness and money for the identified problem.

Your charity event also needs a fundraising web page with:

- clear instructions on how to register for the event
 - a contact page.
- Some of the event options you are considering are:

- a fun run
- a big breakfast
- a 'Race your mates' day
- a fete or festival.



However, you are open to other suggestions that your team may make. You are very excited about creating a charity event and are ready to start organising it straight away.

Your task

Create and deliver a presentation to inform young people about your charity event. Your presentation should encourage participation and educate people about the cause. It should also include an information kit for people who would like to participate. You must 'sell' your charity event to the class, as students will be deciding which charity event they want to attend.



Process

- Open the ProjectsPLUS application for this chapter in your eBookPLUS. Watch the introductory video lesson, click the 'Start Project' button and then set up your project group. You can complete this project individually or invite other members of your class to form a group. Save your settings and the project will be launched.
- Navigate to your Research Forum where you will find a series of topics that will help you to complete the task. Select the topics you wish to research. Alternatively, you may add new topics if you or your team find other charity initiatives you wish to consider.
- Research. Make notes of important facts and ideas that you discover during your research. Enter your findings as articles under your topics in the Research Forum. You should each find at least three sources of information (including offline resources such as books, newspapers or magazines). You can view and comment on other group members' articles and rate the information they have entered. When your research is complete, print your Research Report to hand in to your teacher.
- Visit the Media Centre and download the PowerPoint sample, the information kit template, the fundraising template and the PowerPoint planning template. These will help you prepare your presentation. The Media Centre also includes images that can help to liven up your presentations.
- Use the information kit template to start creating your event. Make sure you address all the requirements.
- Use the fundraising template to organise your fundraising page.
- Use the PowerPoint template to develop your presentation. Remember that you are trying to convince the class to attend your charity event. Make sure you include all the information requested and that your presentation grabs your audience's attention.

SUGGESTED SOFTWARE

- ProjectsPLUS
- Microsoft Word
- PowerPoint, Keynote or other presentation software

MEDIA CENTRE



Your Media Centre contains:

- a PowerPoint sample
- the information kit template
- the fundraising template
- the PowerPoint planning template
- some images to liven up your presentation.

STRAND 1 Self and relationships



2 Growing up — the challenges ahead

- 2.1 Changes and challenges of adolescence
- 2.2 Dealing with loss
- 2.3 Bouncing back
- 2.4 Family connections
- 2.5 Peer connections
- 2.6 Interpersonal communication
- 2.7 Resolving conflict

3 Developing positive relationships

- 3.1 Relationships
- 3.2 The ways we relate
- 3.3 Caring and respectful relationships
- 3.4 Power in relationships
- 3.5 Abusive relationships
- 3.6 Abuse of power — bullying and harassment
- 3.7 Protecting yourself and others from harm
- 3.8 Support networks

Chapter 2: Growing up — the challenges ahead

Contents

1.1 Changes and challenges of adolescence

1.2 Dealing with loss

1.3 Bouncing back

1.4 Family connections

1.5 Peer connections

1.6 Interpersonal communication

1.7 Resolving conflict

Review

Note to students and teachers: This PDF has been provided as an offline solution for times when you do not have internet access or are experiencing connectivity issues. It is not intended to replace your eBook and its suite of resources. While we have tried our best to replicate the online experience offline, this document may not meet Jacaranda's high standards for printed material. Please always refer to your eBook for the full and latest version of this title.

2 Growing up — the challenges ahead

Essential question

How can we learn to manage our feelings in a positive way?



Getting help from others can help you manage your feelings in a positive way.

SYLLABUS OUTCOMES

Major outcome

On completion of the following chapter you will be able to do the following.

4.2 Identify and select strategies that enhance your ability to cope and feel supported.

Contributing outcomes

This chapter will also help you to do the following.

4.1 Describe and analyse the influences on a sense of self.

4.3 Describe the qualities of positive relationships and strategies to address the abuse of power.

Skills outcomes

The activities and questions in this chapter will help you to do the following.

4.11 Communicating Select and use communication skills and strategies clearly and coherently in a range of new and challenging situations.

4.12 Decision making Assess risk and social influences, and reflect on personal experience to make informed decisions.

4.13 Interacting Demonstrate cooperation with, and support of, others in social, recreational and other group contexts.

4.15 Planning Devise, apply and monitor plans to achieve short- and long-term goals.

4.16 Problem solving Clarify the source and nature of problems, and draw on personal skills and support networks to resolve them.

YOU WILL EXPLORE

2.1 Changes and challenges of adolescence

2.2 Dealing with loss

2.3 Bouncing back

2.4 Family connections

2.5 Peer connections

2.6 Interpersonal communication

2.7 Resolving conflict

Review

2.1 Changes and challenges of adolescence

The process of physical, emotional and social change that we experience during adolescence brings with it many challenges. In this lesson you will explore some of these challenges and expectations, and learn how to cope with them in a positive way.

Engage

Think about people's expectations of you now that you are in high school compared with when you were in primary school — are they different? The answer is most certainly yes. Your parents, family and teachers will be expecting more from you. They will expect you to behave in a more mature way, to be more responsible, to help out more at home, and to study more and achieve at school. How difficult is it to deal with these new expectations?



Complete this digital doc: [How do I feel about the challenges in my life?](#)

Searchlight ID: [doc-2568](#)

Explore

Changes and challenges

Adolescence is like an apprenticeship — it is the time when you learn how to be an adult. This learning process will involve new situations and challenges that you have not previously experienced. Dealing with these changes is part of the apprenticeship, and learning to make good decisions and knowing where to find support will help you cope with the challenges ahead. Some examples of the changes and challenges that most young people face during adolescence are:

- dealing with the physical changes that are happening to their bodies during puberty
- managing the heightened emotions that young people experience during puberty
- going to a new school
- making new friends and trying to fit into a peer group
- studying even more and being under pressure to achieve in senior studies
- having more responsibility at home, such as doing more chores or taking care of younger brothers or sisters
- making decisions about future study and work
- dealing with negative peer pressure
- experiencing relationship breakdown
- experiencing conflict with parents.



The changes and challenges of adolescence

For some young people, the challenges can be even greater, such as:

- caring for a sick parent or family member
- becoming a young parent
- moving to another country and adapting to a new culture and a different language
- experiencing family breakdown, parents divorcing and living between two households
- coping with significant health problems.

HEALTH FACT

In 2008, Australian women aged 30–34 had the highest fertility rate of any age group, and women aged 20–24 had the lowest, meaning that more Australian women are choosing to wait until their early 30s to have children.

Fears and feelings

As you experience one or more of the challenges discussed previously, you will be faced with a range of feelings and have fears about meeting these challenges. This is quite normal. It may be you are feeling scared or feeling that you do not fit in, that you cannot cope with the situation you are faced with, or you may be afraid of failing. These are common fears and feelings. It is important that when you are faced with a challenge, you recognise what you are capable of, what you need to do to cope and to whom you can go for support and advice.



We all experience mixed feelings and fears when faced with new challenges.

Dealing with change and conflicting demands

Do you sometimes feel overwhelmed by the demands on you? Do you feel you are not coping and you do not know what to do about it? These feelings are not uncommon, especially when you have lots of things to deal with at once, such as starting a new school, doing homework, doing chores at home, meeting sport commitments and fitting in social time with friends.

When faced with changes that are challenging, it is best to have a range of strategies to help you cope. It is important to be aware that a strategy may be useful in one situation but not in another, so think about which one will be most helpful to you. Here are some ideas that can help you to cope with the challenges of adolescence:

- Talk to your parents or teachers about your concerns and ask them to help you devise strategies to manage these challenges.
- Plan for the outcome you want rather than letting the situation happen.
- Prioritise — look at what is important, what needs to be done straight away and what you can do over a period of time.
- Ask others for advice.
- Talk to a counsellor.
- Think positively about how the situation will turn out.
- Relax by doing things you like, such as playing on the computer, going for a bike ride, going shopping, walking the dog, drawing, painting, writing or listening to music.
- Be realistic in what you can and cannot manage, and then set goals.
- Make sure you look after your health — eat nutritious foods, exercise regularly and get enough sleep.
- Ask for help if you need it.



Juggling the changes and challenges of adolescence requires good decision making, planning and seeking help when you need it.

Future challenges

As you go through adolescence and mature into a young adult, the challenges you face will change. You will be expected to make important decisions and take more and more responsibility for your life. As a student, you will be faced with decisions and challenges related to your health and future, such as:

- choosing senior subjects
- balancing social time with study time
- choosing a career path
- studying further at a tertiary institution
- choosing whether or not to be sexually active
- being physically active
- learning to drive.

As a young adult, the challenges will be different again, such as:

- moving out of home
- committing to a partner
- coping with further study
- earning a wage to pay the rent, bills and so on
- choosing whether to have children
- making significant purchases, such as a car.



The decisions you make in the future may provide even greater changes and challenges.

ACTIVITIES

1 Dealing with negative peer pressure

Read the scenario below and answer the questions that follow.

Alexandra has just started a new high school. Most of her friends have gone to a different secondary college. On Alexandra's first day she is put into a class where she doesn't know anyone. Her teacher buddies up Alexandra with Rachel. Alexandra starts hanging out with Rachel and her group of friends. Rachel is very popular and most of the girls want to be in her peer group. Alexandra is really happy that she is accepted into the group.

Things are going well until one Saturday the group goes shopping. Alexandra realises that some of the girls are shoplifting. Rachel tells Alexandra that she must steal some make-up for her, and that it is okay because they do it all the time and never get caught. Alexandra thinks stealing is wrong and doesn't want to do it, but she doesn't want to lose her place in the group either.

1. What are Alexandra's choices in this situation?
2. What information is important to consider when making this decision? (For example, is it illegal?)
3. For each choice identified in question 1, outline the possible consequences.
4. After considering all the information, what should Alexandra do?
5. As a class, evaluate the decision and determine whether it is a good decision.

2 Predicting future challenges

Undertake the following tasks in pairs.

1. Predict the future challenges you may face as a young adult. Compile a list of these future challenges and share them with another pair.
2. Identify the strategies that you could adopt to help you prepare for the future challenges identified on your list.
3. Role-play one of your future challenges in front of the class and see whether they suggest another strategy for preparing for this challenge.
4. Create a mind map of the possible challenges you might face as an adult (for example, choosing a career or having children). Which of these challenges do you think will be enjoyable opportunities? Why?

CHECK & CHALLENGE

1. Identify the challenges young people face when they go from primary school to high school. Describe how you would respond to and cope with these challenges.
2. Predict and describe at least five challenges that you will face in the future as a young adult.
3. Identify changes that have already occurred in your life. Choose one and describe how you dealt with its challenges.

2.2 Dealing with loss

Although there are many things to gain during adolescence, it is also possible that we will lose some things as well. These losses can be very difficult to deal with. In this lesson you will learn the skills needed to deal with loss.

Engage

Have you ever lost someone who was close to you? Perhaps it was a close friend who moved away or a beloved pet that died. We experience a range of emotions which can make us feel strange or depressed. How do you feel when you lose something or someone who is important to you?

Explore

Loss and grief

As we experience change in our lives, we may encounter **loss**. The death of someone we love or care for is a major loss in our lives. Other losses that many people experience in their lives include:

- the end of a close relationship
- moving away from friends or family
- parents getting divorced
- finding out someone we love is seriously ill
- moving to another country
- moving schools

- losing something that is very important to us, such as our job
- the death of a pet.

A natural response to loss is **grief**. How we experience grief is different for everyone. **Grieving** is a healthy process that allows us to fully appreciate the importance of what was lost.

Grieving is a process that happens over a period of time. The length of this time is different for each of us according to individual characteristics, the extent, nature and significance of the loss, and what support we have around us. It is important to understand that not all losses result in negative effects. Moving to a new school, for example, may provide more opportunities, such as better sports facilities, more choice in the school curriculum and new friendships.



Responding to loss and grief

People can experience a range of emotions when they grieve, such as sadness, disbelief, relief, anger or anguish. Although we will all grieve in our own way, there is a general pattern to the grieving process. At first, you may feel disbelief, shock or confusion and may struggle to accept the loss.

HEALTH FACT

Ignoring emotional pain will not make it go away, and it is untrue to say that you must feel strong in the face of loss. The healthiest way to deal with loss is to allow yourself to feel the pain the loss has caused, including feeling scared, lonely and sad.

When we experience a major loss, such as when a loved one dies, it may take quite some time for it to sink in. Some people feel at their lowest point three to four months after the loss. This is a time when they need their friends and family to support them and help them get through the pain and confusion. As time passes, the feelings of grief will begin to lessen. There will be good and bad days, but gradually the healing process will start and life will seem much better.

How we respond to loss is often different for boys compared with girls. Cultural differences and gender stereotypes affect the behaviour of boys and girls. Boys are stereotyped into believing that 'real' men don't cry or show their emotions, whereas girls are stereotyped to be emotional. Experiencing an emotional or physical response to grief is normal. It is healthy to allow yourself to grieve because it is the first step in moving on. Can you think of other things you can do to make yourself feel better?

ACTIVITY

Understanding reactions to grief

1. In a group of four, discuss how it would feel and how you might react if:
 - a. your favourite pet dies
 - b. you and your family emigrate to a country where a different language is spoken
 - c. your closest friend moves away.
2. As a group, devise a list of positive strategies other than the ones shown below that would help you cope with the situations proposed in question 1.



Some strategies to help you cope with loss

3. As a class, draw up a mind map to present all the positive strategies and discuss why they would be helpful for someone experiencing loss.
4. Discuss differences between the ways boys and girls react to loss. Identify reasons why such differences exist.

CHECK & CHALLENGE

1. List five types of experiences that can lead to a reaction of grief.
2. Identify three positive strategies you could adopt to help you cope with loss.
3. Identify three positive strategies you could adopt to support and assist others to cope with loss.
4. Is loss always a negative experience?
5. What advice would you give someone who has just suffered a major loss in their life?

eBookplus RESOURCES



Complete this digital doc: [Understanding loss and grief](#)

Searchlight ID: [doc-2569](#)

2.3 Bouncing back

We all experience difficult times in our lives. How we manage those challenges determines our future and affects the type of person we become. In this lesson you will explore what it means to be resilient and learn strategies for becoming more resilient.

Engage

Some people are able to manage the challenges of life, remaining positive no matter what. These people are resilient. Children and young people are usually resilient. This is because they usually have resources like friends and family to support them in difficult times. However, there are some young people, just as there are adults, who cannot cope as well, and who need extra help and support to manage life's challenges. Is there someone you can turn to when you face challenging times in your life?

Explore

Characteristics of a resilient person

People who are **resilient** have a number of common characteristics. Resilient people:

- feel a sense of belonging and connection to a person, group or place, such as their family or school
- are confident
- have a positive outlook on life
- have good problem-solving skills
- have a positive sense of self
- have positive and effective coping skills
- are able to estimate their abilities and limitations
- seek help when they need it
- usually have experienced some success in their life.

HEALTH FACT

Research shows that there are a number of **protective factors** that promote resilience in young people. Two of the most significant protective factors are a loving and supportive family, and belonging to a peer group.

Young people and adults need certain skills to deal with change and challenge. Skills such as problem solving, conflict resolution, communication, interaction and planning enhance a person's resilience by allowing them to deal effectively with problems and situations.



Resilient people are able to 'bounce back' in hard times.

How to be more resilient

You can improve the way you deal with change and challenge in your life. To do this, you must work at developing the skills needed to deal with change and be conscious of your abilities and responses to situations.

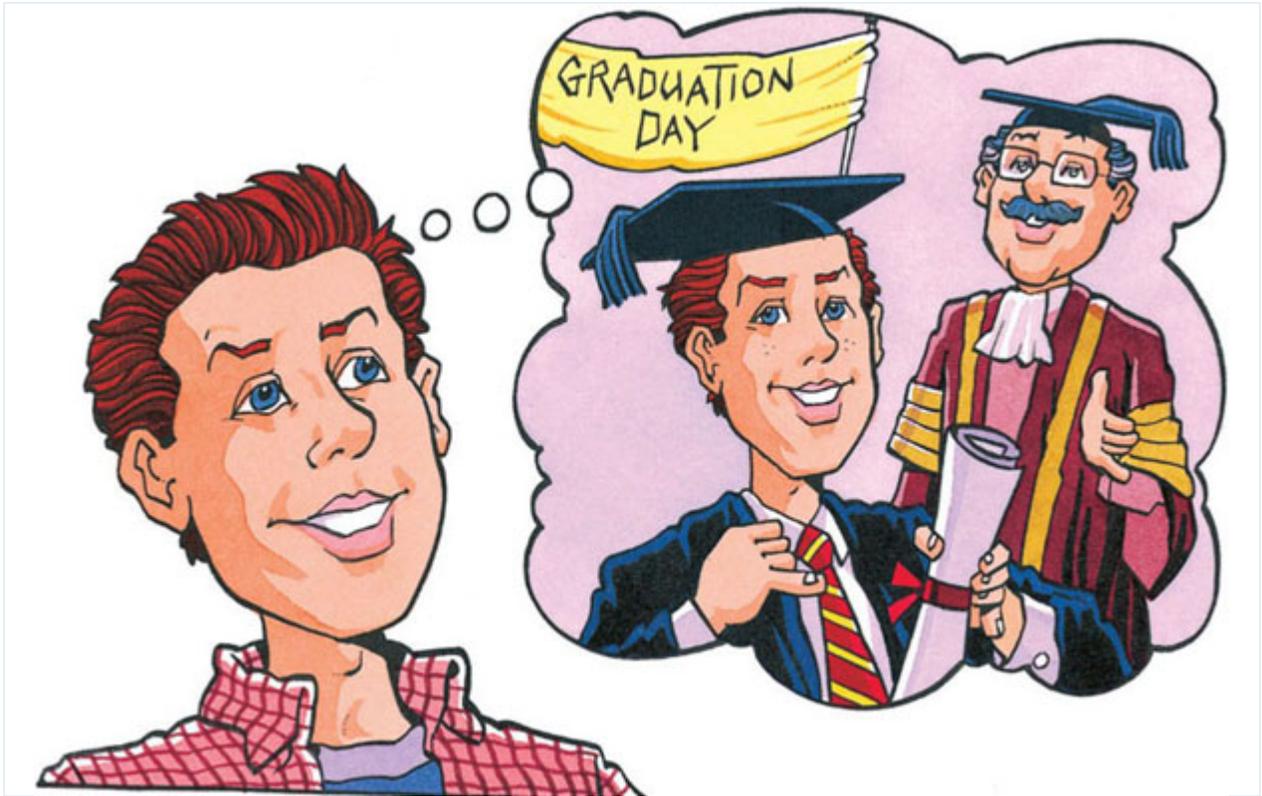
- *Develop skills to help you with problem solving and positive communication.* When faced with a challenge, think about what you can do to manage it. Talk to people who have experienced similar situations, who you trust and who can help you find ways to solve problems.

- *Be realistic.* This means identifying what you are capable of managing and realising when you don't have the skills to deal with situations. Be honest about what you can cope with and believe in your capacity to cope.
- *Self-monitor.* Keep a check on your emotions, what you are feeling and how you are reacting to situations. If you find that you feel stressed, or your emotions are out of control, take time out. Get your thoughts and feelings together before you deal with a stressful situation.



Don't try to deal with problems while you are angry or upset.

- *Develop a sense of belonging and connectedness.* People are better equipped to deal with change and challenge if they feel supported or they feel they belong to a network. Young people who feel connected to their family, peers or school often feel supported and can cope more easily with change.
- *Maintain a positive attitude.* By visualising yourself handling stressful situations in a positive way, you are more likely to cope with life's challenges. Choosing to be positive about your life and your future is an important factor in overcoming hard times. Sometimes this isn't easy, especially when you feel everything is going wrong and you can't make things better. Look for the positive things and concentrate on these.
- *Engage in positive self-talk.* What you say to yourself in challenging and difficult situations can influence how you feel about the situation. Learning how to reframe your thinking to focus on more positive thoughts can influence the way you respond to challenges and help you to be more optimistic.

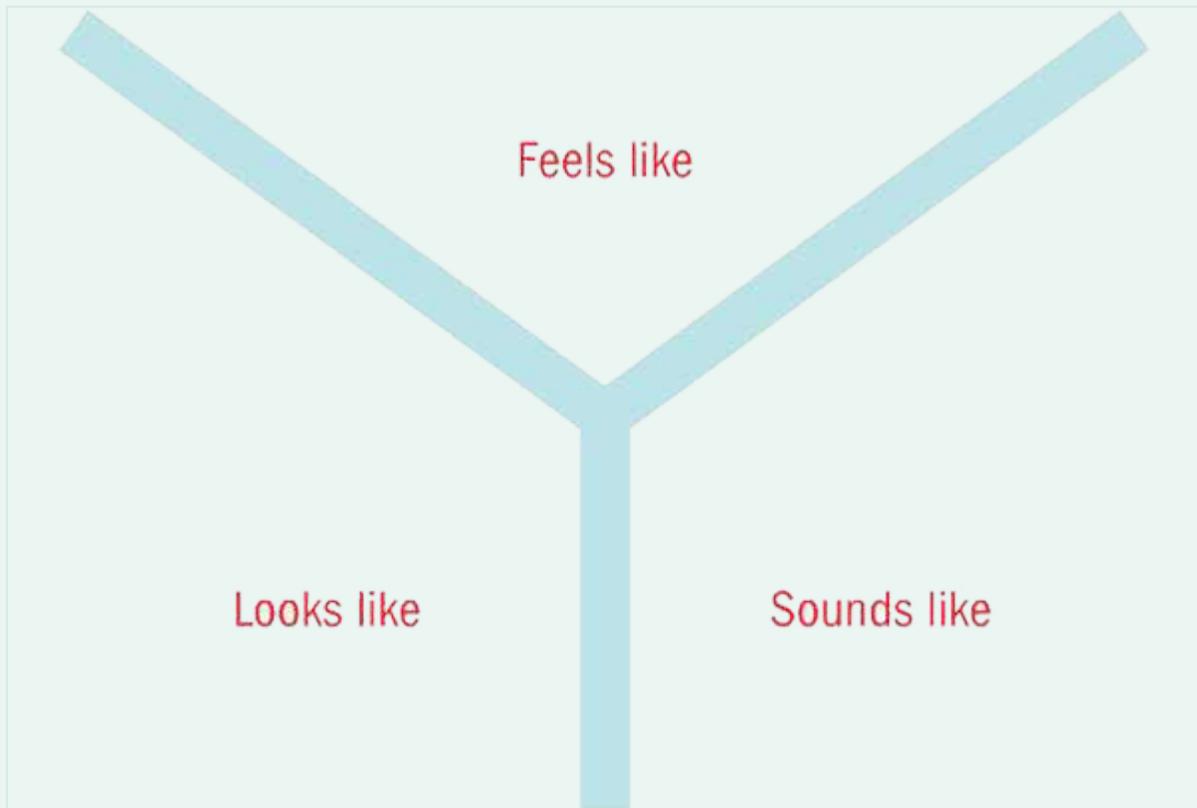


People who visualise themselves positively dealing with challenges are more likely to do this when confronted with a challenge.

ACTIVITIES

1 Characteristics of a resilient person

1. Draw a Y-chart, such as the one shown below, to describe what you think a resilient person might be like.
2. Share your Y-chart with a partner and discuss your responses.
3. With your partner, identify people such as sporting figures or family members who you think are resilient and discuss why you think they are.



2 Dealing with change

Answer the following questions.

1. Identify a past situation that required you to adapt to change (for example, changing schools, moving house or losing a pet).
2. Describe the challenges you faced when dealing with the change.

3. Identify personal characteristics and skills that helped you deal with the change.
4. Evaluate your response to the change. Do you think you could have done anything differently?

CHECK & CHALLENGE

1. Why is it important for young people to be resilient?
2. How can you improve your ability to deal effectively with change and challenge in your life?
3. Describe the characteristics of a resilient person.
4. Evaluate your ability to bounce back in hard times.
5. Identify strategies for helping others to be resilient.
6. Self-monitoring is one way to help you be resilient in times of stress. Identify strategies that you use, or could use, to manage your emotions in times of stress (for example, talk to a close friend). Explain why these strategies would be effective for you.

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Complete this digital doc: [Bouncing back](#)
Searchlight ID: [doc-2570](#)

2.4 Family connections

Think about the people you feel most comfortable with, who care about you and who help you when you need it. These are the people to whom you are connected. In this lesson you will learn about the importance of your family as a source of support, advice and help.

Engage

For young people who are struggling to cope with the changes and challenges of adolescence, being connected to family is very important. Young people who feel connected are often more resilient. A strong connection with family is one of the protective factors present in the lives of resilient young people.

Imagine having to make connections with 17 brothers and sisters! Use the **A large family** weblink in your eBookPLUS to watch a video about the Duggar family.



Families come in all shapes and sizes and they all provide love and support.



Explore more with this weblink: A large family

Explore

My family

Families come in all shapes and sizes. Family might mean your parents, siblings and other blood relatives, or might be family friends, guardians or community elders. No matter who they are, family members provide love, support and security. Unfortunately, some young people do not feel connected to their parents or family. There are many reasons for a breakdown in family relationships, and these can often leave young people feeling disconnected. It is important to develop connections with other people who care about you, such as friends, teachers and other adults, so that there is always someone there to offer support.

As you grow older, you may find your beliefs and opinions change and are different to those of your family. The most important thing to remember if this happens is to respect other people's rights to have different beliefs, values and attitudes; this is part of **emotional maturity**.

Getting connected

It can be difficult to take steps to begin or improve our connections with other people, especially our families. We can feel nervous or anxious about starting conversation and trying to get closer to them. But the things we gain — friendship, someone to talk to and confide in, someone to do things with and support when we need it — are well worth the effort. The sense of belonging we feel when we develop close relationships with the people in our family can be a critical factor in helping us through hard times.

HEALTH FACT

Ninety-four per cent of callers to Kids Helpline nominate a family member as their greatest role model, with nearly three-quarters of callers nominating mum or dad as the person they most admire.

There are many things you can do to strengthen the relationships you already have. Some strategies to get you connected are:

- spending time with your parents. Talk to them about your day.

- inviting your family to get involved in school activities, like helping with your homework, or coming along to sporting competitions or school plays
- offering your help when it is needed, such as helping around the house
- taking up a hobby you can share with your family, like photography or bushwalking
- asking your family to help you make new connections.

Can you think of others?



Spending time with your parents will help you be connected.

ACTIVITIES

1 Making connections with my family

Collect some photos of families from newspapers or magazines, or bring in photos of your own family to help you answer the following.

1. In a small group, discuss:
 - a. what the word 'family' means
 - b. how families differ
 - c. what role families should play in the lives of young people.

2. Think about your family and what they mean to you and then answer the following questions.
 - a. Identify one person in your family to whom you feel a strong connection. What makes you feel connected to this person?
 - b. What are the things you like most about your parent(s) or carer(s)?
 - c. Why is your family important to you?

2 My family tree

A family tree is a way of mapping the connections in your family. Use the diagram below as a guide to help you create your own family tree. Include family members such as stepmother and stepbrother. For each member of your family, list their full name (including their middle name if you know it) and three interesting facts you know about them. Take your completed family tree home and discuss the facts you wrote down with your family. Ask for their help with any names or facts you could not remember.

You may also like to use the **Global connections** weblink in your eBookPLUS to find out how many people in the world have your surname.

Grandmother
Likes yellow roses
Good singer
Worked as a nurse

Grandfather

Grandmother

Grandfather

Aunt

Uncle

Aunt

Uncle

Mother

Father

Brother-in-law

Sister

Me

Brother

Sister-in-law

Niece

Nephew

CHECK & CHALLENGE

1. What does it mean to be connected?
2. Why do you think family relationships can sometimes break down?
3. What is the most important thing to remember when your opinion is different to that of your parents or family?
4. How do you respond when your opinion is different to that of your parents or family members? Do you think your response is likely to improve your connections with your family? If not, how can you improve your response?
5. List three ways you can improve your connections with your family.

eBook *plus* RESOURCES



Explore more with this weblink: [Global connections](#)

2.5 Peer connections

Good friends are great to have. They support you when you are feeling down or need help. In this lesson you will explore the importance of friendships and how positive or negative peer interactions can affect your sense of self.

Engage

As you go through adolescence, you will form close relationships with some of your peers, especially those at your school. You may become part of a peer group where you have a couple or several friends who you trust and confide in.

Use the **Scouts Australia** weblink in your eBookPLUS to watch the video of young adults discussing connectedness.



Friends provide support by respecting each other.

eBookplus RESOURCES



Explore more with this weblink: [Scouts Australia](#)

Explore

Who am I connected to?

School is a place where strong connections to other people can be made. Adolescents spend a lot of time at school and may see their teachers more than their parents.

Going to class and learning the curriculum is just one aspect of school life. There are many other meaningful aspects, such as:

- socialising with friends
- attending excursions and camps
- being recognised for doing your best
- having opportunities to improve yourself
- having access to both informal and formal help and support
- developing relationships that extend beyond school
- playing sport
- expressing creativity through art, drama and music
- being encouraged to form opinions
- having a structured environment in which expectations are clear
- having a wide choice of activities.

HEALTH FACT

When it comes to talking about personal problems, in 2009, most young people preferred to speak to their friends (85 per cent), parents (73 per cent) and relatives (60 per cent).

Being accepted by peers is important for most young people; however, some young people do not feel connected to their peers. They may be bullied or made to feel different, and not be included in peer activities. For these people, life can be unpleasant. It is important to remember that we are all individuals and are all different — no one should be excluded or made to feel unhappy. You can help your peers to feel connected by treating them with respect and by offering them your support.



Getting involved at school will help you make connections.

eBookplus RESOURCES



Complete this digital doc: [Identifying connections](#)

Searchlight ID: [doc-2572](#)

Finding it hard to connect

Have you ever met someone you have thought you would like to get to know and become their friend? Have you ever felt that you just do not fit in or that your peers do not like you? Most people will experience such thoughts and feelings at some stage in their lives. There are many reasons why young people do not feel connected.

- They feel that having opinions or beliefs that differ from their peers' can cause conflict.
- They feel school is too hard, no-one cares and they cannot achieve their goals.

- They feel school is unsafe because they are bullied and harassed by their peers.
- They feel different from their peers.
- They feel they are not good at anything and they are a failure.
- They feel no-one understands them, cares about them or is interested in who they are.
- They feel they have no control over what is happening in their lives.



When young people experience these feelings of being disconnected, they are at a greater risk of harm and may start to feel depressed. Being connected to someone can help young people when they feel this way. You can offer them your support by simply talking to them; listen attentively and do not judge them. If the problem is particularly difficult, you can still give your support by helping them find an adult or help service that can offer advice.

ACTIVITIES

1 Making connections

1. As a class, form two concentric circles — an inner circle and an outer circle facing each other. Follow these instructions:
 - a. Introduce yourself to the person you are facing and tell them three things about yourself.
 - b. The inner circle moves two places to the left to face someone new. Introduce yourself to the person you are facing and identify three things you have in common.
 - c. The inner circle moves two places to the left. Introduce yourself to the person you are facing and tell them who you would most want to be and why.
 - d. The inner circle moves two places to the left. Introduce yourself to the person you are facing and identify your favourite holiday destination and explain why it is your favourite.
2. Think about how it felt sharing things about yourself with your peers and answer the following questions.
 - a. Did you find sharing with your peers easy or hard? Explain why.
 - b. What can you do to try to connect more with your peers?
 - c. What can you do as a member of this class to help others to feel connected?

2 The ideal school for me!

Form a group of three or four. You have been given the job of designing and promoting a new secondary college called 'Ideal SC'. This school needs to be a place where every student feels safe, supported and happy. Using a computer, answer the following questions to design 'Ideal SC'.

1. Develop a school motto or advertising slogan to promote 'Ideal SC'.
2. Draw a plan of the school grounds (include buildings, sports facilities, seating, gardens, eating areas and any other significant features).
3. Identify subjects that should be included in the academic curriculum. Justify your selections.
4. Develop a school code of conduct that addresses the behaviour of both staff and students. You may wish to include fair disciplining guidelines for breaching school rules.
5. Identify other activities/programs that should be offered to students, such as sport, dance or social justice initiatives. Justify your selections.

3 Characteristics of 'Ideal SC'

As a class, share your answers for activity 2. Compile a list of the characteristics that 'Ideal SC' would need to have for every student to feel safe, supported and happy. Discuss why each characteristic would promote a student's sense of connectedness to the school. Then answer the following questions.

1. Which characteristics are most important to you? Explain why these characteristics would help you feel supported and connected to your school.
2. What can you do to make school a safe and happy place for every student? Use desktop publishing to create a poster to display your strategies.

CHECK & CHALLENGE

1. Identify people or places to which you feel a strong sense of belonging. Explain how these people or places help you feel supported and connected.
2. Why might some students not feel connected to their peers?
3. What can you do to help your peers if they find it hard to make connections?
4. Identify five activities at your school that promote a sense of belonging.
5. Think of four strategies that could provide support for a peer who is being bullied.

2.6 Interpersonal communication

Communication is more than saying what you think. It is a two-way process that involves sharing of information, thoughts, ideas or feelings in a respectful way. By exploring the different styles of communication, we can gain an insight into how to communicate effectively.

Engage

Creating connections with people relies on effective communication. This communication may be between two people or between one person and a group of people. It may be verbal or nonverbal, and may include listening, speaking, tone of voice and body language. It does not matter whether you consider yourself to be a good communicator or not; everyone can learn how to communicate more effectively.

Think of a time when you have been upset with a close friend because they did or said something that was hurtful. Did you find it hard to approach them and talk to them about your feelings? Did you deal with the situation in a negative way, such as getting angry with them, or did you avoid dealing with it? Learning how to communicate feelings and thoughts clearly can improve our connections with others.

Explore

Styles of communication

There are three recognisable styles of **communication**.

- Aggressive communication
- Passive (non-assertive) communication
- Assertive communication

Aggressive communication

A person showing aggressive communication is likely to:

- raise their voice, stare and make threatening gestures
- stand up for themselves while often ignoring the feelings and rights of the other person
- believe that they must win, that they must be right and that some people respond better when forced to do something
- use phrases such as 'You are always ...', 'You are wrong ...' and 'You never ...'.

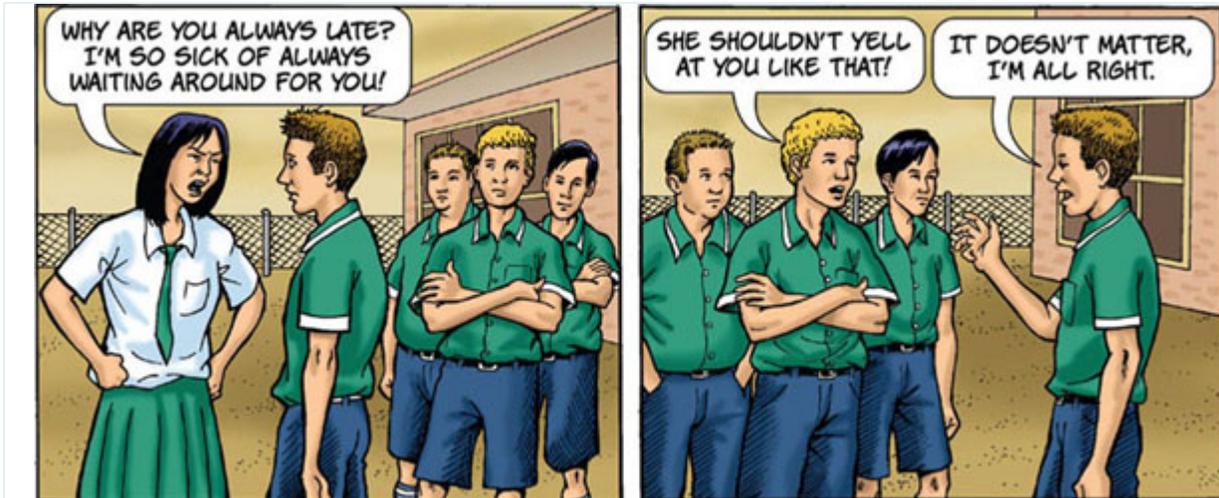


Aggressive communication is unlikely to resolve a conflict.

Passive (non-assertive) communication

A person showing passive, or non-assertive, communication is likely to:

- remain quiet, just agree with their peers or walk away rather than state how they feel
- believe that they need others' approval, that their rights are not as important as those of their peers and that they shouldn't cause conflict
- be ignored and exploited over time, which may lead to the development of stress, headaches and stomach pains. They may even develop hostile thoughts and resentment because they have hidden their true feelings.
- use phrases such as 'It doesn't matter ...', 'I'm happy to do what you want ...' or 'I'm OK ...'.



Passive communication does not foster healthy relationships.

Assertive communication

A person showing assertive communication is likely to:

- communicate their thoughts, opinions and feelings in an honest and confident manner while taking into consideration the rights and feelings of the other person
- believe that everyone has the right to their opinion and to stand up for themselves
- use phrases including 'I' statements. For example, 'I feel ... and what I would like is ...'. Another example might be, 'When you borrow my bike without asking, I feel angry because I can't go for a ride when I want. What I would like is for you to ask so we can arrange a time that suits us both.'

What is effective communication?

Communicating is something we do every day, often without thinking about it. Sometimes, the messages we send are clear and are understood; at other times, they are not so clear and we can be misunderstood. Effective communication involves being clear about what you want to communicate, usually by taking some time to think about what you want to say and figure out what you are feeling. It also involves communicating your message so it can be understood. To do this, you need to be calm and clear; do not be drawn into arguments. Remember, communication is a two-way process.

You need to be aware that you communicate not only with words but also with your **body language**. Your posture, tone of voice and facial expression should reflect the message you are trying to send.



Your body language is an important part of communication.

Learning to listen

Active listening is one component of positive communication, where the listener reflects back on what is being said to clarify the speaker's message. The listener repeats or makes comments to show the speaker they understand the message, or makes comments to clarify what is being said. For example:

- 'Do you mean ...'
- 'I'm unsure of what you are trying to tell me. Can you explain ...'

It is not uncommon for people to have conversations but not really understand the actual message. Taking the time to learn active listening skills can help you develop more satisfying relationships. The benefits of active listening include:

- a better understanding of what the other person is trying to communicate
- the other person feeling as though you are interested in them
- the development of a stronger connection in your relationship
- the resolution of conflict situations, as each person is heard and understood
- a show of support for people who are asking for help.

Barriers to effective communication

It is not always easy to communicate what we are thinking or feeling to others. For some people who are shy or lack self-confidence, it is even more difficult. There are various barriers to effective communication, things that either stop us from communicating or stop our message from being heard or interpreted correctly.

Barriers to effective communication include:

- *emotions* — if the topic reminds you of painful memories or you are upset or angry about what you want to discuss, you may find it hard to communicate
- *personality* — some people are very shy or passive and find it difficult or uncomfortable to talk about certain things
- *poor understanding* — it is impossible to communicate clearly if you have not worked through your own feelings, thoughts or what you want to say about the topic
- *poor listening* — communication is a two-way street; if the receiver does not want to engage in communication or try to understand your message, then communication will break down
- *sensitive topic* — some things are hard to talk about, such as discussing sex at the start of a relationship
- *environmental conditions* — loud noises, being outdoors or extreme weather
- *poor language* — using words that are difficult to understand
- *conflicting messages* — giving nonverbal messages that conflict with what is being said.

DID YOU KNOW?

You can listen to your iPod at 80 per cent volume for only 90 minutes a day without damaging your ears. You can listen for only five minutes a day at full volume before you will damage your ears.

If you find it difficult to communicate, you can improve your communication skills by:

- taking time to organise your thoughts and understand what you are feeling before you communicate
- writing down your thoughts and feelings
- seeking advice from a trusted friend or adult — talk to them about your feelings so you have a clearer understanding
- trying not to communicate when you are really angry or upset, because this often leads to confused messages or conflict.



There are many barriers to communication which you may need to overcome.

ACTIVITIES

1 Effective communication

1. In pairs, nominate a person A and a person B. Complete the following activities.
 - a. While standing back-to-back, person A talks to person B about what they did last weekend. Person B does not talk or respond at all to person A.
 - b. While standing back-to-back, person B talks to person A about what they did last weekend. Person A can respond to what person B is saying.
 - c. While facing each other, person A talks to person B about how they feel about going from primary school to secondary school. Person B uses their body language and questions to show they are interested in what person A is saying.
 - d. While facing each other, person B talks to person A about how they feel about going from primary school to secondary school. Person A uses their body language to show they are not interested.

2. Discuss the following as a class.
 - a. How did you feel in each scenario?
 - b. Which scenario was the least effective way of communicating? Why?
 - c. Which scenario was the most effective way of communicating? Why?
 - d. What can you do to improve the way in which you communicate with others?

2 Active listening

1. In pairs, engage in a conversation where one person is the main speaker and the other person is the listener. The speaker tells the listener their thoughts, feelings and opinions about one of the following issues.
 - a. Young people binge drinking
 - b. The high rate of car accidents among young people and the measures taken to curb it
 - c. The challenges young people face when they leave school
 - d. The role that parents should play in their children's lives during adolescence
2. The listener uses active listening techniques throughout the conversation.
3. Once the conversation is over, the listener recounts their understanding of what the speaker has said.
4. The speaker gives feedback to the listener on the accuracy of their understanding and comments on the listener's technique for active listening.
5. Swap roles and repeat this process.
6. With your partner, discuss the following questions and record your responses in your workbook.
 - a. Identify the important components of active listening.
 - b. What factors helped to enhance communication? (Consider nonverbal communication.)
 - c. What are the benefits for both the speaker and the listener when active listening is used?

3 Listen

1. Use the **Listen** weblink in your eBookPLUS to listen to the song 'Listen'. Write down the main messages being conveying.
2. As a class, discuss why it is often difficult to really listen to the problems of someone you care about.

CHECK & CHALLENGE

1. Why is it important to learn how to communicate effectively?
2. Identify two barriers to effective communication and suggest strategies to overcome them.
3. How can the skill of active listening contribute to positive relationships?
4. What can be the consequences of ineffective communication?
5. Think about the style of communication that you use most often to express yourself. Identify ways in which you could improve your communication with others.

eBook *plus* RESOURCES



Explore more with this weblink: Listen

2.7 Resolving conflict

Conflict arises in almost all relationships at some point. By using our listening skills and support networks, we can develop strategies to effectively manage and resolve conflicts in our lives.

Engage

Conflict arises when there are differences in opinions, goals or values, or when someone has hurt another person in some way. Learning how to deal with conflict in a positive way can help you have fulfilling relationships with people who care about you. Conflict is a part of life, so how we deal with the conflict is what matters.

Explore

Conflict — how to fix it

For most young people, conflict is the result of differences of opinions with parents, teachers and friends. But conflict can also be caused by discriminatory attitudes such as racism and homophobia. When we think of people as less worthy than us because they have a different background, religion, sexuality, gender, or come from another country, the potential for conflict increases. No-one has the right to treat others badly.

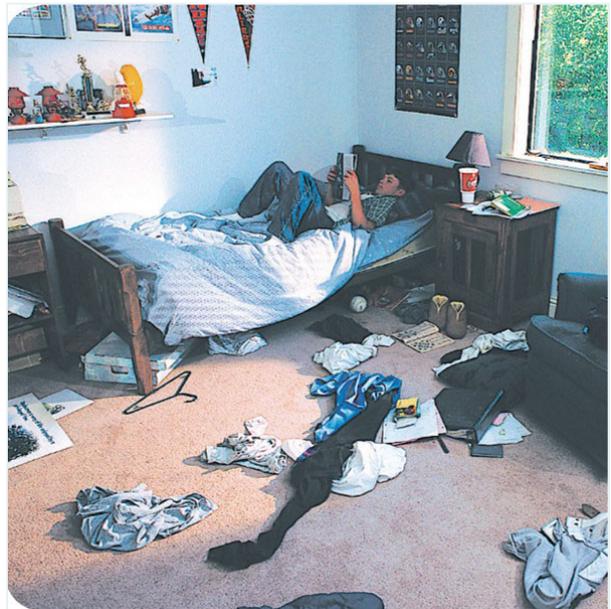
Ignoring conflict does not help; in fact, it can make things worse. Resolving conflict takes certain skills that you can learn with experience.

Dealing with parental conflict

You will have disagreements and arguments with your parents during adolescence. This is because you will probably have differing opinions about things; for example, curfew times, the people you spend time with, keeping your room tidy or how much time you spend on study. You are trying to establish your own identity separate from that of your parents. Your friends' opinions and views will become more important. You will seek independence to find your way in the world. As you do this, you will challenge the values and opinions of your parents. This may lead to conflict.

Here are some ideas to help you deal with conflict with your parents:

- Remember that even though you might not agree with your parents, they are acting in your best interests.
- Discuss issues with your parents and negotiate a compromise where possible.
- Listen to your parents, and then clearly and calmly state your feelings.
- Recognise that your parents have experience and what they are saying may be good advice.
- Honour your agreements with your parents so they know they can trust you. For example, if you agree on a curfew time, you should stick to it.



Young people often fight with their parents over responsibilities such as chores.

DID YOU KNOW?

It can be very hard to open discussion to resolve conflict. When seeking to end the Vietnam War in the 1970s, diplomats spent months arguing over the shape of the conference table; whether it should have four sides or just two.

Dealing with peer conflict

Sometimes, your friends can do and say things that hurt or disappoint you and that show little respect for you. It is hard to deal with these conflicts and, sometimes, it is hard figuring out who are trusted friends. Here are some tips for dealing with conflict between friends.

- Write down your thoughts and feelings before talking to your friend to help sort things out in your own mind first.
- Let your friend know how you feel by talking to them. Do this when you are both calm; taking some time out before you talk may be a good thing.
- Remember that everyone is different. That means sometimes your friends' views and opinions will be different from yours.
- Talk to someone else you can trust beforehand to help you sort out your thoughts and feelings and work out the best way of dealing with the situation.
- Listen to your friend. Don't interrupt; just let them tell their side of the story.
- Try not to lay blame. When you talk to your friend, express how you are feeling. Try to start your sentences with 'I feel ...'.



Our friendships are very important in our lives, so we must learn to deal with conflicts when they arise.

Working through conflict

When a small conflict arises, it is important to confront it and deal with the problem quickly. This will prevent a small conflict — say, from a difference of opinion with our parents, teachers and friends — from becoming an unsafe or dangerous situation.

When dealing with the conflict, the following may provide a helpful model.

- *Establish rules* — agree on some rules before you begin trying to resolve the conflict. This helps to keep things on track and promotes communication; for example, no put-downs, interruptions or personal attacks.
- *Identify the conflict* — each person has their turn at voicing what they think the conflict is about and how they feel about it.
- *Offer solutions* — each person identifies things that need to change or strategies to resolve the issue. It may be helpful to write these down.
- *Make an agreement* — decide on a solution. This needs to be agreed upon by both people.
- *Review the agreement* — consider to what degree each person's needs are being met by the solution.

In situations where there is difficulty resolving a conflict, it is often useful to involve a neutral third person as a **mediator**. This person should have no emotional involvement in the situation and should have an objective opinion. Remember, in some conflict situations there may be no resolution; you may need to 'agree to disagree'.

ACTIVITIES

Resolving conflict

In small groups, choose one of the scenarios below and answer the questions that follow.

Your friend visits your house and takes some money from your bedroom.

Your parents won't let you go to your friend's party on Saturday night because no adults will be attending the party.

Your best friend tells the other kids in your class a secret that you confided in him.

1. Identify the problem in your scenario and discuss what each person might be feeling.
2. Using the model previously mentioned, identify the steps you would take to resolve the problem.
3. In your group, role-play how you would resolve the conflict presented in the scenario.
4. As a class, identify the positive strategies that each group used to resolve the conflict.
5. Why is conflict resolution an important skill for young people to have?

CHECK & CHALLENGE

1. Why is conflict resolution an important skill for young people to have?
2. What advice would you give to a friend who is in conflict with their parents?
3. What things could you do to resolve a conflict with your friend?
4. Why is it important to offer solutions when trying to resolve a conflict?
5. Why might it be helpful to take some time out and write down your feelings before you attempt to resolve a conflict?

Review

What have I learnt?

- Although adolescence brings about many changes and challenges, these can present us with positive opportunities.
- Developing a range of coping strategies and developing a support network helps you to deal with change in a positive way.
- Planning for your future by setting goals, identifying potential barriers and devising strategies to overcome them can assist you to deal with future challenges.
- It is important to allow ourselves to grieve and feel sad, scared or lonely after we suffer a loss.
- Being resilient helps people remain positive in life.
- Being connected or having a sense of belonging to a place or people will help you deal with challenges in your life.
- You have the ability to support others and help them feel like they are connected.
- Assertive communication is the most effective method of communication.
- Active listening skills can help us develop stronger relationships.
- When a conflict arises it is often best to take some time out before attempting to calmly resolve it.

Essential question revisited

How can we learn to manage our feelings in a positive way?

Evaluate your initial response to the essential question after having studied this topic.

CHECK & CHALLENGE

1. Identify strategies that can help you positively deal with the changes and challenges you will experience during adolescence.
2. What advice would you give someone who is not dealing with the changes they are experiencing during adolescence?
3. What future changes and challenges do you expect in your life and how will you deal with them effectively?
4. How can you be more resilient?
5. Why are connectedness and a sense of belonging important in young people's lives?
6. List five ways you can get connected.
7. Describe each of the three types of communication.
8. Describe active listening skills.
9. What are five steps you can take when resolving a conflict?

Chapter 3: Developing positive relationships

Contents

- 1.1 Relationships
- 1.2 The ways we relate
- 1.3 Caring and respectful relationships
- 1.4 Puberty — what it means for girls and boys
- 1.5 Adolescence — the social and emotional changes
- 1.6 Dealing with puberty
- 1.7 Valuing diversity
- 1.8 Diversity is something to celebrate
- Review

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3 Developing positive relationships

Essential question

Everyone needs positive relationships in their lives. What is meant by positive relationships, and how can you achieve them?



Everyone needs positive relationships

SYLLABUS OUTCOMES

Major outcome

On completion of this chapter you will be able to do the following.

4.3 Describe the qualities of positive relationships and strategies to address the abuse of power.

Contributing outcomes

This chapter will also help you to do the following.

4.1 Describe and analyse the influences on a sense of self.

4.2 Identify and select strategies that enhance your ability to cope and feel supported.

Skills outcomes

The activities and questions in this chapter will help you to do the following.

4.11 Communicating Select and use communication skills and strategies clearly and coherently in a range of new and challenging situations.

4.12 Decision making Assess risk and social influences, and reflect on personal experience to make informed decisions.

4.13 Interacting Demonstrate cooperation with, and support of, others in social, recreational and other group contexts.

4.15 Planning Devise, apply and monitor plans to achieve short- and long-term goals.

4.16 Problem solving Clarify the source and nature of problems, and draw on personal skills and support networks to resolve them.

YOU WILL EXPLORE

3.1 Relationships

3.2 The ways we relate

3.3 Caring and respectful relationships

3.4 Power in relationships

3.5 Abusive relationships

3.6 Abuse of power — bullying and harassment

3.7 Protecting yourself and others from harm

3.8 Support networks

Review

3.1 Relationships

In this lesson you will examine the many types of relationships we can have in our lives, why these relationships are important and how we relate to others depending on the type of relationship we share.

Engage

You have just started your journey through adolescence and yet you have developed and maintained a variety of relationships. Think about the relationships that you have in your life now and those that you have had in the past.

Relationships with your parents, family, friends, teachers and coaches are important in childhood and adolescence. Each one of these relationships plays a different role in your life and is significant for different reasons. During adolescence, friendships may become more important to you, but this does not mean that your other relationships become any less important.



It is important to have different types of relationships.

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Explore

Types of relationships

Relationships can be quite complex. They can seem good one day but can change when other people or factors are added. As a result of this complexity, relationships take work. It helps if you think about what you want and expect from a relationship.

As you mature and become more independent, you will find yourself in situations, such as studying at university or having a part-time job, where you will develop new relationships. You may also experience one or more **intimate relationships**. How you interact in each of these relationships will depend on the type of relationship. Learning the skills to relate positively to others will help ensure your relationships are happy and healthy.

Family relationships

Family relationships provide, in most cases, the love, security and care that people need. As children, we rely heavily on our family for all our needs. As we grow older, family may play less of a role in our lives, although they are still very important in providing love, support and guidance.

Families are diverse — they come in all shapes and sizes. In the past, when people thought of a typical family, they would think of a mum, a dad and children. Today, there are a variety of different family structures, all of which should provide a supportive and caring environment in which young people can grow up.

Different family structures include:

- a nuclear family, where both parents live with their children
- a single-parent family
- a blended family, where each partner has children from previous relationships
- a same-sex parent family
- an extended family, where other members of the family (such as the grandparents) live with the family
- a foster parent family
- a carer who acts as a parent to the children, such as the Big Brothers Big Sisters program
- a couple-only family with no children or dependants.



There are a variety of family structures. All of them have the potential to provide a supportive and caring environment for children and young people.

Friendships

Increasingly during adolescence, a young person's peer group becomes a significant source for support. For some young people, making friends takes effort and can be a hard thing to do, particularly if you are a shy person. If you find it difficult to make friends, try to be yourself, be genuine and respectful of others and friendships will usually result. Making the effort is well worth it; friends can help you during difficult times and also enjoy the good times with you.

Many young people go to their friends to talk through their problems or obtain another opinion on situations. When it comes to important decisions such as education and employment, young people usually go to their parents for advice. Just as our family influenced us during childhood, our friends start to influence us in similar ways during adolescence. For example, they can influence:

- how we dress
- our attitudes
- how we act
- what we like to do

- how we feel about ourselves.

Peers provide a reference group for information and opportunities to explore new roles. Dating, social events, dress, alcohol and drug use, sport and hobbies and other decisions take place in the company of peers. Peers are critical to an adolescent's transition to being independent outside the family.



Friends can offer useful opinions.

Close relationships

Developing relationships with very close friends who you trust is important during adolescence. You may also have intimate relationships that feel like more than close friendships, where you are physically attracted to another person. Each of us should make our own decision about whether we want to have a relationship that involves romance.

Some young people choose to be 'single' because they are not ready for such a close relationship. Other young people become attracted to someone of the opposite sex. Some find themselves attracted to a person of the same sex. Young people have different ideas about what they want from a relationship. For some young people, friendship, closeness, romance and love are the important factors. Some people treat intimacy with less importance — not so much as part of a relationship but more as a chance to be sexually active. Problems can result when people have different ideas about the significance of a relationship.

ACTIVITIES

1 Maintaining relationships

Think of someone with whom you have a close relationship, such as a family member or friend. In pairs, discuss:

1. why the relationship is important to you
2. what qualities you have that enabled you to maintain this relationship
3. times when the relationship was difficult and the reasons it became difficult or changed.

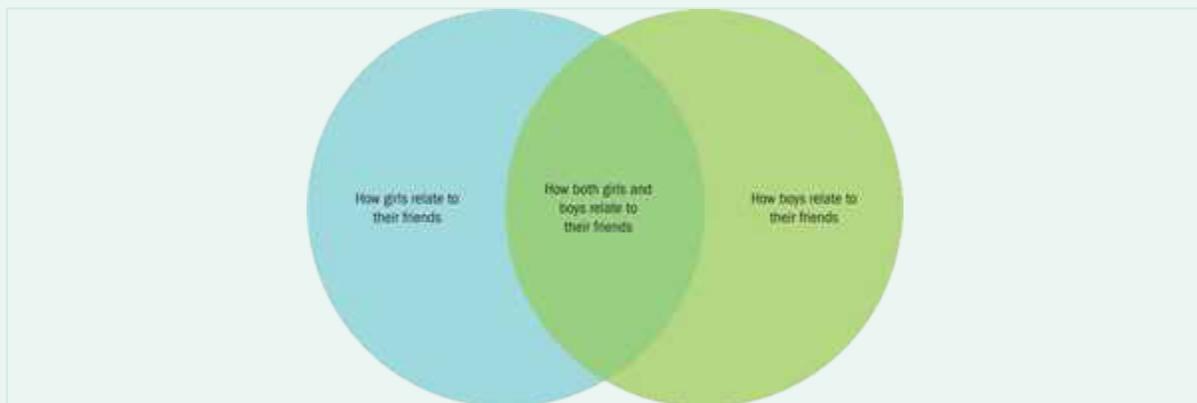
2 Close relationships

In pairs, complete the following tasks.

1. Identify one or more close relationships between characters in a movie or television show that you have seen recently.
2. Discuss why you believe it is a close relationship.
3. Identify the characteristics of a close relationship.

3 How we relate to others

Copy and complete the Venn diagram shown to explore the similarities and differences between the ways in which boys and girls relate to their friends.



CHECK & CHALLENGE

1. Describe the ways in which families support children and young people.
2. How does your family or the people who care for you provide you with support?
3. Explain what is meant by the statement 'families are very diverse'.
4. Describe how young people's relationships with their parents start to change when they reach adolescence.
5. Describe the factors that can influence our relationships with our peers.
6. Regardless of the family structure, why are families important?
7. Why might adolescents and their parents experience difficulties in their relationship?

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3.2 The ways we relate

We have many different types of relationships with many different types of people. Despite their differences, the common aspect of all positive relationships is the need to be treated fairly and with respect. In what ways are each of the relationships in your life different?

Engage

There are different types of behaviour that are considered to be acceptable depending on the nature of the relationship. Even though some of your teachers may be of a similar age to your parents or other adult relatives, you do not behave in the same way towards your teachers as you do towards your family. You may also find that you relate differently to the same people when you are in a different situation. The way you behave is influenced by the behaviour the people around you use or teach you to use. Who do you think has an influence on the way you behave in your relationships?

Explore

Relating — is it all the same?

As children, our parents, teachers and other adults teach us about appropriate behaviour, including being respectful to others. Throughout our lives we continue to learn how to relate in different ways. The situation and who the other person is will influence how you relate to them. Think about how you relate to your friends compared with how you relate to your parents or teachers, and then factor in where you might be, such as in the playground, at home, in the classroom or out in public. How we behave can be appropriate in some relationships but not in others, and it may be appropriate in some situations but not in others. For example:

- it may be okay to hug and kiss your parents each day but not your teacher
- it may be okay to hold your partner's hand but not in class
- it is okay to laugh and muck around with your friends at lunch time but not in class
- it is okay to voice your opinion, but not if you are putting someone else down by doing it
- it is okay to have more power than someone else but it is not okay to abuse that power.

What influences the way we relate to people?

Have you ever thought about what type of relationship you want with your parents, family and friends? Most people want to be treated fairly and with respect. They want to have happy relationships in which they feel comfortable to be who they are and are accepted, needed and loved.



Treating people appropriately and with respect is important.

We all relate in different ways. How we get on with others, how we express our thoughts and feelings in relationships, our expectations of what we want and need, and how we treat others and want to be treated in relationships are influenced by a range of factors, including our:

- personality
- family
- parents' influence
- previous experience of relationships
- culture and religion
- age and level of maturity
- peer influence
- intelligence
- gender.

Think about how you relate to others and what influences the way you relate. Do you find it easy talking about what you are thinking or what you are feeling? Are you confident in relating to different people in different situations? Are you encouraged by your family to say what you think? The factors listed above will influence how you answer these questions.

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DID YOU KNOW?

Consider the following theory. If you have a friend, you are one 'degree' away from them and two 'degrees' away from any one of their friends. The six degrees of separation theory says that everyone is, at most, six degrees away from anyone, anywhere on Earth. It is also known as the Human Web.



We relate to different people in different ways depending on the situation we are in and the relationship we share.

ACTIVITY

Relating to others

1. Divide into groups of four. As a group, discuss each of the following scenarios and decide what would be appropriate behaviour in each.
 - a. Going for an interview for a part-time job
 - b. Having a school lesson on touch football
 - c. Going out with your friends to a party
 - d. Going out with your family to a party
 - e. Discussing with your best friend a personal problem they are upset about
2. Choose one scenario and role-play the behaviours your group has deemed to be appropriate.
3. As a class, discuss how the characters related to each other in the role-plays and determine whether the behaviours were appropriate for the situation.
4. Answer the following questions in your workbook.
 - a. Identify how you behave and relate to your friends in each of the following situations.
 - In your Health class
 - In the playground
 - In a school assembly
 - In a public place
 - b. Explain why you behave and relate to your friends differently when you are in different situations.
 - c. Describe how you relate to someone you are very close to compared with someone you have just met. Explain why there are differences in the way in which you relate.

CHECK & CHALLENGE

1. How do your parents influence how you relate to other people?
2. Describe any changes that have occurred in the way you relate to your friends now that you are in high school compared with when you were in primary school.
3. Do you think girls and boys relate to their friends in similar ways?
4. How does a person's personality affect the way in which they relate to other people?
5. Describe the factors that can influence our relationships.

3.3 Caring and respectful relationships

In this lesson you will explore characteristics of positive relationships and learn how to establish caring and respectful relationships with others, including your friends and family.

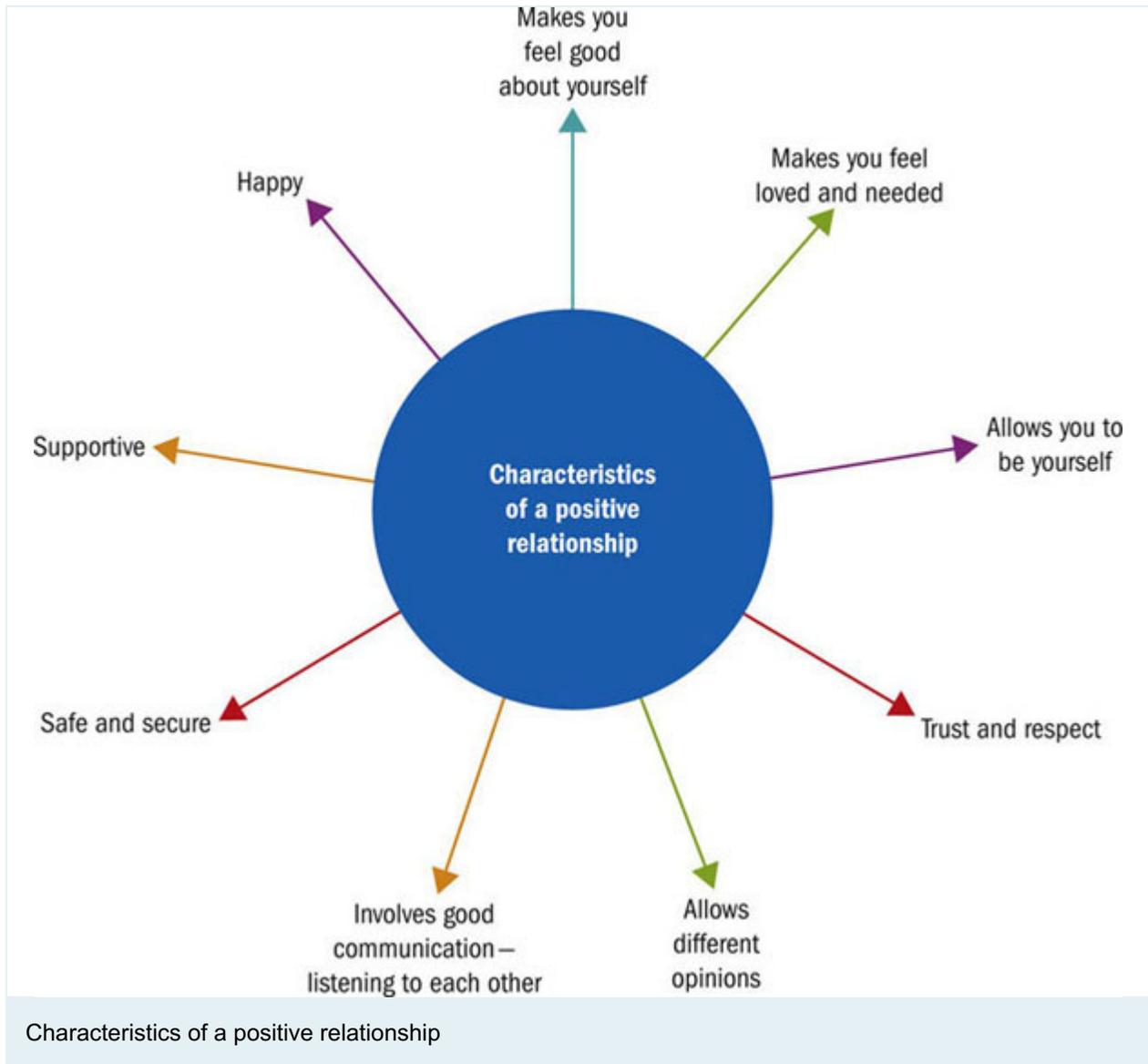
Engage

Positive, healthy relationships are built on respect. Respecting other people's feelings, their right to be safe and their right to express their thoughts and opinions and who they are will lead to positive relationships. It is important both people in a relationship do these things so each person feels happy and safe in that relationship. How do you show someone that you respect their opinion even if it differs from your own?

Explore

What is a positive relationship?

How do you know if your relationship with someone is positive or not? To help you identify whether a relationship is positive for you, think about how you feel and how you are treated in the relationship.



Rights and responsibilities in relationships

Arriving at a point in a relationship where both people feel happy and respected is not always easy. Sometimes, the differences between people get in the way, and people don't know how to deal with them effectively.

Everybody has **rights** in relationships, such as the right to feel safe and express their own opinions. Just as everyone has rights, they also have **responsibilities**, such as not threatening or harming other people.

Recognising that each person has rights and responsibilities in a relationship and learning what these rights and responsibilities are is an important step in learning how to develop and maintain positive relationships.

TABLE 3.1: Examples of rights and responsibilities in relationships

Rights	Responsibilities
To feel safe	To be respectful
To be treated fairly	To be considerate of other people's feelings
To have a say	To listen
To be able to express thoughts, feelings and needs freely	To accept others' right to have an opinion or different point of view
To be respected	To respect the other person's needs
To say no	To provide support
To change your mind	To respect the other person's feelings
To make your own decisions	Not to put others down
To be free to spend time with others	Not to harm others

Sometimes, young people learn their rights quickly and let others know when their rights are being abused, but find it difficult to take responsibility. A typical example is someone who believes they have a right to have their say and expresses their viewpoint strongly about an issue or a situation, but who won't listen or try to understand the other person's point of view.

Negotiating respectful relationships

When you develop relationships, it is important to think about what you want and need in the relationship. Different people want different things from relationships. Compromising your needs to keep someone else happy or avoiding an argument is not what healthy relationships are about. Caring and respectful relationships are those in which both people have their rights respected. Here are some ways that you can gain respect and improve your relationships:

- Listen to the other person when they want to tell you their thoughts or feelings about something.
- Try to understand their point of view.
- Remember that they have a right to have different opinions, so don't interrupt or judge them if you don't agree with them.
- Don't put down the other person.
- Provide support when they need it and accept their support when you need it.

- Express your needs in a calm way, explaining clearly what you need without being aggressive. Avoid losing your temper — take a deep breath, count to 10 and calm down.
- Talk about the situation when there are differences. Listen to each other's needs and try to compromise so you both feel your needs are being met.
- Sometimes when there are differences in opinions or feelings, you will need to appreciate the differences and agree to disagree about some things.
- Make sure there is a balance of give and take in the relationship.
- Be honest and don't tell lies or mislead someone, even if you are afraid of what the person may think of you.
- Develop trust in the relationship by being dependable and supportive.

ACTIVITIES

1 Recognising positive relationships

In pairs, read and discuss each of the scenarios below and determine:

1. whether the relationships are positive
2. the reason(s) why the relationships are positive or not.

Sam is 13 years old and, because her parents are divorced, lives between two houses. Sam's dad has remarried and has a new baby. Sam really enjoys staying with her dad because she sees her new stepbrother. Her stepmother makes sure Sam feels welcome by including her in all the family activities.

Jodi is 10 years old and the youngest in her family. Her parents work long hours and often on weekends. Her older brothers have finished school and usually go out with their friends on the weekend. Jodi is often at home by herself, has to prepare her own meals and do the housework. Jodi knows her parents love her but she often feels lonely.

2 Respectful relationships

In pairs, use the **Adolescent relationships** weblink in your eBookPLUS to research information on adolescent relationships. Using the information from your research, design and create an information sheet on adolescence and relationships. Your information sheet should be targeted at young people.

Discuss with your partner what sort of information would help young people to find their way through a relationship. You may wish to focus on relationships in general, friendships, intimate relationships or family relationships. The following questions are a guide:

- What makes a positive relationship?
- What relationships are important to young people?
- How can you recognise when a relationship is unhealthy?
- What are some strategies for negotiating respectful relationships?

3 Physical activity and relationships

Participating in a group activity is one way in which we learn to relate to others in positive ways. In game situations, rules not only help us to play the game fairly but also show us what is and isn't acceptable behaviour.

1. As a class, play one game each of poison ball and tunnel ball (divide into smaller teams for tunnel ball).
2. After the games, divide into groups of four or five and discuss the following questions.
 - a. In what ways did players have to interact and communicate?
 - b. How does participation in a team sport help to develop your communication, interaction and decision-making skills?
 - c. When players don't communicate well during the game, what can happen?
 - d. What can enhance interaction between players in a game situation?

4 Rights and responsibilities

1. As a class, discuss the rights and responsibilities listed in [table 3.1](#). Add to the table any other rights and responsibilities that the class identifies.
2. In your workbook, identify:
 - a. behaviours that show respect for others' needs and feelings
 - b. behaviours that help to make others feel safe.

5 Understanding rights and responsibilities

1. In groups of four, brainstorm rights and responsibilities that:
 - a. students have in class
 - b. young people have at home.

2. In your workbook, write your group's ideas under the following headings.
 - a. Classroom rights
 - b. Classroom responsibilities
 - c. Home rights
 - d. Home responsibilities

3. As a group, discuss the following questions.
 - a. How do you feel when your rights are not respected by others?
 - b. Imagine yourself as a parent. How would you feel if your son/daughter did not stick to the curfew you agreed on?
 - c. As a student, how would you feel if a classmate left all the work to you in a paired class assignment?
 - d. What strategies could you use to negotiate a better outcome for part c?
 - e. Why is it important to respect others' rights?

CHECK & CHALLENGE

1. What are the characteristics of a positive relationship?
2. Why are some relationships stressful or hard?
3. How can you improve the way in which you relate to others so your relationships are happy and respectful?
4. Identify the characteristics in a caring and respectful relationship.
5. Identify examples of things that different people might want from a relationship.
6. Identify what is important to you in your friendships.
7. Imagine that you and three other people have been stranded on a desert island. Think of three ways in which the relationships between the four of you might be tested. Then suggest a list of rules to maintain respectful relationships on the island.





Explore more with this weblink: Adolescent relationships

3.4 Power in relationships

In this lesson you will explore power in relationships. You will learn what power is used for and how people can use the personal power they have in relationships to either help or hurt others.

Engage

Everyone has some power in their relationships. When people use their power to control or hurt someone else, the relationship is abusive. People can have power in relationships because they:

- are bigger and stronger
- are more popular
- have authority in their job or position
- know more things
- know someone important or who has more power
- are older
- have expertise
- are more attractive.

Think about a relationship you know of in which one person has more power because they are popular. Does responsibility come with popularity?



Complete this digital doc: [Power in relationships](#)

Searchlight ID: [doc-2577](#)

Explore

Positive use of power in relationships

Power can be used in positive ways that respect and care for others. Power can also be misused when there is little or no respect for others. An example of negative power is someone's use of his or her size or strength to **abuse** or bully another person. When we use our power in relationships in a positive way, our relationships will become stronger. This means that not only will our actions make others feel good in the short term, but the relationship will continue long into the future. Some examples of positive use of power are shown in the figures below.



Care for a sick Family member.



Help your elderly grandparents around their home.



Stick up for a friend when they are bullied.



Walk your younger sister home from school.



Include less popular peers in group activities.



Support a friend who has suffered a major loss.



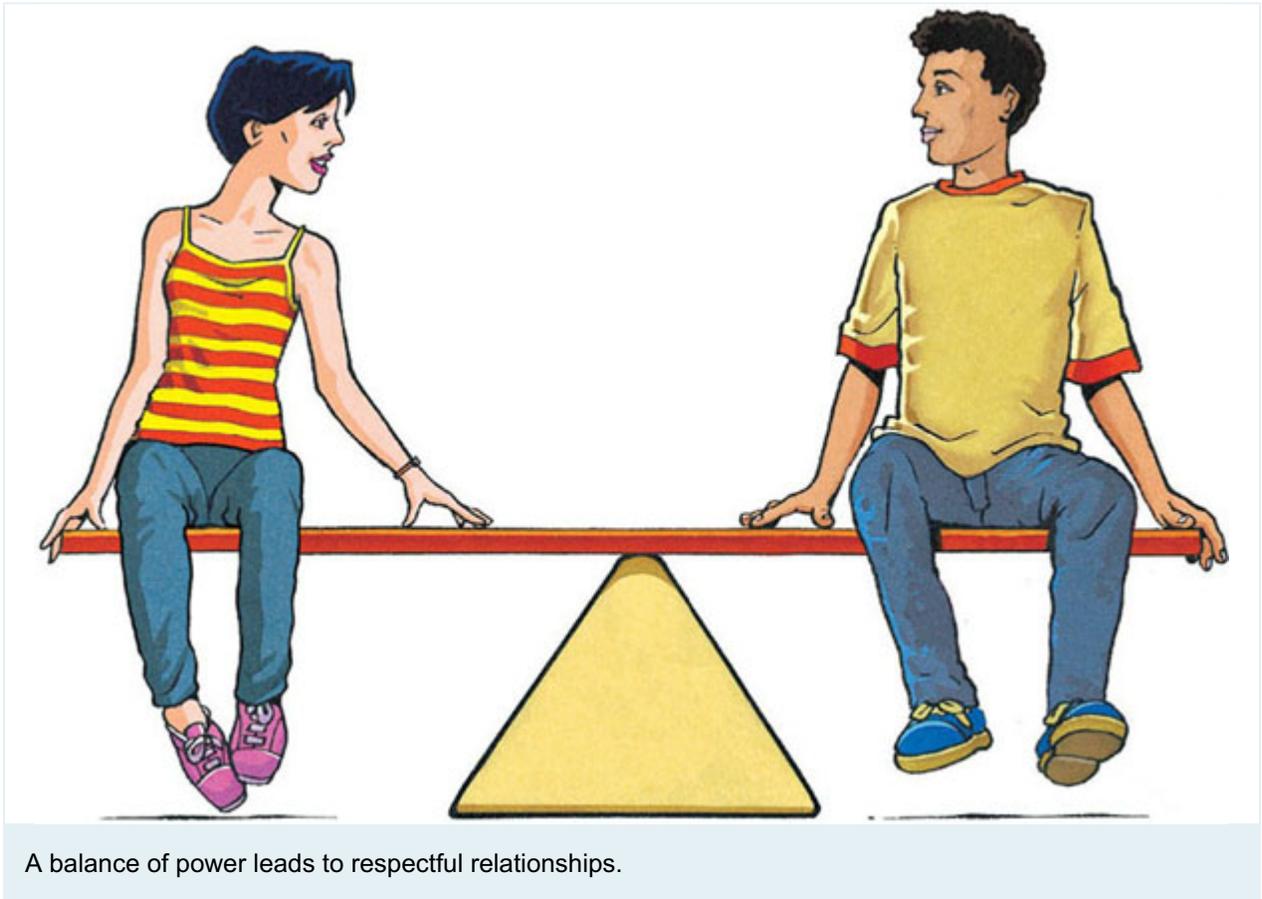
Help a class mate who is less skilled in PE class.

The balance of power

In positive relationships, there is a positive balance of power. This means both people feel free to be who they are and express their thoughts and feelings because their opinions will be met with respect. Both people feel they have equal control over the decisions that are made. Being respectful of the other person's feelings, their right to be heard and their right to feel safe will ensure a balance of power is maintained.

Boy or girl — who has the power?

Gender stereotypes can influence the balance of power in relationships. Generally, the way in which boys and girls are expected to behave is different. These gender stereotypes can influence boys' and girls' beliefs about how they should behave in relationships. Boys sometimes think they should be in control in a relationship. This can result in an imbalance of power in relationships between boys and girls where girls are not respected. Positive relationships are about mutual respect and equality.



A balance of power leads to respectful relationships.

ACTIVITIES

1 Misuse of power in relationships

In pairs, undertake the following tasks.

1. Provide examples of how young people could misuse the power they have in relationships when they are bigger, more popular or more intelligent than others.
2. Identify reasons why people misuse the power they have in relationships.
3. Explain why the misuse of power can be destructive to relationships.

2 Appropriate use of personal power

1. In small groups, read each of the following scenarios. Identify who has the power in each relationship and why.

Every day at school, Alex is bullied by his peers because he is gay. He is really depressed and scared, particularly when he is walking home from school. Tony is a popular athlete in Alex's year. He understands what Alex must be going through because he has supported his cousin through a similar situation.

Jamie dropped out of school at the end of Year 10. She is now 18 years old and has never managed to get a job. All her friends have finished their HSC and are in full-time jobs. Her best friend, Jessica, is bright and has always been more motivated to achieve; she currently has a part-time job and is studying at TAFE. Jamie doesn't know how to get out of the negative cycle she is in. She is feeling down and is bored with her life.

2. Discuss ways in which each person with the power could use their power in a positive way.
3. Choose one scenario and role-play the situation in front of the class so the use of power contributes positively to the relationship. Alternatively, devise your own scenario and role-play it. As a class, discuss each group's role-play and determine how power was used and how it contributed to positive relationships.

CHECK & CHALLENGE

1. Describe how boys and girls behave when they are with a group of friends who are the same sex compared with when they are with friends of the opposite sex.
2. Explain the reasons why there are differences in behaviours between boys and girls.
3. Identify the stereotypical behaviours that are expected of boys and girls in opposite-sex attracted relationships.
4. Explain why we feel we have to behave differently in this kind of relationship.
5. Describe how these stereotypical behaviours could lead to a lack of respect or abuse of power in relationships.
6. Think about a relationship you have observed that does not fit the stereotypical relationships you have examined in the previous questions. It may be a real-life relationship or one you have read about or seen on TV. Describe the relationship and explain why it does not fit the stereotype.

3.5 Abusive relationships

In this lesson you will explore **abusive relationships**. These occur when one person uses their power in a relationship negatively. Their actions may cause physical, emotional, psychological or sexual harm to another person, or may be abusive due to neglect.

Engage

There are different kinds of abuse. Most people think of physical violence when they think about abuse. However, abuse is more than this: it also comprises emotional abuse and sexual abuse. Abuse can also affect anyone; it is not restricted to certain age groups, genders, races or cultures.

Explore

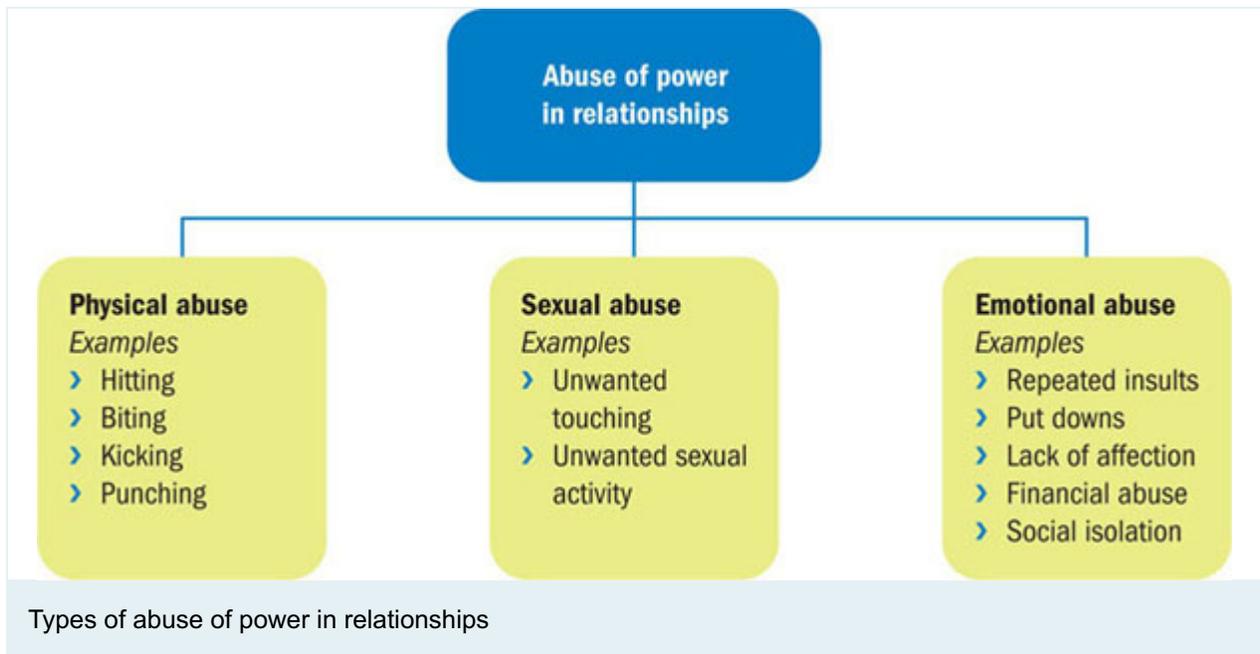
Types of abuse

A relationship is considered abusive if the safety of a child or young person is at risk. The risk can result from one or more of the following factors.

- Basic physical needs are not being met.

- Basic psychological needs are not being met.
- Medical needs are not being met.
- Sexual or physical abuse has occurred or there is a risk of it occurring.
- Domestic violence has occurred and there is risk of physical or psychological harm.

Children and young people who are not provided with a safe place to sleep, sufficient food or clothing are at risk of physical harm. If they are not given positive attention, love and care, or they don't feel safe, then they are at risk of psychological harm. When children are ill and not given the medical treatment and care that they need, they are at risk of harm because their medical needs are not being met.



Emotional abuse

Relationships are emotionally abusive when a person uses their power to try to control another person. Emotional abuse is usually a pattern of behaviour over a period of time rather than an isolated incident. If you are in a relationship in which your friend or partner repeatedly displays the following behaviours, then the relationship would be seen as emotionally abusive.

- Trying to control what you think and feel
- Telling you who you can and cannot see
- Telling you what you can and cannot wear
- Showing extreme jealousy
- Being possessive
- Not wanting you to have other friends
- Threatening to hurt themselves if you break up with them
- Making insults and frequent put-downs

- Making you feel guilty for things you are not responsible for

If you notice these kinds of behaviour in your relationship with your partner or with a friend, it is important to challenge the person in an assertive way as early as possible. Tell them you're not happy with their behaviour and ask them to respect your right to make your own decisions, have your own friends, and express your ideas and opinions freely without fear.

Physical abuse

Physical abuse can include acts where a person physically harms another, as well as when a person uses threatening actions to intimidate another person. Examples of physical abuse are shown in the figure below.



Sexual abuse

Sexual abuse can occur to anyone, regardless of gender, ethnicity or age. Child sexual abuse occurs when a person uses their power to involve a child or young person in sexual activity. People who sexually abuse may use:

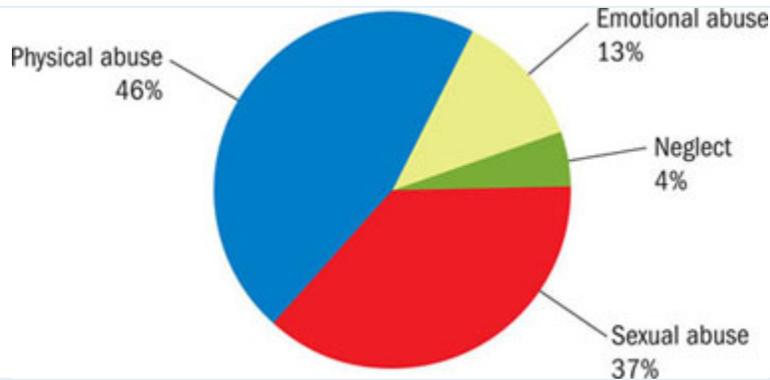
- bribery
- threats
- trickery
- coercion
- force
- manipulation.

Sexual abuse can include:

- suggestive behaviours or comments
- exposure
- viewing pornography
- fondling breasts or genitals
- masturbation
- oral sex
- penetration of the vagina or anus by a finger, penis or an object.

Sexual abuse can have a devastating impact on the lives of children and young people. It always involves emotional abuse. Young people who are sexually abused need to remember that what has happened is not their fault and that telling someone who can provide help, such as a person in their support network, is an important step in stopping the abuse.

Kids Helpline is a valuable source of advice for young people on a range of issues, including sexual abuse. The pie graph shown below indicates the percentage of contacts made to the counsellors regarding different types of child abuse in 2008.



Percentage of contacts made to Kids Helpline regarding different types of child abuse in 2008

HEALTH FACT

During 2008, Kids Helpline responded to 2547 contacts from young people with concerns about child abuse.

Source: Kids Helpline 2008 Overview.

How do you know whether a relationship is abusive?

Recognising that a relationship is abusive can sometimes be difficult. This may be because the abuser is someone we love or care about, such as a parent, family member or close friend. It may also be because we are too young to know what abuse is, or because someone who has more power than us has coerced or manipulated us into doing something we really don't want to do. There are also many more reasons why recognising abuse can be difficult in some situations.

DID YOU KNOW?

Teachers have a legal obligation to report abuse if they suspect it is occurring, as have doctors, nurses, principals and members of the police force.

People can start to recognise that a relationship is abusive by becoming more aware of how they feel and how their body reacts. Abusive relationships or harmful situations can make people feel:

- vulnerable
- scared
- angry

- disappointed
- hurt
- cheated
- picked on
- put down
- terrified
- frightened
- uneasy.

When people are in threatening or harmful situations, their body often reacts by showing warning signals. These signals tell us that the situation is or may be harmful. Think about how your body reacts when someone frightens you or you are walking alone at night. Your body will react in the same way when you are placed in a harmful or unsafe situation.



eBookplus RESOURCES



Try out this interactivity: [Warning signals and feelings](#)

Searchlight ID: [int-2179](#)

ACTIVITIES

1 The needs of children and young people

1. Read each of the following scenarios and identify the needs that are not being met.

A 7-year-old girl has had a cold for several weeks that has turned into a chest infection. Her mother is a single parent struggling to make ends meet, so she can't afford to miss work to stay home and look after her daughter, and she does not have enough money to take her to the doctor.

A 16-year-old has recently been kicked out of home by his father because his family found out that he is gay. He has nowhere to go, so he is sleeping on the streets. He is scared.

Two sisters, aged 10 and 13, live with their dad. Their mother died four years ago. Their dad had been very withdrawn since losing his wife. He rarely gives the girls any attention or affection. Because their dad works, the girls do all the housework and cook all meals.

A teacher is concerned about one of her 13-year-old male students. He is often tired and finds it hard to concentrate in class, and the other kids give him a hard time because he is always dirty and smells. When the teacher asks him about his poor hygiene, the student confides that his parents make him sleep in the barn with the animals because there is no room in the house.

2. In groups of three, discuss and devise a list of the needs of children and young people under the following three headings.
 - a. Physical needs
 - b. Psychological/emotional needs
 - c. Medical needs
3. What can happen when the needs of a child or young person are not met?
4. Identify people who are responsible for caring for and protecting children and young people.

2 Take a position

1. In groups of six, read each of the following statements and decide as a group whether you agree or disagree with the statement or if you are undecided.
 - a. When it comes to sex, 'no' means 'no'!
 - b. Young men are more highly sexed than young women.
 - c. All boys who aren't good at sport are probably gay.
 - d. Jokes based on sex are not always offensive.
 - e. It's okay to pressure your partner to be sexually active with you.
 - f. Date violence happens only in heterosexual relationships.
 - g. If she doesn't say 'no' then she wants sex.
2. As a class, discuss each statement and identify why some people sexually harass or are sexually abusive towards other people.

CHECK & CHALLENGE

1. What factors can qualify a relationship as abusive?
2. Who can become a victim of abuse?
3. List three things someone might do if they were being emotionally abusive.
4. Describe the effect abuse and violence in relationships can have on a person.
5. What is some basic action you might take if you thought a friend of yours was being physically abusive? List at least two ideas.
6.
 - a. Have you ever felt the warning signals that you might be at risk? Think of a time when you felt you were in a risky situation. For example, you may once have been waiting to be picked up from a party when it started getting very late.
 - b. Describe how you dealt with the situation. Perhaps you asked a friend to wait with you or called to see how far away your parents were.
7. Use the **Abusive relationships** weblink in your eBookPLUS to watch a clip about different kinds of relationships. How do Matt's text messages show he does not respect his partner? Is he abusing his partner? How should his partner react?



Explore more with this weblink: Abusive relationships

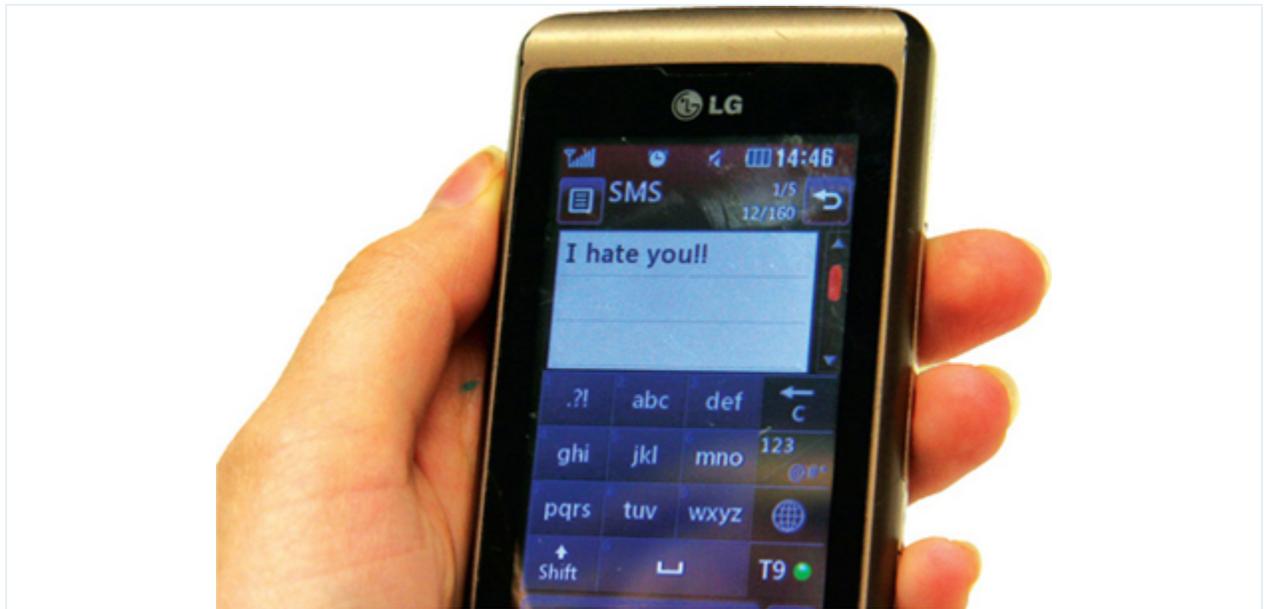
3.6 Abuse of power — bullying and harassment

Bullying is an abuse of power and causes great harm to others. In this lesson you will explore the types of bullying, why someone might use their power to bully others and why some people are more likely to be the targets of bullying.

Engage

Bullying behaviours are deliberate and hurtful. Bullying can happen to anyone and is sometimes based on difference.

Harassment is a kind of bullying. It can be a one-off or it can be repeated. Types of behaviour that could be harassment include comments, behaviours or materials that are racist, sexist or homophobic; verbal comments; jokes; or abuse that puts people down. It also includes cyber bullying. Mobile phones, emails and instant messaging can all be used to bully and harass other people.



Cyber bullying can be very threatening, even though the bully may be far away.

Explore

Sexual harassment

Sexual harassment includes behaviour such as touching a person inappropriately, wolf-whistling, making offensive sexual gestures, staring in a sexual manner, asking intrusive questions about sexual activity or making unwanted sexual invitations.

Some young people are too scared to say no to **harassment**, so the person doing the harassment thinks it is okay to keep doing it or that the person wants it. It is not okay.

Girls are often the targets of sexual harassment. Sometimes, boys and young men think that it is okay to view girls as sexual objects, to make sexual remarks about them or to them. It is not okay. Girls find this type of behaviour offensive and humiliating.



Leering and wolf-whistling are forms of sexual harassment.

Why young people bully

People who **bully** come in all shapes and sizes, and they bully for many different reasons. Young people who bully others do so because they want to:

- impress others
- fit in with the crowd or their peer group
- compensate for having few or no friends
- entertain themselves and others
- get revenge
- feel more powerful than other people
- gain more power.

Homophobic bullying

Most young people experience strong feelings or attractions for other people during adolescence. Some have these feelings and attractions for people of the same sex and identify as being gay or lesbian. Young people who are **same-sex attracted**, or who are thought to be same-sex attracted, are often the targets of bullies and are abused and harassed.

Homophobic bullying is based on discrimination against people who are, or who are thought to be, same-sex attracted. **Homophobia** is the fear, dislike or hatred of people who are homosexual (same-sex attracted). You are not born homophobic, just as you are not born racist. These are learned behaviours that are based on ignorance and prejudice.

Research in Australia reveals that about 8–9 per cent of young people experience a sexual attraction to someone of the same sex. Young people who are sexually attracted to people of the same sex often hide these feelings because they are at risk of bullying and abuse.

In schools, boys who are not sporty or who like to read, do drama or dance are sometimes teased for being 'gay'. They don't fit the gender stereotype for boys so they are labelled as 'gay' and are bullied and harassed.

Homophobic bullying causes emotional and sometimes physical harm to the person being bullied. Some same-sex attracted young people and other people who do not fit the gender stereotypes sometimes pretend to be something they are not. This can cause the person a great deal of stress. It is not okay to bully, harass or abuse anyone, including people who are same-sex attracted.



Young same-sex attracted people should not have to hide their feelings because of bullying and harassment.

You can stop homophobia in your school by:

- not ignoring it and speaking up for people who are being bullied
- telling an adult who can help
- not assuming everyone is heterosexual
- not thinking that same-sex attracted people are less worthy than other people
- thinking about your own behaviours and the language you use. Many young people use the word 'gay' as a put-down. This is a form of homophobia.
- challenging homophobic violence
- respecting the right of all people to be safe
- remembering that it is okay to have a range of interests and to express yourself in a range of ways — for example, it is okay for boys to learn to dance and for girls to do metal work.

The effects of bullying

Young people who are bullied are affected in many ways. The emotional impact of bullying can be devastating. It can influence a person's physical health if they feel stressed and unwell. No-one likes to be put down, threatened or abused. As a result of bullying, young people:

- are often scared
- can feel isolated and alone
- can feel worthless and have low self-esteem
- can avoid going to school
- feel anxious and worried
- can become depressed.

No more bullying!

Bullying involves three people: the bully, the person being bullied and the bystander. Bullying affects everyone. Everyone involved in bullying can do things to prevent bullying from happening. It can be difficult for the person being bullied to stop the bullying because they may feel scared. Bystanders need to take some responsibility and let others know that it is not okay to bully.

If you are being bullied, you can:

- be assertive, tell the bully that you don't like what they are doing and to stop. Say it loudly and look at them.
- remind yourself that you are okay and that the bully is doing the wrong thing, not you
- ask your friends to be supportive of you
- try to be with friends so you are not alone
- try to leave valuable items at home
- find another way to go to school, if you are being bullied on the way to and from school
- use humour to distract the bully

- ask an adult for help (a teacher or parent)
- don't get involved in hitting back, which will make things worse for you
- keep asking for help until the problem stops.

DID YOU KNOW?

It might surprise you to know that many famous and successful people were bullied when they were teenagers. Celebrities including Tom Cruise, Harrison Ford, Miley Cyrus, Pierce Brosnan and Tyra Banks have all acknowledged that they were victims of bullying.

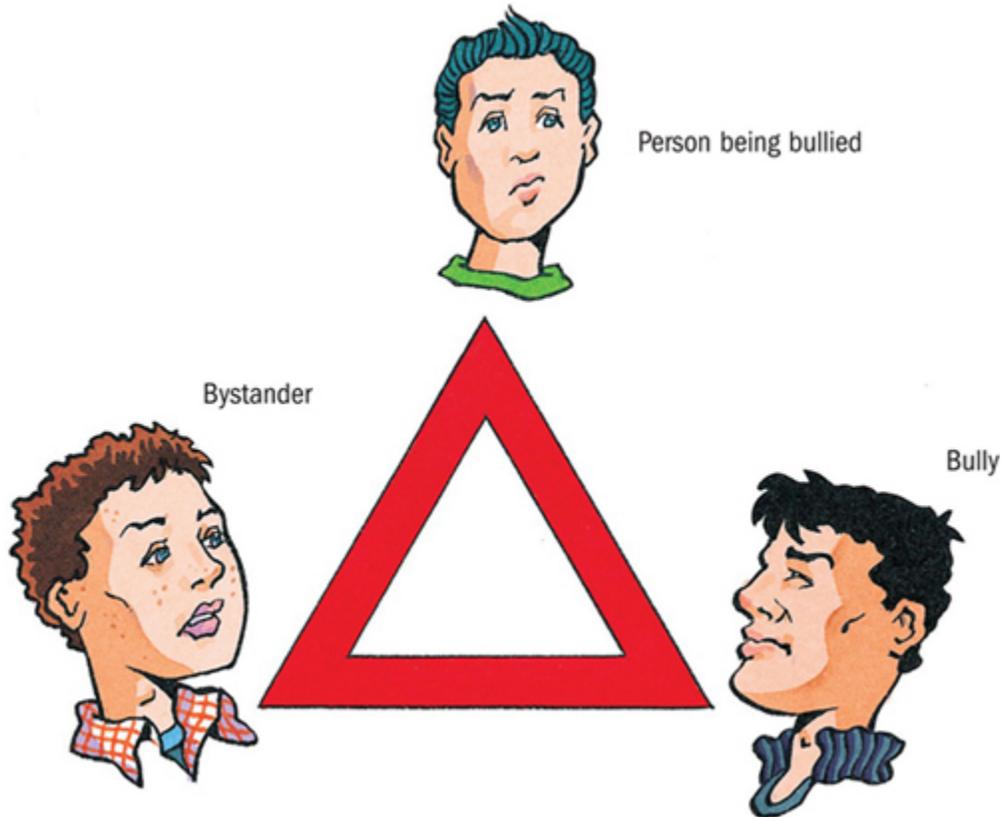
If you are a bystander, you can:

- refuse to watch bullying; let the bully know that you are not interested in it
- tell the bully that what they are doing is not okay
- report incidents of bullying to adults who can help
- assist the person being bullied to seek help
- distract the bully's attention
- offer friendship to the person who is being bullied.

Bullies need to know that:

- it is not okay to bully
- their behaviours are harming other people
- there are other ways to work out differences that do not involve harming people
- seeking help to develop positive strategies to relate to others will help them to develop meaningful relationships.

Some young people say they were 'just kidding' or they were 'mucking around' as an excuse for their behaviour. There is no excuse for bullying and harassing others — no matter what the excuses, bullying and harassment hurt people.



The bullying triangle — everyone is affected

ACTIVITIES

1 What is bullying?

Use the internet to find websites that address the issue of bullying. Develop a fact sheet on one of the types of bullying (such as sexual harassment or bullying at school). Include information on:

- what bullying entails
- the effects bullying has on the victim and bystanders
- what to do if you are being bullied.

2 Stopping bullying

Imagine you are being bullied or harassed by another student at school and when you walk to school. Answer the following questions in your workbook.

1. What are some strategies to keep you safe from the bullying?
2. To whom would you go to seek help?
3. What might be the simplest way to avoid meeting your bully on the way to school?
4. How could your circle of friends provide support?

3 Cyber bullying

Use the **Cyber bullying** weblink in your eBookPLUS to watch some clips about cyber bullying and internet safety, and then answer the following questions.

1. Have you ever shared your personal information, like a username and password with someone else? Why might this be dangerous, even if the person is your friend?
2. How can downloading free programs and software online end up costing you?
3. What kind of information should you never share with people you meet online?
4. What is an ISP?
5. What are the right steps to take if you are being targeted by cyber bullies?
6. Suggest why it is so easy for mean jokes online to become a very serious and prolonged problem.

CHECK & CHALLENGE

1. Explain why bullying happens.
2. Explain how bullying affects people.
3. List strategies to help others who are being bullied or harassed.
4. Identify the barriers to stopping or reporting bullying and harassment. Suggest some strategies to overcome these barriers.
5. What is cyber bullying? Describe how young people use this to bully and harass others.
6. Why is cyber bullying very harmful?

eBookplus RESOURCES



Explore more with this weblink: [Cyber bullying](#)

3.7 Protecting yourself and others from harm

There are strategies you can use to reduce the potential for harm in unsafe situations. In this lesson you will explore safety strategies and support networks with the aim of developing a better understanding of keeping yourself safe and helping others when they are feeling unsafe.

Engage

Everyone has the right to be safe. When young people find themselves in situations that put them at risk of harm or in relationships that are not respectful, it is important to remember:

- young people have a right to be safe and a responsibility to respect the rights of others
- no-one has the right to threaten or harm people in any way
- young people can do things to reduce the risk of harm and protect themselves
- young people can do things to help others.

eBookplus RESOURCES



Complete this digital doc: [Planning ahead](#)

Searchlight ID: [doc-2575](#)



Complete this digital doc: [Recognising and assessing potentially unsafe situations](#)

Searchlight ID: [doc-2578](#)

Explore

Trust, talk, take control

Recognising that you or your friends are at risk of harm is the first step in planning to protect yourself. The strategy 'trust, talk, take control' will help you be safe.

Trust your feelings, your thoughts and your reading of the situation.



Talk about it to someone.



Take control by using your own plan for becoming comfortable and safe.



Safety strategies

There are a number of strategies that young people can adopt when they are in abusive relationships or when they find themselves in other unsafe situations. These five strategies will help you to determine whether you are unsafe and reduce the risk of harm in an unsafe situation.

1. *Taking notice* — this is about being aware of your surroundings. If you are at a party, for example, keep track of your friends and be aware of people getting drunk or violent.
2. *Staying away* — this is about avoiding situations or leaving situations that you know are unsafe for you. Deciding not to get into a car alone, for example, with someone you don't know well or who is bigger and stronger than you may help you avoid an unsafe situation.



Always take notice of your surroundings.

3. *Reducing the risk* — this is about taking action to reduce the risk in unsafe and harmful situations. Sometimes it is helpful to plan ahead. For example, plan a number of options to get home safely, when you are out at night with friends.
4. *Stepping back* — this is about choosing not to get involved in situations that are risky. You may need to leave the situation or choose not to get involved physically or verbally in potentially dangerous situations. For example, leave a party if people start to get aggressive or violent.
5. *Speaking up* — this is about being assertive. Say 'no' and stick up for your rights in a way that is respectful of others. Say 'no' to your partner, for example, when they are pressuring you to do things you don't want to do.



It is important to recognise dangerous situations and be able to remove yourself from them.

Working through conflict

When a small conflict arises, it is important to confront it and deal with the problem quickly. This will prevent a small conflict — for example, a difference of opinions with parents, friends or strangers — from becoming an unsafe or dangerous situation.

In dealing with the conflict, the following list may provide a helpful model.

- *Establish rules* — agree on some rules before you begin trying to resolve the conflict. This helps to keep things on track and promotes communication, for example, no put-downs, interruptions or personal attacks.
- *Identify the conflict* — each person has their turn at voicing what they think the conflict is about and how they feel about it.
- *Offer solutions* — each person identifies things that need to change or strategies to resolve the issue. It may be helpful to write these down.
- *Make an agreement* — decide on a solution. This needs to be agreed on by both people.
- *Review the agreement* — consider to what degree each person's needs are being met by the solution.

ACTIVITIES

1 Strategies to keep safe

1. In groups of four, devise a list of strategies young people could use to improve their control and reduce the potential for harm in each of the following situations.
 - a. Being harassed at school
 - b. Walking home alone
 - c. Being confronted by someone more powerful
2. In your group of four, write a scenario that shows a person exerting their power over someone else either through bullying or harassment or being disrespectful in a relationship.
3. As a group, role-play the scenario. In your role-play, show how the person at risk of harm and bystanders can reduce the risk.

2 Dealing with conflict

Use the **Dealing with conflict** weblink in your eBookPLUS to find information for young people about dealing with conflict. Choose a type of conflict (such as with your parents or with your peers) and design a pamphlet that provides young people with relevant and helpful information.

3 Resolving conflict

In a small group, choose one of the scenarios below and answer the questions that follow.

- Your friend visits your house and takes some money from your bedroom.
 - Your parents won't let you go to your friend's party on Saturday night because no adults will be attending the party.
 - Your best friend tells the other kids in your class a secret that you confided in him.
1. Identify the problem in your scenario and discuss what each character might be feeling.
 2. Using the model discussed in this lesson, identify the steps you would take to resolve each problem.
 3. In your group, role-play how you would resolve the conflict presented in the scenario.
 4. As a class, identify the positive strategies that each group used to resolve the conflict.
 5. Why is conflict resolution an important skill for young people to have?

CHECK & CHALLENGE

1. Explain what is meant by the strategy 'Trust, talk, take control'.
2. List strategies that you could use to reduce the risk of harm in an unsafe situation.
3. Identify three situations in which it would be better to avoid completely rather than trying to reduce the risk.
4. What actions could you take to resolve a difference of opinion with your friend?
5. Why does the solution you arrive at when working through a conflict need to be agreed upon by both people?
6. Why is it useful to establish rules for resolving a conflict?

eBook *plus* RESOURCES



Explore more with this weblink: Dealing with conflict

Explore more with this weblink: Stay safe

3.8 Support networks

An important part of planning to keep safe is identifying people you trust and who can help and support you when you need it. These people form your support network.

Engage

No matter who you are, there will be times in your life when things seem too hard or you don't know what to do to resolve a conflict or get out of an unsafe situation. Developing a support network is important so you have people around you to support you when you need it. Take the time to review your support network now and consider the following:

- Are all the adults in your network people you trust?
- Are they willing and available to assist you when you need it?
- Are they accessible to you?

Use the **Developing good listening skills** weblink in your eBookPLUS to learn about S.P.E.C.I.A.L. listening skills that will help you become a more valuable member of someone's support network.



eBookplus RESOURCES



Explore more with this weblink: [Developing good listening skills](#)

Explore

Why is having support important?

Having a **support network** of people you trust and who are willing and capable of helping you can make a big difference in your life. The benefits of support include:

- having someone to listen to you
- being able to share your thoughts and feelings
- having another person's opinion to help you sort out your own thoughts and feelings
- having access to advice to help you solve your problems
- having someone to help you find experts such as counsellors or youth workers.

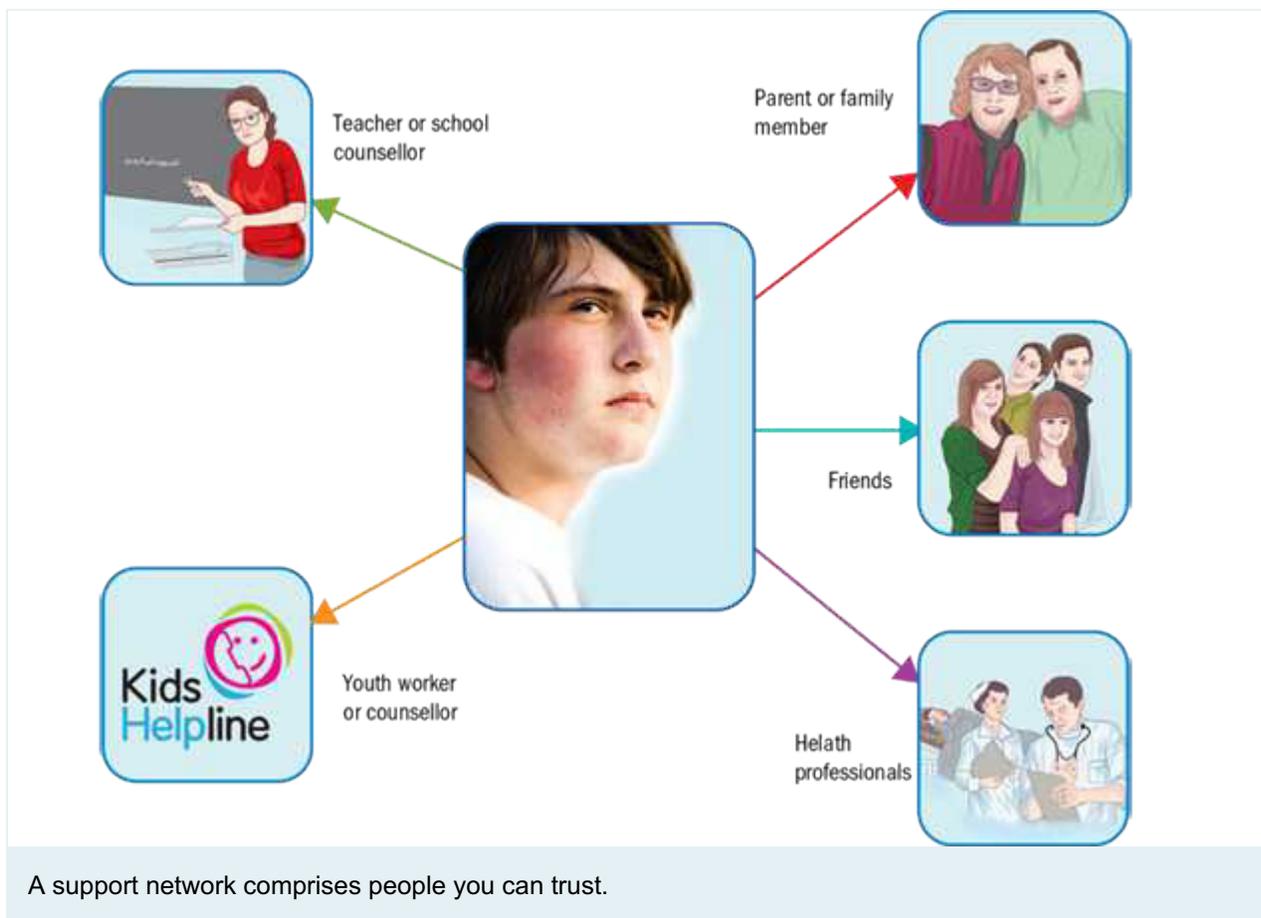
Establishing a support network

When you are thinking about who to include in your support network, you should ask yourself the following questions.

- Are they accessible to you?
- Are they trustworthy?
- Are they good listeners?
- Will they have time to assist you?

If they do not have these characteristics, it would be better to find another person who does have them.

It is a good idea to include adults in your support network because they will be able to provide support that may be different from the support of your friends. People you may want to include in your support network are shown in the figure below.



Barriers to getting support

A number of barriers prevent young people from getting the support they need:

- Lack of confidentiality means some young people are afraid what they tell will be passed on to others
- Poor access means young people living in rural and remote areas or smaller towns may not have access to services or the nearest service may be hundreds of kilometres away.
- Lack of knowledge of people and services that are available to help
- Lack of money to get professional help
- Lack of internet access to find information online
- Language barriers — some people speak little or no English
- Lack of trust in professionals or other people who can provide help; this may be because of bad experiences in the past
- Age — maybe the person is too young to access support or to know where to get support
- Sensitive issues, which the person may feel uncomfortable or scared taking about.

Getting support for yourself and others

Sometimes, it is not easy to find the support you need at the time when you need it most. It may be helpful to confide in a friend so you can help each other find the right support.

Identifying the right person to seek help from or the right service to go to will depend on the situation. If you or a friend needs help, think about the best person or service to provide that support. If you are not sure about what services are available in your local area, you could:

- use the internet
- ask a teacher or your school counsellor
- look in the telephone book for youth services
- call Kids Helpline (1800 55 1800)
- ask your doctor
- call or go to a youth health service and ask for advice.

ACTIVITIES

1 Identifying support

1. In pairs, discuss each of the scenarios listed below. Identify people, services or information that would be helpful in each situation.
 - a. Your friend is coming to school with bruises on her face and neck.
 - b. You have just split up with your partner and you are feeling lonely and upset.
 - c. You are feeling really depressed and not coping with the stresses in your life.
 - d. Your parents have split up.
 - e. You are worried about a friend who is starting to use alcohol and smoke a lot.
2. Divide into small groups. Each group should choose one scenario and role-play it in front of the class.
3. As a class, discuss which people and services would be the best source of support in each situation.

2 Overcoming barriers to getting help

1. In pairs, discuss the following scenarios and identify the barriers faced in each.

Habib has recently arrived in Australia with his family. He is 17 years old. He speaks very little English. His parents are both elderly so Habib must find a job to earn money to look after them. He is finding it difficult to get a job and money is running out.

Ruth is aged 13 years and lives on a cattle farm in rural New South Wales. She has been feeling very isolated from other kids her age. She has three older brothers. Ruth's body has started to change and she has recently started her period. She's embarrassed to talk about things with her brothers.

Damien feels depressed most of the time. He feels he doesn't fit in at school; the other kids bully him because he is overweight. Damien's parents work long hours so he rarely sees them. Last time he told a teacher that certain boys had been bullying him the teacher didn't do anything to stop it. He doesn't know who to trust now.

Joanne is 12 years old and is scared to go home each day because her parents fight and her dad becomes violent. She is worried about telling anyone because she is afraid they might split up her family.

2. As a class, devise a list of the barriers that each pair identified in the previous scenarios. Brainstorm a list of strategies to effectively overcome these barriers.

CHECK & CHALLENGE

1. What are support networks and why are they important?
2. What factors should you consider when choosing people to be in your support network?
3. Where could you seek advice if you had a problem or were in a potentially unsafe situation?
4. Using your answers from question 3, create a flow chart using drawings or pictures to illustrate your support network.
5. Think of a youth issue that concerns you. Use the **Kids Helpline** weblink in your eBookPLUS to find out about what services are offered to address this issue.
6. How could you help a friend obtain support?

eBookplus RESOURCES



Explore more with this weblink: Kids Helpline

Review

What have I learnt?

- Positive relationships are ones which are mutually respectful and caring.
- We all experience different types of relationships in our lives. Relationships provide us with many things, including an opportunity to share, learn and care about others.
- Caring and respectful relationships are those in which both people have their rights respected.
- Everyone has power in relationships, but if misused, the relationship can become abusive.
- In positive relationships there is a balance of power when both people feel free and safe to express their thoughts and feelings.
- An abusive relationship puts the safety of a person at risk. The abuse of power can be physical, sexual or emotional. It can also be neglect.
- The impact of abusive relationships can be devastating.
- Warning signals and feelings help us recognise when we are in an unsafe situation.
- Bullying and harassment are examples of abuse of power in relationships. Reporting bullying to people in your support network is a good strategy to help stop the abuse.
- Homophobic bullying is one type of bullying that happens in schools. It can be very damaging to people who are gay and to those who do not fit gender stereotypes.
- When you feel like you are in a harmful situation, trust your feelings, talk to someone who will listen and can help, and take control by seeking help.
- By learning to work through conflict we can prevent small problems from damaging our relationships.
- Support networks are important for helping young people to keep safe. They should include adults that you trust and who are able to take action if needed.

Essential question revisited

Everyone needs positive relationships in their lives. What is meant by positive relationships, and how can you achieve them?

Evaluate your initial response to the essential question after having studied this topic.

CHECK & CHALLENGE

1. Describe the characteristics of a positive relationship.
2. Identify the different types of relationships that young people can have and reasons why each are important in their lives.
3. Explain what a respectful relationship is like.
4. Why do some relationships become difficult?
5. Outline what your rights and responsibilities are in your relationships.
6. How could you improve your relationships with your family and friends?
7. How can people have power in relationships?
8. How can we maintain a 'balance of power' in relationships?
9. Outline the types of abuse of power that can happen in relationships.
10. What are the effects on people who experience abuse in relationships?
11. Why is bullying so harmful to others?
12. Explain why having a support network is a positive safety strategy.

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Complete this digital doc: [Establishing a support network](#)
Searchlight ID: [doc-2573](#)

Projects Plus: Seeking help!

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Collaborate on this ProjectsPLUS: [Seeking help!](#)
Search ID: [pro-0053](#)

Scenario

Kids Helpline is Australia's only free, confidential and anonymous telephone and online counselling service specifically for young people aged between 5 and 25. Counsellors respond to more than 10 000 calls each week about issues ranging from relationship breakdown and bullying to sexual abuse, homelessness, suicidal thoughts, and drug and alcohol use. Young people can contact a Kids Helpline counsellor to talk about any issue by calling 1800 55 1800, emailing counsellor@kidshelp.com.au or visiting www.kidshelp.com.au and connecting to web counselling. You have recently completed the extensive training program and are about to begin your first day as a Kids Helpline counsellor.



Your task

Four young people have contacted Kids Helpline by phone, email or online counselling seeking help and advice. Details of their situations have been provided as audio files and transcripts in your ProjectsPLUS Media Centre. Your task is to provide a response to one of these young people. Your aim is to empower them by assisting them to develop options, identify and understand the consequences of a particular course of action, facilitate more productive relationships with family and friends and provide them with information on local support services. Your response should be provided in the form of an email to the young person.

Process

- You may like to begin by completing the **Offering support** interactivity in your eBookPLUS. Take the master class to learn how to provide supportive and empathetic advice to others. This activity will help you prepare for this project.
- Open your ProjectsPLUS application for Kids Helpline in your eBookPLUS. Watch the introductory lesson and then click the 'Start Project' button to set up your project. You will provide your responses individually, but you should invite other members of your class to form a project group so you can discuss all four of the cases together in the Research Forum. Save your settings and the project will be launched.
- Start by listening to the audio files of the phone calls, reading the email and observing the web counselling session in the Media Centre. Download and print the transcripts of the phone calls, email and web counselling session. You will also find supporting materials to help you understand the issues covered in these cases. You should download and read these before entering into discussion with your classmates.
- Log in to your Research Forum. The four cases you can respond to have been preloaded as topics to provide a framework for your discussion. Post your ideas about the kinds of advice you should give each of these young people as articles in the Research Forum. You can view and comment on other group members' articles and rate the information they have posted.
- When the discussion is complete, choose the case you feel most strongly about. This is the person you should respond to in your email.
- Write your email. Remember that you will need to focus on the needs of the young person, and see the world from their perspective. You should outline all of the alternatives available to them and the consequences of each possible course of action. You should also provide information on any other local services that you think might be able to help.
- When your response is complete, print out your Research Report from ProjectsPLUS and hand it in to your teacher with a printed copy of your finished email.



eBookplus RESOURCES



Try out this interactivity: [Offering support](#)
Searchlight ID: [int-2238](#)

SUGGESTED SOFTWARE

- ProjectsPLUS
- Microsoft Word



MEDIA CENTRE



Your Media Centre contains:

- transcripts of the phone calls, email and web counselling session
- supporting material.

STRAND 2 Movement skill and performance



4 Moving with skill

- 4.1 Fundamental skills 1
- 4.2 Fundamental skills 2
- 4.3 Specialised skills
- 4.4 Manipulative skills
- 4.5 Body control and awareness
- 4.6 Technique, anticipation and timing
- 4.7 Practice
- 4.8 Safety
- 4.9 Testing and evaluating skill development
- 4.10 Swim safe
- 4.11 Swim and survive
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Chapter 4: Moving with skill

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Note to students and teachers: This PDF has been provided as an offline solution for times when you do not have internet access or are experiencing connectivity issues. It is not intended to replace your eBook and its suite of resources. While we have tried our best to replicate the online experience offline, this document may not meet Jacaranda's high standards for printed material. Please always refer to your eBook for the full and latest version of this title.

4 Moving with skill

Essential question

How do you improve your skills, and how can you measure how much they have improved?



Mastery of physical skills provides the foundation for an active and enjoyable lifestyle.

SYLLABUS OUTCOMES

Major outcome

On completion of this chapter, you will be able to do the following.

4.4 Demonstrate and refine movement skills in a range of contexts and environments.

Contributing outcome

This chapter will also help you do the following.

4.10 Explain how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.

Skills outcomes

The activities and questions in this chapter will help you to do the following.

- | | |
|-----------------------------|---|
| 4.11 Communicating | Select and use communication skills and strategies clearly and coherently in a range of new and challenging situations. |
| 4.12 Decision making | Assess risk and social influences, and reflect on personal experience to make informed decisions. |
| 4.13 Interacting | Demonstrate cooperation with, and support of, others in social, recreational and other group contexts. |
| 4.14 Moving | Engage successfully in a wide range of movement situations that display an understanding of how and why people move. |
| 4.15 Planning | Devise, apply and monitor plans to achieve short-term and long-term goals. |
| 4.16 Problem solving | Clarify the source and nature of problems, and draw on personal skills and support networks to resolve them. |
-

YOU WILL EXPLORE

4.1 Fundamental skills 1

4.2 Fundamental skills 2

4.3 Specialised skills

4.4 Manipulative skills

4.5 Body control and awareness

4.6 Technique, anticipation and timing

4.7 Practice

4.8 Safety

4.9 Testing and evaluating skill development

4.10 Swim safe

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Review

4.1 Fundamental skills 1

Skills such as jumping, throwing and catching are basic skills that are the building blocks of more complex skills found in games. Learning to do these fundamental skills properly will allow you to participate in a wide range of physical activities.

Engage

Many of us take fundamental skills such as catching and balancing for granted. During primary school, we played games where these skills were required, and we may have practised them on occasions. However, do we always get them right? Do we always make a successful catch or a good hit with a bat when someone throws us a ball? A check on how well we perform these skills will be good groundwork for learning more difficult skills as we progress through school.

How high can you jump? Is jumping ability an advantage in sport? Use the **Basketball slam dunks** weblink in your eBookPLUS to watch a clip to help you make up your mind. As part of this lesson, we will be looking at ways to improve our ability to jump.

eBookplus RESOURCES



Explore more with this weblink: Basketball slam dunks

Explore

Fundamental movement skills

Fundamental movement skills are often referred to as basic skills. They are the building blocks of movement. Precise execution of these skills provides us with a cornerstone on which to build more difficult and complex skills found in games and sporting activities such as gymnastics and track and field.

In the **Get skilled: get active** weblink in your eBookPLUS, 12 fundamental movement skills have been identified. It is important to become proficient in these skills before moving to more specialised movements. The static balance illustrated in activity 2 on page 88, for example, requires us to maintain our equilibrium while supporting our body weight on one leg. Through practice and as we gain an understanding of balance, our body control increases. As we improve further, we are able to perform more complicated movements, such as the arabesque in gymnastics, and perform movements with more confidence. Some of the more advanced skills we can learn are javelin throwing, water-skiing, skateboarding, surfing or swinging a golf club.

HEALTH FACT

Notable among reasons why some teenage girls avoid exercise and sport is a lack of basic skills and the fear of being teased by others about being unskilled or looking silly.

During this lesson, we will focus on six of the 12 fundamental skills. The six skills identified for this lesson are essentially **non-locomotor movements**; this means they are performed while remaining in one place. An example is the catch. Providing the ball is thrown directly to us, the feet will remain where they are while the arms position themselves to catch the ball. Some skills may require locomotion or movement as they develop. Kicking the ball while in a standing position is a non-locomotor movement. However, to increase the distance kicked, a run-up is required; this changes the skill into a **locomotor movement**.

The six fundamental movement skills we will practise are:

1. static balance
2. vertical jump
3. overarm throw
4. catching
5. kicking
6. the two-hand strike.

DID YOU KNOW?

Throwing is not the same as bowling. The elbow is bent and leads in a throw whereas it trails and remains relatively straight when bowling.



Explore more with this weblink: [Get skilled: get active](#)

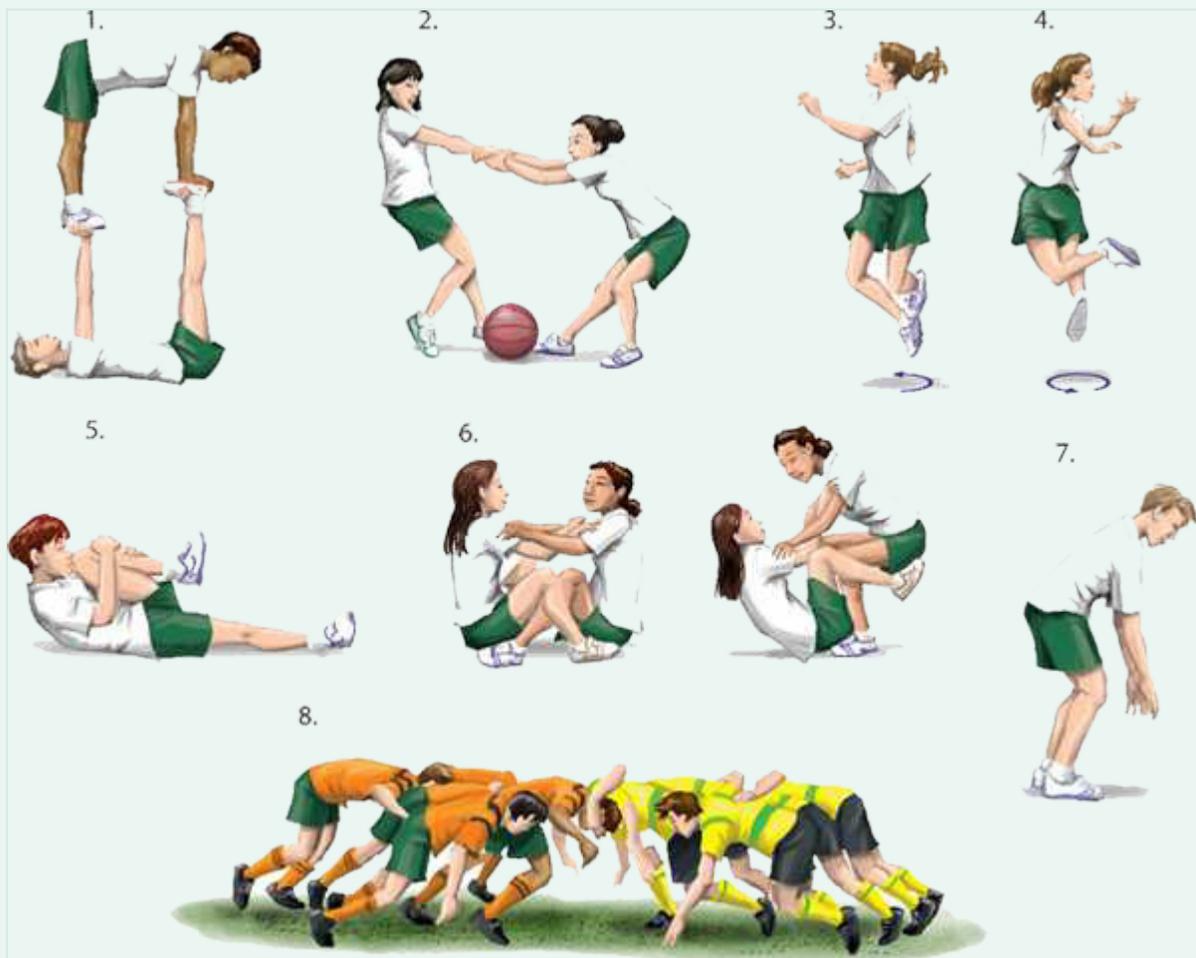
ACTIVITIES

Try each of the following fundamental movement skills. Work your way through the drills and aim to improve the way you perform each skill.

1 Warm-up — non-locomotor movements

Try some of the following non-locomotor movements as part of your warm-up for the lesson.

1. Balancing
2. Pulling
3. Half twist
4. Full twist
5. Stretching
6. Rocking
7. Bending
8. Pushing



Non-locomotor movements

2 The static balance

1. The static balance requires you to balance on one foot while the other leg is off the ground and the arms are extended horizontally to the sides. The body should remain stationary for approximately 10 seconds with the eyes focused directly ahead.
2. When you feel comfortable balancing on your preferred leg, alternate with the other leg.
3. Extend this activity by trying to maintain balance as you slowly bend the knee of the leg on which you are standing.
4. Finally, try the balance with your eyes closed.



The static balance

3 The vertical jump

The technique for the vertical jump requires that you start with both feet on the ground with the body in an erect position. Keeping the eyes focused ahead, slowly crouch while swinging your arms behind you. The arms then swing forward and upward and the legs extend, driving the body upward. At the height of the jump, the legs are straight and the arms are extended vertically. On landing, the knees bend as they absorb the body weight. The landing must be controlled with no indication of a shuffle to maintain balance.

To strengthen and improve your vertical jump, carry out the following drills.

1. Practise the vertical jump while focusing on developing the correct technique. Try some jumps without any arm movement. How does this affect the height of your jump?
2. Jump and form shapes while in the air, such as a star or a tuck.
3. Practise a vertical jump and incorporate a half twist. You will land facing the opposite direction.



The vertical jump

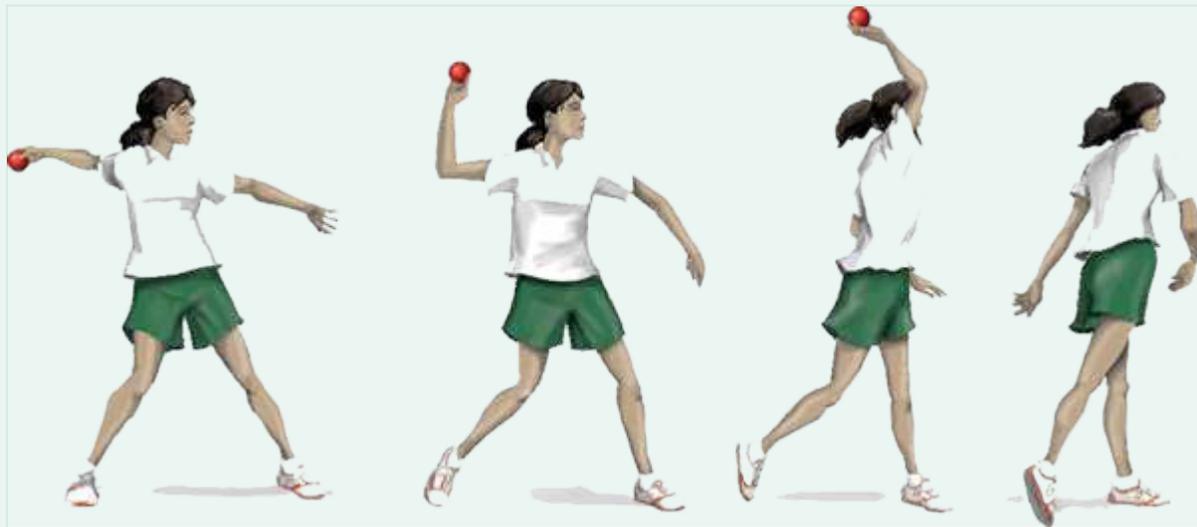
4 The overarm throw

Equipment tennis balls, softballs

The overarm throw is the most common way of projecting an object. The skill is used in sports such as cricket and softball, and in activities such as javelin throwing.

The technique for the overarm throw involves:

- standing side-on to the target with feet spread well apart for balance
- holding the object in the fingers of the throwing arm
- locating the weight over the leg supporting the throwing arm
- transferring the weight forward and on to the foot opposite the throwing arm as the throw is made
- following through with the throwing arm moving down and across the body.



The overarm throw

To improve your throwing ability, carry out the following drills.

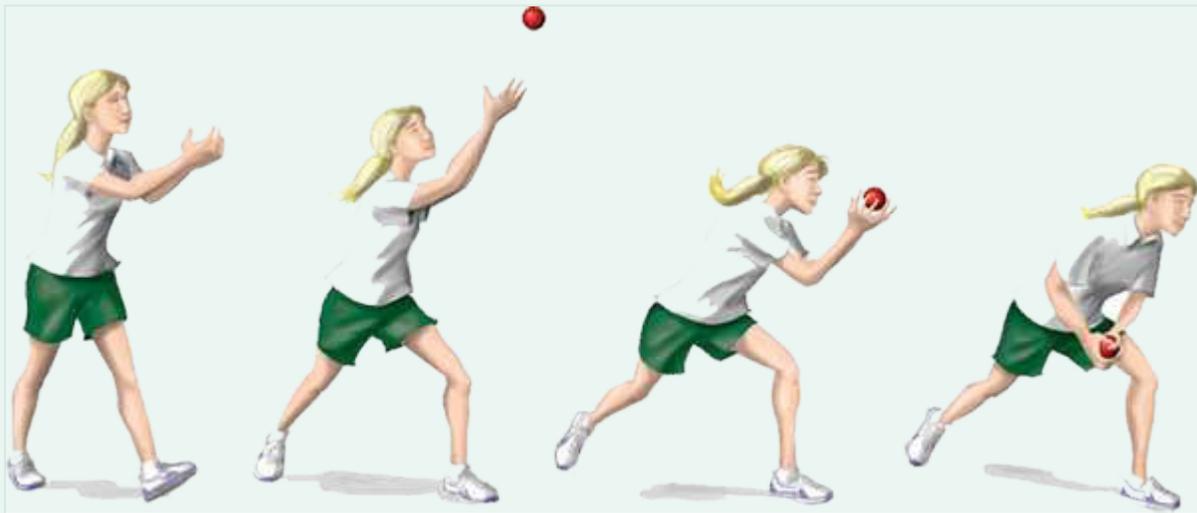
1. Throw and catch in pairs using tennis balls and softballs.
2. Practise target-throwing.
3. Practise throws with the opposite hand.

5 The catch

Equipment variety of balls of different sizes (for example, tennis balls, table tennis balls)

Good catching technique involves:

- watching the object closely
- positioning the body so the object can be caught in front of the body at about chest height
- widening the stance to form a solid base
- extending the fingers towards the object and slightly cupping the palms of the hands
- bending the elbows to absorb the force.



The catch

To improve your catching ability, carry out the following drills.

1. On your own, toss a ball into the air and catch it. Focus on catching it cleanly.
2. In pairs, toss a ball to one another or throw it against a wall and catch.
3. Catch a succession of balls thrown, some high and some low.
4. Close your eyes and throw a tennis ball from one hand to another.
5. Make 10 catches with balls of varying sizes, such as a mixture of tennis balls, table tennis balls and softballs.
6. In softball and baseball, we need to learn how to catch with a glove. Use the **Catch a fly ball** weblink in your eBookPLUS to closely examine the technique for catching a fly ball using a glove.

6 The kick

Equipment soccer balls

The fundamental kicking skill is the placekick. This involves moving towards a stationary object and imparting a force by way of a kick. It can be practised as a non-locomotor skill (standing still and kicking) and a locomotor skill (a running approach to the kick).

The technique for the stationary kick involves:

- focusing on the part of the ball where impact will be made
- moving to the ball at a slightly indirect angle

- placing the non-striking foot beside the ball
- extending the arms for balance and placing the head above the ball
- swinging through with the kicking leg
- making contact with the ball on the top of the foot or laced area of the shoe
- following through in the direction of where you want the ball to go.



The kick

To improve the way you kick, carry out the following drills.

1. Place the ball and kick to a target such as a goalpost.
2. Perform placekicks using either foot.
3. Try to placekick a long, low ball.
4. Try to placekick a ball that swings right to left and vice versa.

7 Two-hand strike

Equipment softballs and softball bats, T-ball stands

The technique for the two-hand strike involves:

- assuming a wide stance and standing side-on to the direction of the hit
- swinging the bat to shoulder height using a full shoulder turn
- keeping the eyes on the back of the ball throughout the swing

- stepping forward with the hit
- straightening the arms as contact is made
- letting the hands roll over and following through around the body.



The two-hand strike

To practise the two-hand strike, carry out the following drills.

1. Practise hitting a stationary ball from a T-ball stand.
2. Using foam or plastic balls, practise hitting a stationary ball using a golf club.
3. Use a hockey stick to hit a ball to a hockey goal.

8 Applying your skills

Choose any game such as cricket or softball that includes at least two of the skills practised in this lesson. Play the game using a modified format such as continuous cricket or T-ball.

CHECK & CHALLENGE

1. Why is it important to strive to improve our movement skills?
2. What is meant by fundamental movement skill? Provide an example to support your answer.
3. What is static balance? Identify three skills where static balance may be important.
4. Using examples, explain the difference between locomotor and non-locomotor skills.
5. The overarm throw and the two-hand strike are two fundamental skills. Identify other sports where similar movements are performed.
6. Describe the technique for the overarm throw.



Explore more with this weblink: Catch a fly ball

4.2 Fundamental skills 2

Skills such as running, leaping and dodging are basic skills that are the building blocks of more complex skills found in games. Learning to do these skills properly will allow you to participate in a wide range of physical activities.

Engage

Some fundamental skills require us to move rapidly. This set of fundamental skills requires that we learn to control our bodies during locomotor type movements. Mostly these relate to games where we need to beat an opponent by sprinting, dodging or changing direction. However, these movements are also found in gymnastics, dance, and many track and field activities.

Explore

Fundamental movement skills

We have already explored a range of movement skills that focus on balance, throwing, catching and kicking. During this lesson, skills that are more dynamic will be targeted for development. These include the sprint run, hop, gallop, skip, leap and dodge.

The sprint run is probably the most important of all. Running and being able to sprint is required in many sports. Like the dodge and gallop, it requires development of **dynamic balance**. This refers to your ability to maintain your balance while your body is moving. The hop, skip and leap require you to focus on developing strong leg muscles and good footwork. These skills are found in activities like dance, gymnastic and field events in athletics. Similar movements are also required in games such as touch and basketball.

During the lesson, you will be given an opportunity to improve your sprint technique. Use the **Improve your sprint** weblink in your eBookPLUS to learn some valuable hints on how to improve your technique. Identify a few key points and keep them in mind when practising the sprinting activities.

 Explore more with this weblink: Improve your sprint

ACTIVITIES

Try each of the following fundamental movement skills. Work your way through the drills and aim to improve the way you perform each skill.

1 Warm-up — *Hoppo bumpo*

As part of your warm-up, play *Hoppo bumpo*. Every student should stand on one leg and hop around a marked area, gently bumping into other players. The aim is *not* to knock your opponents over but simply to get them to drop their raised leg as they lose their balance. Students may hold their raised leg by the ankle behind them and support their arm by holding the elbow with their other hand as shown in the figure below. The last person balanced on one leg is the winner.



Hoppo bumpo

2 The sprint run

A proficient running technique allows a person to move faster and be more efficient in energy use.

The most important features of the sprint technique are:

- keeping the head steady and maintaining eye focus directly ahead
- bending the elbows to 90 degrees while moving the arms forcefully
- maintaining a slight forward lean with a high leg action
- landing on the balls of the feet during the strides.



The sprint run

To improve your sprint technique, carry out the following drills.

1. Run slowly on the spot with only the balls of the feet touching the ground. Gradually increase the pace while focusing on the correct technique. Decrease speed and repeat.

2. a. Form teams and compete in a set of short relays.
- b. Carry out another set of relays. This time, place objects at intervals along the track that must be picked up and dropped off during the sprint.

3 The hop

Hopping requires that we are able to take off from one foot and land on the same foot while maintaining balance. Hopping is an essential skill in many forms of dance and other movements such as the triple jump in athletics.

Hopping correctly involves:

- standing balanced on your preferred leg and pushing off by straightening the leg
- swinging the arms forward for balance as the hop is made
- landing on the ball of the foot that you pushed off
- keeping the head steady and looking forward.



The hop

To practise hopping movements, carry out the following drills.

1. Practise single leg balances using either foot. Time yourself to see if you can maintain your balance for one minute on each leg.
2. Hop from the ground to a bench or box top. Try this with the other foot and see how many times you can do this.

3. Form teams and conduct hopping relays over a 10-metre distance.
4. Using a skipping rope, hop on one leg and then change to the other. Try to skip 10 times on one leg and then 10 times on the other leg.

4 The slide or side gallop

The slide is a shuffle movement that takes a person further to their left or right while still facing forward. It is commonly used in dance and is a foundation movement for defensive footwork in games such as basketball and touch football.

The technique for the slide involves:

- beginning facing forward with feet comfortably apart
- sliding the left foot to the left and quickly drawing the right foot close to it
- sliding the left foot to the left again
- keeping your weight on the balls of the feet
- keeping the body facing forward throughout.

Practise the side gallop by working in pairs and facing one another. One person slides and the other person mirrors the movement.



The slide or side gallop

5 The skip

Skipping is a fundamental skill requiring a succession of step-hop movements. It is a commonly used step in dance and can also be a good conditioning movement.

Skipping involves:

- step-hopping on one leg and repeating the movement on the other leg
- making contact with the ground on the ball of the foot
- showing a sense of rhythm
- looking forward and swinging arms in opposition to the legs.

Form a circle and practise the skip as you follow the person ahead of you.



6 The leap

The leap involves a run, take-off and landing on the foot opposite to the one involved in the take-off. The movement is an essential part of the triple jump (the step) and is commonly used in gymnastics and general activities where we need to move from one spot to another.

The technique for the leap involves:

- beginning with a slow run-up and bending the leg from which the leap is to be made
- making an aggressive jump
- having both legs straighten during flight
- ensuring the position of the arms is opposite to the legs
- landing on the ball of the foot
- bending at the knee to absorb the force of landing.



The Leap

1. To practise leaping, carry out the following drills.
 - a. Alternate short runs with leaps.
 - b. Place markers on the ground to leap over.
 - c. During short runs, call left or right to indicate the leg from which to leap.
2. Remember, leaping involves taking off from one foot and landing on the other foot. Reflect on sports where leaps are commonly used.

7 The dodge

Equipment markers

The dodge is used to change direction while running. It is an important attacking skill in all football codes and other team games such as basketball.

The technique to perform the dodge involves:

- walking or jogging forward
- slightly lowering the body and stepping on to the left foot
- leaning away from the left foot and pushing off it, resulting in a change of direction
- looking forward until the change of direction is complete
- repeating, this time stepping off the right foot.



The dodge

To practise the dodge, carry out the following drills.

1. Take two steps forward and then step sideways off the grounded foot. Go forward again and step off the other foot.
2. Set up markers in a zigzag formation across a field. Run through, stepping away from each marker as it is approached.
3. Using two differently coloured markers, set a random pattern over a field. Step off your left foot as you approach one colour and your right as you approach the other colour.

8 Applying your skills

Choose a game or dance that has at least two of the listed fundamental skills. Examples of games would be touch and basketball, while a dance could be the heel and toe polka (see lesson 4.13). As you involve yourself in the activity, reflect on where, how often and in what situations you required these fundamental skills.

Use the **Heel and toe polka** weblink in your eBookPLUS to watch the heel toe polka in action.

CHECK & CHALLENGE

1. Explain the difference between a skip and a gallop.
2. Identify two points that might help your sprint action.
3. Explain how you could improve your ability to hop.
4. Compare a range of situations in sports (such as getting around an opponent in football) where a good sprint run is an advantage.
5. Describe the skip. Suggest why it is a popular dance step.



Explore more with this weblink: Heel and toe polka



Complete this digital doc: [Peer assessment of fundamental movement skills](#)

Searchlight ID: [doc-2579](#)

4.3 Specialised skills

Specialised skills are specific games skills and usually incorporate a number of smaller movements within a bigger movement, for example, bowling and batting in cricket. In this lesson you will explore important skill components and learn ways to develop and improve the execution of some specialised skills.

Engage

We all have the ability to learn new movements. Many games and sports require us to perform movements that are quite complex. Learning these movements can be frustrating but executing them in a game can be a source of great satisfaction, particularly when the skill is successful.

Use the **Slow motion swing** weblink in your eBookPLUS to watch Tiger Woods' golf swing in slow motion and observe the specialised skill. What are the features of this skill execution that make it appealing and successful?



Proper execution of sporting skill provides a great source of enjoyment.

eBookplus RESOURCES



Explore more with this weblink: [Slow motion swing](#)

Explore

Developing specialised skills in cricket

Cricket is a popular sport played by a large number of Australians — men and women, boys and girls. To play the sport properly, a number of **specialised skills** need to be mastered such as batting, bowling and wicket-keeping. By using your **skill**, you can learn new movements quickly, efficiently and have lots of fun in the process.

HEALTH FACT

Skin cancer affects thousands of Australians every year. Cricket Australia recognises the damage that exposure to the sun can cause and recommends that all cricket players and fans wear sunscreen and protective clothing when they compete in or come to matches.

Batting

When learning specialised skills, remember that you can build on what you already know and have. If you have batted before in a sport like softball or hockey, where both hands grip a handle and strike a ball, you are already familiar with a similar action. Now use your imagination — your power to visualise — to put the following description into action.

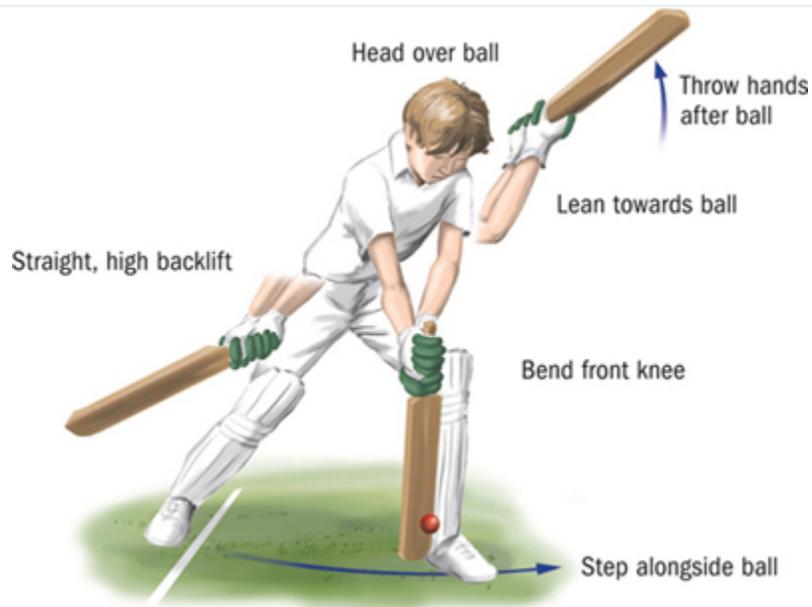
Observe the figures below closely to get a better feel for what you need to do. Then do it! As you practise, you will make mistakes. It's important you ask for help to identify these mistakes and adjust your technique, otherwise you will be training your muscle memory incorrectly. With lots of practice, the skill will soon feel natural and you will want to move on to a higher level.

The following points outline the technique for the front foot drive in cricket.

1. Lift the bat straight back towards the stumps.
2. Step towards the ball with the front foot.
3. Lean towards the ball, ensuring the front elbow is bent.
4. Hit the ball with an upright bat.
5. Keep the head over the front foot, watching where the ball makes contact with the bat.
6. Bring the bat through, allowing the arms to roll over in the follow-through.



The front foot drive in cricket



In the front foot drive, the bat is vertical at the point of contact.

DID YOU KNOW?

Tiger Woods has developed a level of skill in golf that ranks him as one of the best players of all time. His ability to manipulate the golf ball using the club is amazing. As a child, he attended golf clinics with his father, Earl. Tiger was able to have Earl walk towards him from a distance while he hit balls over Earl's head. When Earl was a metre or two away and too close to hit over, Tiger would hit a shot straight up and down, landing the golf ball on Earl's head.

ACTIVITIES

1 Practising the front foot drive

Equipment one cricket bat and tennis ball per pair

Have one person stand on the opposite side of the batter. Drop a ball to a point about one stride's length in front of the batter, allowing them to drive the ball to a target.



Practising the front foot drive with the ball being dropped into the hitting zone

2 The front foot drive in action

Equipment chalk or a hula hoop, tennis balls, cricket bats

Draw a circle about two metres in front of the batter. Throw the ball to the circle and have the batter move forward and drive the ball.



Practising the front foot drive with the ball being thrown

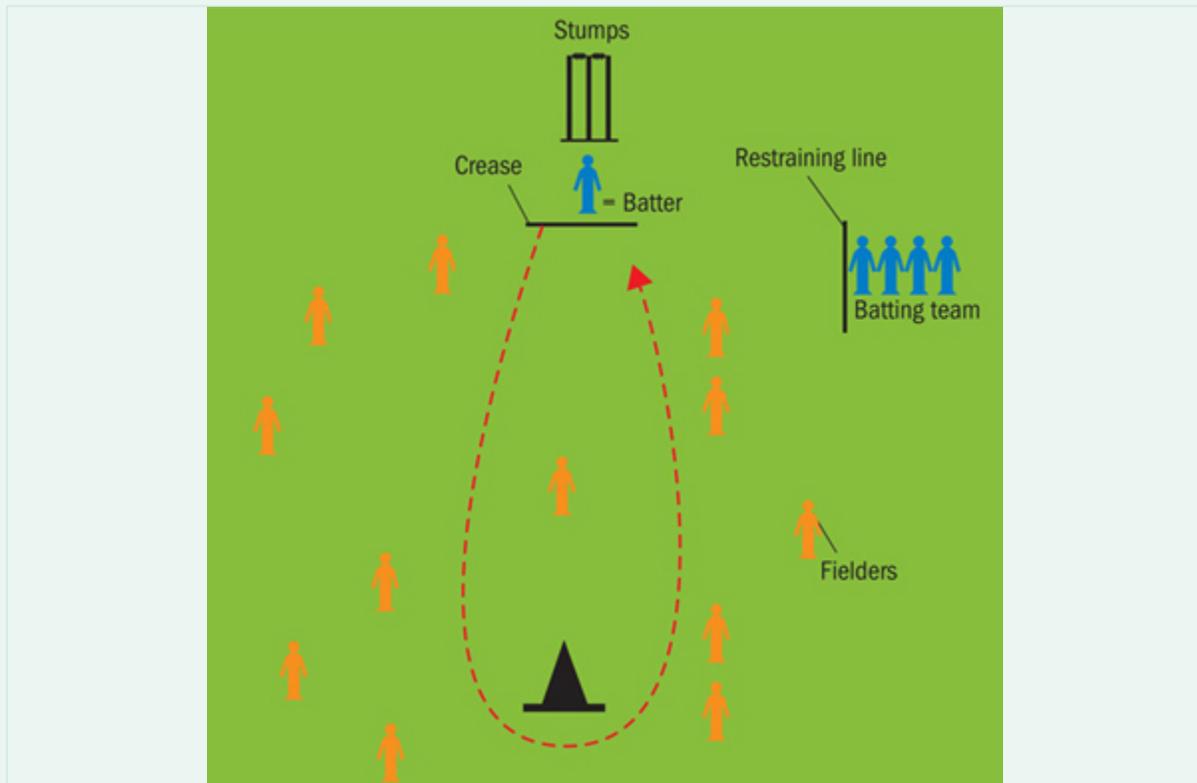
3 Continuous cricket

Equipment cricket or softball bat, softball or soft cricket ball, set of cricket stumps and a softball base, oval or cricket field

The drive, which you have just practised, is the most common stroke required in continuous cricket. Read the following description and then play a game of continuous cricket to get a feel of your skill in action.

Play in two teams of 8–12. The batting team sits behind the restraining line, while the fielding team covers areas where the ball could be hit. The fielding team provides a wicket-keeper and bowler, both of whom rotate to fielding positions following each over.

The ball can be bowled overarm or underarm at the stumps. The batter attempts to hit the ball and score a run by dropping the bat, running around the marker and returning to the crease. The batter is out if the bowler hits the stumps, the batter hits the stumps with the bat or the ball is caught on the full. On completing the run, the batter must pick up the bat and continue with the innings. However, the bowler does not need to wait until the batter is ready — bowling may commence at any time when the bowler is set. When a batter is out, the bat is dropped and the new batter must get to the crease as soon as possible. The winning team is the team that gains the highest number of runs.



Continuous cricket

CHECK & CHALLENGE

1. In your own words, define the word 'skill'.
2. Describe what is meant by a skilful person.
3. Explain the difference between basic and specialised skills.
4. Describe the most important points to remember when learning the front foot drive in cricket.
5. Discuss why some skills are more difficult to learn than others.
6. The activity 'Practising the front foot drive' is an example of isolating a skill. Discuss why some skills are better learned in isolation.
7. Evaluate your results in using the forward drive in a game continuous cricket. If you experienced difficulty, suggest why this happened and develop strategies to address these difficulties.
8. Identify five skills important in other games or activities that require considerable development for success (such as a golf swing). Choose one skill and describe the action in detail.
9. How would you help a beginner who had never seen the skill identified in question 8 to visualise it?
10. Explain how practice improves the way we execute skills.
11. Assess the importance of visualisation in learning a skill.

eBook *plus* RESOURCES



Explore more with this weblink: Continuous cricket

4.4 Manipulative skills

Manipulative skills require the use of objects such as balls, bats, clubs and racquets to be able to play the game or participate in the activity. In this lesson you will develop some manipulative skills you might require when playing your favourite games.

Engage

Most games require considerable **manipulative skill**. Very good players show high levels of control over objects and a level of skill that is achieved only through extensive practice. Some sports where manipulative skills are particularly important include tennis, golf, hockey, volleyball and basketball.

Successful manipulation of objects requires good hand–eye/foot–eye coordination. We not only need to focus on the object (for example, a ball being thrown) but also develop a feel for the movement required to control the object (for example, the catch). How can we improve our manipulative ability?

Use the **Ball control!** weblink in your eBookPLUS to watch Tiger Woods juggle a golf ball with his golf club, and observe the level of manipulative skill involved. As a class, discuss how and why people are able to achieve this level of skill.



Hockey involves high-level manipulative skills.



Explore more with this weblink: Ball control!

Explore

Manipulative skills in games

Many games require us to control, manipulate and sometimes project objects in a particular way. A basketball, for example, needs to be controlled during the dribble before being passed to another player who may shoot for the basket. Objects used in athletics, such as the discus and javelin, need to be controlled in a particular manner; otherwise, the throw can be dangerous. Gaining control and learning to manipulate objects comes from knowing what to do and practising the action.

DID YOU KNOW?

Golf is the only sport that has been played on the moon. On 6 February 1971, Alan Shepard had to swing his club one handed because of his thick gloves and restricting space suit to send the ball, as he claims, 'miles and miles and miles'.

In most cases, we need to spend time developing a feel for the skill by practising lead-up activities, just as we would when learning specialised skills. As our control develops, we are able to take on more complex skills. When we learn to dribble a hockey ball using a hockey stick, for example, we begin with a straight dribble. However, as our control develops, markers can be spaced on the field requiring us to incorporate ball control with a change in the direction of our movement.

During this lesson, we will initially practise activities that will improve our manipulative abilities. We will then explore a more complex skill: the lay-up in basketball.

DID YOU KNOW?

There are 336 dimples on a regulation golf ball. A ball without dimples would be lucky to travel half the distance because the dimples assist the ball in 'catching' air while it is spinning backwards. This aids its ability to gain altitude and ultimately increases the distance travelled.



To successfully manipulate objects, we need to gain balance and control.

ACTIVITIES

1 Fun ways to improve manipulative ability

Equipment hockey sticks, softball bats and gloves, assortment of balls

Use the figures below as a guide when practising the following important manipulative skills.

1. *Hockey stick bounce* — make 10 consecutive bounces of a hockey ball on a hockey stick.
2. *Around the waist* — circle the basketball around the waist clockwise 20 times then anticlockwise 20 times.
3. *Soccer ball bounce* — bounce a soccer ball for 10 seconds using any part of the body except the hands so the ball does not touch the ground.
4. *Pass and catch* — in pairs, make successive passes and catches of a football as quickly as possible.
5. *Throw and hit* — throw a softball up and try to hit it with a bat before it hits the ground.
6. *Basketball spin* — spin the ball on the tip of your finger.
7. *Catching with a glove* — have the softball thrown to you so you catch with a glove.
8. *Figure eight pass* — pass the ball around and between the legs in a figure eight pattern.

1. Hockey stick bounce



2. Around the waist



3. Soccer ball bounce



4. Pass and catch



5. Throw and hit



6. Basketball spin



7. Catching with a glove



8. Figure eight pass



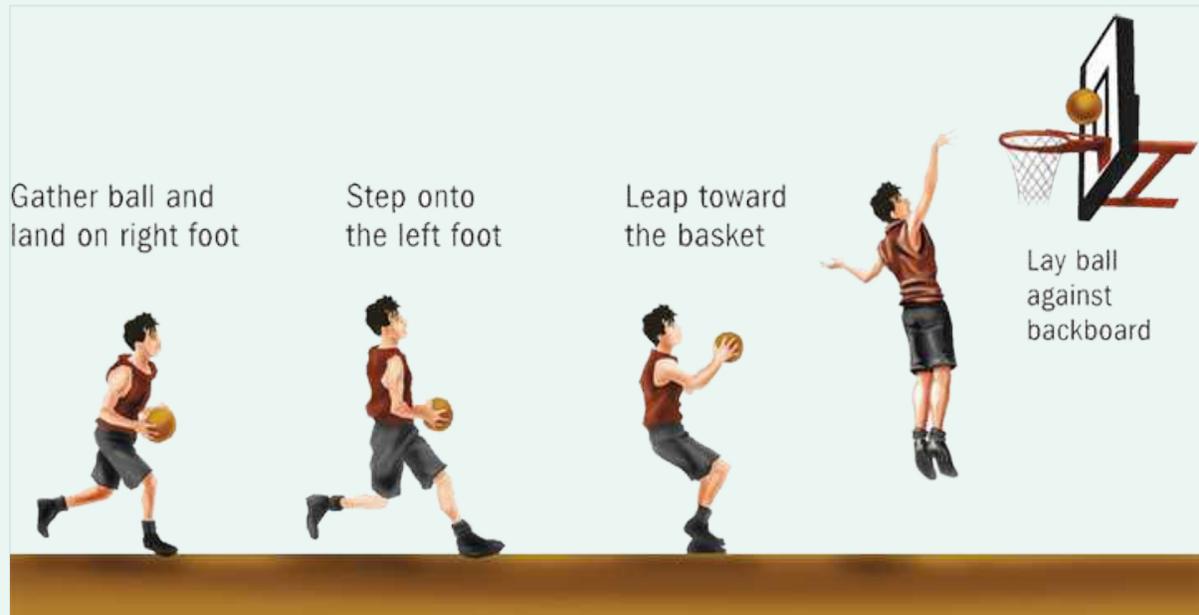
Improving our manipulative ability

2 The lay-up in basketball

Equipment basketball, court

The technique for the lay-up is outlined below and illustrated in the figure that follows.

1. Stand with your feet apart, just outside the keyhole.
2. As the ball is passed to you, leap and catch it, landing on your right foot (for a right-handed shooter).
3. Step onto your left foot while leaning slightly forward.
4. Leap from your left foot towards the basket while rotating your right hand behind and underneath the ball.
5. At the height of the jump, 'lay' the ball against the backboard so it drops softly into the basket.
6. Land on your left foot, then your right and bend your knees to absorb the force.



The lay-up in basketball from a standing start

Now develop the lay-up by practising:

1. individually and without a ball
2. in pairs and with the ball being caught at the beginning of the lay-up (see figure below. Left-handed and left side shown. Reverse footwork and shooting hand if approaching from the right side.)
3. in small groups with the ball being dribbled leading into the lay-up.

1. Jump onto left foot catching the ball as you leave the ground



2. Land on left foot



3. Step on to right foot



4. Jump



5. Shoot

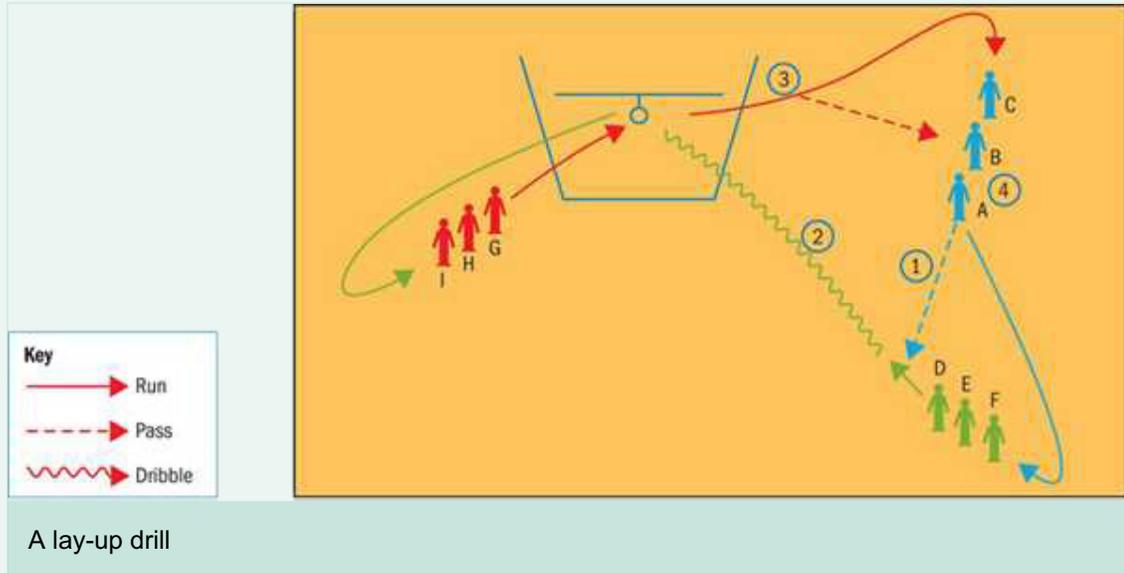


The lay-up set up from a pass

3 Lay-up drills

Equipment basketball, court

1. Use the following drill to practise the lay-up in groups within the class. Players line up in three lines as illustrated in the figure below.



1. A passes to D and runs behind F.
2. D dribbles to the basket, executes a lay-up and goes behind I.
3. G rebounds, passes to B and goes behind C.
4. B passes to E and so the drill continues.

Try adding another ball as your control and execution improve.

2.
 - a. Use the **Basketball drills** weblink in your eBookPLUS to observe many animated basketball drills.
 - b. In small groups, choose a drill and practise it. Take turns to show your drill to others in the class.
 - c. Have all class groups practice each of the drills.

4 The golf swing

Equipment golf clubs, balls (soft rubber)

The following description applies to right-handers and should be reversed for left-handed players.

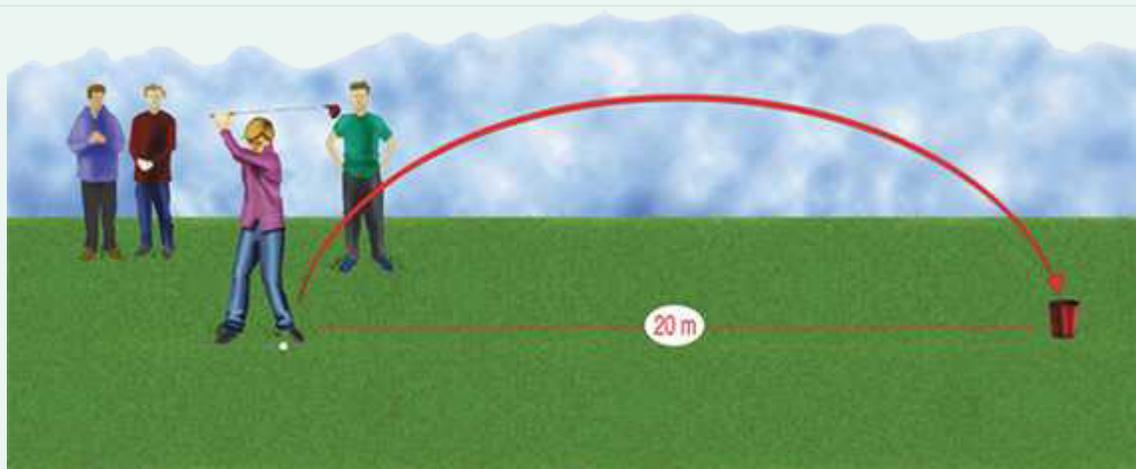
1. Hold the golf club with the last three fingers of your left hand and then wrap the index finger and thumb around the grip.

2. Slide the right hand onto the club just below the left hand, slightly covering the thumb.
3. Flex your knees and bend forward a little at the waist.
4. Gently swing the club around the body using a big shoulder turn.
5. Swing through at the ball, keeping your eye on the ball at all times.

Using soft rubber golf balls, hit to a bucket placed 10–20 metres away. Gradually increase the distance as your control and execution improve.



Proper execution of the golf swing requires us to feel where the club is in relation to our body throughout the movement.



Using a target that is relatively close helps develop a fluent swing.

CHECK & CHALLENGE

1. Explain what is meant by the term 'manipulate'.
2. Explain why it is important to improve manipulative ability.
3. Discuss how manipulation skills can be improved.
4. Outline the basic technique for the lay-up in basketball.
5. Identify the basic principles of the golf swing. Why is this skill classified as a manipulative skill?
6. Identify skills in the lesson that you could practise to improve your general manipulative abilities.
7. Develop and outline a drill that could be used to improve control in a hockey dribble.
8. Discuss when manipulation of objects is essential in gymnastics.
9. Assess the importance of the senses in developing manipulation skills.

eBookplus RESOURCES



Watch this eLesson: [Golf swing](#)

Search ID: [eles-0755](#)



Explore more with this weblink: [Basketball drills](#)



Complete this digital doc: [Identifying types of movement skill](#)

Searchlight ID: [doc-2580](#)

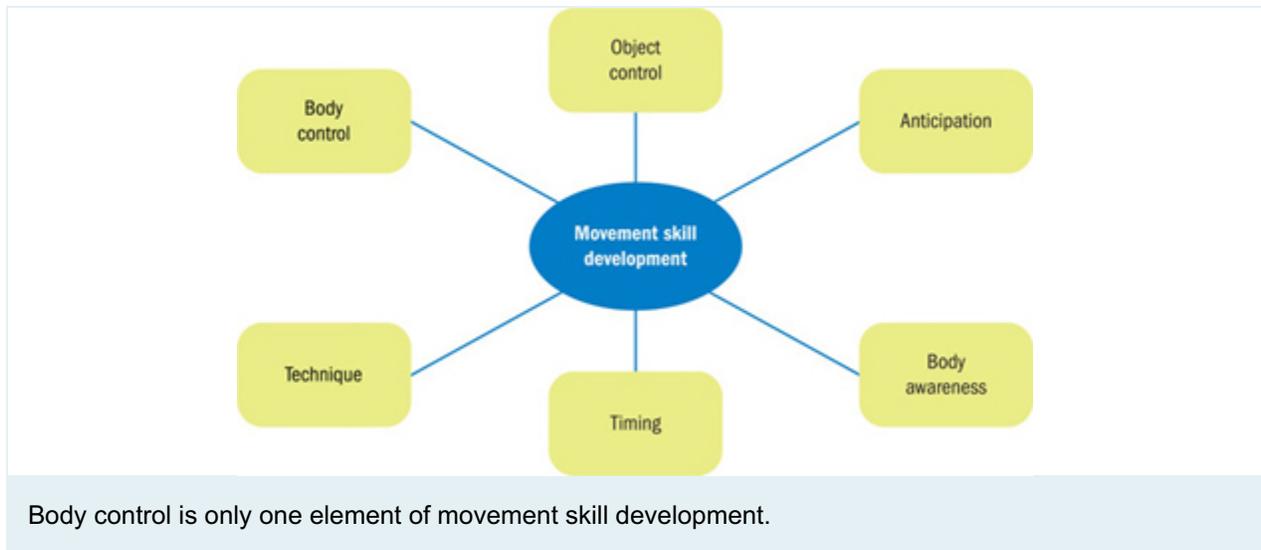
4.5 Body control and awareness

Skill development requires much more than physical actions such as striking and catching. Equally important is the development of a sense of awareness, of where our body and its parts are in relation to objects, such as surrounding players, and the environment.

Engage



There are a number of important factors that contribute to movement skill development.



The importance of **body control** and awareness is evident in activities which require considerable coordination between arms and legs, such as yoga and the backstroke swimming style. Effective body control can involve different skills depending on the activity; for example, a handstand requires good control of coordination, strength and balance.

Explore

The ability to perform a skill largely depends on:

- the way we see it in our mind — that is, the picture we have of the skill
- our ability to use the required parts of the body to make the picture work.

When we see a skill demonstrated or described to us, we assemble the pictures of it in our mind. Our pictures may be a little different from those of the person next to us because we all see things differently. This is why some of us may need to ask questions following an explanation. Good mental pictures are very important when learning a new skill.

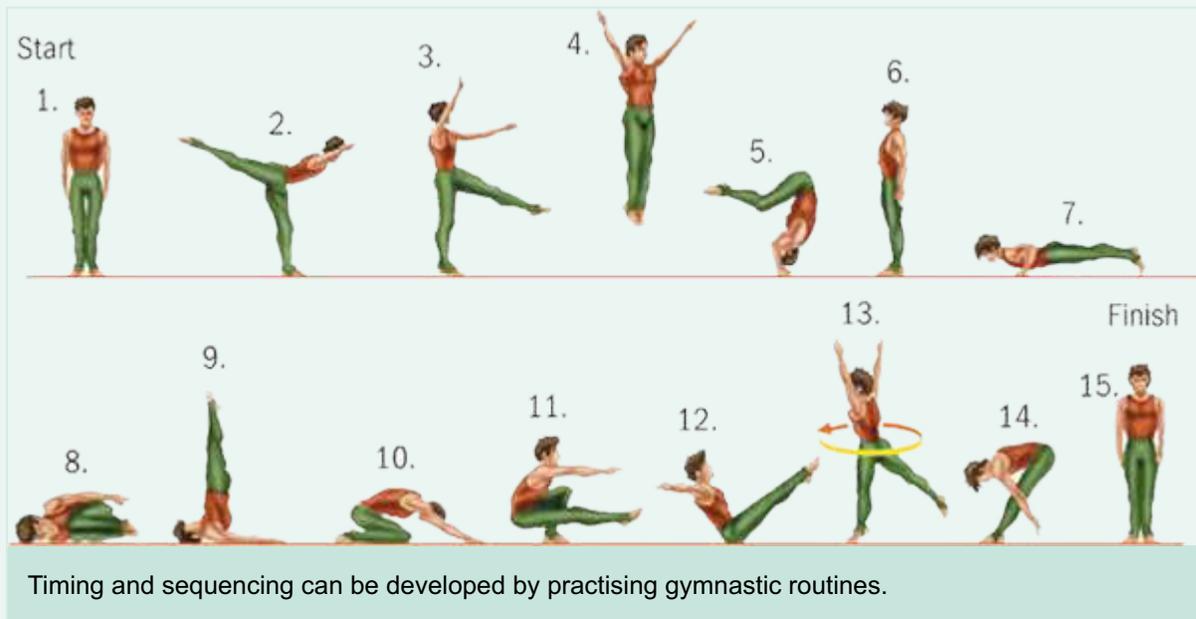
When we know what to do, we have a good chance of executing the skill correctly. To do this, messages from our senses (primarily touch, sight and sound) are gathered with our mental pictures and transmitted to the brain, where they are processed before being sent to the muscles. The parts of the body such as trunk, arms and legs respond and the movement is attempted. As we continue to practise the motion, we become better at it because our feel for what is required develops. Gradually, our body control improves and we become aware of where our body parts should be during the various stages of the movement. The more skilled we become, the more body control and awareness we have.

ACTIVITIES

1 Gymnastics routine

Equipment gym mats

Following an appropriate warm-up, practise the gymnastic skills and movements that you can identify in the figure at right. These will develop your body control and awareness. As a class, discuss the movements you could not recognise and try to describe how you might perform them.

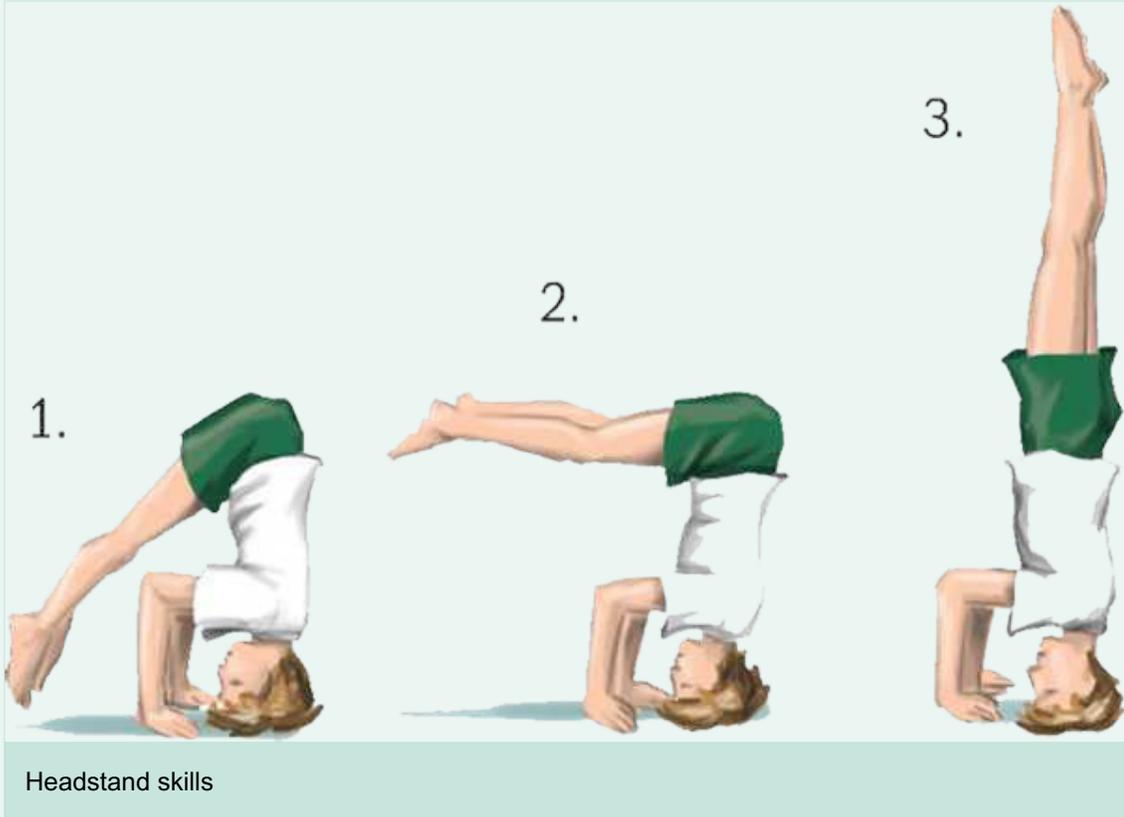


2 Stand on your hands

Equipment gym mats

Begin by trying the simpler headstand, then progress to the handstand when you become more confident.

1. *Headstand* — place hands and head in a tripod position and then push the hips up and kick the legs.



2. *Handstand* — place hands shoulder-width apart, fingers forward on a firm surface. Push the shoulders as far over the hands as possible, then walk the hips up and kick up to the inverted position.

3 Create a routine

Equipment gym mats

1. As a class, brainstorm activities that could be included in a simple gymnastics routine that requires movement around a floor area. The routine should focus on movements that require body control, body awareness and how each can assist movements; for example, the role of the arms in a static balance. Use the following script as a guide to assemble your routine, being very specific about the direction of movement and the level of control required. Complete the script and perform the routine.
 - a. Begin with a static balance, which must be held for 10 seconds.
 - b. Walk five steps forward, jump and turn to the right and then balance on one foot and one hand for five seconds with the free arm and hand extended as horizontally as possible.
 - c. Roll to the right and then ...
2. Discuss whether the exercise made you more aware of the importance of body parts in movement. Why or why not?



Handstand

CHECK & CHALLENGE

1. What does the ability to perform a skill largely depend on?
2. How does practice increase our body control?
3.
 - a. Explain why body control is important in sports like gymnastics and diving.
 - b. Use the **Slow motion diving** weblink in your eBookPLUS to watch a diving clip. What areas of the body does a diver need to be aware of?
4. Why is performing a handstand more difficult than a headstand?
5. Why might you need to ask a question about performing a skill when the person next to you does not?
6. Assess the importance of the senses in developing body control skills.
7. List five activities where body control is evident. For each of these activities, list some of the muscle areas used to maintain body control.



Explore more with this weblink: Slow motion diving

4.6 Technique, anticipation and timing

Most of us can perform a variety of sporting skills without a lot of practice. For example, most of us can sprint 100 metres. However, movement to a level where skills are executed in a technically efficient and aesthetically pleasing manner — that is, an elite level — requires increased awareness, refinement and a focus on technique.

Engage

Elite sportspeople achieve greatness by mastering the best performance methods in their field and matching this mastery with the ability to coordinate all the necessary elements of a skill at the same time. To maintain their status as the very best, professional sportspeople must also be able to predict the style and skills of their opponents in order to outperform them and gain victory.

Explore

Technique

When we observe a technique such as a serve in tennis, we find there are many common characteristics that constitute good **technique**. All good players hold the racquet in much the same way, toss the ball and move their weight forward as the ball is struck. As learners, we always need to be conscious of developing sound technique; this means recognising that there is often a 'best' method for achieving something.

Good technique is important for skill improvement. It ensures the movement is economical by using only the essential muscles, and improves the chances of the movement flowing well and being successful. The correct technique usually enables us to achieve at a higher level.

Anticipation

Anticipation is evident when we watch elite players. The better players are able to arrive quickly to cover shots by opponents because they anticipate what is going to happen. They carefully watch how opponents position themselves and use this to predict the type of shot that will be played; this gives them more time to consider their response.

Anticipation is influenced by a number of factors, including:

- the size of the object
- the distance we are from the object
- the speed of the object
- the colour and brightness of the object
- the sound (if any) made when the object was struck
- our ability to analyse the information and respond, commonly called our reaction time
- our ability to position ourselves according to the information we have gathered.

Timing

Skilful players also show good **timing** when they execute skills. This means the players are able to sequence the smaller parts of the skill so that the action is smooth, appearing effortless to the observer. Sometimes the smaller parts need to be built separately, like in triple jump. Assembling them into one movement requires considerable practice and a strong sense of timing.

DID YOU KNOW?

Spinning a ball such as a basketball on the tip of one finger for a period of time requires good timing and balance. The world record for this is 3 hours and 59 minutes held by Zhao Guang from China. Zhao can spin the ball on any of his fingers and even spin while blindfolded.

ACTIVITIES

1 Timing the tennis serve

Equipment tennis racquets and balls, marked court

One skill that requires considerable timing is the tennis serve. The racquet needs to be taken back as body weight moves back, then the ball tossed and hit as the weight moves forward. Good timing requires that transfer of weight is coordinated with the overhead movement of the racquet and vertical ball toss, resulting in a solid hit.

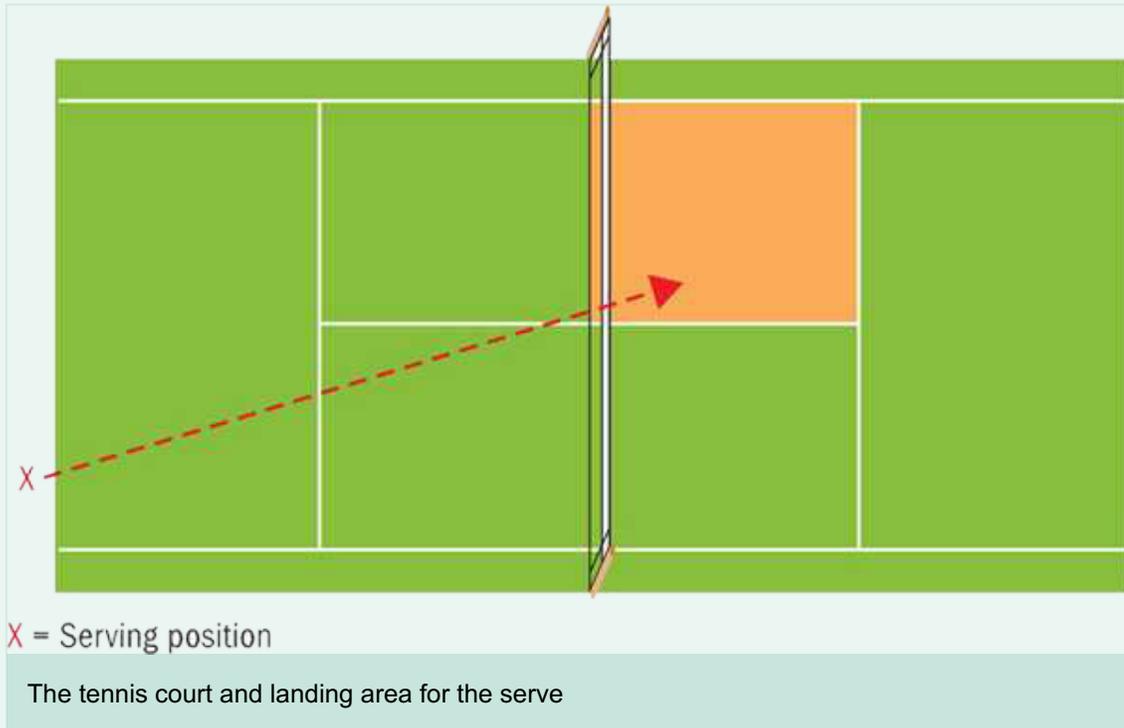
Practise the correct technique for the serve by referring to the following steps and the figure below.

1. Stand side-on to the direction of the serve, with most of the weight on the front foot and the racquet and shoulders pointing in the direction of the serve.
2. Swing the racquet back, bending the knees a little and pushing the ball straight forward and up into the air. If the ball landed without being hit, it would land in front of the front foot.
3. Swing the racquet forward, aiming to hit the ball after it reaches the top of the toss.
4. Follow through with the racquet down the opposite side of the body.



The tennis serve

5. The serve needs to land in the serving area indicated in the figure below. A serve that fails to touch this section of the court on the first bounce is called a fault. In small groups, continue practising the serve until you feel reasonably comfortable with the movement. Focus on placing the ball at the right height, and on rhythm as the body moves forward into the hit.



2 Improving the tennis serve

Equipment tennis racquets and balls, a marked tennis court

Have each student in the class perform 10 serves from each side of the court. Serves are deemed to be successful if they go into the service area in the opposite end of the court. Then carry out the following tasks:

1. Record the results (for example, 15/20) and convert to a percentage (75 per cent).
2. Use the **Slow motion serve** weblink in your eBookPLUS to watch a clip of Roger Federer's serve. Observe the technique of this elite player.
3. If you can, record the service techniques of each student in the class.
4. As a class, compile a list of the observable differences between the techniques of elite players compared with beginners.
5. Individually, draw up a list of points that you think could improve your serve.

6. Practise the serve based on your suggestions. Ask a partner and your teacher to provide you with feedback, using the points you wrote down as a checklist.
7. Perform the test again and calculate the results. Did your score improve? Suggest what you need to do to improve your service technique.



Assessment relies on your knowledge and the judgements you make.

CHECK & CHALLENGE

1. List four of the advantages of good technique.
2. How can you judge good technique?
3. How can you improve your knowledge and application of technique?
4. What effect does anticipation have on your ability to play:
 - a. tennis
 - b. soccer?
5. Evaluate the need for sound technique in performing gymnastic movements.
6. Use the **Volleyball spike** eLesson in your eBookPLUS to watch a video of this technique and then evaluate it.
7. Identify three skills where good timing is important, such as serving in tennis. Explain the importance of good timing for correct execution of these skills.

eBookplus RESOURCES



Watch this eLesson: [Volleyball spike](#)

Search ID: [eles-0753](#)



Explore more with this weblink: [Slow motion serve](#)



Explore more with this weblink: [Tennis volley](#)

4.7 Practice

Skills are developed through practice. This requires movement repetition and gradual refinement of technique supported by motivation for improvement.

Engage

Practice is the most important part of skill learning. When we practise, our muscles act on the images in our mind. Learning to use the correct muscles at the proper time comes with practice. With further practice, we develop the ability to repeat the action without having to think about how to do it. The process of fine-tuning our skills is gradual, but as muscle memory improves, so does skill execution and refinement.

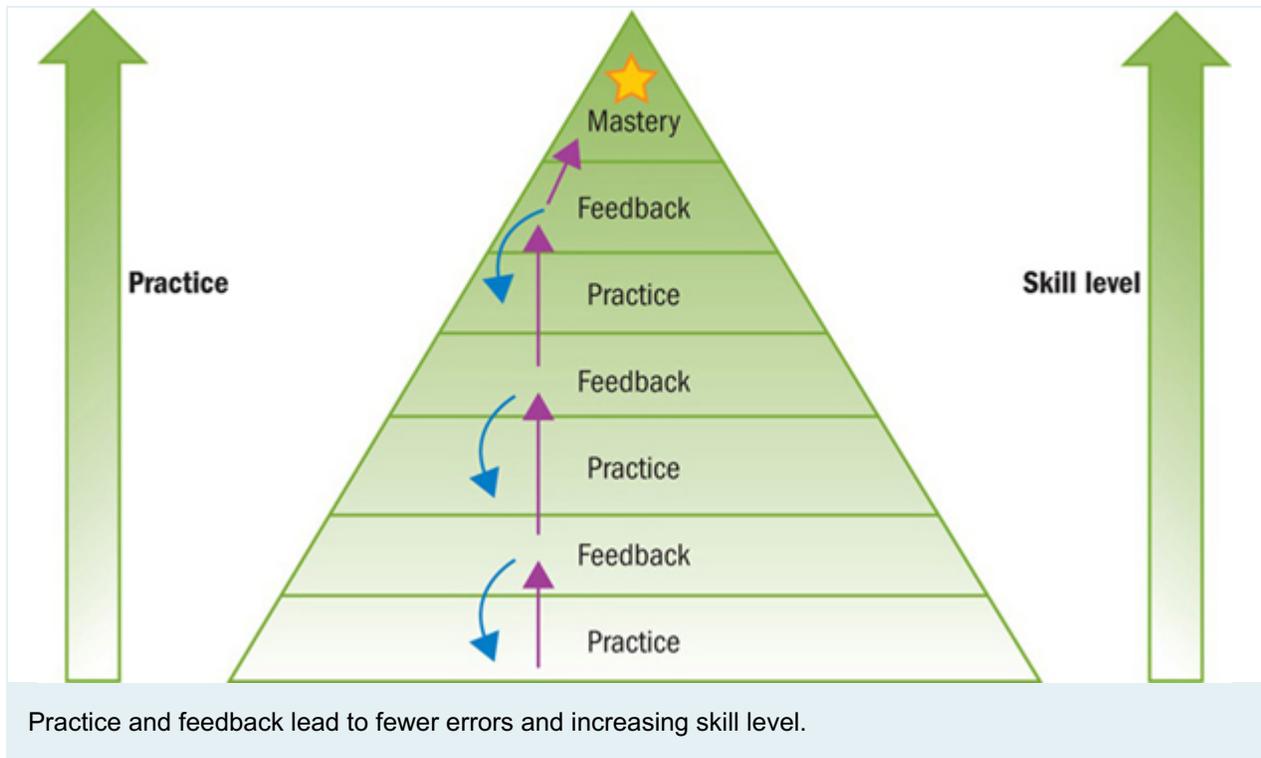


Skills are developed through practice.

Explore

Practice is the best way to improve our skills. Although it is important to study theory and increase our fitness, practice is the best way to focus on enhancing specific skills and overall athletic ability. Practice must be performed regularly if it is to be effective, as **muscle memory** and general fitness will decrease over long periods of time. It is also important to increase the level of difficulty when we practice, so we can accurately measure our progress and achieve the greatest improvement.

Practice should be followed by feedback. By regularly assessing our skill level, we can learn which areas we are improving and which require further attention. Without regular feedback it would be easy to practise an incorrect technique or spend too much time on one area at the risk of ignoring another.



DID YOU KNOW?

Overarm bowling in cricket was only made a legal move in 1835, at least 200 years after the first recorded match.

When playing team sports it is important to both practise the skills of the game individually and as a team. By practising alone, you can improve fundamental skills such as kicking, sprinting and jumping. When your team practises together it is easier to improve your timing, communication and anticipation, as well as skills like throwing and catching. Team practice is also great for building connections and friendships between the players, which not only make the activity more fun but also improves the chances of success as the team members learn to play together.

ACTIVITIES

1 Throwing in cricket to improve accuracy

Equipment cricket balls, a target (for example, a strong wall or stumps)

The overarm throw in cricket is very important as it can be made from anywhere in the field. Before we try throwing as far as we can, we need to learn to throw accurately. To practise the overarm throw, it is important to start with the correct technique.

1. Pick up the ball and position the first and second fingers across the seam. The remaining fingers and thumb are placed underneath the ball as shown in figure (a).
2. Stand side-on to the target and spread the feet well apart for balance.
3. Beginning in front of the body, take the throwing arm down, back and up in a wide arc as shown in figure (b).



(a) Gripping the cricket ball for the overarm throw



(b) The overarm throw in cricket

4. Lead the throw with the bent elbow of the throwing arm and transfer the weight with the throw.

5. Snap the wrist with the release of the ball and follow through with the throwing arm moving down and across the body.

Practise in pairs, keeping accuracy and correct technique in mind. One person should practise the throw while the other person stands by the target and rolls the ball back, either to the right or left of their partner. The thrower must move to the ball, pick it up and return it using an overarm throw. Each partner should take a turn in each role and provide feedback to the thrower.

2 Throwing in cricket to throw for distance

Equipment cricket balls, markers

Set out markers at varying distances and, in pairs, practise using the overarm throw as outlined in activity 1, this time aiming to achieve the greatest distance. Each partner should take a turn at throwing and observing the throw of their partner. After observing, students should provide their partner with helpful and constructive feedback on their skills, recognising those areas that are already good and those which require more practice; for example, they might be achieving good distance but displaying incorrect technique by failing to stand side-on to the target or not snapping the wrist on release.

3 Team practice

Think of a team sport you enjoy and create a plan for a team practice. You will need to consider a warm-up and cool-down as well as which skills your team will be practising. Some skills, such as throwing and catching, might be practised in pairs; others, such as a mock game, with half or all the team. Consider how many times each activity should be repeated (should the ball be passed 10 times or more?) and whether or not certain players will need to practise some skills more than others (for example, attackers will need to practise scoring more often while defenders will need to focus more on blocking and disrupting). Try to begin with easier activities and increase the difficulty level throughout the session.

Use the **Netball drills** weblink in your eBookPLUS to watch a more complicated netball training session. Could you think of a more difficult activity like this for your practice plan?

CHECK & CHALLENGE

1. What is muscle memory?
2. Why is it important to practise as a team?
3. How many times a week should a team get together for practice?
4. Why is it important to practise individually?
5. What should always follow a practice session? Why?
6. How well do you think a team would operate if they did not practise regularly? Give reasons for your answer.

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Explore more with this weblink: Netball drills

4.8 Safety

The potential for accidents where physical activity is taking place is ever present. Although it may vary between activities, risk can be quite high in water, gymnastic and some athletic environments. Safety is a concern for us all as unsafe practices can lead to discomfort, injury and even disability.

Engage

Nobody wants an injury. Fortunately, many accidents related to physical activity can be avoided. By being aware of situations where accidents most commonly happen, knowing the risk factors and taking measures to reduce risk, we can enhance our enjoyment of physical activity.

Ensuring safety is everyone's responsibility, teachers and students alike. Use the **Avoiding injuries in gymnastics** weblink in your eBookPLUS to watch a video showing accidents in gymnastics. What measures would you recommend in gymnastic lessons to avoid injury?



Explore more with this weblink: [Avoiding injuries in gymnastics](#)

Explore

Safety in physical activity

We learn skills for use in many different environments. While at the pool, we learn to swim, dive and rescue others. On a football field, we learn to sidestep and tackle. In gymnastics, where there are a variety of apparatus, learning skills can be quite challenging and even frightening for some.

Unfortunately, no matter what sport we play, accidents may happen. Usually, accidents are the result of:

- *lack of knowledge* — for example, not being able to identify a rip in the surf
- *an unsafe environment* — such as holes in fields or faulty equipment
- *lack of skill* — for example, letting go of a bat while striking, causing injury to the catcher
- *unsafe behaviours* — for example, attempting a somersault without mastering the basic skill of falling, tucking and rolling
- *unsafe attitudes* — for example, a lack of concern for others' safety.

DID YOU KNOW?

The cricket face mask or Albion cricket helmet was introduced to the game in 1978. It meant that cricketers could now face fast bowling and field in close proximity to the batter with less fear of head injury.

There are a number of simple measures that we can take to ensure safety during physical activity. The first relates to being aware of the rules of games and playing within them. Rules are designed to promote safety. Some examples are:

- *Rugby League* — you are not allowed to tackle above the shoulders
- *softball* — the catcher must wear a protective face mask
- *basketball* — contact is to be avoided; intentional contact (fouls) are penalised and, in serious cases, the player is removed from the court.

The second measure is to act within the limits of your physical abilities. Although you should challenge yourself to improve, don't try to do things that are well outside your level of ability. For example, don't try a handspring in gymnastics if you have difficulty with a forward roll. When learning most skills, there is progression of **sub-skills** that you need to master as a foundation for the major skill. Progression can be compared to climbing a stairway. You can't go straight to the top; you use each step to make your way up.

HEALTH FACT

Transport-related injury and drowning are the leading causes of injury-related deaths for children aged 1–14 years in Australia.

Thirdly, listen to and take note of what the teacher, instructor or coach says about the activity. For field activities like discus, javelin and shot put, there are set procedures for observing, carrying, throwing and retrieving. For example, a javelin must always be carried vertically; that is, with the point facing the ground. If carried horizontally, there is a risk that somebody walking behind will unknowingly be hurt with the tail end of the javelin.

Finally, work on your fitness to ensure you are capable of the tasks. Always do your warm-up properly, particularly the stretching exercises. Participate in activity outside of school to help build stamina, strength and confidence.

DID YOU KNOW?

Yoga may have existed for over 5000 years. It is an ancient form of meditation which uses breathing, mental exercises and physical activity to achieve a closer connection between the body, the mind and the spirit.



Ensuring safety in physical activity is a responsibility for all of us.

ACTIVITIES

1 Safety posters

Aquatics, athletics, dance, games and gymnastics are some of the activities in which you will participate while developing your physical activity skills. In each of these movement contexts, there is a risk of injury, particularly if safety precautions are not taken.

1. Divide the class into five groups and allocate one of the movement areas — aquatics, athletics, dance, games or gymnastics — to each.
2. Within each group, assess risky elements or potential for danger and compile a list of issues that relate to safe behaviour. You may want to use the internet or printed references to ensure all areas — such as warm-ups and the checking and handling of equipment — are included. Safety rules such as wearing head protection in softball, carrying javelins, diving into swimming pools and having spotters in gymnastics also need to be included.
3. Using software, create a poster or fact sheet that outlines the safety risks and procedures for your activity. Distribute a poster to each person in the class and spend time before each new activity ensuring all students are aware of the safety issues.

2 Identifying unsafe environments

1. In pairs, survey your school environment in terms of safety risks in physical activity. You will need to cover fields, playgrounds, courts, gyms, wickets, practice nets and any other general play areas. Look for issues such as potholes, glass, rusty support structures, faulty equipment, exposed sprinkler heads. Also consider sun safety and the risk of prolonged exposure.
2. As a class, compile one list. Brainstorm solutions that address the list of concerns.

CHECK & CHALLENGE

1. Explain why safety is important for skill development.
2. Choose a team game. Explain how the safety of players can be improved.
3. There will be considerable variation in swimming ability in your class. Suggest procedures that should be followed (for example, no diving, avoiding deep areas if not confident) to ensure the safety of everyone when the group goes to the pool.
4. Describe ways of ensuring that your class is 'sun safe' during outdoor physical activity at school.
5. Use the **Safety review** weblink in your eBookPLUS to review what you have learnt about safety. Note any important points you have missed.

eBookplus RESOURCES



Try out this interactivity: [5 Ps of safety](#)

Searchlight ID: [int-2395](#)



Explore more with this weblink: [Safety review](#)



Complete this digital doc: [Safe exercise activity — injury prevention](#)

Searchlight ID: [doc-2581](#)

4.9 Testing and evaluating skill development

How can you be sure you are improving your skills? Can you perform them efficiently under pressure? As with reading, writing or mathematics, physical skills can also be tested. In this lesson you will explore the different ways of evaluating skill development and the importance of doing this regularly.

Engage

There are many ways of testing and evaluating skill development. Many skills that we commonly use in sport, such as dribbling in basketball or serving in tennis, can be tested using standardised skills tests. In other sports, we can use meets, tournaments or other forms of competition to evaluate how we are developing and discover what areas need improvement.

Use the **Soccer ball control** weblink in your eBookPLUS to watch a demonstration of soccer ball control. How would you rate the level of skill and control? As a class, discuss how you arrived at this conclusion. What criteria did you use to rate the demonstration?



Assessing and testing skill development is an important part of the skill learning process.



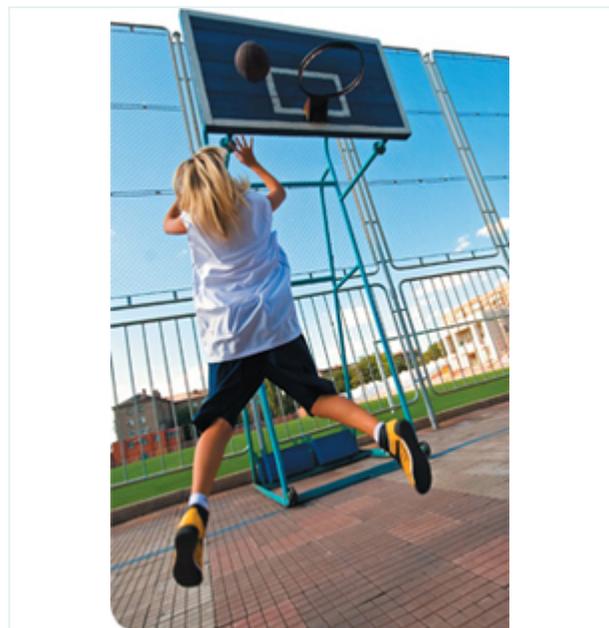
Explore more with this weblink: Soccer ball control

Explore

Testing and measuring skill

Skills tests can use a range of test items to assess how well a person can perform a skill. Skills tests are often used as the basis of selection criteria for a team or individual event.

There are many tests that are commonly used to measure skill. The information gathered from skills tests is very important for feedback. For example, it may reveal that the class is quite good at throwing with the right hand but that more work needs to be done with the left. It could reveal that some students are very good with both hands and should move on to more advanced skills, such as underarm and distance throwing. Above all, skills tests provide us with the opportunity to isolate a skill, assess it and work out methods for improving the way we do it.



Skills tests are a good way of measuring skill improvement.

Checklists

Checklists are a useful tool when evaluating skill development. Checklists are a list of criteria we check against when we are observing a performance or a skill. For example, when assessing the freestyle stroke in swimming, we may want to check that the breathing action is being performed correctly. When observing the swimmer's breathing, a tick is placed in the relevant box, indicating whether the skill is being performed correctly. At the end of the performance, we are able to use the information to help the swimmer improve the skills that were demonstrated incorrectly.

Subjective evaluation

Some sports and activities may be difficult to judge because they are based on opinion. Getting consistency among judges may be difficult unless there are strict standards that have been agreed upon.

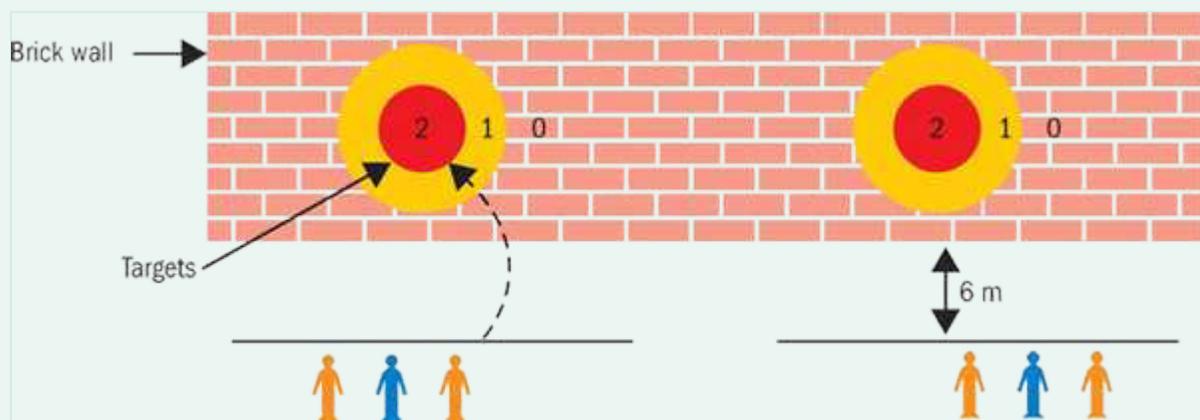
Judgements based on our feelings or impressions are called **subjective evaluations**. Think about how you might judge a figure skating routine. Did you like it or did it not appeal to you? Opinions will vary from one person to the next and from group to group. Some people may rate a performance as excellent because of its technical difficulty whereas others may have disliked the choreography from an aesthetic perspective. This is why judges should evaluate a performance using a range of strict criteria and not personal feelings. Our needs, likes, dislikes, interests, culture, peer group and upbringing all influence our opinions and are reflected in the way we judge a performance.

ACTIVITIES

1 Throwing accuracy test

Equipment basketballs/netballs, target

Draw an inner and outer circle and a line six metres back from the target. Allow students 50 throws — 25 with the right hand and 25 with the left. Two points are awarded for a hit to the inner circle, one point for the outer circle and none for completely outside the circles. Record points gained for left and right hands separately.



Skills tests, such as wall throwing for accuracy, help us assess how well skills are being performed.

2 Speed test

Equipment tape measure, stopwatches

1. Perform the speed test described below.
 1. Measure a 50-metre straight line on flat ground.
 2. Divide into pairs. Choose who will be the first runner and who will be the first timekeeper.
 3. Have a general warm-up with an emphasis on leg stretches.
 4. Practise 'on your mark', 'set' and 'go', allowing about two seconds between 'set' and 'go'.
 5. Practise starting the stopwatch on the 'go' movement, that is, the first movement forward.
 6. The runners should now go to the starting line and the timekeepers to the finish line.
 7. Start the runners and time them over the full distance.
 8. Allow three runs and select the best time.
 9. The runners and timekeepers should swap between each run to allow time for recovery, and repeat steps 4–8.
 10. Take the best time for each person.
2. Use the following table to evaluate your performance

TABLE 4.1: Speed rating

Classification	Time (seconds)	
	Boys	Girls
Excellent	≤ 7.0	≤ 7.5
Good	7.17.4	7.68.2
Average	7.58.3	8.38.9
Fair	8.4–8.9	9.0–9.4
Poor	≥ 9.0	≥ 9.5

3 Tennis evaluation

Equipment tennis racquets, balls

1. Perform each of the following 10 times:
 - a. Forehand
 - b. Backhand
 - c. Serve and volley

2. Evaluate each skill using the following tennis skills checklist.

DID YOU KNOW?

In 1928, Peter Desjardins became the first Olympic diver to be awarded a perfect score of 10.0.

Table 4.2: Assessing skill development in tennis

Tennis skills checklist

Performer: _____ Observer: _____

Directions: Watch the performer closely and tick the relevant criteria.

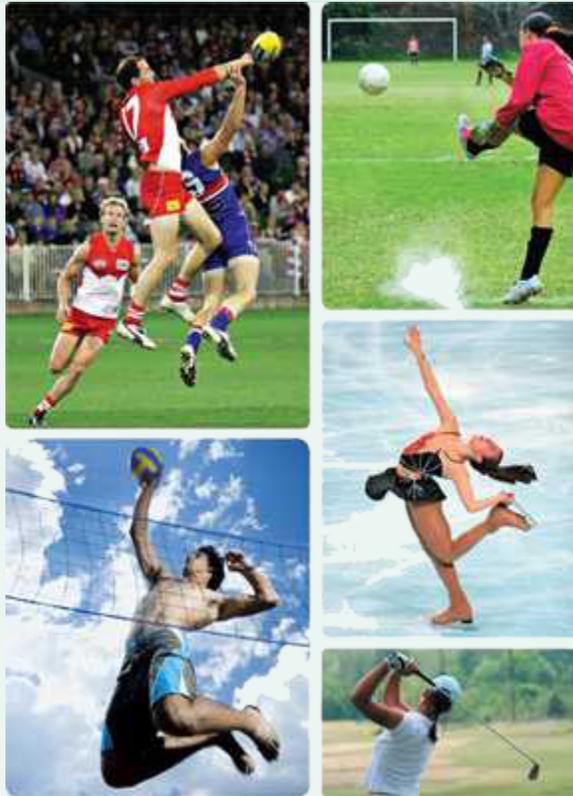
<p>Forehand</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs work because of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Incorrect grip <input type="checkbox"/> Feet not properly aligned <input type="checkbox"/> Too close to ball <input type="checkbox"/> Racquet head below wrist <input type="checkbox"/> Lack of weight transfer <input type="checkbox"/> No follow through
<p>Backhand</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs work because of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Incorrect grip <input type="checkbox"/> Feet not properly aligned <input type="checkbox"/> Lacks 'punch' or 'aggression' <input type="checkbox"/> Lacks knee bend <input type="checkbox"/> Racquet head below wrist <input type="checkbox"/> Lack of balance in follow through
<p>Serve</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs work because of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Poor grip <input type="checkbox"/> Feet not properly aligned <input type="checkbox"/> Ball held in palm, not fingers <input type="checkbox"/> Incorrect ball toss <input type="checkbox"/> Lack of extension during hit <input type="checkbox"/> No follow through
<p>Volley</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs work because of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Incorrect grip <input type="checkbox"/> Feet not properly aligned <input type="checkbox"/> Backswing too long <input type="checkbox"/> Lack of 'punch' in the hit <input type="checkbox"/> Dropped racquet head <input type="checkbox"/> Ball hit behind the body

HEALTH FACT

Your legs contain the largest and strongest muscles in the body. Because much of what we do involves moving from one place to another, they are engaged more often than other muscles.

4 Analysing performance

Examine the range of sports/activities illustrated below.



How is performance analysed?

Choose one of the sports/activities illustrated and investigate how performance is evaluated in all aspects of the activity. This may involve identifying the methods for assessing how information is collected and how feedback is provided. Your investigation may include tools such as statistics sheets and rating scales. From your information, answer the following general questions about team sports.

1. How are players selected for a team or how do competitors win an event? Which skills might selectors/judges be assessing (for example, dropped passes or strong technique)?
2. How are athlete strengths and weaknesses established? What feedback might they receive? How can the results of the feedback be followed up?
3. How could the performance information be used to motivate players and plan training sessions? What incentive or reward scheme might there be for improvement?

CHECK & CHALLENGE

1. Explain why it is important to measure skill learning.
2. Explain the role of feedback in improving the way we perform skills.
3. What is a checklist? How might it be used to measure skill?
4. Explain why speed is an advantage in most sports.
5. Discuss common faults in many players' technique when serving a tennis ball.
6. Recommend ways to improve serving technique in tennis.
7. Were you satisfied with your rating in the speed test? Why or why not? Recommend ways to improve your acceleration.
8. List three sports that you play or have played that involve the use of speed. Choose one of the sports and identify situations where speed can be used to advantage in that sport.
9. Where might speed be important in normal life?

eBook *plus* RESOURCES



Explore more with this weblink: [Anyone for tennis?](#)

4.10 Swim safe

By becoming familiar with some basic water safety skills, you can do a lot to make pools and waterways safe places where everyone can have fun. In this lesson you will learn some water safety skills to ensure you are prepared should you ever be faced with a challenging situation when swimming.

Engage

Although pools, oceans and waterways are places where we can have fun and play games, situations often require that we have more skills than just being able to swim. By developing specialised aquatic skills, we can feel safe in the water at all times. Even if we get into difficulty — or we see someone else in a dangerous situation — we will be equipped with a range of survival skills and be able to respond effectively.

Have you ever wanted to be a lifeguard? Use the **Nippers** weblink in your eBookPLUS to find out how.



Always swim in patrolled areas of beaches between the red and yellow flags.



Explore more with this weblink: Nippers

Explore

Water safety

Before entering the water

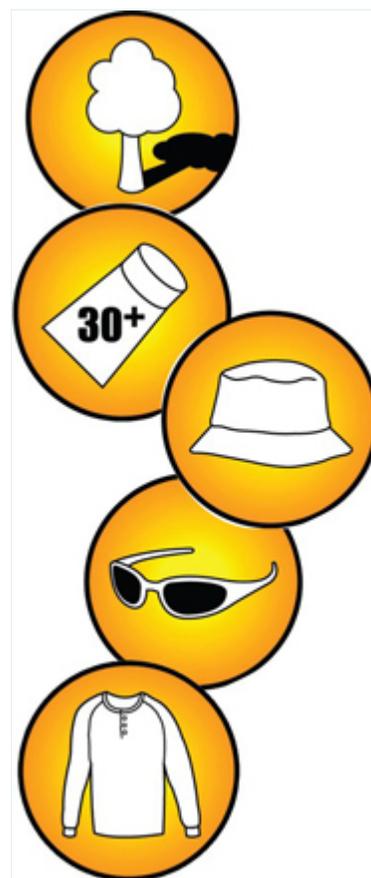
There are many things you can do to ensure having fun in the water is as safe as possible. Every time you swim outdoors and the sun's ultraviolet (UV) radiation level is 3 and above, it is important to protect yourself in five ways:

1. *Slip* on sun-protective clothing such as a rash vest and board shorts.
2. *Slop* on SPF 30+ broad-spectrum, water-resistant sunscreen and lip balm every two hours and immediately after swimming.
3. *Slap* on a broad brimmed or bucket hat that protects your face, head, neck and ears.
4. *Seek* shade when you are not in the water.
5. *Slide* on some wrap-around sunglasses.

The SunSmart UV alert tells you the times of day when the sun's UV level will be 3 and above. This level of UV can damage your skin and eyes and increase your risk of skin cancer later in life. You can check the UV alert at the Bureau of Meteorology's website.

When the UV alert is below 3 you don't need sun protection unless you're in alpine areas, near highly reflective surfaces such as snow or outside for extended periods of time around water.

Have a look at the SunSmart UV alert for your area. What times do you need sun protection today? Can you think of other ways to protect yourself in the sun?



Protect yourself outdoors.

Safety in the water

At public swimming pools and beaches, there are usually trained professionals such as lifeguards who can provide assistance should people get into trouble in the water. When at patrolled beaches, it is critical to always swim between the flags so the lifeguards can see you and help you if necessary. If you get into trouble in the water, alert a lifeguard by floating on your back and waving one arm in the air. However, at rivers, isolated beaches, dams and home swimming pools, bystanders might be required to provide assistance should a person get into difficulty. Remember, avoid swimming in unpatrolled water where possible and *never* swim alone. It is essential to bring a friend or supervisor so that someone will be able to offer help if it is needed.

DID YOU KNOW?

Aloe vera gel provides effective relief from the pain of sunburn by providing nutrients and acting as an anti-inflammatory. Aloe vera has been used for its healing properties for over 4000 years.

HEALTH FACT

Exposure to the ultraviolet (UV) rays of the sun not only harms our skin but can also cause damage to our eyes. To help prevent eye damage, wear close-fitting sunglasses that wrap around and cover as much of the eye area as possible. They should also have an eye protection factor (EPF) of 10.

Making a rescue

If you are required to make a rescue, there are a number of essential points to remember. The most important thing is to put your own safety first and avoid getting into the water if possible; as the rescuer, you will make the situation worse by putting yourself at risk. A sound assessment of the situation is vital to the survival of both the rescuer and the person to be rescued. When making an assessment, the rescuer needs to consider:

- *sources of help* — are other people and/or rescue aids (ropes, floatation devices, boats, surfboards) within reach?
- *the state of the drowning person* — whether they are injured, have poor swimming skills or both
- the *depth* of the water
- *hazards* — are there currents or **rips**?
- *safe entry and exit* points.

ACTIVITIES

1 Developing aquatic skills

safety check



Equipment swimming pool, rope, floating aid, long pole

The following aquatic skills will improve confidence and your ability to survive. Work in pairs and evaluate each other's performance. Ensure you enter the water safely, that is, with a slide or safety jump. The key aquatic skills are illustrated in the figures below.

1. *The dive.* With arms forward, push off from the side of the pool and drop the chin towards the chest just before hitting the water.
2. *Sculling.* From a back float position, move the arms forward with palms up and then back with palms down to maintain buoyancy.
3. *Body rotation forward/backward.* Try to do a forward roll in the water, then try a backward roll or backward body rotation.
4. *Tread water.* Circle the arms and legs in a bicycle-peddalling motion to keep the head above the water.
5. *Spinning top.* From the tread water position and with arms folded, rotate the body by pushing with one foot and pulling with the other.
6. *Throw rescue.* From the side of the pool, throw a rope to a person and pull them to safety.
7. *Wade rescue.* Using an aid such as a float, wade towards a person in the pool, tell them to grasp the object and then pull them to the side.
8. *Reach rescue.* Lie on the side of the pool and use an object to reach and pull a person to safety.

1. The dive



2. Sculling



3. Body rotation



4. Tread water



6. Throw rescue



7. Wade rescue



8. Reach rescue



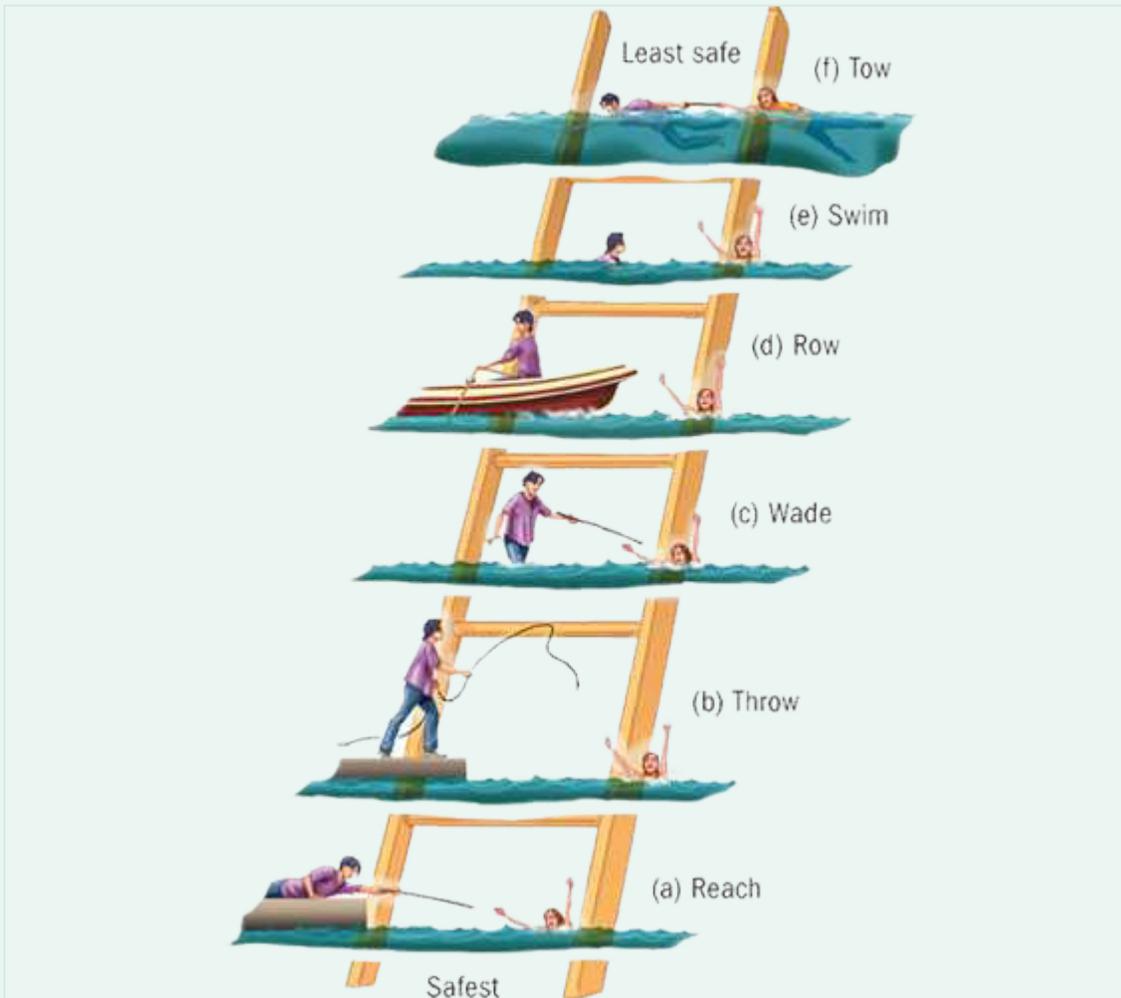
Aquatic skills

2 Rescue methods

Equipment long stick or towel, rope, floatation device, surfboard or other rescue craft

While at the pool and in groups of three, work through each of the following rescues, or as many as may be permitted by the available equipment. Take turns at being the rescuer, the drowning person and the observer.

1. Use the figure below to examine and practise each of the following rescue methods.
 - a. *Reach*. Using a stick or towel, reach out and pull the person to safety.
 - b. *Throw*. Throw a rope or buoyant object to the drowning person.
 - c. *Wade*. Carefully wade into the water and then use the reach technique, if possible, without putting yourself at risk of losing your footing.
 - d. *Row*. Use a rescue craft such as a surfboard to get closer to the drowning person.
 - e. *Swim*. Use a swimming stroke that enables you to watch the drowning person at all times. Approach carefully and be prepared to act defensively should the drowning person attempt to grab you. Calm them down and assist them back to shore.
 - f. *Tow*. This is the least safe option and requires considerable practice. Approach the unresponsive drowning victim with a swimming stroke that enables you to watch them at all times and then tow them back to shore.



Rescue methods

2. Explain how a bystander can help make each of the rescues in question 1 safer.
3. Why are the swim and tow methods of rescue considered to be the least safe?
4. What could be done to increase the level of safety for the swim and tow methods of rescue?
5. Investigate strategies you would use if you knew the drowning person was also injured.
6. What precautions should people owning backyard swimming pools take to enable a safe rescue should it be needed?

3 A day at the beach

Planning is an important part of safety. A good plan can usually help you avoid many dangerous situations. With a partner, plan for a fun day at the beach. You will need to consider transport (can a parent drive you or will you use public transport?), items that will keep you safe in the sun and while swimming, activities you will want to do and any food or drinks you will bring. Use your plan to draw some pictures showing the different stages of your day at the beach.

4 A day at the pool

Use the **A day at the pool** interactivity in your eBookPLUS to create a safe swimming environment for a day at the pool.

CHECK & CHALLENGE

1. What is the most important thing to remember when attempting a rescue in the water?
2. When swimming outdoors, list six things you can do before you even get in the water to ensure you will be safe.
3. Of the six methods listed in activity 2, which do you think is the most effective? Why?
4. What is the best way to alert a lifeguard if you get into trouble?
5. Investigate the best way to avoid and escape a rip in open water.

eBookplus RESOURCES



Try out this interactivity: [A day at the pool](#)

Searchlight ID: [int-2185](#)

4.11 Swim and survive

Swimming competently and being able to survive in water during times of emergency are basic skills essential for our safety. In this lesson you will develop correct technique in freestyle, breaststroke, backstroke and lifesaving backstroke. You will also enhance your general aquatic skills.

Engage

Swimming is a leisure activity for many people. Even if some of us do not enjoy it very much, it is a big part of the Australian lifestyle and there will be times in our lives when we will have to swim. Australia has many great swimmers and is prominent on the world stage of swimming. Although many of us will not and need not reach the heights of our champions, proficiency in general aquatic skills should be the minimal aim for all of us.

Correct technique is very important when swimming. By being aware of a few important points, we can significantly increase our speed, efficiency and water confidence.



Correct technique makes swimming safer.



Explore more with this weblink: Freestyle stroke drills



Explore more with this weblink: The correct freestyle stroke

Explore

Swim for your life

Because of our warm climate, we are able to swim outdoors during many months of the year. Therefore, it is important we have well-developed aquatic skills. Unfortunately, many of us cannot swim well or could not survive in open water if we encountered difficulty.

DID YOU KNOW?

In 2008–09, 302 people died in Australian waterways. This was an increase of 41 deaths on the previous year. Almost 80 per cent of these deaths were males. In NSW, drowning fatalities totalled 104. Eighty-three were males and 21 were females.

This lesson will require you to go to a pool or swimming centre as part of a school-organised activity. During the first part of the lesson, the aim will be to improve your swimming technique in both freestyle and breaststroke. There are, of course, other strokes but these two are the most popular and the easiest to learn. Practise in pairs; having one person observing and alerting the swimmer to mistakes in their technique is essential. If you struggle with a technique, don't give up; the more we swim, the better we get.

HEALTH FACT

The human body has about 640 muscles categorised into around a dozen muscle groups. However, the exact number varies because there is debate among experts as to what actually counts as a distinct muscle. Some would suggest the number is somewhat higher. When we swim freestyle, we use all the major muscle groups.

To help you with this, the following activities will teach you to develop your buoyancy and proficiency in water. Aquatic games and lifesaving skills are important for developing water confidence but be careful; it is important that you don't risk deep water and stay within your level of ability until you are proficient.

DID YOU KNOW?

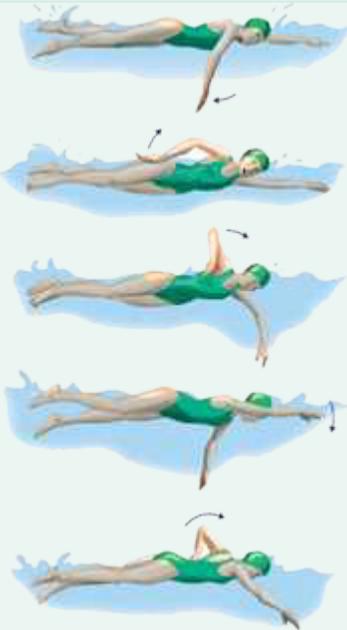
When we swim freestyle, we usually breathe regularly either to one side or **bilaterally**. However, in Olympic 50-metre races, swimmers may breathe once or not at all. The world record for the 50 metres is less than 22 seconds, so swimmers can easily last for that time without taking a breath. However, this requires special training. These swimmers need to resist the 'drive' to breathe brought on by the increased carbon dioxide in their bodies.

ACTIVITIES

1 Freestyle or front crawl

In pairs, use freestyle to swim small distances, such as across the width of the pool. One student should observe while the other swims. Use the following technique points to assist in providing feedback to the swimmer.

- The body should be horizontal or **streamlined**.
- The leg action comes from the hips, with the toes pointed and inclined inwards and knees slightly bent.
- The forward hand enters the water in front of the shoulder, thumb first.
- The hand pulls backward in an 'S' pattern.
- The elbow is higher than the hand throughout the pull.
- Halfway through the stroke, the other arm enters the water.
- The head is rolled to the side to breathe.



Arm action in freestyle or front crawl

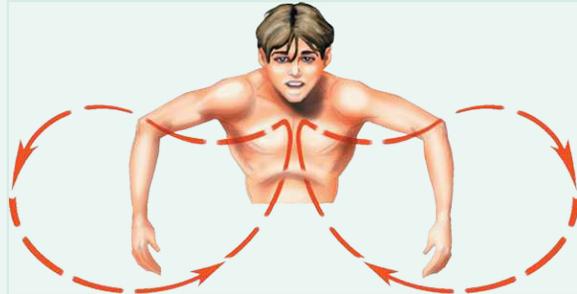


Good freestyle technique requires that the body be streamlined.

2 Breaststroke

In pairs, use breaststroke to swim small distances, such as across the width of the pool. One student should observe while the other swims. Use the following technique points to assist in providing feedback to the swimmer.

- The body should be in a horizontal or streamlined body position.
- Both arms are stretched out in front, the arms pull outwards and downwards.
- As the arm pull is complete, the legs begin recovery (which involves drawing the feet towards the buttocks).
- The feet then push out and back and snap together as the body glides (leg recovery begins and the leg cycle continues).
- A breath is taken in when the arm pull is finished and let out into the water.



In breaststroke, the arms pull outwards and downwards.

Glide



Arm pull and leg recovery



Leg kick



Arm recovery and glide

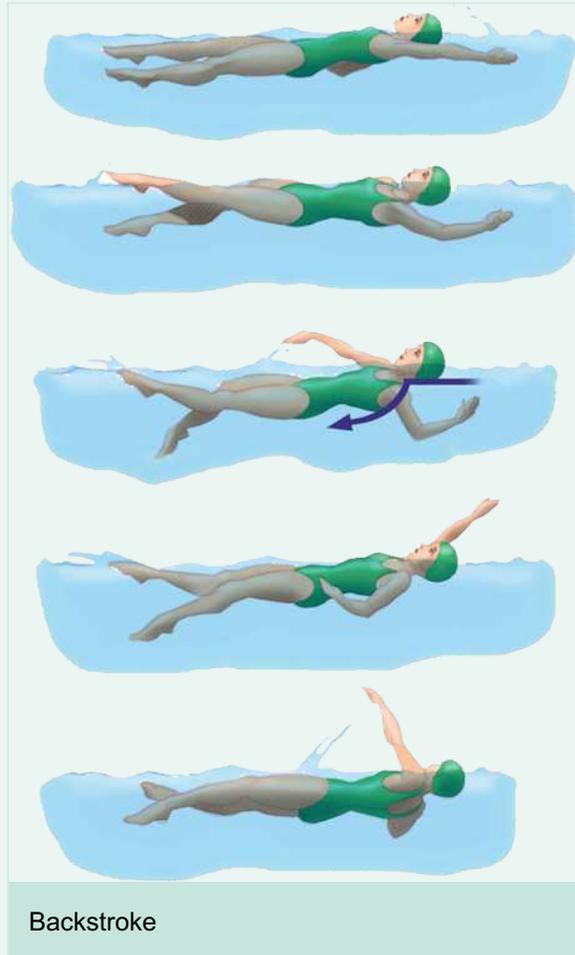


The leg action in breaststroke

3 Backstroke

In pairs, use backstroke to swim small distances, such as across the width of the pool. One student should observe while the other swims. Use the following technique points to assist in providing feedback to the swimmer.

- The body faces upward out of the water in a streamlined position.
- As the arm is taken past the head, it enters the water in line with the shoulder, little finger first.
- As the body rolls in this direction, the arms begin to pull through the water.
- As the arm pulls, the elbow begins to bend to 90 degrees as the hand passes the shoulder line.
- From this point, the elbow begins to straighten as the water is pushed and the hand finishes the stroke with the palm facing downward.
- As the hand emerges from the water, recovery begins with the arm being carried in a straightened but relaxed position to where it will once again enter the water.
- A cycle consists of one pull by each arm.
- The swimmer should use six leg kicks for each complete arm cycle.



4 Lifesaving backstroke

In pairs, use lifesaving backstroke to swim small distances, such as across the width of the pool. One student should observe while the other swims. Use the following technique points to assist in providing feedback to the swimmer.

- The body begins in a streamlined position facing upward.
- The breaststroke leg action will propel the swimmer along.

- From a glide, the knees bend to 90 degrees and the feet push outwards with the heels making a circular pattern (see the figure below).
- Finally, the thighs are squeezed inwards bringing the legs together as they straighten. This provides thrust to the body as it moves into the glide position.
- The hands are kept under the water, drawing them to a position level with the shoulders and then pushing them away from the body. With elbows pointing downward, the hands are pulled forcefully through the water until they reach the sides of the body.
- The face is kept above the surface of the water.
- During lifesaving backstroke, the arm and leg actions occur at the same time. This launches the body into a glide.



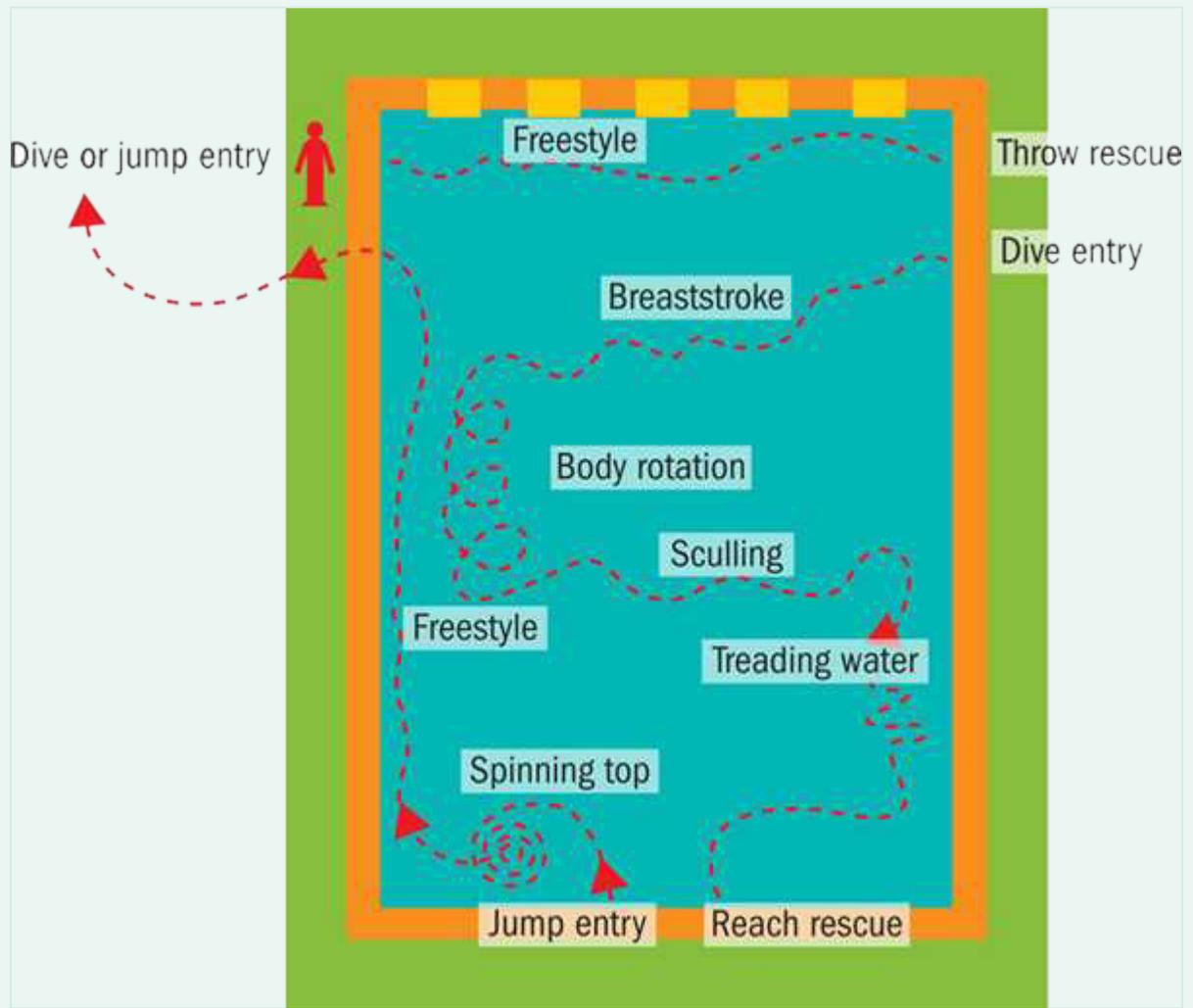
Lifesaving backstroke

5 Water circuit

safety check 

Equipment rope or floatation device

Finish the lesson with a water circuit. Use the figure below as an example of a circuit that includes all the skills you have learned so far.



Aquatic skills circuit

CHECK & CHALLENGE

1. Recommend measures that could be used to reduce the number of people drowning in Australia each year.
2. Explain the technique for freestyle.
3. Describe how breaststroke is performed.
4. Explain why lifesaving backstroke is an important stroke to learn.
5. Examine images of the throw, wade and reach rescue techniques (see section 4.10 activities). Describe an occasion such as a flash flood or a fall into a river or waterway where use of each specific rescue may be warranted.
6. Identify situations where treading water and sculling may be important lifesaving skills. Why should everyone learn these skills, even if they do not often swim?
7. Activity 5 incorporated a number of skills learnt in the lesson. Create a similar circuit using a variety of other skills such as backstroke, floating and duck diving. As a class, pick the best student-made circuit and have everyone try it.

4.12 Be athletic

There are many types of track and field activities that are a lot of fun and are beneficial to our health and fitness. In this lesson you will explore the sprint start, javelin and long jump. These three important activities require us to develop good technique and considerable power.

Engage

Almost every team sporting activity requires sound athletic skills. Of these skills, sprinting is often the most utilised. Basketball, Australian Rules football, soccer and netball all have phases of play where the ability to accelerate quickly is a significant advantage. Although we can all learn to sprint efficiently, some of us will naturally be quicker than others. However, just a small improvement in our sprinting ability may make a big difference in the games we play.

Use **The fastest man** weblink in your eBookPLUS to watch Usain Bolt establish a new 100-metre world record.



Track activities challenge our physical abilities and in particular speed and acceleration.

eBook *plus* RESOURCES

 Explore more with this weblink: [The fastest man](#)

Explore

The importance of athletic skills

With the development of athletic skills, we improve the control we have over our bodies as well as our power and speed. The sprint start, discus, javelin and long jump are important athletic events that require practice, the development of correct technique and attention to safety.



The development of power is an important component in most field events.

Sprint start

The sprint start is an important athletic movement because it is the fastest way of accelerating to maximum speed over a short distance. A good start maximises our ability to manipulate our centre of gravity. After getting into a position where our centre of gravity is well ahead of us, we need to accelerate quickly to maintain balance.

Field events

The discus, javelin and long jump have been selected as three field events for the lesson. Although there are many more field events, these three are common at most school athletic carnivals. Field events focus on the development of power. To throw further and jump longer, your muscles have to contract forcefully. This places considerable strain on joints and the surrounding muscles. As such, a good warm-up supported by adequate stretching is important before performing athletic movements.

DID YOU KNOW?

The first (ancient Greek) Olympic games were held in 776 BCE. The games didn't last long as the only event was a short footrace down the centre of the stadium in Olympia.

Coupled with generating power is the necessity to focus on performing movements correctly. For each of the activities in this lesson, the correct technique is outlined. It is important to focus on the development of technique in athletic events as correct execution enhances safety, minimises the risk of injury and maximises results.

ACTIVITIES

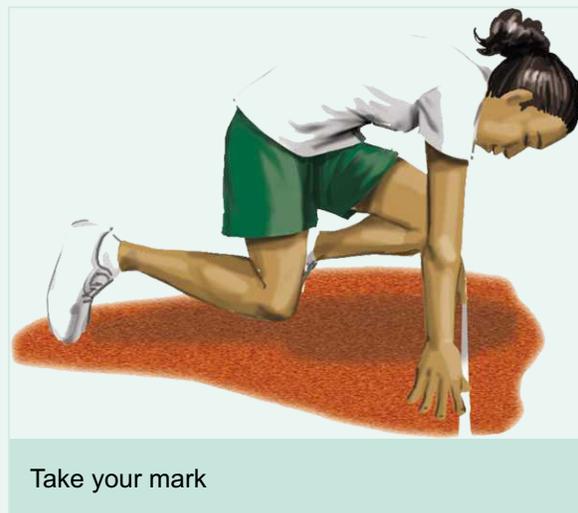
Practise the following four athletic skills, using the text and images to improve your technique. Every student should practise the sprint start but, depending on time constraints, you may like to focus on only one or two field events. Remember to practise safely as some of this equipment can be dangerous.

safety check 

1 The sprint start

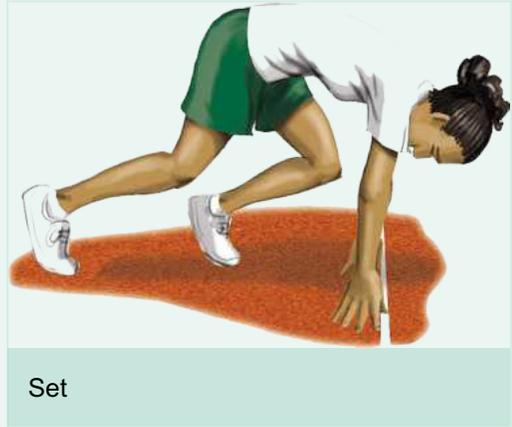
In pairs, practise the following movements separately. Have your partner provide feedback regarding incorrect technique using the list and figures.

1. Take your mark
 - a. Place your hands (fingers extended) just behind the start line, shoulder width apart.
 - b. Place the front knee under the chest and the back knee on the ground, about level with the heel of the other foot.
 - c. Keep looking at where the first step will be taken.



2. Set

- a. Push forward with the shoulders.
- b. Raise the hips.
- c. The angle of the front knee should be about 90 degrees.
- d. The angle of the back knee should be about 120 degrees.



3. Go

- a. React quickly to the starter's gun (or voice).
- b. Push off hard with the front foot.
- c. Drive with both arms and legs.
- d. Gradually let the body rise and shift into full stride.



Go – the runner drives hard at the 'start' sound.

2 Discus — the standing throw

safety check 

Equipment one discus per group

Practise the throw in groups of three using the description and figures that follow. Take turns being the thrower, the retriever and the observer (technique analyst).

1. Grip the discus with the palm on top and the first finger joint over the rim or edge.
2. Have the thumb lie across the flat surface of the discus.
3. Face side-on to the direction of the throw.

4. Swing the discus back and behind the hips.
5. Step forward with the front foot as you swing the discus through, releasing it at about shoulder height.
6. The discus should release from the front of the hand, being pushed last by the index finger, spinning clockwise for a right-handed thrower.



Discus — the standing throw

3 Javelin

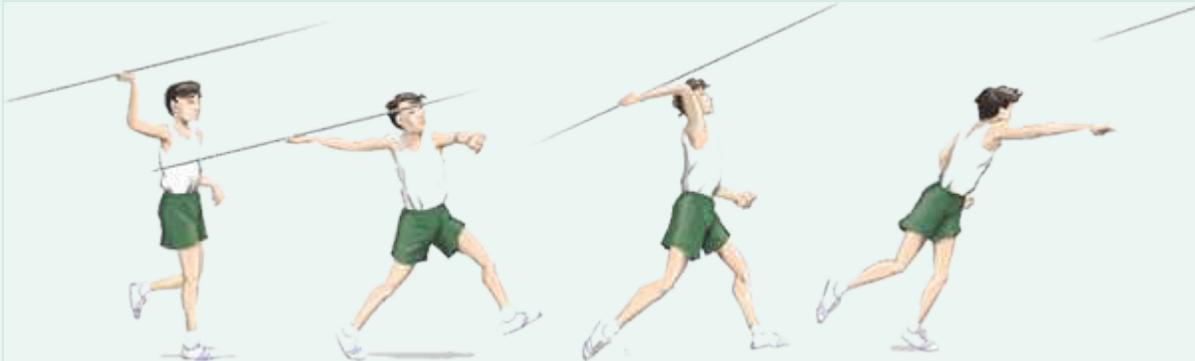
safety check 

Equipment javelins, markers for a throw line

Use the same group set-up for practising the javelin as with the discus throw. The javelin-throwing action closely resembles the overarm throw. Although the throw is best learnt from a standing position, a run-up is important to increase the distance of the throw. The correct technique (illustrated in the figures that follow) is described below.

1. First develop a good run-up. Endeavour to get your whole body into the throw, not just the arms.
2. Once you are ready, wrap your fingers and thumb around the end of the binding of the javelin.
3. Take a 6–10 step run-up and raise the javelin-carrying arm up and back.

4. In the last four steps, draw the tip of the javelin back to a position beside your head.
5. Stretch the last stride, planting the front foot.
6. Throw the javelin as you would a softball.
7. So as not to foul, avoid overstepping the throw line and ensure the javelin touches the ground point first.



Throwing the javelin

4 Long jump

safety check 

Equipment sand pit, take-off board, measuring tape

1. As a class, take turns practising long jump. A good long jump requires a fast run-up, powerful drive from one leg, and height and extension of the legs on landing. The correct technique (illustrated in the figures that follow) is described below.
 1. Start 15–20 steps away from the long jump pit.
 2. Run towards the pit, aiming to hit maximum speed at the take-off board.
 3. Strike the board hard with your preferred leg and drive upward as much as possible.
 4. Delay your landing by extending your legs forward.
 5. On landing, reach forward past your feet.
 6. Measure from the front edge of the board to the first contact point in the pit.



Long Jump

2. Use the **Improve your long jump** weblink in your eBookPLUS to read the advice from world champion Mike Powell regarding how to improve your long jump technique. Make a list of the most important points and keep these in mind when you next practise long jump.

DID YOU KNOW?

The Olympic track and field event called the triple jump was originally known as the 'hop, step and jump'. In its earliest years, there were actually two hops followed by a jump.

CHECK & CHALLENGE

1. Describe the technique for the sprint start.
2. Why is a sprint start faster when performed from a crouch position rather than from an upright position?
3. Choose one event from discus, javelin and long jump. Explain the most important points regarding correct execution of the skill.
4. Why is safety important when practising athletic events?
5. Power is very important for success in athletic events. Investigate how we should train to increase our ability to generate power.

eBookplus RESOURCES



Explore more with this weblink: Improve your long jump

4.13 Let's dance

There are many different dance styles. In this lesson you will practise Australian bush dance and Latin American style dancing. These present a contrast of styles and will expose you to some of the many techniques used in dance.

Engage

Dance is an important part of every physical education program. Although it is impossible to learn all the many different styles of dance, becoming familiar with steps and movements of a few different dances can open our eyes to different cultures and help us appreciate ways of having fun we may not have considered before.

Use the **How to jive** weblink in your eBookPLUS to learn about a lively ballroom dance style.



Dance is universal with many contrasting styles and steps.

eBook *plus* RESOURCES



Explore more with this weblink: [How to jive](#)

Explore

Why dance?

Dance is part of every culture. It provides enjoyment through social interaction, the opportunity to learn new movement skills and to be creative. Movement is the language of dance. We need to stay in time with music while moving to steps we have learned or movements we are developing. All forms of dance require the development of basic skills such as balance and timing, together with the need to memorise the steps. This is best achieved through repetition of the required movements.

Dance can be quite aerobic. Repetition of movement and sustained activity helps the circulatory system, strengthens bones and improves muscle tone, flexibility and stamina. It also helps reduce stress and muscle tension.

There are many personal and social benefits associated with dance. It's a great way to meet other people, make new friends and improve your social life. It can also improve confidence and encourage feelings of wellbeing.

Bush dance is a traditional form of Australian dance. Experiencing bush dance provides opportunities for fun and enjoyment in a social context. Once we learn some basic steps, it is easy to learn a range of dances. There are many other styles from which we could choose — for example, Greek dance, hip hop or tap dance.

In recent years, the popularity of many of the traditional forms of dance has increased, their appeal being driven by their athleticism and easy adaptation to contemporary music. Dance Easy and DanceSport programs, popularised by television productions such as *So You Think You Can Dance*, have brought these styles of dance into favour, particularly with young people.



Why dance?



Dance has a wide range of appeal.

ACTIVITIES

Locate appropriate bush dance music and enjoy the following dances.

1 Heel and toe polka

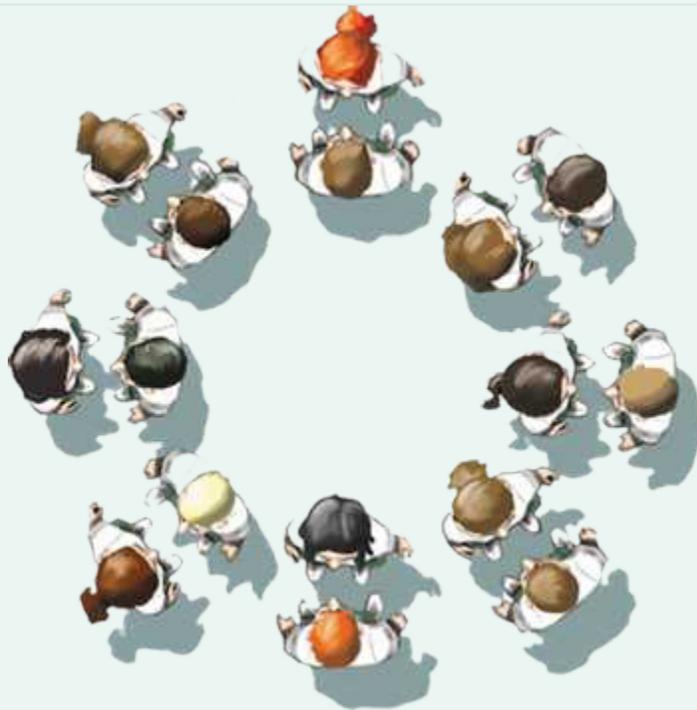
Equipment music

Follow the directions in [table 4.3](#) to learn the heel and toe polka.

TABLE 4.3: The heel and toe polka

Boys		Girls	
1.	Make a circle formation facing partners, boys on the inside	1.	Make a circle formation facing partners, girls on the outside
2.	Left foot: heel and toe, heel and toe, slide four steps anticlockwise direction	2.	Right foot: heel and toe, heel and toe, slide four steps clockwise direction

3.	Right foot: heel and toe, heel and toe, slide four steps clockwise direction	3.	Left foot: heel and toe, heel and toe, slide four steps anticlockwise direction
4.	Three right-hand claps with partner. Three left-hand claps. Three both-hand claps.	4.	Three right-hand claps with partner. Three left-hand claps. Three both-hand claps.
5.	Three slaps to own knees with both hands	5.	Three slaps to own knees with both hands
6.	Hold partner's right hand and swing arms (4 beats)	6.	Hold partner's right hand and swing arms (4 beats)
7.	Boys remain where they are while girl moves anticlockwise to new partner (4 beats)	7.	Move anticlockwise to new partner (4 beats), while boys remain where they are
8.	Repeat sequence with new partner	8.	Repeat sequence with new partner



Circle formation

2 Stockyard

Equipment music

1. Circle, all facing towards the centre, and girls to the right of their partner.
2. All join hands, take four steps towards the centre of the circle and four steps back.
3. Repeat movement.
4. *Swing* partner (16 beats). See below.



Swinging

5. *Promenade* partner, anticlockwise, for 16 steps. See below.



Promenade

6. Swing partner (16 beats).
7. Begin again. When you reach step 4 (swing partner), boy should first progress to a new partner, when he turns to the girl on his left.

3 Virginia reel

Equipment music



(a) Longways set

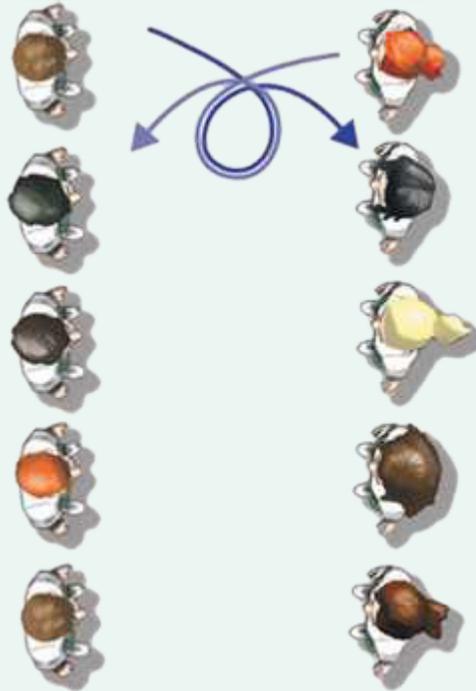
1. In *longways sets* of six couples, skip four steps toward one another and four steps away. See figure (a).
2. Skip in, join right hands, turn with your partner and return to place.
3. Skip in, left-hand turn with your partner and return to place.

4. *Do-si-do* left. *Do-si-do* right. See figure (b).



(b) *Do-si-do*

5. Skip in, join both hands, circle and return.
6. Head couple skips in, joins hands and side skips to the head of the set and back (16 beats).
7. *Reel the set*: The head couple join right elbows and spin. The couple then splits, using their left elbows to spin with the next boy/girl in line, before rejoining right elbows in the middle. Continue this progression to the end of the line and back again. See figure (c).



(c) *Reel the set*

8. *Cast off* and repeat the dance. See figure (d).



4 Waves of Bondi

Equipment music

1. Skip in, bow and skip out (eight beats).
2. Skip in and change places with your partner (repeat).
3. Repeat steps 2 and 3.
4. Skip in, join hands and swing (16 beats).
5. Cast off (16 beats).

6. *Make waves* (32 beats) as shown.



Make waves

5 Dance sport routines — the progressive jive

Equipment music

Danced in a circle and changing partners at the end of each short routine, this dance has an easy pattern of steps that concentrates on the use of the side-step action.

Form a circle that will move in an anticlockwise direction. Boys stand on the inside of the circle facing out, girls stand on the outside of the circle facing in. Use the *ballroom hold*, as shown. Then follow the steps outlined in [table 4.4](#).



Ballroom hold

TABLE 4.4: The progressive jive

Boys		Girls	
1.	Step left foot to side	1.	Step right foot to side
2.	Feet together	2.	Feet together
3.	Step left foot to side	3.	Step right foot to side
4.	Right foot taps next to left foot	4.	Left foot taps next to right foot
5.	Step right foot to side	5.	Step left foot to side
6.	Feet together	6.	Feet together
7.	Step right foot to side	7.	Step left foot to side
8.	Left foot taps next to right foot	8.	Right foot taps next to left foot
9.	Turn to left to be side by side with girl's left hand in boy's right while stepping left foot to side towards centre of circle	9.	Turn to right to be side by side with partner holding hand while stepping right foot to side towards outside of circle
10.	Feet together	10.	Feet together
11.	Step left foot to side	11.	Step right foot to side
12.	Right foot taps next to left foot	12.	Left foot taps next to right foot
13.	Step right foot to side	13.	Step left foot to side
14.	Feet together	14.	Feet together
15.	Step right foot to side	15.	Step left foot to side
16.	Left foot taps next to right foot	16.	Right foot taps next to left foot
17.	Step left foot to side	17.	Step right foot to side
18.	Feet together	18.	Feet together

Boys		Girls	
19.	Step left foot to side	19.	Step right foot to side
20.	Right foot taps next to left foot	20.	Left foot taps next to right foot
21.	Still holding the girl's left hand in boy's right hand, raise hands to allow girls to turn under arm. Walk around the girl in a clockwise direction commencing on the right foot, for six steps. Finish on the inside of the circle facing new partner and bring feet together for a tap on step 6.	21.	Still holding the boy's hand, turn under his arm walking in an anticlockwise direction. Then, moving on to new partner, take six steps starting with the left foot. End on the outside of the circle facing in to new partner and bring feet together for a tap on step 6.

6 Choreography

Why not create your own dance? Use the **Be a choreographer** weblink in your eBookPLUS to watch a video on how to create your own dance.

CHECK & CHALLENGE

1. Explain the benefits of dance.
2. Which of the Australian bush dances did you enjoy most? Identify factors that contributed to this selection.
3. Explain what is meant by a longways set.
4. Research a popular dance other than the jive. Suggest why this dance has appeal.

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Explore more with this weblink: [Be a choreographer](#)

4.14 Games

Games provide ways of developing fitness and skills such as agility, coordination and speed. They also provide enjoyment and competition, help develop leadership and are important in nurturing social skills such as working as a team and getting along with others.

Engage

Games build on specialised skills that have already been learnt. They can require you to transfer skills from one activity to another similar activity, thereby making aspects such as teamwork, strategies and decision-making a lot easier to learn. Many games can be modified; that is, the rules can be simplified and the field size can be reduced if necessary to help you learn and practise certain skills in the context of the game.



Many important skills and movements are developed through participation in games.

Explore

Making game sense

We develop **game sense** through observation, practice, involvement in small games and exposure to the major game itself. Through experience, we develop our instincts, reactions and our thoughts about what to do, where to go, which pass to make, when to kick and how to pressure an opponent. Ultimately, we become better at 'reading the game' and become more comfortable with the team role we have been given.

Game sense is not unique to a particular game. Experience in one game or activity can transfer to another game that is similar, making the learning experience easier. There are many similar types of games such as:

- *invasion games*, including Australian Rules football, netball, soccer and basketball
- *court/net games*, including tennis, badminton and volleyball
- *target games*, including golf, archery, croquet and tenpin bowling
- *striking/fielding games*, including cricket, baseball and softball.

HEALTH FACT

Physical activity develops your memory. Playing games and sports stimulates your brain, which can improve your short-term memory. Staying physically active throughout your life can help delay the onset of memory decline which comes with old age.

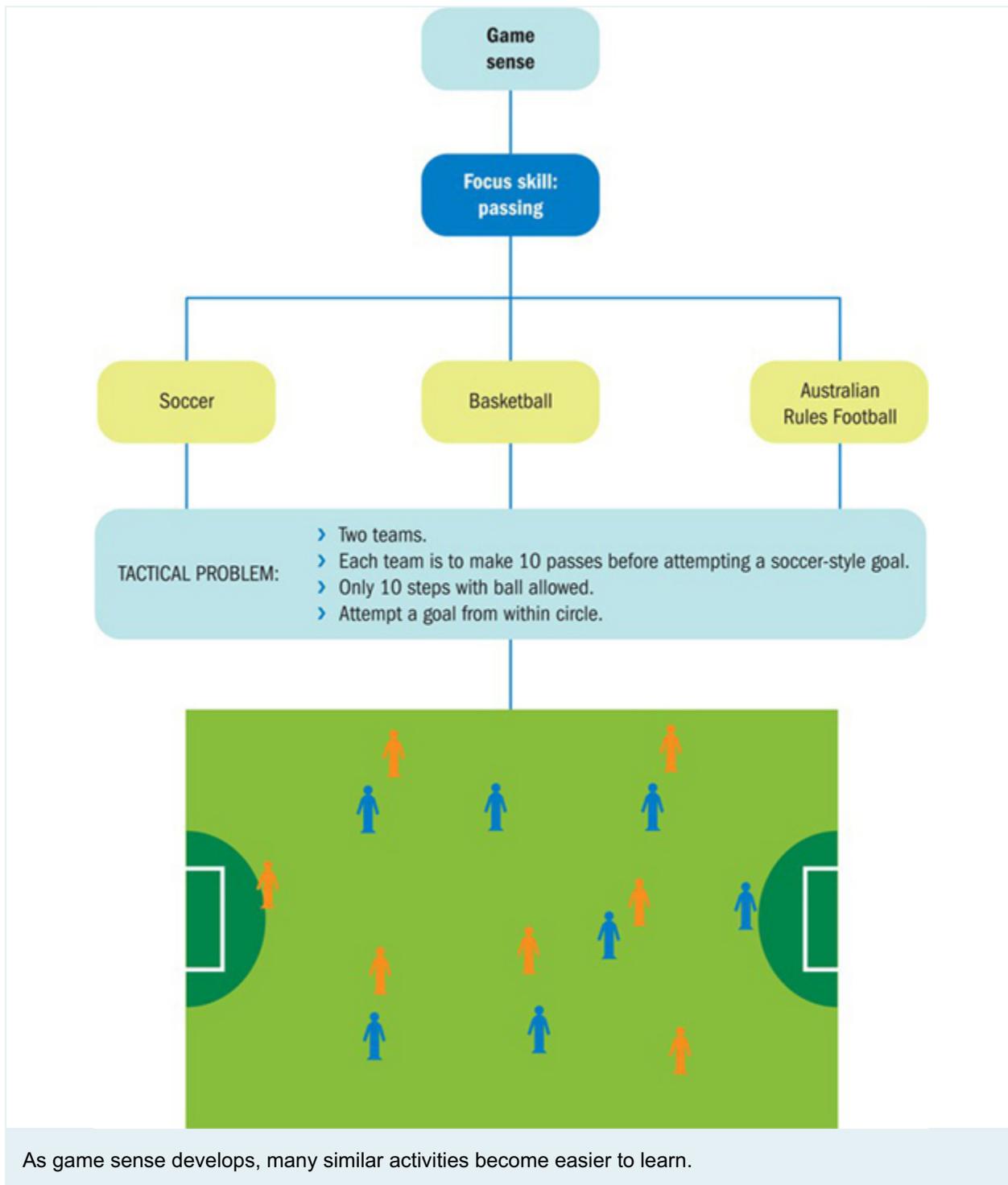
Within each of these areas, many of the skills are similar. For example, during invasion games such as Australian Rules football, basketball, netball and rugby, the ball needs to be passed from one player to another. Even though the methods are different within each game (for example, a handball in Australian Rules football, a chest pass in netball and the spiral pass in rugby), some aspects of each technique are similar. In each case, for example, the pass needs to be delivered to the front of a player so that the player is running towards the ball.

DID YOU KNOW?

Soccer is the world's most popular sport. It is played by more than 20 million people in more than 140 countries.

The activities that follow all have a focus. By using problem-solving exercises, such as the one illustrated in the figure below, you can find ways to use your skills on the field. As you become familiar with how certain

techniques works, you will find that you can relate the basic principles to many games that are similar in structure. The game-sense approach then allows us to develop skills that apply to many games, and, as a result, we will readily learn and enjoy sports.



As game sense develops, many similar activities become easier to learn.

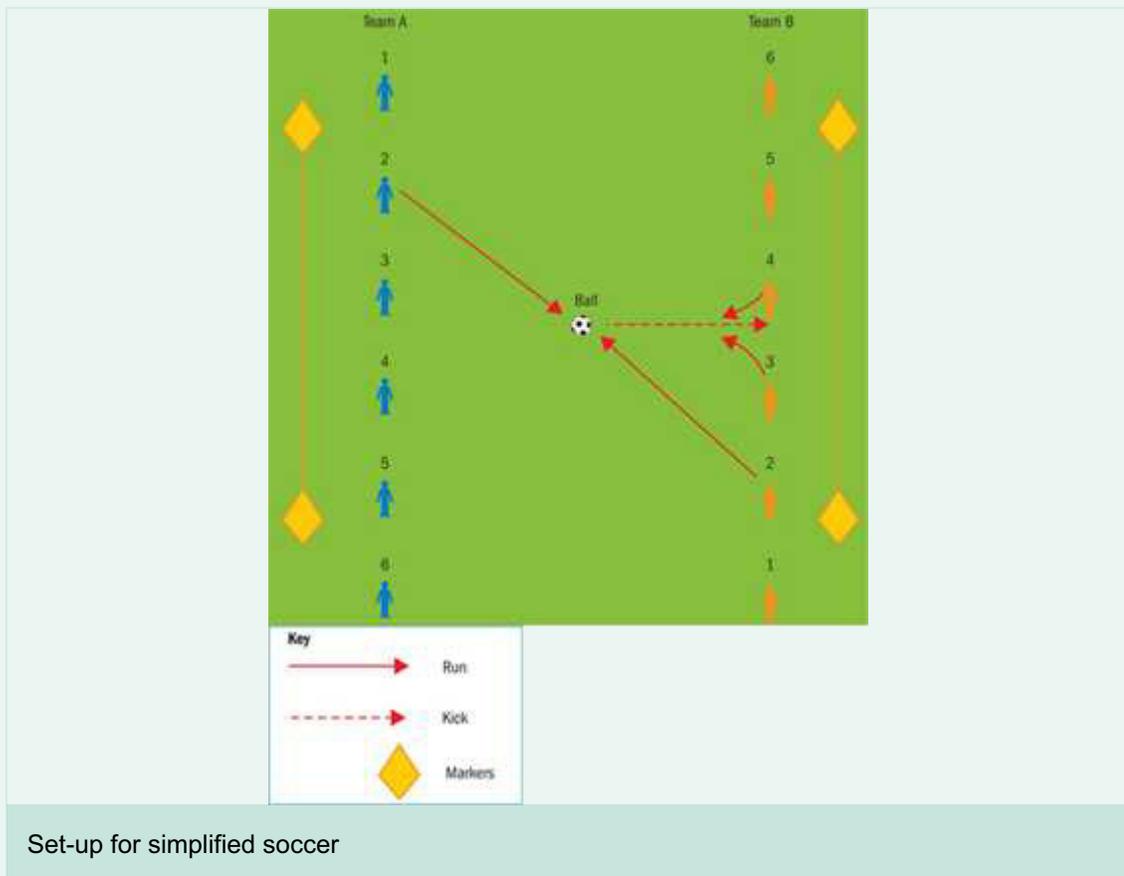
ACTIVITIES

1 Simplified soccer

Equipment soccer ball, court, markers

1. Two equal teams line up along the goal lines, facing one another. The goal lines are about 25 metres apart. The soccer ball is placed in the centre between the two teams. Players in each team are given the numbers 1, 2, 3 and so on. When the teacher calls a number, both students with that number run forward and try to kick the ball past the opponents' goal line. The ball is not allowed to be kicked higher than the players' heads. When the ball is kicked, teams try to prevent the ball crossing the goal line by trapping it with their feet or kicking it. The ball is not allowed to be touched by the hands. When a goal is scored, teams reassemble and a new number is called. The winning team is the one scoring the most number of goals within a set time period.

This game can develop into soccer. Many specialised skills are involved in soccer, including dribbling, passing, trapping and heading.



Set-up for simplified soccer

2. Use the **Soccer smash** weblink in your eBookPLUS to try your skills at soccer smash.

2 T-ball

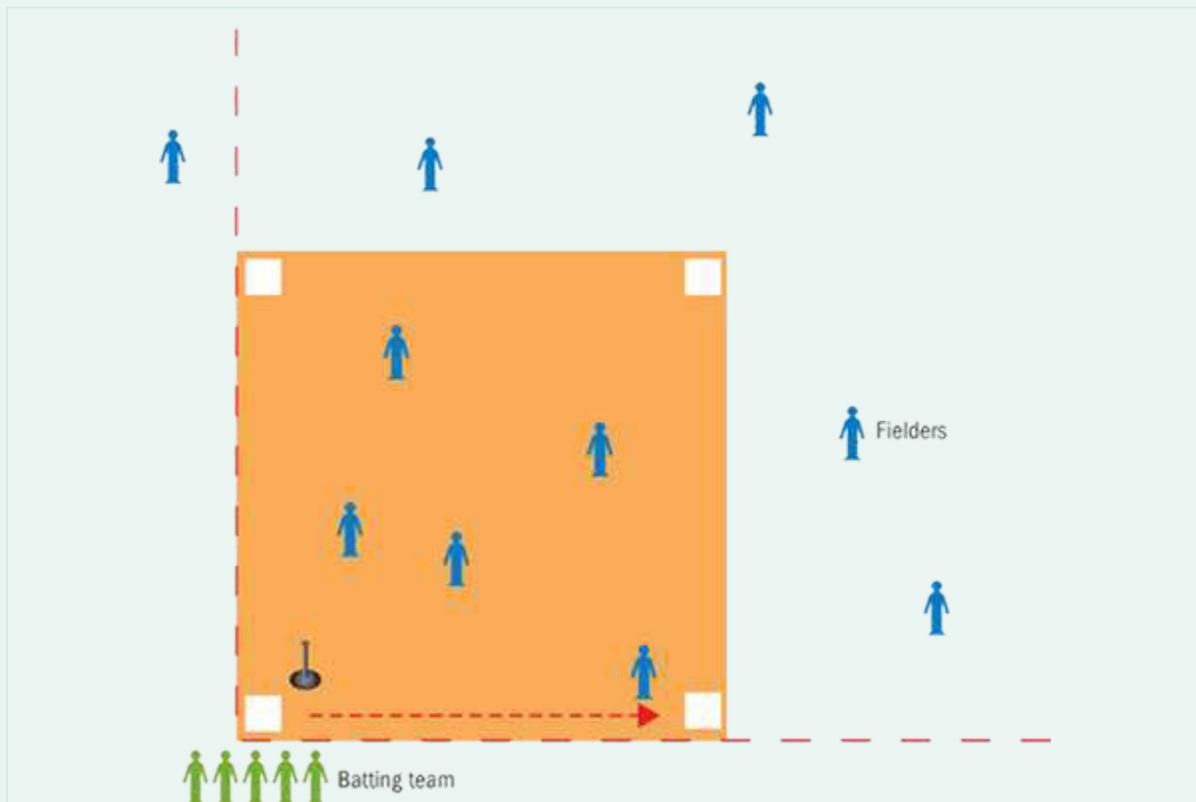
Equipment T-ball stand, softball, softball bat, four bases, softball gloves, face mask, helmets, a softball diamond with bases about 15 metres apart

Create teams of 10–12 players each. The batting team assembles in batting order well away from the T-ball stand. The fielding team occupies the bases and various places in between.

The batter places the ball on the T-ball stand, hits it into the infield (within the dashed lines of the diagram below) and attempts to run around the bases and back to home base. The batter is out if the ball is hit out of the field of play, caught on the full or they are tagged with the ball before getting to a base. If the batter chooses to wait on a base, they must remain there until the next batter makes contact with the ball on the T-ball stand.

Batters must run on a straight line between bases. They can return to a base if the ball reaches the base ahead of them first, providing the base does not become occupied by one of their own team in the meantime. If the runner is forced from a base, they are out if the ball reaches that base before they get there. If the runner is free — that is, the base to which they are running is unoccupied — the runner must be tagged. The winning team is the team scoring the most number of runs.

T-ball has many of the skills required in softball but is much easier to play because the hit involves a ball that is stationary. In softball, the pitched ball is moving rapidly towards the batter and the hit requires good timing and anticipation.



Set-up for T-ball

3 Modified hockey



Equipment hockey sticks, soft foam ball, bucket, court

1. Devise a game where players must use a hockey stick to get a soft foam ball into a bucket at the far end of a court. Develop rules as a class, including how far off the ground the stick may be lifted, how to block a player getting to the ball, the use of feet to control/dribble the ball and how far it may be dribbled.
2. Draft a list of safety issues, particularly as they relate to lifting sticks when close to other players.
3. Discuss the game as a class, identifying skills you may need to play the game effectively.
4. Play the game.

CHECK & CHALLENGE

1. Explain what is meant by 'game sense'.
2. Choose two sports where passing is important and discuss how what you have learnt in one might assist developing the skill in the other.
3. Explain why problem-solving activities are good for developing game sense.
4.
 - a. When you played simplified soccer, describe the tactics your team used to prevent the ball crossing the line.
 - b. As an attacker, what type of pass worked best when a defender was in the way? Why?
5. In modified hockey, explain how the rules generated by the class assisted in promoting safety in the game.
6. Discuss the importance of field placements in hockey and T-ball.
7. Investigate another small-sided game which could be used to develop attacking skills. Devise a drill that could be used to assist. Use the **Small-sided soccer** weblink in your eBookPLUS to help you.

eBookplus RESOURCES



Explore more with this weblink: Small-sided soccer

Explore more with this weblink: Soccer smash

4.15 Gym fun

Practising gymnastics in a safe manner is important because it is one of the few activities that develops all major muscle groups. In this lesson you will explore some of the positive effects of gymnastics and practise some basic skills.

Engage

Most of our team sports focus on cardiorespiratory fitness, developed mainly through running and jogging. The huge variety of gymnastic activities ensures development of all major muscle groups including those of the back, arms and shoulders. In addition, gymnastics improves muscle tone, greatly enhancing our shape and appearance.

Use the **So you want to do gymnastics** weblink in your eBookPLUS to watch some gymnastic movements and routines at an Olympic level. In particular, note the level of skill and precision.



Practising gymnastics safely can have a positive impact on your flexibility and muscle development.

eBookplus RESOURCES



Explore more with this weblink: [So you want to do gymnastics](#)

Explore

Gymnastic skills

As we develop gymnastic skills, we not only strengthen our muscles and joints, but also learn to manipulate parts of our bodies. Gymnastics also helps us develop important fitness components such as **balance**, **power**, **strength**, **agility** and **flexibility**. Important gymnastic skills relate to movement, balance, rotation, springing, landing and flight. Before beginning any gymnastic activities, be sure you are warmed up, stretched and have plenty of mats or padding. Also, do not progress to new activities without teacher guidance.

You may have difficulty with some or many of the gymnastic activities shown. However, the real benefit is in the practice, not necessarily perfecting the movement. Once we can perform a skill such as a handstand, we feel a sense of accomplishment. We then try to improve the way we do it. Each time we practise, the supporting muscles become stronger, ultimately improving our muscle tone. This overall strength development is very important in maintaining and preserving our body structure.

A range of rhythmic gymnastics exercises that will prepare you for the lesson are illustrated in activity 1 of this lesson. The two activities that follow demonstrate a variety of balance exercises. This will require that you work with a partner or in a small group. These activities will develop your strength and balance. A number of rotation activities follow. It is important that progression is gradual and that you focus on good form and technique.

Choices should be made regarding vault, mini-trampoline and balance beam activities. Much will depend on the equipment available, the ability of the group and the need for safety. The movements should be studied carefully and attempted only under teacher guidance.



Gymnastic activities are many and varied, providing opportunity for fun and challenge.

HEALTH FACT

Cardiovascular disease affects 3.7 million Australians, killing one every 10 minutes. It affects one in five Australians and two out of three families. A balanced diet, regular exercise (such as gymnastics) and not smoking are the best measures to prevent the onset of the disease.

DID YOU KNOW?

At the 1976 Olympic Games in Montreal, 14-year-old Romanian Nadia Comaneci became an Olympic legend when she scored a total of seven perfect 10 scores in gymnastics. Before 1976, no male or female had ever received a perfect score in any Olympic gymnastics event. So Nadia became the first gymnast in history to know what it's like to be perfect.

Other benefits of gymnastics

Gymnastics has many benefits other than the development of the fitness components just mentioned. You will be surprised just how much it improves your confidence, particularly as you are gradually able to master new movements, many of which you might not have expected you could do.

Gymnastics also improves your teamwork skills. Development of gymnastic skill requires assistance, cooperation and often a need to 'spot' or aid others in performing movements that may be difficult. Because of this, a sense of trust in and reliance on fellow peers develops. Helping others is a 'feel good' experience. It enhances our sense of care and responsibility. The balance activities shown in activity 2 of this lesson are examples of skills that cannot be developed in isolation. You will discover that there is much more to these types of activities than simple balancing.

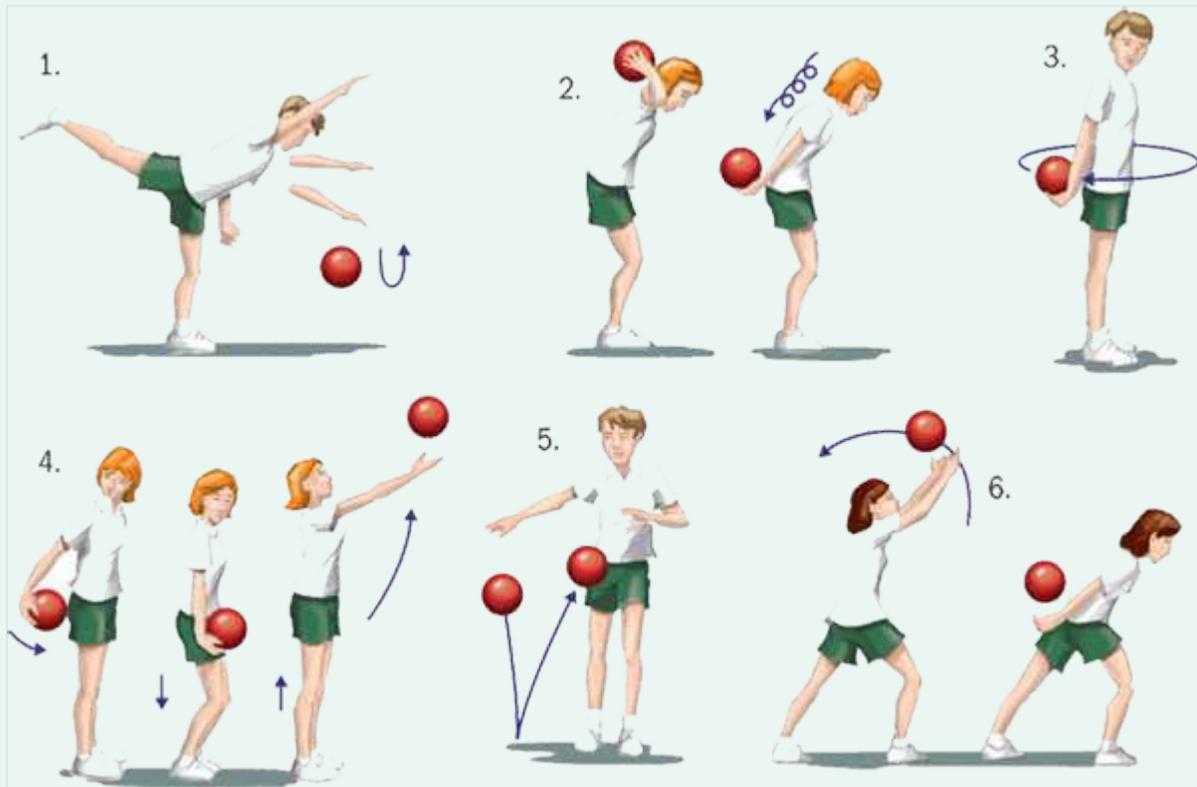
Finally, gymnastics helps develop our body awareness. As we perform movements, we become more aware of space and how our body is using it. We become conscious of how our body parts relate to each other and their dependence on one another for skilful execution. For example, where are the arms placed in a cartwheel, and what is the role of the legs to enable good hand position to be achieved? Consideration of such things broadens our spatial awareness as well helping our skill development.

ACTIVITIES

1 Let's warm up

safety check 

Follow a general purpose warm-up with some stretching exercises. Then practise some of the rhythmic gymnastics skills illustrated in the figures below.

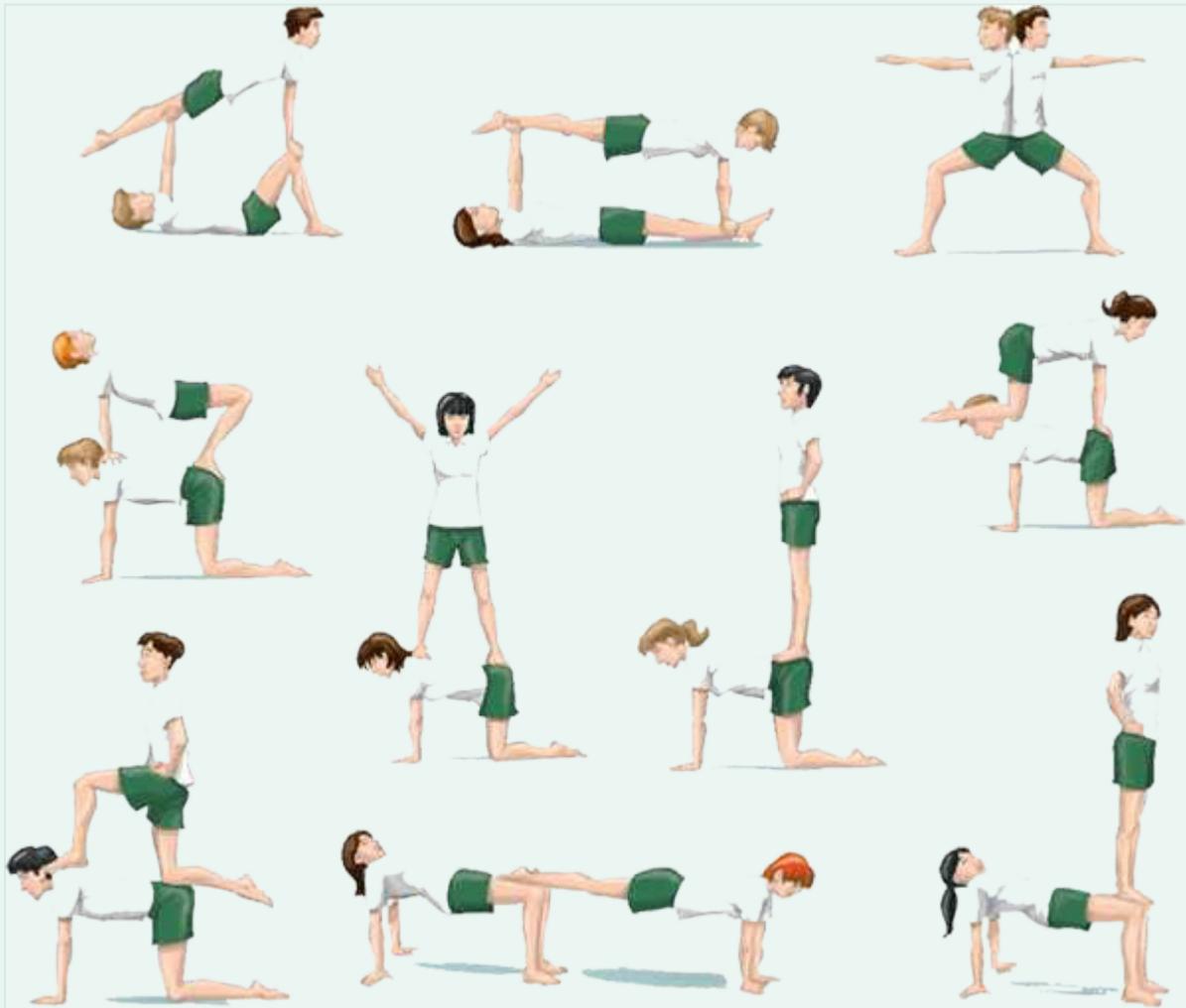


Rhythmic gymnastics skills

2 Two-person balances

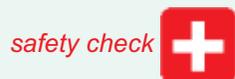
safety check 

Balance activities can be lots of fun because they challenge our abilities and, in most cases, we get to work with others. The figures below show a number of two-person balances. Form pairs (choose someone of approximately equal size) and work your way through the balances illustrated. Once you have completed a balance, alternate positions within the balance. Focus on maintaining strength and displaying good form (that is, good to look at). Aim to hold each balance for at least five seconds.



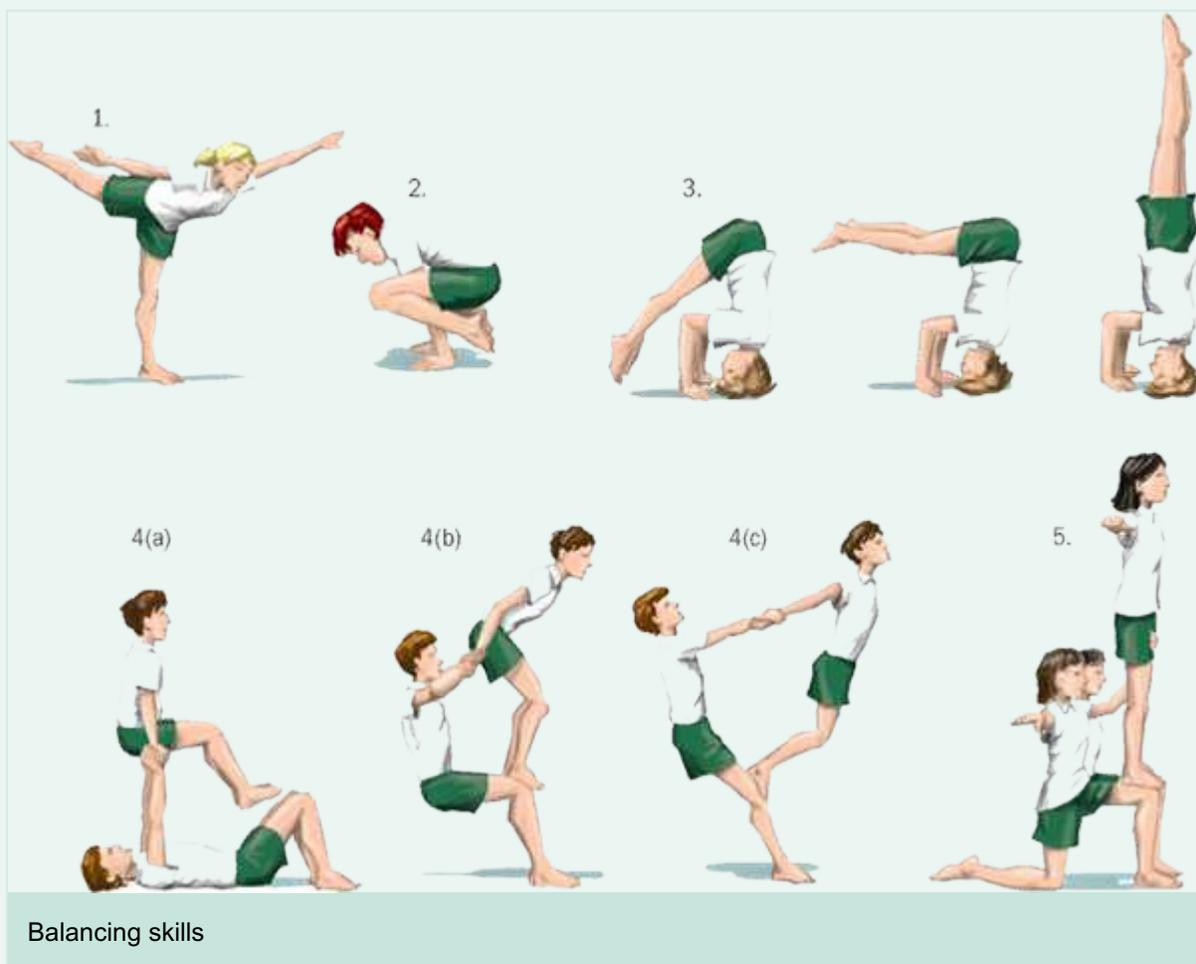
Two-person balances can be fun and challenging.

3 Single, double and multiple balances



The balances shown in figures 1–5 below use single, double and multiple formations. Try them only if and when allowed by the teacher.

1. *Arabesque* — balance on one leg, lean forward and spread arms to assist balance. Work in groups.
2. *Crouch balance* — place knees on elbows and balance on hands.
3. *Headstand* — place hands and head in a tripod position, then push the hips up and kick the legs.
4. *Two-person balance* — try these and then create your own.
5. *Three-person balance* — try this and then create your own.



Balancing skills

4 Rotation activities

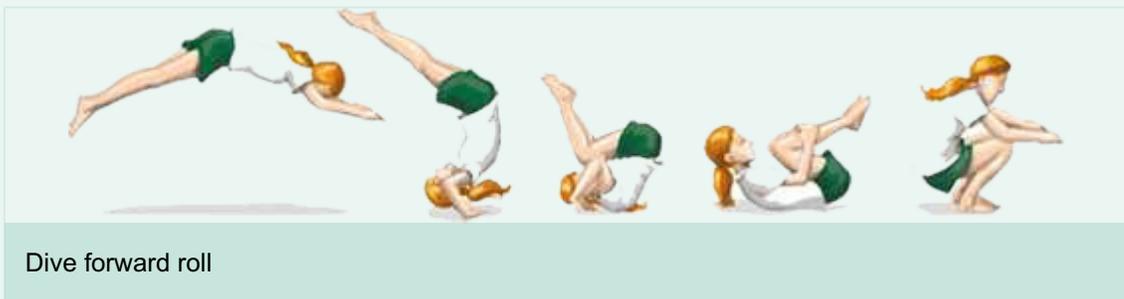


The following activities progressively become more difficult. They are to be performed under teacher guidance. You should be confident in your ability to perform one activity before moving on to the next.

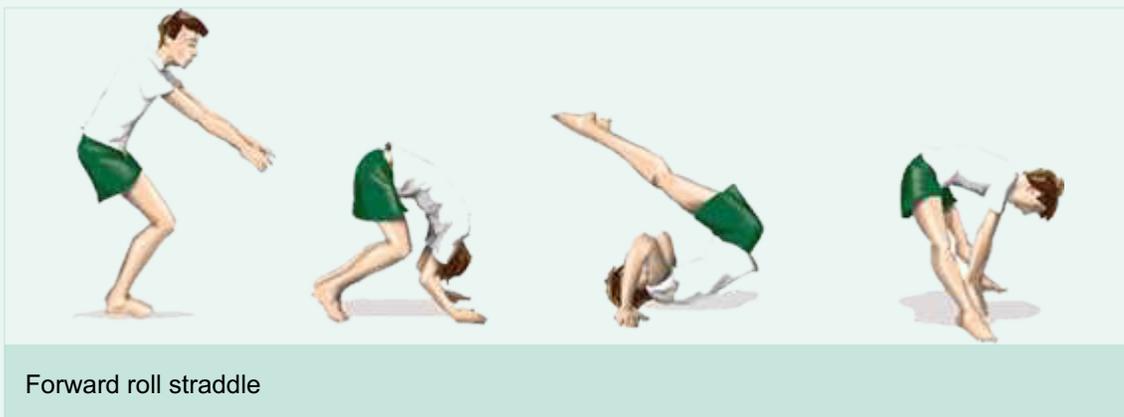
1. *Forward roll* — place hands on the mat, shoulder width apart and fingers forward. Drop your chin onto your chest, push off, roll on your shoulders and let the motion carry you onto your feet.



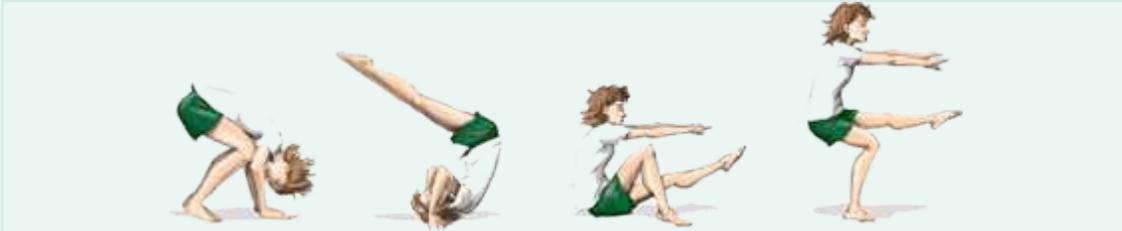
2. *Dive forward roll* — same as the forward roll, but begin with a small dive onto your hands.



3. *Forward roll straddle* — as you come out of the forward roll, straddle your legs, reach forward and roll up onto your feet.



4. *Forward roll walkout* — as you roll forward, stretch out with one leg and rise up to a balanced position.



Forward roll walkout

5. *Forward roll to arabesque* — perform a forward roll and then walk out and lean forward to an arabesque.



Forward roll to arabesque — combining rotation with balance

6. *Cartwheel* — place one hand on the mat and, while moving directly down the mat, swing your other hand over followed by each leg in turn.



Cartwheel — combining rotation with balance

7. Sequences

- a. *Sequence 1* — Move from an arabesque to forward roll.
- b. *Sequence 2* — Perform a dive forward roll into a forward roll straddle into a backward roll.
- c. *Sequences 3–7* — Create five sequences, each containing at least three different gymnastic floor skills.
- d. Demonstrate your sequences to the class.

5 Beginner vaults

safety check 

The following vaults can be performed on the short box. Be very careful when practising. Only perform vaults under direct teacher supervision and do not move onto the next skill until you are confident. Focus on performing movements with good form, that is, quality of flight, straight legs where required and demonstrating balance on landing.

1. Jump to the box, then jump off.



2. Jump between two people sitting on the box, pushing from their shoulders.



Consider everyone's safety when several people are involved.

3. Place your hands on the box and bring your feet in between them (through vault).



Through vault

4. One foot take-off, then push off the box with both hands (thief vault).

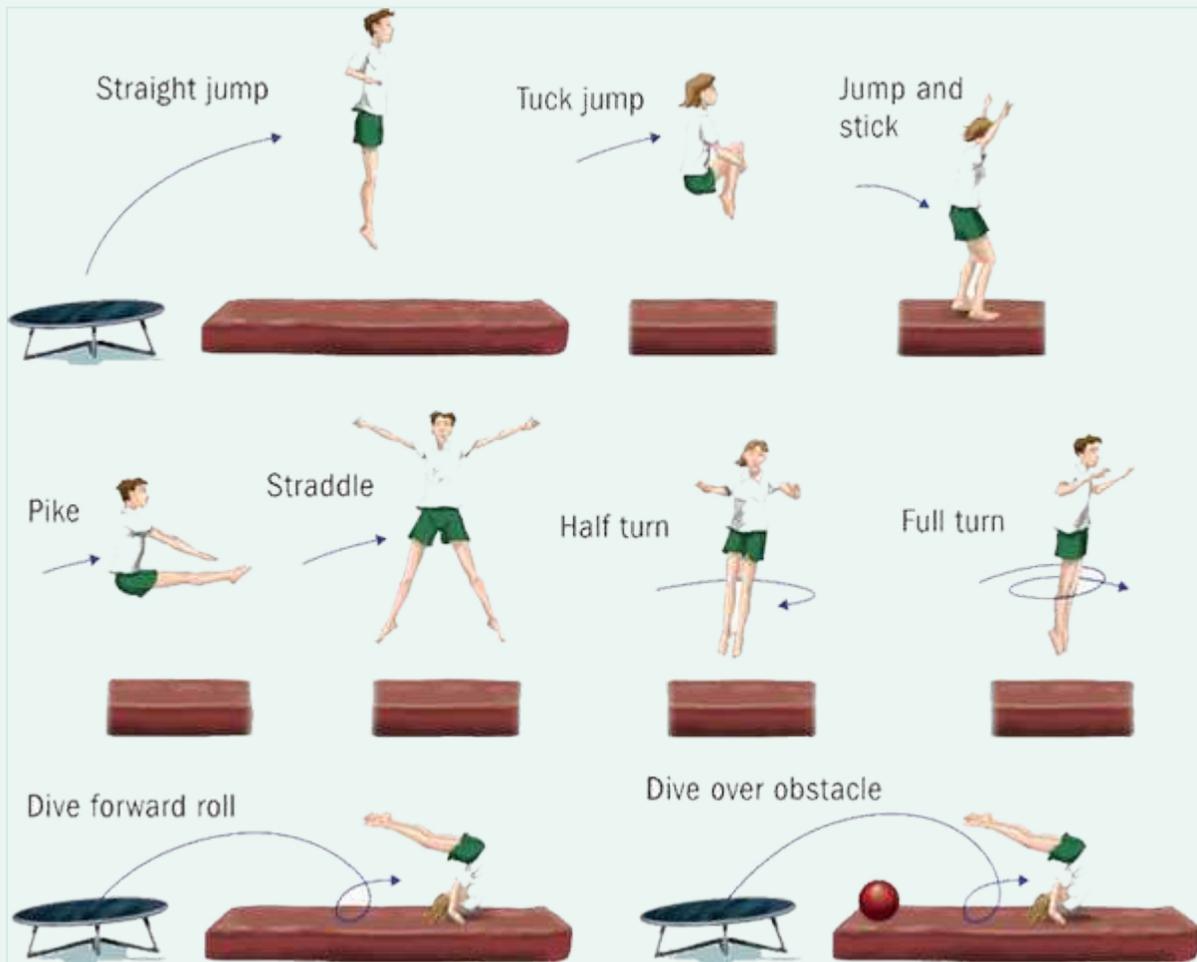


Thief vault

6 Mini-trampoline

safety check 

Under direct teacher supervision, practise the following skills. When approaching the trampoline, the approach needs to be slow and the final movement is a jump; that is, push off from one foot to both feet.



Mini-trampoline/beam skills focusing on springing, flight and landing

7 Balance beam

In pairs, practise each of the balance beam skills shown below. Ensure your partner is working beside you as a spotter at all times and is prepared to steady you should you lose balance. Once again, focus on control and good form.



Balancing beam skills

8 Safety

1. Use the **Safety in gymnastics** weblink in your eBookPLUS to read about spotting in gymnastics. Choose two gymnastic skills where spotting (padding) is essential to ensure safety. Describe the role of the spotter in each skill and explain why this role is important.
2. Use the **Safety in gymnastics** weblink in your eBookPLUS to review some tips on minimising injuries in gymnastics. List five precautions which will assist in creating a safe gymnastics environment.

CHECK & CHALLENGE

1. Explain the benefits of gymnastics.
2. Gymnastic skills challenge our abilities. Describe two balance activities that challenged you and how you overcame the problems encountered.
3. Many gymnastic skills develop balance and precision. Identify two skills that fit this description and explain why.
4. Why is safety important in gymnastics?

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Explore more with this weblink: Safety in gymnastics

4.16 Go outdoors

Outdoor experiences are challenging and rewarding. They provide relief from the often highly structured indoor way of life. Orienteering and bushwalking are two popular outdoor activities, but there are many others.

Engage

Much of what we do is within the confines of the classroom or, later in life, within the walls of the home or office. Many of us long for open spaces, freedom and opportunity to relax. Fortunately, there are places to go to do this and, for those who are looking, adventures to be had. However, we do need to ensure that the best possible experiences are sought, that we are well equipped and that our knowledge of safety is adequate for what we intend to do.

Use the **Go surfing!** weblink in your eBookPLUS to watch a short clip on how to surf a wave. In particular, take note of points that will help you if you haven't used a surfboard before.



eBook *plus* RESOURCES



Explore more with this weblink: [Go surfing!](#)

Explore

Recreational activity

There are many benefits to outdoor recreational activity, including breaks from schoolwork, study and chores, an opportunity to socialise with others, improvement of our health and fitness, relaxation, new skills and an opportunity to appreciate our abilities and express our talents.



Recreational activity provides opportunity for enjoyment.

There are many recreational and adventure activities from which we can choose. Depending upon our school environment, we might have access to some of these as part of our physical education or sports programs. Access to others may be through excursions and school camps, and many more may be experienced outside of the school environment. At this stage, it is important to be aware of the range of activities available to us, participate in some and develop new skills, knowledge and behaviours so that when we choose to do activities of this nature we will be able to do so confidently and safely.

DID YOU KNOW?

Orienteering was invented in Scandinavia around 1900 as a military game. Soldiers had to practise getting messages to areas unknown to them in the fastest possible time. It is now a popular outdoor activity, combining thinking and fitness into a 'cunning running' experience.

Some popular recreational activities include:

- abseiling
- bike riding
- bushwalking
- camping
- canoeing and kayaking
- caving
- cycling
- fishing
- kite flying
- orienteering
- rock climbing

- sailing
- scuba diving
- skateboarding
- skiing (cross-country and downhill)
- snorkelling
- surfing
- table tennis.



There are many recreational activities.

HEALTH FACT

Outdoor activities are known to reduce stress levels. The influence of the natural environment together with an escape from urban life, a sense of achievement and feelings of revitalisation lower the activity of hormones that cause stress. It is certainly a good reason to get involved in outdoor activity more often.

ACTIVITIES

1 Plan an expedition

1. Form groups of four. Your task is to plan an expedition to a bush area, stay overnight and return the next day. Using the headings and questions below, develop an outline of your plan and submit it to the class. Evaluate each of the plans and choose one as a blueprint for a class expedition.
 - *Letting people know.* How long will you stay and what is your expected time of arrival home?
 - *Transport.* How will you get to the camp? What will be the cost? Are permission notes required? Is a special drivers licence required?
 - *Camp site selection.* Is permission to use the site required? If so, from whom? How much does it cost and are access keys required? Can you reach there and return in the time available? Is it a safe place to stay? Are there any fire restrictions?
 - *Equipment.* How many tents are required and how many students will there be to a tent? How will you share the transport of equipment? Do you need to buy/hire/borrow equipment such as sleeping bags, tents, torches and cooking utensils?
 - *Food.* What meals are required and what prior shopping is essential? Is water available? Can you carry all that you require? How will you cook your meals, especially if there is a total fire ban restriction?
 - *Clothing and footwear.* Do you have appropriate clothing and footwear for the type of terrain and the temperatures you would expect?
 - *Safety skills.* Think of safety requirements for yourself and the group. Is the route you are taking safe? Have you organised a first aid kit? Is anybody trained in first aid in case of an injury?
 - *Emergency procedures.* Have you developed a **risk management** plan? What will you do in case of accident/fire/flood/storms? Will you be able to get out? Will somebody be carrying a mobile phone? Who do you contact in case of emergency?
 - *Personal skills.* Are you personally fit enough for the challenge? What distances and terrain are involved and will you be capable of this while carrying all your equipment? What skills do you have that might be important to the group (for example, compass and map reading) and what skills might the group have that might be important to you?
2. In your group, use the internet to research environmentally sound practices of which all campers need to be aware. Use the information from all groups to assemble a class camping/bushwalking code of which everyone should be aware before going on an expedition.

2 Camping — a trial run

Now that you have everything planned, perform a trial run at school or after school on the oval. In some cases, pitching a tent can be difficult on your first attempt. It is even more difficult in the dark. Use the following activities to trial and develop your skills in expedition planning. Report back to the class on each activity and have the other students evaluate your performance.

1. In groups, plan a menu for the expedition. Work to a budget and plan fully what you will cook for each meal.
2. If tents are available, set up a camp site on the school oval or grounds. Organise a competition among groups to erect and dismantle tents in the quickest period of time.

3 Dealing with emergencies

1. Locate an article from a newspaper that features an expedition/camp where there was a mishap. Work out strategies that could be used to prevent similar occurrences.
2. While your group is walking in thick bushland, you notice that one person in your group is missing. As a group, how would you handle this situation?

4 Orienteering

Use the **Go orienteering!** weblink in your eBookPLUS and read the instructions for an orienteering game. Organise it as an activity for your next lesson.

CHECK & CHALLENGE

1. Identify five activities that could be classified under the umbrella of outdoor recreation.
 2. Discuss the importance of safety in outdoor recreation.
 3. What problems did you encounter during the planning of the expedition? How did you overcome these problems?
 4. The planning activity covered a lot of areas. Discuss the importance of thorough planning when organising an expedition.
-



Explore more with this weblink: Go orienteering!



Complete this digital doc: [Crossword – moving with skill](#)

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Review

What have I Learnt?

- Skill is a special ability enabling a person to perform a movement to a high standard.
- A skill is a movement requiring expertise to perform well.
- Specialised skills are specific games skills and usually incorporate a number of smaller movements within a bigger movement. Cricket, softball and basketball are examples of sports that include a range of specialised skills.
- Successful manipulation of objects requires good hand–eye and foot–eye coordination.
- The lay-up in basketball is an example of a manipulative skill because it involves catching, aligning and shooting.
- The drop punt and arm or chest mark are examples of important manipulative skills in Australian Rules football.
- Skills are developed through practice, usually in the form of drills. Once learnt, they need to be developed in modified games.
- Technique, timing and anticipation are three important factors needed to improve skill execution.
- Gymnastics is an excellent activity for improving body control and awareness.
- Skill level is measurable using recognised skills tests. For example, the 50-metre sprint test is a recognised way of measuring speed.
- Health and wellbeing is enhanced by participation in individually-challenging sporting activities.
- Efficient freestyle technique requires coordination of rotating arms, kicking legs and breathing.
- Improved aquatic skills contribute to water confidence and safety and can be valuable in assisting others.
- The sprint start in athletics is important because it develops acceleration and balance.
- Discus, javelin and long jump are athletic events that develop power and coordination.
- Dancing is an enjoyable activity that provides opportunity for social interaction.
- There are many contrasting styles of dance including Australian bush dance and Latin American dance.
- Gymnastic skills involve movement, balance, rotation, springing, landing and flight.

- Outdoor experiences can be both challenging and rewarding.
- There are many benefits to be gained from outdoor recreation including improved health, fitness and relaxation.
- Orienteering is a popular and challenging outdoor recreational activity.

Essential question revisited

How do you improve your skills, and how can you measure how much they have improved?

Evaluate your initial response to the essential question after having studied this topic.

CHECK & CHALLENGE

1. Explain the difference between skill and a skill.
2. Outline the technique for the front foot drive in cricket.
3. Investigate one other skill in cricket and explain how it is performed.
4. Using examples, describe what is meant by manipulative skills.
5. Explain the technique for the lay-up.
6. Provide examples of ways to improve manipulative ability.
7. Using examples, discuss the importance of practice in developing skill.
8. Identify factors that are important in movement skill development.
9. Explain the role of kinaesthetic sense in skill execution.
10. Explain the role of timing in producing a good serve in tennis.
11. Describe a skills test commonly used to measure physical skills.
12. Outline the role of a checklist in assessing skill development.
13. Identify activities where subjective evaluation is an important way of collecting information for skill development.
14. Discuss how assessment of the tennis serve would differ from assessment of a dance performance.
15. Describe the technique for freestyle.
16. Outline the technique for breaststroke.
17. Describe how lifesaving backstroke is performed.
18. Outline situations where lifesaving backstroke and sculling might be valuable aquatic skills.
19. Describe the technique for the sprint start in athletics.
20. Choose one field event and describe how the skill is performed.

21. Outline the steps for one Australian bush dance.
22. Describe activities that would be helpful for a warm-up in gymnastics.
23. Why is balance important? Identify three activities that would assist in the development of balance.
24. Describe one rotation movement and describe how the skill is performed.
25. Identify the benefits of outdoor recreation.
26. Discuss the importance of planning when organising camping expeditions.

Chapter 5: Movement composition

Contents

- 5.1 Beginning a movement composition — purpose, stimuli and improvisation
- 5.2 Planning
- 5.3 Sequencing
- 5.4 Performing
- 5.5 Elements of composition — space
- 5.6 Elements of composition — dynamics
- 5.7 Elements of composition — rhythm and timing
- 5.8 Elements of composition — relationships
- Review

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5

Movement composition

Essential question

What are the features and elements of movement composition that combine to make a compelling performance or game?



Compositions are seen in all physical activities.

SYLLABUS OUTCOMES

Major outcome

On completion of this chapter, you will be able to do the following.

4.5 Combine the features and elements of movement composition to perform in a range of contexts and environments.

Contributing outcome

This chapter will also help you to do the following.

4.4 Demonstrate and refine movement skills in a range of contexts and environments.

Skills outcomes

The activities and questions will help you to do the following.

4.11 Communicating Select and use communication skills and strategies clearly and coherently in a range of new and challenging situations.

4.13 Interacting Demonstrate cooperation with, and support of, others in social, recreational and other group contexts.

4.14 Moving Engage successfully in a wide range of movement situations that display an understanding of how and why people move.

4.15 Planning Devise, apply and monitor plans to achieve short- and long-term goals.

4.16 Problem solving Clarify the source and nature of problems, and draw on personal skills and support networks to resolve them.

YOU WILL EXPLORE

5.1 Beginning a movement composition — purpose, stimuli and improvisation

5.2 Planning

5.3 Sequencing

5.4 Performing

5.5 Elements of composition — space

5.6 Elements of composition — dynamics

5.7 Elements of composition — rhythm and timing

5.8 Elements of composition — relationships

Review

5.1 Beginning a movement composition — purpose, stimuli and improvisation

In dance, gymnastics and games we see many examples of composition. During this chapter, you will have the opportunity to create many short dances, compose gymnastic routines and develop tactics for games. In this lesson you will explore the first stages of composition.

Engage

Composition comes from the word 'compose' which means to make or create. Although you might be familiar with its use in English lessons — for example, composing poetry, short stories and essays — you might not realise composition also has a place in the development of movement. It can be broken down into several stages and elements.

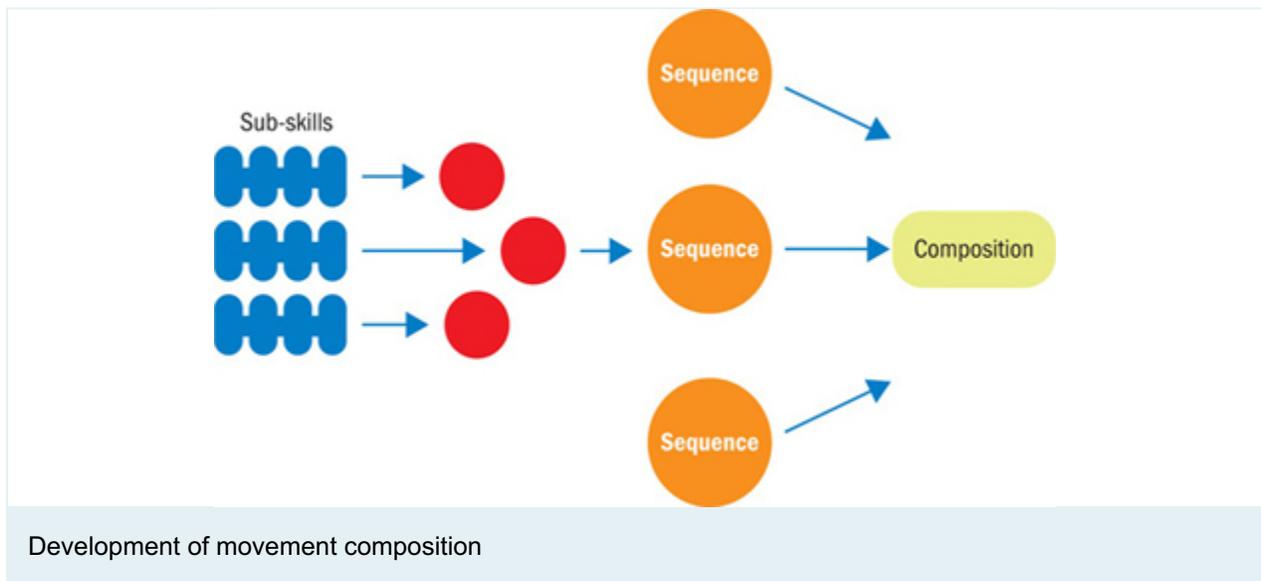
Improvisation is an important part of movement composition but it can be very difficult to improvise successfully. Use the **Improvisation** weblink in your eBookPLUS to watch a clip of comedians improvising. Do you think they improvised well? Why or why not?

 Explore more with this weblink: [Improvisation](#)

Explore

What is a composition?

A **composition** is something we create to achieve a purpose. It will have a beginning, an ending and a number of identifiable movements or **skills** in between. Movement compositions are common in dance, gymnastics, aerobics and games. A gymnastics routine is an example of a movement composition. From a starting point, the performer moves into a series of skills such as rolls and balances before closing.



Purpose

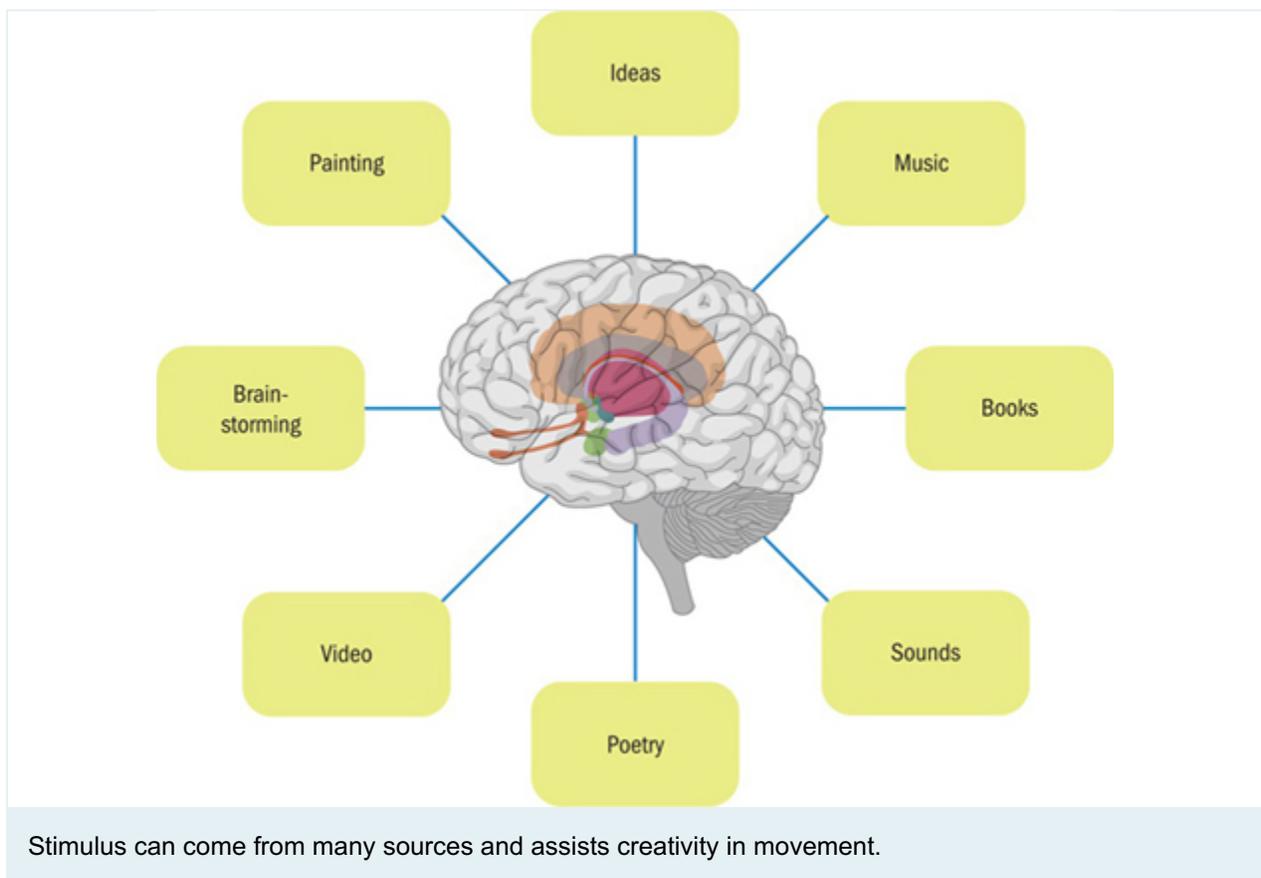
The first point to consider when developing a composition is the purpose. During this process, the reasons for or intentions of a composition need to be considered. Examples of purpose might be to respond to a challenge, to use your creative talents, to demonstrate your skill, to win a game or to entertain an audience.

The purpose addresses issues that relate to our driving force and overall planning. When the purpose is well thought out, the composition has a much better chance of being successful. Although personal achievement is an important driving force, other issues should be considered.

Responding to stimuli

Whether it be dance, gymnastics or games, some form of **stimulus** is necessary for putting purpose into a plan. Stimuli can come in the form of ideas, views, and opinions; in something we have read or something we have seen. The stimulus has the effect of making players and performers think, improvise, create, explore and compose. In some cases, the stimulus might be quite powerful, such as a stirring music track or an important memory. It might be sounds, a poem or an image. Whatever the trigger for movement, it needs to be connected to the theme of the composition.

It is good practice for groups to brainstorm the stimulus to develop concepts suited to their ideas. If the stimulus comes from a song, for example, it is essential to explore the meaning of the lyrics and harmonies so the music's sentiments are expressed clearly. The stimulus then provides the right energy for creative thinking.



Stimulus can come from many sources and assists creativity in movement.

Improvising

When we **improvise**, we need to play with ideas and put them into movements. It helps to have a whiteboard or piece of paper on which suggestions can be written and developed. In dance, improvising is about interpreting themes through movements and then trying different options. It is about being creative, experimenting with new ideas and developing a feel for what will work and what will not.

Improvising is also important in the way we attack and defend in games. When trying to produce a move in touch, for instance, we should look at the abilities of those who will be involved and the skills they will need to learn. We would also need to work out when the move could be used (from a penalty or in general play) and how it would function (create a gap in the defence, overlap or mismatch of players). When this is known, players need to try to string movements together to check whether they work. In this case, it would be beneficial to practise against **passive defence** and explore what happens when movements are slightly varied.



When developing plans before a game, ensure several people are involved and they know what they must do.

DID YOU KNOW?

Many movements in activities like yoga, martial arts and creative dance are based on the actions of animals. Some simple movements you may have heard of are the lotus position, downward facing dog, the crane and crouching tiger.

ACTIVITIES

1 Improvising in dance

Create a small dance sequence consisting of a few steps or use a dance with which you are familiar. Use the following ideas to vary the sequence and increase its aesthetic appeal.

- Try to introduce some different steps.
- Vary the music.
- Vary the speed of movements.
- Make more frequent changes of direction.
- Space out or bring performers closer together.
- Contrast movements — give more energy to forceful movements and less to docile movements.
- Try including or excluding performers and observe what happens.

Work with the changes and then perform your old sequence followed by the new sequence. Was it improved? Does it have more appeal?

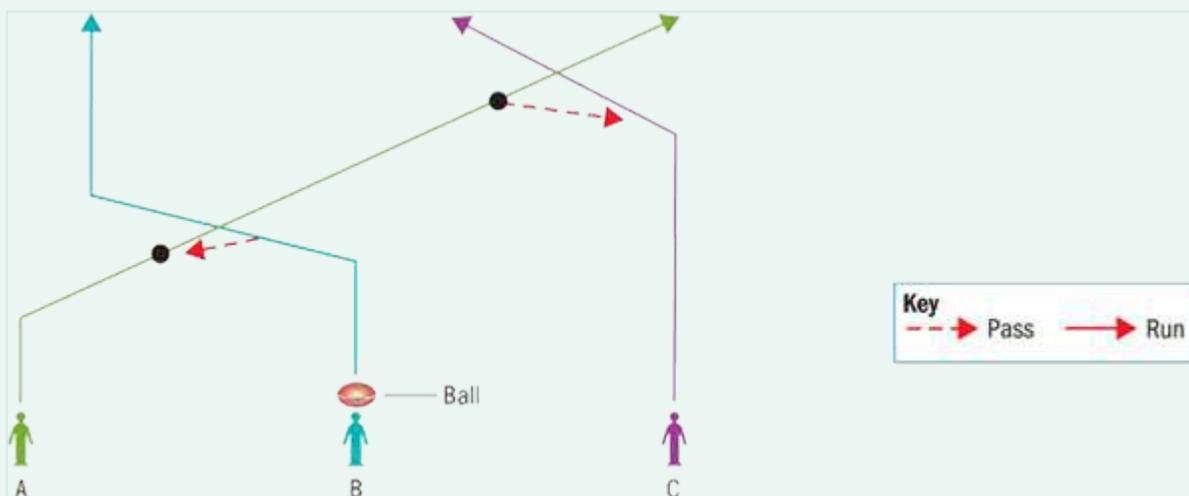
2 Improvising in gymnastics

1. Develop a routine that includes:
 - a. three locomotor (travelling) movements, of which one must be a spring with a controlled landing
 - b. two non-locomotor (non-travelling) movements, of which one must be a balance
 - c. two skills where strength is the dominant feature
 - d. two skills where springing is involved
 - e. a standing start and finish that is balanced.
2. Practise the routine and work with the key parts in an attempt to make it interesting and innovative.
3. Show your routine to the class and have them evaluate it in terms of its originality.

3 Improvising in touch

Study the figure shown below. It shows a simple move whereby three attacking players pass the ball and move right or left, forcing the defence to adjust. The skills needed are passing and switching; note that the pass cannot travel in a forward direction (no forward passes).

1. Three players line up across the field, the middle player (B) starting with the ball.
2. Players run forward and then B switches with A, passing the ball in the process.
3. A continues forward and switch passes to C, who ends up in the centre.
4. Repeat from step 1.
 1. In groups of three, perform this move and, additionally, plan two other moves that help create space for one of your players. Then try them all against three passive defensive players.
 2. As you become more comfortable with your move, the defence may become an **active defence** and you may increase the pace.



Changes in player direction and ball movement in touch can be difficult to defend.



Improvisation during rugby training can lead to the development of passing and switching moves that frustrate the opposition.

CHECK & CHALLENGE

1. Explain the elements of composition.
2. Explain what is meant by a movement composition.
3. Use an example to explain the importance of purpose in developing a movement composition.
4. Think of three different sources of stimuli you might find that are different from the ones mentioned. How would you use one of these stimuli to invent a new game?
5. What is meant by improvisation? How could the use of improvisation improve a dance sequence?

5.2 Planning

When we are creating a composition, it is very important to make a plan to help keep things organised. Planning can help us ensure our ideas will become a successful performance.

Engage

Planning is an exciting but difficult stage in composition development. This is the stage where ideas come together and the method for putting them into practice is mapped out. Have you ever drawn up a detailed plan for something? If you haven't, movement composition is a good place to start.

Explore

Once the purpose of our composition is established, we should **plan** in detail what we have in mind. The following are some planning and organisational questions that need to be answered.

- What are we trying to do?
- Why is it important?
- Do we have sufficient players/dancers/gymnasts to carry it out?
- What are the individual strengths and weaknesses of each member?
- How often will they be required to practise?
- Are they sufficiently keen to do what is required?
- Do we have the equipment/fields/resources (for example, music) for practice/rehearsals/performances?
- Will we have sufficient time to fully develop our ideas?
- What safety procedures do we need to consider?

Get organised!

Although many people can have an input into planning a composition, one person usually has an overriding responsibility for organising it. In dance, this person is the **choreographer**. The choreographer may ask individuals or small groups to plan movements or sequences that will fit into the overall theme. Small groups can work on parts with which they feel comfortable or that they need to improve, such as balances, turns, leaps and partner work. The choreographer then puts it all together and adds details, such as spacing and design.

When planning compositions, it is important to be organised — for example, the smaller parts must be linked to a theme that is evident to the observer. The sequences must also be clearly linked and have a sense of connectedness. This use of **transitions** contributes to the flow of movement, melding it to the theme.



Proper planning involves not only piecing together the movements, but also considering problems and difficulties.

Planning a dance composition involves:

- developing a theme or focus
- thinking of ways this theme can be interpreted through movement
- selecting music
- organising steps, movements and actions
- producing sequences
- developing skill, rhythm and timing
- selecting props and backdrops if necessary
- catering for effects such as light and sound if needed
- creating costume ideas
- putting it all together.

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Planning for games

Game planning is carried out by the coach, who is sometimes helped by an assistant coach. An overall game plan usually consists of a number of smaller plans that come together as a result of working on **offensive strategies** and **defensive strategies**.

Most coaches try to keep offensive moves simple. If moves are too complicated, players forget where they should be at a particular time and the movement breaks down. It is better to use a number of simple moves that can be applied in a range of situations, rather than complex moves that are difficult to execute. Coaches also need to ensure players and reserves are aware of what to do if replacements are made so the strategies still work.

Defensive strategies also require planning. A zone defence in basketball, a sliding defence in football or any team sport defensive pattern requires all players to know where they should be regardless of where the opposition positions itself. Patterns also need to be flexible. Sometimes, defensive patterns need to be adjusted to accommodate an individual's particular skills, because the pattern is not working or because the opposition has changed its point of attack.



In sports such as Rugby League, coaches use training sessions to practise moves and strategies.

ACTIVITIES

1 Planning a gymnastics composition

Divide into pairs. Each partner should create a plan for a gymnastics composition to be performed by their partner.

1. In writing your plan, you will first need to consider safety risks and list the precautions your partner should take before practising.
2. Plan the movements of your composition. Consider the size, strength and skills of your partner, to make sure they will be able to perform the movements you choose. Also think about how each movement will flow on to the next.
3. Teach your partner your composition, training them in any new or tricky skills to try to improve their style and lightness of movement. Observe them performing the composition and offer suggestions for improvement.
4. Switch roles and repeat the process.



A gymnastics coach observes a performance and gives critical feedback.

2 Planning a training session

1. You are the coach for a local soccer team (or any sport of your choice). Plan a training session for your team, keeping the following points in mind.
 - Safety — always include a warm-up and cool-down.
 - The varying fitness levels within your team — try not to include tasks that some team members may find too challenging.
 - Focus on the skills the game requires — for example, practising kicking, passing or dribbling.
 - Offensive and defensive strategies
 - General teamwork among players
2. Create a code of conduct for your team. What qualities of good sporting conduct should a coach encourage?

CHECK & CHALLENGE

1. Describe important planning considerations that relate to a dance performance.
2. What is the role of the choreographer in dance?
3. List five things a coach must keep in mind while planning for their team.
4. Explain the difference between an offensive and defensive strategy.
5. Choose a game. Identify two safety issues that would be addressed in your plan.
6. Use the **Was it well-planned?** weblink in your eBookPLUS to watch a dance routine. Do you think this is a well-planned dance performance? What do you like or dislike about the choreography?

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Explore more with this weblink: [Was it well-planned?](#)



Complete this digital doc: [Planning a gymnastics competition](#)

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5.3 Sequencing

The foundation of dance, gymnastics and games is the sequence, which can also be called the routine or the pattern. In this lesson you will learn how to use sequencing to organise the individual parts of a dance or game into one successful performance.

Engage

Most movement skills need to be linked. Throwing is an important single skill. However, in a game of cricket, we often need to run to where the ball is going, catch it, throw it and return to our place on the field. Sequencing connects little movement parts in the best order. How does it apply to dance, gymnastics, games and many other activities?

Use the **Long jump** weblink in your eBookPLUS to view the movement sequence of the long jump. Is it similar to the triple jump, which is illustrated later in this lesson? Can you identify the sequences involved in performing this skill at this level?

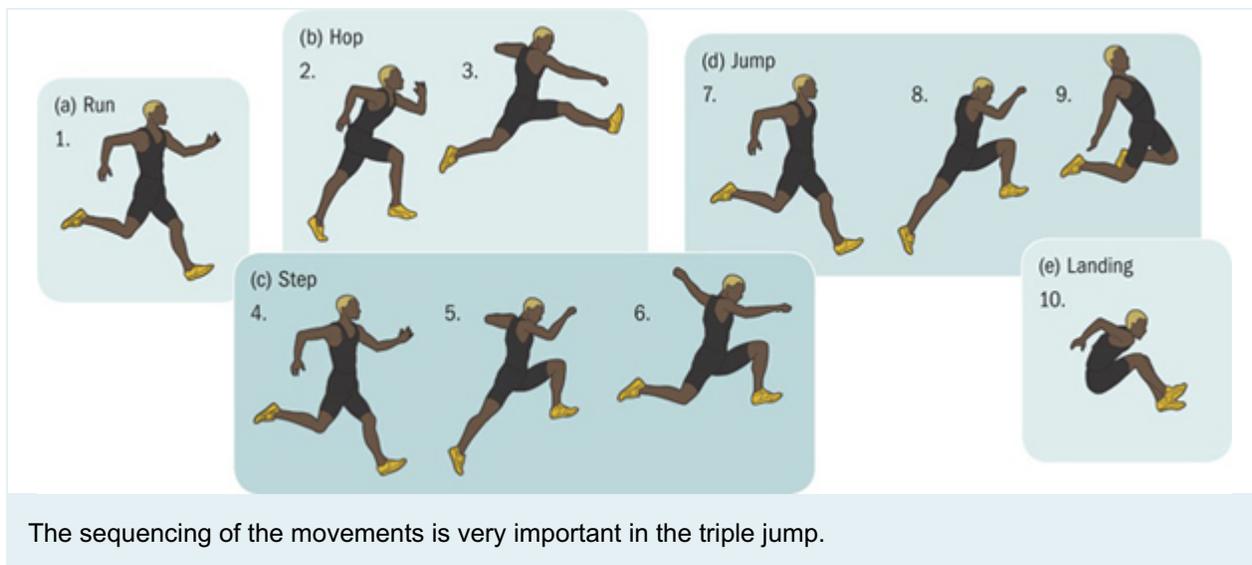
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Explore more with this weblink: Long jump

Explore

Once our planning is finished, we need to develop skills and put them into a **sequence**. Sequences can be recognised because they have a definite start and finish. Movement sequences can be short, comprising two or three skills, or more elaborate. An example of a movement sequence is the triple jump, for which the person performs a run, hop, step, jump and landing. The five skills are linked, each flowing into the other and resulting in a small composition. If one link is not strong or not bound tightly to the others, the chain will break, as will the sequence. Can you think of any other examples of sequencing?



Dance

In dance, a familiar sequence is the introductory part of the Virginia reel. The beginning of this dance requires you to skip, right and left turn around your partner and do-si-do both right and left with your partner (see 4.13 Let's dance). Once the movements are learned without music, dancers then practise while trying to stay in time with the music. The final test is to perform the sequence with a partner. When this movement is mastered, further sequences are added, resulting in a dance.

The position of a sequence in a dance composition is illustrated in [table 5.1](#).

TABLE 5.1: A sequence in a dance composition

Skills	Sequence	Composition
<ul style="list-style-type: none"> • Skipping • Right turn • Left turn • Do-si-do right • Do-si-do left • Reeling the set • Marching • Re-forming the set 	<ul style="list-style-type: none"> • Introduction • Reeling • Casting off 	<ul style="list-style-type: none"> • Virginia reel

DID YOU KNOW?

There are different styles of yoga such as *Bikram* and *Ashtanga* that follow set sequences of poses to promote flexibility and healing. *Vinyasa* is another style of yoga which takes a more free-flowing approach and uses poses in various sequences. The common element between these styles of yoga is beginning the session with gentle stretches and moving between poses to warm up the body, followed by deeper poses for most of the session and finishing with forward bends and twists.

Gymnastics

In gymnastics, sequences are more often called routines. Here, a number of skills are assembled so one leads into another. This is illustrated in [table 5.2](#). The ease and grace with which the routine is performed adds to the visual appeal of the movement. An example might be a gymnast beginning from a standing position and executing a dive forward roll to a walkout, followed by an arabesque and, finally, a handstand (see 4.15 Gym fun).

Individually, the skills require practice, but the task of developing transitions, flow and precision is even more difficult.

TABLE 5.2: The sequence in a gymnastics composition

Skills	Sequence	Composition
<ul style="list-style-type: none">• Stationary start• Dive forward roll• Straddle• Headstand• Roll• Arabesque• Hold finish	<ul style="list-style-type: none">• Start, roll and straddle• Balance and roll• Balance and finish	<ul style="list-style-type: none">• A floor routine

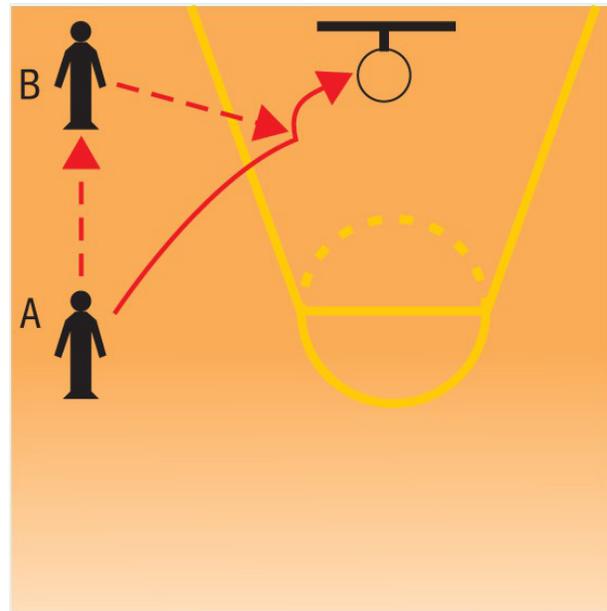
Games

In games, sequences are more often referred to as patterns. We often hear of patterns of play, moves, tactics and strategies used both in attack, to score points, and in defence, to disrupt the attacking flow. All of these amount to sequences or skill combinations with a specific purpose. An example of combining games skills into sequences is illustrated in [table 5.3](#).

TABLE 5.3: The sequence in a game composition

Skills	Sequence	Composition
<ul style="list-style-type: none"> • Grip • Stance • Backswing • Toss • Hit • Follow through • Footwork 	<ul style="list-style-type: none"> • Serve • Forehand • Backhand • Volley 	<ul style="list-style-type: none"> • Tennis rally

Coaches spend considerable time developing patterns of play designed to frustrate the opposition. In a game of basketball, a simple pattern might be to pass to a teammate, cut to the basket, receive the ball back and then shoot for goal, as shown in the figure right.



Key

---> Pass —> Run

A simple offensive strategy. Player A passes to player B; player A then cuts, receives the ball and shoots.

ACTIVITIES

1 Composing a sequence

1. Divide into groups and select from areas in dance, gymnastics and games.
2. Develop a list of skills and movements that are essential for creating a composition in your chosen area. If you were trying out skills for touch, for example, you might include roll ball, passing, cut-out passing, catching, running, evading, wrapping (running behind the player you passed to) and scoring.
3. Develop your skills into a sequence, as shown in [tables 5.1](#), [5.2](#) and [5.3](#) and practise the movements. If your area is dance or gymnastics, perform the sequence for the class. If it is a tactic, trial it against passive and then active defence.
4. Have the rest of the class evaluate your composition in terms of originality, appeal or effectiveness and give feedback.

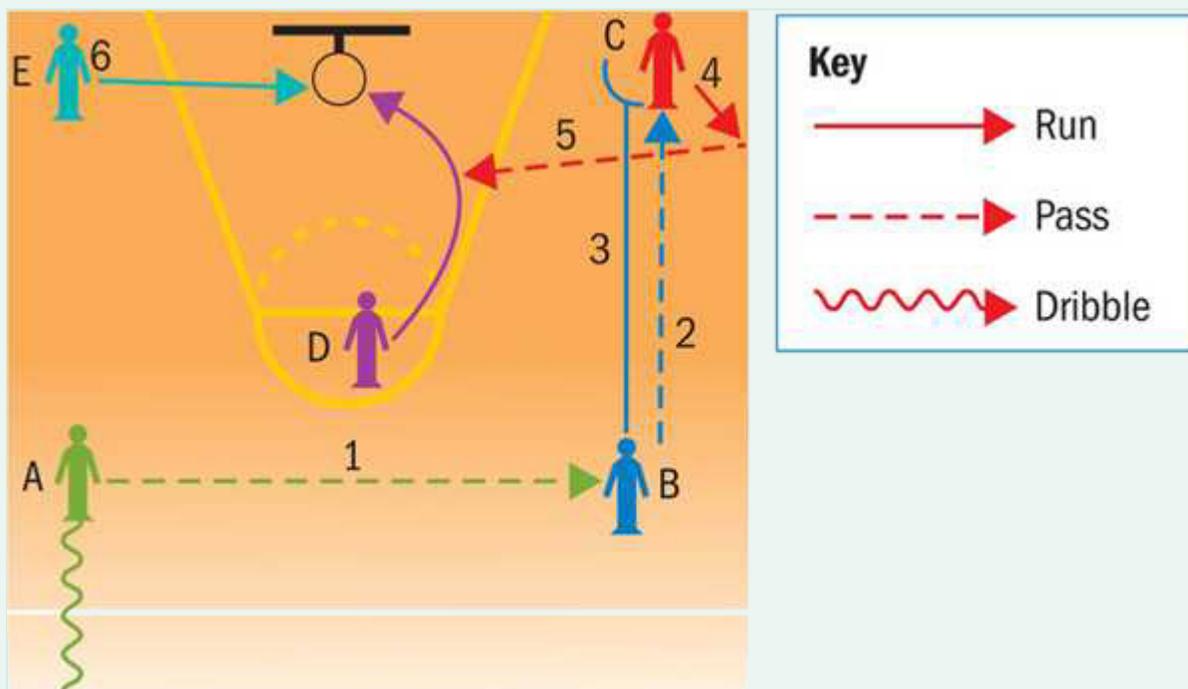
2 Performing a sequence

Some game patterns in basketball might involve all five players on the court, each playing a role in a move. The pattern in this activity culminates in the shot being taken by player D.

Follow the instructions below to perform the basketball sequence.

1. Player A dribbles the ball and passes to player B.
2. Player B passes to player C.
3. Player B moves down to the inside of player C and sets a block (screen).
4. Player C uses the screen to become free by moving away.
5. Player C passes to player D who is cutting towards the basket in preparation to shoot.
6. Player E, on the far side, moves in to rebound as the shot is taken.

In this pattern, all players contribute and can take credit for the final outcome.



A pattern in basketball involving all offensive players

CHECK & CHALLENGE

1. Why is sequencing important in a dance composition like the Virginia reel?
2. How is sequencing useful for winning a game of basketball?
3. Organise the following movements into a sequence that would work in basketball and justify your reasoning: shoot, land, jump, pass, catch.
4. Compose a brief sequence of five skills that would take a gymnast along a line of mats.
5. Describe a short sequence for a dance or sport of your choice.
6. Use the **Soccer strategies** weblink in your eBookPLUS to look at some soccer strategies that can be used in a game situation. Do you think the Socceroos use set strategies in their games? Why or why not?

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Explore more with this weblink: Soccer strategies



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5.4 Performing

Performance is the presentation of the entire composition, which might be a dance, gymnastics routine or game strategy. The performance draws all the smaller parts together into a continuous presentation that supports the theme.

Engage

Performing is the last stage of a composition. If you have ever played a competitive game or been in a production, you will know that a lot of practice and rehearsing is required to ensure an excellent performance. Along with individual performance, all sets, props and equipment need to be prepared to ensure the success of the performance.

Use the **So you think you can prepare?** weblink in your eBookPLUS to view a dance performance. What kinds of preparations do you think were necessary for this performance? Do you think these preparations and sequences have come together to make the final performance a success?

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Explore more with this weblink: [So you think you can prepare?](#)

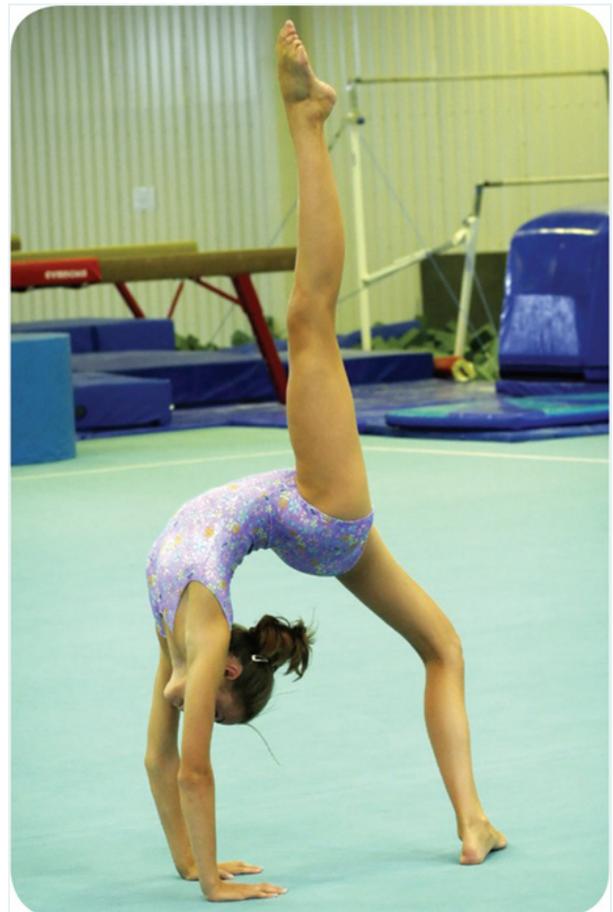
Explore

Preparing for a gymnastics performance

When preparing for a **performance**, we must remember that although the composition is made of smaller sequences that have been individually built, we must use connecting phases and transitions such as a series of leaps, skips, slides, hops and turns to join them together into a sequence that is smooth and graceful. In a gymnastics routine, a sequence of rolls, cartwheels and balances may take up all usable floor space in a particular direction. A small connecting movement such as a jump turn, balance or backward roll may be necessary to change the direction of the movement.

The coach

The gymnastics coach also has an important role in movement organisation. Substantial rehearsal is required when performing skills and sequences. The coach needs to focus on elements such as execution, stretched arms, extended legs, preciseness and timing. The performer needs to be aware of posture and balance, and ensure movements blend together. Regardless of the form of gymnastics being staged, showing an element of creativity will give the performance a fresh, innovative appeal.



Connecting movements ensure the performance is smooth and graceful.

DID YOU KNOW?

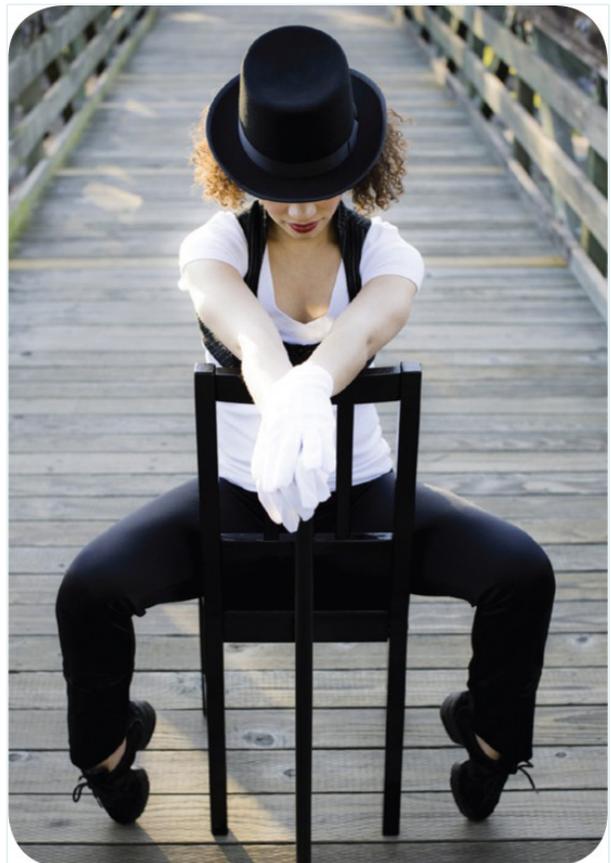
According to a renowned sport researcher, athletes need to train for 20 hours per week for approximately 8 years to reach a world-class standard. The emphasis needs to be on the quality of training time and not just on the hours.

Preparing for a dance performance

Performances need to be rehearsed many times to ensure flow, execution and outcomes are successful. At this stage in a dance performance, many special effects such as lights and costumes are added. These have the effect of providing vitality to the composition, contributing to its originality and enjoyment. About this time, sets and props need to be positioned so dancers can become familiar with their placement and are able to practise working with or around them. The choreographer may need to adjust stage positions or perhaps use light fades to assist transitions. At this stage, the choreographer is able to give a performance that little bit of magic — a personal touch that creates a lasting impression for those watching the performance.

Safety

When arranging set and props and working with reduced light in a performance area, take care to ensure equipment is positioned securely and objects that may cause injury are not protruding. Students must be made well aware of areas that may pose a safety risk.



Performers must practise with their props to ensure their performance will be safe and successful.

Performance in games

In games, the performance is seen in the actual play: the tactics, moves and strategies come together and are tried against the pressure of an opposition with the intent of winning. This performance is unlike dance and gymnastic performances because an opposition is present. In dance and gymnastic performance sequences, routines, steps and patterns allow performers to strive, without interruption, towards perfection of movement. However, in games, the presence of an opposition often results in disruption to flow, requiring players to improvise alternative movements in response.

Experienced coaches are aware that it is one thing to practise moves, but another to have them function as planned in a game. Proper training ensures players can perform basic skills, planned sequences, and know where they should be at any time and to where they need to be moving. Once skills and tactics are learned, it is important to use the moves against an opposition that is passive. However, as players become more skilled with the move, the opposition gradually becomes more active. This is called simulating the game situation and is most important in developing both attacking and defensive moves.



Performing moves in a game can always be disrupted by the opposing team.

ACTIVITY

Designing a performance

Compose a performance in one of the following areas — dance, gymnastics or team games. It should be creative and interesting to watch. However, you must work within the following parameters:

1. *Dance* — music 1–2 minutes, cast of 8–12 performers, theme of ‘awakening’ or ‘conquest’. The music could perhaps start slowly and then be lively, energetic and forceful.
2. *Gymnastics* — floor routine, music, 8–12 skills (both locomotor and non-locomotor), use of full floor space. The focus is on control and aesthetic appeal.
3. *Games* — offensive or defensive strategy, at least five players, at least five distinguishable skills. The focus is on the ball and player movements, working against passive offence/defence.

Develop your performance in groups. When ready, explain what it is about and show it to the class. Observers should use the **Evaluating a performance** worksheet in their eBookPLUS to appraise the performance and provide constructive criticism.

CHECK & CHALLENGE

1. Why is it important to rehearse the composition many times before performing?
2. Why is it important to rehearse with props before performing?
3. What are the most important planning considerations in a gymnastics performance?
4. What does it mean to simulate the game situation?
5. You are the coach of a team that is preparing to play its final game for the year and you are hoping to recruit new players for next year. What would you do to increase the appeal of the team to others?

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Complete this digital doc: [Evaluating a performance](#)

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5.5 Elements of composition — space

There are five important elements we need to consider when developing any composition — space, dynamics, rhythm, timing and relationships. In this lesson you will explore the importance of space; that is, the available area.

Engage

The way we use the space around us affects our composition. Imagine if performers remained in the same spot throughout an entire composition. Picture a football team who played only in the centre of the field. Correct use of space not only increases visual appeal but is vital for many tactics and strategies.

Use the **Space in dance** weblink in your eBookPLUS to view a clip on a dance routine. In small groups, discuss how the dancers have used space; that is, changes to heights, directions, shapes and patterns. Do you think this has enhanced the quality of the performance?

eBookplus RESOURCES



Explore more with this weblink: [Space in dance](#)

Explore

Space

Space is an element that is used differently depending on the activity. We can use space to our advantage on the football field, the stage and in almost every game or performance. Some of this space is called personal space, referring to the area immediately around us. Beyond that area is general space, which is occupied by other objects such as goalposts, players or other performers. We can change the way we work with space by varying our levels, changing direction, changing our shape, altering dimensions or adjusting our patterns of movement.

Space is affected by what is in it. The area we call our personal space can grow or shrink depending on the activity. The goalkeeper in soccer, for example, has considerable personal space when the ball and most of the other players are at the other end of the field. However, when the opposing strikers try to score a goal, the goalkeeper's personal space becomes much smaller and the general space occupied by others becomes bigger.



How does a change in personal space affect a goalkeeper?

A performance space is lifeless until it comes alive with movement, costume, colour, spectacle and scenery. The space is still the same, but its nature has changed because it is now filled with interest.

Level

Movement can be performed at a high, medium or low **level**. High is usually above the shoulders, low is below the hips and medium is the area in between. A high jumper will advance towards the bar at the medium level and then project his or her body to the high level. Football players will spend some time at the low level when involved in scrums or tackles. Dancers may crawl, slide, leap and be lifted all in the one sequence. Working with levels makes performances more appealing and strategies more workable, as is the case with scrums in rugby.



How does a change in personal space influence the way in which we move and the options available to us?

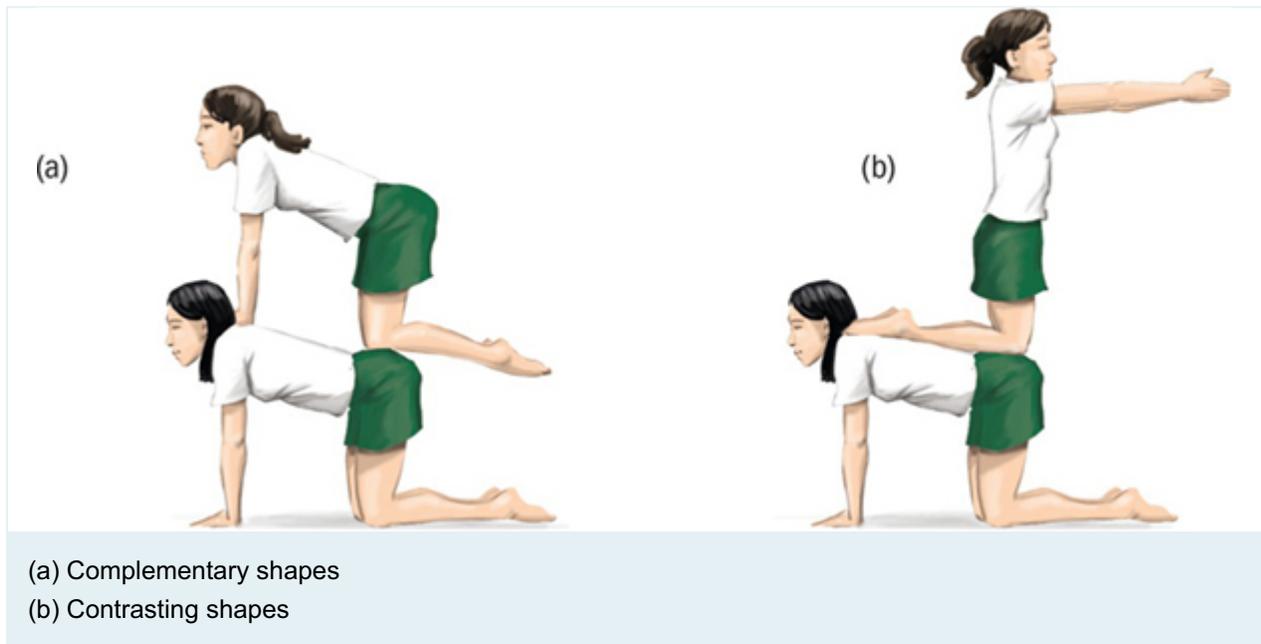
Direction

There are six **directions**: forward, backward, right, left, up and down. Some movements also use a combination of these directions. The swerve in football, for example, involves going forward and then moving to the right or left. Part of a routine in gymnastics may involve a circular movement using cartwheels in preparation for a forward movement involving rolls and springs.

Shape

We are all familiar with making different **shapes**. Sometimes, the shape is small and rounded like the gymnast doing a forward roll. At other times, it may be long or elongated like the freestyle swimmer. In gymnastics and dance, shape is important largely for its aesthetic appeal. However, in games, shape is more important for the efficiency of the movement — for example, a basketball defender has to widen the stance, bend the knees and keep arms outstretched to improve balance and position the body quickly and effectively.

Body shapes and group designs may have the appearance of being either **complementary** or **contrasting**. Complementary shapes suggest a feeling of balance and conformity with lines continuing unbroken across bodies. Contrasting shapes tend to draw attention because they are interesting, different and often challenging.

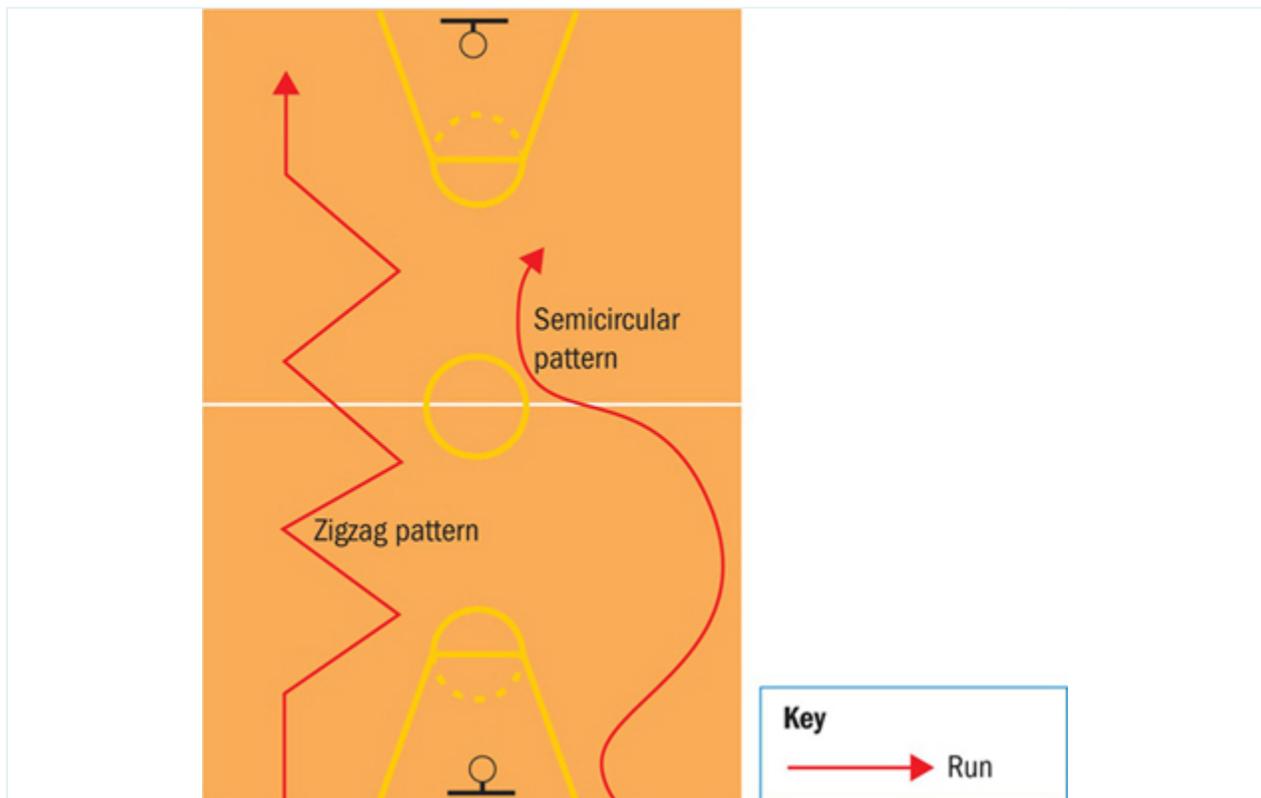


Dimension

The space we work in has size or **dimension**. It may be large and wide like a football field, small like a mini trampoline or narrow like a tenpin bowling alley. We see a contrast in field-size dimension when we look at junior sports teams who play on smaller fields than adults because they are smaller and their abilities are less developed. Players and performers need to become familiar with the dimensions of the field, area or stage and sometimes modify their movements to fit this space.

Patterns

When you move from one place to another, the line of your movement describes a **pattern**. This is referred to as a pathway. In basketball, for example, a player may create a zigzag pattern or semicircular pattern, as illustrated below, while dribbling the ball up the court. By working with patterns, we can analyse our attack, defence and energy use and evaluate its effectiveness.



Player movements describe traceable patterns.

ACTIVITIES

1 Corner ball

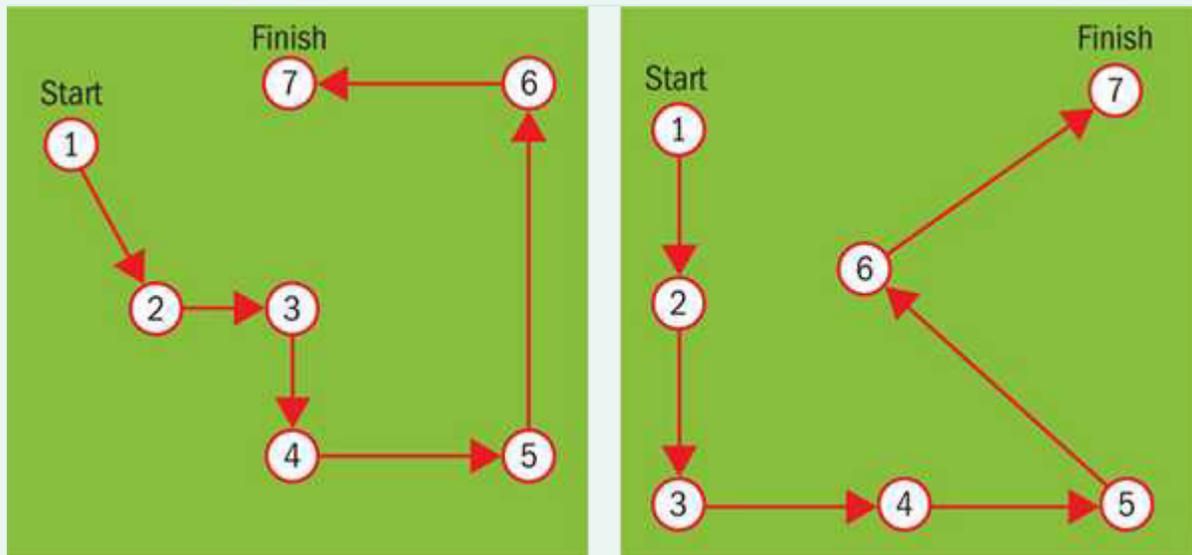
Equipment basketball, bibs, grid markers or lines indicating a 10-metre square

1. Before playing a game of corner ball, described in question 2, predict how changing the amount of play space will affect player movements, decisions and fitness.
2. Play a game of corner ball. Form two teams and use bibs to identify each. Both teams enter the square and, after a toss, one team secures the ball. The aim is to pass the ball to one another while trying to tag (by touching with the ball) each of the opponents. If the ball is dropped, the opponents immediately take possession and try to tag members of the other team. Players who are tagged must leave the grid and sit down along the sidelines. The ball cannot be intercepted. The only way the opposition can gain possession is when the ball is dropped. As more tags are made, the number in a team is gradually reduced. When a team is reduced to only one player, the other team wins.
3. Change the size of the playing area to double or half the original. Comment on how the nature of the game is changed by a variation in the space available. How would use of space be affected if a second ball was introduced?

2 Direction

Link the following gymnastic skills to the directions indicated in the figures. Perform the routines and let your class audience suggest how the changes of direction and use of space affected the appeal of the performance.

1. Arabesque
2. Forward roll
3. Jump turn
4. Headstand
5. Backward roll
6. Cartwheel
7. Handspring



Working with directional changes can enhance creativity.

3 Create a shape dance

Form groups of four to six people. Have your teacher provide set music and give a starting and ending shape for each group; for example, start asleep and end in a balance. Each dance is one minute in duration. The between time must consist of a dance routine. Evaluate the dances in terms of creativity (number of shapes used) and appeal.

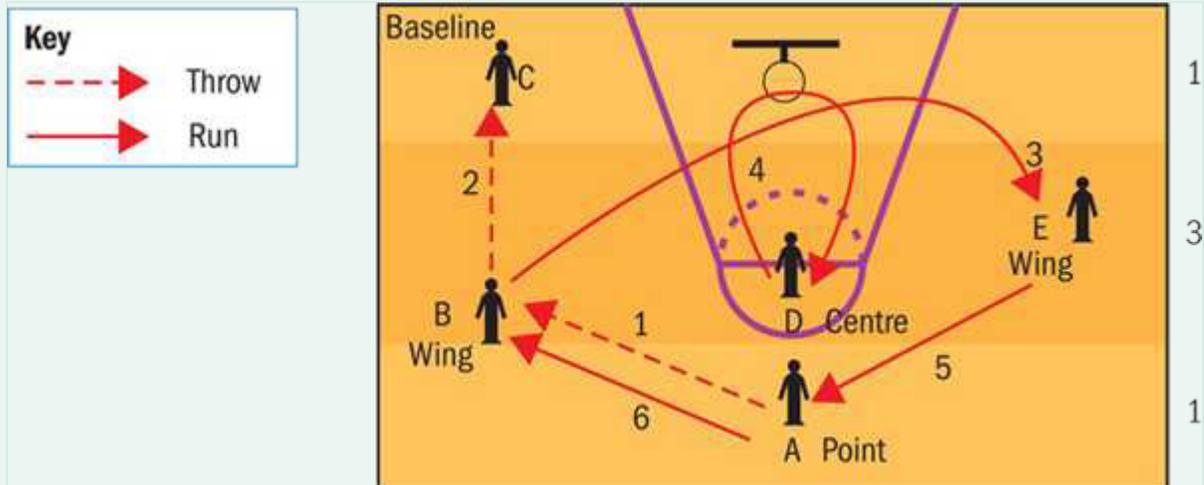
4 Using patterns in basketball

A workable example of a pattern is a 1–3–1 offence in basketball. It is designed to move players towards the basket to maximise the potential for a successful shot if the ball is received. The formation is 1–3–1, with three players level with the foul line, one near the baseline and one at point position. The figure shown below illustrates player and ball movements.

- 1 The ball starts at the point player A and is passed to the wing player B on the left.
- 2 The wing player B passes to the baseline player C.
- 3 The wing player B cuts through the keyhole looking for the ball.
- 4 The centre player D rolls towards the basket and back to the centre position.
- 5 The far wing player E replaces the point player A.

6 The point player A moves to the vacant wing position (vacated by player B).

7 The ball is passed back to the new wing player A, who passes to the baseline player C. Player A cuts and is followed by the centre roll player D. The move continues.



1-3-1 offence

1. In groups of five, practise the 1-3-1 offence.
2. Once you can perform it confidently, work it with the point player throwing the ball to the wing player on the other side and the baseline player having to move across.
3. Try it against passive and then active defence.

CHECK & CHALLENGE

1. Using examples, describe how the element of space can be used to advantage in a field game.
2. How can we work with space to improve a game strategy?
3. What are complementary and contrasting body shapes? Use two examples in your answer.
4. How can levels make a performance more interesting?
5. Imagine you are playing basketball or soccer. Illustrate a pattern with a dribble that shows change of direction and uses space to get around an opponent.

5.6 Elements of composition — dynamics

Dynamics help movement develop interest and character. By changing the force and flow of a movement sequence we can change the emphasis of our composition.

Engage

Dynamic movements can be forceful, flowing and full of energy. They have particular appeal when contrasted with slow, passive movements. You can add dynamics to a composition by mixing sharp, powerful movements with flowing, graceful ones.

The leap in dance, the vault in gymnastics and the tackle in rugby are all examples of dynamic movements. These movements suggest strength and energy, particularly where other people are involved, such as partners or opposing team players.

Use the **Dynamic judo** weblink in your eBookPLUS to watch a clip of judo movements. Would you consider the movements dynamic? Why or why not?

eBookplus RESOURCES



Explore more with this weblink: Dynamic judo

Using dynamics

The force of a movement depends on the energy we provide. If we apply force to kicking a football, the movement is considered strong. It develops a certain trait as a result of the use of power and aggression. A good kick requires exertion by the whole body in an explosive manner, which makes it very different to a movement where flow is the dominant feature. In the latter case, the movement will appear smooth, sustained and controlled, as seen in the actions of an ice skater or dancer. In context, flowing movements are interesting because they have a particular quality and character.



Forceful and flowing movements can each add interest to a performance.

DID YOU KNOW?

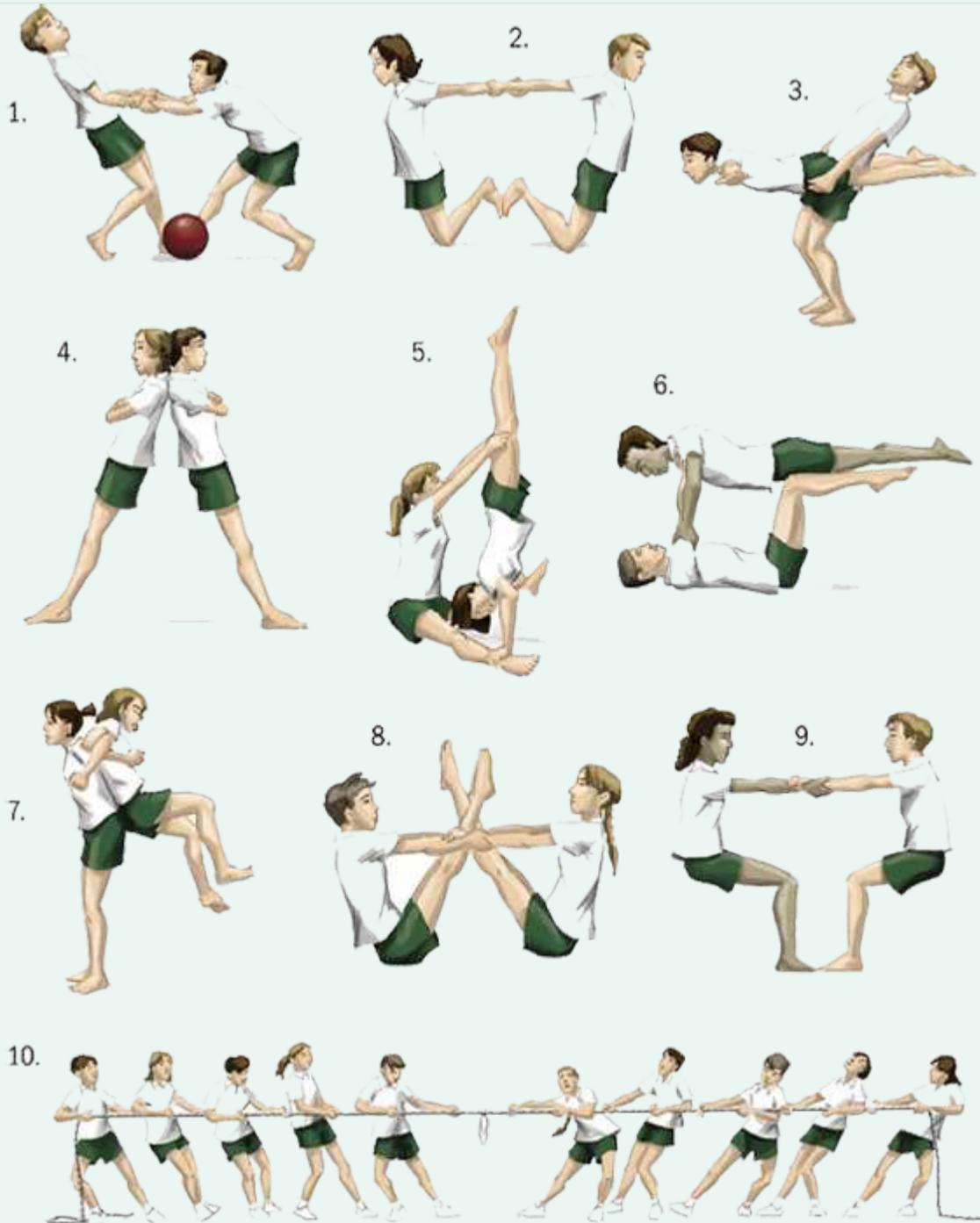
Quick bursts of power or an increase in force are important for any athlete who wants to improve their game. Basketball, tennis, soccer and hockey are all examples of sports where explosive power is used to jump and change direction quickly. Runners need that same explosive push to finish the last 50 metres of a race; swimmers and sprinters need it for a good start off the blocks.

Movements appear to flow when the actions by players appear effortless yet controlled. The dancer might appear to glide in a continuous, fluid motion. The gymnast might perform a succession of rolls where the movements merge and each individual part is indistinguishable from the rest. Some games may also be seen to flow; for example, a game of netball flows when play proceeds for a period of time without interruption. It is the contrast between force and flow that provides **dynamics** in movement.

ACTIVITIES

1 Experimenting with force and flow

1. Perform the counterbalance activities shown below. What happens when one force is greater than the other?
2. Design a gymnastics routine in which force is the dominant quality. Then, design another routine where flow is dominant. Perform the routines side by side and contrast the differences.



Experimenting with forces

2 Force and flow games

Divide the class into two groups. The objective is for each group to create a game. One game is competitive — it has opposing forces and emphasises winning. In this game, force is the dominant feature. The other game is non-competitive, with students working cooperatively towards achieving a common goal. In this game, flow must be the dominant feature. Use the **Force and flow games** worksheet in your eBookPLUS to help you create your game.

The area and equipment available for use are standard for both groups and include:

- a football field or similar
- a basketball, football and/or soccer ball
- two gym mats
- bibs
- a bucket of tennis balls
- two tennis racquets
- a rope
- markers.

CHECK & CHALLENGE

1. How do force and flow improve the way a gymnastics routine is performed?
2. Using soccer as an example, describe where you would find evidence of force and flow.
3. Choose any aspect of gymnastics (for example, vault, floor routines or beam) and identify an area where effective use of dynamics would enhance the performance.
4. Explain how dynamics might enhance a dance performance.
5. Some contact sports such as boxing are dominated by dynamics. Why might this be the case?
6. Why are dynamic activities appealing to watch and perform?



Complete this digital doc: [Force and flow games](#)

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5.7 Elements of composition — rhythm and timing

Rhythm and timing are important elements of composition because they influence the flow and precision of movement. Rhythm and timing relate directly to the execution of the skill. When rhythm and timing is present, the actions appear coordinated, unhurried and fluent.

Engage

Rhythm suggests an unhurried, yet deliberate movement. All well-performed movements have rhythm. Even movements like running, swimming and putting in golf require a sense of rhythm to be performed at their best. The same can be said for timing — it is essential for strong performance. Together, these two elements provide movement with quality. The better the rhythm and timing, the more successful and appealing it will be.

Use the **The final performance** weblink in your eBookPLUS to view a clip of a musician's performance. In what ways do you think he displays good rhythm and timing?

Rhythm

Rhythm is different from timing, but together they have an impact on movement quality. In dance-type movements, rhythm refers to the way that beats are organised into bars or measures. This is called metric rhythm. The most common units are two, three and four beats to the bar. Accent or emphasis on one or a number of beats is important in dance. If, for example, there is accent on the first beat in a bar, the dancer may be prompted to take a longer step forward, as is the case with the waltz. A composition must fit the music. If the sequences cannot be performed in time with the music, the steps will need to be adjusted for better rhythm.

Rhythm is also important in movement with no music. This is called nonmetric rhythm. On the sporting field, a number of actions may be organised into a movement pattern that has a smooth, effortless appearance. It could be as simple as a short pass to a shooter in netball followed by a quick goal before the defence is organised. It could be a sequence in gymnastics involving rolls, balances and springs. Whatever the activity, the characteristic features are smoothness and fluency. In contrast, a change in rhythm by the offence in team games can make it difficult for the defence to adjust; for example, marking a player who accelerates, decelerates and sidesteps can cause defensive players to lose step and possibly stumble.

Timing

Timing relates to when certain movements occur within a pattern. If we move too early or too late in a particular sequence, our timing is said to be 'out'. Timing can be used to our advantage in games. In bat and ball sports such as cricket and softball, the timing by the batter must be precise to connect with the ball at the most appropriate moment, ensuring a good hit. However, if the bowler or pitcher can make the batter swing earlier or later, perhaps by momentarily withholding the delivery of the ball, a wicket or catch may be the result.

Good timing is especially important in dance, where individuals perform sequences and then move to the next partner. In dance, timing is imposed by music. We call this externally paced timing because the music is an outside stimulus, or something external to the body. If our movements become too slow, we lose pace and our timing is out. Externally paced timing means that something else (music, sound, counts) tells us how fast or how slow we need to be moving.

Externally paced timing contrasts with self-paced timing, which is more often seen in activities other than dance, such as games and some forms of gymnastics. Self-paced timing suggests that players make their own decisions about when they move and the type of action performed. The force players apply over the time period available is up to them. An example of self-paced timing would be a soccer player dribbling the ball and then passing to another player when the most opportune moment arose. In this case, the dribbler who is in control of the ball makes a pass at their discretion and to a player of their choosing.



Zorba's dance requires good rhythm and timing.

ACTIVITIES

1 Exploring externally paced timing — Zorba's dance

Stand in a single circle, alternating between boys and girls, facing anticlockwise. Put your hands on the shoulders of the person in front, keeping your arms straight.

Part 1

1. Step your right foot to the right.
2. Step your left foot across and behind the right foot.
3. Step your right foot to the right.
4. Hop on your right foot and kick your left foot across your right foot.
5. Repeat the four counts to the left.
6. Repeat the first eight counts of part 1.

Part 2

1. Step forward on your right foot.
2. Step forward on your left foot.
3. Step forward on your right foot.
4. Hop on your right foot and kick your left foot.
5. Repeat the four counts moving backwards, starting with the left foot.
6. Repeat the first eight counts of part 2.

Part 3

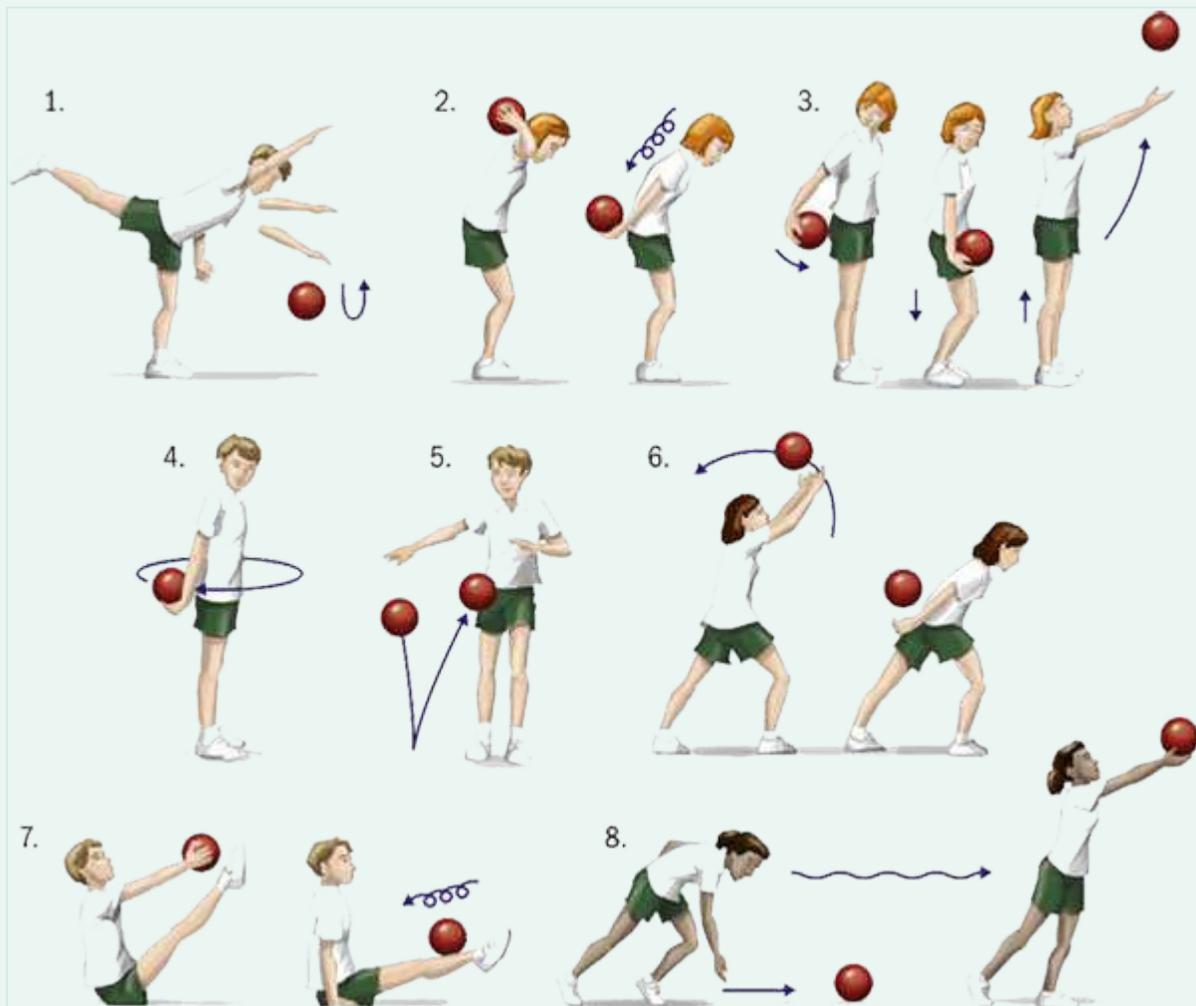
1. Step your right foot to the right.
2. Step your left foot across in front of your right foot.
3. Transfer your weight back on to your right foot and briefly pause.
4. Repeat three counts moving to the left.
5. Repeat first six counts of part 3, three times.

2 Rhythmic gymnastics display

Examine the rhythmic gymnastics skills illustrated and described below. Execution of these skills will require practice and the development of rhythm, precision and timing. Once you have mastered the skills, produce a composition that fits a music track and includes at least seven of the skills. You may work as individuals or groups. Finally, show your composition to the class and have them evaluate your performance in terms of rhythm and staying in time with the music.

The skills illustrated are as follows:

1. Bounce from an arabesque position.
2. Roll the ball down your back and catch.
3. Dip, throw and catch the ball.
4. Circle the ball around the body.
5. Bounce the ball under a leg and catch.
6. Throw the ball over the head and catch behind.
7. Roll the ball down legs in a 'V' sit, drop legs and roll back.
8. Roll the ball ahead, skip, retrieve the ball and balance it in your palms.



Rhythmic gymnastics skills

3 The basketball lay-up

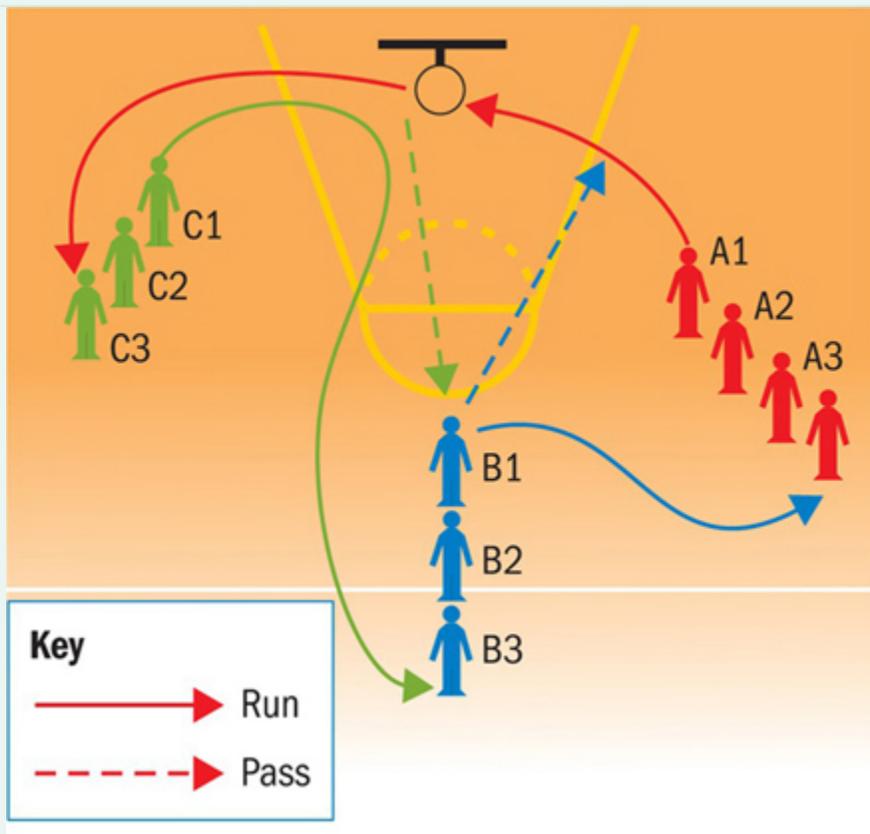
The lay-up is a fundamental basketball skill. Rhythm and timing are essential because the ball must be caught or the dribble terminated at the correct moment, the landing must be balanced, a step must be taken and the leg drive to the basket must be coordinated with the shooting action.

The correct lay-up technique is outlined below.

1. Position yourself at a 45-degree angle to the basket.

2. Jog slowly towards the basket and have a player throw you the ball as you approach the keyhole line.
3. As you catch the ball, land on the right foot (right-handed players).
4. Step on to the left foot.
5. Drive up off the left foot towards the basket and shoot.

Use the drill illustrated below to practise the lay-up. Three lines are needed: the shooting line (A), the passing line (B) and the rebounding line (C). Player A1 runs towards the basket and receives the ball from player B1 who goes behind the A line. Player A1 shoots and goes behind the C line. Player C1 rebounds, passes to B1 and goes behind the B line. Player A2 moves in to do the lay-up and the drill continues.



Practising the basketball lay-up

CHECK & CHALLENGE

1. Explain the meanings of both rhythm and timing.
2. List five activities that require rhythm and timing for them to be performed effectively.
3. Explain how rhythm in dance is different from rhythm in game-type activities.
4. Explain the difference between self-paced and externally paced timing.
5. Explain why rhythm is important in long distance running.

5.8 Elements of composition — relationships

Every object and person that is involved in a composition shares a relationship. We must always be aware of the relationships we have, whether they be with other performers or teammates, the stage or the field, props or the ball and audience or spectators, so that we can make the most of these relationships and give the best performance.

Engage

Relationships are important because they are connections between ourselves and the people and objects around us. These connections make things interesting. A lift in dance, a pass to another player in football or a floor routine using ribbons is a type of relationship. How can you build better relationships in the movement-type activities you create?

Use the **Relationships in soccer** weblink in your eBookPLUS to view some clips on soccer. Describe the relationships that develop between the players, the ball and their opponents.

eBook*plus* RESOURCES



Explore more with this weblink: Relationships in soccer

Explore

The environment for activity greatly varies. It could be a field, gymnasium, stage, beach, bowling green or golf course. If the setting is designed for movement activities, it may have fixed equipment such as goalposts. Other equipment, including stumps, bats and balls, may be brought in for the game. In the case of gymnastics, there could be many forms of apparatus, including mats, bars, vaulting boxes, springboards and trampolines. A dance stage may have sets, props, microphones and lights. Of course, the most important part of the environment is the players or performers. It is these people who will form **relationships** with their surroundings.

Can you think of anything else in your compositions with which you might have a relationship?



A cricketer shares an important relationship with his equipment.

Developing relationships

Among all these parts, relationships or bonds develop and these become important to the success of the movement. The rhythmic gymnast, for example, develops a relationship between the equipment (ribbons) and stimulus (music). Dancers form relationships between the stage sets around which they manoeuvre and other dancers with whom they perform sequences. In team games such as volleyball, strong relationships develop between players. The bonding strengthens during training sessions and, as trust develops, so does the confidence of the team. There is also a relationship with the opposition or audience as one group always needs to be aware of the presence of the other and respond accordingly.

Relationships between people are improved through communication. This usually involves speaking and listening to one another. However, the body itself is a powerful message tool; through means such as expressions, signals, gestures and motions, a relationship with other people or audiences can develop. In dance, there may be no sound other than music, yet a story unfolds through movement that is understood by all.

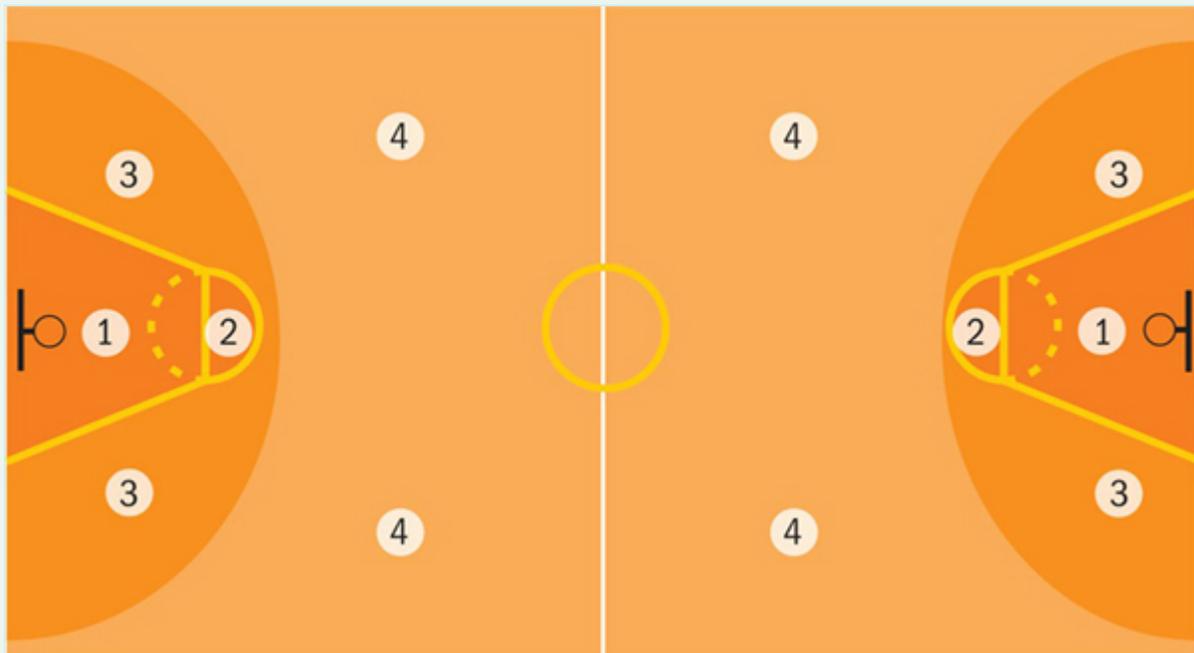
There are many other types of relationship that exist in physical activity that are not obvious. There is a relationship between body parts, for example. An understanding of this can help us to improve the efficiency with which the body moves. For example, a part of the body may be either moving or still while other parts are supporting, such as a 'V' sit with hands on the balance beam. The arms and buttocks are supporting the legs and the trunk, which are all balanced on a narrow beam. The changing relationship between beam, body and limbs complements the style and form of the skill.

ACTIVITIES

1 Game — big shot

Equipment slightly deflated basketball, bibs, basketball court

1. Form teams of five to seven players; two teams should play while reserve teams wait off-court. Play a game of basketball, following the general rules. However, for scoring, one point is gained from within the keyhole, two points from the foul line to the extended circle, three points from outside the keyhole and to the three-point line, and four points from beyond the three-point line. These areas are shown in the figure below. The ball has only to hit the ring to score a point. Dribbling is not allowed. The first team to 10 points is the winner; the unsuccessful team leaves the court and the winning team remains to meet new challengers.



The scoring areas and number of points for big shot

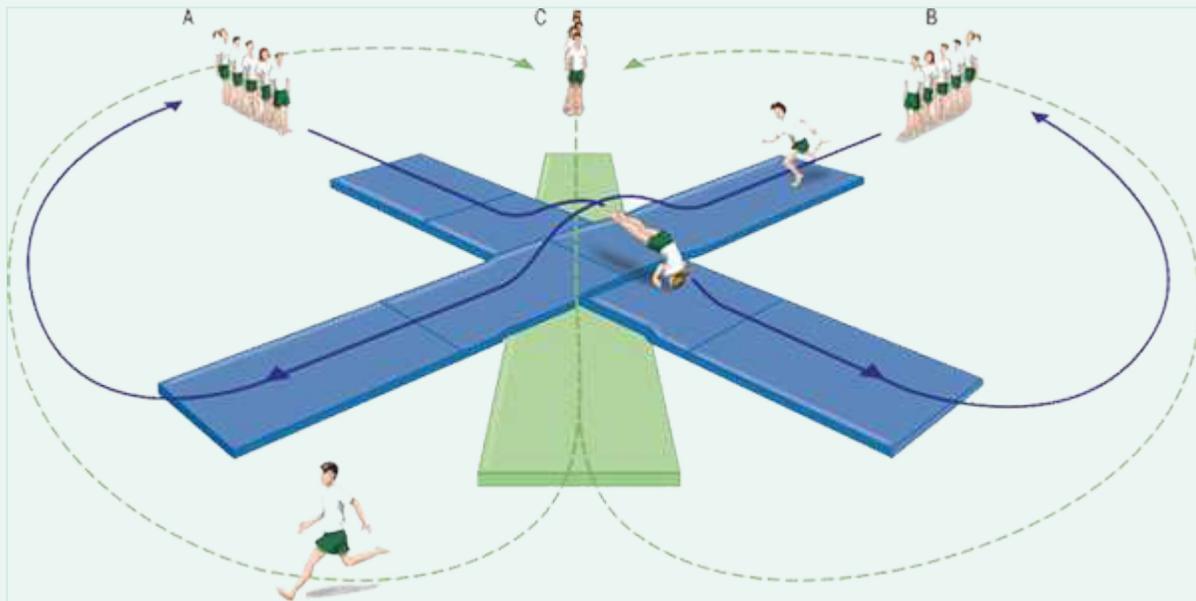
2. After playing, discuss how communication and relationships between team members contributed to the success or otherwise of the teams.

2 Developing relationships through rolls

The cross-rolls routine requires practice of dive forward rolls to ensure all students are competent in executing the skill.

Lay the mats out in a cross pattern as illustrated in the following figure. Once this had been done, form two lines (A and B) at the beginning of the rows of mats

The routine consists of dive forward rolls being performed alternately with the front person from each line running in as the person from the other line completes the dive forward roll. Gymnasts go to the other line after the dive forward roll is complete. As a variation and to emphasise timing, make a new line (C) that enters down the centre, as shown in the figure.



The cross-rolls routine formation

3 Relationships between body parts

Throw a tennis ball as far as you can with your preferred hand. Then repeat the movement with the non-preferred hand. Which throw went further and why? Suggest how a better relationship between the various body parts could result in an improved performance.

CHECK & CHALLENGE

1. What types of relationships exist in gymnastics? Discuss their importance in a balance activity.
2. Describe the types of relationships that exist in a team playing a game of netball.
3. Describe the role of practice in improving relationships.
4. Explain how relationships can be improved by better communication.
5. Think about a dance performance you have seen. Describe a relationship that was of interest to you and how it affected the performance.



Complete this digital doc: [Relationships in team games](#)

Searchlight ID: [doc-2589](#)



Explore more with this weblink: [The final performance](#)

Review

What have I Learnt?

- A composition is something we create to achieve a purpose. Compositions are the framework of dance, games and gymnastic activities.
- Stimuli are important in composition development because they are the foundation of creativity and original thinking.
- Every composition needs a well thought out plan.
- Sequences link movements in their best order.
- Performing is the final stage of a composition. It takes a lot of preparation, but the effort is usually worth it.
- The elements of composition are space, dynamics, rhythm, timing and relationships.
- Space is the area around us where movement is taking place.
- Dynamics refers to the force and flow of movement.
- Good rhythm and timing is not only important in dance and gymnastics but also in games like golf, swimming and running.
- There are many different types of relationships that exist in movement-type activities. Some of the most important are between players, equipment, coaches, choreographers and the spectators/audience.

Essential question revisited

What are the features and elements of movement composition that combine to make a compelling performance or game?

Evaluate your initial response to the essential question after having studied this topic.

CHECK & CHALLENGE

1. Why is a sense of purpose important when developing a composition?
2. What is meant by improvisation? What is its role when developing a composition?
3. Explain the role of a choreographer in planning a dance routine.
4. Using the triple jump as an example, explain what is meant by sequencing.
5. List some of the elements you consider to be important when preparing to perform a dance composition you created.
6. How can space be used to improve the performance of a team game such as netball or hockey?
7. Give an example of a movement that you consider to have dynamic qualities. Give reasons for your choice.
8. Explain the importance of rhythm and timing in social dance.
9. Choose any game and comment on the relationship that develops between a player and their equipment.
10. Discuss the importance of relationships in a big dance performance involving hundreds of people (for example, stage crew, dancers, coaches).
11. Use the **The final performance** weblink in your eBookPLUS and analyse the dance performance. Discuss how all the elements of composition have been used to make an effective performance.

eBookplus RESOURCES



Explore more with this weblink: The final performance

STRAND 3 Individual and community health



6 A healthy lifestyle

- 6.1 What is health?
- 6.2 Factors that affect health
- 6.3 Mental health
- 6.4 Eat well, live life!
- 6.5 Influences on young people's food choices
- 6.6 Why take drugs?
- 6.7 Drugs and your health: stimulants
- 6.8 Drugs and your health: depressants
- 6.9 Drugs and your health: hallucinogens
- 6.10 Sexual health
- 6.11 Sexual choices and their consequences: contraception
- 6.12 Sexual choices and their consequences: STIs
- 6.13 Road safety

7 Adolescence can be a risky business

- 7.1 Young people's health and risk taking
- 7.2 Minimising harm — what you need to know
- 7.3 A plan of action
- 7.4 Basic first aid

8 Health information — who can help me?

- 8.1 Empowering people to get healthy
- 8.2 Accessing health information, products and services
- 8.3 What health choices do I need to make?
- 8.4 Factors influencing young people's access to health
- 8.5 How to assess health information, products and services
- 8.6 My rights and responsibilities as a health consumer

Chapter 6: A healthy lifestyle

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6

A healthy lifestyle

Essential question

How can we learn to make positive decisions to achieve our optimal health?



It can be difficult to make the best decisions for your health — but you are what you eat.

SYLLABUS OUTCOMES

Major outcome

On completion of the following chapter you will be able to do the following.

4.6 Describe the nature of health and analyse how health issues may impact on young people.

Contributing outcomes

This chapter will also help you to do the following.

4.1 Describe and analyse the influences on a sense of self.

4.3 Describe the qualities of positive relationships and strategies to address the abuse of power.

4.7 Identify the consequences of risk behaviours and describe strategies to minimise harm.

Skills outcomes

The activities and questions in this chapter will help you to do the following.

4.11 Communicating Select and use communication skills and strategies clearly and coherently in a range of new and challenging situations.

4.12 Decision making Assess risk and social influences, and reflect on personal experience to make informed decisions.

4.13 Interacting Demonstrate cooperation with, and support of, others in social, recreational and other group contexts.

4.15 Planning Devise, apply and monitor plans to achieve short- and long-term goals.

4.16 Problem solving Clarify the source and nature of problems, and draw on personal skills and support networks to resolve them.

YOU WILL EXPLORE

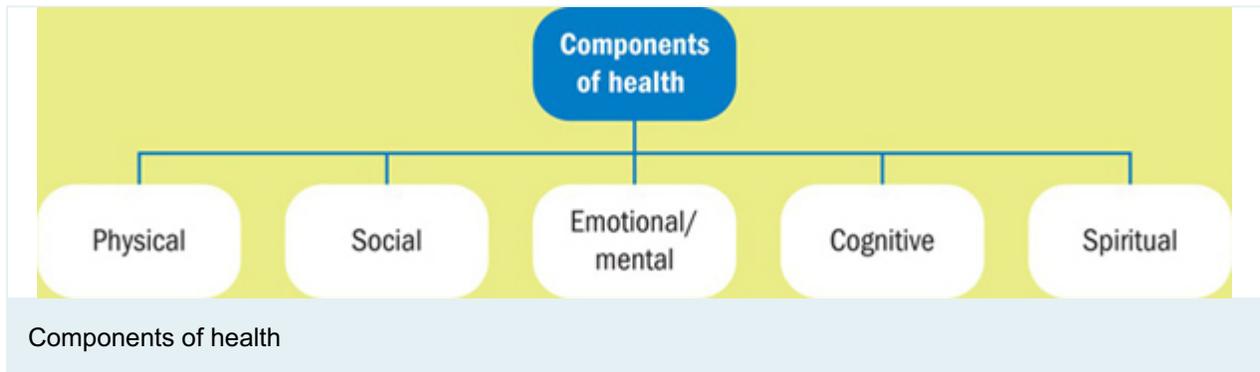
- 6.1 What is health?
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6.1 What is health?

Health is much more than just an absence of disease. Health has physical, emotional, spiritual, social and cognitive components. In this lesson, you will explore how these components combine to determine your level of health.

Engage

Compared to many countries, the average life expectancy in Australia is very high. Does this mean that we make positive decisions about our health, and as a result, are healthy? The answer to this question is complicated. Health is measured by a range of factors, not just by how long we live. Different groups of Australians have different levels of health for each component of health.



Explore

The components of health

Physical health

Physical health refers to the health of the body. It includes:

- fitness level
- energy level
- body weight
- absence of disease
- efficient functioning of organs, such as the heart and lungs.

Your physical health is determined by your genetic make-up and your lifestyle behaviours, such as eating a balanced and nutritious diet, and participating regularly in physical activity. If you choose to smoke and drink alcohol excessively, then your physical health will probably be affected in a negative way; smoking causes many types of cancer and alcohol abuse can damage your liver.



When you are physically healthy, your body functions well, allowing you to live an active life and enjoy social interactions.

Social health

Social health refers to our social interactions and how we relate to others. Positive social health means:

- communicating effectively with others by expressing your thoughts and feelings in an assertive and respectful way
- working cooperatively
- resisting peer pressure to do things you do not want to do
- feeling a sense of purpose in living your life.



Social, emotional and spiritual health is about a positive sense of self and positive relationships.

Emotional/mental health

Emotional health refers to our sense of self. It relates to how we feel about who we are, how we express our emotions and how we react when stressed. People with positive emotional health have self-confidence and a positive sense of self. They are able to:

- express their emotions and feelings in a positive way
- bounce back after a hard time
- be productive in their work or study
- make positive decisions to resolve problems.

Cognitive health

Cognitive health refers to our ability to think and reason and to make good decisions. When we have positive cognitive health, we are able to:

- make informed choices
- solve problems
- set goals and devise plans to reach those goals
- understand the consequences of our behaviours for ourselves and others.

Spiritual health

Spiritual health refers to a sense of purpose and meaning in our lives. When we are spiritually healthy, we are able to:

- feel connected to others who are important to us, such as our family and friends
- feel connected to things that are greater than us, such as our community, the environment and our beliefs or religion
- appreciate the feelings and needs of others
- develop an understanding and awareness of other people and things that are greater than ourselves
- feel a sense of purpose in living our lives.

A healthy lifestyle

Your level of health is determined by considering all the health components and how they relate to each other. Each component has the potential to impact on the others. When people are emotionally well and they have a positive sense of self, they are more likely to relate well to others and choose positive health behaviours such as exercising. On the other hand, if your physical health is poor because you are sick, unfit or overweight, then your emotional health may suffer. You may feel unhappy about yourself, feel depressed or not feel like communicating or socialising with your friends.

Health is a dynamic state — it can change from day to day or week to week. There are many factors that affect your level of health and these can be positive, such as regular exercise and a balanced diet, or negative, such as being bullied.

You can improve your health by making positive decisions. Adopting a healthy lifestyle has many benefits, including:

- a reduced risk of illness and disease
- an increased energy level
- increased participation and a greater enjoyment of life
- improved relationships
- a positive sense of self
- a positive body image
- feeling more productive
- dealing with stress more effectively.

ACTIVITIES

1 What is health?

1. Conduct a survey of five people, including both adults and young people. Ask them what health means to them.
2. In groups of four, share your survey results and compile a list of similar and unique answers.
3. Discuss what health means to your group.
4. Using your group's ideas and your survey results, come up with a group definition of health.
5. Share your group definition with the class and identify similarities and differences.
6. From ideas expressed by the class and your thoughts about the meaning of health, construct your own definition of what health means to you and record it in your workbook.

2 Components of health

Read each of the scenarios and answer the questions that follow.

Dave is an Aboriginal boy who is in Year 9. He is very good at sports and often receives praise from his friends, family and teachers. He trains hard and says no to drinking, smoking and drugs to keep himself healthy. Dave has great leadership potential. He often volunteers to help coach the younger students and will referee games as well. Dave comes from a large extended family, his parents both have jobs they like and the family enjoys the benefits of their parents' hard work. Dave has a number of good mates. He believes that if you treat people with respect they will respect you.

Dianna's parents recently split up and she is finding it difficult to cope. She feels her parents are so caught up in their own problems that they barely remember she exists. She has started to stay out late with friends and has found that drinking alcohol seems to help her escape from her stress. She is often tired at school and her grades are starting to fall but she doesn't really care.

1. Is the person in each scenario healthy or unhealthy? List the factors that led you to your decision.
2. Explain how each of the components of health relate overall to give either a positive or a negative level of health. Use examples from the scenarios.
3. Describe the problems that Dianna is experiencing.
4. Outline what Dianna could do to try to address her problems.

CHECK & CHALLENGE

1. List the five main components of health.
2. What are three qualities of an emotionally healthy person?
3. Suggest two events that could have a negative impact on your emotional health.
4. Think of a time when you were unwell or injured. Did the fact that you were physically unwell affect the way in which you related to others, your motivation level, how productive you were or your sense of self? Why or why not?

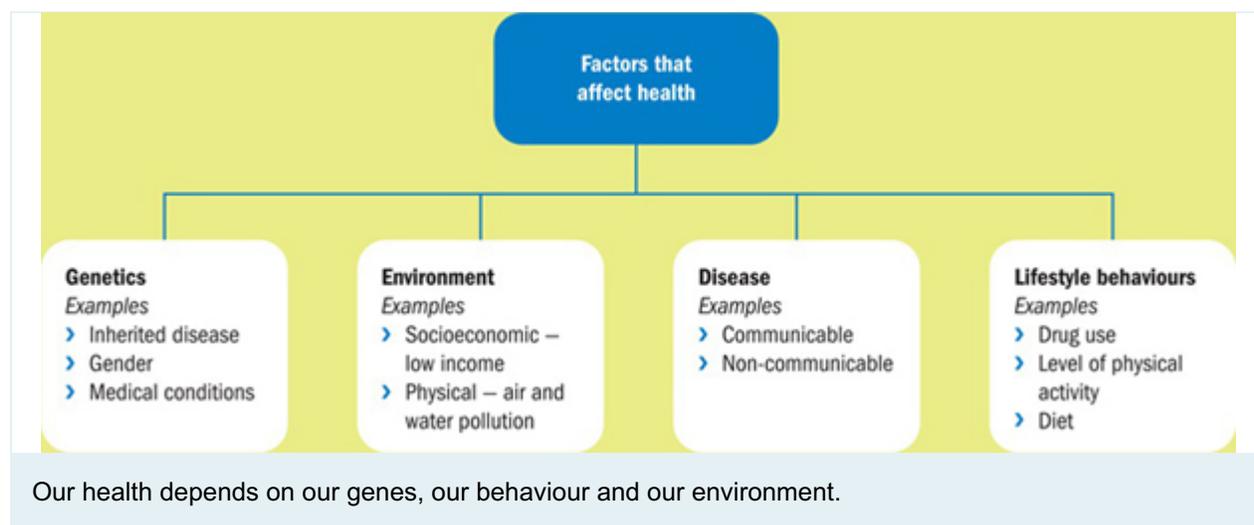
6.2 Factors that affect health

There are some factors that affect your health that you might be unable to control, such as your genes, gender or environment. But other factors, such as the choices you make about your lifestyle, are yours to control.

Engage

Your level of health is influenced by a number of factors. You have little control over some of these factors, such as a family history of disease or your physical environment. However, there are many choices you can make to achieve and maintain your optimal health.

Your genetic make-up, the physical and socioeconomic environment in which you live and your lifestyle all affect your level of health.



Explore

Genetics

Your genetic make-up is inherited from your parents. There are some medical conditions you can inherit from your parents, and other conditions you are more at risk of developing if there is a family history of it, such as some blood disorders or cystic fibrosis. Women who have a family history of breast cancer, for example, have a higher risk of developing this cancer than those women who do not have a history of breast cancer in their family.



What have you inherited from your parents?

Your gender, too, is a factor in the level of risk of developing some diseases. Men are more likely than women to develop heart disease, for example. What do you know about your genetic make-up?

Environment

The **socioeconomic** and **physical environment** in which we live can have a significant impact on our level of health. Generally, people from a higher socioeconomic group — this usually means they have more money, are better educated and have higher paying jobs — are more likely to have a better level of health than those people from a lower socioeconomic group. This means that people with less money and education are at a greater risk of ill health and adopting poor lifestyle behaviours such as smoking. Statistics show that people from lower socioeconomic groups:

- are sick more often and die younger
- have limited choice in housing, which can lead to a greater chance of being exposed to pollution, crime and overcrowding

- have limited financial ability to access medical facilities, services and treatments.

People from higher socioeconomic groups usually:

- have lower infant death rates
- have better knowledge about health
- are more likely to undertake prevention measures such as regular dental check-ups, immunisation and Pap smears.

The physical environment can have an impact on people's health as well. The health of people living in built-up urban areas can be affected by the quality of air and water, housing and crowded living. Practices such as crop spraying, for example, can affect the health of people who live in rural areas. Other climatic events such as dust storms and bushfires can also affect people's health.



Environmental factors like air pollution can have an impact on our health.

Disease

If we don't look after our bodies, we can become ill or develop a disease. We are born with some diseases, and some develop as we grow. Others result from making poor decisions and adopting poor lifestyle behaviours. Diseases can be categorised into **communicable diseases** and **non-communicable diseases**.

Communicable diseases

Communicable diseases are passed from one person to another either through physical contact with an infected person or through the air. The common cold, for example, can be spread from someone when they cough, from kissing the person or sharing a cup or glass that they have used. Sharing a drink bottle is a common way for communicable diseases to spread.

People who are sexually active, particularly when they do not practise safe sex, are at risk of catching sexually transmitted infections through skin-to-skin contact or blood-to-blood contact. Hepatitis B is an example of a communicable disease that is sexually transmitted.

Many childhood diseases such as whooping cough and measles can be passed from one person to another. It is important to maintain good hygiene and follow a doctor's instructions if you have a disease that can be spread, so other people are not infected.

Lifestyle diseases

Making poor lifestyle decisions can increase the risk of developing lifestyle diseases. Lifestyle diseases are caused by particular behaviours. These behaviours include having a poor diet, not being physically active on a regular basis and having unprotected sex. [Table 6.1](#) indicates common lifestyle diseases and the related behaviours that can cause them.

HEALTH FACT

Obesity occurs when a person's weight increases beyond a healthy level due to excessive energy (kilojoules) intake. This means their energy intake is much greater than the energy used throughout their day.

Heart disease, certain types of cancer and diabetes are lifestyle diseases that are more likely to occur as we grow older. However, the lifestyle behaviours that lead to these diseases, such as lack of physical activity and high-fat diets, start during childhood.

The lifestyles chosen by some young people put their health at risk in the short and long term. The fact that young people experiment more and take more risks with their health can increase the potential for future problems. Research shows, for example, that many young people consume alcohol on a weekly basis and that alcohol use can be associated with a number of health risks for adolescents, such as unsafe sex, unwanted pregnancy, accidents and violence.

You can protect your health by making positive lifestyle choices such as:

- eating a balanced, nutritious diet
- participating in daily physical activity
- not smoking and choosing not to use drugs
- practising safe sex — for example, using a condom
- getting adequate rest and sleep
- having regular medical check-ups
- using positive strategies to relieve stress and manage anger, such as talking to a counsellor, trusted adult or good friend
- adopting positive communication skills
- using self-talk to help you recognise and reinforce your positive attributes
- recognising your rights and undertaking your responsibilities.



TABLE 6.1: Lifestyle diseases and related lifestyle behaviours

Common lifestyle diseases	Related lifestyle behaviours
<p>Cardiovascular disease — damage to or disease of the heart, arteries, veins and smaller blood vessels. It includes stroke, heart attack and peripheral artery disease.</p>	<ul style="list-style-type: none"> ● Smoking ● Eating a diet high in saturated fats ● Lack of physical activity contributing to obesity

Diabetes — affects the body’s insulin production. Insulin allows the body to take glucose (sugar) from the bloodstream and use it for energy. There are two types of diabetes: type 1 and type 2.

Type 2 diabetes:

- Lack of physical activity
- Unhealthy food choices
- Excessive weight or obesity

Cancer — a group of diseases that are characterised by the uncontrolled growth and spread of abnormal cells

Lung cancer:

- Smoking cigarettes
- Skin cancer
- Failing to use sun protection (hats/sunscreen)

Colorectal cancer:

- Being overweight
- Eating a high-fat, low-fibre diet

ACTIVITY

Lifestyle behaviours

Read the scenario below and answer the questions that follow.

Glenn is a 38-year-old truck driver. He spends long hours each day driving in busy city traffic. When he was young he really liked eating meat pies, hamburgers, chips and chocolate thick shakes for lunch. He ate lots of food because he had a big appetite. This was not a problem because he rarely put on weight even though he did not exercise often. He still eats a big lunch each day and finds that eating smaller amounts or more nutritious foods is very hard. He is now 40 kilograms overweight and has been diagnosed with type 2 diabetes. He has been told he is at risk of heart disease if he doesn't change his lifestyle.

1. What factors have led to Glenn's poor level of physical health?
2. What things should Glenn have done when he was younger to ensure he had good physical health when he was older?
3. Identify the factors that need to change in Glenn's life for his health to improve.
4. Devise a realistic plan that includes a range of strategies Glenn could adopt to improve his health. Keep in mind his occupation and current lifestyle habits. Share your plan with a partner.

CHECK & CHALLENGE

1. Explain how a combination of poor diet and lack of physical activity can affect your health.
2. Identify the diseases that can result from a poor lifestyle.
3. What advice would you give to someone who is at risk of cardiovascular disease?
4. Consider your current lifestyle behaviours. Predict what diseases you may be at risk of developing or can likely avoid. Give reasons for your answer.
5. What areas of our health do we control? What can we do to keep ourselves healthy for life?

eBookplus RESOURCES



Complete this digital doc: [Disease: causes and impacts](#)
Searchlight ID: [doc-2591](#)

6.3 Mental health

Adolescents are more likely to be affected by mental health problems such as depression and eating disorders than any other age group in Australia. By maintaining positive mental health we can protect ourselves against these problems.

Engage

How we perceive the world and how we react to what is happening in our lives are reflections of our mental health. Young people who have positive mental health feel good about themselves, can make decisions to resolve problems and can bounce back when things become stressful.

Explore

Mental health problems

For some people, the way they see the world and their place in it, and what they think about themselves, can be quite negative. They may find it difficult to cope with stress or even with day-to-day activities, such as study, a part-time job or other responsibilities. A significant number of children and young people in Australia experience **mental health** problems and, for some, this leads to mental illness, which is more severe.

Unfortunately, in the past there has been a stigma attached to mental illness. People who suffer from mental illness are often afraid or embarrassed to seek help or tell their family. This is slowly changing as awareness about mental illness increases. It is important that people who suffer from a mental illness are supported in the same way as those who have a physical illness.

Types of mental health problems

Mental illnesses are divided into two groups — psychotic illnesses and non-psychotic illnesses. [Table 6.2](#) outlines some of these illnesses.

TABLE 6.2: Some common mental illnesses

Mental illness	Nature of the illness
<p>Non-psychotic illnesses</p> <ul style="list-style-type: none">• Anxiety disorders — for example, traumatic stress disorder and obsessive compulsive disorder• Depression — for example, adjustment disorder and post-natal depression	<p>A group of disorders where the person feels high levels of anxiety most of the time. There are extreme feelings of discomfort and tension, and a fear of panic attacks.</p> <p>Clinical depression is a group of illnesses. People with these illnesses experience long-term depressed moods that affect their life. They are unable to cope and feel hopelessness and despair.</p>
<p>Psychotic illnesses</p> <ul style="list-style-type: none">• Bipolar mood disorder• Schizophrenia	<p>People with bipolar mood disorder experience times when they are clinically depressed and then times when they feel extreme happiness, over-activity or rapid speech. These times are called periods of ‘mania’. Schizophrenia affects one in every 100 people. It interferes with mental functions and can cause changes to personality. The symptoms are:</p> <ul style="list-style-type: none">• delusions — for example, false beliefs about negative actions against them• hallucinations — for example, hearing voices; seeing, smelling, feeling or tasting things that are not there• thought disorder — thoughts jumping with no logical order.

HEALTH FACT

One in five Australians will experience a mental illness. Many mental illnesses are caused by a physical dysfunction of the brain, and can be effectively treated. Some people experience their illness only once and fully recover; for others, the illness recurs throughout their lives. Stress may trigger some mental illnesses or prolong them.

Depression

Depression is a common mental illness. There are many types of depression. When a person is suffering from depression, they often have overwhelming feelings of despair and sadness. We all experience times when we feel sad or depressed, often triggered by stress or a loss in our lives. Generally, most people recover and are able to move past the loss. For people who suffer from a depressive illness, the feelings of depression last longer and make it difficult to cope with daily life.



Clinical depression makes it difficult to cope with daily life.

Eating disorders

Anorexia and bulimia are types of non-psychotic illness. Each of these eating disorders involves a preoccupation with control over body weight, eating and food.

Anorexia affects one out of every 50 adolescent girls. Most anorexia sufferers are female, but males also suffer from the disorder.

Bulimia affects one in six adolescent females and can also affect males.



Eating disorders are a significant mental health issue for adolescents.

Positive mental health

People who have positive mental health:

- manage their emotions in a positive way
- develop and maintain positive relationships
- cope with the demands of everyday life
- feel happy most of the time
- deal with stress in a positive way
- have a good sense of self.

How we talk to and treat people can support mental health. Treating others with respect and not bullying or putting them down will help them feel good about themselves. Think about how you would feel if your friends and family put you down. You would probably find it very difficult to handle. People who suffer from mental illness need the support of others.

ACTIVITY

Attitudes about mental illness

In groups of three, undertake the following tasks.

1. Discuss your attitudes about depression. What do you first think of when you hear the word?
2. Discuss the reasons why many people have negative attitudes towards sufferers of mental illness.
3. Identify and discuss behaviours and language that you or others might use that can have a negative impact on people's mental health, for example, calling them names or telling them they are stupid.
4. Design an advertising campaign that promotes awareness of mental illness and promotes positive attitudes towards people who have a mental illness.
5. Present your advertising campaign design to the class.

CHECK & CHALLENGE

1. Describe and give an example of a non-psychotic illness.
2. Describe four ways people display positive mental health.
3. Describe the difference between depression as a mental illness and feeling sad.
4. One method of protecting your mental health is learning to relax. Describe your favourite way to relax. Then use the **Relax** weblink in your eBookPLUS to learn some new ways to relax.

eBookplus RESOURCES



Explore more with this weblink: Relax

6.4 Eat well, live life!

The food we eat keeps our bodies working. A healthy, balanced diet provides a variety of nutrients that are critical for growth and development. But what foods are recommended for us, and how much of them should we eat?

Engage

Food is the fuel for your body. All the food and drink (except water) you consume contains kilojoules that are either converted into energy to fuel your body or stored as fat. Some foods are very nutritious — that is, they contain lots of **nutrients**. Other foods are high in kilojoules but have very few nutrients, such as soft drink and cakes. Eating good food will ensure our bodies get all the nutrients they need to function efficiently. [Table 6.3](#) outlines the nutrients our bodies need to grow and function properly.

A balanced diet and regular exercise will contribute to positive health.



Eating nutritious foods will provide you with the nutrients you need for your body to grow and function at its best. Which meal would be the healthier choice?



Try out this interactivity: [The nutrition of food](#)

Searchlight ID: [int-2180](#)

Explore

What are 'healthy food habits'?

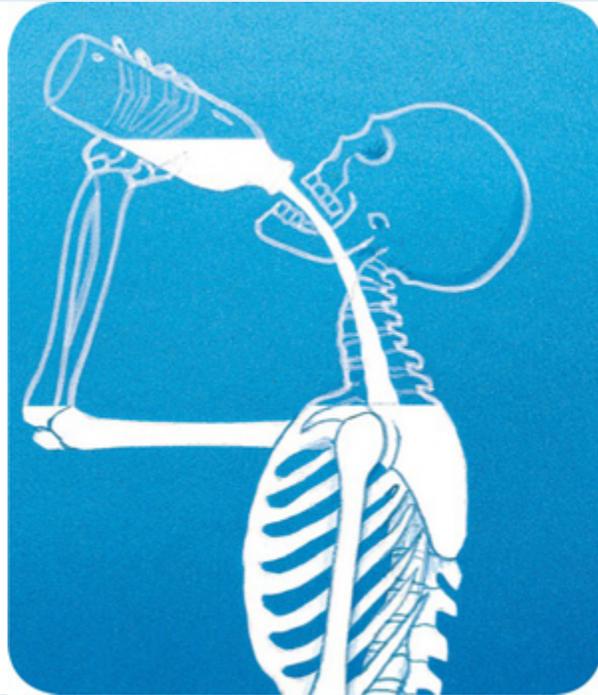
Young people eat a range of foods for a range of reasons. Think about the foods you consume in an average week and why you choose those foods. Did you always make the healthy and nutritious choice?

Healthy food habits include:

- eating a variety of nutritious foods that meet the dietary guidelines for children and adolescents
- drinking plenty of water
- eating regular meals in smaller amounts rather than bingeing once or twice during the day
- eating a nutritious breakfast to provide fuel for the day ahead
- avoiding eating large meals or junk food just before you go to bed
- avoiding eating foods that are high in fat, sugar and salt.

HEALTH FACT

Young people aged 9–18 require 1300 milligrams of calcium every day to keep their bones and teeth healthy, but in 2009 more than 85 per cent of girls and 60 per cent of boys failed to have their required amount of daily calcium.



Calcium can be obtained from dairy products such as milk.

TABLE 6.3: Essential nutrients found in foods

Nutrient	Function	Examples of food sources
<p>Carbohydrates comprise two types: simple and complex. Complex carbohydrates need to make up the majority of your nutrient intake because they release energy slowly over a longer period of time.</p>	<ul style="list-style-type: none"> ● Provide fuel for the body in the form of energy ● Provide fibre 	<ul style="list-style-type: none"> ● Simple carbohydrates: sugar, chocolate, honey, cakes ● Complex carbohydrates: bread, pasta, rice, vegetables and noodles <p><i>Note:</i> Simple carbohydrates should be eaten only occasionally.</p>

<p>Protein makes up the main part of body tissue — for example, muscle, skin and hair.</p>	<ul style="list-style-type: none"> • Used in the growth, repair and maintenance of body tissue • Used in the body's cells 	<p>Milk, eggs, red meat, poultry and fish</p>
<p>Fat comprises two types: saturated and unsaturated. Saturated fat is responsible for raised cholesterol levels.</p>	<ul style="list-style-type: none"> • Provides energy • Insulates vital organs and nerves • Transports fat-soluble vitamins • Used in the body's cells 	<ul style="list-style-type: none"> • Saturated fats: animal fats such as butter • Unsaturated fats: canola oil, olive oil and oil found in most nuts
<p>Vitamins — there are about 20 different vitamins. Common vitamins are A, B, C and D.</p>	<ul style="list-style-type: none"> • Help to release energy from our food stores • Regulate body processes • Aid in tissue building • Aid in production of red blood cells 	<p>A major source of vitamins is fruit and vegetables. A balanced diet with foods from each food group will ensure you obtain all the necessary vitamins.</p>
<p>Minerals — for example, calcium and iron</p>	<ul style="list-style-type: none"> • Calcium is required in many body functions, including growth of bones and teeth. • Iron helps carry oxygen to cells. 	<p>Major sources of minerals are meat, fruit and vegetables and dairy products. A balanced diet with foods from each food group will ensure you obtain all the necessary minerals.</p>
<p>Water</p>	<ul style="list-style-type: none"> • Helps all cell functions 	<p>Water, fruit and vegetables, juice drinks</p>

- Regulates temperature
- Transports wastes

HEALTH FACT

Adolescent boys need at least 11 milligrams of iron every day, but adolescent girls need at least 15 milligrams of iron. This is because the female body takes a while to adjust to the blood loss caused by the onset of menstruation and needs more iron after beginning puberty.

Good food choices and health

The *Australian Guide to Healthy Eating* states that we should enjoy a variety of nutritious foods every day. The guide outlines the five food groups that provide the nutrients we need to grow and function on a daily basis. The amount of these foods we should eat each day depends on our body size and activity level. If you are very active and burn up lots of energy, you will need to eat more serves of these foods to sustain your energy levels. [Table 6.4](#) outlines the number of serves for children and adolescents from each food group.

TABLE 6.4: Recommended dietary serves for children and adolescents

Children and adolescents	Bread, cereals, rice, pasta, noodles	Vegetables, legumes	Fruit	Milk, yoghurt, cheese	Meat, fish, poultry, eggs, nuts, legumes	Extra foods
Children 4–7 years	5–7	2	1	2	$\frac{1}{2}$	1–2
	3–4	4	2	3	$\frac{1}{2} - 1$	1–2
Children 8–11 years	6–9	3	1	2	1	1–2
	4–6	4–5	1–2	3	$1 - 1\frac{1}{2}$	1–2

Adolescents 12–18 years	5–11	4	3	3	1	1–3
	4–7	5–9	3–4	3–5	1–2	1–3

Serving suggestions for each of the food groups for children and adolescents. The orange rows show a healthy diet based on eating a lot of bread, cereal, rice, pasta and noodles. The blue rows show a healthy diet that includes more from all of the groups.

Few foods contain all the daily nutrients your body needs, so it is important to eat a variety of healthy foods. If you eat only three or four types of food, your body will not get all of the nutrients it needs.

Enjoy a wide variety of nutritious foods

Children and adolescents should be encouraged to:

- eat plenty of vegetables, **legumes** and fruits
- eat plenty of cereals (including breads, rice, pasta and noodles), preferably wholegrain
- include lean meat, fish, poultry and/or alternatives
- include milks, yoghurts, cheeses and/or alternatives, especially reduced-fat varieties
- choose water as a drink.

And care should be taken to:

- limit saturated fat and moderate total fat intake. Low-fat diets are not suitable for infants.
- choose foods low in salt
- consume only moderate amounts of sugars and foods containing added sugars.



Fresh fruit and vegetables are excellent sources of vitamins, minerals and fibre.

ACTIVITIES

1 Young people's diets

1. Record your food intake over a period of one week.
2. Compare your weekly food intake to the dietary guidelines for children and adolescents in Australia shown in [table 6.4](#). Are you meeting the dietary guidelines for adolescents and children?

3. Describe how you can improve your eating habits so that your diet is in line with the dietary guidelines.
4. Do you think most young people eat a nutritious, balanced diet that is in line with the dietary guidelines? Give reasons for your answer.
5. Plan a healthy diet for yourself that meets the dietary guidelines for adolescents and children for one week.

2 Nutrients

Choose two of the essential nutrients found in foods. Use the **Important nutrients** weblinks in your eBookPLUS to investigate them and then design an information sheet for each that includes the following.

1. What is the nutrient?
2. What are its main functions?
3. Examples of recommended food sources
4. Any recommendations about amounts or types of the nutrient.

You may want to include illustrations to enhance your information sheet.

CHECK & CHALLENGE

1. List the essential nutrients found in food and the main function of each.
2. What foods are recommended in the *Australian Guide to Healthy Eating*?
3. Dietary guidelines for children and adolescents are different to those for adults. Research the differences and discuss why they exist.
4. What type of carbohydrates are best for you and why?
5. Why is it important to have a variety of fruits and vegetables in your diet every day?
6. What advice would you give to someone who had a diet of fast food that was high in fat and salt?
7. Your family has decided to improve their diet. Identify the poor eating habits of your family and list ways they could improve their diet.
8. Why is it recommended to eat regular, smaller meals rather than one large meal a day?



Explore more with this weblink: Important nutrients

6.5 Influences on young people's food choices

There are many reasons why we choose to eat certain foods. Many of these reasons can be influenced by economics, gender, culture and religion. An understanding of the relationship between physical activity levels and diet may also encourage people to change their eating habits to achieve and maintain the best possible levels of health.

Engage

There are many social and cultural factors that influence the choices we make about our diet. Although these are important, we should all aim to balance our diet with physical activity to achieve and maintain optimal health.

Explore

Sociocultural influences on food choices

A range of factors influence the decisions we make about what and how we eat. Personal taste plays an obvious role. Availability is another key factor — a wide variety of fresh and diverse foods is available in Australia, largely as a result of our multicultural society, our agricultural industry, and our refrigeration and transport facilities. This is not the case in many other countries.

The following social and cultural factors also have a strong influence on our choices and beliefs about food.

- *Economics.* The price of some healthy foods can be expensive compared with less healthy alternatives. For example, 100 per cent fruit juices are more expensive than cordials or fruit juices with added sugar and water. The high price of fruit and vegetables when they are not in season can discourage people from buying them, while the special deals regularly offered by some takeaway food stores encourage food purchases that are high in fat, salt and sugar. For people with a limited income, financial concerns may restrict their food purchases and limit their capacity to make the healthiest choices available.

- *Gender.* As discussed previously, social beliefs about the 'ideal' male and female body can have an influence on food choices and eating patterns. Females may be inclined to eat smaller portions and avoid particular foods because they are concerned about weight gain, while men may consider the consumption of certain foods necessary to keep up their strength. The media often reinforce these decisions, marketing certain foods at a particular gender; for example, low-fat products are often targeted at women.

- *Culture.* The foods eaten and the way in which they are cooked differ greatly between cultural groups. Rice, for example, is often eaten as part of Asian meals, while pasta with various sauces or fillings is often used in Italian meals.

- *Religion.* Religious beliefs and practices around food can restrict the eating of certain types of food, influence the way it is prepared or affect eating patterns. During the Islamic religious festival of Ramadan, for example, Muslims fast during daylight hours and then enjoy a feast with family and friends at night.



Rice dishes such as sushi are a common part of Japanese meals.

Diet and physical activity — getting the balance right

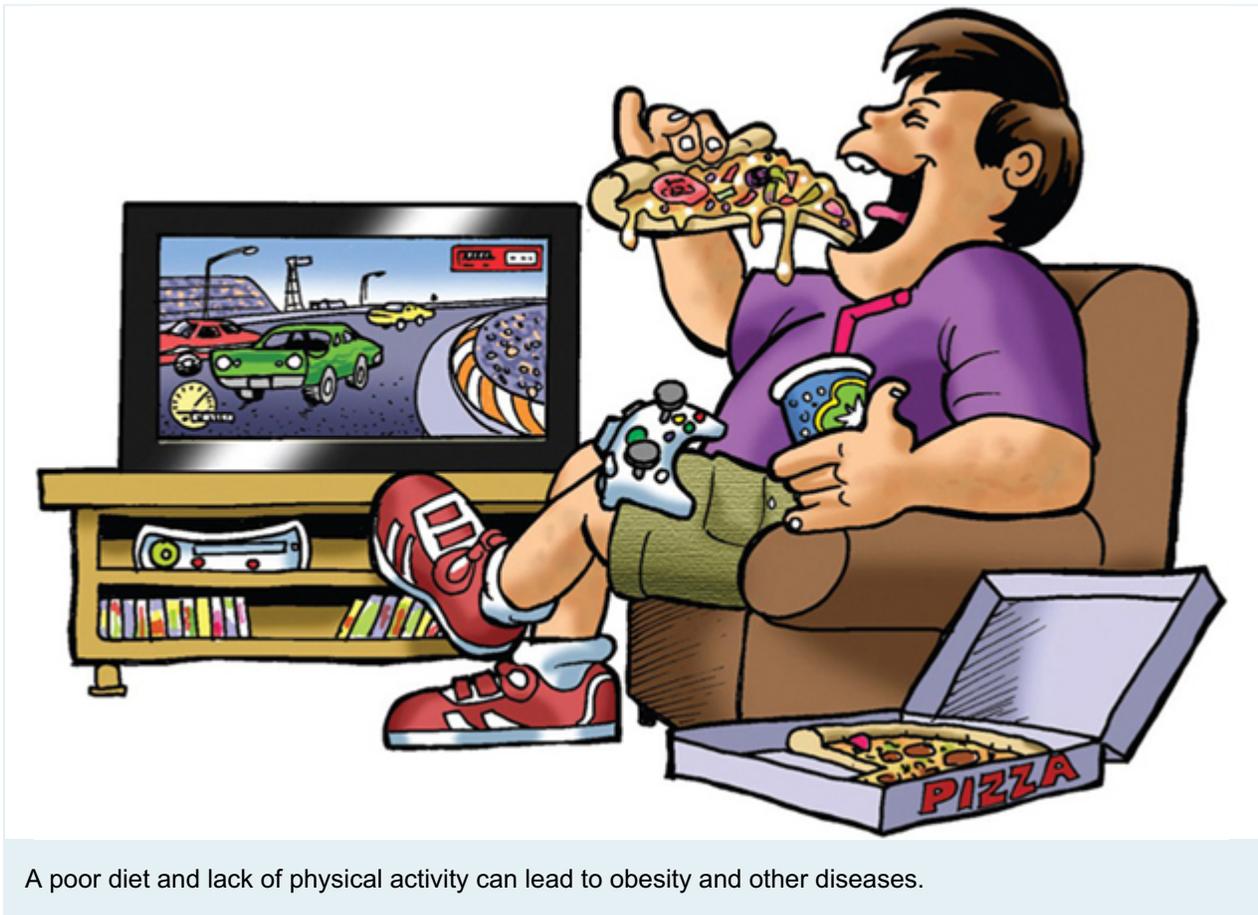
Eating a balanced diet that meets the dietary guidelines and exercising regularly are the foundations of good health. The benefits of a balanced nutritious diet and regular physical activity include:

- healthy weight
- getting all the nutrients your body needs to grow and develop
- high energy levels
- an improved body image
- better concentration
- high self-esteem
- self-confidence

- improved body functioning
- a decreased chance of developing diseases that are associated with poor diet and lack of exercise.

For some young people, eating an unhealthy diet or overeating and lack of exercise can lead to excessive kilojoules being deposited as fat, which can lead to excess weight gain and obesity. In simple terms, excess weight and obesity is caused by an imbalance in the amount of energy (kilojoules) we eat and drink and the amount of energy (kilojoules) we burn up in growth and physical activity. An alarming number of children and young people are overweight or obese in Australia today, and this trend is increasing. Being overweight or obese can have negative effects on your health, such as:

- increased risk of diseases such as heart disease, type 2 diabetes and certain cancers
- increased risk of high blood pressure
- reduced ability to participate in everyday activities
- reduced self-esteem and poor body image.



A poor diet and lack of physical activity can lead to obesity and other diseases.

Young people need to ensure that they are burning up the kilojoules from the food they eat if they are to maintain a healthy weight. It is recommended that children and young people should be physically active every day for at least 60 minutes or more and this activity should be of moderate intensity.

ACTIVITY

Food advertising and young people's food choices

1. View one hour of television during prime viewing time for children and young people (after school) and record all the foods advertised.
2. Categorise these foods into two lists: healthy foods and unhealthy foods.
3. Explain how you decided which foods were healthy and which were unhealthy.
4. Identify the types of food that are predominantly advertised at this time.
5. Why do you think advertising companies advertise these food products at this time?
6. Do you think that this type of advertising affects young people's choices about food? Explain.
7. Do you think there should be stricter control of food advertising at these times? Explain.
8. As a class, debate the topic 'Advertising of junk food should be banned during prime viewing time for children'.

CHECK & CHALLENGE

1. Explain how a combination of poor diet and lack of physical activity can affect your health.
2. Explain why the cost of food for some people can contribute to an unhealthy diet.
3. How can gender influence the choices young people make about the food they eat? Provide examples.
4. How can food advertising on television influence a child's choice of foods?

6.6 Why take drugs?

Making good decisions about your health is not always easy to do. Peer pressure, the need to fit in and experimentation are just some of the reasons why young people misuse drugs. In this lesson you will learn about drugs and their effects, and why people use, misuse or choose not to use drugs.

Engage

Drugs are used for many reasons, including pain relief, fighting disease, to heal the body and to help manage stress. Some drugs are illegally produced and are specifically made for recreational use rather than medical use.

Research shows that drug use is directly related to many health problems in Australia. It is well known that smoking contributes to the development of a number of different types of cancers and that alcohol abuse can lead to cirrhosis of the liver (liver disease). Smoking is the largest preventable cause of death and disease, killing thousands of Australians each year.



Smoking is the single largest preventable cause of death and disease in Australia. So why do people smoke?

Explore

Why some people take drugs

There are many reasons why people take **drugs**. Some of these reasons are:

- to treat an illness

- to socialise with others
- to cope with stress
- to improve performance
- as a form of relaxation
- due to curiosity
- due to parent or family use
- as part of their culture
- to be part of a celebration (for example, a party)
- to experiment (for example, to try something new)
- as an act of rebellion (for example, against parents)
- due to pressure from peers, or to fit in with their peer group.

Why people don't use drugs

Just as there are many reasons for people using drugs, there are many reasons for people not using drugs.

- Their family values and attitudes are against drug use.
- It is against the beliefs of their religion or culture.
- Some drugs are illegal.
- It is too expensive.
- They value personal health.
- They are athletes.
- They do not want to feel out of control.
- There are age limits.



Tobacco, like alcohol, is an illegal drug for people under 18 years of age.

How drugs affect your health

Drugs affect people differently. Two people can use the same drug at the same time but can experience different effects. How drugs affect a person is influenced by a number of factors, including:

- how much is used
- height and body weight
- past experience with the drug
- mood
- the strength of the drug
- state of health when taking the drug
- whether the drug is used on its own or with other drugs

- the environment — whether used alone or with others, at home or at a party.

All drugs, including prescription medicines, have the potential to negatively affect your health if not used correctly. Long-term misuse or abuse of a drug can lead to damage to your body and even death.

Their drugs, not yours!

Often, one person's drug use can affect the health and wellbeing of others, even those who choose not to use drugs. **Passive smoking** can cause cancer in people breathing second-hand smoke and drink driving can lead to other people being injured or killed.

One person's drug use can affect other people in many ways, including:

- accidents
- health problems, such as cancer from passive smoking
- aggressive or violent behaviour towards others
- domestic violence
- family breakdown
- family financial problems
- sexual assault
- crime, such as break-ins and theft
- injury
- littering and environmental damage (for example, discarded cigarette butts, needles or bottles).

HEALTH FACT

In 2007, 74 per cent of Australian teenagers aged 14–19 had tried alcohol, just over 20 per cent had tried cannabis and just over 12 per cent had tried tobacco.



Passive smoking is one example of how other people's drug use can affect you.

HEALTH FACT

Medicines were developed to improve your health by fighting disease and infection and helping your body to heal. Medications are misused when a person does not follow the instructions given by the doctor or chemist, or when someone uses medication that was not prescribed for them.

ACTIVITIES

1 Reasons why young people take drugs

1. As a class, discuss the reasons why young people take drugs. List all the reasons on the board.
2. As a class, decide which reasons are most relevant to boys, to girls and to everyone. Identify the potential consequences for young people misusing drugs.
3. As a class, discuss ways in which drug use among young people could be reduced.

2 Drug use and the law

1. Choose one of the following types of drugs and use the **Drugs and the law** weblinks in your eBookPLUS to research the law in relation to young people's use of it.
 - Cannabis
 - Alcohol
 - Tobacco
2. In a small group, share your research from question 1. Discuss whether the law is effective at stopping and/or reducing the use of these drugs among young people.
3. Suggest strategies to reduce alcohol and tobacco consumption among young people.



Why do people often use alcohol to celebrate?

CHECK & CHALLENGE

1. Identify the reasons for some young people using drugs.
2. Are there differences in the use of drugs between girls and boys? Explain.
3. Suggest the major influences on boys taking drugs.
4. Suggest the major influences on girls taking drugs.
5. Outline the factors in your life that have or would influence you to take or not take a drug.
6. Make suggestions about what needs to be done to reduce the influences on boys and girls to take drugs.
7. In many cases, young people's drug use could be substituted with healthier alternatives. For example, there are many ways to relax or treat pain that do not involve drugs, such as meditation. Suggest some healthier alternatives to drug use.
8. Use the **Consequences of drinking** weblink in your eBookPLUS to watch a clip showing what can happen when alcohol is abused. Why do you think the people in this clip were drinking alcohol? Do you believe such commercials are effective in raising awareness of the risks associated with alcohol abuse among young people? Justify your response with examples.

eBookplus RESOURCES



Explore more with this weblink: Consequences of drinking

Explore more with this weblink: Drugs and the law

6.7 Drugs and your health: stimulants

Drugs that speed up your brain and nervous system are called stimulants. People use stimulants such as caffeine or tobacco to improve mental performance and to feel energised. Yet even in moderation, these legal drugs can damage your body. In this lesson you will learn about a variety of stimulants and how they affect your mental, physical and emotional health.

Engage

As discussed in the previous lesson, drugs are substances that change the way in which your nervous system and body work. They can either slow down or speed up your body, or affect how you perceive things. Drugs are often grouped into three categories: stimulants, depressants or hallucinogens. Stimulants used for recreation or used in combination with other drugs can have a disastrous effect on your health and the health of others.

How much do you know about the damaging effects of cigarettes? Use the **Smoking and your health** weblink in your eBookPLUS to watch a clip from an anti-tobacco government campaign and then, as a class, brainstorm all the negative effects of smoking that you know.

eBookplus RESOURCES



Explore more with this weblink: Smoking and your health

Explore

Common stimulants

Stimulants are drugs that stimulate or speed up the brain and nervous system. They increase heart rate, blood pressure, and make you more awake and alert. In large amounts they can make you feel agitated, anxious or aggressive.

Common types of stimulants are:

- caffeine
- tobacco
- amphetamines (speed or methamphetamine)
- ecstasy
- cocaine
- ephedrine.

The effect of a stimulant on your body will vary according to the drug. Generally, the common short-term effects of stimulant use include:

- being alert, excited or agitated
- feeling anxious
- feeling confident
- increased heart rate
- increased blood pressure
- feeling sick in the stomach
- sweating more.

Each stimulant affects the body differently in the long term. There is not much known about the long-term effects of drugs such as ecstasy. However, most stimulants in the long term lead to:

- a **tolerance** of the drug
- a **dependence** on the drug.

People who use stimulants such as cocaine and speed can become violent and aggressive. They are more likely to have relationship, legal, financial and housing problems.

Tobacco

Tobacco is one of the most commonly used stimulants in our society. Research shows that it is extremely damaging to the health of smokers and others who inhale second-hand smoke through passive smoking. Despite the harmful effects of smoking, people still experiment with tobacco use, often at a young age.

Young people often start smoking because of peer pressure or because they want to rebel against their parents. Whatever the reason, it is important to know that smoking tobacco is a high risk to your health and a very difficult habit to break. Tobacco is addictive.

What's in a cigarette?

Cigarettes contain over 4000 dangerous chemicals, some of which are addictive and/or **carcinogenic**. The following chemicals are contained in cigarettes:

- *Nicotine* — the main addictive ingredient. It is a stimulant that increases heart rate and blood pressure.
- *Tar* — a mixture of chemicals. Tar is retained in the lungs when a smoker inhales and it causes many serious lung diseases.
- *Carbon monoxide* — an odourless, tasteless and poisonous gas. It prevents the blood from carrying oxygen around the body. This is the same chemical that comes out of car exhausts.
- *Acetone* — used as a solvent. It is used, for example, in nail polish remover.
- *Ammonia* — speeds up the delivery of nicotine. It is in cleaning fluids.
- *Arsenic* — a deadly poison. It is used in insecticides.



Coffee contains the stimulant caffeine, which is why many people feel drinking coffee in the morning can energise them.

- *Formaldehyde* — used to preserve dead bodies.
- *Cadmium* — a poisonous metal used in car batteries.
- *Cyanide* — a deadly poison.

These are just some of the poisonous chemicals in cigarettes.

THE SECRETS THEY KEEP...
HERE'S WHAT THE TOBACCO INDUSTRY IS HIDING IN CIGARETTES.

These are some of the harmful chemicals smokers inhale.

METHOPRENE
 A chemical used to get rid of fleas on your pets.

BENZOPYRENE
 You'll find it in coal tar and cigarette smoke. It's one of the most potent cancer-causing chemicals in the world.

ARSENIC
 This deadly poison makes you lips burn, your breath turns bad.

ACETONE
 The tobacco industry refuses to say how acetone gets into cigarettes. It's one of the active ingredients in nail polish remover.

LEAD
 Lead poisoning stunts your growth, makes you vomit, and damages your brain.

FORMALDEHYDE
 It causes cancer, and can damage your lungs, skin and digestive system. Embalmers use it to preserve dead bodies.

TURPENTINE
 Turpentine is very toxic. It is commonly used as a paint stripper.

PROPYLENE GLYCOL
 The tobacco industry claims they add it to keep cheap "reconstituted tobacco" from drying out. But scientists say it aids the delivery of nicotine - tobacco's addictive drug - to the brain.

BUTANE
 Highly flammable butane, is one of the key components of gasoline.

CADMIUM
 It causes damage to the liver, kidneys and brain, and stays in the body for years.

AMMONIA
 The tobacco industry says it adds flavour. But scientists have discovered that ammonia helps you absorb more nicotine - keeping you hooked on smoking.

BENZENE
 This cancer-causing chemical is used to make everything from pesticides to detergent to gasoline.

Nicotine is one of the deadliest and most addictive drugs we know. Every year, almost 18,000 people in Australia die from smoking.

SMARTER than smoking
 Need more information? Check out www.DryGen.org.au

Smarter than Smoking
 Ph (08) 9388 3343
SMART@HeartFoundation.org.au
www.smarterthansmoking.org.au

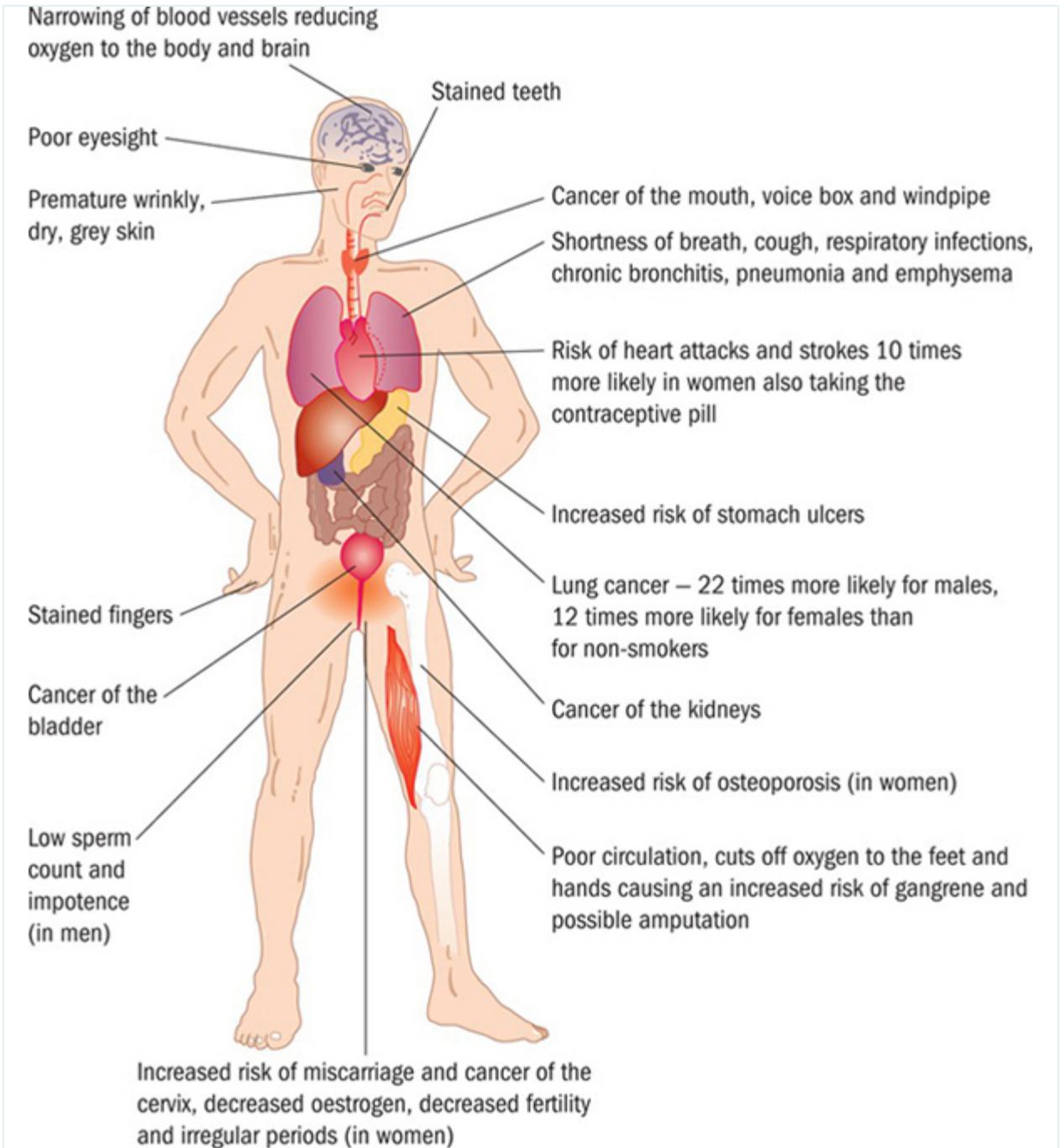
healthway **Heart Foundation**

The products shown contain chemicals found in cigarettes or cigarette smoke. The products themselves are not added to cigarettes and are used for illustrative purposes only. When used as intended, the non-tobacco products shown are safe.

Cigarettes are composed of a huge variety of highly addictive and toxic ingredients.

Health effects for smokers

There are both short- and long-term effects of smoking, as shown in the following diagram and table. The good news, though, is that if cigarette smokers give up smoking, some of the negative effects can begin to reverse, so it is certainly worth the effort to try to quit!



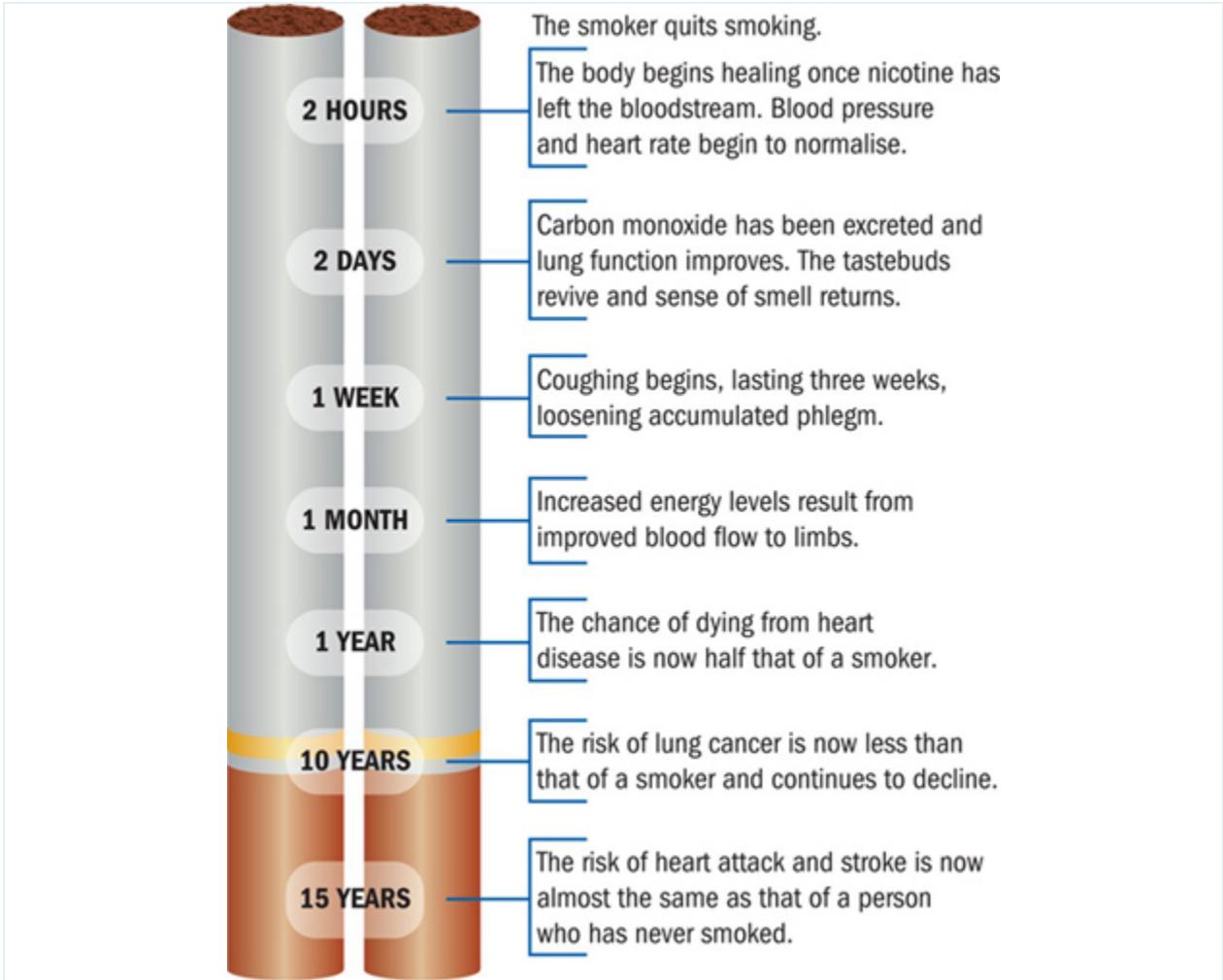
The short- and long-term effects of smoking cigarettes

HEALTH FACT

Tobacco smoke contains over 4000 chemicals, many of which are highly toxic. Over 40 of these chemicals are known to cause cancer. Damage to only one cell is sufficient to cause cancer. There is no safe 'low tar' cigarette and no safe level of smoking.

TABLE 6.5: Effects of smoking

Short-term effects of smoking	Long-term effects of smoking
<ul style="list-style-type: none">• Reduced fitness levels	<ul style="list-style-type: none">• Cancer — smoking causes cancer of the lung, throat, mouth, lip, tongue, nose, nasal sinus, voice box, oesophagus, pancreas, stomach, kidney, bladder, urethra, cervix and bone marrow.
<ul style="list-style-type: none">• Smelly clothes and breath	<ul style="list-style-type: none">• Heart disease
<ul style="list-style-type: none">• Irritated eyes from smoke	<ul style="list-style-type: none">• Emphysema
<ul style="list-style-type: none">• More coughing	<ul style="list-style-type: none">• Bronchitis
<ul style="list-style-type: none">• More prone to chest infections	<ul style="list-style-type: none">• Peripheral vascular disease — a narrowing of the arteries in the leg, which can cause a blockage. Some people with this disease must have their leg amputated. Cigarette smoking is the main cause of this disease.



Once a smoker quits, the body begins to repair itself immediately.

Some stimulants are illegal drugs. It is illegal to use, keep, sell or give away certain stimulants such as speed or ecstasy. You can be fined large sums of money and/or jailed if you are caught with these types of drug. In Australia, it is illegal to sell tobacco to anyone under the age of 18 years.

HEALTH FACT

Small amounts of caffeine (less than 600 milligrams per day) are not harmful. If you have more than 600 milligrams of caffeine a day for a long time, you may:

- find it difficult to sleep
- worry a lot
- be depressed
- have stomach upsets.

In one cup of instant coffee there is 60–100 milligrams of caffeine, but in one cup of fresh coffee there is 80–350 milligrams depending on its strength. A 250 mL glass of cola has 35 milligrams of caffeine.

ACTIVITY

Tobacco and advertising

1. Use the **Turning the tide** eLesson in your eBookPLUS to watch a clip that discusses how anti-smoking campaigns have worked to make smoking socially unacceptable.
2. What messages are currently included on cigarette packaging or anti-smoking advertisements?
3. Do you think these messages are effective in reducing cigarette smoking? Explain.

CHECK & CHALLENGE

1. What does the term 'carcinogenic' mean?
2. Suggest three ways passive smoking could have a negative effect on a child's health.
3. List four chemicals in cigarettes that have a negative effect on your health. Do cigarettes have any health benefits?
4. Suggest at least two reasons why people use legal stimulants like coffee.
5. Identify three movies or television shows in which you have seen actors smoking cigarettes. What messages are conveyed to the viewer by the way in which the actor portrays his or her smoking?



Watch this eLesson: [Turning the tide](#)

Search ID: [eles-0723](#)

6.8 Drugs and your health: depressants

Just as stimulants can be used to improve mental or physical performance, depressant drugs can be used for their relaxing effects. In this lesson you will learn about depressants, and the positive and negative effects they can have on your health.

Engage

Depressants are drugs that slow down the activity of your nervous system. They make your body relax. In large amounts, they slow your heart rate and breathing so much you can become nauseous, pass out and, in extreme cases, die.

Common types of depressants include:

- alcohol
- cannabis (marijuana or hash)
- sedatives
- barbiturates
- opiates (heroin, morphine, codeine, methadone).

What do you know about the effects of a depressant such as alcohol? Discuss your answers as a class.

Explore

The effects of depressants

Depressants generally have short-term effects that include:

- decreased heart rate
- slower breathing
- drowsiness
- loss of sensation
- pain reduction
- relief from anxiety.

Most depressants in the long term lead to:

- a tolerance of the drug
- a dependence on the drug.

Some depressants are illegal drugs. It is illegal to use, keep, sell or give away certain depressants such as cannabis. You can be fined large sums of money and/or jailed if you are caught with these types of drug. In Australia, it is illegal to sell alcohol to anyone under 18 years of age.

Alcohol

Alcohol is classified in the 'depressant' group of drugs because it slows down the central nervous system. The effects of drinking alcohol vary between people, and they can even differ for the same person, depending on the situation. Your body may react differently, for example, if you drink when angry or upset. Some of the factors that may influence how someone is affected by alcohol include:

- age, weight, body size and gender
- the amount of alcohol that is drunk
- how quickly the alcohol is drunk
- whether food has been eaten before drinking
- whether any other drugs have been used while drinking
- how frequently a person drinks
- a person's mood when drinking.

Young people are often more affected by alcohol than adults because their bodies are usually smaller, and they have less experience drinking alcohol. This means their tolerance to alcohol is lower and they generally feel its effects more quickly.

These effects become more obvious and more serious if drinking continues. Drinking too much alcohol can result in alcohol poisoning because the body is unable to tolerate the high concentration of alcohol in the bloodstream.



It is a common misconception that a couple of drinks have no effect. Alcohol affects you, even if you cannot feel it.

Some of the effects of drinking are outlined in figure below.



After one or two drinks ...
You start to feel relaxed, your reactions start slowing and your concentration is reduced.

If you drink a few more ...
Your vision is blurred, you have poor coordination and judgement, particularly in unexpected situations, and you experience tiredness and a loss of muscle control.

If you drink even more ...
You become more confident, your reactions become even slower, speech and movement begin to slow, and your mood changes.

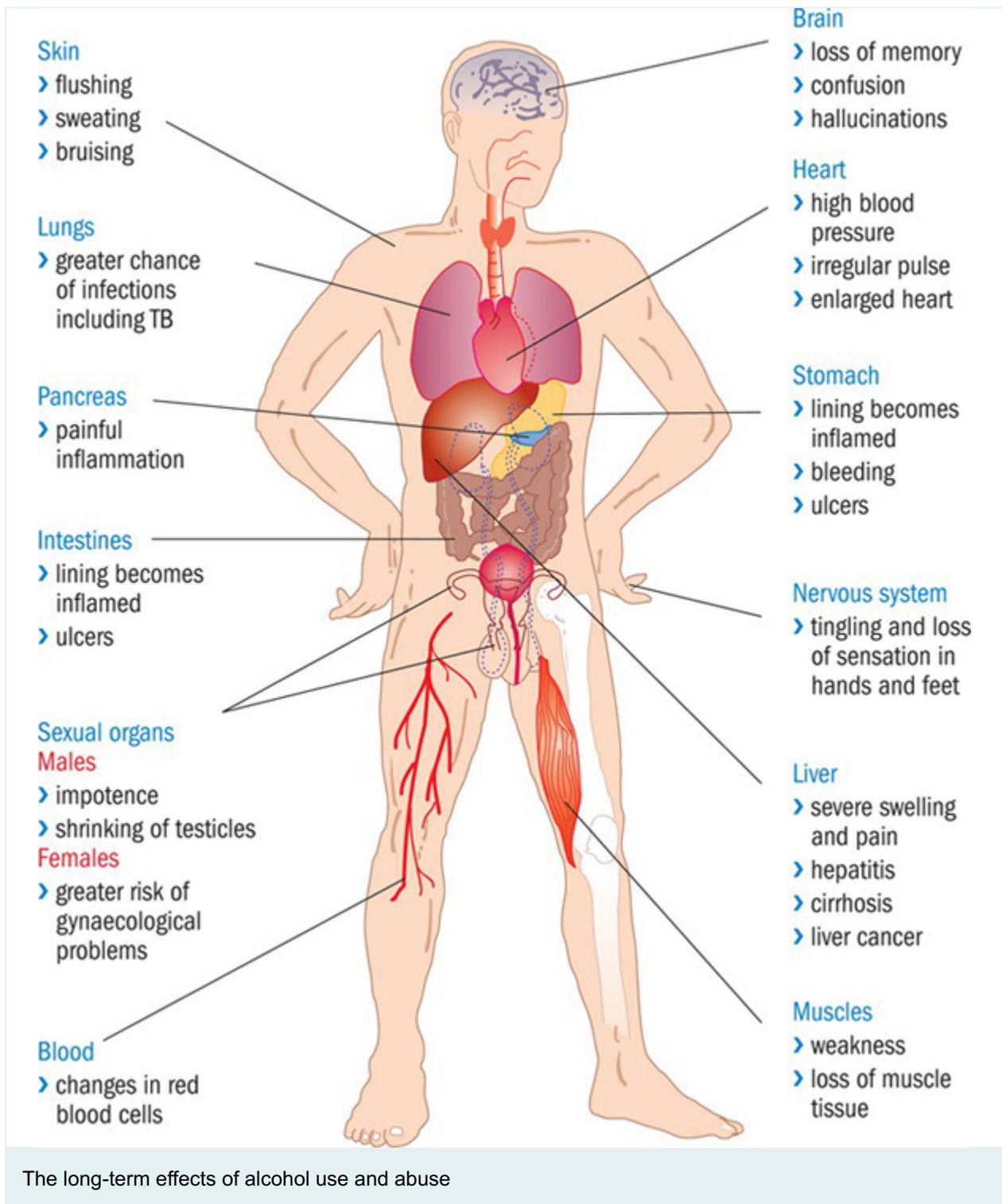
If you continue to drink more ...
You are unable to walk or talk properly, you experience nausea, vomiting and loss of memory, and you fall asleep or pass out.

The effects of alcohol increase as more alcohol is consumed.

Binge drinking

The fact that young people usually feel the effects of alcohol more quickly than adults is compounded by the way in which young people drink. Research has found that **binge drinking** is a common drinking pattern among many young people. Binge drinking refers to drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days.

Many young people feel pressured to start drinking in unsafe ways, like binge drinking. Use the **Alcohol and your peers** weblink in your eBookPLUS to find out how to resist peer pressure.





Explore more with this weblink: Alcohol and your peers

Consequences of alcohol use for individuals and the community

Alcohol use, particularly binge drinking, can have numerous consequences for both the individual and the community. Research has found that alcohol is a factor in nearly 18 per cent of all drug-related deaths in Australia and in approximately 50 per cent of drug-related deaths for people under the age of 34.

For young people, these deaths primarily result from road accidents, violence, drowning and self-harming behaviours that occur after consuming large amounts of alcohol. This is because people may have little awareness of what they are doing and whom they are with when affected by alcohol. Feelings of bravado, combined with reduced concentration, slower reactions and poor coordination, contribute to dangerous pranks and unsafe behaviours that can result in property damage, injuries and criminal charges.

The fact that some young people drink in places away from the supervision of adults, such as in parks or by rivers, adds to the danger. These environments are often poorly lit, isolated and away from immediate help when required.

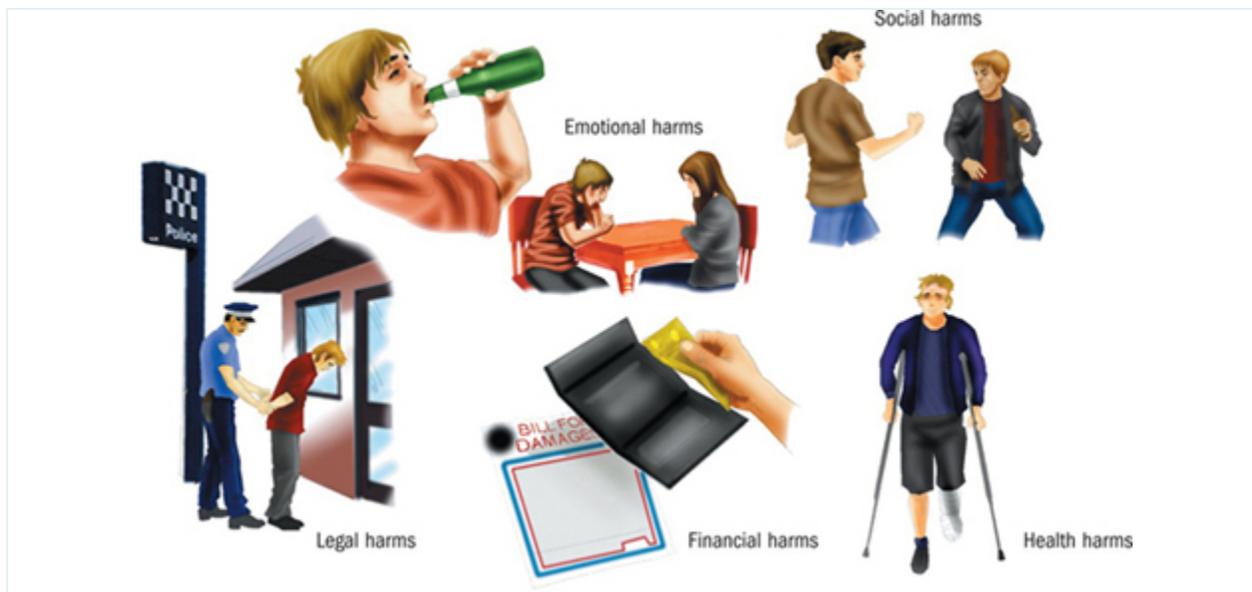
HEALTH FACT

In small amounts, depressants such as alcohol can make you feel relaxed. In large amounts, they can slow your nervous system to the stage at which you become unconscious, brain damaged or even die.

Considering all the consequences

The consequences from a single incident of consuming too much alcohol are potentially far reaching and numerous. For example, an accident that is the result of drink driving can cause harm to many, including:

- injuries (health harms), which may require time off work (financial harms)
- police charges (legal harms) that result in a criminal record, restricting travel and work options (social and financial harms)
- fines and the repair cost (financial harms) that you may need to borrow from family or friends to pay
- feelings of guilt and shame (emotional harms)
- loss of independence and freedom (social harms) through the loss of a drivers licence or imprisonment.



Consuming large amounts of alcohol can have numerous consequences for the individual and the community.

ACTIVITIES

1 Dealing with the consequences of alcohol use

- In groups of four, allocate the following roles to group members.
 - Doctor in the local hospital
 - Chief of local police
 - Youth worker
 - School principal of the local high school
- In your role, identify concerns you would have about the harms caused by alcohol use, particularly binge drinking, on individuals and the whole community. In your role, consider the particular harms that you would deal with.
- Prepare the key points as a short speech, and then deliver it to the rest of your group. If there is time, have some students present their speeches to the whole class.

2 Influences on young people's attitudes to alcohol

1. Use the **Do as I do, not as I say!** weblink in your eBookPLUS to watch the DrinkWise campaign video 'Kids absorb your drinking'.
2. Did the men in this clip have a healthy attitude to alcohol? Explain your answer.
3. How did these men pass on their attitudes towards alcohol to their children?
4. As a class, discuss the influence that parents can have on children's attitudes to alcohol. In what ways can it be either positive or negative?

CHECK & CHALLENGE

1. Why are there laws that restrict the consumption of alcohol to people who are 18 years or older?
2. Will alcohol always affect you in the same way? Why or why not?
3. What is binge drinking? How might binge drinking negatively affect your health?
4. Do you think young people should be allowed to drink alcohol? Give reasons for your answer.
5. Explain how drinking alcohol at risky levels can affect:
 - a. the individual and their relationships with other people
 - b. the community.
6. Do you believe alcohol abuse is a problem in Australian society? Give reasons for your answer.

eBookplus RESOURCES



Explore more with this weblink: Do as I do, not as I say!



Complete this digital doc: [The day after a big night out](#)

Searchlight ID: [doc-2595](#)

6.9 Drugs and your health: hallucinogens

Many drugs that have mind-altering effects are illegal substances in Australia. This is because these drugs can have a wide range of negative effects on people's health, many of which are unpredictable, cause addiction or are damaging to both physical and mental health.

Engage

Hallucinogens work on the brain to cause hallucinations, which influence how a person perceives reality. People often see, hear, smell, taste and feel things that don't exist or perceive them differently from how they really are.

Common types of hallucinogens include:

- LSD (acid, trips)
- magic mushrooms
- cannabis
- mescaline.

Hallucinogens are illegal drugs. It is illegal to use, keep, sell or give away hallucinogens. You can be fined large sums of money and/or jailed if you are caught with such drugs.

Explore

The effects of hallucinogens

The effects of **hallucinogens** are unpredictable. They can affect people differently at different times. The short-term effects on a person's body from using hallucinogens include:

- muscle twitches
- feeling weak and numb
- pupils dilating (getting bigger)
- nausea or vomiting
- increased heart rate
- increased blood pressure
- increased breathing rate; also, deeper breathing than normal
- poor coordination.



Dilated pupils are one short-term symptom of hallucinogen use.

Long-term effects of hallucinogen use include:

- developing a tolerance to the drug
- flashbacks — when the effects of the drug are experienced again, perhaps days or weeks later
- damage to memory and concentration
- mental problems for some people.

Cannabis

Cannabis is the general name for a number of products made from a plant known as *cannabis sativa*. These products include marijuana, which comes from the dried leaves and flowers of the plant, hash and hashish oil. All of these are illegal drugs. A number of different names may be used instead of the term cannabis, including marijuana, grass, pot, dope, mull, hooch and yarndi. It is most commonly smoked in a cigarette, known as a joint, or through a water pipe, called a bong, although it can also be cooked in foods and eaten, or drunk in tea.

DID YOU KNOW?

Using, keeping, selling or giving away marijuana is illegal in Australia. This prohibition also covers items used to take marijuana, such as bongs. Penalties can differ between states. In South Australia, for example, the personal use of small amounts of marijuana has been decriminalised.

Immediate effects of cannabis use

Although often classed as a depressant drug because it slows the workings of the central nervous system, cannabis is technically classed as a **cannabinoid**. When cannabis is consumed, its main chemical ingredient, known as tetrahydrocannabinol (THC), attaches to special parts of the brain known as cannabinoid receptors. These receptors influence our emotions, memory, pain, and our ability to move. THC is also responsible for the feeling of being 'high'.

The immediate effects of using cannabis can vary from person to person depending on:

- how much is used
- how frequently it is used
- the THC content of the cannabis
- the way it is used
- the size, health and mood of the person using it
- whether other drugs are used at the same time.

These effects can include feeling more relaxed and less inhibited, being less coordinated with slower reactions, and having poorer memory and logical-thinking skills. An increase in appetite, often called 'the munchies', also occurs.

Depending on the amount of cannabis used, people can also experience hallucinations where they see, hear or experience things differently from the way they appear in reality.



Cannabis use exposes the lungs to carcinogens for a longer time than smoking cigarettes and can cause lung diseases like bronchitis and cancer.

Consequences of cannabis use

As with alcohol, cannabis use can result in a range of immediate and long-term health, social, legal and financial consequences.

Health problems

Smoking cannabis, like smoking tobacco, has the potential to cause lung diseases such as lung cancer and bronchitis after long periods of use. Many of the carcinogens contained in cannabis smoke are similar to those found in tobacco smoke and are present in even greater amounts. In addition, cannabis smokers tend to inhale more deeply and hold the smoke in their lungs for a longer period of time before breathing out. This means using a bong or joint to smoke cannabis exposes more of the lungs to the harmful chemicals contained in cannabis.

Long-term cannabis use may also affect fertility and lower a person's sex drive. Males may produce less sperm and females may experience irregular menstrual cycles.

Accidents and injuries

As with alcohol use, the loss of inhibitions, coordination and decision-making skills that result from cannabis use can encourage people to engage in risky behaviours that can cause accidents and injuries — for example, driving a vehicle while under the influence of a drug. When a group of young people are affected by cannabis, it can be especially difficult for them to recognise these possible dangers and seek help if an emergency arises.

School and work

Cannabis use can also affect school and work performance. Research has found that regularly using cannabis reduces memory, concentration and the ability to learn. This results in difficulties understanding work, being able to study or doing homework. These problems can be made worse if the person becomes dependent on cannabis; they may begin to spend much of their time involved with the drug and lose interest in other important aspects of their life, such as school, sport or friends.



Driving under the effect of a hallucinogen is incredibly dangerous, which is why Australian police have adopted a method of testing drivers for recent drug use.

Relationship problems

Using cannabis can also cause conflict and relationship problems. In addition to having general concerns about the consequences of using cannabis, friends and family can become frustrated when cannabis use starts taking over a person's life. Memory difficulties caused by cannabis use can limit a person's ability to hold a conversation, and affect their reliability and their commitment to relationships.



Cannabis use can have a negative effect on relationships with partners, friends and family.

Legal problems

All illegal drugs, including cannabis, carry penalties if someone is caught using, possessing, making or selling them. The police choose from a variety of options when determining the penalty that a young person will face after being caught with an illegal drug. These options include formal cautions, warnings and arrests. A criminal record relating to illegal drugs can have significant consequences. For example, a criminal record can:

- limit international travel opportunities, because travellers must declare criminal convictions on visa applications
- reduce work options, because many applications require candidates to state whether they have a criminal record
- restrict a person's ability to be approved for loans or credit cards.

Cannabis and mental health

Although some young people may use cannabis as a means of coping with mental health problems, cannabis can make the symptoms much worse. Anxiety, panic, paranoia and hallucinations can all occur from using cannabis, making the problems more severe and causing the person to feel isolated and afraid.

Research has also found, for some young people, that using cannabis can act as a trigger for mental health problems. This is particularly true when there is a family history of mental illness, such as schizophrenia and depression, or when a person is at greater risk of developing these illnesses.

ACTIVITY

Highs 'n lows

1. Use the **What are the effects of drug taking?** weblink in your eBookPLUS to visit the website *Highs 'n Lows*.
2. Divide into small groups. Each member of the group should watch a different video clip and summarise the information given in a few dot points.
3. As a group, discuss the main points you discovered in the clips. How did cannabis affect the lives of each of the main characters?

CHECK & CHALLENGE

1. Identify the possible harms associated with alcohol and cannabis use that are:
 - a. similar
 - b. different.
2. Describe the potential harms of hallucinogenic drug use to personal relationships and the community.
3. The sale and use of cannabis is illegal in most Australian states. Why do you think this is so?
4. Identify four factors that can influence the effects of hallucinogens.



Explore more with this weblink: What are the effects of drug taking?

6.10 Sexual health

Being sexually attracted to other people is something that everyone experiences. Thinking about sex and having sexual feelings is normal. In this lesson you will explore your rights and responsibilities when in a sexual relationship and learn how to make positive choices regarding your sexual health.

Engage

Sexual health is an important part of most young people's lives. The first deep attractions for someone else often occur during adolescence. Romantic relationships may start to happen and can become a central focus in your life.

Adolescence is also a time of heightened sexual feelings and experimentation. It is a time when you become more familiar with your body and discover what feels good for you. You may even fall in love. If you start a close relationship, making good decisions about your sexual health should be a priority.

Explore

We all have sexual feelings

Having sexual feelings is a normal part of puberty. Becoming more aware of your own body, touching your body and thinking about others in a sexual way is okay. You may find that you think or dream about being sexual with someone else. Wet dreams, for both boys and girls, happen because we have sexual feelings in our dreams while we are asleep.

Sex is more than a physical act. It is about feeling a closeness or intimacy with someone you are attracted to. As you go through adolescence, you may be attracted to a number of different people. Some will be of the opposite sex. You may also find you are attracted to someone of the same sex. You may or may not have a relationship with another person.

Relationships can vary greatly. Choosing to be in a relationship is your decision, and the level of intimacy you share is something that needs to be agreed on by both people in the relationship.

Figuring out your role

Gender expectations can put pressure on young people in relationships. Some boys think it is their role to be the dominant one, make the decisions, be sexually active, and have many sexual experiences. Some girls think that to keep their boyfriends happy they have to be sexually active with them.

These beliefs can lead to young people engaging in sexual activity when they don't want to, or taking risks by having many sexual partners and unsafe sex. The level of intimacy or sexual activity you engage in should be your choice. You should not be pressured into doing things you are not ready to do. If your partner is not willing to wait until you are ready, then they do not respect you.



Gender expectations in sexual relationships and peer pressure can lead to young people engaging in sexual activity when they are not ready. It is important to know your rights and to be respected in sexual relationships.

Exploring and expressing sexual feelings appropriately

Everyone experiences sexual feelings. Feeling attracted to someone and having sexual thoughts and dreams are expressions of sexual feelings that are natural.

When you enter into a relationship with another person, you may decide to explore these feelings further as a way of becoming closer to that person and expressing your affection. The decision to become sexually active is a personal one, and it may take you time to decide whether you are ready. You should not feel pressured by your partner or friends. Remember, having sex does not necessarily mean someone loves you. Remember, too, that it is possible to enjoy a loving relationship without being sexually intimate.

Forms of sexual activity

Regardless of who you are attracted to, there are many forms of sexual activity besides intercourse that allow you to express your feelings for someone. Holding hands, hugging, kissing, touching, massaging and having oral sex are examples of sexual behaviour that do not involve penetration. When deciding whether you want to be sexually active, think carefully about what you feel comfortable and safe doing. Talk to the other person about what you both want from the relationship and see whether your expectations are similar. This discussion will clarify the expectations in the relationship and reduce the chance that someone will later feel rejected and used.

Sexual relationships — your rights and responsibilities

Sexual relationships can be wonderful when they include trust, respect, commitment and intimacy. When sexual relationships are just about self-satisfaction, they can often be hurtful for both people. Think about the future consequences, not just how you feel now. How will you feel afterwards — will the other person still be interested in you and respect you? What can happen if the sex isn't safe?

Everyone has rights and responsibilities in a relationship; when the relationship involves sex, the risks are even greater.

TABLE 6.6: Rights and responsibilities in sexual relationships

Rights	Responsibilities
To be loved and accepted for who you are	To respect the other person's opinions, needs and choices
To be respected as a whole person and not just a sexual object	Not to pressure the other person into having sex or engaging in sexual activities they are not comfortable with

To express your thoughts, needs and desires without fear	To discuss what each person wants
To be safe by making the choice to use protection when having sex and doing only things you are comfortable with	To listen to what the other person has to say about their involvement in a sexual relationship
To choose not to have sex if you are not ready or when you don't want to	To provide and use protection when having sex
	To respect the other person by not telling others about it

ACTIVITY

Rights and responsibilities

1. Divide into small groups and discuss each of the following statements.
 - a. The decision to be sexually active is an individual one.
 - b. Only boys experience sexual feelings.
 - c. Girls should do what the boy wants in a relationship.
 - d. Boys should do what the girl wants in a relationship.
2. As a class, share your viewpoints.

CHECK & CHALLENGE

1. Identify the influences on young males and females regarding decisions whether to be sexually active.
2. Who is responsible for safe sex practices? Why?
3. What are your rights and responsibilities in sexual relationships?
4. How can you ensure your sexual relationships in the future are positive?
5. If you are being pressured by your partner to be sexually active but you do not want to, what could you do? Describe the consequences of each option you identify.



Complete this digital doc: [What's expected of me in a sexual relationship?](#)

Searchlight ID: [doc-2594](#)

6.11 Sexual choices and their consequences: contraception

Making the choice to become sexually active is a very big decision. All actions have consequences, so it is important to make positive sexual choices that will benefit your health. In this lesson you will learn about contraception and how to be safe should you choose to be sexually active.

Engage

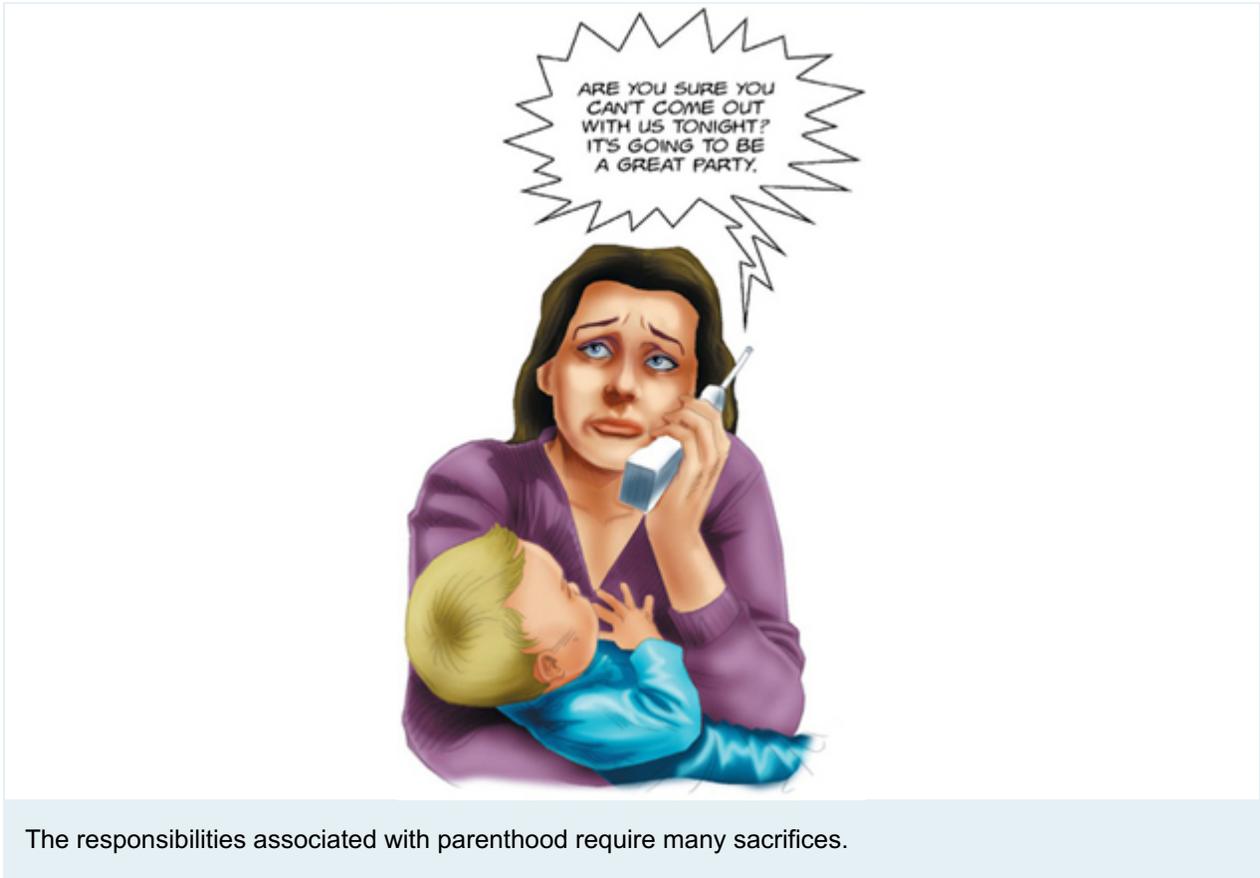
The decision to be sexually active is an individual one. Although a sexual relationship can make you feel special at the time, it is important to weigh up the risks involved. You should talk to your partner or a trusted friend about the possible consequences, and about how these may affect your health, relationship and future plans.

Explore

Unplanned pregnancy

Unplanned pregnancy is one possible consequence of choosing to be sexually active. Although adolescent parents may be able to manage their own and their children's lives, many sacrifices are required and many responsibilities are involved, particularly for the mother. Unplanned parenthood affects schooling, career opportunities, friendships and independence. Young mothers may face put downs, negative stereotypes and discrimination from society. Family and relationship conflict can also arise from the additional costs, pressures and responsibilities associated with being a parent, especially when someone does not have the emotional maturity or commitment required for the role.

Other alternatives for unplanned pregnancies, such as a termination or adoption, can be equally difficult. The fact that some young people do not want their family or friends to know they or their partner are pregnant can limit the emotional support that is available. For young people whose religious, cultural or family beliefs conflict with these options, decisions about an unplanned pregnancy can be particularly challenging.



The responsibilities associated with parenthood require many sacrifices.

Contraception

If you are considering having sexual intercourse in an opposite-sex attracted relationship and you do not want to fall pregnant, or have your partner fall pregnant, you need to use some methods of **contraception**. Contraception refers to any method or device that prevents conception and, therefore, a pregnancy. There are many different types of contraception available for both males and females. It is important to remember that no contraceptive is 100 per cent effective at stopping a pregnancy — this can be guaranteed only by not having vaginal intercourse.

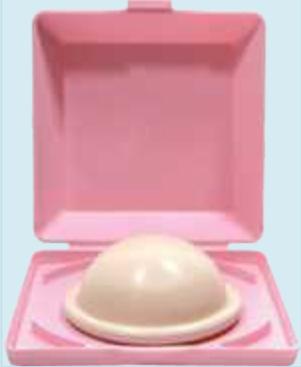
HEALTH FACT

The age of consent for engaging in sexual intercourse is 16 years. Condoms can be purchased at various retail outlets such as chemists, supermarkets and petrol stations. They are also sometimes available in vending machines located in public toilets and are given away at most family planning clinics. Young women can be prescribed the contraceptive pill when they are 16 years old without needing parental consent. They can also go to a family planning clinic without their parents if they are 14 years or older.

TABLE 6.7: Contraceptives

Description	How it works	Possible side effects	Suitability	How it is obtained
<p>The pill — a small tablet made up of two female hormones, oestrogen and progestin (a synthetic hormone)</p>	 <p>The pill stops an egg from being released from the ovaries each month. One pill must be taken every day, starting from the first day of the menstrual cycle.</p>	<ul style="list-style-type: none"> • Irregular bleeding between periods • Sore breasts • Nausea • Weight gain 	<p>Safe to be used by most women. Women with heart conditions, high blood pressure, liver problems, certain migraines or who are heavy smokers should talk to their doctor first.</p>	<p>It is obtained by prescription after having a medical check-up by a doctor or at a family planning clinic.</p>

<p>Progestin Only Pill (POP) or minipill — like the pill, but containing only progestins</p>		<p>This pill makes the mucus at the entrance of the uterus thicker so sperm cannot get through it. It also alters the lining of the uterus.</p>	<ul style="list-style-type: none"> • Spotting between periods • Irregularity in menstrual cycle 	<p>Safe to be used by most women except those with cancer of the reproductive organs or those who have had an ectopic pregnancy.</p>	<p>It is obtained by prescription after having a medical check-up by a doctor or at a family planning clinic.</p>
<p>IUD (intrauterine device) — a small plastic device that is placed inside the uterus</p>		<p>The IUD hampers the sperm's survival in the uterus. It also causes changes in the lining of the uterus so an egg cannot grow in it.</p>	<ul style="list-style-type: none"> • Cramps and bleeding after insertion • Period pain and heavier periods 	<p>Can be used by women who have had a baby. It should not be used by people who have more than one sexual partner or who change partners regularly.</p>	<p>It is inserted and removed by a doctor. A local anaesthetic is often used when it is inserted.</p>
<p>Condom — a rubber sheath that goes over the penis when erect</p>		<p>The condom is rolled over an erect penis before sex so semen and the sperm in it are collected inside the condom when ejaculation occurs. The condom is then removed after sex.</p>	<p>None, except some people may be allergic to latex rubber or the lubricant that covers it</p>	<p>Can be used by all males</p>	<p>It can be purchased from various outlets, including chemists, supermarkets, vending machines and sexual health clinics.</p>

<p>Female condom (femidom) — a long polyurethane tube with a flexible ring at each end</p>		<p>It is inserted into the vagina before intercourse to act as a barrier for sperm.</p>	<p>None</p>	<p>Suitable for all women</p>	<p>It is available from most sexual health clinics, some women's health centres and chemists.</p>
<p>Contraceptive implant such as Implanon — a small plastic rod containing progestin that is inserted under the skin of the upper arm</p>		<p>The slow release of progestin stops ovulation occurring while also changing the uterus lining so an egg cannot grow.</p>	<ul style="list-style-type: none"> • Irregular bleeding • Headaches • Weight gain • Sore breasts 	<p>Suitable for most women</p>	<p>It is inserted and removed by a doctor. A local anaesthetic is usually used.</p>
<p>Diaphragm — a small rubber dome that is inserted into the vagina</p>		<p>When placed in the vagina, it covers the cervix so sperm are unable to reach an egg.</p>	<p>A small number of women may be allergic to the rubber in the diaphragm material.</p>	<p>Suitable for any woman who is comfortable fitting and removing it</p>	<p>It is obtained by prescription from a doctor.</p>

<p>Natural methods — these involve various methods of determining the fertile phase of a woman's menstrual cycle and avoiding intercourse at these times. Natural methods are the least effective contraceptives and should only be used in conjunction with other forms of contraception.</p>		<ul style="list-style-type: none"> • <i>Calendar method</i> — recording dates of periods to determine when ovulation may take place • <i>Temperature method</i> — recording temperature daily to monitor changes that occur with ovulation • <i>Mucus changes</i> — recognising and recording changes in the texture and appearance of cervical mucus. 	None	<p>Can be used by anyone. However, time, patience and commitment are required to learn how to recognise signs of fertility and calculate 'safe' times for sex. Discipline is also needed by both partners to avoid intercourse at unsafe times. The calendar method can be unreliable, particularly if menstruation is irregular.</p>	<p>Advice on how to recognise and record signs of ovulation should be obtained from a doctor.</p>
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ACTIVITY

Telling it like it is

1. Use the **Sex and sexuality quiz** weblink in your eBookPLUS to find out how much you know. Write the correct answers for any questions you got wrong in your workbook.
2. Create two new questions to add to the quiz and write them out on a slip of paper along with the correct answer. Your teacher will then shuffle all the new questions and pose some of them to the class. Take note of the questions you could not answer correctly.

CHECK & CHALLENGE

1.
 - a. Identify two types of contraceptives that would be appropriate for young sexually active people to use.
 - b. What are the benefits and where can they be purchased?
2. How can your emotional health be affected when you become sexually active at a young age?
3. Do you agree with the law that the age of consent for engaging in sexual intercourse is 16 years? Give reasons for your answer.
4. What are the benefits of condoms over other contraceptives?

eBookplus RESOURCES



Try out this interactivity: [Types of contraception](#)

Searchlight ID: [int-2183](#)



Explore more with this weblink: [Sex and sexuality quiz](#)

6.12 Sexual choices and their consequences: STIs

Once you become sexually active, you risk contracting infections and illnesses that are caused by unsafe sexual activity. Many of these infections have few or no visible symptoms but can cause great damage to our health. In this lesson you will learn about some of these infections and the responsible behaviour needed to remain healthy.

Engage

When people choose not to have **protected sex**, they are at risk of catching a **sexually transmitted infection (STI)**. Many infections are transmitted through sexual activity. You can avoid catching many STIs by using a condom during sex. Prevention for STIs that are blood borne, such as hepatitis B, human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), includes not sharing needles, syringes or drug injecting equipment.



Talk to your doctor if you have any concerns about your sexual health.

Explore

Blood-borne viruses

A **blood-borne virus** is a virus that can be transmitted from an infected person to another person through blood-to-blood contact. This includes sharing of injecting equipment. Commonly known blood-borne viruses include HIV/AIDS and hepatitis B and C.

In the majority of cases, hepatitis B is contracted through sexual activity, whereas hepatitis C is transmitted through the sharing of injecting equipment.

TABLE 6.8: Sexually transmitted infections

STI	Symptoms	Treatment
Chlamydia is a common STI that affects both men and women. If left untreated, it can lead to infertility.	In most people infected with chlamydia, there are no symptoms. If symptoms are present, they occur 7–21 days after infection and include a discharge from the penis, pain when urinating, abnormal vaginal discharge, abnormal vaginal bleeding, pelvis pain or pain during sex.	Antibiotics
Genital herpes is caused by the herpes simplex virus (HSV). It is contracted through close skin-to-skin contact.	Painful, tingling or itchy blisters or ulcers on the genitals	Antiviral tablets. There is no cure. Once you have the virus, it lies dormant and can cause more outbreaks in the future.
Genital warts are caused by a virus and transmitted via skin-to-skin sexual contact.	Lumps on the genitals that are cauliflower-like or flatter. Often painless. Much more difficult to see in women because they may be inside the vagina.	Warts can be removed by freezing, burning or laser, or by applying liquid wart paints or creams.
Gonorrhoea can infect the urethra, anus, cervix, throat and eyes of both men and women.	Burning or discomfort when urinating or an abnormal discharge from the vagina or penis	Antibiotics. Sexual contact should be avoided until infection has cleared.
Hepatitis B is caused by a virus that affects the liver. It is a blood-borne virus spread through sexual activity, sharing of syringes/needles, childbirth, or sharing of toothbrushes or razors.	You may have no symptoms, flu-like symptoms or nausea, vomiting, abdominal pain or jaundice (yellowing of the skin). There is a vaccination that prevents hepatitis B.	Resting and avoiding alcohol and other drugs will help recovery.

Non-gonococcal urethritis is an inflammation of the urethra in males.	Slightly clear, white or cloudy discharge from the penis and/or burning or discomfort when urinating	Antibiotics
Pelvic inflammatory disease (PID) is an infection in the uterus or fallopian tubes in females, caused by the bacteria that causes chlamydia.	Abdominal pain, pain during sex, a fever, irregular periods, abnormal vaginal discharge	Antibiotics

HIV and AIDS

HIV (human immunodeficiency virus) damages the body's immune system so it cannot fight off disease and infection. AIDS (acquired immunodeficiency syndrome) is the later stages of HIV infection.

HIV is transmitted through:

- unprotected vaginal intercourse
- unprotected anal intercourse
- sharing drug injecting equipment
- a skin wound coming into contact with the blood of an infected person
- an infected mother passing the virus to her baby during pregnancy, at childbirth or during breastfeeding.

HIV can only be contracted by coming into contact with infected blood. This means that HIV cannot be transmitted through kissing or cuddling, shaking hands, sharing knives, forks, cups, glasses, plates or toilet seats.

Most people with HIV look and feel healthy. Many people will not have any symptoms for several years after becoming infected, and some people will have no symptoms at all. When symptoms occur, they can include one or more of the following.

- Over half of people with HIV will develop flu-like symptoms one to six weeks after becoming infected.
- Later, the infection may cause unexplained diarrhoea, weight loss, rashes, fever or one of the AIDS conditions.
- AIDS conditions include pneumonia, brain infections and skin cancers, which occur because the immune system is too weak to defend the body.

A blood test can determine whether you have HIV; it may take three months before the virus shows up in the blood test. HIV and AIDS can be prevented by using a condom during sexual activity and not sharing drug injecting equipment.

Looking after your emotional health

Good sexual choices will not only help you to manage your physical health, but they will also help look after your emotional wellbeing. Feeling used, being pressured into something, worrying about pregnancy or catching an STI can contribute to feelings of guilt, shame and embarrassment. These feelings can be even stronger when sexual choices are made while you are affected by drugs and/or alcohol, because you may not be able to recall who you were with or remember what happened. If other people see or hear about your sexual choices, you can find yourself open to gossip, rumours or negative stereotypes that can be very hurtful.

HEALTH FACT

Eighty per cent of reported cases of chlamydia affect 15 to 29-year-old Australians. Reported cases of chlamydia have quadrupled over the last 10 years, in part because of increased awareness about the risks of leaving sexual health problems unchecked.



Decisions about sexual activity should be based on what you feel is right for you and what is respectful for your partner.

ACTIVITY

Sexually transmitted infections

1. In pairs, research one sexually transmitted infection or one blood-borne virus. Use the internet or the **weblinks** in your eBookPLUS.
2. Design a fact sheet that includes the following information.
 - a. What causes the infection
 - b. How it affects the body
 - c. How it is transmitted from person to person
 - d. Who is at risk
 - e. How it is treated
 - f. Ways to prevent contraction

CHECK & CHALLENGE

1. What does HIV stand for, and how does it affect the body?
2. How is HIV transmitted?
3. What conditions are associated with AIDS?
4. Describe four ways in which people can prevent STIs and blood-borne viruses from spreading.
5. Identify the consequences for males and females who decide to become sexually active at a young age.

eBook*plus* RESOURCES



Explore more with this weblink: Information on sexually transmitted infections

6.13 Road safety

Too many Australians are injured or killed on the road as drivers, passengers or pedestrians. No matter what age you are, you can learn to minimise the risk when using the road. In this lesson you will examine why many road accidents happen and how to keep safe on the road.

Engage

Road accidents are a leading cause of injury and death for children and young people. Road safety issues are related to:

- bike riding
- being a passenger in a car
- being a pedestrian
- driving
- motorcyclists.

The potential for road accidents increases when risk factors such as poor weather conditions, poor road conditions, inexperience and peer pressure combine with behaviours such as speeding, not wearing a helmet or drink-driving.

Are you thinking about getting your learner drivers permit? If so, you will need to sit a hazards perception test. Use the **Hazard perception test** weblink in your eBookPLUS to sit a simulation test to help you prepare.



Road safety is important for everyone who uses the roads, not just drivers.

eBookplus RESOURCES



Explore more with this weblink: Hazard perception test

Explore

Taking risks on the road

In the age bracket of 0–14 years, pedestrian accidents are a leading cause of injury. For young people aged 15–24 years, driving accidents are a leading cause of injury. A significant factor contributing to these statistics is that children and young people often take greater risks than adults. They do not think that their behaviour can lead to a road accident, or they have the attitude ‘it won’t happen to me’.

Young men are at a greater risk of road accidents because they tend to take on more risky behaviours such as speeding and drink-driving. This, combined with inexperience and a powerful car, can have serious consequences.

How to be safe on the road

There are things you can do to stay safe when using the roads. Planning ahead and obeying the road rules will help ensure you do not become a road accident statistic. Equipment has been designed to reduce injury and protect people when using the roads. For example, when riding bicycles or motorbikes, it is important to wear protective gear such as helmets and reflective clothing; when travelling in a vehicle, a seat belt can save your life.



Protective equipment can save lives.

Even though young people often know the road rules and use protective equipment, a number of factors contribute to children and young people taking risks on the road. They include:

- *complacency* — ‘it won’t happen to me’
- *peer pressure* — doing what their friends do or say, such as driving too fast, drink-driving or crowding people into a car
- *lack of judgement* — underestimating the risk, such as running across a busy road
- *status* — driving powerful cars and at high speeds to impress others
- *fitting in with peer groups* — not wearing a bicycle helmet because friends say helmets aren’t ‘cool’.

Rules of the road

Road rules and legislation are designed to make the roads a safer place for everyone. They influence people’s behaviour and reduce the risk of accidents. In determining road rules and laws, the government has taken into account a number of factors that increase the potential for accidents and then established specific rules to reduce the risk. There is greater risk of pedestrian accidents outside schools, for example, as a result of the lack of maturity of young children, the increased number of children and the increased number of motor vehicles in the morning and afternoon. The law in New South Wales sets a reduced speed in school zones during these times.



Road rules help keep us safe on the roads.

DID YOU KNOW?

Legislation in New South Wales prohibits P-plate drivers from driving a vehicle that has had its engine modified to improve its performance, has a supercharged or turbocharged engine or has an engine with eight or more cylinders. This enables new drivers to practise their skills in a vehicle that is easier to manage.

ACTIVITIES

1 Safety of children and young people on the road

1. In pairs, brainstorm ways in which children and young people can stay safe on the roads. Consider positive behaviours that enhance safety, and protective equipment that can be used. Include strategies for:
 - a. cyclists
 - b. pedestrians
 - c. drivers
 - d. passengers
 - e. motorcyclists.
2. As a class, share your ideas and compile a comprehensive list for each category.

2 Keeping safe on the road

1. In a group of four, list all the rules and laws in New South Wales related to road safety that you are aware of. Include rules and laws related to:
 - a. cyclists
 - b. pedestrians
 - c. drivers
 - d. passengers
 - e. motorcyclists.
2. Read each of the scenarios below. As a group, identify possible risks to safety and devise a plan for how each character can remain safe. Ensure you consider the road rules that apply in each situation.

Sonia and her friends are planning a mountain-biking trip in some rugged bushland. She has to cycle by herself to a meeting place before the group sets out for their day trip.

Tim is in Year 7. His 5-year-old twin sisters are starting school this year; Tim's parents have given him the responsibility of walking them to school and picking them up each day. They live on a very busy road and have to cross it to get to school. When they get to the primary school, there are a lot of parents in cars dropping off their children.

Jane, a Year 8 student, has decided to ride to school to improve her fitness. She has found an old bike in the garage that looks okay, but she can't find a helmet. A cycleway runs all the way to school, but it has a number of steep hills.

Bobby rides his bike to soccer training twice a week. It is always dark on the way home. Although Bobby has no lights on his bike, he chooses to ride because it is faster than waiting for the bus. He keeps on the footpath to stay safe from the traffic.

CHECK & CHALLENGE

1. Identify the group in our population that is at greatest risk on the roads.
2. Explain why young children are more likely to be involved in pedestrian accidents.
3. Describe how the environment can increase the chance of road accidents.
4. Explain why young men are more likely than young women to be involved in car accidents.
5. Identify the risks that you have taken as a road user (e.g. pedestrian, bike rider, passenger). What could have been the possible consequences of your risk taking?
6. P-plate drivers are overrepresented in car accidents. Give reasons for this.
7. Suggest strategies to reduce the number of young people involved in car accidents.



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Review

What have I Learnt?

- Health is measured by a combination of physical, emotional, spiritual, social and cognitive components.
- A balanced diet that contains a variety of foods high in nutrients is recommended.
- There are many factors which influence our decisions about food, including our family, the media, our friends and our culture.
- The use and misuse of drugs can have a negative impact on young people's health.
- Drugs are categorised according to how they affect the brain and nervous system. They include stimulants, depressants and hallucinogens.
- Tobacco and alcohol are widely abused drugs in our society. This is because they are socially acceptable and easily accessible.
- The abuse of drugs can lead to physical, emotional and social health problems such as cancer, depression and breakdown of relationships.
- Exploring and expressing sexual feelings is a part of adolescence.
- To help ensure positive sexual health, make good decisions about when to engage in sexual activity; know your rights and responsibilities in sexual relationships; and take precautions against unwanted pregnancy and sexually transmitted infections.
- Taking risks on the road contributes to the injury and death of many young people.
- There are a number of strategies you can implement to reduce risk on the road. These include following the road rules, crossing the road at pedestrian crossings, wearing your seatbelt, wearing a helmet when riding a bike and not overcrowding a car.

Essential question revisited

How can we learn to make positive decisions to achieve our optimal health?

Evaluate your initial response to the essential question after having have studied this topic.

CHECK & CHALLENGE

1. Explain how the following types of drugs affect the body.
 - a. Stimulants
 - b. Depressants
 - c. Hallucinogens

2. Why are tobacco and alcohol so widely abused in our society?
3. What are the physical, financial, social and emotional impacts of drug abuse?
4.
 - a. Outline the rights and responsibilities of people when they engage in sexual relationships.
 - b. Why are these important for good health?
5.
 - a. Identify behaviours that place young people at risk of harm on the roads.
 - b. How could these risks be reduced?

Chapter 7: Adolescence can be a risky business

Contents

- 7.1 Young people's health and risk taking
- 7.2 Minimising harm — what you need to know
- 7.3 A plan of action
- 7.4 Basic first aid
- Review

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7 Adolescence can be a risky business

Essential question

What are the steps we can take to ensure we are protected in unsafe situations? How can we offer help when injury occurs?



Young people can make decisions that put their health and the health of others at risk.

SYLLABUS OUTCOMES

Major outcome

On completion of the following chapter you will be able to do the following.

4.7 Identify the consequences of risk behaviours and describe strategies to minimise harm.

Contributing outcomes

This chapter will also help you to do the following.

4.3 Describe the qualities of positive relationships and strategies to address the abuse of power.

4.6 Describe the nature of health and analyse how health issues may impact on young people.

Skills outcomes

The activities and questions in this chapter will help you to do the following.

4.11 Communicating Select and use communication skills and strategies clearly and coherently in a range of new and challenging situations.

4.12 Decision making Assess risk and social influences, and reflect on personal experience to make informed decisions.

4.13 Interacting Demonstrate cooperation with, and support of, others in social, recreational and other group contexts.

4.15 Planning Devise, apply and monitor plans to achieve short- and long-term goals.

YOU WILL EXPLORE

7.1 Young people's health and risk taking

7.2 Minimising harm — what you need to know

7.3 A plan of action

7.4 Basic first aid

Review

7.1 Young people's health and risk taking

Risk taking is a part of life — everyone makes decisions that can put their health or the health of others at risk. In this lesson you will explore the reasons why people take risks and how to minimise risk taking so that the consequences of the risk are reduced.

Engage

Everyone takes risks. Consider the risks that your parents or other adults have taken in their lives, such as entering into a committed relationship, buying a house or starting a new career. Young people also take risks but are often not aware of them or do not consider the impact the risks may have on their health and their lives.

Many of the risks young people take are related to their health — for example, experimenting in relationships, experimenting with drugs, taking risks on the road and neglecting their physical health by having a poor diet and not exercising. You can stay safe and healthy by working out how to keep these risks at a reasonable level; for example, by obeying road rules, you reduce the risks associated with being a driver or pedestrian.

To find out how important it is to obey the speed limits on the roads, use the **Safety on the road** weblink in your eBookPLUS to watch a clip from an anti-speeding campaign. What difference can 5 km/h make?



Explore more with this weblink: [Safety on the road](#)

Explore

Positive risk taking

Sometimes **risk** taking can be positive. There will be situations in your life that have a **reasonable degree of risk**. For example, many people are fearful of public speaking. There is the risk that you may forget your speech or your peers might give you a hard time, but the potential for positive outcomes, such as improving your self-confidence, gaining respect from your teachers and peers, and getting better grades far outweighs the risk. Another example is if a young person involved in an abusive relationship tells someone who can help to stop the abuse. It is worth the risk of telling someone because of the potential positive outcome. As you grow and mature, your skills at assessing the level of risk in situations improve. The likely outcome is that you will make better decisions that lead to a reduced level of risk.



When we take positive risks, like public speaking, we can improve our health.

Risking your health

Young people often take more risks than adults for a number of reasons and the potential for risk taking increases in certain settings and in certain circumstances. Young people are more likely to take risks such as getting drunk, fighting, taking risks on the road, stealing, smoking, or having unsafe or unwanted sex when there is no adult supervision.

Young people tend to take risks for a range of reasons, including:

- being pressured by friends
- males proving their masculinity to others
- feeling depressed
- a lack of experience and skill level
- feeling indestructible
- thinking 'it won't happen to me'
- feeling the need to fit into a peer group
- feeling the need to be accepted by others
- wanting to impress others
- wanting to gain attention
- wanting to rebel against authority
- trying to maintain a relationship
- being coerced or threatened by others
- parental influence, such as smoking and drinking alcohol.



Peer pressure and the desire to fit in are factors that influence young people to take risks.

Outcomes of risky behaviour

Risk taking can often have a negative effect on your health, your relationships and the health of others, such as loss of respect from people you care about, injury to yourself or others, property damage, or trouble from parents or the law. Risk taking can also lead to positive outcomes such as learning more about yourself and your relationships, or learning better ways to deal with conflict.

ACTIVITIES

1 Positive or negative risk

In pairs, undertake the following tasks.

1. Using examples, discuss what a reasonable degree of risk is.
2. Compile a list of risks that young people take (for example, riding a bike on a busy road).
3. For each risk, identify the possible outcomes and determine whether there is a reasonable degree of risk or whether it is too risky.

2 Where and when does risk taking occur?

1. For each of the following situations, identify the degree of risk by rating it as low risk, medium risk or high risk. List the potential harms that could occur in each situation.
 - a. Swimming at night in the surf
 - b. Riding your bike to a friend's place
 - c. Spending the day at the beach with your friends
 - d. Going to a party on Saturday night with your best friend
 - e. Walking home with someone you just met at a party
 - f. Getting a lift in an overcrowded car
 - g. Taking a short cut across a railway line
 - h. Riding your bike on a busy road without a helmet
 - i. Being at a dance for under 18-year-olds and accepting a drink from someone you don't know

2. As a class, share your responses to question 1.
3. In groups of three, discuss each of the following and write your answers in your workbook.
 - a. Identify five settings or circumstances in which risk taking occurs (for example, at a party, hanging out with older friends).
 - b. Brainstorm a list of risks that young people take.
 - c. Identify potential positive and negative outcomes of risk taking.
 - d. Choose one setting or circumstance and develop a plan to reduce the risk and keep safe.

CHECK & CHALLENGE

1. Using examples, explain the difference between positive risk taking and negative risk taking.
2. List the reasons why young people take risks with their health.
3. Explain how your parents and friends can influence your risk taking.
4. Predict three situations where young people are more likely to take risks. How could negative risk taking be reduced in each situation?
5. Think about some of your own behaviours that have put you at risk to some degree, such as walking home late at night by yourself or drinking alcohol. What could have been the potential consequences of your behaviour? How could you have reduced the risk?

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7.2 Minimising harm — what you need to know

You can reduce the risk and minimise the potential harm that could occur to you and your friends by thinking about the situation, finding out important information and planning ahead. In this lesson you will examine how dealing positively with peer pressure and conflict situations, and knowing how to solve problems can help you and your friends stay safe.

Engage

Young people can reduce the potential for harm and keep themselves safe by adopting safe attitudes. Safe attitudes include:

- being concerned about your health and safety
- being concerned about the health and wellbeing of others
- taking responsibility for your health and safety by thinking about potential risks and making plans to keep safe
- not assuming that 'it won't happen to me'.

Can you think of any other safe attitudes?



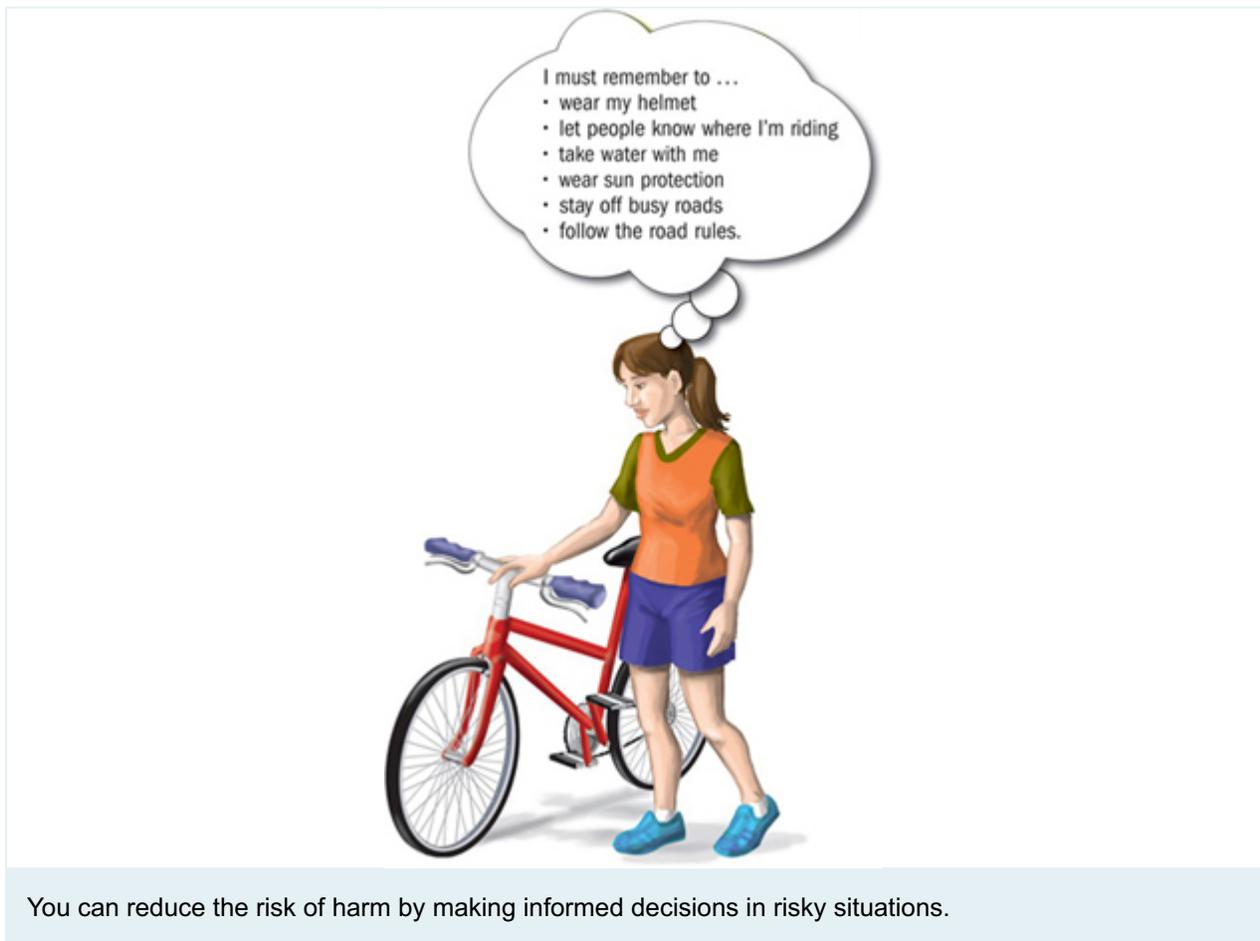
Finding out important information can help you make smart decisions about your health.

Explore

Think about it

Making informed decisions is critical in reducing the risk of harm in situations, and this means finding out relevant information that will help you make better decisions. For example, before coming into conflict with a peer at school, think about the consequences for you from the school as well as your parents, and how this conflict could damage your long-term relationship with your peer. Seek advice from your teacher or an older student to help you resolve the conflict.

It is important that you recognise the impact of your behaviour and that your choices will not only affect you but will also affect others. Consider the attitudes you have about taking risks and when you find yourself in risky situations. Do you recognise the potential to be harmed? Do you think about how to keep yourself safe? Do you consider the safety of others? If the answer is no, then you are likely to be at greater risk of harm.



Keeping safe

The following skills are important for young people to learn to keep themselves and their friends safe in risky situations.

- *Conflict resolution* — resolving a situation so that both parties express their thoughts and feelings, and a reasonable solution is found without aggression or violence
- *Assertiveness* — stating your case in a way that expresses your needs and thoughts without being aggressive. It is about saying 'no' without fear and without threatening or putting the other person down.
- *Problem solving* — anticipating or identifying a problem, and applying strategies to overcome the problem and find a positive solution
- *Refusal* — stating clearly that you don't want to be involved, which can be stated simply by saying 'No, I don't want to'.



Being assertive in unsafe situations can help you keep safe.

Dealing with risky situations

There are three steps to minimising the risk of harm in risky situations.

1. *Recognising* — the ability to realise the situation has the potential to become unsafe or cause harm. Taking notice of how you feel and your body's warning signs, such as a racing heart or sweaty palms, will help you recognise whether you feel unsafe. If it doesn't feel right, it probably isn't.

2. *Assessing* — the ability to determine the level of risk and potential outcome of the situation. It involves determining whether there is a reasonable risk involved or the situation is too risky. Talking to others, finding out important and relevant information, and considering the consequences will help you assess the level of risk.
3. *Responding* — choosing the right course of action or making a decision that will reduce the potential for harm to you and others. Planning ahead for your safety will help you respond in a positive way. Being assertive and using refusal skills when you have assessed the situation to be too risky can help keep you safe.

DID YOU KNOW?

In Australia, around 2500 cyclists are seriously injured on the public road system each year. Cyclists aged 16 years and under account for almost half of those seriously injured.

ACTIVITIES

1 Reducing risk through smart decisions

Read the scenario below and answer the questions that follow.

Ross was bored because school had finished for the year. He and his mates decided to ride their bikes out to the river. Two of his friends decided they should all go for a swim and pressured Ross to join them. Ross wasn't a strong swimmer and didn't think it was a good idea. It had rained heavily the day before, and the river was high and running swiftly. They had been warned about swimming in the river after heavy rains. Ross's friends said nothing would happen to them, so they all dived into the water and raced to the other side. Ross was caught by the strong current and dragged under. His friends didn't notice because they were trying to beat each other to the other side.

1. Identify the factors that influenced the boys' decision to swim in the river.
2. Were the boys' attitudes safe attitudes? Explain.
3. Outline the information that was essential to know in this situation to reduce the risk of harm to Ross and his friends.
4. How could Ross have influenced his friends not to swim in the river?
5. Considering the options that Ross had and the potential risk to Ross and his friends, what would have been a safer decision for Ross to make in this situation?

2 Developing strategies

1. In pairs, discuss each of the following scenarios by recognising possible risks, assessing the level of risk and devising a strategy to keep safe.
 - a. A boy diving into a waterhole at a friend's property. He has never swum there before.
 - b. A girl suffering from depression being bullied at school by her peers
 - c. A child allowed to move around the car freely while his dad is driving
 - d. A group of girls at a party leaving their drinks on a table while they dance
 - e. A boy riding his bike and taking his helmet off when he is out of sight of his parents
2. Share your responses as a class.



Why is it dangerous for children to move around the car while it is in motion?

CHECK & CHALLENGE

1.
 - a. Why do young people take risks?
 - b. Why do young people avoid positive risks?
2. What signs might exist to help you recognise a dangerous situation?
3. Describe three skills that are important in helping young people stay safe.



Complete this digital doc: [Minimising harm in risky situations](#)

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7.3 A plan of action

Having a plan of action in an emergency and knowing how to administer first aid can help reduce the impact of an accident if one occurs. In this lesson you will learn how to respond when faced with an emergency.

Engage

Imagine that, while walking home after school, you see an adult ahead of you collapse. What would you do?

The first thing you must do is an emergency assessment. This means determining whether potential dangers exist that could cause you or the injured person harm, such as broken glass or oncoming traffic. It is essential that you remove the danger before you continue. Then it is a matter of determining the person's level of consciousness, the extent of their injuries and the best course of action.

Explore

DRABCD

In an emergency — that is, when someone's life is at risk — it is critical to have a plan of action. The plan of action that is most widely used is called DRABCD. The plan is followed when someone is not breathing or their heart has stopped beating. The acronym DRABCD stands for **D**anger, **R**esponse, **A**irway, **B**reathing, **C**ompression and **D**efibrillation.

Danger

When you arrive at the scene of an accident, it is essential that you check for danger to yourself, the injured person and to bystanders. Potentially dangerous situations can arise from obstacles such as broken glass, smoke and fire.

Response

When a victim is found apparently unconscious, the rescuer initially needs to check for signs of life. The victim is not showing signs of life if they are unconscious, unresponsive, or not moving or breathing.

To assist in making an assessment of the signs of life, the rescuer should gently squeeze the shoulder of the victim, and ask questions in a loud voice such as 'Can you hear me?', 'Open your eyes' or 'Squeeze my hand'. If there is a response, such as the victim answering a question, moving or breathing, call an ambulance (dial 000) or, preferably, ask a bystander to call and seek assistance. If there is no response from the victim, a call for an ambulance must be made while the rescuer checks the victim's airway.



In an emergency, smoke and fire can be fatal to both the victim and the person helping.

Airway

In some cases, simply opening the airway will be sufficient to improve the victim's level of consciousness. To do this, tilt the head backwards and lift the chin. This is performed while the victim is lying on their back, except in drowning cases (when the airway is obstructed by fluid) where the patient is placed in the **lateral recovery position**.

To place a person in the lateral recovery position:

1. Kneel beside the injured person and place the arm furthest from you straight out.
2. Place the closest arm across their chest and bend the closest knee up as shown below (left).
3. Support the person's head and slowly roll them away from you onto their side as shown below (right).
4. Take care to handle the unconscious person gently so that the spine is not twisted or moved forward.



It is possible for the airway to be blocked by objects such as the tongue, vomit, false or broken teeth, or chewing gum. The easiest method of clearing the airway is to use two fingers in a scooping action to remove whatever is causing the blockage.

Breathing

The check for breathing should take 5–10 seconds, but certainly no longer. Some victims, particularly adults, may gasp during the first minutes following collapse, but this short convulsive intake of air should not be mistaken for breathing. The difference between the two is that during a gasp, the victim will draw in breath sharply.

If the victim is not breathing, the rescuer should provide two **rescue breaths**. When providing a rescue breath, it is important to breathe normally and not to take a big breath or blow hard into the victim's lungs. Do not check the pulse, but rather continue to be aware of any signs of life.

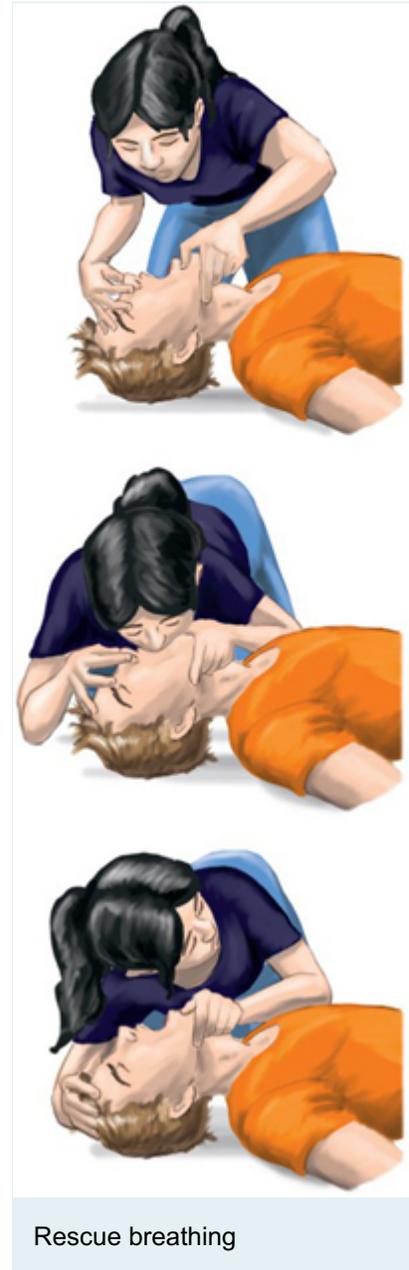
To perform a rescue breath:

1. Kneel beside the victim and tilt the head back.
2. Place your thumb across the chin, the index finger underneath, and then lift the chin.
3. Pinch the nostrils together with the thumb and index finger of the hand not providing the head tilt.
4. Place your mouth over the person's mouth, making an airtight seal.
5. Breathe into the victim's mouth for one second.
6. Watch for the chest to rise.

It is important for the rescuer to observe the chest following the first breath. If the chest fails to rise, the head tilt and chin lift need to be done again to ensure there is no obstruction to the airway that is preventing air from reaching the lungs. However, if there is no observable chest rise following the second rescue breath, chest compressions need to begin. If the rescue breaths are sufficient to generate signs of life (coughing, moving, breathing), place the victim into the lateral recovery position until professional responders (such as ambulance officers) take over.

Compression

Immediately following the two rescue breaths, and if no signs of life are present, chest compressions should begin. These should be given at the rate of about 100 per minute. After each cycle of 30 chest compressions, two rescue breaths should be given. Rescuers should push hard and fast on each compression, relaxing after each downward thrust to allow the chest to return to its normal position. Chest compressions keep the blood flowing so it is important to maintain a rhythm that is interrupted only by brief rescue breaths.



Rescue breathing

To perform a chest compression:

1. Maintain the same kneeling position as required for the rescue breath.
2. Locate the breastbone (centre of the chest) at about the nipple line. Place the heel of one hand there. Your fingers should be parallel to the ribs.
3. Place the heel of the other hand on top of the first and either interlock the fingers or hold the wrist so that the arms work as one (see the figure on the following page).
4. The rescuer's shoulders should be directly above the victim's chest, allowing body weight to assist the compressions. Providing chest compressions can be exhausting, so it is important for the rescuer to use their weight, not just their arms.
5. The depth of compressions should be about one third of the depth of the chest for all age groups.



The hands need to be positioned on the lower half of the sternum approximately across the nipple line.

For infants, use only two fingers to apply compressions. In the case of children, rescuers decide between one or two hands depending on the size of the victim. If two rescuers are present, the roles should be changed approximately every two minutes because of the tiring nature of the operation. Rescuers should continue the cycle of 30 chest compressions followed by two rescue breaths until:

- signs of life return
- more qualified help arrives
- continuation is impossible due to exhaustion
- an authorised person pronounces life extinct.

This technique of rescue breathing combined with chest compressions is called **cardiopulmonary resuscitation (CPR)**.

Defibrillation

Use of **defibrillators** greatly improves the chances of survival, particularly following a heart attack. A defibrillator is a device that provides an electric shock to a patient whose heart has stopped beating.

Where once defibrillators were only used in hospitals, they are now commonly used by ambulance officers and other qualified rescue personnel.

TABLE 7.1: The life support flow chart

D	Danger	Check for danger to yourself, the victim and bystanders
R	Response	Squeeze shoulders, shout, call '000'
A	Airway	Open, check for signs of life
B	Breathing	Provide two quick breaths. If signs of life are present, place in the lateral recovery position.
C	Compression	Give 30 compressions (at a rate of 100 per minute) followed by two rescue breaths. Continue until signs of life return.
D	Defibrillation	Provided by a qualified first aid practitioner

ACTIVITY

Emergency response

1. In pairs, practise some of the skills needed for DRABCD.
 - a. Place your partner in the lateral recovery position.
 - b. Check and clear the airway.
 - c. Check for breathing.
2. Practise rescue breathing and CPR using resuscitation mannequins.

CHECK & CHALLENGE

1. Should you personally use a defibrillator on an unconscious and non-responsive victim if you were staging a rescue?
2. How is CPR performed differently on infants compared with adults? Why do you think this is?
3. How do you perform rescue breathing?
4. What is the first thing you must do in attempting a rescue in an emergency situation?
5. Use the **How to respond in an emergency situation** weblink in your eBookPLUS to test your knowledge.



Try out this interactivity: [DRABCD](#)

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Explore more with this weblink: How to respond in an emergency situation



Complete this digital doc: [DRABCD](#)

Searchlight ID: [doc-2600](#)



Complete this digital doc: [Risks and strategies](#)

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7.4 Basic first aid

In the event of an accident, knowing some basic first aid procedures can help save someone's life or could prevent injuries such as shock and bleeding from getting worse. In this lesson you will learn how to recognise and treat injuries and some conditions.

Engage

If you follow your plan of action, DRABCD, and find that the person is breathing and does have a heartbeat but remains unconscious, injured or otherwise unwell, you should place the person in the recovery position and monitor their breathing and pulse. Always remember that it is essential to call an ambulance by dialling '000'.

Do you know what to keep in a first aid kit? Use the **Everything you need** weblink in your eBookPLUS to find out what St John Ambulance suggest you have ready and how to use the different objects.



By maintaining a first aid kit you will be equipped to provide basic first aid in all situations.

eBookplus RESOURCES



Explore more with this weblink: Everything you need

Explore more with this weblink: First aid kits

Explore

Shock

Shock is a life-threatening medical condition and occurs when there is a progressive failure of the circulatory system. It is often caused by internal or external bleeding, fluid loss from body tissues (as in the case with burns), heart damage or decreased blood pressure. Signs and symptoms will develop over time, but the initial symptoms include:

- pale face, fingernails and lips
- cold, clammy skin
- weak, rapid pulse
- rapid breathing
- faintness or dizziness
- nausea.

Symptoms of severe shock include:

- restlessness
- thirst
- rapid breathing
- an extremely weak, rapid pulse
- extremities becoming bluish in colour
- drowsiness, confusion or unconsciousness.

DID YOU KNOW?

Of the 500 known species of venomous snake in the world, only 30–40 species have venom that is dangerous to humans. However, Australia is the only continent in the world with more venomous snakes than non-venomous ones, including eight of the 10 deadliest snakes.

Managing symptoms

To manage a situation where a victim is in shock, you should:

- follow DRABCD and control severe bleeding
- reassure the person
- seek medical aid urgently
- unless fractured, raise the victim's legs above the level of the heart
- attend to fractures, wounds or burns
- loosen tight clothing
- maintain body warmth but do not allow them to overheat
- moisten lips if the person complains of thirst, but do not give them anything to eat or drink
- monitor breathing and pulse
- maintain a clear and open airway
- place the person in the lateral recovery position if they have breathing difficulties.

External bleeding

In the event of external bleeding, there are a number of directions to follow.

- DRABCD
- Lay the casualty down if there is severe bleeding.
- Apply direct pressure to the wound.
- Raise and test the injured part of the body.
- Loosen tight clothing and give nothing to eat or drink.
- Seek medical aid urgently.

Asthma

Asthma is a breathing problem resulting from a narrowing of the airways. Symptoms include:

- moderate to severe breathing difficulties
- possible coughing and wheezing
- possible paleness, sweating, blueness of lips, earlobes and fingertips
- appearance of being very quiet or subdued
- possible unconsciousness.

To manage a situation where someone is having an asthmatic episode, you should:

- follow DRABCD
- reassure the person
- provide assistance in administering medications
- seek medical assistance.

If the person becomes unconscious, follow DRABCD and seek urgent medical aid.

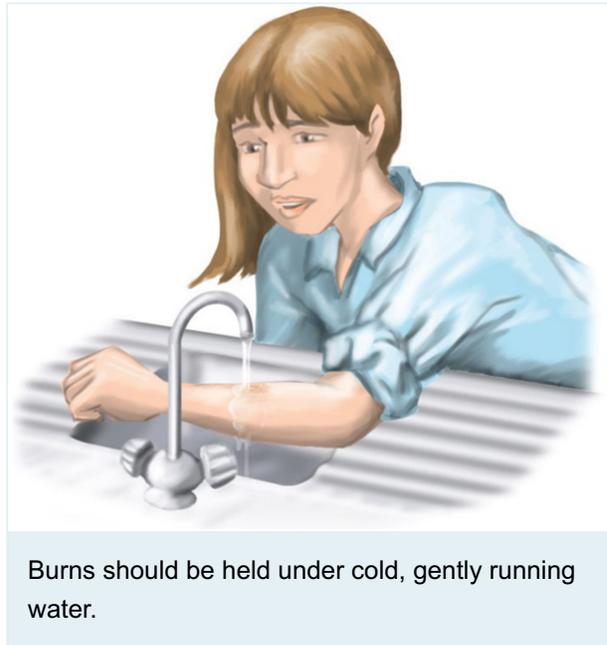


Many people manage their asthma using a medicated inhaler.

Burns

In the event of a person suffering from burns, there are a number of directions to follow.

- DRABCD
- Remove the person from danger.
- Smother burning clothes (for example, with water or sand).
- Hold the burnt area under cold, gently running water.
- Cover the burn with a sterile, non-stick dressing.
- Seek medical aid urgently.



Burns should be held under cold, gently running water.

Poisoning and overdose

In the case of a drug overdose, seek medical aid urgently and contact the Poisons Information Centre by calling 13 11 26. If the person is conscious:

- induce vomiting by giving syrup of ipecac to drink
- keep a sample of vomit for the hospital
- keep a sample of the drug for identification.

The effects of the poison will depend on which poison has been swallowed. General advice includes:

- follow DRABCD
- call the fire brigade if there are poisonous gases in the atmosphere
- contact the Poisons Information Centre for advice, particularly on whether to induce vomiting or dilute the poison
- seek medical aid urgently
- do not induce vomiting for a swallowed corrosive or petroleum product.

Bites and stings

Many insects, spiders, snakes and sea creatures can bite or sting. Generally, pressure and immobilisation are used to stop the venom from most bites and stings spreading to other parts of the body. This is achieved by:

- applying a bandage firmly to compress the body tissue
- bandaging from the bite to the fingers or toes, then up to the armpit or groin
- bandaging as much of the limb as possible
- applying a splint to the bandaged limb by using a second bandage
- not removing the splint or the bandage, once applied, until medical assistance is received.



In Australia, there are many types of insects, spiders, sea creatures and snakes that are venomous. Emergency first aid procedures vary according to the type of bite or sting.

Seeking assistance in an emergency

Being able to evaluate when it is appropriate to seek help from others can save people's lives. In the case of life-threatening circumstances, it is essential to seek help urgently. In some situations where young people take risks, there may be hesitation to seek help — for example, in the event of a drug overdose. The consequences of not seeking medical aid will be much worse than if you tell someone about the problem. If you feel that the situation is out of your control or you are not confident, then trust these feelings and seek help.

Sources of assistance include:

- dialling 000. If using a mobile phone, dial 112.
- an ambulance
- the emergency department at any hospital
- a local medical practitioner
- the Poisons Information Centre. Dial 13 11 26 anywhere in Australia; this is a 24-hour service line.

ACTIVITIES

1 Burns and bleeding

In pairs, use role-play to practise the treatment of burns and external bleeding. One person should play the victim and the other should explain aloud the steps they are following to provide treatment. Use a piece of paper as a bandage, if one is necessary. If there is time, have one pair perform their role-play for the class to assess.

2 Stings and bites

1. In pairs, use the **It just bit me!** weblinks in your eBookPLUS to research two of the following types of stings and bites, and describe the symptoms and management of each.
 - a. Bee sting
 - b. Box jellyfish sting
 - c. Wasp sting
 - d. Scorpion sting
 - e. Red-back spider bite
 - f. Snake bite
2. Are there any similarities in the recommended methods of treatment?
3. Share your findings with the class.

CHECK & CHALLENGE

1. List three services or people you could contact in an emergency.
2. Explain the treatment for applying first aid to burns.
3. In cases of shock, why should you raise the legs above the level of the heart?
4. When treating severe bites and stings, why should you bandage as much of the limb as possible?
5. Why is it important to always reassure the victim when providing first aid?

eBookplus RESOURCES



Explore more with this weblink: [It just bit me!](#)



Try out this interactivity: [RICER](#)

Searchlight ID: [int-2396](#)



Complete this digital doc: [Responding in an emergency](#)

Searchlight ID: [doc-2601](#)

Review

What have I Learnt?

- Young people can often take risks that affect their health and possibly the health of others.
- Knowing how to reduce the risk can reduce the possible harms.
- Young people take risks for a range of reasons including peer pressure, to prove themselves, to rebel, inexperience and the need to be accepted.
- You can reduce the risk of harm by making informed decisions in risky situations and planning ahead.
- There are three steps to minimising harm: recognise the potential for harm; assess the level of risk; and respond by choosing a safe course of action.
- DRABCD is an important strategy when responding in an emergency. It stands for **D**anger, **R**esponse, **A**irway, **B**reathing, **C**ompression and **D**efibrillation.
- In the event of an accident, the provision of first aid can reduce the severity of an injury and save someone's life. First aid includes knowing what to do when someone is in shock, is bleeding, has burns, is having an asthma attack, has been bitten or stung, has been poisoned or has overdosed.
- In an emergency, it is advised to seek expert medical assistance as soon as possible.

Essential question revisited

What are the steps we can take to ensure we are protected in unsafe situations? How can we offer help when injury occurs?

Evaluate your initial response to the essential question after having studied this topic.

CHECK & CHALLENGE

1. Why do young people take risks?
2. Identify possible consequences of risk taking and strategies for reducing harm.
3. Explain what DRABCD stands for. Why is this an important skill to learn?
4. What are three phone numbers you can call in an emergency?
5. Identify three types of positive risks.
6. What should you do to treat a mild burn?

Chapter 8: Health information — who can help me?

Contents

- 8.1 Empowering people to get healthy
- 8.2 Accessing health information, products and services
- 8.3 What health choices do I need to make?
- 8.4 Factors influencing young people's access to health
- 8.5 How to assess health information, products and services
- 8.6 My rights and responsibilities as a health consumer
- Review

Note to students and teachers: This PDF has been provided as an offline solution for times when you do not have internet access or are experiencing connectivity issues. It is not intended to replace your eBook and its suite of resources. While we have tried our best to replicate the online experience offline, this document may not meet Jacaranda's high standards for printed material. Please always refer to your eBook for the full and latest version of this title.

8 Health information — who can help me?

Essential question

What types of health information are available to me? How can I access these resources?



Young people access many sources of information to make decisions about their health.

SYLLABUS OUTCOMES

Major outcome

On completion of this chapter you will be able to do the following.

4.8 Access and assess health information, products and services.

Contributing outcomes

This chapter will also help you to do the following.

4.2 Identify and select strategies that enhance your ability to cope and feel supported.

4.6 Describe the nature of health and analyse how health issues many have an impact on young people.

Skills outcomes

The activities and questions in this chapter will help you to do the following.

4.11 Communicating Select and use communication skills and strategies clearly and coherently in a range of new and challenging situations.

4.12 Decision making Assess risk and social influences, and reflect on personal experience to make informed decisions.

4.13 Interacting Demonstrate cooperation with, and support of, others in social, recreational and other group contexts.

4.16 Problem solving Clarify the source and nature of problems, and draw on personal skills and support networks to resolve them.

YOU WILL EXPLORE

- 8.1 Empowering people to get healthy
 - 8.2 Accessing health information, products and services
 - 8.3 What health choices do I need to make?
 - 8.4 Factors influencing young people's access to health
 - 8.5 How to assess health information, products and services
 - 8.6 My rights and responsibilities as a health consumer
- Review

8.1 Empowering people to get healthy

Creating circumstances that empower young people and communities to make positive health decisions is crucial to improving health. In this lesson you will discover that a shared approach — through both individual and community action — is needed to improve young people's health and address inequities in health.

Engage

Do you know where to find information and services to help improve your health? There are almost certainly some products and services you do not yet know about. This is why it is important that individuals and communities work together to promote the resources that will help young people develop healthy lifestyles. Although there are many things you can do yourself, you will be more successful in your efforts when you are supported by your family, friends and community.



There are many people in your life who can empower you to get healthy.

eBookplus RESOURCES



Complete this digital doc: [Are we health consumers?](#)
Searchlight ID: [doc-2603](#)

Explore

Individual action

For health promotion to be effective, people need to be empowered. **Individual empowerment** is the first step towards bringing about a change in people's health.

Your family, friends and the community as a whole are responsible for supporting your efforts to modify your behaviour to create a healthier lifestyle. To take action to achieve this goal, young people must firstly be provided with reliable information about all aspects of their health. But people need more than information to make positive health decisions; their attitudes, values and beliefs will influence how they use their knowledge to make good decisions. Young people also need certain skills to make positive health decisions, such as:

- decision making
- communication
- assertiveness
- time management
- planning and problem solving.

These skills are best taught through learning opportunities at school, work and within the community.

Young people can make better decisions about their health when they are:

- provided with accurate information — for example, information about types of contraception
- involved in decisions about their personal health and health issues that affect the community
- encouraged to make healthy choices
- supported by family and friends
- provided with youth-friendly services and medical support
- given the opportunity to learn the skills needed to make good decisions about their health and safety
- encouraged to seek help when they need it.

Community action

Communities have a responsibility to support people's health — but what exactly is a community? It can be defined in terms of geographical area or in terms of identified groups, such as the indigenous community or the gay and lesbian community. Communities are made up of a number of sectors that can influence health, including:

- *education* — schools, universities and other tertiary institutions
- *medical services* — doctors, hospitals and other health care centres
- *businesses* — clubs, legal services and food outlets
- *local government* — responsible for infrastructure such as safe roads, enforcement of local regulations such as those for sanitation and sewage, upkeep of parks and providing community recreation centres
- *health services and community centres* — women's health centres, youth health services and migrant community centres
- *sport and recreation* — sporting competitions, and outdoor and indoor recreational activities.

Different sectors of the community will employ strategies to promote health in different ways depending on local needs and the way the entire community recognises health problems and safety issues. For these reasons, **community empowerment** is very important in supporting people's health. There are many initiatives that target health issues within different communities, such as:

- local councils building bike and walking paths to encourage physical activity
- schools using the Mind Matters program to target mental health promotion
- media advertising campaigns targeting safer road use
- Clean Up Australia Day
- the Asthma Friendly Schools project.

Use the **weblinks** in your eBookPLUS to investigate several of these community initiatives. How effective do you think they are at addressing their targeted health issues?



Clean Up Australia Day gets individuals and organisations like schools to work together to address the problem of pollution.



Explore more with this weblink: Clean Up Australia Day



Explore more with this weblink: How effective is it?



Explore more with this weblink: Is my school asthma friendly?



Explore more with this weblink: Mind Matters

Advocating for positive health

Individuals have the power to influence the health choices of others positively through **advocacy**. Students can advocate for issues within their school, such as healthier food in the school canteen or safer playgrounds and recreational areas. Can you think of others?

You can advocate for a cause by:

- writing to your local newspaper about a public health concern
- holding or attending a public forum or local community meeting
- making and erecting signs that support your cause
- formulating a petition and asking people to support your cause by signing it, then sending it to your local member of parliament
- participating in protest walks to support community issues
- forming a leadership group (for example, a student representative council) within your school to represent the views of students
- meeting with your principal to state your concerns and suggest reasonable solutions
- speaking at your school's parents and citizens meetings to advocate support for a school health issue, such as more outdoor shade areas.

DID YOU KNOW?

At the United Nations Climate Change Conference in Copenhagen, Denmark in December 2009, over 100 000 people gathered together in a peaceful demonstration to promote the health of the Earth's climate.

ACTIVITIES

1 Individual action

1. Identify some aspects of your health you can improve. Consider mental health, physical health, sexual health and social health.
2. Identify the skills and information you need to make better decisions about these aspects of your health.
3. Make a list of sources available to you in your local area regarding young people's health. You might include, for example, your doctor or school counsellor.
4. Which sources would be useful for you to obtain information about the aspects of your health you identified in question 1?
5. Identify any barriers that you may encounter when trying to improve your health; for example, you may not know where to ask for help, or you may feel embarrassed or uncomfortable asking for help.
6. List some strategies you could use to overcome these barriers. These strategies should promote healthy and safe behaviour.
7. Identify several ways in which you could support the health of your friends if they had similar concerns to you.

2 Advocating at school

1. In groups of four, think of a health issue that affects the students at your school, for example, a lack of sporting equipment available at lunch time. Every group in the class should address a different issue.
2. Create two mind maps. The first one should explore the issue you have chosen; include your thoughts about why it is an issue, how it became an issue and who it affects. The second mind map should show all the strategies you can think of to resolve the issue.
3. Choose three of the strategies on your second mind map and develop realistic plans of action. If your plans include strategies such as forming a leadership group or performing a protest walk, clearly explain how these strategies would help address the health issue. Present your plan to the class, using drawings, role-playing or other means to supplement your written material.

CHECK & CHALLENGE

1. How can individuals improve their ability to make smart decisions about their health?
2. What is advocacy? Provide an example of advocacy that supports positive health.
3. How can communities support people's health?
4. Why is it important to advocate for health issues?
5. How does your school community support you in making positive health decisions? List five examples.

8.2 Accessing health information, products and services

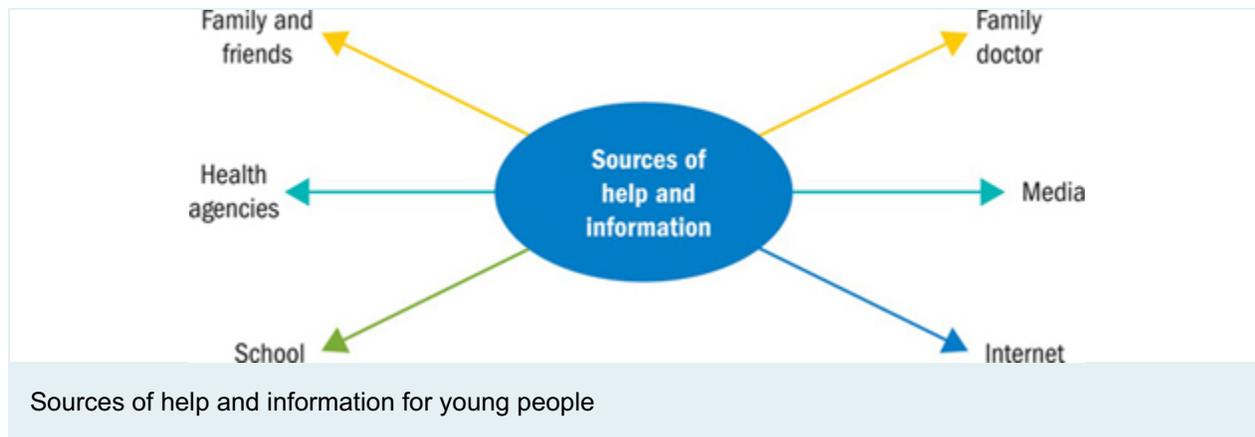
Our optimal health is the best health we can achieve. This varies from person to person and depends on our abilities and other factors. To maintain optimal health, we need to know how to access reliable health information and be able to act on it accordingly.

Engage

Health information could be what you discover in a Health lesson, what you read in a pamphlet or understand from a health professional. The degree to which we are informed about health depends on many factors, such as our family, peer group, what we see on television and what we read in newspapers and magazines. But how do we know whether our information is accurate and how do we act on it appropriately?

Explore

Accessing **health information** and finding the right answers can sometimes be quite a challenge for us as **health consumers**. The most important aspect of consumer health is being able to evaluate and act correctly on health information. There is a large range of health products and services available; although many are safe, others, such as 'miracle cures' or rapid weight-loss diets, can damage our health. Who, then, do we believe?



Family and friends

Our family and friends are often helpful and convenient sources of health information as they have our best interests at heart and are easy to talk to. Older family members might be able to refer us to general services, such as doctors and dentists, and can usually help us with minor injuries such as cuts. However, they may also be ill-informed or not have expertise on specific health matters such as weight-loss programs and depression. Similarly, our friends may be able to empathise but lack the expertise to treat the problem. The most important role our family and friends can play is to help us understand the problem, seek out sources of help and evaluate information.

School

Your school network is an excellent resource, as it includes your Health teachers, counsellors and other staff who have a good understanding of adolescent problems, reliable information, and available products and services. The Health lesson is a good place for discussion of health problems. You should feel free to discuss any concerns you have, either as a class or with your teacher.

Health agencies

Many **health products** and **health services** are available from **health agencies**. Health agencies include hospitals, doctors, pharmacists and organisations such as Meals on Wheels, St John Ambulance Australia and Nutrition Australia. Agencies answer our calls, give advice, provide pamphlets and generally work to improve the health of all Australians. It is up to each of us, however, to make health choices that are in our best interests. How well we do this depends on our judgement and decision-making ability.



Meals on Wheels provides hot meals to elderly and disabled people in the community.

Internet

The internet is now the most extensive of all sources of health information, providing access to a large range of health products, suggestions, information and advice. It should be noted, however, that many internet resources may not be reliable and can even provide harmful advice. You should be very cautious when using unrecognised internet sources for health-related information. Some of the best websites for health information are:

- the New South Wales Department of Health website
- the Australian Drug Information Network
- the AIDS/Hepatitis Sexual Health organisation website
- the Australian Drug Foundation
- the SmartPlay program website, which has information about treatment and the prevention of sports injuries
- the Diabetes Australia-NSW website
- the St John Ambulance Australia national website, which provides first aid fact sheets.

Use the **weblinks** in your eBookPLUS to visit these websites and find out more.

eBookplus RESOURCES



Explore more with this weblink: AIDS and HIV



Explore more with this weblink: Australian Drug Foundation



Explore more with this weblink: Australian Drug Information Network



Explore more with this weblink: NSW Department of Health



Explore more with this weblink: SmartPlay



Explore more with this weblink: St John Ambulance Australia

Media

The media is very influential both in promoting health products and communicating health messages. We see some television commercials promoting healthy food and others publicising junk food. Most magazines and newspapers advertise health products, promote new diets, include features such as 'health tips for the week' and sometimes include entire health sections. Often these health articles address issues relevant to young people, such as sexuality, relationships, skin problems and weight control. Usually the information is reliable as it has been written or checked by people in the medical profession. However, we should be aware that just because health advice appears in print, it does not mean that it is totally reliable and correct. It also may not be the appropriate answer to our own problem and should be considered as general advice only.

Family doctor

The family doctor is probably the most reliable source of health information and advice. General practitioners (GPs) are highly qualified and deal with health problems every day. They are aware of new products and are trustworthy in their evaluation of the latest health information. Always feel free to discuss any health concerns with them. Tell them what you have read and the advice you have already received, then listen carefully to their assessment of your concerns.

ACTIVITIES

1 Inside health

Allocate each of the following questions to a small group. Discuss each question and report back to the class. Summarise the responses on the board.

1. What persuaded you to purchase or use the last headache tablet that you took? How did you know the medication was safe? Would you choose this brand again?
2. What made you choose the doctor you go to? Are things explained to you fully when you visit?
3. Do you regularly read a newspaper or magazine health article? If you do, why do you find it interesting? How do you know the information is correct? Do you use it to diagnose or treat your own problems?
4. Do you know or have you heard of people who are sexually active at a very young age? Are there health risks? Are there reliable sources that young people can talk to confidentially if they have problems of this nature? Where do you find this information?

2 The family doctor

You are a local general practitioner. Consider the following.

1. What are the types of concerns that young people might ask you about? List five examples.
2. Why is it important for you to stay informed about the latest health services and products?
3. A 13-year-old girl comes in complaining that she always feels tired and never has any energy. She tells you that she spends a lot of time watching television and playing video games, and you notice she is overweight. What advice would you give her? What health services might you recommend to her?
4. A 14-year-old boy comes to you to ask some questions about the effects of cannabis, as his friend is beginning to use the drug regularly. Use the **Cannabis** weblinks in your eBookPLUS to gather reliable information about cannabis and develop an information sheet with which to provide him.

eBookplus RESOURCES



Explore more with this weblink: Cannabis



Complete this digital doc: [Dear doctor](#)

Searchlight ID: [doc-2604](#)

CHECK & CHALLENGE

1. What are the main sources of health information?
2. Which two sources of health information do you think are the most reliable? Why?
3. Why must we treat the things we read in the print media as general advice only?
4. What are four concerns you could talk to your family doctor about?
5. What is the most important role of friends and family in helping you access health information?

8.3 What health choices do I need to make?

Considering the many health products, services and personnel available to you, it is important to think critically about the choices you make about your health. In this lesson, you will learn about some of the types of medicines you can buy, the services which could provide you with appropriate care and the types of health professionals you may like to talk to.

Engage

Most health choices that people need to make are in relation to:

- the products available
- the services needed
- the people to contact.

If you are unwell or have suffered an injury, what decisions do you or your parents need to make?



What products, services or people could help you if you were unwell?

Explore

Health products

The most important health products we need to be aware of fall into two categories:

- prescription medication
- over-the-counter medication and products.

Prescription drugs

To be allowed to purchase certain types of medication, you need to be given a **prescription** by a qualified medical practitioner, such as a GP. Most prescription drugs cost much more than the amount we pay for them because a lot of research has gone into making sure these drugs are safe and effective. The balance is paid by the Australian Government under a scheme called the Pharmaceutical Benefits Scheme (PBS), which helps to make these drugs more affordable.

With prescription drugs — particularly antibiotics — you will usually need to take the full course for them to be effective. If you experience side effects your doctor did not warn you about, you should contact your doctor again as soon as possible. Leftover prescription drugs should not be kept following the illness as they can become ineffective and even harmful as they deteriorate over time. Also, it is not advisable and can actually be very harmful to take someone else's prescription medication, even if your illness may appear to be similar.

Over-the-counter drugs and products

People buy **over-the-counter (OTC) medication** and products to treat a lesser problem they have diagnosed themselves, and so the range of OTC drugs and products is much larger than prescription drugs. Examples of OTC drugs and products include cold tablets, analgesics (pain relievers), vitamins, sunburn lotions, some contraceptive products such as condoms, sleeping aids and sports injury prevention devices such as ankle braces. Generally, OTC products are not harmful if used according to the directions on the label; however, if the symptoms do not go away, you should consult your doctor. It is important to remember that all drugs can be harmful, as every individual reacts differently to drugs. We must always follow the dosage advice provided on the label of all health products, as overdoses are harmful and can even be fatal. Over-the-counter drugs should only be used for minor problems and only for short periods of time, as they may disguise more serious illnesses.



Over-the-counter drugs and products can be purchased from many places.

HEALTH FACT

The PBS subsidises the cost of over 80 per cent of all drugs. In 2009, this meant that people did not pay any more than \$32.90 for any medication covered by the scheme; the government contributed \$7 billion to cover the cost of medications. The amount the government contributes increases every year.

Health services

Hospitals

The most significant health service in Australia is our hospital system. There are two types of hospitals: public and private. Public hospitals are funded by the state government, and if you are admitted to a public hospital you will be put in a public ward under the care of a doctor (you will not be given a choice of doctors). The accommodation and service is free of charge. Private hospitals are owned by private groups such as doctors or community groups, but must comply with state government health regulations. If you are admitted to a private hospital, you will need to pay for the services the doctor/specialist provides but you will be able to choose your doctor. Most people who choose private hospitals have **private health insurance** that covers a considerable portion of the cost.



Public and private hospitals cater for more serious and urgent health needs.

Medicare and health insurance

The treatment and services for serious medical problems can be very expensive, and so the Australian Government funds **Medicare**, a national health insurance scheme that all tax payers contribute towards with 1.5 per cent of their taxable income. All Australian citizens who are legal, permanent residents can apply for Medicare. In fact, you are probably listed on your parents' Medicare card. You need to have this card with you for all hospital, specialist, general practitioner and **paramedical services**, as well as when you buy prescription drugs at the chemist.

Some of us choose to 'top up' our Medicare benefits by making extra payments to a private health insurance scheme. The advantages of private health insurance are:

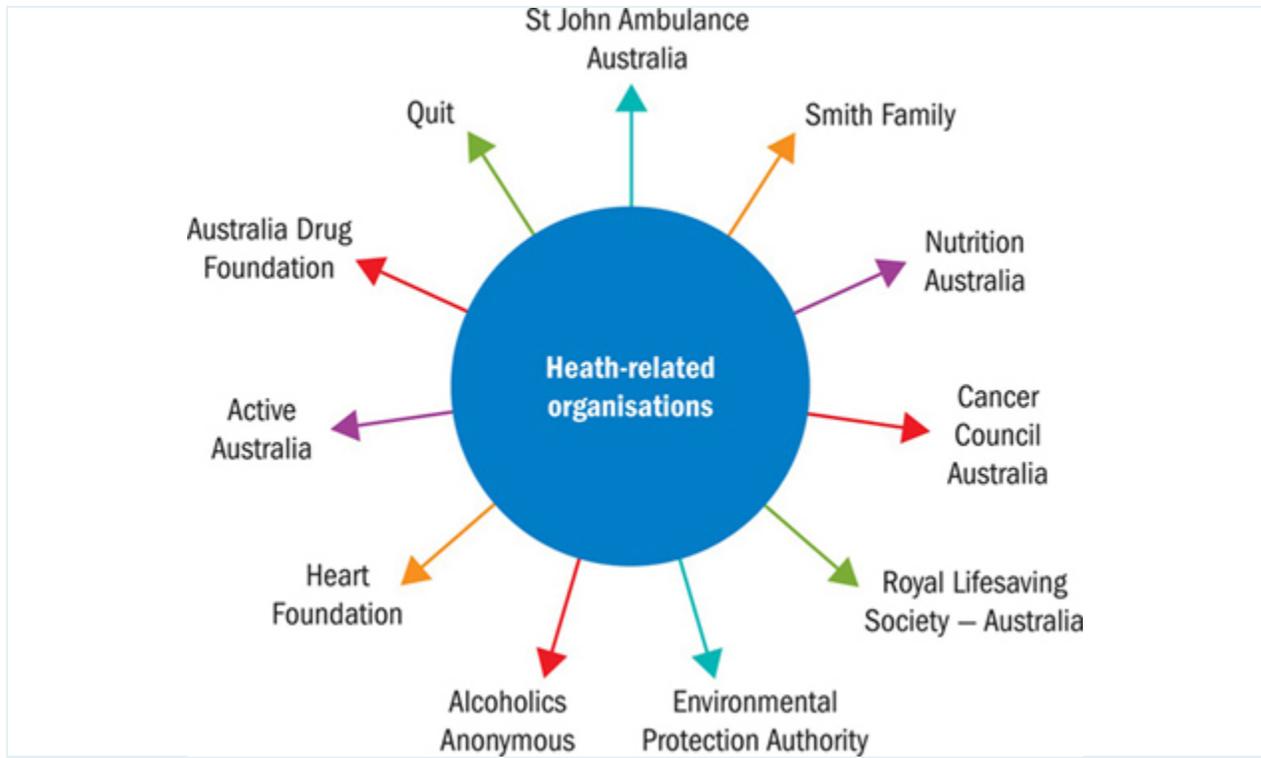
- you do not have to wait for most types of surgery
- you get the doctor of your choice
- your private funds contribute to hospital cover and provide additional benefits such as dentistry or physiotherapy.

Health-related organisations

There are a number of health-related organisations, many of which exist within your local community. These organisations might be run by the government (Commonwealth, state or local), or receive some government assistance, or they might be private companies or non-profit charities. These health-related organisations assist your health needs by providing information, running courses, conducting research and offering direct support such as hotlines and internet services. Some health-related organisations you might be familiar with are shown below. Can you think of others?



All Australian residents and eligible visitors are entitled to a Medicare card.



Health-related organisations



Health-related organisations provide a valuable service.

Health care centres and clinics

Health care centres and clinics provide advice, treatment, counselling, support and preventative information in areas where communities have a special need. For example, there are many specialist rehabilitation centres that treat adolescent concerns, such as drug abuse, addictions and eating disorders. They are often staffed by doctors, specialists and counsellors who are qualified in a particular field. Some examples include:

- drug rehabilitation centres
- mental health clinics

- family planning clinics
- rape crisis centres
- AIDS and STI clinics.

Health personnel

Generally, the local doctor or general practitioner is the first point of call when we are concerned about illness, but there are many types of health professionals including nurses and **specialists** who have the expertise to:

- diagnose problems; for example, asthma
- treat conditions; for example, by prescribing certain drugs
- provide advice about health concerns; for example, contraceptive methods
- prevent illness; for example by vaccinating against diseases like polio
- suggest remedies for prevention; for example suggesting exercise programs to help with weight control.

If the family doctor feels the issue is beyond his or her general treatment skills, a referral is made to a specialist. Some types of specialists include:

- *anaesthetists*, who administer anaesthetics during operations
- *cardiologists*, who treat diseases of the heart and circulatory system
- *dermatologists*, who treat skin conditions
- *gynaecologists*, who treat disorders of the female reproductive system
- *obstetricians*, who specialise in delivering babies and treating pregnant women
- *orthopaedic surgeons*, who treat diseases of the bones, joints and muscles
- *pathologists*, who specialise in examining body tissue
- *psychiatrists*, who diagnose and treat disorders of the mind
- *radiologists*, who perform scans and X-rays to diagnose diseases of the bones and internal organs and locate fractures and other injuries.

Nurses provide valuable care and assistance by administering drugs, bandaging wounds and preparing for treatments. They are also responsible for patient care and comfort following treatment. Use the **Health Direct** weblink in your eBookPLUS to find out how you can call a registered nurse 24 hours a day.

HEALTH FACT

Only 30–40 per cent of the Australian community chooses to take out private health insurance.



Explore more with this weblink: Health Direct

ACTIVITIES

1 Over-the-counter drugs and products

1. In groups of four or five, make a list of OTC drugs and products that can be purchased in supermarkets and pharmacies without a prescription. Use categories such as pain relievers, laxatives (to prevent or relieve constipation), vitamins and cold tablets. Report back to the class and complete a list on the board.
2. Discuss the following questions.
 - a. Why do we allow easy access to some drugs and products?
 - b. What are some problems that easy access can lead to?

2 Identifying health services

In small groups, identify a health service that is active in one of the following areas.

- Mental health
- Drug use
- Road safety
- Nutrition
- Sexual health

The **Health organisations** weblinks in your eBookPLUS could be useful in helping you investigate:

- a. why the organisation was formed
- b. the service it provides
- c. the types of problems it seeks to address.

Find out the extent to which it uses voluntary staff or professional staff and whether it relies on donations, has fees or receives assistance from the government. Investigate the success of the organisation within the community. Present your findings to the class as a PowerPoint presentation.

CHECK & CHALLENGE

1. What is the difference between prescription and OTC drugs?
2. Who is entitled to a Medicare card?
3. How is Medicare different from private health insurance?
4. Choose one type of health care centre or clinic and describe the services it provides to the community.
5. What are the drawbacks to having private health insurance?
6. How do health-related organisations assist your health needs?
7. Describe the role of doctors.

eBook *plus* RESOURCES



Explore more with this weblink: Health organisations



Complete this digital doc: [In touch with Medicare](#)

Searchlight ID: [doc-2605](#)

8.4 Factors influencing young people's access to health

In this lesson, you will learn about some of the factors that affect the degree to which we are able to access health information. These factors include education, income and employment, culture, religion, isolation, age and disability.

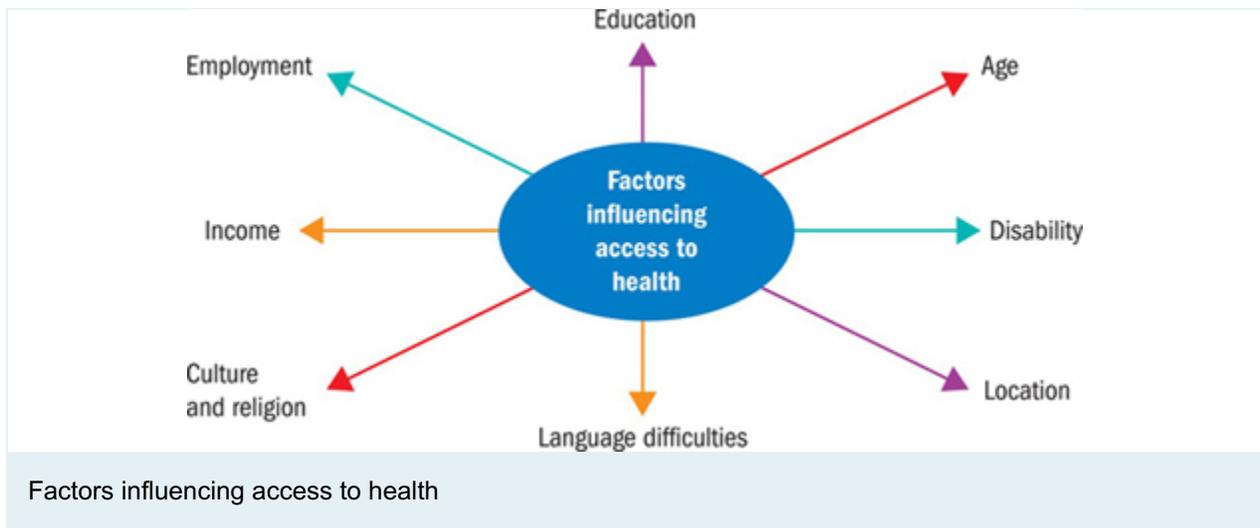
Engage

Despite the array of health information, products and services that are generally available, accessing them can sometimes be a challenging task for young people. A number of factors sometimes block or hamper young people's ability to access and use the full range of services and products that exist. Some groups of people are more prone to health problems because of a lack of access to health services.

These groups include:

- people who live in poverty
- people who are less educated
- Aboriginal and Torres Strait Islander people
- people who live in isolated rural communities
- people with cultural differences who experience language difficulties
- elderly people
- people with mental or physical disabilities.

Can you explain why such people may have difficulty accessing health services?



Explore

How do these factors influence people's access to health?

Education

When we are able to perform basic skills like reading, writing and analysing information, it is easier to access and understand health information.

Employment and income

Job security provides people with money to purchase products such as sunscreen, pay for water and electricity, provide access to information services such as the internet and purchase medicines. People on low incomes sometimes struggle to pay for necessities such as food, warm clothing and shelter and cannot afford things like internet access or private health insurance.

Cultural and religious beliefs, and language difficulties

Culture and religion influence an individual's attitudes and beliefs and therefore play a role in the selection of health products and services. Certain cultures promote traditional remedies, such as acupuncture or herbal medicines, over pharmaceutical drugs. Certain religious or cultural beliefs and practices prevent the use of particular products or services; for example, devout members of the Jehovah's Witness faith may refuse blood transfusions or blood products, even in the face of severe illness. It is important that you discuss your religious or cultural beliefs with your health practitioner to enable them to be more sensitive to your needs. For some people, language difficulties may limit their understanding of what is available as well as their ability to choose from these services and products.



Acupuncture involves the insertion of very fine needles into specific points on the body to restore and promote good health.

HEALTH FACT

In the Buddhist religious tradition, the art of meditation is used to promote mental health, and to reduce stress and blood pressure.

Location

For economic reasons, major hospitals and some health services tend to be located in cities and large country towns. People who are relatively isolated in remote rural properties or communities may have some difficulty accessing health care and information at the time when it is required.

Age and disability

As people get older, they become more dependent on health services to maintain quality of life. Increasing age, however, is also associated with lack of mobility, meaning older people become dependent on others to help them access health services. They may also have difficulty using technology such as the internet to access health information because they may only use the technology occasionally.



Many older people depend on others to help them access health information.

Knowing your rights to health care

If young people are concerned about confidentiality, payment, or being judged, misunderstood or ignored, this can affect their willingness to access health information, products and services. But if you know what to expect and what you are entitled to, you will find it easier to seek support and talk openly about the issues that concern you.

Confidentiality

Knowing that your health professional will provide you with **confidentiality** by respecting your privacy and understanding and listening to your needs is an important part of establishing a good relationship with them. This knowledge will enable you to speak openly about your personal problems and concerns. Health professionals, GPs and counsellors are required by law to keep most issues that you discuss with them confidential. They must, however, pass on information they have been told when they believe your safety or the safety of others is at serious risk. A health professional will usually tell you about any limitations to confidentiality at the beginning of your appointment; however, if you are concerned that something you say may have to be reported, ask them about the types of situation that must be reported and to whom.

ACTIVITY

Location, location

As a class, use a map of New South Wales to choose an area that is socioeconomically different from your own. For example, if you live in Sydney, look for a small township or rural area. If you live in a remote area, choose an urban area where there will be some cultural diversity.

1. Use the internet, street directories, the library and the **Where you live and your health** weblinks in your eBookPLUS to research your chosen area. You may like to split into small groups to find information on:
 - a. the health services to which the community has access, such as pharmacies, hospitals, fitness centres, dentists, health clinics, lifesaving societies or Meals on Wheels
 - b. the health services to which the community has limited or no access
 - c. the extent to which the community, or groups within the community, are disadvantaged and how this affects their access to health services; for example, whether many charities for the homeless operate in this area
 - d. the strategies that could be utilised to improve access to health information, products and services.
2. As a class, examine strategies that could be developed to help those with limited access to health services.

CHECK & CHALLENGE

1. How does employment and income influence our access to health?
2. How does location influence your personal access to health?
3. How does confidentiality help us establish a good relationship with a health care professional?
4. What might be some examples of information that a health care professional would be required to pass on to other people? Who might these other people be?
5. Why might language difficulties limit some people's access to health?

eBook *plus* RESOURCES



Explore more with this weblink: [Where you live and your health](#)

8.5 How to assess health information, products and services

Once you have researched health information, products and services, you should analyse and evaluate the situation. Can you tell whether using the product or service is in your best interests? Many products may be useful or beneficial for some people but not for others. In this lesson, you will develop the skills needed to evaluate information about the health products and services you may be interested in using.

Engage

To evaluate information successfully, we need to develop certain skills so that the decisions we make are the best ones. Asking ourselves the following questions before we purchase health products will help us be more discerning consumers.

- Do I need it?
- Are its promised health benefits reasonable or realistic?
- Can I find information from other sources (for example, family or GP) to support or contradict its claim?
- Are there any health risks of which I need to be aware?

- Are there similar products that are possibly cheaper, more effective or with fewer health risks?
- Is there something I can do if I am not satisfied with the product or service, such as a warranty or back-up?
- Is there ongoing support while I am using the product?

We can assume that information originating from government organisations like NSW Health or well-known organisations like the Heart Foundation is in our best interests. However, we should be cautious of health information that originates from many widely-used sources, including:

- radio and television
- the internet
- print media (books, magazines and newspapers).

Use the **Fact finding mission** interactivity in your eBookPLUS to assess three virtual products and decide how useful the product would actually be.



It is important to analyse health information, products and services we see and hear through advertisements.

eBookplus RESOURCES



Try out this interactivity: [Fact finding mission](#)

Searchlight ID: [int-2184](#)

Explore

Establishing the reliability and accuracy of health information and products

As health consumers, we need to investigate a product fully before purchasing or using it. In many cases, our first stop in search for accurate information should be the Australian Consumers Association, which compares and reports to the public through its magazine *Choice* on many items' suitability and effectiveness.

Use the **Choice** weblink in your eBookPLUS to visit the Australian Consumers Association website. Does this website have a review for a product you regularly use?

eBookplus RESOURCES



Explore more with this weblink: Choice

Evaluating health information online

The internet is often a preferred source of information because it is convenient, efficient and can identify a wide range of products and services. But how do we know whether the site we are accessing is genuine and the information, product or service is reliable? To assist us, we need to ask the following questions.

- *Who runs the site?* Look for something like a logo to indicate the credibility of the site; for example, government or organisation information.
- *What is the purpose of the site?* Is it just providing information or is it selling a product or trying to sign you up for something? Be sure not to purchase or sign up for anything until you have made a full investigation.
- *Is there evidence to support the claim?* Most reputable sites will support claims/information with evidence that you will be able to research independently.
- *Is the information current?* Check that the site is continually updated and the information it contains continues to be valid.
- *Does the site collect information about you?* There is always a risk involved in giving out your personal information online. Be sure you fully understand everything before subscribing or providing your information, and always check to see that the site has a privacy clause.
- *Does the site use fake medical language or make claims that are impossible to measure or prove?* Claims about products that will 'detoxify', 'instantly' repair damage or change you 'overnight' are unlikely to be true and should be disregarded.

- Does the site appeal to your emotions and use persuasive language to convince you that you need its product? For example, it may ask whether you are feeling tired, rundown or lacking in energy and then promote vitamins or supplements as a medical solution. In the majority of cases, people who get enough sleep and eat a well-balanced diet do not need supplements.



DID YOU KNOW?

Choice does not use funds from private companies to fund its tests. This is one of the reasons why its results are reliable. *Choice* not only tests medicines and food products, but also everything from financial services to sporting goods and holidays.

Evaluating printed health information

Many newspapers and magazines regularly feature health segments, particularly in relation to diet, body image, sexuality and adolescent interests. When evaluating this type of information, you should consider the following questions.

- Has the column or article been written by a qualified health professional?
- Is the solution offered in the article specific to the problem or a general remedy?
- Does the column use bogus medical jargon? Do you understand the language it uses?
- Is the article objective or is it trying to convince people to purchase a product?
- Can you be sure the article has provided accurate information? Has it quoted reputable sources or studies?



Magazines provide enjoyable reading; however, they are paid for by the advertisements inside and some of these can be quite persuasive.

Traditional and alternative approaches to health care

Alternative medicine, although further removed from mainstream medicine, can sometimes be used in place of conventional medicine. For example, meditation can be used to lower blood pressure. Other techniques and medicines include acupuncture, herbal medicine, homeopathy, hypnotherapy, naturopathy, tai chi and yoga. Dissatisfaction with drugs such as antibiotics or with conditions that do not respond to short-term treatment has led some people to seek alternative health options. Much of the appeal of alternative medicine lies in its holistic view, which asserts that the mind and body are one and need to be treated together.

It should be noted that reputable health practitioners, whether they be traditional or otherwise, do not offer miracle cures for illnesses or market products for personal gain. Rather, they work on specific issues such as killing infections, strengthening the body's defences and healing the mind.

Although alternative practices have garnered a lot of interest in recent years, it cannot be assumed that all of them are safe or effective. Care should be taken and medical advice sought before using them. Although makers of alternative products and providers of these services maintain that what they use is natural and effective, much is scientifically unproven and is not always backed by extensive research or trialling. It is best to think of alternative approaches as a supplement and not a substitute for traditional methods.



Remedial massage is an alternative therapy often used in the treatment of musculoskeletal injuries.

ACTIVITIES

1 Doctor Know-It

1. Divide the class into two groups and allocate one of the letters to each group. Evaluate each letter, read Doctor Know-Its response and then write your own reply.
2. In your group, discuss whether you think reading articles like this broadens your health knowledge or simply confuses the issue.
3. Report back to the whole class and discuss each letter and reply.

STRESSED TO THE MAX!

Why do I feel so unhappy? I am completely depressed about my life — my family, my schoolwork and my job all seem too much. And I can't talk to anyone about it. I don't think anyone understands how much I hate living like this.

UNHAPPY, PARRAMATTA

DOCTOR KNOW-IT: Being able to state how you're feeling is a great first step towards getting your wish to be happy. Depression is a common illness; you may or may not be suffering from it. Sometimes, life can cause incredibly high stress without you actually having depression. But you should ask a doctor to check it out for you. Depression is feeling down and unmotivated and that life isn't worth living. It can also interrupt your sleep, change your appetite and produce other physical symptoms like lethargy or constipation. Perhaps start by talking to an adult whom you trust, maybe a teacher or the school counsellor. Your local doctor could assess your symptoms and perhaps offer treatment. Or you could look in the White Pages for young people's health services.

SCARED OF AIDS

I just started seeing a girl whose father has AIDS. We're both 17 and thinking about sleeping together, but I'm worried that I could get AIDS from her. Is that possible?

SCARED, WAGGA WAGGA

DOCTOR KNOW-IT: AIDS is caused by a virus called HIV. You can only catch HIV from someone who is infected with it. Your girlfriend may not have AIDS just because her dad has it. You should discuss this with her openly and ask whether she has been tested for HIV. To catch the virus from an infected person, you would have to engage in behaviours that put you at risk, such as having sex without a condom, sharing needles or exchanging blood or bodily fluid. Regardless of whether your girlfriend has HIV or not, you should always use condoms for protection during sex, or you could risk catching many other infections, such as chlamydia, warts or herpes.

2 Alternative medicines

1. In small groups, choose two of the alternative and lifestyle treatments and remedies listed below.
 - a. Acupuncture
 - b. Remedial massage
 - c. Vitamins and supplements
 - d. Hypnotherapy
 - e. Chinese herbalism
 - f. Homeopathy
2. Use the internet and printed sources to critically analyse each of your choices. Explain how it claims to improve health.
3. Discuss the extent to which you think the claim is accurate or not.

CHECK & CHALLENGE

1. Why is it important to assess or evaluate our health information, products and services?
2. List three questions you should ask when assessing health information.
3. Why is a website that is trying to sell a product less reliable than one which is simply offering information?
4. If you are lacking in energy, does this mean you should take health products that promise to improve your energy levels? Why or why not?
5. How can you check whether the information provided in a magazine article is correct?
6. Why is the internet a valuable resource for finding health information, products and services?



Complete this digital doc: [Being a smart consumer](#)

Searchlight ID: [doc-2606](#)



Complete this digital doc: [Health on the net](#)

Searchlight ID: [doc-2607](#)

8.6 My rights and responsibilities as a health consumer

As health consumers, we have the right to have our safety and interests protected by those providing us with health information, products and services. However, with these rights come certain responsibilities. It is through this combination of rights and responsibilities that we can reach and maintain our optimal health.

Engage

Do you know what your rights and responsibilities as a health consumer are? Our main rights concern our safety when choosing health information, products and services. These rights are upheld by organisations that provide product reviews and reliable information to the public. Our responsibilities require us to communicate openly and work in partnership with the health care provider so that we receive the best care.

Explore

Consumer protection

Australia supports a United Nations agreement that has broad guidelines to ensure the interests of health consumers are protected. The guidelines are:

- *the right to safety* — to be protected against products and services that may be hazardous to your health
- *the right to be informed* — to be given correct information so you can make the best possible choice
- *the right to choose* — to select from a range of products and services with the assurance of the quality of each
- *the right to redress* — to receive fair settlement of just claims, including compensation for poor quality goods or unsatisfactory services.

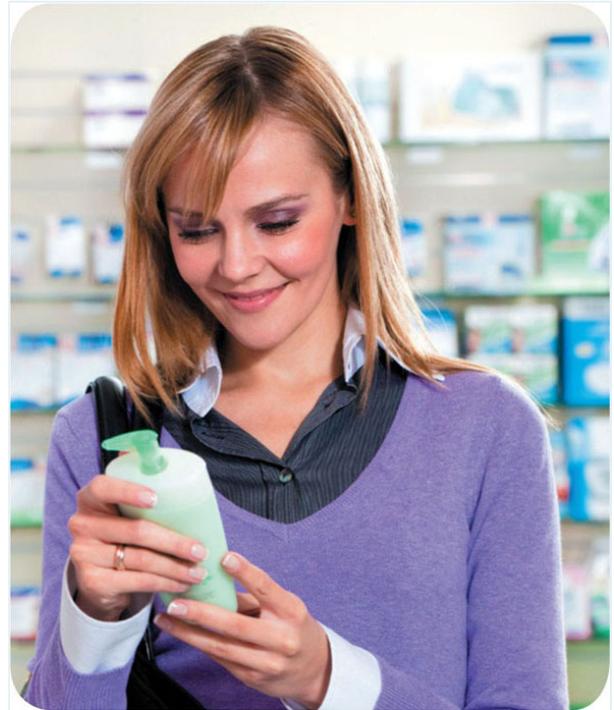
A number of agencies provide accurate information about health products and services for young people and ensure their rights as consumers are protected. Some of these agencies are listed below.

- *Australian Competition and Consumer Commission* — promotes competition and fair trading and provides information on a range of health and other issues
- *Australian Consumers Association* — provides a wide range of reviews and reports on topics such as health, food, lifestyle and your rights
- *NSW Fair Trading* — provides information and education on the rights and responsibilities of New South Wales businesses and consumers, resolving disputes and ensuring compliance with the law. It also provides help for consumers on buying products and services and has a section for young people.

Use the **weblinks** in your eBookPLUS to find out more about these consumer protection agencies.

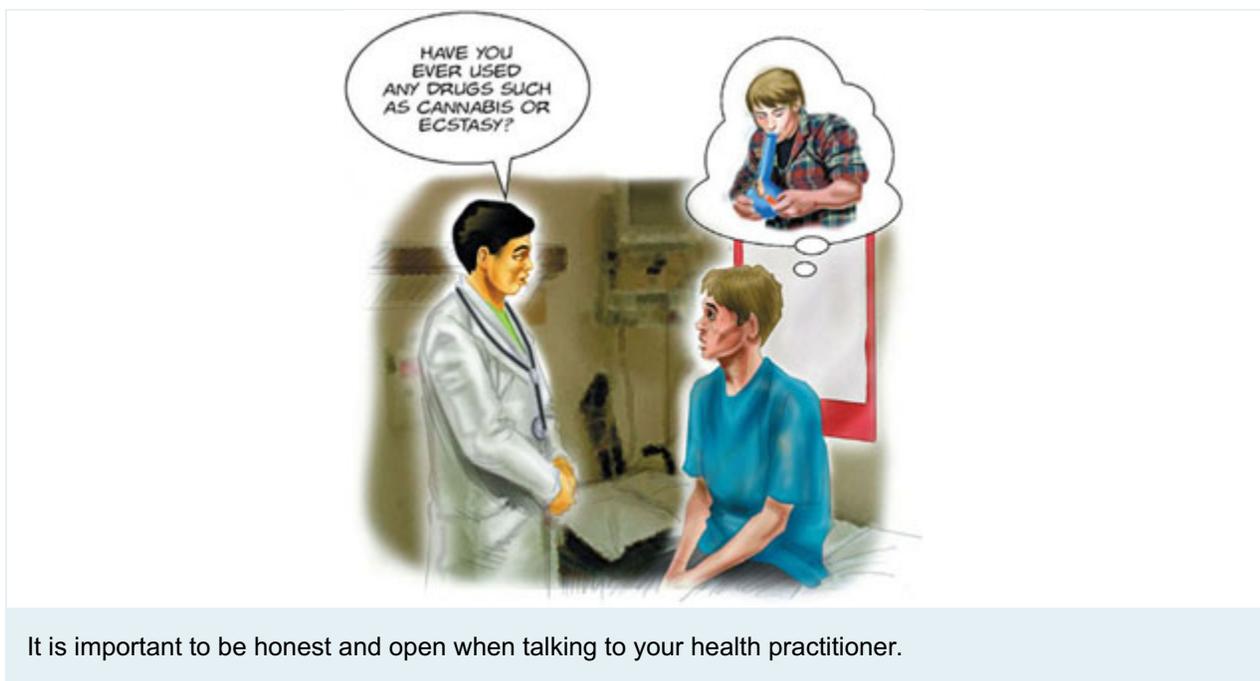
Your health responsibilities

Along with your rights as a health consumer, you also need to accept some responsibilities to ensure you receive the best service. It is your responsibility to:



You have the right to choose from a range of health products in the knowledge that they are all safe and of a high standard.

- know your medical history and inform your doctor about any health treatments you are using or allergies you have. If you smoke, drink or have recently used illegal drugs, you should let your health practitioner know.
- be honest and open in your answers even though you may feel embarrassed or uncomfortable discussing topics like drug use or sexual orientation. Your health professional needs a clear and accurate picture of your health and any behaviour that may affect it.
- be actively involved in your health care by asking questions. If you are diagnosed with a condition, try to be fully informed about the condition and treatment options. Do your own research by asking the doctor for reading material, using reliable websites or the library.
- take medication only according to the instructions provided by your doctor and follow the treatment plan that is developed for you. If this treatment causes you any unpleasant or unexpected side effects, make sure that you tell your doctor immediately.



eBookplus RESOURCES



- Explore more with this weblink: [ACA](#)
- Explore more with this weblink: [ACCC](#)
- Explore more with this weblink: [Consumer online](#)
- Explore more with this weblink: [New South Wales consumers](#)

DID YOU KNOW?

You should never share medicine — not even common OTC drugs like pain killers, as some people are allergic to paracetamol, the main ingredient. It is also essential not to take more pain killers than recommended on the label, as it is possible to overdose on paracetamol and damage your kidneys and liver.

ACTIVITY

Being a responsible health consumer

Read the scenarios below and answer the questions that follow.

Dipesh was feeling unwell, so he went to see his family doctor. His doctor asked him a range of basic questions to try to get a picture of his lifestyle, including asking Dipesh about his sexual orientation. Dipesh was uncomfortable about the fact that he had never kissed a girl, so he told his doctor that he had a girlfriend.

Eva had been feeling unhappy and tired almost all the time. After talking to her friend Charlotte, who had recently been diagnosed with depression, Eva began to think she might also have depression. Charlotte offered Eva some of her anti-depressant medication in the hopes of helping her friend feel better, as they had similar symptoms and the medication really helped Charlotte.

Scott had recently been diagnosed with epilepsy. When his doctor was explaining this illness to him, Scott became concerned that his friends would treat him differently if he told them he had a disability. So Scott researched the condition with the help of his parents and doctor, and created a fact sheet for his classmates about epilepsy.

1. How could Dipesh's lie to his family doctor negatively affect his health?
2. Was sharing anti-depressant medication the responsible thing for Eva and Charlotte to do? Explain your answer.
3. Who else could Eva have talked to about her symptoms?
4. What kind of questions would you ask your doctor if you had been diagnosed with epilepsy? List four examples.
5. Why is Scott a responsible health consumer?
6. Use the **What is epilepsy?** weblink in your eBookPLUS to create a fact sheet about epilepsy for your classmates.

CHECK & CHALLENGE

1. What does it mean to have the right to be informed?
2. What is the role of organisations like the Australian Consumers Association and NSW Fair Trading?
3. Why is it important to be honest and open with your doctor?
4. Suggest two consequences of not following the treatment plan your doctor has developed for you for a course of antibiotics.
5. List five ways you can be actively involved in your own health care.

eBookplus RESOURCES



Explore more with this weblink: [What is epilepsy?](#)



Complete this digital doc: [Analysis: Food labels](#)

Searchlight ID: [doc-2609](#)



Complete this digital doc: [Locating general information on food labels](#)

Searchlight ID: [doc-2608](#)

Review

What have I Learnt?

- Young people can make better decisions about their health when they are provided with accurate information.
- Both individuals and communities need to be empowered in order for young people to make the best decisions about their health.
- Young people can use advocacy to improve their own health and the health of others.
- The most important aspect of consumer health is being able to evaluate and act correctly on health information.
- The most important role of family and friends is often to help you understand the problem, seek out sources of help and evaluate information.
- Your school network includes your health teachers, counsellors and other staff who have a good understanding of adolescent problems, reliable information and available products and services.
- The internet is the largest source of health information but does contain some unreliable and even harmful advice, so use it carefully.
- Health advice is not necessarily correct and reliable just because it appears in print.
- The family doctor is probably the most reliable source of health information and advice available.
- Most of the health choices that people need to make are in relation to the products available, the services needed and the people to contact.
- To be allowed to purchase certain types of medication, you need to be given a prescription by a qualified medical practitioner, such as a doctor.
- People buy over-the-counter (OTC) drugs and products to treat a lesser problem that they have diagnosed themselves.
- Education enables us to perform basic skills like reading, writing and analysing information, making it easier for us to access and understand health information.
- You are responsible for being open and honest with your doctor and being actively involved in your health care by asking questions.

Essential question revisited

What types of health information are available to me? How can I access these resources?

Evaluate your initial response to the essential question after having studied this topic.

CHECK & CHALLENGE

1. What skills do young people need to be able to make positive decisions about their health?
2. List three sectors of the community that can influence health.
3. Who is an excellent source of health information at your school?
4. Who is the most reliable source of health information and advice?
5. What are the two categories for health products?
6. Suggest four conditions that can be treated with over-the-counter drugs.
7. What are the differences between public and private hospitals?
8. What are the factors that influence our access to health information, products and services?
9. What are the four rights of health consumers that ensure our best interests are protected?
10. List two things you are responsible for doing in order to maintain your optimal health.

Projects Plus: Local health facilities

projects*plus*

eBook*plus* RESOURCES



Collaborate on this ProjectsPLUS: [Local health facilities](#)

Search ID: [pro-0055](#)

Scenario

The councils of Albury and Wodonga are interested in promoting the area to attract young families who are moving to the country. You have been hired as part of a team responsible for demonstrating to the councils how to create an interactive map that can advertise any area's health and fitness facilities to promote healthy lifestyles.



Your task

You will use Google Maps to create an interactive map of an area that provides the location and details of 10 health and fitness facilities available in that area. You can use any suburb or area you like for this task. You must place a 'pin' on the site of each facility; each pinned site should help potential residents learn more about the health and fitness opportunities and entice them to move there. Each pin can include images of the site and details of the types of health and fitness services on offer. The potential residents will want to know:

- a short description of the facility and its services
- why this facility is important. What are the health benefits of using the facility?
- what is the cost of using this facility
- when they can use this facility
- how they can access or contact this facility.

Process



- Open the ProjectsPLUS application for this chapter in your eBookPLUS. Watch the introductory video lesson and then click on the 'Start Project' button and set up your project group. You can complete this project by inviting other members of your class to form a group. Save your settings and the project will be launched.
- Visit your Media Centre and view the selection of images of the types of health and fitness facilities that have been provided for you to use in your Google Map. You can also view the sample Google Map model to see the kind of map you will be creating.
- As a group, discuss the types of health facilities you want to research. Each member of the group should be responsible for researching 3–4 facilities. Each group member is required to create a separate map containing the information about the facilities they have personally researched. One group member should be designated as the web manager, and it will be their job to collate all the information onto one map for assessment. Because the web manager must take on extra responsibilities, they should be allocated fewer facilities to research.
- Navigate to your Research Forum. To help get you started, some suggestions of types of health and fitness facilities have been pre-loaded as topics.
- Research. Find online resources that describe the health and fitness facilities available in your chosen area, and resources which describe the health benefits of the services offered at these facilities. You might like to include interesting facts or 'did you knows' with your interactive map. Enter your findings as articles under your topics in the Research Forum. You can view and comment on other group members' articles and rate the information they have entered.
- Use the 'Creating a Google Map' guide in your Media Centre to help you create your Google Map showing health and fitness facilities in your chosen area.
- Use pins to add images and approximately 100 words about each of your must-visit sites to your map. Try to use persuasive language that makes your site sound interesting; for example, 'the stunning scenery that can be enjoyed at the Albury Botanical Gardens' is better than 'the Albury Botanical Gardens'.
- Be sure to give your interactive map a 'test run' before you submit it. Do all the pins work? Is it informative and entertaining? You might like to compare yours with a friend's.
- Email your Google Map and a completed bibliography to your group's web manager. This group member is responsible for using the 'Collate' function on Google Maps to collect each individual's map together into one map to submit to your teacher. The web manager should also collect the group's bibliographies together into one document, then print the completed bibliography as well as the Research Report from your ProjectsPLUS Research Forum. Hand these in to complete your project.



SUGGESTED SOFTWARE

- ProjectsPLUS
- Google Maps
- Microsoft Word

MEDIA CENTRE



Your Media Centre contains:

- a completed map to use as an example
- photos you can add to your map
- weblinks to help you locate health and fitness facilities
- a guide for creating a Google Map.

STRAND 4 Lifelong physical activity



9 A balancing act

- 9.1 Components of a balanced lifestyle 1
- 9.2 Components of a balanced lifestyle 2
- 9.3 Benefits of fitness
- 9.4 Physical activity levels 1
- 9.5 Physical activity levels 2
- 9.6 FITT — the formula for fitness

10 Fit for life

- 10.1 Lifelong physical activity 1
- 10.2 Lifelong physical activity 2
- 10.3 Developing initiative
- 10.4 Measuring health-related components of fitness
- 10.5 Measuring skill-related components of fitness

Chapter 9: A balancing act

Contents

9.1 Components of a balanced lifestyle 1

9.2 Components of a balanced lifestyle 2

9.3 Benefits of fitness

9.4 Physical activity levels 1

9.5 Physical activity levels 2

9.6 FITT — the formula for fitness

Review

Note to students and teachers: This PDF has been provided as an offline solution for times when you do not have internet access or are experiencing connectivity issues. It is not intended to replace your eBook and its suite of resources. While we have tried our best to replicate the online experience offline, this document may not meet Jacaranda's high standards for printed material. Please always refer to your eBook for the full and latest version of this title.

9 A balancing act

Essential question

How do we balance rest, sleep, school/work, physical activity, and leisure and recreation to generate the best health outcomes?



A healthy lifestyle means several components work together – like a balancing act.

SYLLABUS OUTCOMES

Major outcome

On completion of this chapter, you will be able to do the following.

4.9 Describe the benefits of a balanced lifestyle and participation in physical activity.

Contributing outcomes

This chapter will also help you to do the following.

4.1 Describe and analyse the influences on a sense of self.

4.10 Explain how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.

Skills outcomes

The activities and questions in this chapter will help you to do the following.

4.11 Communicating Select and use communication skills and strategies clearly and coherently in a range of new and challenging solutions.

4.12 Decision making Assess risk and social influences, and reflect on personal experiences to make informed decisions.

4.13 Interacting Demonstrate cooperation and support of others in social, recreational and other group contexts.

4.14 Moving Engage successfully in a wide range of movement situations that display an understanding of how and why people move.

YOU WILL EXPLORE

9.1 Components of a balanced lifestyle 1

9.2 Components of a balanced lifestyle 2

9.3 Benefits of fitness

9.4 Physical activity levels 1

9.5 Physical activity levels 2

9.6 FITT – the formula for fitness

Review

9.1 Components of a balanced lifestyle 1

A balanced lifestyle is the foundation of good health. Often, by making simple changes to your habits or routines, the balance can be readily shifted in favour of better personal health. In this lesson you will explore how rest and sleep affect your health.

Engage

Analysing our lifestyles by weighing up the time we spend on the lifestyle components is a valuable exercise, as the act of balancing our lifestyles can sometimes be challenging, requiring time and physical effort. The amount of time each of us spends on the different components varies from one person to another and over time. Care must be taken not to spend too much time in one area of activity at the expense of another.

How much sleep do you need? Use the **Sleep** weblink in your eBookPLUS to find out.



Explore more with this weblink: [Sleep](#)

Explore

Rest

Rest is an important **lifestyle component** because:

- it restores our ability to concentrate
- it provides time for the body to replenish its energy stores.

Rest is important in relieving the body of some of the conditions that cause fatigue, such as intense mental activity (solving a maths problem, doing assignments) and physical exertion (running, competitive sports). There is even a need to rest the eyes after viewing a computer screen for a period of time. Activity causes the brain and muscles to become tired. When they are tired, the muscles are more relaxed and tend to be unable to do the work that we would like them to do. This is in contrast to the effect of continuous mental effort, which creates tension in muscles, leading to a condition called **stress**.

It is important to understand that rest is different to sleep and is not a substitute for it. Sleep can last for long periods of time and has a much lower level of consciousness; rest can be quite short and may not even involve closing the eyes. The purpose of rest is to revitalise the body so it can function again at normal levels. It may be necessary to take frequent short periods of rest during days of heavy physical activity to allow our systems time to recover energy stores.



During rest, our mental activity slows down, allowing our mind to be refreshed.

Sleep

Sleep is a natural process for the body – in fact, we spend almost a third of our lives asleep! Most adolescents require about 8–10 hours of sleep per night, with this amount becoming less as we get older. There are three stages of sleep: dreaming, deep sleep and waking. Deep sleep is the most important stage and the one that best revitalises the body. Relaxation is the key to achieving deep sleep. The most useful way to ensure sound and extended sleep each night is by having adequate exercise during the day. Exercise tires the muscles and later slows brain activity. For best results, we need a balance between thinking tasks and physical activity to fatigue our bodies in preparation for sleep.

Following sleep we feel refreshed and revitalised. Often, any problems we may have had previously are not as overwhelming or can be solved more readily. Sleep allows the brain to recharge, empowering it with higher levels of concentration and the ability to focus. Good sleep provides the groundwork for our performance throughout the day.



To feel rested and revitalised we need to experience deep sleep.

HEALTH FACT

Teenagers need as much sleep as small children. This is because the body is still growing at a rapid rate and the brain is still developing, especially the part of the brain which is responsible for memory and dealing with emotions. Sleep is important to keep the brain refreshed and able to cope with important things like how to control our emotions and behaviour.

Poor or insufficient sleep, however, has the opposite effect. When we are tired, our mind is less able to cope with daily tasks. We often appear irritable, our concentration is poor and we have difficulty because the mind is unable to focus for periods of time, and struggles to remember and retain key points and facts.

It is important that we develop sensible habits to ensure proper sleeping patterns during adolescence. Late night study, for example, can cause tension and make sleep difficult. Use of effective time management strategies to plan and complete work early in the afternoon can lower stress levels. Alternatively, it might be more effective to sleep earlier and then rise sooner than you usually do and then complete study in the morning; this way, the mind is fresh and will absorb much more. Also, the importance of being physically active and avoiding stimulants such as coffee and depressants such as alcohol cannot be overemphasised. Sound daily routines and good personal health practices form the foundation of a good night's sleep.



Staying active throughout the day will help you develop good sleeping patterns.

DID YOU KNOW?

The record for the longest period without sleep is 18 days, 21 hours and 40 minutes. The record-holder reported experiencing hallucinations, blurred vision, slurred speech and lapses in memory and concentration.

ACTIVITIES

1 Meditation

1. Meditation is an excellent way to rest the mind and body. Begin by sitting cross-legged on the floor. Straighten your spine by lifting the crown of your head directly upwards and gently pressing your hips towards the ground. Lay the palms of your hands on your thighs, facing either up or down. Close your eyes and take at least 20–30 deep breaths through your nose, remaining as silent as possible.

2. When you receive the instruction to open your eyes, take a moment to silently consider how you feel. Do you feel more relaxed? Do you feel more alert? Write down some of your reflections of your experience of meditation. Do you think meditation is a good way to rest?

2 Sleep disorders

Insomnia is having trouble with how well you sleep while hypersomnia is excessive sleepiness. Draw a chart with two columns and head the columns 'Insomnia' and 'Hypersomnia'. Use the **weblinks** in your eBookPLUS to identify what you believe to be the best five strategies for coping with each of the conditions.

CHECK & CHALLENGE

1. What are the five lifestyle components?
2. What is sleep and why is it so important?
3. How can we best ensure a good night's sleep?
4. Think about your own sleeping patterns. Suggest three things you could do to improve the quality of your sleep.
5. Describe something that you would consider to be rest following a period of time working on a problem-solving exercise.
6. Describe something that you would consider to be rest following a period of intense exercise.
7. Describe how stress might affect your ability to have a good night's sleep.

eBookplus RESOURCES



Explore more with this weblink: Crossword puzzle — sleep



Explore more with this weblink: Insomnia and hypersomnia

9.2 Components of a balanced lifestyle 2

One of the biggest problems for both adolescents and adults is allocating time for physical activity. Many people do not do enough daily exercise and yet it has enormous health benefits. In this lesson you will explore how school/work, physical activity, and leisure and recreation affect your health.

Engage

Most of the pursuits we engage in every day help to keep us active. School or work require us to keep our minds active and physical activity provides us with exercise. The activities we get involved in for leisure and recreation can keep both our minds and bodies active and so it is important to make time for all of these types of activities every day.

Use the **Get active!** weblink in your eBookPLUS to investigate activities that might assist you in your everyday physical activity plans.

eBookplus RESOURCES



Explore more with this weblink: [Get active](#)



Complete this digital doc: [Balancing my lifestyle](#)
Searchlight ID: [doc-2612](#)

Explore

School/work

Tasks related to school and, later in life, work form the bulk of our daytime routines. Much of what we do in these roles requires thinking, concentrating and problem-solving skills. At school, we are required to write, draw, calculate, count, exchange opinions, research, analyse and debate — tasks that challenge us mentally.



School work challenges us mentally.

Breaks during the day, such as lunch, help us to recharge our energy stores. At school, many students find they benefit from using these breaks to engage in games and physical activity. In the workforce, many who have been unable to be physically active for periods of time use breaks to stretch and exercise. This is a healthy practice because it consumes energy and relieves tension. It also has positive health benefits in terms of maintaining fitness and weight control.

Physical activity

Sufficient **physical activity** is an important component in ensuring that our lifestyle is balanced. Sometimes, the demands of school and work can make us feel we do not have time for physical activity. In fact, lack of time is the most common excuse used by people who do not engage in sufficient physical activity.

Physical activity comes in many forms, not only as sporting activities. Physical activity can be readily built in to the lifestyles of most people, providing they become conscious of when in their day they can make an effort and become more active. Opportunities for valuable physical activity could include:

- walking part of the way to and from school rather than taking the bus the whole way
- team training
- taking stairs rather than escalators
- walking the dog
- working in the garden
- playing backyard cricket
- strolling along the beach
- going for walks
- joining activity groups such as aerobics.

In fact, if we are able to mix physical activity with periods of concentration we will be a lot more productive in our work and study. A good balance for adolescents is a minimum of one hour of physical activity each day. Remember that all activity is included, not just sport.



There are many forms of physical activity that can be built into our lifestyle.

DID YOU KNOW?

The average person spends about 14 145 hours at school; that does not even include time spent on homework!

Leisure and recreation

The inclusion of sufficient **leisure and recreational activity** in our lifestyle is important because it provides a break from work, chores and matters we must attend to, such as assignments and study.

Leisure time can be active or passive. During active leisure time, we engage in physical activity such as walking or cycling. This contrasts with passive leisure time, where there is little or no physical exertion. There are many good leisure time activities such as reading, listening to music, gardening, playing computer games, watching television or browsing through shops. Recreation, on the other hand, usually applies to more organised activities such as camping, sailing and bushwalking. Both leisure and recreation are very important for our health because they are enjoyable.

Hobbies are excellent leisure time activities because they appeal to our creative instincts. There are many types of hobbies, but most can be categorised into:

- literary, such as reading and writing
- artistic, such as painting, drawing and modelling
- technological, such as building and designing
- scientific, such as performing experiments and conducting research.

Hobbies provide the opportunity to learn about things that interest us, to fulfil ideas, to plan and organise, to develop independence and to provide enjoyment.



There are many ways of spending leisure time.

HEALTH FACT

At least one in four Australian high school students are either overweight or obese. Living a balanced lifestyle that involves plenty of physical activity is the best way we can manage our weight.

ACTIVITIES

1 Enjoying exercise

1. As a class, generate a list of sports or activities that could be played at your school that could be considered active and enjoyable.
2. Choose three activities and arrange to play each. Make sure everyone is involved.
3. Rotate the positions every few minutes to ensure that each person has the opportunity to play both the active and less active roles. Modify the rules if necessary to ensure there are fewer stoppages. Play each game with the intent of becoming as involved as possible.
4. Discuss how enjoyable activity can contribute to your health.

2 Active leisure

1. Have each person in the class choose an activity that they consider to fit the category of active leisure. Some suggestions might include table tennis, skateboarding, squash or tennis.
2. Briefly investigate how the activity is played and whether it would be possible for your class to play (for example, you may need to catch a bus to the squash courts).
3. Select the three most popular active leisure activities and organise to participate in them.
4. Discuss ways in which you can build more movement into your leisure time activities.

3 Participating in lifelong physical activities

As a class, undertake the following tasks.

1. Choose five lifelong physical activities and brainstorm the potential benefits of each activity.
2. Investigate whether these activities are available in your local community and whether it would be possible to organise an excursion to a place where they are conducted.
3. Participate in the activities and discuss whether the benefits were as favourable as you suggested in the brainstorm.

4 Hobbies

Choose five hobbies from the following list and rank them according to personal preference. Explain why each appeals to you and how you might incorporate them into your life. Discuss your choices with the person beside you.

- Cooking
- Playing a musical instrument
- Photography
- Sculpture
- Pet minding
- Horse riding
- Bird watching
- Collecting (stamps, cards etc.)
- Performing stunts
- Exploring
- Bushwalking
- Watching movies
- Windsurfing

- Fashion design
- Knitting
- Sewing
- Dancing
- Reading
- Travelling
- Fishing
- Board games
- Video games
- Fitness activities

CHECK & CHALLENGE

1. What is the difference between active and passive leisure activities?
2. An analysis of your lifestyle suggests that you need to find time for an extra 30 minutes of physical activity each day. For each day of the week, suggest where it would come from and what activities you would do.
3. Describe five ways by which we can become more active in school and work.
4. Describe a leisure activity that involves planning and one where no planning is required.
5. Describe a hobby that would be suitable, interesting and appropriate for you and your friends. Explain why it is a good choice.
6. Discuss why the need to plan might be a barrier for some people in their choice of leisure activities.
7. Use the **Play squash!** weblink in your eBookPLUS to learn how to play squash. Would squash be a good active leisure activity for you to try?



Explore more with this weblink: Play squash!



Explore more with this weblink: Birthday cards

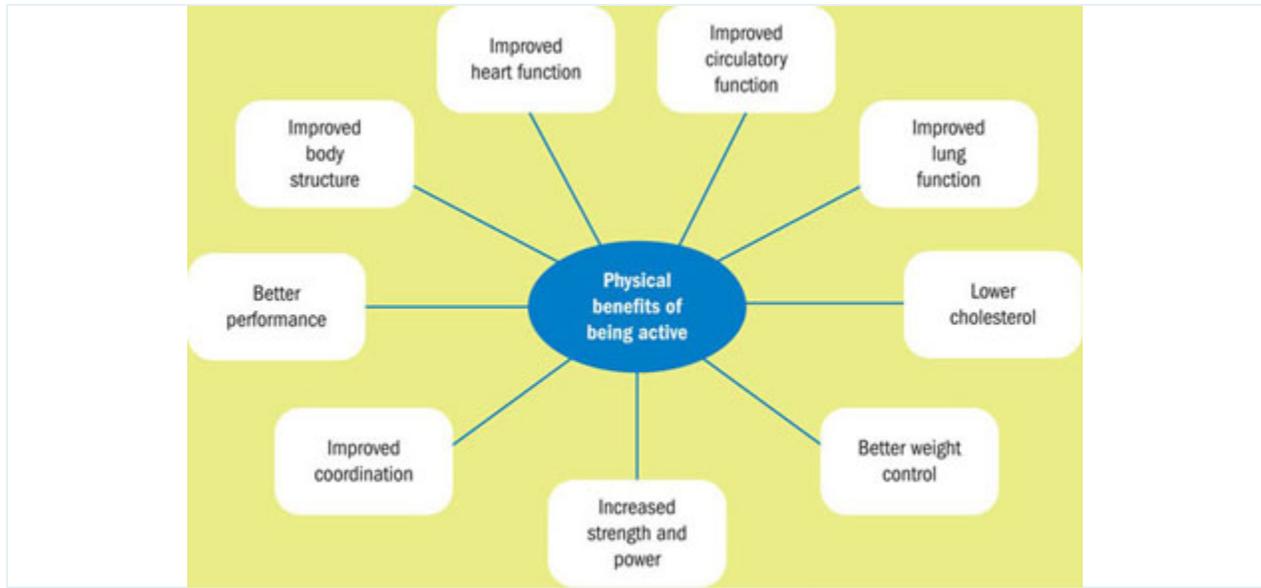
9.3 Benefits of fitness

There are enormous advantages in being fit. Fitness provides us with a physical platform from which to engage in activities that we find interesting. Not only is fitness beneficial to our physical health but also our mental, spiritual, social and emotional health.

Engage

Some of the physical benefits of being physically active are illustrated in this figure. As our fitness improves, we look better, feel better and perform better in just about every activity we do. Physical activity also gives us the chance for social interaction, has emotional benefits like stress relief, and improves our mental abilities to think and make decisions. The types of behaviour required for good sporting conduct also provide us with spiritual benefits.

Use the **Stay safe** weblink in your eBookPLUS to read about exercise safety. Evaluate the information and make some brief notes on the points of particular relevance to you.



There are many physical benefits to be gained from being active.

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Explore more with this weblink: [Stay safe](#)

Explore

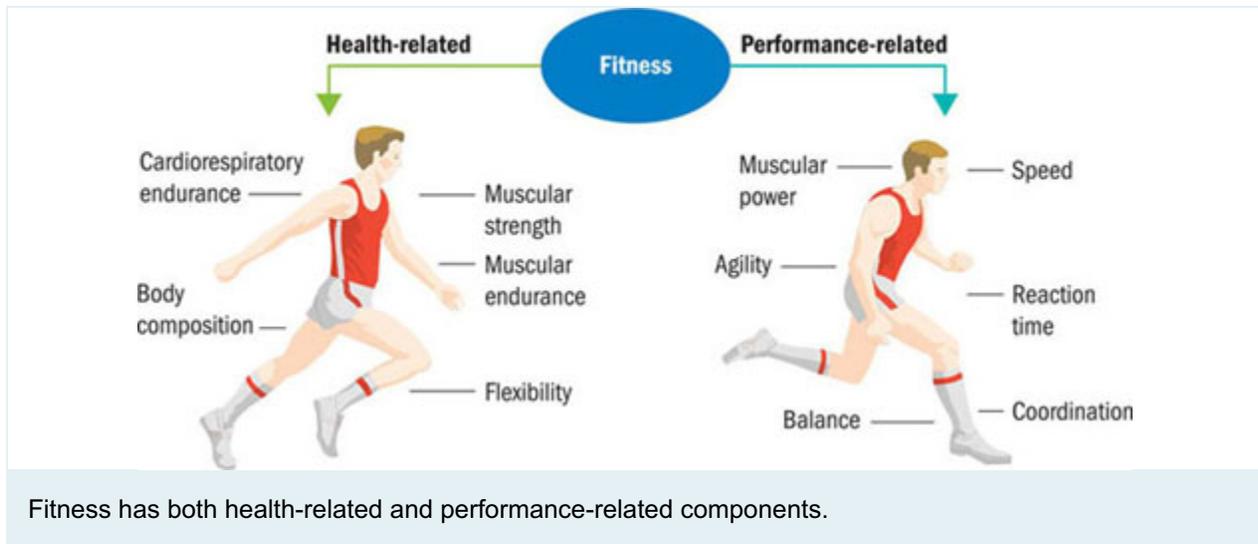
Physical benefits of being physically active

On most days we perform many general movements, notably walking and running. On other days we may choose or be required to perform additional activities such as jumping (for example, in basketball), cycling, surfing, rock climbing, swimming, jogging and skateboarding. The degree to which we can comfortably perform daily physical demands is an indication of our level of **physical fitness**.

Physical fitness has two aspects — one is health-related and the other is performance- or skill-related.

Health-related fitness relates to the level of fitness we need to maintain good physical health. **Performance-related fitness** relates more to the level of fitness we need for involvement in physical activity such as sport.

The benefits of physical fitness include improving body shape and posture by strengthening the bones and muscles; improving heart and lung function; enabling us to control our weight; and enhancing our strength, power and coordination. Exercise 'tunes' our body and enables us to make better use of our energy supply so we do not tire as quickly and are able to perform at an optimal level for longer.



DID YOU KNOW?

Exercise improves heart function. When you begin an exercise program, expect your resting heart rate to decrease by about one beat per minute every week during the first few weeks. This indicates that your heart is becoming more efficient and pumping more blood each beat. Olympic endurance athletes have had resting heart rates recorded at just 28–40 beats per minute.

Social benefits of being physical active

Exercising with others offers opportunities for interaction, which improves our social health. There are very few physical activities that we do totally by ourselves, for even individual activities such as surfing and skiing usually require that we socialise with others in some way. Participation in team sports such as netball and hockey helps develop a number of skills which are important for our personal growth, such as the ability to:

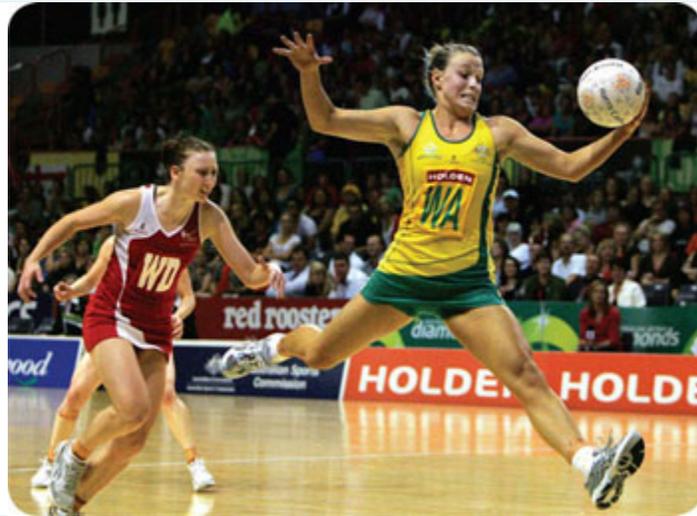
- get along with others
- share thoughts and opinions
- communicate ideas and respond to challenges
- work as a team to achieve a common goal
- offer constructive criticism and new ideas.

Mental benefits of being physically active

During most types of sporting activity we need to be alert, think clearly and make decisions wisely to achieve the desired outcome. In a game of netball, for example, a player is constantly making many of the following decisions.

- Where do I move to?
- Who do I pass to?
- How quickly or slowly do I need to move?
- Should I attempt an intercept or not?
- Am I putting enough pressure on my opponent?

Having made important decisions, we then need to evaluate the outcome and, if necessary, develop plans for improvement. Creating and implementing game strategies develops our thinking skills by providing situations where we need to solve problems, develop tactics, and set performance goals that are realistic and manageable. Ultimately, active people have the advantage of being able to concentrate for longer and be more productive than inactive people.



Physical activity tests your decision-making skills.

Emotional benefits of being physically active

Emotions refer to how we feel in a particular situation. In situations where tension exists, physical activity can help us handle stress in a non-destructive way. Once we begin to participate in games or exercise, the mind is distracted from other pressures, which allows us to relax both our minds and our muscles. Physical activity helps generate positive feelings by improving our **self-confidence** and **self-esteem** as our mastery of different activities develops. Activity also provides us with the opportunity to experience both success and failure and to learn to deal with these appropriately.

Spiritual benefits of being physically active

We may think of spirituality as relating only to a particular religious belief, but it should also be seen as a link to the environment around us. Some people find physical activities such as climbing a mountain to enjoy the view from the peak, bushwalking or swimming with dolphins as a type of spiritual experience. Spirituality affects certain things about us, such as our morals, values, beliefs and aspirations — the aspects that cause us to act in a particular way. Physical activity introduces us to things that guide the way we act, such as sporting codes of conduct. How we handle situations where we are confronted with poor conduct (such as swearing, spitting, put-downs or bullying in sport) depends on our values. In this way, physical activity benefits our spiritual health by encouraging us to value good sporting conduct and seek positive role models to help us make healthy decisions about difficult situations.

HEALTH FACT

Our average maximal heart rate during exercise varies with age. To get a rough indication, subtract your age from 220. For example, the maximal heart rate for a 14-year-old would be 206 beats per minute ($220 - 14 = 206$). The heart has been known to race at speeds of 300 beats per minute or more under certain medical conditions.

ACTIVITIES

1 Benefits of fitness

Form small groups. Allocate one of the following benefits of fitness to each group. The task for each group is to identify six benefits under that heading. An example has been provided for the first point. When finished, group all the benefits onto one sheet, photocopy and distribute to the class.

Physical benefits

- Helps manage weight

Social benefits

- Improves confidence

Emotional benefits

- Reduces stress

Mental benefits

- Improves decision-making skills

Spiritual benefits

- Encourages good sporting conduct

2 Pulse rate — an indicator of fitness

Learn to take your pulse rate accurately.

1. Place your index and middle finger on the thumb-side of your wrist as indicated in the photo and count the pulse for 20 seconds.
2. Multiply by 3 to convert to a reading for a minute.
3. Repeat the exercise two more times and then average the reading. You have now established your resting pulse in beats per minute.
4. An average resting heart rate is about 72 beats per minute. As your fitness level improves, your resting pulse rate will decrease. Heart rates can also be measured on a heart rate monitor. It is worn while participating in physical activity and lets you know your pulse rate. Use the **Heart rate levels** weblink in your eBookPLUS to find out how hard your heart needs to work for activities of varying intensity. Calculate your maximal heart rate by subtracting your age from 220.



Measuring your resting pulse

3 Developing social skills in team games

1. As a class, choose a game that requires some organisation such as basketball or netball. You are going to run a simple round robin competition. It must, however, be totally run and organised by students. You will need captains, draw organisers, timekeepers, scorers and referees. You will need people to outline the rules, set up the equipment and organise a warm-up.
2. Play a short round robin competition. Discuss the social advantages and possible disappointments that developed. How were the conflicts resolved? How does playing a team game help people to get along better with others?

CHECK & CHALLENGE

1. Define the term 'physical fitness'.
2. Distinguish between health-related and performance-related components of fitness.
3. What are the physical benefits that can be gained from participation in physical activity?
4. Identify the health-related components of fitness.
5. Identify the performance-related components of fitness.
6. Describe the social and emotional benefits that can be gained from being physically active.
7. Describe four activities that could have benefits for your spiritual health.
8. How is pulse rate taken? Why is it an important indicator of fitness?

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Try out this interactivity: [Healthy living](#)

Searchlight ID: [int-2389](#)



Explore more with this weblink: [Heart rate levels](#)

9.4 Physical activity levels 1

The lifestyle we embrace during our teenage years affects our health for the rest of our lives. Adequate levels of physical activity during adolescence are necessary for both present-day health and for later in life.

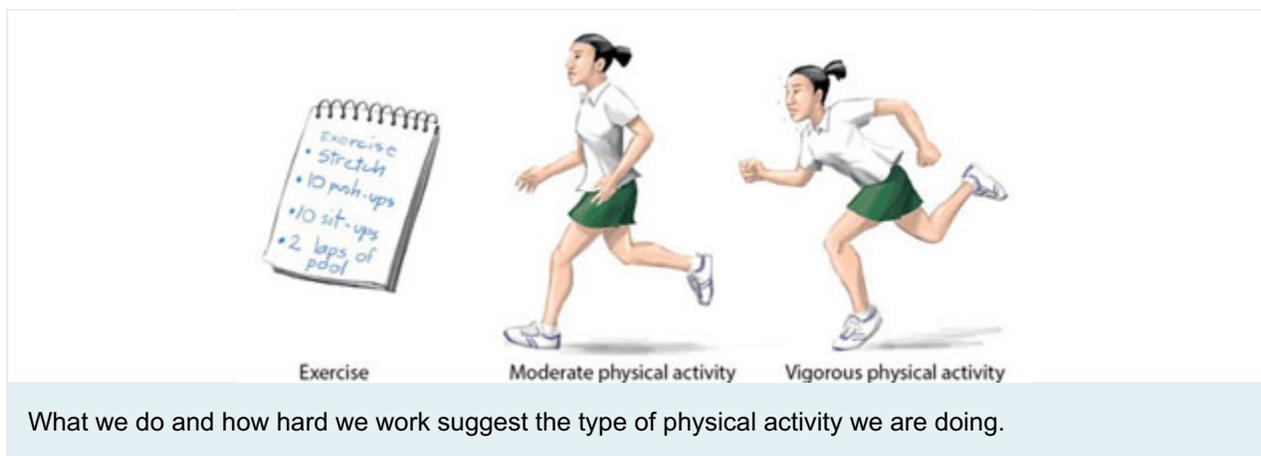
Engage

Our level of engagement with physical activity depends on many factors such as:

- time available
- distance from school or work
- type of transport available
- interest in sporting or recreational activity
- parental encouragement
- family and peer interests
- school curriculum
- personal motivation
- desire for a healthy lifestyle.

This could result in us being involved for periods of time in **exercise**, **moderate activity** or **vigorous activity**.

Use the **Why not walk?** weblink in your eBookPLUS to elevate your motivation to use walking as a form of exercise.



What we do and how hard we work suggest the type of physical activity we are doing.



Explore more with this weblink: [Why not walk?](#)

Explore

Incidental physical activity

Incidental physical activities are those that are not planned and that we are not doing for a specific purpose. Examples of incidental activity include shopping, walking to school and moving between classes. Can you think of others? We do these activities because we need to move from one place to another. Although we may not think much of it, this type of activity is beneficial and, while contributing only a little to our general fitness, it is certainly good for our health.

Accumulated physical activity

Think about the amount of physical activity you experience in a typical day. Perhaps you had two or three relatively active periods such as PE class, lunchtime games and a bike ride after school. Is this enough activity to keep you healthy, or better still, make you fit? How much do you need?

Australia's Physical Activity Recommendations for 12–18 years olds tell us we need to do at least 60 minutes of moderate physical activity every day. Activity should be part of an active lifestyle that encompasses many types of enjoyable experiences such as play, physical education, sport, transportation and more formal exercise programs. Activity should occur in many different environments, such as at school, home, parks and ovals.

We can accumulate the time we spend in activity, providing the doses are 10 minutes in length or longer. This process has been likened to snacking on exercise and for this reason is known as **snackactivity**. Brisk walking for 10–15 minutes is an example of snackactivity.



We can accumulate different kinds of activities performed in different settings.

HEALTH FACT

The heart of a living person beats reflexively about 40 million times a year. It pumps about 280 litres in one hour, 7200 litres in 24 hours and about 2 688 000 litres in a year. The heart contracts and sends blood into the circulatory system with the approximate force that you would need to squeeze a tennis ball.

ACTIVITIES

1 Opportunity begging

1. One of the physical activity guidelines for Australians says to think of movement as an opportunity, not an inconvenience. Imagine that, at the end of a softball game, your teacher asks you to help gather the bases and carry the sports kit back to the equipment room. As a class, discuss whether this is an inconvenience or an opportunity.
2. As a class, brainstorm 10 instances where we have an opportunity to be active but often see it as an inconvenience instead. Suggest how much our health and fitness might improve if we considered every inconvenience an opportunity.

2 Views about fitness

1. Fitness means different things to different people. Consider the following occupations or roles.
 - a. Plumber
 - b. Dentist
 - c. Surfer
 - d. Chronically ill person
 - e. Triathlete
 - f. Body builder
 - g. Elderly person
 - h. Policeman
 - i. Nurse
 - j. Office worker
 - k. Obese person

2. Allocate some or all of the occupations or roles to pairs within the class and answer the following questions.
 - a. How might that person view fitness?
 - b. Suggest three examples of activity they might engage in daily. Would that person experience mainly incidental activity?
 - c. Have a representative from each pair report back to the class with their conclusions.

3. In pairs, consider the whole list of occupations and roles and answer the following.
 - a. Why do people view fitness differently?
 - b. Which of the people listed would you consider to be the fittest? Why?
 - c. What factors might impact on an individual's optimal level of fitness?
 - d. Choose three of the people listed and for each suggest realistic ways they might accumulate activity throughout a typical day to improve their health and fitness.

3 Advertising fitness

Use the **Improving fitness** weblink in your eBookPLUS to view an advertisement for fitness. Describe how you would advertise and promote fitness to young people. Include themes, slogans and anything else you think would be important. Discuss your idea with the person beside you.

CHECK & CHALLENGE

1. Explain how physical activity is different from exercise.
2. Explain what is meant by moderate activity.
3. Why is it important to develop a healthy lifestyle during adolescence?
4. Suggest three ways you could enhance the incidental activity you do every day.
5. Describe three ways you could introduce snacktivity into your lifestyle.

eBook*plus* RESOURCES



Explore more with this weblink: Improving fitness

9.5 Physical activity levels 2

The way we experience physical activity will change as we grow and our abilities improve. However, these are not the only influences on our level of participation. Can you think of any others?

Engage

As we move from childhood to adulthood, the types of physical activity we regularly engage in change. Why do some people continue to be active during their lives and others do not? Four factors have been identified that are important influences on the decisions we make regarding physical activity:

- family and other role models
- gaining confidence with fundamental skills
- enjoyment
- supportive environments.

Use the **Get active today!** weblink in your eBookPLUS to explore some suggested opportunities to get a little extra physical activity into your life. Write down the suggestions and add three more of your own.



Explore more with this weblink: Get active today!



Complete this digital doc: [Exercise is the magic bullet](#)

Searchlight ID: [doc-2613](#)

Explore

Activity patterns through our lives

As children, most of our physical activity comes in the form of play, which happens quite spontaneously. In many cases, children are reaping the benefits of physical activity without even knowing it!

During our teenage years, and possibly before, our activity choices become more structured. We now learn to train for sports, work within rules, listen to coaches and respond to referees. The most important progress we make should be improving our basic skills and developing a liking for physical activity because it is fun and satisfying.

When we reach adulthood, the amount and types of activity we do will be a matter of personal choice. Many adults choose team games such as soccer and netball for the opportunities for challenge, competition, improving fitness and making friendships. Leisure and recreational activities such as golf, bushwalking and aerobics are also popular with adults because they are challenging and can be enjoyed by individuals.

Even later in life there are still many opportunities to stay physically active. Although the ability to participate in contact sports lessens with increasing age, the need to continue exercising remains. Some people are motivated by a strong desire to prevent illness such as obesity, diabetes and coronary disease. Activities including Aquarobics, lawn bowls and dancing are popular with older people.

Many exercise facilities such as gyms, community swimming pools and aerobics classes are available and can be enjoyed by people of any age.



Although what we can do changes throughout our life span, the need to remain active should be our primary goal.

Influences on participation

Family and role models

Family and role models form the most important influence on the activity levels of young people. Family members are often identified by young people as role models; when parents and older siblings are active, young people are more likely to be active. Family examples, motivation and encouragement are powerful influences on the decisions that children make regarding their level of physical activity.



If parents are active, their children are more likely to be active.

Development and confidence

As children grow and gain confidence in performing basic skills such as throwing, catching, running and jumping, opportunities arise to be involved in a wider variety of activities. For example, sports lessons offer a lot of opportunities for interaction and to learn new skills. However, it is important to remember that not everyone learns physical skills at the same rate. A lack of skill can reduce a student's confidence and enthusiasm, making it likely that their involvement in physical activity will decline as they grow older. You can take an active role in helping out your less-skilled peers in these sports lessons; this will increase both your confidence and the confidence of the student you are helping.



Being successful in learning skills boosts our confidence.

A desire to be active

Very few of us continue doing things that we do not enjoy of long periods of time. The scope for finding enjoyment in physical activity is limitless because being physically active applies to a vast range of activities. It is not difficult to think of something you like to do when you realise that physical activity includes everything from walking and swimming, to team sports like cricket and basketball and even dancing, martial arts and fishing.

Having **supportive environments** is important for fostering a desire to be active. Examples of facilities that can support your interest and efforts to be active include:

- parks
- ovals
- bicycle tracks
- skateboarding areas
- accessible beaches
- bushwalking tracks
- swimming pools
- gyms
- golf courses.

Promotion is very important for maintaining a love of activity. Find out about carnivals, fun runs, school dances, tournaments and competitions in your area; all of these create environments which encourage you to get involved. When you feel supported in your activity or interests, you are more likely to be stay active and involved.



When an activity is enjoyable and the environment is inviting, people are encouraged to take advantage of it.

DID YOU KNOW?

People are reportedly 50 per cent more likely to walk for recreation or transport if they have a footpath in their street, twice as likely to walk if they have a pleasant physical environment, and over twice as likely to walk if they have friends or social influences that are encouraging them to walk.

ACTIVITIES

1 Activities for age groups

1. Choose an age group other than your own and make a list of sports or activities that are practised by people who belong to this group. If you chose the 70+ age group, for example, you might have activities like lawn bowls, line dancing and aquarobics.
2. Participate in two or three of the activities. Why do you think these types of activity are popular with people of this age group? Why might this type of activity not be as suitable for you at this point in time?
3. Outline what you have learned about the activities. Would you want to play them again in the future? Why or why not?

2 Experiencing activity in different cultural groups

1. Form groups of four or five students and choose a culture, such as Chinese culture or the ancient Roman Empire.
2. Research a game, activity or dance that is or was associated with your chosen culture and could be fun to perform. Learn the rules, skills and locate music and equipment (including costume) if necessary. Have each group perform their activity for the class.

3 Broadening my experiences

Think of one physical activity you have never tried, such as rock climbing. As a class, compile a list of everyone's suggestions and then group them into 'never experienced' and 'some experience' by finding out how many people in the class have tried each activity. Focusing on the 'never experienced' category, work out ways the class might be able to participate in one or two of these activities.

Following your experience, answer the following questions.

1. Did you enjoy the activity?
2. What factors contributed to your enjoyment or lack of enjoyment?
3. Would the activity benefit your fitness needs?
4. What did you learn from the activity that would improve your skill level?
5. Identify other activities from the list that sound interesting and might be worth trying sometime in the future. Plan how you might participate in them.

CHECK & CHALLENGE

1. Explain what is meant by a supportive environment.
2. Suggest why active parents are more likely to have active children.
3. Describe the types of activity that we normally engage in at each stage of our lives.
4. List four factors that influence our participation in physical activity.
5. How can supportive environments encourage us to become more active?

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Explore more with this weblink: Types of fitness

9.6 FITT — the formula for fitness

There are many ways to improve our fitness. Ideally, the measures we take should be well-planned, involve a variety of enjoyable activities, be challenging and target the components most in need of attention.

Engage

Life is a lot simpler when we have programs, formulas and prescriptions to follow when we need them. Fortunately, there is an exercise prescription that guides us through all the stages and elements of fitness: the amount, time, intensity and types of activity we need to do. And it all starts with the word 'FITT'.

One important aspect of fitness is weight control. How many kilojoules should we consume each day relative to our body type and activity levels? Use the **Calculate your daily calorie intake** weblink in your eBookPLUS to find out. You will need to multiply the calories by 4.2 to convert to kilojoules.



There are many ways to be active and improve fitness.

eBookplus RESOURCES



Explore more with this weblink: Calculate your daily calorie intake

How FITT works

FITT stands for frequency, intensity, time and type. It is an acronym for an exercise prescription designed to improve the way we plan and carry out our fitness program.

Frequency (how often)



Intensity (how hard)



Time (how long)



Type (what type of exercise)



The FITT principle

DID YOU KNOW?

The old saying 'laughter is the best medicine' may not be too far wrong. Children laugh, on average, 400 times per day whereas adults laugh, on average, only 17 times per day. Laughter is associated with numerous health benefits, including lowering stress levels, boosting the immune system, alleviating pain and improving relationships.

Frequency

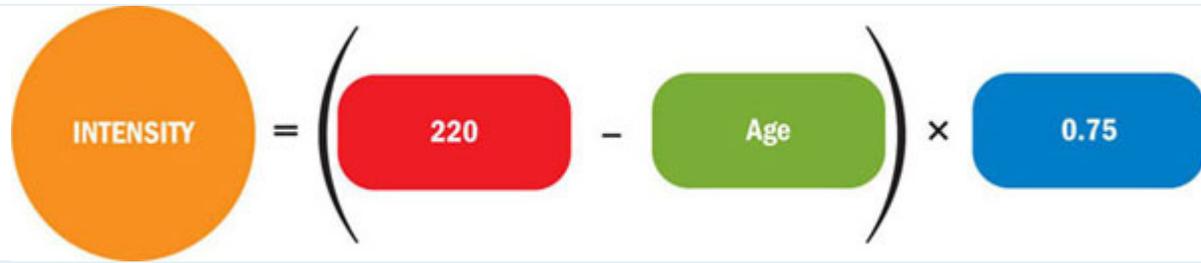
Frequency relates to how often we engage in the program. To improve cardiorespiratory fitness, three days per week is the minimum, with four or five being preferable.

Intensity

Intensity is a measure of how hard we are working. The level of intensity is indicated by our heart rate. When we are at rest, our heart rate is relatively slow (around 70 beats per minute) because the muscles are not working very hard. When we move (work), our heart rate increases. There is a limit to how fast our heart can beat during physical activity. This is called **maximal heart rate (MHR)** and is roughly calculated by subtracting your age from 220.

To improve our fitness, the pace at which we exercise must be hard enough to make the heart work at between 70 and 85 per cent of its maximum rate. Somewhere between these two values lies our **target heart rate**. When we begin an exercise program, we should aim for a target heart rate that is around 70 per cent of our maximal heart rate. As our fitness improves, we should lift our target heart rate to 75 per cent MHR, and higher again with continued improvement.

How then do we estimate our target heart rate? The easiest method is to subtract your age from 220 and multiply by the level you are aiming for, in this case, 70 per cent MHR. For a 14-year-old, for example, this would be $(220 - 14) \times 0.70 = 144$ beats per minute (to the nearest whole number). The 14-year-old person should then aim to keep their heart rate around the target heart rate for a sustained period of time. This general area is called the **target heart rate zone**. When they are comfortable with this level of intensity, the target heart rate could be lifted to 75 per cent MHR, or 154 beats per minute.



The diagram illustrates the formula for calculating intensity. It features an orange circle labeled 'INTENSITY' on the left. To its right is an equals sign, followed by a large left-facing parenthesis. Inside the parenthesis is a red rounded rectangle containing the number '220', followed by a minus sign and a green rounded rectangle containing the word 'Age'. To the right of the parenthesis is a multiplication sign, followed by a blue rounded rectangle containing the number '0.75'.

$$\text{INTENSITY} = (220 - \text{Age}) \times 0.75$$

Calculating intensity

Time

Time refers to the minimal amount of time that we should spend with our heart rate in the target heart rate zone. Twenty minutes should be the minimum with 30 minutes or longer being ideal.

Type

Type refers to the best kind of exercise that is appropriate to our fitness needs. To develop cardiorespiratory fitness, aerobic type exercises such as cycling, jogging and swimming are best.

DID YOU KNOW?

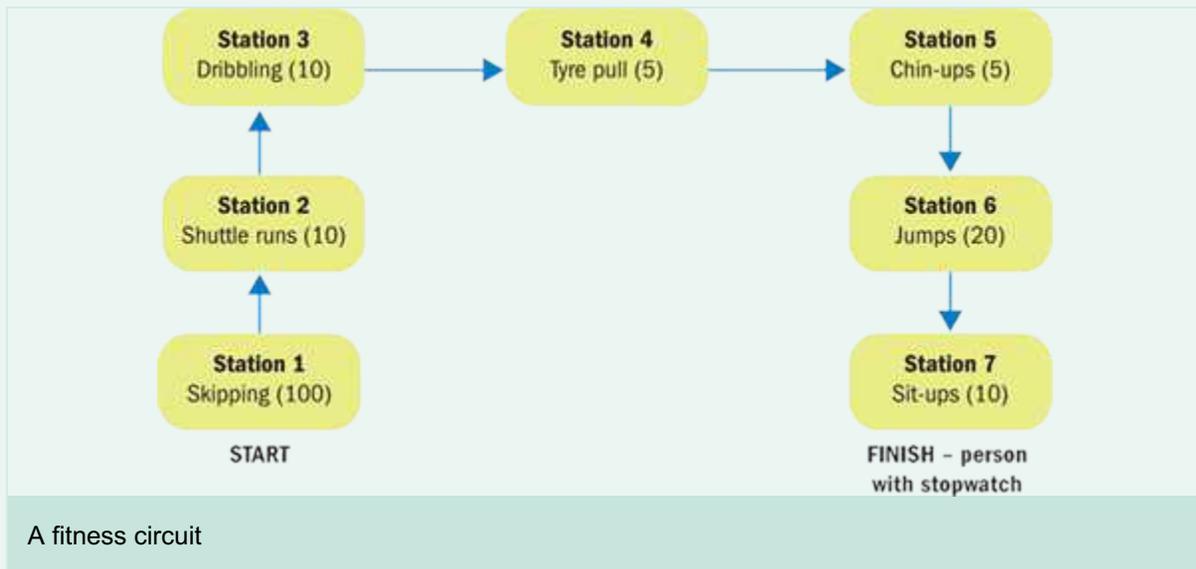
The Tour de France cycle race is 3500 kilometres long and lasts more than 20 days. The longest stage is approximately 240 kilometres. On average, competitors burn up 24 780 kilojoules per day.

ACTIVITIES

Choose some of the following activities to improve your fitness in a fun and challenging way.

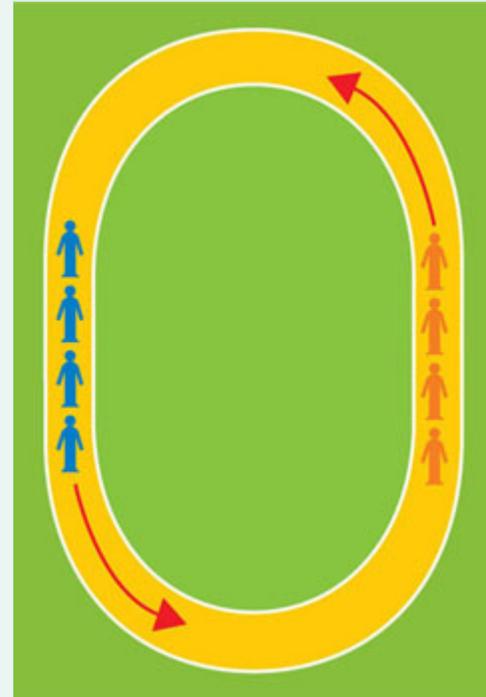
1 Fitness circuit

A fitness circuit is a series of stations where different exercises are performed. The aim is to complete the circuit in the shortest possible time. Some examples of activities for inclusion are skipping, shuttle runs, dribbling between markers, running while pulling tyres, chin-ups, jumps and sit-ups. Organise these into a circuit and make signs that display the number of times that an activity needs to be performed by each individual (illustrated below). Allocate people to a starting position and complete two laps of the circuit, recording the time it takes. Repeat the exact circuit in following lessons to see if you can improve your time.



2 Pursuit

Organise the class into four teams of roughly equal endurance fitness ability. The aim is to engage in a game of pursuit where teams run around a 200 metre (or approximate) circular track trying to overtake the other group. Teams begin on opposite sides of the track and must stay as a unit (illustrated at right). They may use any tactics to help their own group such as carrying or assisting slower runners, so long as they do not interfere with another group. When a team catches and passes the last person in the group ahead, it is declared the winner. The other two teams compete in the same manner, with winners advancing to the finals.



Pursuit

3 Relay carnival

Organise the class into four teams of equal running ability and assemble on a 60-metre track. Conduct relays in which each stage is a different activity. The first relay, for example, might consist of running, skipping, running backwards and hopping. Another relay might include stages for sack racing, three-legged sprints, car-tyre pull and skipping-rope run. As a class, discuss ideas for other activities that could be included. Plan your relays in advance to ensure you have all the necessary equipment. Conduct the relay carnival and have a class presentation.

4 Health hustle

Divide the class into small groups, each of which is responsible for organising an activity for the health hustle. Each group is allocated a phase such as warm-up, stretching, strengthening, cardio work and cool-down. One group is given the responsibility for equipment and supplying music. Groups demonstrate their activity to the class and then organise the activities into a sequence. Finally, perform the health hustle with each group leading the activity it organised.

5 Ironman/Ironwoman contest

As a class, suggest activities that could be included in an Ironman/Ironwoman contest. If possible, organise the inclusion of swimming and beach sprint events. If facilities like these are unavailable, however, improvise using activities like modified cross-country, skipping, a 50-metre medicine ball roll and jumping races to make up the contest. Conduct the event and establish the Ironman/Ironwoman for the class.

CHECK & CHALLENGE

1. Explain the FITT principle.
2. Demonstrate your knowledge of how intensity is measured.
3. Clarify the difference between maximal heart rate and target heart rate.
4. Develop a fitness circuit and describe the activities that you would include and why.
5. You have now experienced some activities that test your cardiorespiratory fitness. Create a similar challenge. As a class, choose the best activity and conduct it in a future lesson.
6.
 - a. Evaluate all the activities in this lesson in terms of their potential to improve fitness.
 - b. Which do you think was the most effective activity? Why?
 - c. Not all fitness activities require specialised equipment to be effective. Use the **Your own fitness program** weblink in your eBookPLUS and list some of the activities you would find useful.

eBookplus RESOURCES



Explore more with this weblink: Your own fitness program

Complete this digital doc: [Crossword — Lifestyle](#)

Searchlight ID: [doc-2614](#)

Review

What have I Learnt?

- It is important to analyse our lifestyle by weighing up the time we spend on the contributing components. We need to make sure that we don't spend too much time in one area of activity at the expense of another.
- Rest is important in assisting the body to recover from fatigue caused by intense mental activity or physical exertion.
- It is important to understand that rest is different from sleep and is not a substitute for it.
- Deep sleep is the most important stage of sleep and one that best revitalises the body.
- Using break time at school and work to exercise is a healthy practice because it consumes energy, relieves tension and improves mental performance.
- If we are able to mix physical activity such as walking with periods of concentration we will be more productive in our work and study.
- Leisure can be active or passive.
- Health-related fitness is concerned with the level of fitness we need to maintain good physical health.
- Performance- or skill-related fitness relates to the level of fitness we need for involvement in physical activity or sport.
- Being physically active has physical, social, mental, emotional and spiritual benefits.
- It is important to develop healthy lifestyle habits as an adolescent to more easily maintain them throughout later life.
- Incidental physical activities are those that are not planned and that we are not doing for a specific purpose.
- We can accumulate the time we spend in activity providing the doses are of 10 minutes in length or longer.
- The way we experience activity will change as we develop and our physical skills improve.
- Our family and other role models, confidence with fundamental skills, enjoyment, and supportive environments all influence our levels of participation in physical activity.
- Fitness and health benefits can be gained through the use of the FITT principle.

Essential question revisited

How do we balance rest, sleep, school/work, physical activity, and leisure and recreation to generate the best health outcomes?

Evaluate your initial response to the essential question after having studied this topic.

CHECK & CHALLENGE

1. Outline the physical benefits of improved fitness. Explain the difference between health-related and skill-related fitness components.
2. Describe the social benefits of physical fitness.
3. Explain why views about fitness differ from one person to the next.
4. Describe the factors that influence our own level of engagement in physical activity.
5. Why should we view all chances to be active as opportunities and not inconveniences?
6. Describe the FITT principle.
7. Compare types of physical activity now with types of activities you did as a young child.
8. Why is it important to remain active as we get older?
9. How can students help each other to increase their confidence with basic skills?
10. Why is it important to have supportive environments in which to be physically active?

Chapter 10: Fit for life

Contents

- 10.1 Lifelong physical activity 1
- 10.2 Lifelong physical activity 2
- 10.3 Developing initiative
- 10.4 Measuring health-related components of fitness
- 10.5 Measuring skill-related components of fitness
- Review

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10 Fit for life

Essential question

How can we measure and improve our fitness and stay fit for life?



Fitness helps us look good, feel good and maintain our best possible health.

SYLLABUS OUTCOMES

Major outcome

On completion of this chapter, you will be able to do the following.

4.10 Explain how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.

Contributing outcomes

This chapter will also help you to do the following.

4.4 Demonstrate and refine movement skills in a range of contexts and environments.

4.9 Describe the benefits of a balanced lifestyle and participation in physical activity.

Skills outcomes

The activities and questions in this chapter will help you to do the following.

4.11 Communicating Select and use communication skills and strategies clearly and coherently in a range of new and challenging solutions.

4.12 Decision making Assess risk and social influences, and reflect on personal experiences to make informed decisions.

4.13 Interacting Demonstrate cooperation and support of others in social, recreational and other group contexts.

4.14 Moving Engage successfully in a wide range of movement situations that display an understanding of how and why people move.

4.16 Problem solving Clarify the source and nature of problems, and draw on personal skills and support networks to resolve them.

YOU WILL EXPLORE

10.1 Lifelong physical activity 1

10.2 Lifelong physical activity 2

10.3 Developing initiative

10.4 Measuring health-related components of fitness

10.5 Measuring skill-related components of fitness

Review

10.1 Lifelong physical activity 1

Everyone needs to remain physically active throughout their life. Fortunately, there are many fun and interesting ways to remain active. In this lesson, you will explore competitive, non-competitive, individual, group, team and recreational activity.

Engage

At this stage of your life, it is important to explore the huge variety of activity choices in as many ways as you can. Exploring and experiencing some of those options now could make your choices later on a whole lot easier. During this lesson, think about your interests — for example, whether you prefer competitive or non-competitive activities — and consider the suitability of all the lifelong activities available to you. You might be surprised by how much you like something you have never tried before.

Use the **Extreme rock climbing** weblink in your eBookPLUS to watch the clip about extreme climbing. Would you consider rock climbing as a physical activity if it was always like this?



Explore more with this weblink: Extreme rock climbing

Explore

Competitive and non-competitive activity

Lifelong physical activity has the potential to engage us for a long period of time. It may consist of one or a number of activities but the underlying theme is being active in one way or another over a long span.

In general, activity may be **competitive** or **non-competitive**. Examples of competitive activity include:

- team games, such as netball, hockey and cricket
- individual sports, such as tennis, swimming and squash.

In competitive activity, the manner in which victory is determined varies from one sport to another. In a team game, the winner might be decided by the most goals; in a bicycle race, by the fastest time; in a golf game, by the least number of strokes taken. Regardless of the type of activity, the desire to excel provides the players with determination, spirit and rivalry. A sense of competition is a positive character trait, so long as it embraces the spirit of fair play and respect for others.



Many sports can be enjoyed in both competitive and non-competitive ways.

Many activities that we classify as competitive may also be experienced in a non-competitive way; for example, swimming. Some of us swim purely for pleasure. However, this activity also lends itself to competition in school, regional and state levels. Many recreational interests such as fishing and bushwalking also fit into this category. Most forms of dancing, aerobics, weight training and sailing can be competitive or non-competitive. The activity becomes competitive when there is motivation to win and involves training and commitment.

Individual, group and team activities

Choices about lifelong physical activity can also be made according to a preference for individual or group activities. There are a vast range of individual activities from which to choose, including surfing, ice-skating, skateboarding, bushwalking, rock climbing, golfing, canoeing, diving, cycling and many more. These activities are classified as individual because they can be performed without dependence on others. Many individual activities, however, use equipment that can be quite expensive; for example, surfboards and golf clubs.

When individuals come together in activity, they form groups or teams. Groups function differently from teams; for example, members of a group may or may not share a specific goal. In fact, many of those in groups, such as a swimming group or participants in an aerobics class, may choose to work individually, focusing on their own needs and interests. Strong loyalties may or may not develop and membership frequently changes.

These notions contrast with those of a team, where the goals are clear, players work together and are supported by fellow teammates. Team spirit develops from the bonds that grow between players because they work together regularly and share their aspirations and opinions. Most of us are familiar with teams and probably play in one such as a basketball, football or netball team.



Whether as individuals, groups or teams, we can still be active.

DID YOU KNOW?

Windsurfing was invented in the 1960s. Windsurfing uses a sail and board device and combines elements of surfing and sailing. The windsurfer uses both wave and wind to glide along the surface of the water.

Recreational activities

Recreational pursuits are excellent lifelong activities because we associate them more with pleasure than with the rigours of hard training. There has been considerable growth in the recreation sector during the past decade, with more facilities available that have activities to challenge our interests. Rock climbing, for example, can be experienced indoors for added convenience and safety. Some activities, such as swimming and water sports, have been given added appeal with the development of water slides and wave makers. For the more adventurous, skateboarding, abseiling, canoeing and windsurfing provide considerable challenges. Group activities such as lawn bowls, golf and beach volleyball remain popular with many.

HEALTH FACT

Many people enjoy the non-competitive nature of some activities because of the absence of the pressure to win. Such activities provide an opportunity to enjoy the movement for its own sake.

Use the **Abseiling** weblink in your eBookPLUS to watch a video on abseiling. Is this a recreational activity you would consider? Why or why not? Consider reasons besides apprehension or thrill-seeking.



Adventure sports are popular forms of recreational activity.



Explore more with this weblink: Abseiling

ACTIVITIES

For each of the following, brainstorm suitable activities that are of interest to your class and that will fit in with time restraints, facilities, safety requirements and equipment. If water games are chosen, teacher approval and school authority will be necessary. Special permission may also be required for some other activities such as aerobics.

1 Mini-Olympics

In the Olympics, there are individual activities such as equestrian, discus, javelin and weight-lifting, and team events such as beach volleyball, hockey and rowing.

1. As a class, organise and compete in your own mini-Olympics. Each person must compete in at least two individual events and two team events. Award certificates to winners and placegetters.
2. Discuss the extent to which you were motivated by being involved in competitive activities.
3. Think about whether you preferred the individual or team events. List some reasons for your preference.

2 Non-competitive activity

1. As a class, choose a non-competitive activity such as leisure walking, cycling, aerobics, bush dance, social dance or a group balance activity in gymnastics. Compose a range of skills, routines or movements that can be performed and invite everyone to join in the activity. The basic aims should be:
 - to improve the quality of movement
 - to have fun and enjoy the experience
 - to share your knowledge and expertise with others.
2. Once completed, evaluate the success of the activity. Compare it to the competitive environment experienced in the previous activity in terms of learning, pleasure and interest.

3 Water games

1. Form small groups and, using a water theme, come up with ideas for four or five recreational activities that would be both safe and enjoyable.
2. Report back to the class, listing all ideas on the whiteboard.
3. Choose the top five activities from the list and then organise to go to a pool or similar venue and have leaders from the successful groups conduct their activities.

CHECK & CHALLENGE

1. Explain the difference between competitive and non-competitive activity.
2. Explain how a group differs from a team.
3. Identify a range of benefits that can be gained from recreational activity.
4. Choose one activity that you think you could enjoy for a number of years to come. Is it a group, team or individual activity? Suggest reasons why this activity appeals to you.
5. Describe the benefits that might be gained by joining a team.

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10.2 Lifelong physical activity 2

We have seen that many people engage in lifelong physical activities for the competition and friendships they provide. However, there are many other reasons why people begin a physical activity that will hold their interest and need commitment for their entire lives.

Engage

Sometimes our reasons for engaging in physical activity are motivated by factors other than competition and friendships. For many, fitness, health, challenges or even cultural influence can be the driving force for involvement. Have you found many lifelong activities you would consider? This lesson will help broaden your knowledge and provide even more possibilities.

Use the **Aboriginal dance** weblink in your eBookPLUS to watch a video of Aboriginal dances. Reflect on the benefits of dance in terms of how it benefits individuals as well as its cultural appeal and significance.

eBookplus RESOURCES



Explore more with this weblink: [Aboriginal dance](#)

Explore

Health and fitness

Maintaining health and fitness throughout our entire lives should be a general aim for all of us. However, for some people, it is the most important motivator to engage in physical activity. By now we should be aware that activity is essential for maintaining and improving general health. This contrasts with specific exercise, such as stretching in flexibility programs, which improves fitness only in that area. When developing individual body systems, we should remember that the most important one in terms of our health is the cardiorespiratory or heart/lung system. We can improve this system through **aerobic activity**.

We sometimes see people walking briskly, jogging, swimming or cycling for long distances. This type of activity is aerobic and makes our circulatory system work continuously to deliver oxygen to the working muscles. The effort is sustained, requiring the heart/lung system to function at a higher level for a period of time. The result is an improved circulatory system because it strengthens the heart and keeps the arteries clean and free of obstruction.

The human body needs physical work to remain healthy. Some of us may feel we have a lot of activity in our lives but the nature of the activity might only be providing limited health and fitness benefits. Activities for people restricted to interests like fishing and car racing, for example, probably need to find a physical work balance by including some aerobic activity in their lives to ensure their health is not adversely affected.



Aerobic exercise strengthens the heart and improves lung capacity.

Physical activities with cultural significance

One great way to include some aerobic activity in our lives is to engage in physical activities with **cultural significance**. Many activities can be identified as originating in certain cultures because they contain elements from that culture such as music or movements. Many of us are familiar with Latin American dance styles which include the samba, jive and cha-cha. Latin American dances are characteristically fast, the music lively and the Spanish influence obvious. This is in contrast to Aboriginal dance, in which much of the sound originates from sticks, clapping and movements involving stamping and thrusting. In Australia, indigenous dance forms such as the corroboree are more often seen as part of ceremonial events rather than as popular dance forms.

HEALTH FACT

Increased body fat as a person grows older was once thought to be totally age related. We now know that the increases are linked more to lifestyle, exercise and dietary habits.

Combative sports and self-defence activities such as karate and martial arts have Asian origins but are popular because they challenge the individual's fitness, skill and discipline. Some cultural activities might involve considerable movement whereas others, such as kite flying (originating from China) focus on craftsmanship and challenge.

DID YOU KNOW?

Karate was originally developed to defend against attack from others. The sport now promotes itself as a leading activity in instilling self-discipline, responsibility, self-confidence, and developing a strong body and mind.

ACTIVITIES

1 Health and fitness activities

1. As a class, brainstorm a list of activities that would have aerobic benefits. Although activities such as power walking, swimming, cross-country running and cycling would be good choices, consider how many games are, or can be made, aerobic in nature. For example, basketball is continuous and demanding, particularly if teams are limited to three people and are played on the half-court.
2. Choose three activities and organise to play all three of them in a class competition. The aim of each student should be to participate for the entire lesson.
 - a. Evaluate how hard and for how long you were required to work.
 - b. Did each of your activities turn out to be basically aerobic?
 - c. How could you further increase the aerobic nature of the activity?

2 Creating Aboriginal dance

In groups of five or six, create your own Aboriginal dance.

1. First, use the internet and library to research and identify types of costume worn and common movements used, such as stamping.
2. If you have the opportunity, use the **Aboriginal dance** weblink at the beginning of this lesson to watch a video on Aboriginal dance. Alternatively, invite Aboriginal dance groups to visit your school and perform.
3. Using Aboriginal dance music, construct a composition that uses many of the steps and movements you have researched.
4. Design some sets and props and perform your composition in front of the class.

3 Crafting a kite

Equipment kite templates, coloured pens and pencils, scissors

In China, flying a kite was once thought to ward off evil spirits and bring good luck; the higher the kite could climb, the more prosperous the flyer would be. Use the **Create a kite** weblink in your eBookPLUS to download a template and create your own kite. Alternatively, you may like to draw your own. The process of creating the kite is very important in the Chinese tradition — kites are often modelled on graceful creatures like the fish, butterfly or bird.

CHECK & CHALLENGE

1. What is aerobic activity? Give three examples.
2. Explain why health and fitness may be an important driving force for involvement in lifelong physical activity.
3. Describe some of the health benefits gained by participation in aerobic activity.
4. Explain why it is important for population groups to participate in activities that are significant to their own culture.
5. Investigate an activity or game that is popular within another culture. Suggest why it is popular.
6. Why is it important for people to participate in activities that hold significance for a culture other than their own?

eBookplus RESOURCES



Explore more with this weblink: Aboriginal dance



Explore more with this weblink: Create a kite

10.3 Developing initiative

Initiative refers to an ability or attitude required to create or start something, and is highly effective in team games when used appropriately. In this lesson you will explore a wide range of activities that will develop or enhance initiative.

Engage

Most team games are highly structured. They have offensive and defensive formations and players can be evenly matched. Successful teams rely not only on players with considerable ability, but players with initiative. These players are thinking players. They readily 'take in' what is happening, adapt to varying and spontaneous situations and use their creative processes to achieve the best outcomes. They work within the cycle of offensive and defensive plays to expose weaknesses and gain the upper hand. Is your initiative developed to its fullest?

Use the **Show initiative** weblink in your eBookPLUS to read the instructions for the initiative game. Use the challenge as part of your next warm-up.



Initiative can be developed through games.



Explore more with this weblink: Show initiative



Complete this digital doc: [Working together](#)

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Explore

Developing initiative

Although games develop our physical skills, they are also about getting along with other people and developing our thinking skills. We usually imagine games as contests between teams and the field as the place where competition happens. However, some games can involve small numbers of people with no opposition. Here, the team members are working together to solve a problem. They need to communicate with one another and work out the best way of achieving their goal. These are called cooperative games and **initiative** activities.

Initiative activities foster our ability to think creatively and put forward a solution. The thoughts and opinions of others need to be taken into account as team members arrive at the best method for solving a problem. These games are fun to play and improve our social skills at the same time. The activities in this lesson illustrate some cooperative games and initiative activities that can be carried out in the school environment.

A number of these activities focus on problem solving; others provide a challenge. In the case of problem-solving activities, only enough direction is given to outline the nature of the task. The problem must be solved without assistance.

ACTIVITIES

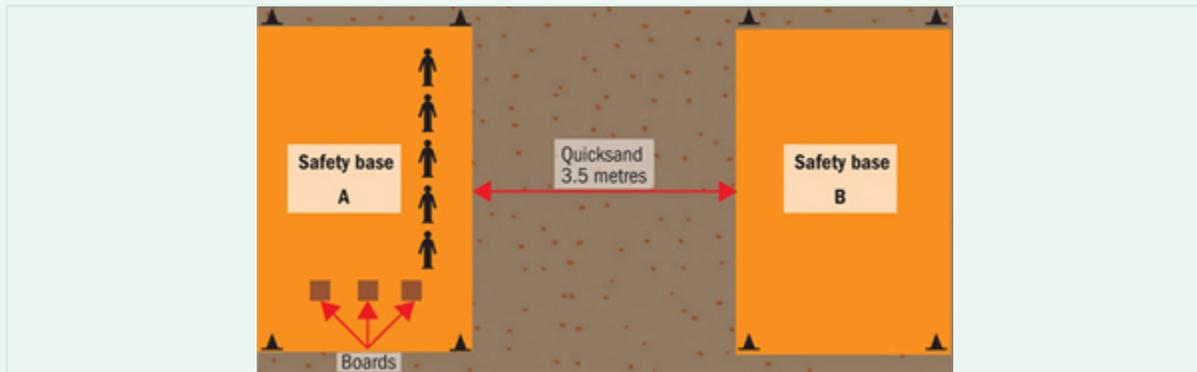
1 Quicksand

safety check



Equipment eight markers, three pieces of board (each about 30 square centimetres)

Use the markers to outline two safety bases (A and B) which are 3.5 metres apart, as illustrated in the figure below. The area between the safety bases is quicksand. The aim is to work cooperatively and use the boards to get the class to move from one safety base to the other without falling into the quicksand. Students cannot stand on a board for more than five seconds, otherwise it will sink.



Quicksand

2 Flip

Divide the class into groups of 10 and nominate a team captain for each group. Each group must sit or stand in a triangle, forming a 4–3–2–1 arrangement as illustrated in the figure below. The idea is to swap the base with the apex by moving only three people.



Flip

3 Shapes

safety check 

Equipment tug-o-war rope joined at the ends, blindfolds

The rope is placed on the ground. Eight to twelve students stand around the outside of the rope and blindfold themselves, as illustrated in the figure below. They then place both hands on the rope and make the formation requested by the teacher — for example, square, triangle, arc, line, half moon, star and arrow. Students should make one attempt to achieve the requested shape unguided, then try again under the supervision of a non-blindfolded student acting as a coach.



Shapes

4 Balance

safety check 

Equipment spinner

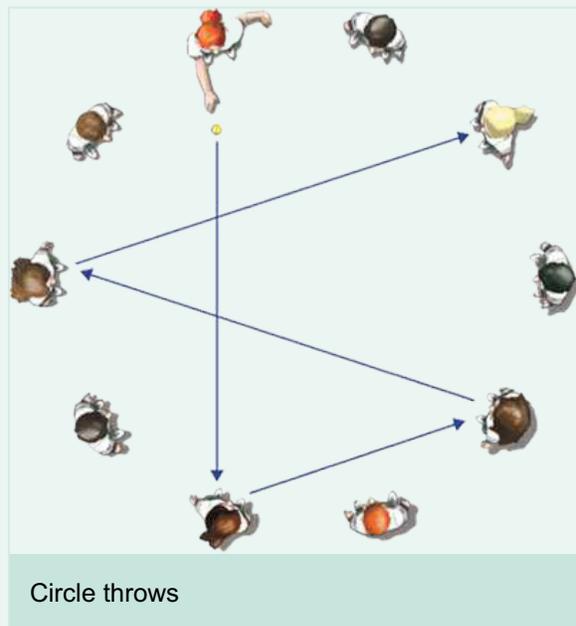
1. Form evenly numbered groups of seven to nine students. The aim is for each group to construct a balance activity with the least number of body parts touching the ground and hold the balance for 10 seconds.

2. A second balance activity involves groups of three to four students. For this activity, nominate one student to act as an administrator who must create a cardboard spinner labelled with a range of body parts (left hand, right hand, left foot, right foot, buttocks, chest, head) written on each of the flat surfaces. The administrator spins the hand of the spinner and only those parts can be used as a base. Evaluation of the winners involves deciding who has the most creative balance within the rules.

5 Circle throws

Equipment tennis ball

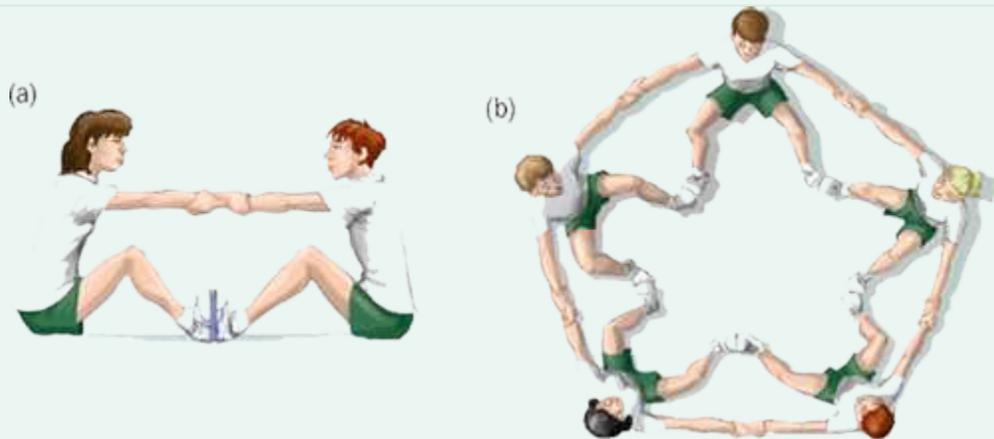
The class forms a circle and a tennis ball is given to a student nominated as the leader. The leader then throws the ball across the circle to any other student who does likewise until all students have caught and thrown the ball (as shown below). Students must remember from whom they received the ball and who they threw to because this becomes the pattern for the remainder of the activity. The leader receives the last throw and begins repeating the pattern of throwing and catching. As students become familiar with the pattern, more balls are added. The aim is to see how many balls can be introduced before the activity becomes unmanageable.



6 Rise and grow

safety check 

Form pairs and sit on the ground with hands joined and soles of the feet up against each other's feet. The aim is to try to pull each other off the ground to a standing position, as shown in (a). When you are able to do this, form threes, fours and even larger groups and perform the same task, as shown in (b). See how big your group can become before the task becomes too difficult to do.



Rise and grow (a) in pairs and (b) in groups

7 Create your own

safety check 

Equipment one ball (any type), one hula hoop

Divide the class into two groups. Each group is given the task of creating a game or activity that focuses on challenge or problem solving. One group must include a ball in their activity; the other must include a hula hoop. The activity must be safe and be able to be conducted in the school environment. Spend some time developing the initiative, trial it and then ask the other group to solve it.

CHECK & CHALLENGE

1. Explain what is meant by initiative.
2. Why is initiative important in games?
3. Describe ways in which initiative can be developed.
4. How important was listening and exploring the ideas of others in the development of initiative?
5. Discuss why cooperation is important in the development of initiative.
6. Which of the initiative activities did you like most? What skills were developed by this game?
7. Assess how participation in these games helped to develop leadership qualities.
8. Explain the initiative activity you developed. Comment on its ability to foster cooperation and thinking.

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Explore more with this weblink: Can you do it?

Explore more with this weblink: Show initiative in your community

10.4 Measuring health-related components of fitness

The health-related components of fitness are cardiorespiratory endurance, flexibility, muscular strength, body composition and muscular endurance. There are recognised ways of measuring these components.

Engage

Cardiorespiratory endurance, muscular strength, muscular endurance and flexibility are all important components of our health. Most of us may know a little about them, but are not sure how to gauge them. Unless we can do this, attempts to improve our fitness will be ineffective. How do we measure health-related components of fitness?

To find a simple test which you can use to track the improvements in your flexibility, use the **Trunk flexion test** weblink in your eBookPLUS.



Developing cardiorespiratory endurance is an important part of health-related fitness.

eBookplus RESOURCES



Explore more with this weblink: [Trunk flexion test](#)

Explore

Importance of health-related components

The health-related components of fitness target essential body functions that impact directly on our health. Improved cardiorespiratory endurance, muscular strength, flexibility, local muscular endurance and body composition all positively affect our health.

Regular exercise strengthens bones and muscles, both of which give shape to the body. Physical activity promotes healthy bone growth, which is important to support our weight as well as enabling basic motor skills like carrying objects. Exercise strengthens the heart, making it a more effective pump in supplying the body with oxygen and nutrients. The heart muscle needs to remain strong so that it can pump blood every day for our entire lives. Exercise enlarges the heart and increases its ability to contract forcefully, allowing it to pump more blood into our circulatory system with each beat.

Activity also improves our breathing and the ability of the lungs to take in oxygen. The harder we work, the more oxygen we need to deliver via the blood to the working muscle. This is why we breathe more rapidly during exercise sessions.

Body composition is an important health-related component. This relates to composition of our body in terms of muscle and fat. Unused energy is stored in the body as fat. We need to balance our intake (food) with our output (**metabolism** and exercise) to control our weight. It is better to monitor weight and maintain a healthy weight range than to let our weight fluctuate. Activity has the advantage of increasing our metabolism and keeping it elevated for hours after we have finished, so that we continue to burn more fuel even as we sleep.

Finally, exercise strengthens muscles, making them respond quickly and forcefully. This helps us to run faster, be active for longer and control our bodies with greater precision in activities such as dance, gymnastics and games.

The following activities include a series of tests designed to measure the levels of some of your health-related components of fitness. It is very important that the tests are carried out as instructed for accurate results. Remember, these results are a reference point only. They are not meant to grade your fitness ability; rather, they are used to highlight areas in which you can improve. This means that you will need to re-test yourself periodically.

These tests can also be used to evaluate the effectiveness of a training program; if periodic re-testing does not show an improvement, then you may need to reassess the program you are using.

Are you interested in doing more to improve your fitness, but don't know how to construct a program? Use the **Construct a fitness program** weblink in your eBookPLUS for instructions and advice.

eBookplus RESOURCES



Explore more with this weblink: Construct a fitness program

HEALTH FACT

Most Australians have far too much salt in their diets. In Australia, the estimated average consumption of salt is 10 grams per day for men and seven grams per day for women. Of this, 75 per cent comes from processed foods. Reducing average salt intake by three grams per day would be expected to lead to a 22 per cent reduction in deaths from strokes and a 16 per cent reduction in deaths from coronary heart disease.

DID YOU KNOW?

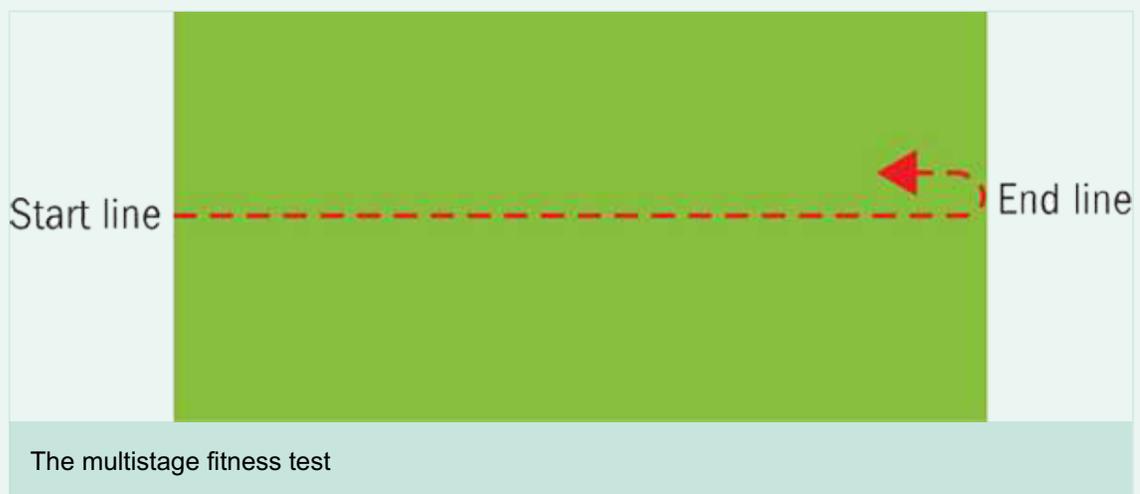
The speed at which you can sprint depends on how long your stride is and how often you make a stride. The world's fastest man, Usain Bolt, takes 40–41 strides in a 100-metre sprint. In full flight, his stride length is 2.7–3 metres.

ACTIVITIES

1 Measuring aerobic fitness using the multistage fitness test

Equipment multilevel fitness test audio, firm surface with two lines marked 20 metres apart

1. Form a group of no more than 10 subjects to one supervisor.
2. Divide the group into two. Half the group is to perform the test while the remaining half observes and records the results.
3. Perform a general purpose warm-up including leg stretching exercises before commencing this test.
4. The subjects in group 1 should move to the start line and listen to the introductory remarks on the audio, which tell them when to start and how to judge pace.



5. Subjects begin by walking to the end line, aiming to reach it on the 'beep'. Both feet must cross the line. They then turn and walk back, aiming to reach the start line on the next 'beep'. Gradually the tempo is increased, necessitating a jog and then a run to reach the other line by the sound of the 'beep'. When subjects fail to stay in time with the 'beep' they are given a warning. Failure to catch up or a second warning means the subject must stop the test.
6. Recorders should note the level at which their subject was unable to continue the test. Record the level and the fitness rating using the table below.

TABLE 10.1: Fitness rating (15-year-olds)

Level	Fitness rating (boys)	Fitness rating (girls)
2	Poor	Poor
3		Fair
4		
5	Fair	Average
6		
7	Average	Good
8		
9	Good	Excellent
10		
11	Excellent	
12		
13		
14		
15		

2 Measuring muscular strength using the hand-grip dynamometer test

Equipment hand dynamometer

1. Pick up the dynamometer and push the arrow back to zero.
2. Let your arm hang vertically with the dynamometer comfortably gripped in your hand.
3. Gradually lift the dynamometer to shoulder height, squeezing the grip as hard as you can with your arm extended.
4. Read the result and record it in [table 10.2](#). Repeat with your other hand.
5. Allow three tests on each hand and record the best result. Determine your rating using [table 10.4](#).

TABLE 10.2: Results for muscular strength using a hand dynamometer

	Result (kg)	Rating
Right		
Left		
Best		

TABLE 10.3: Ratings for muscular strength using a hand dynamometer (13–15-year-olds)

Classification	Strongest hand (kg)	
	Boys	Girls
Excellent	≥ 36	≥ 29
Good	31–35	25–28
Average	26–30	21–24
Fair	21–25	16–20
Poor	≤ 20	≤ 15

3 Measuring muscular endurance using the sit-up test

Equipment stopwatch, recording sheet

1. Work in pairs. Nominate who will be the first subject and who will be the first counter.
2. The subject should lie on the floor with the knees bent and feet flat on the floor. Arms are folded across the chest. Palms are open and rest on the front of the shoulders. Elbows are close together. The counter should hold their partner's feet firmly on the floor. The angle at the knees should not be less than 60° . In the sit-up, the trunk is raised and the elbows brought to a position between the knees. The body then returns to the floor. The total movement counts for one sit-up.
3. Have a number of practices to warm-up and ensure the technique is correct. Disallow any sit-ups performed incorrectly.
4. Perform the test, counting the number of correctly executed sit-ups in one minute.
5. Change roles and repeat the process.
6. Determine the rating for each person, using [table 10.4](#).



The sit-up test

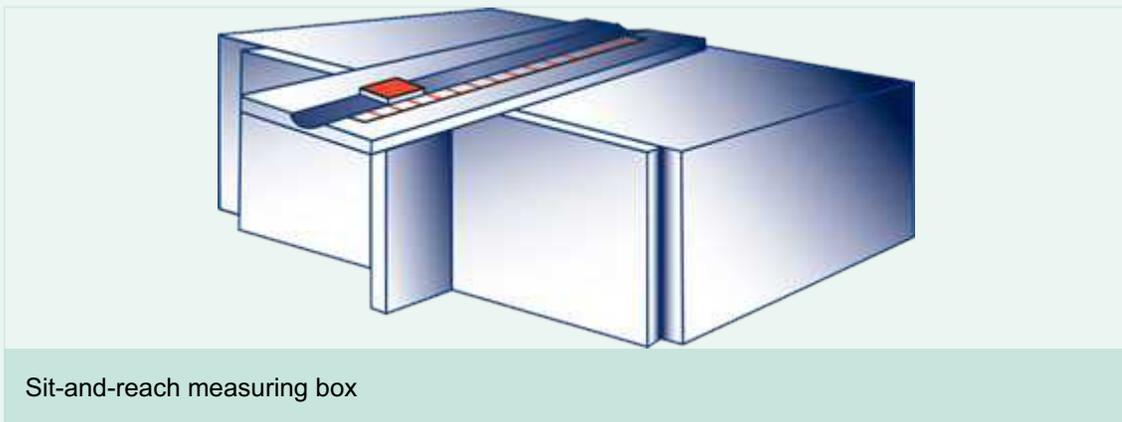
TABLE 10.4: Muscular endurance ratings for sit-ups (13–15-year-olds)

Classification	Number of sit-ups	
	Boys	Girls
Excellent	≥ 46	≥ 36
Good	41–45	31–35
Average	33–40	26–30
Fair	26–32	21–25
Poor	≤ 25	≤ 20

4 Measuring flexibility using the sit-and-reach test

Equipment sit-and-reach measuring device, box for mounting

1. Divide into pairs. Set up the box with a sit-and-reach measuring device placed horizontally on top.



2. The first subject sits on the floor with both legs straight, as shown below.
3. The second subject holds the first subject's knees firmly on the floor and sets the markers.

- The first subject should reach forward slowly (no jerky movements allowed) and push the markers forward as far as possible with the fingers. Fingers remain extended with palms down.



Sit-and-reach test

- The best of three attempts should be recorded.

TABLE 10.5: Sit-and-reach ratings (13–15-year-olds)

Classification	Reach (cm)	
	Boys	Girls
Excellent	≥ 33	≥ 36
Good	29–32	32–35
Average	25–28	28–31
Fair	21–24	23–27
Poor	≤ 20	≤ 22

CHECK & CHALLENGE

1. Explain how regular exercise improves the health-related components of fitness.
2. What was your rating in the multistage fitness test? What can you do to maintain or improve this rating?
3. Were you satisfied with your muscular strength rating? Do you feel this reflected your overall body strength?
4. When in your daily life is adequate strength important?
5. Analyse your level of muscular endurance in terms of the ratings provided.
6. Choose any five sports and describe how muscular endurance is essential for good performance in each.
7. Explain how muscular endurance can be improved.
8. Evaluate your level of flexibility in terms of the ratings.
9. Explain the advantage of good flexibility in sport and game situations.
10. Evaluate your flexibility in terms of exposure to injury in the sports in which you participate.

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10.5 Measuring skill-related components of fitness

The skill-related (or performance-related) components of fitness are muscular power, speed, agility, balance, coordination and reaction time. In this lesson you will explore the uses of these components and learn how to measure them so that you can identify areas where your level of skill may not be sufficient for the demands of sporting and day-to-day activities.

ENGAGE

Some fitness components are more directly related to sports performance. These are called skill- or performance-related fitness components because an improvement in these areas will enable us to perform movements safely and with greater skill in a range of sporting and recreational activities. People who have adequate development of skill-related fitness components perform better, both in individual games such as tennis, and team games such as netball, because their movements are skilful, practiced and controlled.

One skill important to many sports, such as surfing, golf and gymnastics, is balance. Use the **Test your balance** weblink in your eBookPLUS to gauge your balance skills.



Whether as individuals, groups or teams, we can always be active.

eBookplus RESOURCES



Explore more with this weblink: Test your balance

Explore

Importance of the skill-related components of fitness

Muscular power is an important skill-related fitness component because it determines the 'explosiveness' of our movements. This affects skills like rebounding in basketball, marking in Australian Rules football and sprinting. Strength and power are closely related. As we increase our strength, we simultaneously and indirectly increase our power. We can further develop power through use of **plyometric** activities, which involve springing-, landing- and bounding-type movements.

HEALTH FACT

Breathing is something we don't normally think about – unless we get out of breath. Normally we breathe at a rate of 8–14 breaths per minute. If we take an average of 12 breaths per minute, we would take 17 280 breaths in a day. However, this number would increase if we exercised. With emphysema, a condition associated with smoking, breathing becomes difficult. Imagine struggling with short, shallow breaths each day, every day.

Speed is probably the most important of the skill-related components. There are very few sports or activities where speed is not an advantage. Although speed is essential in track events, it can also be a decisive element in games like hockey, Australian Rules football and soccer. This ability provides positional advantage in attacking strategies and enables defenders to cover a wider area.

Would you like to further improve your speed? Use the **Speed training drills** weblink in your eBookPLUS for five good drills.

Agility is related to speed and is important in most sports, particularly those where quick movements such as sidestepping are beneficial. An agile person is able to manoeuvre themselves better, take evasive action and wrong-foot opponents more easily than players who lack agility.

Coordination is the ability of body parts to work together, resulting in smooth, efficient, stylish movements. Coordination is developed with practice.

All activities, from the simplest to the most complex, require **balance**. For example, running requires us to balance our body weight on one foot momentarily and then shift weight and balance to the other foot. Good balance improves performance in all activities, particularly in fast-moving ones such as snowboarding, surfing, skating and skiing. It is equally important, however, in activities such as gymnastics, golf and wrestling, where establishing a solid platform on which to perform a skill or movement is critical.

The ability to respond quickly is called **reaction time**. It is important at the start of events like running and swimming and used constantly in games like rugby, soccer or table tennis. Like other skill-related components, reaction time can be improved with practice. To improve reaction time, an effort to concentrate solely on the stimulus, such as a sound or movement, is essential. For that moment in time, other thoughts must be blocked while focus is maintained.

DID YOU KNOW?

The standing long jump and standing high jump were Olympic events until 1912. The world record for the standing long jump was 3.47 metres and the standing high jump was 1.65 metres. They were both held by the same person, Ray Ewry, an American athlete who competed in the Olympic Games in 1900, 1904 and 1908. Nicknamed 'the human frog' for his incredible leaping ability, Ewry's feats were even more incredible considering he was confined to a wheelchair as a boy because of polio. He followed a rigorous jumping program to develop his leg strength and overcome muscle weakness brought on by the disease.

eBookplus RESOURCES



Explore more with this weblink: Speed training drills

ACTIVITIES

1 Measure muscular power using the vertical jump test

Equipment vertical jump board or tape measures attached to wall

1. Divide into pairs. One person is the subject and the other is the recorder.
2. The subject should dip their middle finger in chalk dust, face the wall, extend both hands upwards and make a mark. Record the height of the mark in centimetres.
3. The subject should then turn sideways to the wall, spread their feet, take a deep squat and jump vertically. No feet movements are allowable in preparation for the jump.
4. At the height of the jump, the subject should mark the wall with their chalked finger. Record the difference between the first and second marks.
5. Allow three jumps and record the best attempt.
6. The subject and recorder should now change roles and repeat steps 2–5.
7. Take the best jump for each person and determine their power rating using [table 10.6](#).

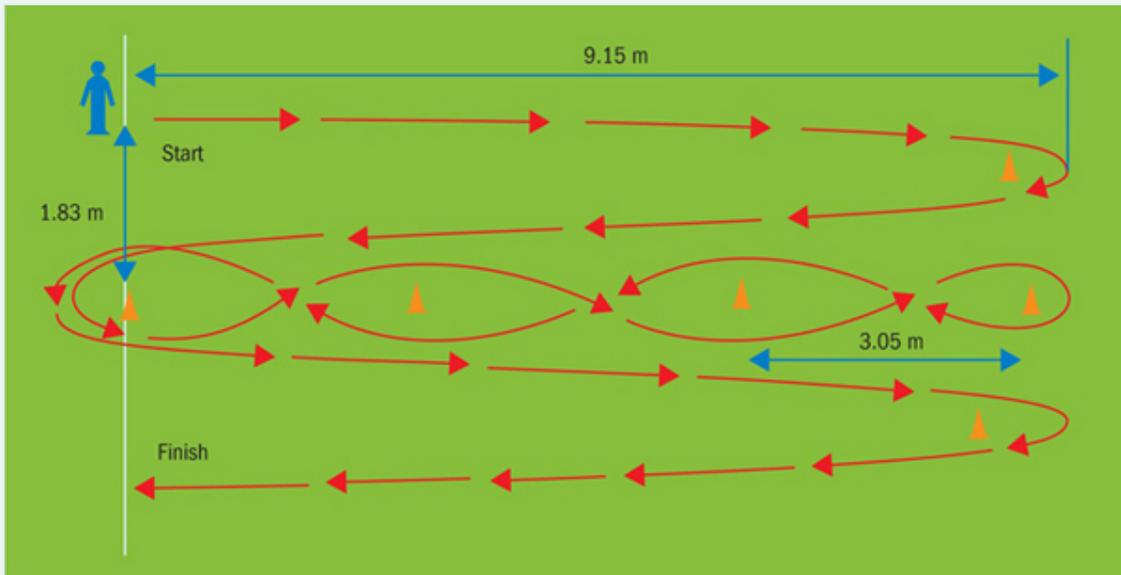
TABLE 10.6: Muscular power rating (13–15-year-olds)

Classification	Height (cm)	
	Boys	Girls
Excellent	≥ 50	≥ 41
Good	41–50	31–40
Average	31–40	21–30
Fair	21–30	11–20
Poor	≤ 20	≤ 10

2 Measure agility using the Illinois agility test

Equipment tape measure, four markers (chairs or witches' hats), stopwatches, recording sheets

1. On a football field or suitable flat surface, mark two parallel lines 9.15 metres apart. Place four witches' hats 3.05 metres apart as illustrated in the figure below. Place two witches' hats 1.83 metres each side of the first line marker to indicate start and finish.
2. Divide into pairs. One person is to complete the course and the other is to time and record the results. Ensure that you warm-up and stretch before you begin.
3. The first person from each pair must lie face down flat on the ground in a push-up position just behind the line at the start.
4. On the instruction 'go', that person:
 - a. runs to the end line, around the marker and back
 - b. weaves around the markers to the end and back
 - c. then runs to the end line, around the marker and back to the finish.
5. During the run, each end line must be crossed. The marker cannot be jumped or knocked.



The Illinois agility test

6. The other person records the time for completion of the course.
7. Allow two attempts, with recovery time between each. Then repeat the test for the other person.
8. Check your agility rating using [table 10.7](#).

TABLE 10.7: Agility rating (13–15-year-olds)

Classification	Time (seconds)	
	Boys	Girls
Excellent	≥ 16.9	≥ 16.9
Good	17.0–17.9	17.0–18.9
Average	18.0–18.9	19.0–20.9
Fair	19.0–19.9	21–22.9
Poor	≤ 20	≤ 23

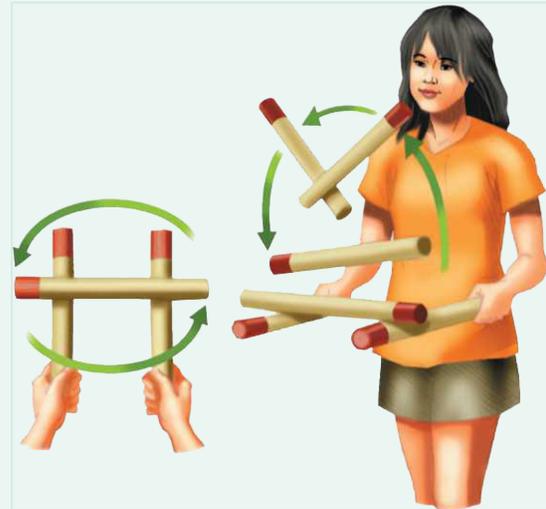
3 Measure coordination using the half-flip stick test

Equipment sticks (three per pair) 60 cm long, two cm in diameter and painted at one end

1. Work in pairs.
2. The first person holds a stick in each hand at waist level so that the sticks are horizontal.
3. The second person places the third stick across the two hand-held sticks (see right).
4. The first person attempts to flip the stick so that it turns one-half of a rotation and lands again balanced on the two hand-held sticks (see right).
5. Allow three practice attempts.
6. In the test, the person should attempt five half-flips. One point is scored for each successful attempt. The flip is unsuccessful if the stick is not flipped through the half rotation or is dropped.
7. Record the results in a table like [table 10.8](#) below.



8. Repeat the test for the second person.



Performing the half-flip stick test

TABLE 10.8: Record of half-flip test

Test result	Half flip	Number of successes from five attempts \times one point: _____ \times 1 = _____
-------------	-----------	--

TABLE 10.9: Stick test rating

Classification	Boys	Girls
Excellent	5 points	5 points
Good	4 points	4 points
Average	3 points	3 points
Fair	2 points	2 points
Poor	≤ 1 point	≤ 1 point

4 Measure reaction time using the Latham reaction time test

Equipment two one-metre rulers, desk and chair, recording sheets

1. Divide into pairs. Nominate one person to be the subject and the other to conduct the experiment and record the result.
2. The subject sits at a desk and places their forearms across the desk so that the hands are beyond the far edge of the desk. Fingers and thumbs point away and have a gap between them, approximately two centimetres wide.
3. The recorder stands beside the subject's hands and suspends the rulers just beyond the far edge of the desk. The bottom edges of the rulers should be level with the thumb and index finger of the subject.
4. Any time after the recorder says 'ready', the rulers should be dropped, but not at the same time. However, the rulers must be dropped within 10 seconds of each other.
5. The subject should try to catch each ruler. The score is read in centimetres and is the point at which the thumb and index finger grasp the ruler. Combine the scores for each hand and average the result.
6. Allow three trials prior to testing and then five attempts during the test. Record the best result.
7. Repeat the test for the second subject.
8. Use [table 10.10](#) to determine your reaction time rating.



Preparing the Latham reaction time test



Conducting the Latham reaction time test

TABLE 10.10: Reaction time rating

Classification	Ruler reading (cm)
Excellent	< 6
Good	7–10
Average	11–15
Fair	16–21
Poor	> 22

CHECK & CHALLENGE

1. What is muscular power?
2. What was your muscular power rating? Is your power sufficient to be able to perform sporting movements as well as you would like?
3. Describe aspects of daily life where muscular power is an advantage.
4. According to the ratings chart, how was your level of agility classified? How could it be improved?
5. Identify five sports or activities in which above average levels of agility are essential.
6. Comment on your coordination as indicated by your measurement. Was this an accurate measure? Discuss what you could do to improve your coordination.
7. What is reaction time?
8. Identify three activities where reaction time is important.
9. Discuss activities that could be used to improve reaction time.



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Complete this digital doc: [How is my muscular power?](#)

Searchlight ID: [doc-2621](#)

Review

What have I Learnt?

- All of us need to remain physically active throughout our lives.
- Many activities that we classify as competitive can also be experienced in a non-competitive way.
- Groups are dissimilar to teams because they function in a different way.
- The most important body system in terms of our health is the cardiorespiratory system.
- The fitness of the cardiorespiratory system is improved through aerobic activity.
- Aboriginal dances such as the corroboree are often part of ceremonial events.
- Players with initiative 'take in' what is happening and use their creative processes to envisage the best outcomes.
- Initiative activities foster our ability to think creatively and put forward a solution.
- Health-related components of fitness include cardiorespiratory endurance, body composition, muscular strength, muscular endurance and flexibility.
- Performance- or skill-related fitness components include muscular power, agility, coordination, balance, reaction time and speed.
- Fitness has physical, social, emotional, environmental and economic benefits.
- A progressive lowering of one's resting heart rate indicates an improving level of fitness.
- Regular exercise strengthens muscles, promotes healthy bone growth and makes the heart more efficient in blood transport.
- There are recognised tests available for measuring both health-related and performance-related components of fitness.
- Target heart rate is the number of beats per minute that you want the heart to work at during exercise.
- The target heart rate zone is the general area around the target heart rate.

Essential question revisited

How can we measure and improve our fitness and stay fit for life?

Evaluate your initial response to the essential question after having studied this topic.

CHECK & CHALLENGE

1. Outline the physical benefits of fitness.
2. Explain the difference between health-related and skill-related fitness components.
3. Define cardiorespiratory endurance.
4. Explain why views about fitness differ between people.
5. Outline a method whereby your healthy weight range can be established.
6. Describe ways of making the attainment of fitness a fun activity.
7. What is a tabloid? How can tabloids be used to improve fitness?
8. How do activities assist in the prevention of degenerative muscular diseases?
9. Describe a test used to measure a health-related component of fitness.
10. Describe a test used to measure a performance-related component of fitness.
11. Explain how intensity is calculated.

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Projects Plus: Living to win

projectsplus



Collaborate on this ProjectsPLUS: [Living to win](#)

Search ID: [pro-0056](#)

Scenario

You are a personal trainer on a prime-time reality TV show. A new series is being developed which aims to educate young people on diet and exercise. It will be called *Living to win*.

The television network wants you to create a website educating young people about incorporating diet and regular exercise into their life. The website will 'go live' when the series screens in four weeks.



Your task

You will create a website that encourages young people to become healthier and educates them about regular exercise and good nutrition choices. You will be provided with two case studies. You must select one and design an exercise and nutritional program to use as an example on the website. It is possible that your employer will want you to work as part of a web design team, so be prepared to collaborate and work with others.



Process

- Open the ProjectsPLUS application for this chapter in your eBookPLUS. Watch the introductory video lesson, click the 'Start Project' button and then set up your project group. You can complete this project individually or invite other members of your class to form a group. Save your settings and the project will be launched.
- Navigate to your Research Forum. Here you will find a series of topics just like you would find in a gym or health care setting. Choose a number of these topics to include on your website or add your own.
- Research. Make notes of interesting facts and ideas that are relevant to the case studies provided. Enter your findings as articles under your topics in the Research Forum. You should each find at least three sources (other than the text book and at least one offline source, such as a book or newspaper) to help you discover extra information about exercise and nutrition. You can view and comment on other group members' articles and rate the information they have entered. When your research is complete, print your Research Report to hand in to your teacher.
- Visit your Media Centre and download the website model, website planning template, exercise program and 'diet for a day' template to help you build your website. Your Media Centre also includes images and audio files to help bring your site to life.
- Use the website template to draw a design spec for your site. You should have a Home page (individual or group) and at least three link pages per person. You might want to insert features like 'interesting facts' and 'did you know?' into your interactive web site. Remember the three click rule in web design – you should be able to get anywhere in a web site (including back to the Home page) with a maximum of three clicks.

- Use FrontPage, Adobe PageMaker or other web authoring software to build your website. Remember that 'less is more' with website design. Your mission is to make young people aware of exercise and nutrition in an informative and encouraging way. You want them to make some positive life changes after viewing your website.

SUGGESTED SOFTWARE

- ProjectsPLUS
- Dreamweaver
- iWeb
- FrontPage
- Adobe PageMaker

MEDIA CENTRE



Your Media Centre contains:

- the website model
- the website planning template
- an exercise plan
- the 'diet for a day' template
- images and audio files.

GLOSSARY

abuse to treat someone else with intent to cause harm

abusive relationships relationships where one person uses the power they have over another person to cause harm

active defence a situation where defence is allowed to pressure the attack, intercept the ball and frustrate the flow of play

active listening one component of positive communication where the listener reflects back what is being said to clarify the speaker's message, or to let the speaker know that they understand the message

adolescence the time during which we mature from a child to an adult

advocacy the act of championing or arguing for a particular issue or cause

aerobic activity activity that is sustained, thereby strengthening the heart and lungs

agility the ability to change direction quickly with speed and control

anticipation the ability to expect or predict a particular action

balance the ability to control our centre of gravity while stationary or moving

bilateral a style of breathing for swimming where breath is taken as the face turns to each side of the body

binge drinking drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days

blood-borne virus a virus that can be transmitted from an infected person to another person through blood-to-blood contact. This includes sharing of injecting equipment.

body control the ability to coordinate movements with precision

body image what we and other people think of our physical appearance; how we feel about our body

body language the nonverbal cues you give when communicating, including posture, tone of voice, facial expression and attentiveness

bully using power over another person to cause harm or to scare them

cannabinoids types of chemicals that act on particular receptors in the brain

carcinogenic cancer causing

cardiopulmonary resuscitation (CPR) an emergency life support procedure using a combination of rescue breathing and chest compressions

choreographer the person responsible for the design of movements and routines

communicable diseases can be passed from one person to another

communication the sharing of information between at least two people

community empowerment individuals and organisations working together to address an identified problem

competitive an activity with a focus on winning; may be organised on a team or individual basis

complementary shapes where the body line is repeated

composition develops when sequences of movement are linked together to make something significant and purpose-driven

conception the union of a female's egg and a male's sperm

confidentiality a patient's right to have the information they have given to their health care professional kept private

connected having a feeling or sense of belonging to someone, a group of people or a place

contraception any method or device that prevents conception and, therefore, a pregnancy

contrasting shapes where the body lines are different or dissimilar

coordination the ability of body parts to work together resulting in smooth, efficient, stylish movements

cultural significance activities that have a purpose or history related to a specific culture, making them more meaningful than simple exercise

culture where we come from or the group with whom we identify. It is the 'way of life' of societies.

defensive strategy tactics or moves used by a team when trying to prevent a try, goal, home run or point being scored against them

defibrillator a device that provides an electric shock to a patient whose heart has stopped beating

dependence reliance on or needing the drug to function; many of your thoughts, emotions and actions focus on the drug

depressants drugs that slow the activity of your nervous system

dimension the size of the space in which we are working

direction the path being taken by the movement

discrimination treating a person or group of people less favourably because they are different

diverse varied or different

diversity the broad range of differences that exist between people and communities, including aspects of gender, race, geographic location, culture, socioeconomic background, age, disability, religion and sexuality

drugs substances that change the way in which your nervous system and body work

dynamic balance the ability to maintain balance while moving

dynamics the force and flow of movement

ejaculation the release of semen from the penis

emotional refers to our feelings

emotional maturity being able to recognise and respect differences in opinion, beliefs and values without becoming angry or upset

empathy the ability to identify, appreciate and understand another's situation or feelings

endometrium the lining of the uterus. It is made of hormones, mucus and blood, and nourishes a foetus.

exercise physical activity that is planned to achieve a specific goal; for example, sequence of short sprints designed to improve speed or performance

flexibility the degree of movement around a joint

follicles small clusters of cells. Human egg cells develop in follicles on the ovaries (but your hair grows in the follicles on your head).

fundamental movement skills the foundation skills of movement

game sense the ability to 'read' the game; helps us use known fundamental and specific movements, skills and understandings to make the learning of related activities easier

gender our beliefs about what it means to be a male or a female

genes the biological units through which we inherit traits from our parents

grief the response we have to a significant loss in our lives

grieving the process we go through in coming to terms with changes that are happening in our lives, and learning to cope with the gaps that the loss has created

growth hormone causes a rapid growth spurt

hallucinogens drugs that work on the brain to cause hallucinations

harassment a kind of bullying. It is any form of behaviour that is not wanted or is offensive, humiliating or intimidating.

health-related fitness the level of fitness we need to maintain good physical health

health agency an organisation that assists in matters relating to health by providing services, products and information

health consumers people who buy health products or use health services

health information knowledge about a health product or service you may need or want or buy or receive

health product an item produced or manufactured and designed to improve one's health; for example, toothpaste, sunscreen or vitamins

health service refers to something that helps people maintain or improve their health; for example, ambulance services, internet advice or health care hotlines

heart attack a blockage in the blood flow in or to the heart

heterosexual emotionally and sexually attracted to people of the opposite sex

homophobia the fear, dislike or hatred of people who are same-sex attracted

homophobic bullying discriminating against people who are, or who are thought to be, same-sex attracted

homosexual emotionally and sexually attracted to people of the same sex

hormone a substance in our bodies that affects how our bodies work and grow. Hormones are produced by glands.

improvise to explore movement and create variations without a strict plan; the aim is to improve the way in which the movement is done

individual empowerment an individual's ability to make decisions about, or to have control over, their health and life

inequity injustice; unfairness

initiative an ability or attitude required to create or start something, or adapt to a situation

intensity how hard we work

intimate relationships relationships where there is a close connection and a willingness to share feelings and desires

lateral recovery position the position in which to place someone (on their side) to protect the airway from being blocked by the tongue or by vomit

legumes vegetables such as beans, peas and lentils

leisure and recreational activity an activity chosen for enjoyment and self-satisfaction

level the height at which the movement is being performed

lifestyle components rest, sleep, school/work, physical activity, and leisure and recreation

locomotor movement requiring movement from one place to another

loss temporarily or permanently losing touch with someone we are close to, or something we value or that is important to us

manipulative skill the ability to control objects with precision

maximal heart rate (MHR) the assumed maximum at which the heart can beat; is calculated by subtracting your age from 220

mediator someone who is not directly involved in the conflict and who acts to stop a conflict getting worse by keeping everyone calm and ensuring everyone has a chance to be heard

Medicare Australia's national health insurance scheme

menstruation also known as a girl's period. It occurs when the uterus lining is shed.

mental health how we think, feel and express our emotions

metabolism the rate at which the body burns up the energy provided by the food we eat

moderate activity brisk but not so hard as to prevent talking to someone else, for example, jogging and cycling

muscle memory the ability to perform actions without conscious thought

muscular power a combination of speed and strength. When strength is exerted quickly, it is called power.

nocturnal emission (wet dream) an ejaculation of semen when a male is asleep

non-communicable diseases cannot be passed from one person to another

non-competitive an activity with a focus on enjoyment, fitness or health improvement, rather than establishing superiority over another team or individual

non-locomotor movement requiring little or no movement

nutrients chemical substances in food that nourish the body in specific ways; for example, carbohydrates provide energy

oestrogen female reproductive hormone. It is produced in the ovaries.

offensive strategy tactics or moves used by a team to score a try, goal, run or point

ovaries part of a girl's reproductive system. Girls have two ovaries, which produce oestrogen and ova.

over-the-counter (OTC) medication considered low-risk drugs if taken in accordance with their directions and can be purchased at pharmacies and supermarkets without a prescription

ovulation the process of the ovary releasing an ovum

ovum the egg produced by the ovaries. The plural of ovum is ova.

paramedical services special health care services that support the medical profession; for example, an optometrist, who treats vision problems

passive defence assumes the positions in a normal defensive formation but does not try to intercept or gain possession of the ball

passive smoking a non-smoker breathing in the second-hand smoke from a smoker or the smoke from a burning cigarette

pattern imaginary lines that a body makes when moving in space

peer someone who is of similar age or shares common interests

performance the end result of blending sequences and compositions into something larger that is entertaining to watch

performance-related fitness the level of fitness we need for physical activity and sport

peripheral artery disease reduced blood flow to the legs and feet

physical refers to our body; in particular, its movements, systems (such as the muscular system) and structures (such as our bones and joints)

physical abuse using power to be physically violent towards another less powerful person

physical activity any movement where the large muscles of the body are working, such as walking, windsurfing and gardening

physical environment our physical surroundings, such as housing and land; our natural resources, such as clean water

physical fitness a measure of our ability to perform daily tasks and activities

pituitary gland a gland located in the brain. It produces a number of different hormones.

plan to design or map out what we intend to do, resulting in a blueprint from which we will work

plyometrics a special range of exercises in which a muscle is lengthened before being rapidly shortened to develop explosive power, for example, jumping on to and off a box

power (in relationships) the ability to do something or make something happen in a relationship

power (physical) the ability of the muscles to contract rapidly

practice repetition of a movement or movements

prejudices unfavourable opinions or feelings formed without reason, knowledge or thought

prescription a note from a doctor that instructs a chemist to provide a drug to a patient

primary sex characteristics the characteristics directly necessary for reproduction; the ovaries and the testes

private health insurance health insurance with a health fund (for example, HBA or MBF), which covers all or some of the costs incurred that are not covered by Medicare

progesterone a hormone produced by the ovaries that plays a key role in sustaining pregnancy

protected sex using a condom during sexual intercourse to prevent pregnancy and the spread of sexually transmitted infections

protective factors factors that protect children and young people from difficult or harmful events

puberty the time during which our bodies change physically so we can reproduce

reaction time the time it takes to respond to a stimulus, such as the sound made by a starting gun

reasonable degree of risk the potential for a positive outcome is much greater than for a negative outcome

recreational activity that is chosen for enjoyment and self-satisfaction

relationships the connections or bonds people have with each other; also, the way we relate to people, objects and places around us

relationships (performance) connections between people, equipment, objects and anything that might impact on the performance

rescue breath given to a victim who is not breathing. The breath will take one second to deliver and will make the victim's chest rise.

resilient possessing the ability to 'bounce back' when things get tough

responsibilities your obligations; for example, you have a responsibility not to harm other people

rest a state of relative inactivity during which the body uses time to restore itself

rights something that everyone should have; for example, everyone has the right to feel safe

rip a stretch of turbulent and dangerous water at sea or in a river

risk the chance for potential injury or loss

risk management identifying elements of risk, for example, bushfires

same-sex attracted people who are emotionally and sexually attracted to people of the same sex. They often identify themselves as being gay or lesbian.

secondary sex characteristics traits that distinguish females from males but are not directly part of the reproductive system

self-confidence the belief and trust we have in our abilities

self-esteem the way we feel about ourselves

semen a whitish fluid released by the prostate gland

sense of self how we see ourselves and what we believe about ourselves

sequence a number of individual skills combined into a general movement

sexual abuse using power to involve another person in sexual activity against their wishes

sexual harassment any form of sexually-related behaviour that is not wanted or is offensive, humiliating or intimidating

sexually transmitted infection (STI) an infection that is transmitted through sexual activity

shape the form or cast a body makes while still or as it moves

skill a special ability enabling a person to perform a movement to a high standard

skills specialised movements that require practice; for example, a tennis serve. Skills may be easy or difficult to perform, but all have a definite beginning and end.

sleep a deep state of unconsciousness that, at best, is uninterrupted and continues for a long period of time

snackitivity small doses of exercise

social refers to our interactions with other people

social change the changes in our relationships or interactions with others — for example, when we move into a different social setting or gain independence

socioeconomic environment determined by a person's income, education and employment

space the area around us where movement is taking place

specialised skills specific games skills that usually incorporate a number of smaller movements within a bigger movement, such as batting in cricket

specialists doctors who diagnose and treat medical problems in selected areas; for example, the heart or bones

sperm the male reproductive sex cell. It is produced in the testes.

stereotype a set of characteristics typically used to categorise a group of people

stimulants drugs that stimulate or speed up your brain and nervous system

stimulus anything that increases activity or energy

streamline straight body with arms by the sides

strength the ability of muscles to exert force

stress a physical reaction, such as sweating, that is felt in response to stimuli such as fear or nervousness

stroke a blockage in the blood flow in or to the brain

sub-skill a smaller part of a major skill

subjective evaluation a judgement based on our own feelings or impressions

support network a group of people you trust and can talk to when you need help

supportive environments places that are easy to get to, attractive to work in or safe for play

target heart rate the number of beats per minute that you want the heart to work at during exercise

target heart rate zone the general range around the target heart rate

technique the method used for performing a skill

testes part of a boy's reproductive system. Boys have two testes, which produce testosterone and sperm.

testosterone male reproductive hormone. It is produced in the testes.

timing the way the parts of a movement flow together

tolerance the higher the tolerance, the more of the drug is needed for the same effect

transitions smaller parts or moves that may be necessary to join one sequence to another

unique one of a kind

vigorous activity performed at near maximal effort; causes us to sweat and breathe rapidly