

ACTIVE outcomes 2

SECOND EDITION

Kim PROCTOR • Ron RUSKIN

CONTRIBUTING AUTHOR

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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.

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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.

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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 2 Second Edition: PDHPE Stage 5 is the second 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 2* is outcomes based to enable the comprehensive and in-depth coverage of each syllabus point.

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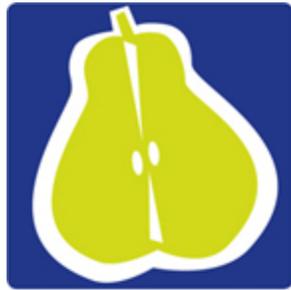
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STRAND 1 Self and relationships



Chapter 1: Supporting myself and others

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1.1 Sense of self, health and wellbeing

1.2 Ways to support yourself

1.3 Dealing with stress and anger

1.4 Helping to support others

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.

1

Supporting myself and others

Essential question

Our health and wellbeing prospers when we are comfortable with our sense of self. What do you need to do to enhance your sense of self?



Young people's sense of self may be positive or negative.

SYLLABUS OUTCOMES

Major outcome

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

5.1 Analyse how you can support your own and others' sense of self.

Contributing outcome

This chapter will also help you to do the following.

5.6 Analyse attitudes, behaviours and consequences related to health issues affecting young people.

5.7 Analyse influences on health decision making and develop strategies to promote health and safe behaviours.

Skills outcomes

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

5.11 Communicating Adapt and evaluate communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.

5.15 Planning Devise, justify and implement plans that reflect a capacity to prioritise, think creatively and use resources effectively.

5.16 Problem solving Predict potential problems and develop, justify and evaluate solutions.

YOU WILL EXPLORE

1.1 Sense of self, health and wellbeing

1.2 Ways to support yourself

1.3 Dealing with stress and anger

1.4 Helping to support others

Review

1.1 Sense of self, health and wellbeing

Getting to know our sense of self is important for our personal health. The better we are able to understand and accept ourselves, the better the chance of being able to enjoy a happy and meaningful life.

Engage

Our sense of self impacts so much on our feelings, emotions, relationships and day-to-day functioning, that many of us do not fully understand how it can affect our health. We allow ourselves to be hurt, to get angry and let frustration get the better of us. But it doesn't always need to be this way. What do you know about your sense of self? Use the **Personality quiz** weblink in your eBookPLUS to complete the quiz and find out! Suggest areas in your life that you are happy with and others you would like to improve.



How you see yourself is influenced by a range of factors.

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Explore more with this weblink: [Personality quiz](#)

Explore

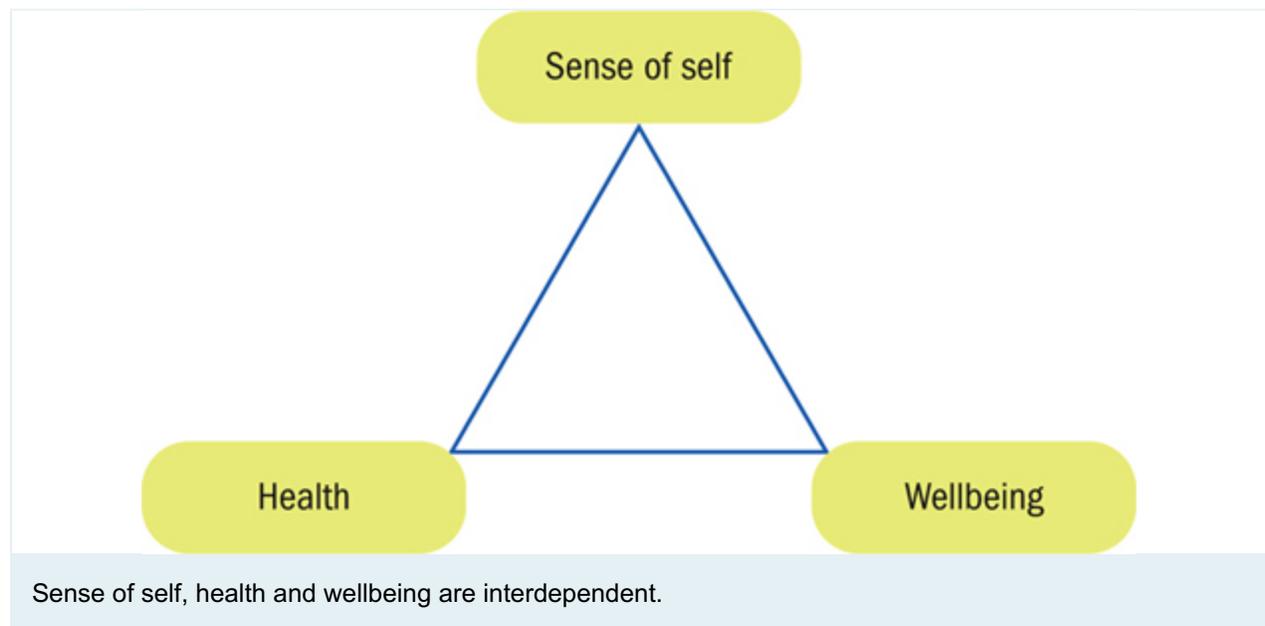
Getting to know our sense of self

Our **sense of self** is how we see ourselves and what we believe about ourselves. Some young people have a positive sense of self. They like who they are, feel worthy and confident, and recognise that they are capable people and their contribution is valuable. Some young people's sense of self can be quite negative. This may mean that they are not happy with who they are, they are not confident about their abilities, they may have low **self-esteem** and they may experience feelings of worthlessness.

Just as there are many factors that impact on our level of health, there are also many factors that influence the formation of our sense of self, including:

- *physical* — looks, level of physical fitness and athletic ability
- *social* — peers, family, youth groups, sporting clubs, teachers, school, employment, culture, the media and relationships
- *emotional* — positive reinforcement, compliments, success, failures, expression of emotions, feelings and needs
- *spiritual* — belief in things greater than us, religion, faith and feeling connected with the environment.

Sense of self, health and wellbeing are **interdependent**. Each has the potential to impact on the others. Finding ways to support your own sense of self and that of others is important in maintaining a positive sense of self.



Young people who see themselves in a positive way and believe they are worthy individuals are more likely to adopt positive health behaviours, and have the confidence to develop the skills required to keep themselves safe. Young people with a positive sense of self, for example, are more likely to have the self-confidence to say 'no' when they are being pressured by their peers to do something they don't want to do.

A positive sense of self can impact on our health and wellbeing by influencing the decisions we make and behaviours that relate to our health. For example, young people with a positive sense of self are more likely to:

- speak up when they don't agree with something
- assert their opinions and beliefs
- be motivated to exercise regularly
- challenge negative peer pressure
- choose not to smoke or experiment with drugs
- use healthy methods of stress release
- make an effort to maintain a healthy weight by doing physical activity and eating a nutritious diet
- adopt positive anger management strategies
- express emotions in a positive way
- be realistic about their abilities and seek to improve themselves.

HEALTH FACT

Hypnotherapy can assist with improving self-confidence and self-esteem. It is about empowerment and learning to imagine yourself the way you would like to be. If you can imagine yourself being self-confident, you can achieve it in your life. Hypnotherapy is a tool that can be used to help people re-discover how to think in a positive way.

Just as your sense of self can impact on your level of health, your health can impact on your sense of self. It is difficult to have a positive sense of self when the components that contribute to your level of health are negative. For example, being chronically unwell, having difficulty maintaining a social life and feeling depressed would most likely have a negative influence on your sense of self.

Maintaining a good level of health can have a positive influence on your sense of self. Young people who maintain a healthy, fit body and healthy weight by regularly exercising, eating a nutritious diet and getting adequate rest are more likely to be happy with their physical appearance. Similarly, young people who have a range of positive relationships with family and friends, and who achieve success in their lives, are more likely to see themselves as competent and have a high self-esteem.



Our sense of self with others

Young people who can balance the challenges in their lives, such as the demands of school, holding down a part-time job and engaging in active leisure pursuits will most likely feel a sense of meaning and purpose in their lives. The fact that they are engaging in their lives, working at improving themselves and achieving goals will support their sense of self. Young people who **disengage** from their lives may fall into an unproductive lifestyle and will most likely have a poorer sense of self than young people who **engage** in their lives.



Your level of health can have a direct influence on your sense of self.

DID YOU KNOW?

It is realistic to assume that everyone will submit to peer pressure at some time in their life. Unfortunately, students with low self-esteem, low self-confidence, fewer successful relationships and loneliness or depression are at greater risk of negative peer pressure behaviours such as exploring drugs, shoplifting and bullying others.

ACTIVITIES

1 Exploring your sense of self

1. In your workbook, create a mind map or use short sentences to describe how you see yourself and the things that you believe about yourself.
2. Do you think you have a positive sense of self? Why or why not?
3. Identify and explain the influences in your life that have contributed to the formation of your sense of self.
4. With a partner, develop a mind map of the characteristics of a positive sense of self.

2 Exploring a person's sense of self

Read the scenario in the figure [Our sense of self with others](#) and record your answers to the questions below in your workbook.

1. Describe what each character is thinking and feeling.
2. Explain what you think their self-beliefs are.
3. Explain how their beliefs could impact on their sense of self.
4. Describe how their thoughts have influenced their actions.
5. In your workbook, rewrite the scenario so the characters' thoughts and beliefs result in more positive actions. Share your scenario with a partner and discuss the reasons behind your changes.
6. With a partner, discuss what decisions a young person with a positive sense of self would most likely make in each of the following scenarios:
 - a. being in a car where friends are drunk and distracting the driver
 - b. being in a relationship where their partner is pressuring them to have sex
 - c. being a bystander in a bullying situation
 - d. being offered cannabis.
7. As a class, discuss each scenario.

CHECK & CHALLENGE

1. Explain the interdependence between a person's sense of self and their health. Provide examples to support your explanation.
2. Explain the relationship between school, employment, leisure and a sense of self.
3. Analyse your own sense of self and how it has influenced decisions that have impacted on your level of health.
4. Describe factors that influence the formation of our sense of self.
5. Use the **weblink** in your eBookPLUS to watch the videoclip of Rudyard Kipling's poem 'If' read by Roger Federer and Rafael Nadal. Discuss some key messages from the clip. Suggest how champion athletes would have to think about their ability in order to achieve their goals.

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1.2 Ways to support yourself

When we are treated unfairly or perhaps are the subject of put downs, we often feel angry, upset or stressed. However, there are ways of dealing with frustration and turning negatives into positives. Adopting **affirmative strategies** is far better for our health.

Engage

What we think about ourselves and how other people treat us can affect the way we feel and the behaviours that we choose. When young people think they are worthwhile and accepted, they are more likely to engage in their lives and relationships with others. There are things you can do to support yourself as you go through adolescence. These skills can also be used in the future when you are an adult to continue to support your wellbeing.

But how can we support the wellbeing of others? Perhaps it is as simple as sharing a kind word. Use the **Stop bullying!** weblink in your eBookPLUS to discuss how words can hurt. Consider how we can support those around us by being proactive with our behaviour.

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Explore more with this weblink: Stop bullying!

Explore

Supporting myself

Dealing with other people's negative attitudes and behaviours can help you support and strengthen your sense of self. Unfortunately, some people feel that they need to exert their power or compensate for their own low self-worth by putting other people down.

A **put down** can be a remark, comment, attitude or behaviour that is intended to make another person feel bad. Examples of put downs include remarks such as *you're stupid*, *you're no good at anything* or *you're useless*, or an attitude that attempts to make you feel inferior. When people have a negative sense of self, these put downs can be quite damaging.

An effective strategy for dealing with put downs is to think about why the person is using the put down, rather than the content of what they are saying. By doing this, you will realise that the put down is about the other person trying to be more powerful than you or trying to make you feel bad. This is their problem, not yours. You can also try to ignore the comments or behaviours, or be assertive in telling the person that you don't appreciate their comment or attitude.



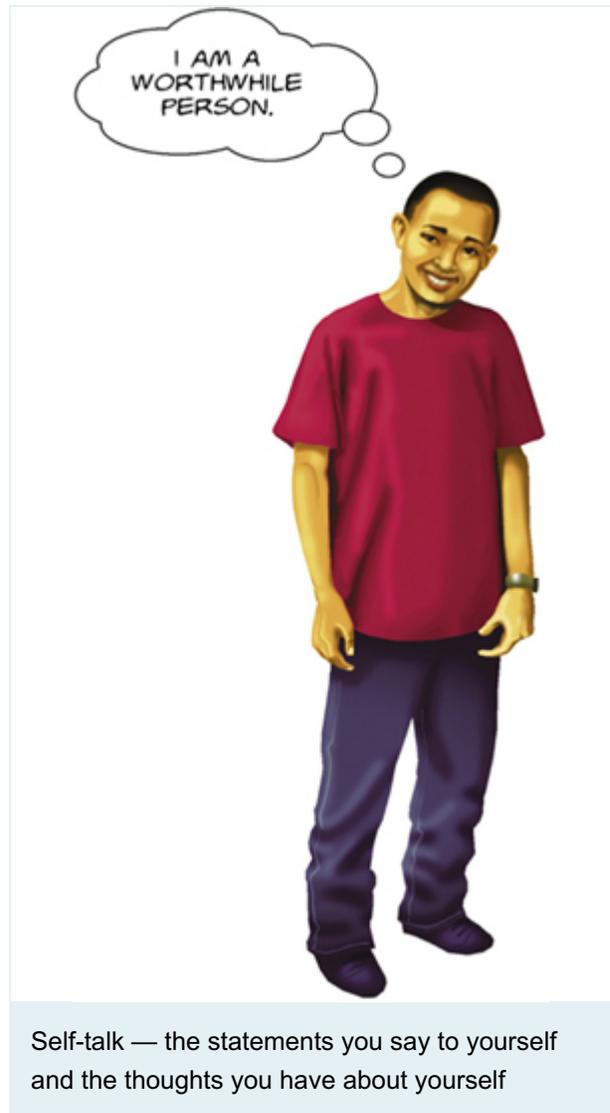
Being assertive when you or your friends are being put down gives a clear message that you will not be treated badly by others.

Another strategy is positive **self-talk**. This involves interpreting our thoughts, opinions and reflections about ourselves in a positive way. Self-talk can be negative or positive. A negative self-talk statement, for example, might be 'I'm no good at anything', whereas a positive self-talk statement might be 'I know I can do better with a little more effort'. When young people use negative self-talk everyday, it is difficult for them to feel good about themselves. They are more likely to adopt negative health behaviours and be unmotivated to participate fully in what life has to offer.

Consider your thoughts about yourself. Do you focus on your weaknesses and ignore your strengths? Do you make things seem much worse than they are? If the answer is 'yes' to these questions, it is time to start reframing your thoughts and engaging in positive self-talk.

Learning about **responsibility** is an ongoing process throughout childhood and adolescence. It is not uncommon for some young people to either not take responsibility for their actions or take responsibility for someone else's actions.

It is an important skill to be able to differentiate between a situation or decision that is your responsibility or someone else's. There will be times when you are responsible in a situation, there will be times when there is shared responsibility and there will be times when it is not your responsibility but the responsibility of another person.



Self-talk — the statements you say to yourself and the thoughts you have about yourself



Learning to recognise what you are responsible for and what other people are responsible for will ensure you don't take on others' responsibilities.

DID YOU KNOW?

Self-talk was once deemed a form of mental illness; however, it is now considered an important part of a healing process. When people 'self-talk' they often find answers to their problems and can decipher how they feel. This results in reduced stress, enhanced confidence and positive thoughts.

ACTIVITIES

1 Self-talk

Consider each of the following scenarios and your thoughts about each one:

- a. Asking out someone you are attracted to for the first time
- b. Applying for a part-time job
- c. Receiving a compliment about your looks
- d. Participating in a performance at a school assembly.

In your workbook, undertake the following tasks:

1. Describe the self-talk that you would most likely have in each of the situations.
2. Explain how your self-talk would affect how you felt in each situation and what you would do.
3. Identify if your self-talk is positive or negative.
4. Re-write negative statements into positive self-talk.
5. Discuss your answers with a partner, and examine each person's positive self-talk statements to determine if they would be helpful in each scenario.

2 Taking on other people's responsibilities

Zoe lends \$30 to her friend Kiara. Two weeks go by and Kiara still hasn't given the \$30 back, even though she had money when they went to the movies last weekend.

Joe's mum tells him he must tidy his room and do his washing before he is allowed to go out with his mates. Joe gets angry with his mum for nagging him.

Sam hassles his partner because he has not planned ahead and bought condoms.

Dianne thinks she is okay to drive even though she's had four beers at the party. She offers to drive her friends home. They agree.

In a group of four, read the scenarios above and discuss the following:

1. Explain the personal and shared responsibilities of each person.
2. Why do some people take on responsibilities that are not theirs?
3. What is the effect on people's relationships and their sense of self when they feel as though they are pressured into being responsible for others?

CHECK & CHALLENGE

1. Explain what a 'put down' is and how put downs can influence a person's sense of self.
2. Explain why self-talk can be an effective strategy in supporting your own sense of self.
3. Evaluate the danger in accepting responsibility for telling your friend's parents that they are with you when they are actually sneaking out to go on a date.
4. Describe strategies that you could adopt when others use 'put downs' towards you and your friends.

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1.3 Dealing with stress and anger

Stress and anger are emotional states which affect everyone at some time. By learning a few simple skills we can learn to manage our stress and anger so they do not cause arguments or become negative influences on our lives.

Engage

Although we all feel stressed and angry at times, it is important not to let these emotions adversely affect our wellbeing. There are many ways we can learn to cope with stress and diffuse anger before they can begin to cause us problems. What strategies do you have for dealing with your stress and anger in healthy ways?

Explore

Stress

Stress is a part of everyday life. Stress can be positive when it is used to motivate and focus you on a task — for example, the stress of meeting a deadline, such as completing an assessment task and submitting it to your teacher on time, or learning your lines for a school play. Stress is a natural state that focuses us on a task or deadline, but it can become negative when a person feels they are unable to cope with the demands placed on them. Negative stress can be caused by a range or combination of factors, including the demands of school or work or family problems. It can result in health problems including high blood pressure and drug misuse or abuse.

You can avoid too much negative stress in your life by:

- managing your time more efficiently
- setting goals and planning how to achieve them in a realistic way
- working as a team and sharing responsibilities
- seeking advice, support or help from others.

When you feel overly stressed, there are some relatively easy strategies that you can use to help relieve the overwhelming feelings that stress can cause. These include getting sufficient sleep and rest, keeping fit by doing regular physical activity, eating a nutritious balanced diet, talking to a friend and finding positive stress management strategies that help to calm you. Examples of these strategies include:

- yoga
- relaxation techniques
- listening to music
- meditation
- physical activity
- reading a book.



Engaging in relaxing activities that you enjoy can help relieve stress.

Anger

Anger is an emotion that can be negative for you and others when not controlled. Uncontrolled anger can lead to violence, abuse and harm. Uncontrolled anger is sometimes caused by extreme stress and, if not managed, can lead to health and social problems that include:

- sleep disturbance
- headaches
- high levels of anxiety
- depression
- relationship breakdowns
- self-harm
- trouble with the law.

Some people express their anger through outward rage. They explode into an uncontrollable rage and can be physically violent. Other people will keep their anger inside or suppress it. This can lead to a high level of anxiety, stress or depression. Sometimes they may project their anger onto an innocent person or a pet.

Managing anger

Finding positive ways to manage anger will benefit your personal health and also ensure other people are not harmed and property is not damaged. Learning to manage anger can actually help motivate you to make positive changes in your life.

There are some strategies that you can use to help you manage your anger. They include:

- walking away from a situation when you feel as though you are about to explode and returning only when you have regained control

- remembering that anger is an emotion that everyone experiences and it can be controlled
- thinking about what you are feeling and trying to identify the reasons you are angry
- exerting some of your anger through physical activity — go for a run or to the gym for a workout
- learning how to be assertive in order to help you express your needs in a constructive way.

One of the biggest challenges that young people face is dealing with the range of emotions that seem to intensify during adolescence. Learning how to express your needs, emotions and what you are feeling in an effective way will help you to interact with others. Being treated fairly and with respect will contribute to your feelings of self-worth.



Talking to someone you trust can help you understand your feelings.

HEALTH FACT

Teen stress is common in adolescents today with 70% of Australian adolescents having reported feelings of being 'stressed out'. Common signs of stress in teenagers are feeling down, tiredness, feeling resentful of others, wanting to be alone, having trouble sleeping or suffering headaches.

DID YOU KNOW?

Workplace stress is costing the Australian economy \$14.81 billion a year. Stress-related health problems are directly costing Australian employers \$10.11 billion a year. Each year 3.2 days per worker are lost through workplace stress.

Source: *Medibank*

ACTIVITIES

1 Anger management

Read the scenario below and record your answers to the following questions in your workbook.

Tyson is 15 years old and small for his age. All his life he has been teased about his size. People often think he is about 12 years old. He is always picked last on the basketball team in PDHPE class. Girls his age like him as a friend but, because he is so little, would never go out with him. He doesn't like who he is. One day at school, two bigger boys push in front of Tyson while he is waiting in line at the canteen. They start laughing at him and patting him on the head. Tyson feels himself getting really angry. Tyson loses his temper, he swears at them and throws a punch at one of the boys.

1. Describe what Tyson was thinking and how his thoughts affected his feelings and behaviour.
2. Explain why Tyson lost his temper.
3. Identify more effective ways in which Tyson could have dealt with his feelings.
4. Describe strategies that Tyson could use to support his own sense of self.

2 About arguments

Use the **Managing anger quiz** weblink in your eBookPLUS to take the quiz to see what you know about healthy arguments.

1. How can we resolve misunderstandings before they become arguments? Give one example of a common misunderstanding you share with your parents and describe a way you could prevent it turning into an argument.
2. Why is giving in not the best method of avoiding an argument?
3. Why do you think it is normal to argue occasionally?

CHECK & CHALLENGE

1. Write a definition for stress. How does it differ from anger?
2. Describe how stress can be a positive experience in our lives.
3. Describe how stress can be a negative experience.
4. Describe strategies that can be used to relieve stress.
5. Use the **Anger Management** weblink in your eBookPLUS to view the *Anger Management* trailer. Describe strategies other than those evident in the trailer that you could use to manage anger.
6. Identify ways of avoiding having too much stress in our lives.
7. Evaluate the importance of goal setting as a stress management technique.
8. Use the **Managing stress** weblink in your eBookPLUS and view the image that relates to stress management. Write down three things that you do that assist you in dealing with stress in your life.

eBookplus RESOURCES



Explore more with this weblink: Anger Management



Explore more with this weblink: Managing anger quiz



Explore more with this weblink: Managing stress



Complete this digital doc: [Working out problems — who is responsible?](#)

Searchlight ID: [doc-2506](#)

1.4 Helping to support others

All of us need support in one way or another. Providing support to those who need it is good for our sense of self and also for those who receive our support. Supporting individuals or groups fosters a sense of inclusiveness, making them more functional community members.

Engage

Just as you can do things to assist your own sense of self, you can contribute to the wellbeing of others by the way in which you treat them, the language you use and the support you can provide. It is important to remember that everyone is different and that everyone deserves to be treated fairly and with respect.

Explore

How to promote diversity, equity and inclusiveness

Each one of us is unique. This means that no one person is identical to another, although there will be similarities between people. This difference is also true of groups of people. There are differences in the things people do and like, the food they eat, the clothes they wear, the people to whom they are attracted and the religion they believe in. 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.

We can help all people to feel valued by accepting other people, and groups of people, for who they are, and seeing their differences as something that can add to our society.



The diversity that exists in our society is something that should be valued and celebrated.

Unfortunately, not everyone is treated with respect and fairness or has the same opportunities available to them. This leads to **inequities** in the way people are treated and in their level of health and wellbeing. In our society, a range of inequities exists as a result of people's prejudice and discriminatory attitudes. Inequities can be based on factors such as a person's religion, sexuality, gender, disability, race, religion, sex, age or culture. Most notable are the inequities in health between the poor and the rich, and the Indigenous and non-Indigenous populations.

The following are examples of the inequities that exist in our society:

- lack of exercise facilities, such as gyms, in New South Wales that cater to the needs of Muslim women
- the significantly lower life expectancy of the Indigenous population
- higher levels of verbal and physical abuse of same-sex attracted students in New South Wales schools.

Challenging inequities can demonstrate your acceptance and support of others' rights to be treated fairly and with respect. In turn, this will make others feel better about who they are.

Processes to help you challenge inequities include the following:

- *Recognising inequities* — this means being conscious of the differences between people and being aware of attitudes, behaviours and language used by others to highlight differences in a negative way. An example is recognising homophobic bullying.
- *Advocating for others* — this means taking action to support others who are discriminated against — for example, letting 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 are equitable in how you treat others and the language you use. Do not use words that stereotype people. Accept people for who they are, not for the group to which they belong.

Being **inclusive** means interacting with all members of the community without regard to individual characteristics such as skin colour. It is about valuing difference and respecting others regardless of factors such as gender, sexuality, ability or culture.

The use of discriminatory language can make some groups of people seem less visible or acknowledged than other groups. In the past, the word 'man', for example, was used in a generic sense such as mankind, policeman, fireman, salesman and businessman. This historical use of the word 'man' leads people to associate males with these positions and excludes females. Using terms such as 'sales assistant' or 'police officer' ensures there is no dominant gender and everyone is included.

The behaviours you adopt in your treatment of others can have an enormous impact on their wellbeing. Everyone has a responsibility to respect the rights of others. This includes showing respect for privacy, not harming, harassing or threatening others, not putting others down and treating others fairly. You can have a positive influence on other people's sense of self when your behaviours show that you respect and value them and do not exclude them.



Inclusive language ensures others don't feel isolated.

Young people who have low self-esteem and a poor sense of self can find it difficult to navigate their way out of difficult situations, or find ways to improve themselves and their lives. Other young people may find themselves in situations where they need the support of their peers, family and other support services.

Examples include:

- young parents
- pregnant adolescents
- people with chronic illness
- young people who are carers
- homeless young people
- abused or neglected young people
- young people with addictions.



Some young people need help to find support agencies that can begin to improve their lives.

Helping others to find solutions to their problems is another way you can support their sense of self, including:

- helping them to find community support services that are appropriate for their needs
- listening to them when they need to share their feelings and concerns
- helping them to work out how to solve their problem
- providing positive reinforcement when they start to take the steps to solve their problem.

Your attitude and behaviour towards others can be helpful in providing support if you:

- appreciate that everyone is different and that sometimes people need help with problems
- don't judge others for the decisions they have made. Remember everyone makes mistakes — it is what we learn from a mistake that is important.
- be interested and supportive when they make an effort to solve their problems
- be inclusive in your language and behaviour.

There are many agencies and services in our community that support the welfare and interests of others. There may be local agencies such as youth health centres and police youth centres, or state-wide agencies and structures that look after the welfare of children and young people, such as the Department of Community Services. Some agencies are government funded while others are non-government or volunteer based. Examples of support agencies include:

- local community health centres
- refuges for homeless, abused or neglected young people
- youth health centres for young people at risk
- NSW Anti-Discrimination Board
- AIDS Council of NSW (ACON)
- Centrelink
- Department of Community Services (DOCS)
- Kids Helpline.

HEALTH FACT

The life expectancy for Indigenous Australians is 12 years less than non-Indigenous Australians. Indigenous males can expect to live to 67 years while Indigenous women can expect to live 79 years. Many Indigenous Australians also die very young: 45% of Indigenous males and 34% of Indigenous females die before the age of 45 years. The corresponding proportion for non-Indigenous males and females is 10% and 6% respectively.

DID YOU KNOW?

There are approximately 2.6 million carers in Australia, which equates to 13% of the population: 3.6% of people under 18 take on caring responsibilities as do 5.2% of people under 25; 11.5% of the Indigenous population are carers. With Australia's population aging, it is predicted that the number of carers will continue to rise.

ACTIVITIES

1 Identifying and challenging inequities

In pairs, undertake the following tasks:

1. Identify and discuss inequities that exist between people or groups of people in your school or local community.
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 Finding appropriate community support

In small groups, research one or two community services, agencies or structures that are in place to support the groups of people with specific needs. Present a report to the class using PowerPoint or overheads. You should include information about:

- a. what the service provides (for example, medical service, counselling, creative arts and health programs, written information, financial assistance, legal assistance, support groups and friendship groups)
- b. the contact details, location and costs
- c. the group they cater for (for example, young parents, same-sex attracted young people, homeless young people, young people who have been, or are being, abused, Indigenous young people, young people being harassed in the workplace or with mental health problems or those who have dropped out of school and are unemployed).

CHECK & CHALLENGE

1. Explain why some people discriminate against others.
2. Explain what the term 'valuing diversity' means. Why is it important?
3. Explain what it means to be 'inclusive'.
4. Do you think adopting inclusive behaviour and language in your interactions with others will support their sense of self? Explain your thoughts.
5. Describe the effect that discrimination can have on people's sense of self.
6. Using the **Celebrating cultural diversity** weblink in your eBookPLUS, choose one image from the slide show and describe how it promotes cultural diversity.
7. Use the **Living with HIV** weblink in your eBookPLUS to read the biography on Shawn and his journey as an HIV sufferer. Discuss how fear of discrimination affected Shawn and how he overcame this challenge to support others.

eBookplus RESOURCES



Explore more with this weblink: Celebrating cultural diversity

Explore more with this weblink: Living with HIV

Review

What have I learnt?

- Our sense of self is how we see ourselves and what we believe about ourselves.
- Self-esteem refers to how much we value or accept ourselves for who and what we are.
- Physical, social, emotional and spiritual factors all impact on our level of health.
- A positive sense of self impacts on our health and wellbeing by influencing our decisions and behaviours.
- Engaging in life's experiences is important in achieving a productive lifestyle.
- Dealing with 'put downs', thinking positively, utilising stress management techniques, managing anger, expressing needs and feelings, and taking responsibility are important strategies to help support ourselves.
- Valuing diversity, challenging inequities, learning to be inclusive and trying hard to work things out are important strategies we can use to help support others.

Essential question revisited

Our health and wellbeing prospers when we are comfortable with our sense of self. What do you need to do to enhance your sense of self?

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

CHECK & CHALLENGE

1. Explain what is meant by a person's sense of self.
2. What is meant by the interdependence of sense of self, health and wellbeing?
3. Explain how sense of self impacts on health.
4. Explain how health impacts on sense of self.
5. Describe how positive thinking can improve your concept of sense of self.
6. Identify three strategies to manage stress.
7. Provide an example of how taking responsibility can improve your level of respect in the eyes of others.
8. Suggest two inequities that exist in Australian society and identify strategies that can be used to address them.
9. Why is it important to learn to be inclusive?
10. Provide examples of support services that are available for people experiencing difficulties in their lives.

eBookplus RESOURCES



Try out this interactivity: [Life decision](#)

Searchlight ID: [int-1205](#)

Chapter 2: Responding to life's challenges

Contents

- 2.1 Life's challenges
- 2.2 Gender stereotypes
- 2.3 Life's opportunities
- 2.4 Preparing for future employment
- 2.5 Bouncing back
- Review

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2 Responding to life's challenges

Essential question

During life we encounter many challenges. Some of these can become quite overwhelming as you grow, establish relationships and try to make your own way in life. How do we turn challenges into opportunities and deal with issues or problems created when things don't turn out quite the way we expect?



Responding positively to life's challenges

SYLLABUS OUTCOMES

Major outcome

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

5.2 Evaluate your capacity to reflect on, and respond positively to challenges.

Contributing outcome

This chapter will also help you to do the following.

5.1 Analyse how you can support your own and others' sense of self.

5.3 Analyse factors that contribute to positive, inclusive and satisfying relationships.

5.6 Analyse attitudes, behaviours and consequences related to health issues affecting young people.

5.7 Analyse influences on health decision making and develop strategies to promote health and safe behaviours.

Skills outcomes

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

5.11 Communicating Adapt and evaluate communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.

5.12 Decision making Adapt and apply decision-making processes and justify choices in increasingly demanding contexts.

5.13 Interacting Adopt roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives.

5.15 Planning Devise, justify and implement plans that reflect a capacity to prioritise, think creatively and use resources effectively.

5.16 Problem solving Predict potential problems and develop, justify and evaluate solutions.

YOU WILL EXPLORE

2.1 Life's challenges

2.2 Gender stereotypes

2.3 Life's opportunities

2.4 Preparing for future employment

2.5 Bouncing back

Review

2.1 Life's challenges

All people experience challenges throughout their lives. These challenges are unique to each individual because situations and circumstances are all different. Health is enhanced when challenges are treated as opportunities rather than hurdles.

Engage

'Life wasn't meant to be easy.' This common saying was no doubt coined by someone who was struggling with one of life's challenges. Young people can feel they are alone in dealing with the challenges of adolescence. The reality is that most people face a number of challenges during adolescence and throughout their life. They manage those challenges well or learn from their mistakes. For some, the challenges are unmanageable and they need help to get through them. Learning how to cope, effectively manage change and deal with challenges is essential to positive health and wellbeing.

Organisations such as Mission Australia work with young people who are struggling greatly to manage the changes in their lives. Use the **Mission Australia Youth** weblink in your eBookPLUS to learn about one young man's journey and discuss the challenges he experienced and how he dealt with these to create a more positive existence.



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

Explore

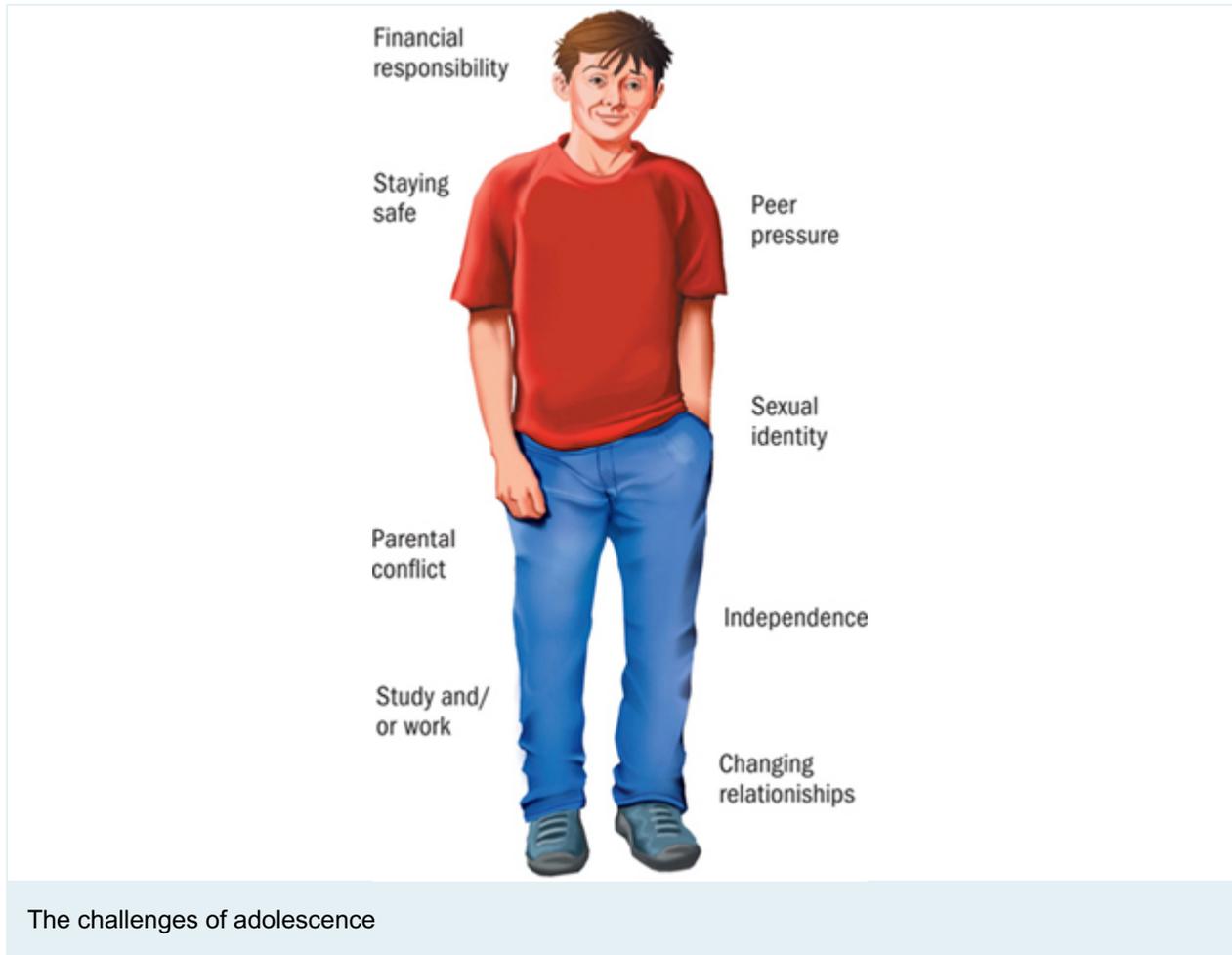
Challenges and positive life experiences

Most young people will find themselves in situations where their values and beliefs are being challenged, or they have to manage heightened emotions, or their health and safety is being compromised. Having the confidence and skills to deal with these challenges effectively will ensure your needs are met, and that you and others remain safe.

As you have most likely discovered, adolescence is a time of growth, change and challenge. It is a time when you think more deeply about who you are and your place in the world. It is a time when you become more in touch with your sense of self. Your journey through adolescence will present experiences that will not only challenge you, but also provide you with opportunities to grow and mature, and learn more about yourself.

You are likely to experience some, if not all, of the following challenges during adolescence:

- finding your place in your peer group
- negotiating your independence from your parents
- managing conflict with parents or friends
- experiencing peer pressure to engage in activities that are risky
- finding a balance between the demands of study, work and leisure
- negotiating intimate relationships
- being different to gender stereotypes or others' expectations
- changing relationships
- negotiating responsibilities in sexual relationships
- coming to terms with your sexual identity
- managing intense feelings and emotions, or new feelings
- managing greater levels of responsibility at home, school and in employment
- managing stress
- learning to take financial responsibility for yourself.



Life will continue to provide challenges as you move from adolescence to early adulthood and as you go through the many life transitions that everyone experiences. Once you finish school there will be many changes that you will have to manage, including making career choices, further study, leaving friends as your peer group go off in different directions or moving out of home. You will probably find these changes exciting, but they can also be difficult. Talking to your parents or other trusted people about how you are feeling and thinking can help you.

Some challenges that people face as they move through life include:

- making decisions about further study or career choices
- finding employment and starting a new job
- leaving friends
- dealing with a difficult boss
- starting university or TAFE
- leaving home
- changing relationships and relationship breakdowns

- managing finances — paying bills, rent, mortgage and car repayments
- living with others
- having children, balancing a career and a family
- managing cultural and family expectations
- losing someone they are close to
- meeting new people and establishing new friendships
- maintaining positive health.



Some of life's future challenges

Dealing with life's challenges

Each challenge, whether it is now or in the future, will provide you with opportunities for personal growth. Consider your interactions with your family and peers now. Some of these relationships may be difficult because you have had disagreements, or the other person has done something that is hurtful or disrespectful. Consider how you managed the situation, if there was a positive outcome and what you learnt from the situation. By analysing how you manage the challenges you face, you will be able to learn what was beneficial and what wasn't, how you reacted emotionally and how best to manage your emotions, and also more about your own needs and value system. Talking to someone you trust can provide you with an objective perspective, and help you identify positive outcomes and things you could have done differently for a better outcome.



As you grow older, interactions and relationships with family, peers and close friends will present new challenges, and you will learn from these experiences.



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

DID YOU KNOW?



'To succeed you must first improve, to improve you must first practise, to practise you must first learn, to learn you must first fail.'

Wesley Woo

For young people, the choices they make in challenging situations can be influenced by their peer group, the circumstances of the situation, gender stereotypes and a range of other factors. Young men, for example, are more likely to make decisions that put them at risk, such as drinking too much alcohol, driving powerful cars and driving too fast.



Peer pressure can influence the decisions we make because it can reinforce gender stereotypes. What decisions have been made in this situation that may put people at risk?

Statistics reveal that young males are involved in more fatal road accidents than young women. This can be attributed not only to their inexperience, but also to the need to prove their masculinity, as dictated by gender stereotypes and poor decision making.

HEALTH FACT

Over 4000 young people are hospitalised in Australia every year after motor vehicle accidents. In fatal car accidents, over 80% of the drivers at fault were young men.

Positive life experiences

Most young people will enjoy a number of positive experiences as they meet the changes and challenges of adolescence. Identifying these positive experiences can help support your sense of self and can contribute to positive relationships. Positive life experiences include:

- *family experiences* — camping trips or holidays, celebrations, quality time with each other or being taught a new skill by a family member
- *personal experiences* — learning a skill or sport such as skiing, winning a competition, achieving a personal best, regularly exercising, maintaining a healthy weight range or making a new friend
- *peer experiences* — being accepted in a peer group, having a friend help you or having fun with your friends
- *work experiences* — being successful at a job interview, having your hard work recognised by your boss or getting a promotion.

For most people, positive life experiences result in a better understanding of themselves. Learning to respond positively to challenges increases the likelihood of a positive outcome. The feelings of self-worth and sense of connectedness that these experiences offer support personal growth and a positive sense of self.

DID YOU KNOW?



'Life's challenges are not supposed to paralyse you; they're supposed to help you discover who you are.'

Bernice Johnson Reagon

ACTIVITIES

1 Challenges and opportunities

Think of a recent experience that you found challenging.

1. Explain why it was challenging.
2. Describe what you felt and how you managed the challenge.
3. Explain what you learnt from the experience and the things you would do differently, if any.
4. Share your experience with a partner and discuss other ways you could have managed the challenge.
5. With your partner, brainstorm a list of future life challenges, how you might manage them and the opportunities they present for you to learn and grow.

2 Positive life experiences

1. Identify positive life experiences you have had, how they made you feel or how they impacted on your relationships with others.
2. Identify a challenge you have encountered during adolescence (such as applying for a job, a relationship breakdown, helping a friend in need or trying to resolve a disagreement). Did this challenge result in a positive experience for you? Explain why or why not.
3. What did you learn from this experience?
4. Why is it important to focus on positive life experiences?

CHECK & CHALLENGE

1. Explain why adolescence is a challenging time for young people.
2. Explain why people approach life challenges differently.
3. Evaluate strategies you could undertake now to better prepare yourself for a future career.
4. Describe three positive experiences in life.
5. Your friend appears overwhelmed as she prepares to leave her school and relocate to another state. Use the **Developing coping strategies** weblinks in your eBookPLUS to research support sites and create a mind map with information to help your friend cope with the experience.



Explore more with this weblink: Developing coping strategies



Complete this digital doc: [Planning to be safe](#)

Searchlight ID: [doc-2509](#)

2.2 Gender stereotypes

The decisions we make about our lives are influenced by many things, including our gender. But traditional expectations of males and females do not need to limit the choices you can make about your future.

Engage

Look at the senior subjects offered at your school and the numbers of females and males doing each subject. You may find that subjects such as drama and dance are dominated by females and industrial arts by males. This imbalance can be attributed to expectations about masculinity and femininity. How do you expect males and females to behave?



How do you expect males and females to behave?

Explore

Stereotypes

A stereotype confirms the belief that you must perform the specific role associated with being male or female. Often we don't question these beliefs because we take them for granted based on what has happened in the past. Even if we don't subscribe to them, much is reinforced through the media and our cultural expectations.

However, stereotypical behaviour can negatively impact on our health. It can limit our potential by denying us experiences that we might otherwise enjoy and be successful at. It takes away personal choice in shaping our interests and developing our skills. Stereotypical behaviour further discourages people from choosing a path in life where their skills, abilities and level of enjoyment would be enhanced. For years nursing was seen as a female domain and building or labouring provided jobs for males. It is now common to see male nurses working in hospitals and females working in the construction industry.

HEALTH FACT

Gender is not an accurate predictor of academic skills, interests or emotional characteristics.

Feelings and emotions are also the subject of stereotypes. All people experience a full range of emotions such as happiness, sadness and disappointment. Suppressing and controlling emotions because of fear of the way they might be expressed can cause frustration and damage our sense of self. Males may need to cry at times and should never feel pressured into 'acting like a man'. Women should not feel intimidated or restricted by occupational choices that might have been traditional male domains.

Gender stereotypes

Gender stereotypes can also impact on life choices in the future. Career options, choices regarding expression of gender and sexuality, and roles within relationships are examples of choices that can be influenced by gender stereotypes. There are many sectors within our society that are dominated by males — for example, our political system. Australia now has a female prime minister; however, women have not been a majority number in any major political party.



Gender stereotypes can have an impact on life choices in the future if they are not challenged.

Some sectors of society have recognised the impact of stereotypes on people's choices. The military, for example, has implemented advertising campaigns targeting women; school curriculums include opportunities for students to explore gender stereotypes and challenge them; and anti-discrimination legislation in New South Wales states that you cannot discriminate against someone based on their gender.

DID YOU KNOW?

Men outnumber women in managerial and administration roles by more than 3 to 1.

ACTIVITIES

1 Recognising stereotypes

For this activity, you will need a collection of magazines from which you can cut pictures. Form groups of three or four students. Take a large sheet of paper and divide it into two columns. Head one column 'Stereotyped images' and the other 'Non-stereotyped images'. Cut out a selection of pictures from magazines and decide as a group into which column they best fit. Justify your choices as you make your decisions.

When finished, display your posters and, as a class, evaluate your selections.

2 Influence of gender stereotypes on life choices

In a group of four, undertake the following tasks:

1. Identify a challenge that young people encounter (for example, applying for a job, feeling peer pressure to binge drink, getting a drivers licence or negotiating safe sex).
2. Write, and if time permits perform, a short role-play that portrays the challenge using a stereotypical approach.
3. As a class, discuss the stereotypes presented and their impact on young people's decisions and behaviours.
4. Discuss how gender stereotypes can influence the choices males and females make in life. Provide examples.
5. Do you think males and females have equal choices? Explain.

CHECK & CHALLENGE

1. Explain, using an example, how gender stereotyping is portrayed in magazines and television.
2. Explain why many forms of gender stereotyping are accepted by large groups of the population.
3. Explain how feelings and emotions can also be the subject of gender stereotyping.
4. Explain how gender stereotypes can influence young people's choices and the way they think about their future. Provide examples.
5. What influences people in their learning of gender roles?
6. Evaluate the impact of stereotyping on health.
7. Use the **Teenagers and stereotypes** weblink in your eBookPLUS to discuss the stereotypes which are presented in the clip. Talk about how we can be more tolerant and accepting of people in our community. Why should we support individuals in their own endeavours?

eBookplus RESOURCES



Explore more with this weblink: Teenagers and stereotypes

2.3 Life's opportunities

With challenge comes opportunity. The way we use our skills and experiences is important in creating opportunities, many of which will never come again. The ability to harness and build on the positive experiences we have will shape our future and determine our pathway through life.

Engage

While it is important to respond to challenges positively, we also need to cope when things do not go as planned. There are many positive ways of doing this. Planning for the future is essential and requires a realistic evaluation of our abilities and a good understanding of goal-setting procedures.

By responding to challenges positively we can inspire others to do the same. Think of a positive life experience that you have had, and use the **Inspirational quotes** weblink in your eBookPLUS to create a quote to inspire others to respond to their challenges positively.

eBookplus RESOURCES



Explore more with this weblink: Inspirational quotes

Explore

Responding to life's challenges

We all deal with change and challenges in different ways and for many reasons, including:

- past experience
- personality
- personal skill level — for example, problem solving and communication skills
- the support network available to us
- the circumstances of the situation (for example, being under the influence of alcohol)
- your understanding of the problem or situation
- cultural and family influences
- peer pressure
- gender stereotypes.

For some young people, life's challenges can seem overwhelming; these young people may find it difficult to cope and, as a result, may take risks with their health and safety to escape the problem. For others, challenges are an opportunity to learn more about themselves. Learning effective ways to cope, and developing the skills to manage and find solutions to problems, can help you turn a challenge into a positive life experience.

The following skills are needed to effectively respond to challenges, as illustrated in the following diagram.

1. Positive communication
2. Assertiveness
3. Problem solving
4. Planning
5. Conflict resolution
6. Negotiation

7. Goal setting



These skills take time to develop. However, situations arise daily where their development can be challenged — for example, being prepared to negotiate a conflict or to take the easiest way out.

DID YOU KNOW?

Work, debt, loneliness, moving house and relationship problems are considered some of the most challenging experiences or situations for people. How you deal with these challenges shapes the person you become and allows you to learn about yourself.

HEALTH FACT

There are many events that can be categorised as stressful. These may include ending a relationship, suffering from abuse, moving house or losing someone you are close to. After a stressful event, it is normal to feel sadness, anxiety and fear. There are help lines and counselling services such as Kids Helpline to assist youth to deal with these problems.

Coping refers to the thoughts, feelings and actions we use to manage concerns and problems. Young people use a variety of coping strategies to deal with stress and problems. Some of these strategies are positive and some not so positive. You can develop your ability to cope in stressful situations by monitoring yourself, being conscious of how you react and altering your thinking and actions when you realise they are destructive. You can also learn from past experience and by observing the ways in which other people cope.

Below is a list of strategies that are used by people to cope — some positive and some negative.

| Positive strategies | Negative strategies |
|---|--|
| <ul style="list-style-type: none">practising positive self-talk | <ul style="list-style-type: none">ignoring the problem |
| <ul style="list-style-type: none">working harder | <ul style="list-style-type: none">avoiding work |
| <ul style="list-style-type: none">asking others for advice | <ul style="list-style-type: none">asking others to solve their problem |
| <ul style="list-style-type: none">imagining successfully dealing with the problem | <ul style="list-style-type: none">not talking to others about their feelings |
| <ul style="list-style-type: none">socialising or playing sport with friends | <ul style="list-style-type: none">being withdrawn |

The choices you make now will impact on your future. Making good choices about your health, your relationships, study and your career will provide a good basis for working towards a positive future. Part of this planning process is working out what is important to you and what you want to achieve in your life. Most achievements — whether achieving good grades at school, being accepted to do further study, gaining an apprenticeship or maintaining a healthy, fit body — take work.

Some young people find it difficult to think about and plan a positive future because their lives so far have been difficult, and they have been given little family or other support. Some have been given too much support and have not needed to plan for themselves. Some young people may be limited by their culture, family beliefs, gender, financial situation or others' expectations. In some cultures, for example, there are clear expectations that the role of a young woman is to marry and maintain a home and family.

For young people who live in poverty, it may be difficult to see beyond their present circumstances and believe that things can change. Believing in your abilities, developing skills that will help, setting goals, concentrating on the positives and planning for your future can help you attain a positive life.



Family expectations can be a challenge for some young people when planning their future.

ACTIVITIES

1 Responding to the challenges of adolescence

1. In a group of four, discuss how you would feel in each of the following situations and how you would most likely respond.
 - a. Your best friend is being bullied by a group of your peers on the way home from school because she comes from a different culture.
 - b. Your partner has just ended your relationship.
 - c. You start going out with someone who pressures you to have sex.
 - d. You find out that you or your partner is pregnant.
 - e. Your parents have just told you they are separating.
 - f. Your friends are pressuring you to smoke dope with them at a party.
2. As a group, write a dialogue that a young person could use to assertively express their needs in one of the above situations. Role-play it for the class.

2 Coping strategies

In a group of three, complete the following tasks:

1. Complete the interactivity **Positive and negative strategies** in your eBookPLUS by grouping the coping strategies listed into positive, neutral or negative.
2. Identify and discuss the coping strategies that boys would most likely use and that girls would most likely use.
3. As a class, discuss the following questions:
 - a. Why do boys and girls use different strategies to cope in stressful situations?
 - b. Which group is least likely to seek help? Why?
 - c. What needs to happen to change the negative ways in which boys and girls cope?

3 Factors that can influence your future plans

Read the [cartoon above](#) and answer the following questions in your notebook:

1. Identify the barriers that the young person is facing in planning for the future.
2. Describe strategies that the young person can use to address the problems. Justify your choice of strategies.

CHECK & CHALLENGE

1. Explain why it is important to plan for the future.
2. Explain factors that influence the way we respond to life's challenges.
3. Evaluate the listed coping strategies for boys and girls, from question 2 part 2 in the activities, in terms of positive or negative.
4. Describe skills necessary to effectively respond to challenges.

eBookplus RESOURCES



Try out this interactivity: [Positive and negative strategies](#)

Searchlight ID: [int-2384](#)

2.4 Preparing for future employment

Your future career should follow a path that matches your interests and skills. You can secure your dream job by learning how to apply for a job and how to prepare for an interview.

Engage

To prepare for future employment it is necessary to:

- work hard at school to reach your full potential
- take opportunities to gain experience that is valued by a future employer
- identify and practise the skills required to apply for a job

Explore

Finding the right job

There are many opportunities available to students to gain experience and develop their skills, such as public speaking, student leadership, work experience placements, practical subjects that relate to the type of employment you are seeking, and vocational education training at school or through TAFE.



There are many types of training that suit many different types of jobs.

Finding a job takes planning, and it starts while you are at school. You need to identify the skills and subjects that will best prepare you for the career you have chosen or are considering. If you are interested in motor mechanics, for example, choosing practical subjects at school will develop skills that may be useful in this job. It will also be helpful to talk to your careers adviser or look through the employment section of newspapers, job websites on the internet or company websites to develop your understanding of the requirements of roles that interest you.

Progressing to the interview stage for a job also takes planning. You will need to find reliable sources of employment advertisements and identify the type of job you are interested in. You will need to prepare your résumé, identify people who are willing to be your referees and write an application, including a covering letter that addresses the criteria of the job outlined in the advertisement.

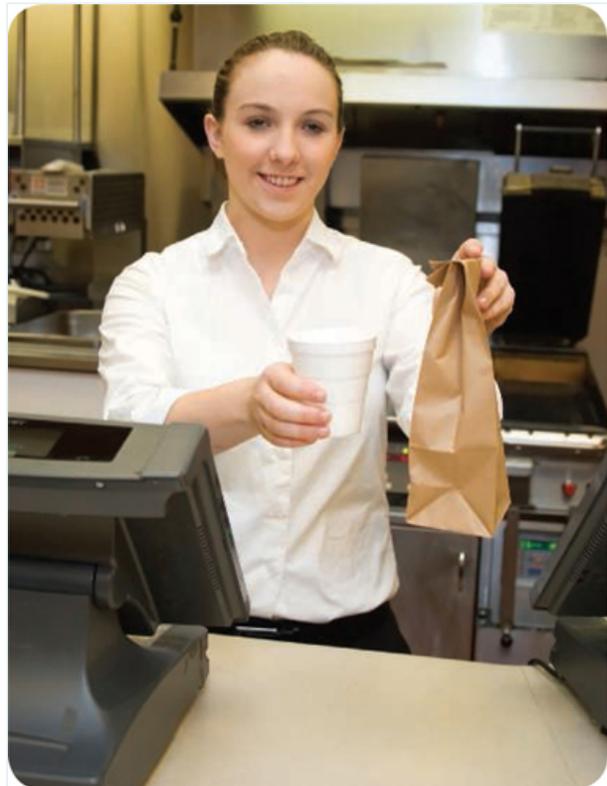
To help you think about a career you would like to follow, it may be useful to brainstorm a list of your interests, skills and abilities. This list can help you to determine the types of job to which you may be suited and that may interest you.

Employment for life

Employment is a very important part of a person's life. It not only provides a source of income to pay for the things we need and want in life, but it also provides us with the opportunity to learn new skills, improve our knowledge, meet new people and develop interpersonal skills. For some people, employment also offers other opportunities such as working to improve the lives of others, travel, expression of artistic talents or the development of a public profile. Being employed gives people a sense of belonging to either a group or a culture. People who are employed have a greater purpose in life as they feel they have something meaningful to do each day, and they have a place where they can meet other people. For some people, their job means more than just a source of income — it is a way of supporting others and advocating for social justice. This can provide a sense of community spirit and self-fulfilment.

People who are unemployed are more likely to be dissatisfied with their lives, bored and experience feelings of worthlessness. For young people, engaging in further study or getting a job when they leave school is important in promoting feelings of self-worth, supporting a sense of self and giving meaning to their lives.

Once you have embarked on your plans for the future, it is essential that you keep things in check; this means balancing your commitments. By over-extending yourself and taking on too much, you can become stressed, and this can have a negative effect on your health. Remember to be realistic and keep things achievable. If you are not coping with challenges, seek help from your family, friends, teachers, boss or other people you trust and who are in a position to support and help you.



Having a job is important to young people's feelings of self-worth.

Preparing for an interview

Following a job application, you may be asked to go to an interview. While this might make you anxious, there are a number of things you can do to turn it into a positive experience. Prior to the interview, find out as much as you can about the work that will be required of you. Make a list of your skills and be sure to be aware of your strong points. Try to anticipate questions and role-play answers with a friend or family member. Be sure to have your travel organised and plan to arrive well ahead of time. Ensure you are appropriately dressed for the occasion.

SALES ASSISTANT CASUAL

Mature person required for garden pottery and giftware retailer.
1 day p/w plus occasional weekend and other days.
Must be flexible. Award wages and some experience in sales/retail preferred, but not essential.
PH 2222 4444

PETER'S PIZZA PLACE

Dough maker wanted

We require someone who can work early morning shifts (start 7am).
No experience necessary. Full training provided. Apply to the manager at:
2 Bing Bing Ave Bingville

MEDICAL RECEPTIONIST P/T

Required for general practice in Dale. Please provide details of your excellent people and organisational skills in your application letter, and enclose your resume.

Enquires: 2222 5555

PO BOX 22 Dale

Applications close 15 March

CHILD CARE ASSISTANT

Bluesky out of school hours care

We are currently seeking a skilled, enthusiastic, energetic and flexible child care assistant.

- > experience working with children, preferably at OOSH
- > males are strongly encouraged to apply
- > over the award salary.

For further information please call Angela on 2222 3333

Please forward your resume to: Angela, **PO BOX 75 Bluesky** or email to **bluesky@primus.com.au** by 15 March. This position is subject to a 'Working with Children Check'.

MEDICAL SECRETARY

Part time

Required Mon, Tues, Fri for busy eye specialist practice in Greenhill. Experience essential, good customer service skills, min. 50 wpm typing and computer literacy required.

Parking available.

Fax or email resume to 2222 1111
joeblow@bigpond.com

Examples of newspaper advertisements for jobs

Look professional — choose appropriate clothes.

Plan to arrive early at the interview.

Prepare your résumé.

Ask any previous employers for references.

Prepare for the interview by:

- finding out about the company
- rehearsing what you will say about your skills and abilities.



Preparing yourself for an interview is the first step in attaining a job.

At the interview, do your best to be calm, friendly and confident. Introduce yourself and shake hands with the people who will be interviewing you. Answer questions as best you can and do not be afraid to ask for clarification if there is anything you do not understand. It is important to take your time in responding to questions. At the conclusion, thank the interviewers for the opportunity to meet with them. We often think we did badly at interviews, particularly our first. However, we need to look at the positives, and certainly what we can learn from the experience. Remember, the job must go to someone.

ACTIVITIES

1 Preparing for employment

An important aspect of working towards gaining employment is learning the skills to apply for a job. In your workbook, complete the following tasks:

1. For each of the advertisements shown in [Examples of newspaper advertisements for jobs](#) (or for two or three selected from job search websites), identify the important aspects of the advertisement, including:
 - a. the skills needed for the job
 - b. the qualifications required
 - c. the experience required
 - d. any other requirements.
2. Choose one of the advertisements shown in [Examples of newspaper advertisements for jobs](#) (or one that you have found using the **seek.com** weblink in your eBookPLUS) and prepare an application. This should include a covering letter and your résumé.
3. Share your covering letter and résumé with a partner and discuss the following questions:
 - a. Does the résumé provide a clear picture of the applicant?
 - b. How could the résumé be improved?
 - c. Do the covering letter and résumé address the job requirements outlined in the advertisement and clearly explain your work experience?
 - d. How could the covering letter be improved?

2 Preparing for an interview

Read the tips at the **Interview techniques** weblink in your eBookPLUS. Divide into groups of six. Appoint one person as the Employer, two as Interviewers, two as Job Seekers and one Observer. The role of the Employer is to name a position and establish qualities, skills and knowledge requirements. The Interviewers will set three questions each, decide criteria for hiring and conduct the interview. The Job Seekers will present for their interviews, one at a time. The Observer will evaluate each Job Seeker in terms of presentation, ability to answer questions, clarity, listening skills, asking questions and non-verbal communication.

Rotate roles and conduct as many interviews as possible. When finished, allow time for Observers to report on their observations.

CHECK & CHALLENGE

1. Describe opportunities (such as good subject choices) that might assist you in developing skills necessary for work.
2. Describe your skills, interests and other attributes that might be valuable to an employer.
3. Describe ways of turning an interview into a positive experience.
4. Outline opportunities that might be offered by employment.
5. Explain how employment can contribute to better health.
6. Use the **Interview techniques** weblink in your eBookPLUS to read more on interview techniques. Suggest five points that you consider to be important in making for a better interview.

eBookplus RESOURCES



Explore more with this weblink: Interview techniques



Explore more with this weblink: seek.com



Watch this eLesson: [Careers counsellor](#)

Searchlight ID: [eles-0231](#)



Complete this digital doc: [Preparing a résumé](#)

Searchlight ID: [doc-2510](#)

2.5 Bouncing back

We are all aware that not everything in life goes to plan. In fact, we may often feel that what happens to us is completely unfair. Regardless of this, as they say, life goes on. By developing particular skills, we can become far more resilient, enabling us to enjoy life rather than be restrained by its difficulties.

Engage

It is important for us to be resilient. We are not born with **resilience** but rather learn skills that help buffer hardship or difficulty. Adolescence is the key time to learn resiliency skills and develop **protective factors** for life's stresses. What coping skills can we learn that will more effectively assist us in dealing with the up and down experiences we are so often confronted with?

Use the **Images of resilience** weblink in your eBookPLUS to read some statements by children regarding resilience, then try creating your own statement about resilience. Discuss what resilience means to you with the person beside you.

eBookplus RESOURCES



Explore more with this weblink: [Images of resilience](#)

Explore

Developing the ability to bounce back

Some people, when faced with seemingly insurmountable challenges, are able to manage the challenges, and remain positive about their life and their future. These people are resilient. This means they have the ability to 'bounce back' when things get tough, and usually remain fairly positive about life.



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

Children and young people are, more often than not, resilient people. They can usually find the resources to continue on. Unfortunately, there are some young people, just as there are some adults, who cannot cope, and who need help and support to manage life's challenges.

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

- feel a sense of belonging and connectedness 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.



Having a sense of belonging to family and a peer group can help young people cope and manage life's challenges.

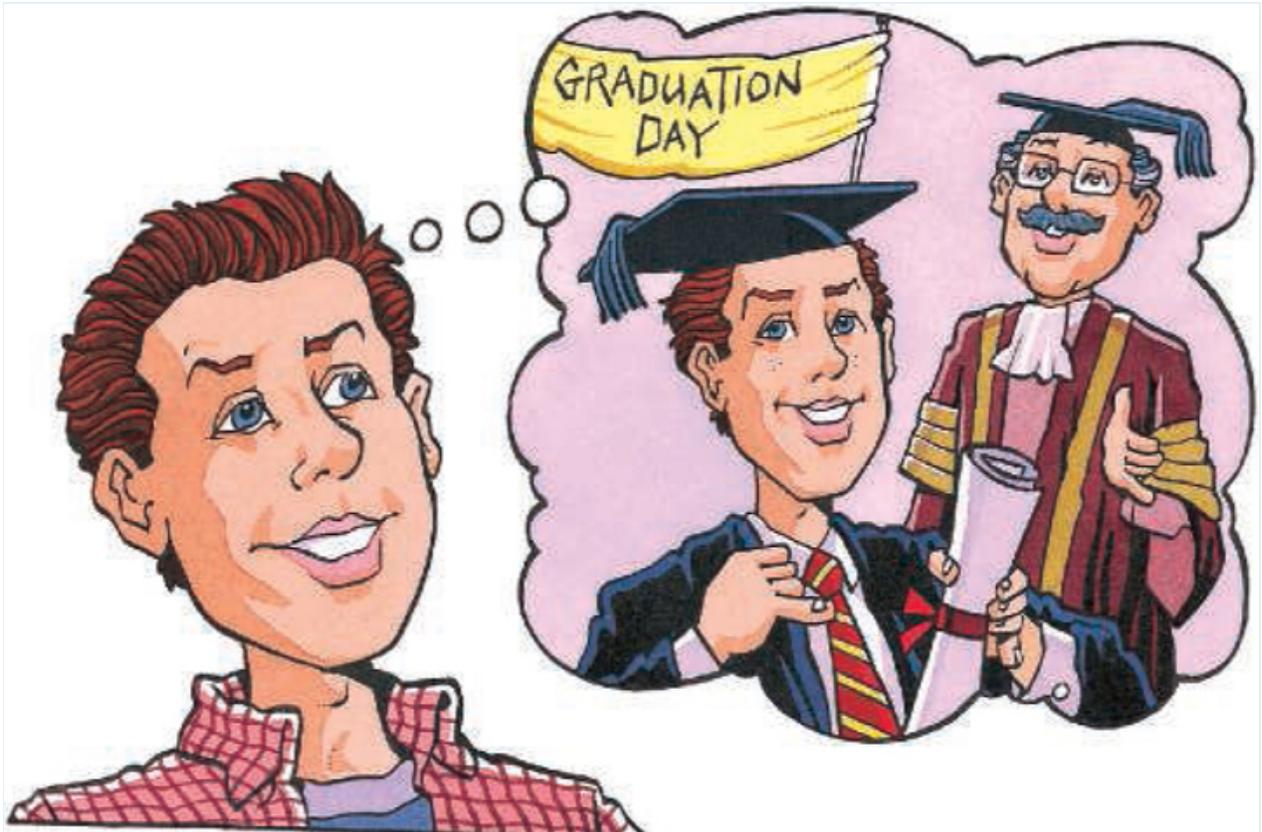
Young people and adults need certain skills to deal with change and challenge. Skills such as problem solving, conflict resolution, communication, interacting and planning enhance a person's resilience by allowing them to deal effectively with problems and situations.

HEALTH FACT

Social and emotional skills significantly affect the performance of young people at school. Often, greater emphasis is placed on intellectual development as an avenue to success in our lives. It is important to have a well rounded education involving all three areas for enhanced performance both at school and later in life.

There are a number of measures you can take to improve your resiliency. Initially, 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. The following six factors can enhance your ability to cope and manage challenging situations, and 'bounce back' in difficult times:

1. **Developing skills** — these help you to manage situations, for example problem solving and positive communication skills. When faced with a challenge, think about what you can do to manage it. Talk to people who have experience in similar situations, whom you trust and who can help you find ways to solve problems.
2. **Being realistic** — this means being able to identify what you are capable of managing and when you don't have the skills to deal with situations. Be realistic about what you can cope with and believe in your capacity to cope.
3. **Self-monitoring** — keep a check on your emotions, what you are feeling and how you are reacting in situations. Change and challenge can be very stressful for some people. 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.
4. **Developing 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 to deal with change.
5. **Maintaining a positive attitude** — the power of positive thinking can help people to overcome difficult and stressful situations. By visualising yourself handling stressful situations in a positive way, you are more likely to deal 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. View change as an opportunity to learn more about yourself and others.
6. **Engaging in positive self-talk** — what we say to ourselves in challenging and difficult situations can influence how we feel about the situation. Learning how to reframe our thinking to focus on more positive thoughts can influence the way we respond, and help us to be more optimistic about life.



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

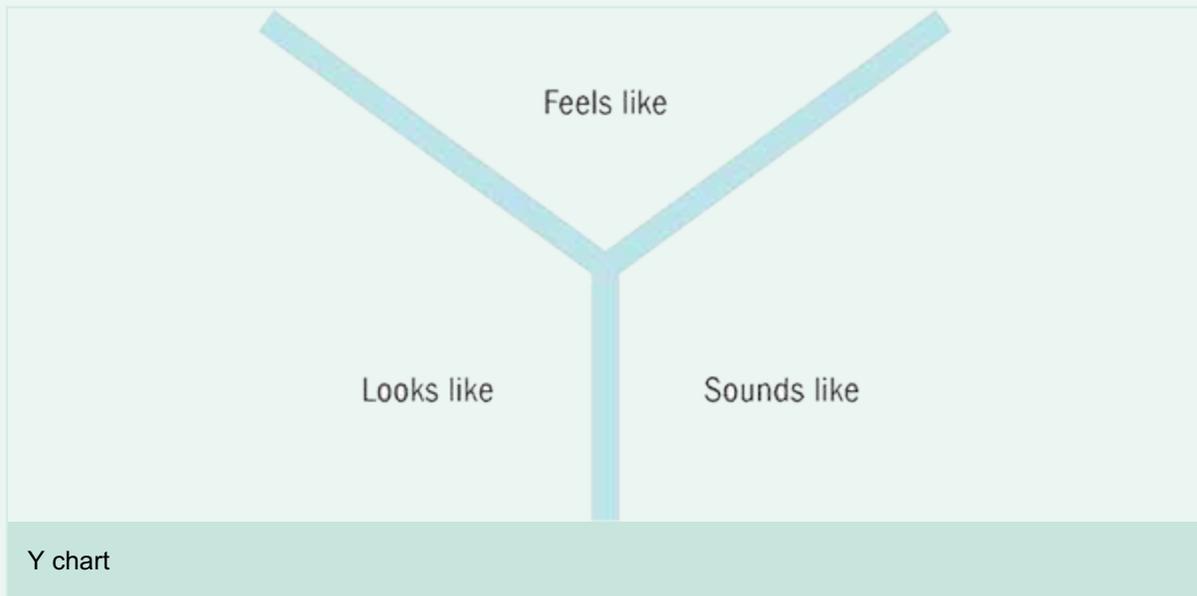
DID YOU KNOW?

The average number of friends a person has on the social networking site Facebook is 130. More than 8 billion minutes are spent on Facebook each day throughout the world. This site is an opportunity for young people to feel connected by sharing their thoughts and experiences. Young people on Facebook should ensure their personal pages are secure.

ACTIVITIES

1 Characteristics of a resilient person

1. Draw a Y chart, such as the one 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 who you think are resilient and discuss why you think they are.



2 Dealing with change

Answer the following questions in your workbook:

1. Identify a past situation that required change. For example, changing schools, moving home, or parents separating.
2. Describe the difficulties you encountered in dealing with the change.
3. Identify personal characteristics and skills that assisted you in dealing with the change effectively.
4. Evaluate your success in dealing with the change. Could you have done things differently for a better outcome? Explain.

3 Connectedness and belonging

In small groups, discuss the following questions:

1. What makes young people feel connected to their family, school and peer group?
2. How would it feel to be excluded from a group?
3. How can young people make others feel included?
4. Some young people really want to fit in with their peer group but are scared they might be rejected. Do you think this might influence young people to make inappropriate decisions to fit in? Explain.
5. Why is having a sense of belonging to a group important for young people's resilience?
6. Brainstorm a list of things that you can do or say to help others feel included.
7. In your group, role-play one or more of the following scenarios:
 - a. welcoming someone to your group
 - b. meeting your partner or friend's family for the first time
 - c. welcoming a new class member who comes from another country.

CHECK & CHALLENGE

1. Explain why it is important for young people to be resilient.
2. Explain how can you improve your ability to deal effectively with change and challenge in your life.
3. Identify strategies to support others to be resilient.
4. Use two or three examples from your own life to evaluate your ability to 'bounce back' in hard times.
5. Describe the characteristics of a resilient person.
6. Use the **Cystic Fibrosis and resilience** weblink in your eBookPLUS to listen to Sarah Martinelli's story. Sarah Martinelli had to overcome significant challenges in life. What is your opinion of her as a resilient person? Discuss ways in which you think Sarah is resilient and the importance of people who supported her.

eBookplus RESOURCES



Explore more with this weblink: [Cystic Fibrosis and resilience](#)



Complete this digital doc: [Being resilient](#)

Searchlight ID: [doc-2511](#)

Review

What have I learnt?

- Young people will face many challenges along with opportunities to grow and learn.
- Some of the more challenging situations in life will relate to leaving home, employment, meeting new people, relationships, finances, family and health.
- Choices made in challenging situations are often influenced by the peer group, circumstances of the situation and gender stereotypes.
- There are many positive experiences in life including family, personal, peer and work experiences.
- Skills needed to respond to challenges include positive communication, assertiveness, conflict resolution, planning and goal setting.
- Coping refers to the thoughts, feelings and actions we use to manage concerns and problems. Young people need to develop a range of positive coping strategies.
- Planning for the future requires a realistic estimate of ability, good choices and effective goal setting.
- Resilience is the ability to bounce back following adversity. Resilient people are far better prepared to cope with difficulties or misfortunes that might be encountered in life's journey.
- People can become more resilient through developing skills, being realistic, self-monitoring, developing a sense of connectedness and maintaining a positive attitude.

Essential question revisited

During life we encounter many challenges. Some of these can become quite overwhelming as you grow, establish relationships and try to make your own way in life. How do we turn challenges into opportunities and deal with issues or problems created when things don't turn out quite the way we expect?

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

CHECK & CHALLENGE

1. Outline five immediate challenges that face young people.
2. Identify five future challenges for young people.
3. Explain what is meant by gender stereotypes.
4. Explain why peer friendship is usually a positive life experience.
5. Identify five coping strategies that could be used by young people in the case of a relationship breakdown.
6. Identify ways of enhancing your prospects when preparing for a job interview.
7. Define the word 'resilience' and suggest why it is a positive attribute.
8. Outline ways of increasing your level of resiliency.
9. Use the **Dealing with changes and challenges** weblink in your eBookPLUS to watch the clip, and think about how you can deal with challenges that you are facing now, or challenges that you may experience in the future.

eBookplus RESOURCES



Explore more with this weblink: Dealing with changes and challenges

Projects Plus: The right person for the job

projectsplus

eBookplus RESOURCES



Collaborate on this ProjectsPLUS: [The right person for the job](#)
Search ID: [pro-0004](#)

Scenario

You are the HR (Human Resource) Manager for Reality Gaming. Reality Gaming is a company that specialises in the development of 3-D video games. The business is growing rapidly and, because of this growth, it is expanding the Digital Content Department. This department specialises in the creation of 3-D characters and worlds.

You have posted an advertisement in all the major newspapers and employment internet sites. In order to attract the best in the business, you have offered flexible working conditions.

Four potential candidates have been short-listed for the job. You have been supplied with the video interviews of these candidates, their résumés and the details of the pay and working conditions they have requested.

Your task

You must select the best candidate for Reality Gaming and provide a report to the Directors explaining the reasons why you chose this person over the others. Remember to consider how the working conditions requested by each candidate will impact on the real cost of their employment.



Process

1. Open your ProjectsPLUS application for this chapter, located in your eBookPLUS. View your Project Brief, 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.
2. Navigate to your Media Centre, watch the video interviews of each candidate and read their résumés. Notes were taken at each interview regarding the requested pay and working conditions, and are noted on the bottom of each résumé.
3. Use your Research Forum to enter your feedback on each of the candidates. The information that you enter should be presented as **for** and **against** arguments. If working in a group, you can rate and comment on each other's articles.
4. Open the 'Candidate Assessment' template in your Media Centre. Analyse and evaluate each candidate by completing a SWOT analysis for each one. A SWOT analysis is an evaluative tool utilised to assess the 'Strengths, Weaknesses, Opportunities and Threats' of a particular situation. In this exercise, the SWOT analysis will give you a framework that will enable you to compare and contrast the four different candidates.
5. After you have completed the SWOT analysis, you will prepare a report on your choice of candidate (minimum 1 page). Make sure that your report includes the following points:
 - a description of the **Job role** and of the type of person that would best suit working in your company
 - an overview of the other candidates
 - an evaluative analysis of your choice of candidate
 - reasons behind your choice.*



* Remember that there are a number of anti-discrimination laws, so make sure that your reasons do not discriminate against the other candidates.

SUGGESTED SOFTWARE

- ProjectsPLUS
- Microsoft Word



MEDIA CENTRE

Your Media Centre contains:

- video interviews with the four short-listed candidates
- résumés from the four candidates
- a 'Candidate Assessment' template.

Your Project Brief includes a video lesson presented by an HR Manager.



Chapter 3: Creating respectful relationships

Contents

- 3.1 Developing respectful relationships
- 3.2 Conflict resolution
- 3.3 Types of abusive relationships
- 3.4 Impact of abuse and strategies to avoid abusive relationships
- 3.5 Discrimination
- 3.6 Diversity is something to celebrate
- 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.

3 Creating respectful relationships

Essential question

What do we need to be aware of in relationships that will make them respectful and considerate of the rights and feelings of those involved?



Everybody needs equal and respectful relationships in their lives.

SYLLABUS OUTCOMES

Major outcome

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

5.3 Analyse factors that contribute to positive, inclusive and satisfying relationships.

Contributing outcome

This chapter will also help you to do the following.

5.1 Analyse how you can support your own and others' sense of self.

5.6 Analyse attitudes, behaviours and consequences related to health issues affecting young people.

5.7 Analyse influences on health decision making and develop strategies to promote health and safe behaviours.

Skills outcomes

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

5.11 Communicating Adapt and evaluate communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.

5.12 Decision making Adapt and apply decision-making processes and justify choices in increasingly demanding contexts.

5.13 Interacting Adopt roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives.

5.15 Planning Devise, justify and implement plans that reflect a capacity to prioritise, think creatively and use resources effectively.

5.16 Problem solving Predict potential problems and develop, justify and evaluate solutions.

YOU WILL EXPLORE

3.1 Developing respectful relationships

3.2 Conflict resolution

3.3 Types of abusive relationships

3.4 Impact of abuse and strategies to avoid abusive relationships

3.5 Discrimination

3.6 Diversity is something to celebrate

Review

3.1 Developing respectful relationships

We all need equal and respectful relationships in our lives. Relationships should be balanced so that no one feels like they are being put down or abused. Each person should feel safe, both emotionally and physically, and able to express their thoughts, feelings and opinions.

Engage

Of the many hurdles we face in life, relationship building can be one of the most challenging. It requires the application of skill, decision making and understanding in situations where emotions often have the upper hand. Everyone can benefit by developing their relationship skills. What do you need to know to improve your skills? Use the **Setting ground rules** weblink in your eBookPLUS to watch the clip and describe three ways that the characters could enhance their relationships.

eBookplus RESOURCES



Explore more with this weblink: Setting ground rules

Explore

Becoming a skilled relationship builder

People can have power in relationships as a result of many factors, including being more skilled, bigger, stronger, more knowledgeable or more experienced. How they use this power is an influential factor in determining respectful relationships. In adolescent relationships, the power can come from a range of factors such as being more popular, having more experience, being older, gender or sexuality. Relationships are healthy when people use their power in a positive way — when a popular student, for example, introduces a new student to their peer group and makes an effort to ensure they feel they fit in.

To ensure relationships are respectful, it is necessary to develop ground rules and set boundaries when forming a new relationship, and revisit those rules and boundaries when you feel your needs are not being met. When you start a relationship with someone you are sexually attracted to, for example, one of your ground rules might be that the relationship be **monogamous** or that your intimate moments are not to be shared with friends.



When young people set ground rules and establish boundaries at the start of a relationship, they are more likely to:

- have their needs met
- have a clear understanding of the other person's needs, wants and expectations
- be and feel safe in the relationship.

Rules and boundaries in relationships will vary depending on the relationship. Talking to the other person about what you both want in the relationship and what you expect from each other can avoid future conflict. It can also help to make the relationship positive for both people. Not forcing the other person to do something that they don't want to do and making agreements about time spent with other people are examples of agreed rules and boundaries that you and your best friend might make.

Developing equal and respectful relationships is a challenge for most people. It requires skill and hard work. Skills such as positive communication, negotiation, the ability to resolve conflict when differences arise and active listening are essential in building positive relationships. Regardless of the type of relationship, these skills can help create relationships where people's feelings, opinions and needs are respected.



Building respectful relationships takes hard work and skill.

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

- '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
- a better understanding of the other person
- the development of a stronger connection in your relationship
- the resolution of conflict situations, as each person is heard and understood.

Decision making is part of everyday life. The challenge is learning how to make positive decisions, particularly when these decisions impact on your health, safety and happiness. Young people are confronted with making decisions about a range of things, including relationships with other people and what happens within these relationships, such as choices about sexual activity, level of intimacy or risk-taking behaviour.

When making a decision, it is important to examine all the alternatives available. For each alternative, consider the consequences and how they could impact on your health and safety.

If the decision impacts on another person, consider the alternatives from the other person's perspective and the consequences for both of you.

The decision you make needs to support your health and ensure your safety and that of others involved. Review the decision you make and, if you find it is not a good decision, re-evaluate it and make a better decision.

The ability to negotiate in relationships is important. Relationships involve give and take; negotiating a balance between the two helps to ensure both people have their needs met. **Negotiation** is about listening to and understanding both people's opinions and points of view, and working towards a compromise that is a win-win situation for both people. One person should not have to give up everything they want or need so that the other person is happy. It is about deciding on the things that are negotiable and the things that are not negotiable, and then reaching a compromise. It is important that both people feel a sense of control in the negotiation process so that both their needs are being considered and met.





Relationships include give and take, and negotiating a balance helps to ensure both people have their needs met.

DID YOU KNOW?

The most important single ingredient in the formula of success is knowing how to get along with people.

Theodore Roosevelt

HEALTH FACT

There is solid scientific evidence suggesting that friendship can enhance longevity. People with strong social networks are shown to increase their chances of surviving life-threatening illness, have stronger immune systems, improve their mental health and live longer than people without social support.

eBook *plus* RESOURCES



Complete this digital doc: [Relationship rules!](#)

Searchlight ID: [doc-2512](#)

ACTIVITIES

1 Negotiating a win–win

Read the scenario below and record your answers to the following questions in your workbook.

Jai asks his parents if he can go to his best friend's birthday party on Saturday night and sleep over. His parents are concerned about the amount of school work that Jai has to do over the weekend in preparation for exams the next week. Jai suggests spending Saturday afternoon studying and agrees to be home by midday on Sunday to start studying. His parents agree to this arrangement, but with the condition that they pick up Jai at 11 am instead. They all agree on this plan.

1. What are the needs and concerns of Jai and his parents?
2. What factors were negotiable for Jai and what factors weren't?
3. What factors were negotiable for his parents and what factors weren't?
4. Was a win–win situation reached? Explain.
5. Write your own scenario that depicts a common situation that might need to be negotiated between two young people in a close friendship.
6. Share your scenario with a partner and describe how the young people could negotiate a compromise.

2 Improving your active listening ability

Use the **Listening game** weblink in your eBookPLUS to play a game that focuses on improving your ability to listen for specific information. In pairs, play the game and compare the accuracy of your responses. Use the 'print the question sheet' option.

CHECK & CHALLENGE

1. What is meant by 'equal and respectful' relationships?
2. Why is it important to set rules and boundaries at the start of a new relationship?
3. Explain, using examples, how people can use their personal power to build positive relationships.
4. Evaluate the role of active listening in positive communication.
5. Evaluate the importance of understanding in effective negotiation.
6. Identify and describe the skills necessary to build an equal and respectful relationship.
7. Use the **Apollo 13** weblink in your eBookPLUS to view the clip on decision making. Describe examples about when you may have to make quick decisions in relationships which will impact on you and the other person.

eBookplus RESOURCES



Explore more with this weblink: Apollo 13

Explore more with this weblink: Listening game

3.2 Conflict resolution

All relationships will experience conflict to some degree. The ability to resolve conflict and achieve the best possible outcome requires considerable skill. While it is true that unresolved conflict will erode a relationship, it is also important to remember that effective conflict resolution will in fact strengthen it.

Engage

So often we hear about **relationship breakdown** and ask the obvious question about 'what went wrong'. In most relationship breakdowns, there is fault on both sides. However, many troubled relationships would not find themselves at or near collapse if a few ground rules were applied and simple skills used to enhance the level of respect.

Using the **Avoiding conflict** weblink to watch the clip and discuss how the situation shown could have been dealt with to prevent it escalating.

eBookplus RESOURCES



Explore more with this weblink: [Avoiding conflict](#)

Explore

Conflict is also a normal part of every relationship. We are all individuals with our own thoughts, ideas, needs and wants. At times, what we want or think will be different from the wants and thoughts of our partner, friend, parent and other people with whom we have relationships. The conflict that arises from this difference is not really the issue — it is how you deal with the issue that really matters.

Conflicts need to be worked through. It is not healthy for people to ignore a conflict situation, hoping it will go away. Unresolved feelings and issues may emerge later in the relationship and become more destructive. When two people are able to resolve conflicts effectively, their relationship is often enhanced, or strengthened, as a result.

Conflict can cause heightened emotions. When you are confronted with a conflict situation, you will probably experience emotions such as feeling upset, disappointed, angry or frustrated. It is a good idea to work through a process to resolve the conflict. The following list may provide a helpful model:

- establish the rules
- identify the conflict
- offer solutions
- make an agreement
- review the agreement.

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'.



The conflict is not really the issue; how you deal with it is what really matters.

Relationship building skills alone are not enough to develop equal and respectful relationships. Using our personal power positively can also support the development of positive relationships. The following are examples of using power positively:

- using an experience of loss to empathise with a friend when they are grieving
- speaking up for a friend who is being bullied
- accepting new students into your peer group
- helping a friend study for exams
- mentoring younger students.

Empathy is important in supporting the balance of power between two people. In relationships, being empathetic can support the balance of power between people. Having an understanding of what the other person is feeling can help you understand how your behaviour might affect them. You can then adjust your behaviour so you both feel valued and supported. You will need to listen to the person, allowing them to express their thoughts and feelings. This will help you understand how the person is feeling.



Appropriate use of personal power can contribute to positive relationships.

Being **assertive** is a skill that contributes to positive relationships. You can use this skill to ensure your own needs are being met in your relationships with others. You can also speak up for the rights of others. Young people can get themselves into unsafe situations, particularly when they are under the influence of alcohol or drugs, and often need a friend to step in and say 'no' for them, or support them in saying 'no'.



Speaking up for yourself ensures others recognise and respect your needs.

ACTIVITIES

1 Conflict resolution

1. In groups of four, brainstorm a list of conflict situations that young people may experience (for example, arguing over money, being treated badly by a friend, a partner flirting or being unfaithful).
2. Divide the list into:
 - a. situations that have clear potential for resolution
 - b. situations where there is no likely resolution.
3. Share each group's list with the whole class. As a class, formulate on the board one list of situations where there is no likely resolution.
4. Discuss each situation and determine why each is difficult or impossible to resolve.
5. Propose strategies that may lead to a resolution.
6. As a class, discuss the following questions:
 - a. What skills are needed to resolve conflicts?
 - b. Why is conflict resolution an important skill for young people to have?
 - c. What strategies could young people use to support themselves when trying to resolve a conflict?

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 as 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 is currently working and 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 so the use of power contributes positively to the relationship. Alternatively, devise your own scenario and role-play it.
4. 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. Identify and explain three areas in relationships where conflicts might occur.
2. Explain how conflicts impact on emotions.
3. Explain, using examples, how people can use their personal power to build positive relationships.
4. Evaluate the role of mediation in conflict resolution.
5. Describe ways of resolving conflict.
6. Describe a situation where a sense of empathy would improve the relationship.
7. Use the **Getting off track** weblink in your eBookPLUS to learn more about relationships in decline. Create a realistic scenario of a relationship in decline. Swap scenarios with a friend and design a conflict resolution strategy for the people involved in the relationship.

eBookplus RESOURCES



Explore more with this weblink: [Getting off track](#)

3.3 Types of abusive relationships

There are many types of abusive relationships including physical abuse, sexual abuse and emotional abuse. Abuse occurs in many settings including family, dating and as sexual harassment through jokes, comments, internet and physical contact.

Engage

It can be difficult to speak up for yourself and others in relationships because sometimes it is not safe to do so. Relationships are not always safe. Use the **Identifying abusive behaviour** weblink in your eBookPLUS to identify examples of abuse and the qualities which are recommended for positive relationships.

In relationships that are not safe, there is an abuse of power. One person is using their power to control, dominate or hurt the other person. When this happens, the relationship is abusive. To prevent relationships becoming abusive, we must firstly understand the nature and extent of abuse.

eBookplus RESOURCES



Explore more with this weblink: Identifying abusive behaviour

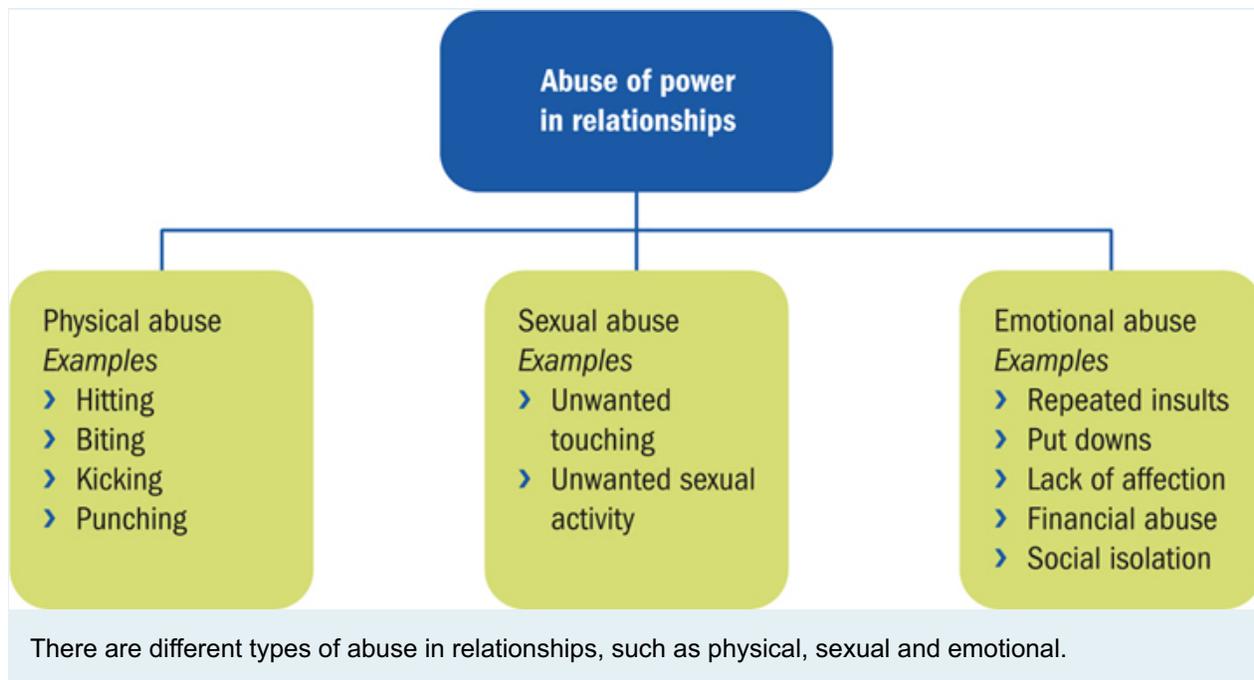
Explore

The nature of abusive relationships

In most cases, relationships are positive. This is usually because both people respect each other, and they work through their conflicts in a way that ensures both their needs are met. Positive communication, cooperation and negotiation skills are essential in avoiding conflicts and resolving them when they do occur.

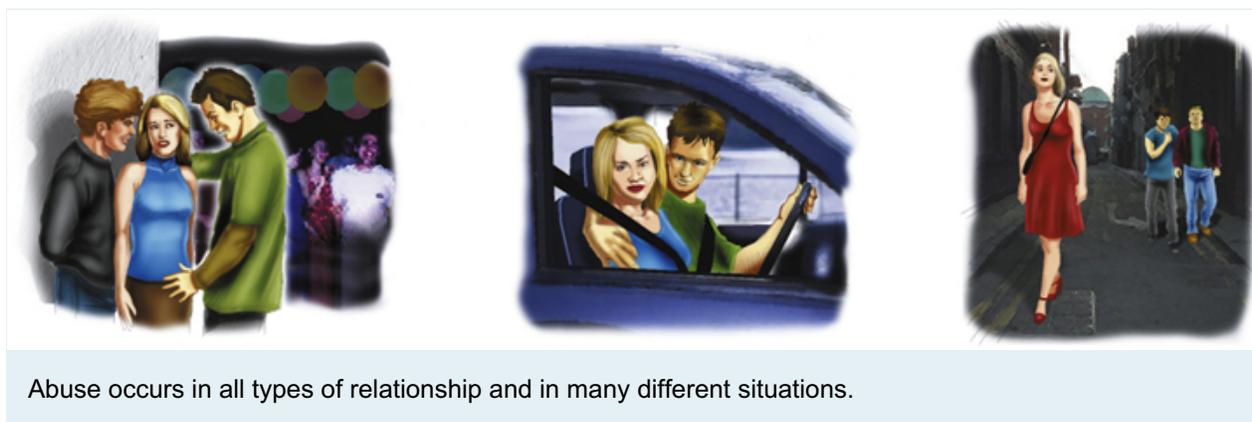
Unfortunately, some relationships are abusive or have the potential to be abusive. It is essential that young people keep track of how they feel, and monitor how others are treating them so they can recognise when a relationship is abusive. This may be difficult because the person doing the abuse may be someone who is supposed to provide care, love and support, such as a parent, family member, friend or partner.

There are different types of abuse, including emotional, physical and sexual. Research shows that in most relationships, males are more likely to be the abusers and females are more likely to be the people being abused. This can be attributed to many factors, but the most significant is the impact of gender stereotypes in society. Traditionally, males are expected to be strong and tough. This expectation often leads to males believing they have to dominate girls in relationships. This can lead to abusive relationships.



Abuse occurs in all types of relationships. A relationship is abusive if one person has more power and uses it to control and dominate another person. It can be between a married couple, a **de facto** couple, a same-sex attracted couple, between friends, family members, a boss and an employee, or a coach and an athlete.

Abuse also occurs in many different situations and places, such as at home, at work, in the homes of family or friends, in a crowd, in cars, at parties or in public places. For this reason, it is important that young people devise strategies and make plans to keep themselves safe.



Unfortunately, families are not always safe places. Abuse of power can and does happen in too many families. Family violence encompasses all types of violence that occurs within families, including the violence that can occur between a married or de facto couple, and in other living situations such as extended families.



Even in large extended families in which relationships seem close and supportive, family violence may occur.

The term 'family violence' also encompasses **domestic violence**. Domestic violence is an abuse of power, in most cases by men against women within a relationship (married or de facto) or between partners or former partners. Examples of domestic violence include:

- physical assault
- destruction of property
- sexual assault
- breaching an Apprehended Violence Order (**AVO**)
- economic deprivation, for example, where one person restricts another's access to their finances.

Family violence affects not only the person being abused but also all family members, particularly children. Witnessing family violence is emotionally abusive for children and young people. They are often frightened for their parent's safety and their own, and they are sometimes injured if they try to stop the abuse. They may also learn destructive behaviours, and think that being aggressive and violent is how to deal with problems.



Distancing yourself from violent situations is one strategy to keep safe.

Another form of violence is **date violence**. This type of violence occurs when one person in a relationship abuses their power using force, manipulation or coercion to dominate the other person. Females are more likely to experience violence in their relationships. The violence may be physical, such as being hit, kicked, slapped or punched, but it can also be sexual. This type of violence is called **sexual assault**. Statistics show that most victims of date violence are females, but males can also be the victims of sexual abuse. Date violence can occur in both heterosexual and same-sex attracted relationships.

Often, the person being abusive will make you feel as though it is your fault — they blame you for their behaviour. Sometimes, victims believe that the abuse will stop if they change their behaviour. This is not right. Everyone should feel safe to be who they are and do what they want, without changing themselves to keep someone else happy. The only person who can change the abusive behaviour is the abuser. The person needs to change their attitude and take responsibility for their behaviour. It may help if they seek support or counselling. They may need such support to understand that their behaviours are abusive, and they may need to learn more effective and respectful ways of relating to others.



Young women are more likely to be the victims of date violence.



Abusive relationships involve force, coercion and manipulation.

DID YOU KNOW?

Australian statistics show that violence is a significant problem in our community. A quarter of young children have witnessed violence in their homes, women are more likely to be abused by a partner than a stranger, and young women are especially at risk of being abused. For young women, the risk of violence is 3 to 4 times higher than the risk for women overall.



Young people may need support to change their abusive behaviour.

Sexual harassment is any form of sexually related behaviour that is not wanted and offends, humiliates or intimidates you. Sexual harassment is against the law, and it takes many forms, including:

- material (such as magazines, emails, pictures) that is sexist, sexually explicit or homophobic that is sent to you or placed in your bag, locker or work area
- verbal abuse or comments that put down someone for their gender or sexuality
- jokes based on sex, sexuality, transgender or gender that are meant to put down someone, and offensive gestures based on sex, gender or sexuality
- staring or leering
- sexual contact or physical contact such as pinching, touching or uncovering (for example, lifting clothes or pulling down pants)
- intrusive questions about sexual activity
- sexual assault
- unwelcome wolf whistling
- repeated sexual invitations when the person has previously refused similar invitations.



Leering and wolf whistling are forms of sexual harassment.



Sexual harassment and sexual assault are never okay.

HEALTH FACT

Many cases of domestic violence are not reported. The victim often feels ashamed, scared or afraid of what will happen if the abuser finds out they have been reported.

ACTIVITIES

1 Power, conflict and cooperation

Read the following scenarios and record your answers to the questions below in your workbook.

A group of popular Year 9 girls has volunteered to be mentors for the incoming Year 7 students. They take time to talk to them and show them around the school. Often they take turns to mediate when there is conflict between the Year 7 students.

An employer hires two 16-year-old boys to work as kitchen hands in his café. He promises them a promotion to waiter positions, where they will earn more money and tips, if they work hard. Both young people are always on time for work and do everything they are supposed to and work well. However, the employer hires other people for the waiter positions. The boys are really annoyed and get into an argument with their employer. He fires them.

A 15-year-old girl asks her dad if she can go shopping with some friends. Her dad asks her if she has done her homework and tidied her room. This is a long-standing agreement between them. She says she has completed these tasks so he lets her go. While she is out, her dad goes to put some clean clothes in her room and realises she has lied: the room is a mess. He is furious and calls her mobile, telling her to come home immediately.

1. Identify who has the power in each relationship and why they have the power.
2. What happens in relationships when the people who have power use it in a positive way? Explain using examples from the scenarios.
3. How can a lack of cooperation in relationships lead to conflict? Explain using examples from the scenarios.
4. How can an abuse of power lead to conflict? Explain using examples from the scenarios.
5. From your own experience, describe a situation in which there has been conflict in your family or group of friends. Was there an abuse of power or a lack of cooperation that caused the conflict?

2 Take a position

1. In a group of six, read each of the following statements and decide 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 offensive.
 - e. It's okay to pressure your partner to be sexually active with you.
 - f. Date violence only happens in heterosexual relationships.
 - g. If she doesn't say 'no', then she wants sex.
2. Take it in turns to choose one statement and explain to the group why you agree or disagree, or if you found it difficult to take a position either way.
3. As a class, discuss each statement and identify why some people sexually harass or are sexually abusive towards other people.

CHECK & CHALLENGE

1. Explain what is meant by abusive relationships.
2. Explain the nature of domestic violence.
3. Use examples to explain what is meant by date violence.
4. Evaluate the affect of emotional abuse on self esteem.
5. Describe the different types of abuse.
6. Use the **AVO** weblink in your eBookPLUS to investigate Apprehended Violence Orders (AVOs). Discuss three interesting points you have discovered from the sites with the person next to you.

eBookplus RESOURCES

 Explore more with this weblink: AVO

3.4 Impact of abuse and strategies to avoid abusive relationships

Abusive relationships can be so devastating as to permanently affect a person's ability to have normal relationships. However, there are measures that people can take to reduce the risk of harm in unsafe situations.

Engage

Some people may not be aware that they are in a relationship that is abusive in one form or another. This is particularly so if the relationship has been going on since early childhood. Use the **Learning abusive behaviours** weblinks in your eBookPLUS to find out how children can learn abusive behaviours from their parents. How do you think we can break the cycle of abuse in families?

Some people recognise an abusive relationship immediately and many take action to prevent the relationship from developing further. Fortunately, there are strategies that will assist in identifying risk and taking positive action to prevent harm.

eBookplus RESOURCES

 Explore more with this weblink: Learning abusive behaviours 1

 Explore more with this weblink: Learning abusive behaviours 2

Explore

Staying safe from abuse

Abuse and violence in relationships can have a devastating impact on the person being abused and their ability to have positive relationships. People who have experienced abuse from a young age may not know they are being abused. It is not until they learn from other people, such as their teachers, that they realise their relationship is abusive. The impact of abuse and violence on the individual includes:

- lack of trust in others
- poor sense of self
- a feeling of lack of control over their lives
- difficulty in having positive relationships
- emotional distress
- stress
- loss of childhood (for young people who have had to grow up quickly to remain safe)
- difficulty sharing and being intimate
- becoming abusive as they get older, as this is the only way they know how to relate to others
- lack of motivation to try new things or succeed in life
- disengaging from school and dropping out.

HEALTH FACT

A child who grows up in an abusive household learns to solve their problems using violence, rather than through non-violent means.

Trust, talk, take control

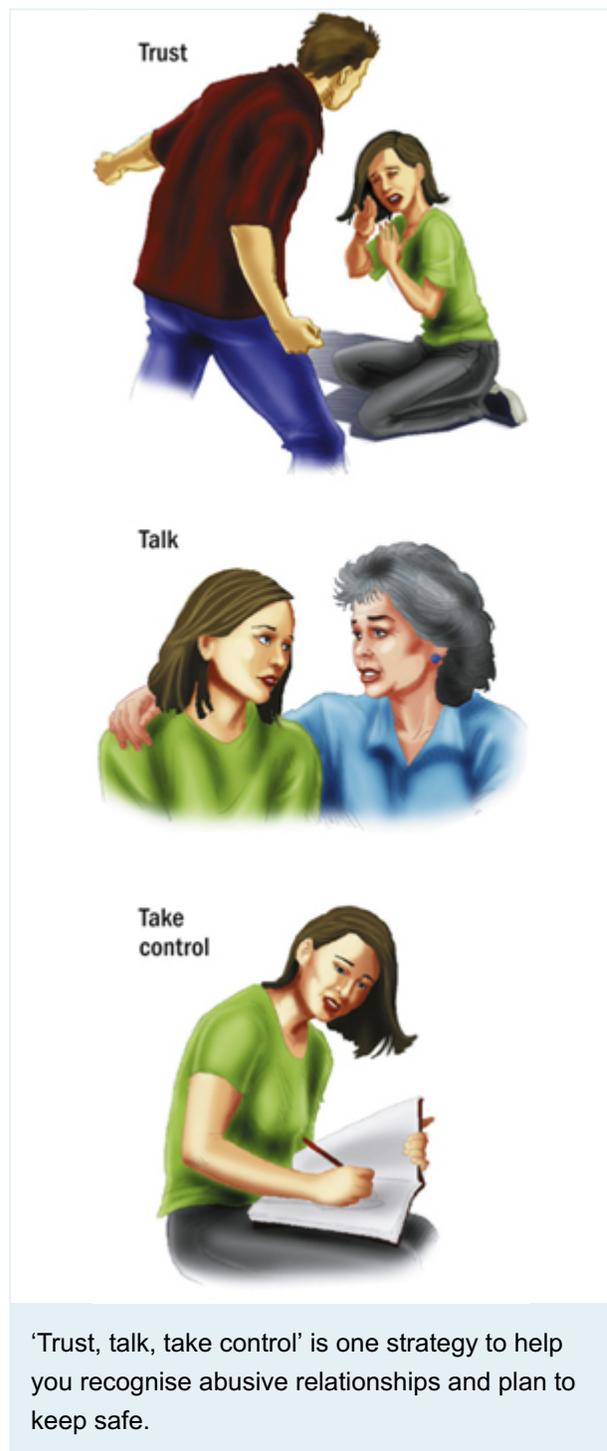
For most young people, an awareness of how they feel in a relationship can help them determine whether the relationship is unsafe. It is common for people to feel uneasy or uncomfortable in unsafe situations. When you feel like this and you think that you are unsafe, it is important that you trust your feelings and thoughts, and that you talk to someone in your support network so you can take control and plan for your safety.

The *trust, talk, take control* strategy is a good process for recognising unsafe situations and keeping yourself safe:

- *Trust* your feelings, thoughts and your reading of the situation.
- *Talk* to someone in your support network.
- *Take control* and devise a plan to keep yourself safe.

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 to 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 abusive.
2. *Staying away* — this is about avoiding situations or leaving situations that you know are unsafe for you. For example, deciding not to get into a car alone, with someone you don't know well, or who is bigger and stronger than you.
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.

DID YOU KNOW?

When someone loves you, you feel valued, respected and free to be yourself. You shouldn't be made to feel intimidated or controlled.

An important part of planning to keep safe is identifying people you trust, who can help and support you when required. These people form your **support network**. You will need to update your network as circumstances change. If you or they move, for example, or you change schools and no longer have contact with them, or their circumstances change and they are no longer able to provide the support you need. Take the time to review your 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?

If the answer to any of these questions is no, then you need to think of other trusted adults you can approach to be part of your support network.

ACTIVITIES

1 Keeping safe in a domestic violence situation

1. In a group of three, brainstorm a list of strategies that children and young people could use to keep safe when they live in a family in which there is domestic violence.
2. For each strategy identified, discuss the positives and negatives of each.
3. Identify and discuss people or agencies that could support victims of domestic violence and help to stop it.

2 Trust, talk, take control

In pairs, read each of the scenarios below and discuss the following questions using the 'trust, talk, take control' strategy. Record your answers in your workbook.

A group of friends are going to a beach party on Saturday night. Lisa hears a Year 12 guy say to his mates that it will be easy to get some action with Lisa's friend Cherie at the party, because she likes drinking and will probably be drunk.

Karina and her friends are planning to go to an all-night dance party for the end of school celebration. Thousands of tickets have been sold. Karina has heard that at last year's party there were a lot of older guys.

Susanne and Lucas have been going out for 10 months. Lucas gets angry if Susanne doesn't let him know what she is doing or who she is with when they're not spending time with each other. One time, Lucas punched a wall when Susanne spent the night at a friend's house.

1. What is the level of risk in each situation? Explain.
2. What might each person feel and think in each situation?
3. Who might each person talk to for help or advice? Why are they suitable people?
4. What strategies could each person use in planning to keep safe in these situations?

CHECK & CHALLENGE

1. Explain why some relationships are abusive.
2. Identify and explain some personal safety strategies you could use in an abusive relationship.
3. Explain why is it important to plan for your safety.
4. What are support networks and why are they important?
5. Devise and explain a list of five strategies that young people could use to protect themselves from date violence.
6. Identify and evaluate two situations in which abuse may occur and provide strategies to help reduce the risk and keep the person safe.
7. Why is domestic violence harmful to everyone?
8. Describe the impact that violence and abuse can have on an individual and their relationships.
9. Describe how a lack of cooperation in a relationship leads to conflict. Provide an example to support your explanation.
10. Technology abuse is a very serious form of abuse. Use the **That's not cool!** weblink in your eBookPLUS to identify types of technology abuse by trying the activities provided.

eBookplus RESOURCES



Explore more with this weblink: [That's not cool!](#)



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

Searchlight ID: [doc-2513](#)



Complete this digital doc: [Safety strategies](#)

Searchlight ID: [doc-2514](#)

3.5 Discrimination

Discrimination occurs at all levels of society. Whether it is direct or indirect, discrimination in all forms is against the law. Identifying discriminatory behaviours and practices is the first step in prevention.

Engage



'I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.'

Martin Luther King

Discrimination on grounds of skin colour is one form of discrimination that we are all familiar with. However, there are many other forms of discrimination, all of which are hurtful and illegal. Use the **No more discrimination** weblink in your eBookPLUS to watch a video clip. In what ways are we all different, but all the same? Suggest ways of fostering diversity in your local community.

eBookplus RESOURCES



Explore more with this weblink: No more discrimination

Explore

Discrimination in society

Discrimination means treating someone unfairly or less favourably because they happen to belong to a particular group of people. It is not uncommon for some people to have negative opinions or views about people and groups of people who may be different. These views may arise from factors such as our parents' values, friends' opinions, cultural beliefs, religious beliefs, stereotypes or the images of different groups of people as they are portrayed in the media. Everyone needs to be aware of their prejudices to ensure they don't discriminate against others. People who discriminate against others usually do so because they don't agree with, are intimidated by, or are ignorant of the differences between people — their discrimination might be a protective mechanism resulting from their own insecurities.

Discrimination can be direct or indirect. **Direct discrimination** occurs when a person is treated less favourably. This type of discrimination is obvious — for example, advertising a job and restricting it to people who are of a certain appearance. **Indirect discrimination** occurs when a rule, practice or policy that is the same for everyone has an unequal effect or result on someone or a group of people. When a club requires all patrons to remove hats and headwear, for example, this may be contrary to some people's religious beliefs.

According to the Anti-Discrimination Board of NSW, under the state Anti-Discrimination Act, it is against the law to discriminate on the following grounds:

- *sex* — when you are treated unfairly or harassed because you are a female or a male. It is also unlawful to discriminate against a woman because she is pregnant.
- *race* — when you are treated unfairly or harassed because of your race, colour, ethnic background, ethno-religious background, descent or nationality
- *age* — when you are treated unfairly or harassed because of your age
- *marital status* — when you are treated unfairly or harassed because of your marital status, for example, because you are single, de facto or married
- *homosexuality* — when you are treated unfairly or harassed because you are gay or lesbian, or someone thinks you are gay or lesbian
- *disability* — when you are treated unfairly or harassed because you have a disability, for example, physical or intellectual
- *transgender* — when you are treated unfairly or harassed because you are **transgender** or others think you are transgender
- *carers' responsibilities* — when you are treated unfairly or harassed because you have responsibilities to care for another person. This applies to employers who are now obligated to accommodate, where possible, an employee's responsibilities as a carer.

According to the Anti-Discrimination Board of NSW, **harassment** is behaviour that is intended to disturb or upset. The harassment behaviour may target you because of your sex, pregnancy, race, marital status, disability, homosexuality, age, or because you are transgender. In some cases, a single act may be enough to amount to harassment.

Examples of harassment that young people may encounter are:

- being picked on or called names such as 'faggot' because someone thinks you are gay
- comments that you don't like about your sexual activity
- being called a 'slut' by your peers
- being excluded from activities or a peer group because you are seen as different
- harassing phone calls, text messages or emails
- being picked on by older students.

It is against the law under the New South Wales Anti-Discrimination Act to vilify a person because of their race, homosexuality, HIV or AIDS status, or transgender status.

DID YOU KNOW?

The fight for equal pay for women and men was a major issue in the 1960s. Women, on average, earn about 10% less than men. In the last decade, women's hourly earnings have fallen, compared to that of men's hourly earnings.

Vilification is a rude expression or behaviour that is intended to offend. The following are examples of vilification:

- graffiti
- speeches or statements made in public
- abuse that happens in public
- statements or remarks in the media (newspaper, television, journals or radio)
- wearing badges, symbols or clothing that are racist, homophobic and so on.
- gestures made in public
- posters or stickers in a public space.

Unfortunately, discrimination still exists in many areas of Australian society. There are many groups of people who are not treated fairly or valued the same as other groups. The fact that the health of Indigenous Australians is much worse than that of non-Indigenous Australians is evidence of the reality that many Indigenous people are treated unfairly, and have been throughout white Australian history.

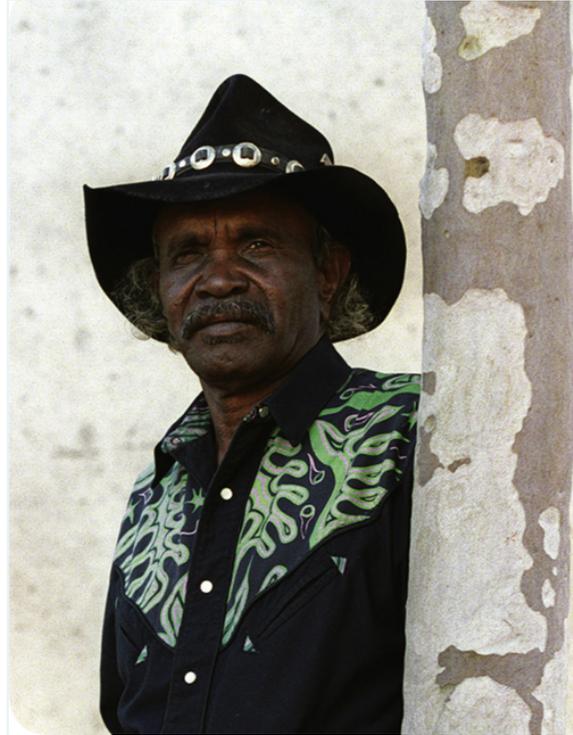


Graffiti used to vilify people because of their race, homosexuality, HIV or AIDS status, or transgender status is illegal.

Discrimination in the community is influenced by a number of factors:

- *Images presented in the media* — world events such as war and terrorism, when reported in the media, can have the effect of heightening emotions and reinforcing stereotypes. This can lead to discrimination against people because they belong to a particular culture or they were born in a different country.
- *Lack of understanding* — people who have not experienced or interacted with a range of people who are different from them can be narrow-minded.
- *Stereotypes* — people may judge others based on narrow understandings of particular groups of people. Some have the absurd belief, for example, that all Muslim people are potential terrorists.
- *Lack of anti-discrimination legislation* — there is inconsistency in anti-discrimination legislation. It is illegal to discriminate, for example, against people who are homosexual in public education institutions, although this law may not apply in religious education institutions.

- *Gender expectations* — many males believe that if you are gay or if you don't display stereotypical male characteristics, you are not a 'real' man. This belief leads some males to harass and vilify others.
- *Cultural beliefs* — there are some cultures that see males as superior to females. In these groups of people, females are not treated as equal.
- *Unequal legislation* — Australian law, for example, does not recognise homosexual relationships in the same way that it recognises heterosexual relationships.
- *Sexism* — some people believe that women are not as strong and capable as men and that they are inferior. Such beliefs have led to the existence of 'males only' clubs, for example.
- *Socioeconomic circumstance* — inequities exist in our society in relation to people's ability to access services because of their financial status. Many people who are poor, for example, cannot afford private health cover.



Discrimination negatively affects health and wellbeing.

Discrimination can have a devastating impact on the emotional, physical and social health of people who are being harassed or discriminated against. It also affects their family and friends, and the community as a whole. Discrimination can make people feel they are not valued and worthwhile as a person. It lowers their sense of self-esteem.

eBookplus RESOURCES



Complete this digital doc: [Discrimination, harassment and vilification](#)
Searchlight ID: [doc-2515](#)

HEALTH FACT

The Australian Government introduced reforms in 2008 to ensure that same-sex de facto couples are entitled to the same benefits and also have the same obligations as opposite-sex couples. The reforms have an impact in a variety of areas including tax, superannuation, child support and citizenship. The government believes the reforms are a step towards a just and more equal society.

ACTIVITIES

1 Discrimination in your community

1. Identify policies and practices within your school that address discrimination (you might like to start by checking your school diary).
2. Evaluate their effectiveness in ensuring both students and teachers are treated fairly and are not discriminated against.
3. Identify types of discrimination that occur in your school or community — for example, some religious schools refuse to employ teachers who are openly gay or lesbian.
4. Devise strategies or practices that could be adopted to address discrimination within your school or community.

2 Identifying discrimination on the grounds of disability

Use the Removing the stigma weblink in your eBookPLUS to watch the video 'Removing the stigma from mental illness'. In small groups, identify incidents where discrimination has been evident in relation to disability. Discuss strategies that would prevent this type of discrimination.

CHECK & CHALLENGE

1. Identify the forms of discrimination covered under the New South Wales Anti-Discrimination Act.
2. Identify examples of negative views that exist within your community in relation to difference and diversity. Explain why you think they exist.
3. Why is it important to challenge discrimination, harassment and vilification?
4. Describe the impact that discrimination, harassment and vilification can have on marginalised groups of people such as people from non-English-speaking backgrounds, poor people and same-sex attracted people.
5. Use the **Gender and religious discrimination** weblinks in your eBookPLUS to watch the clips on gender and religious based discrimination. You are the boss of a big Australian company. Describe strategies you can put in place at your workplace to protect individuals from discrimination.

eBookplus RESOURCES



Explore more with this weblink: Gender discrimination

Explore more with this weblink: Religious discrimination

Explore more with this weblink: Removing the stigma

3.6 Diversity is something to celebrate

Australia is one of the most multicultural countries in the world. People bring skills and their cultural heritage and use it to enrich our own culture. Sometimes this creates problems but for the most part, our nation is richer for the experience.

Engage

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. How much do you know about the cultural background of those in your class? Consider how often you eat food that originates from other cultures during a normal week. How does variety and multiculturalism enrich your life? Use the **Traditional and cultural cooking** weblink in your eBookPLUS, to learn to prepare a Pakistani meal.

eBookplus RESOURCES



Explore more with this weblink: [Traditional and cultural cooking](#)

Explore

Affirming diversity through inclusion

The diverse nature of Australian society is something to be affirmed and celebrated. **Diversity** refers to the broad range of differences that exist between people and communities, including aspects of gender, race, geographic location, culture, socioeconomic background, abilities and interests, age, disability, religion and sexuality.

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

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



Diversity provides us with different perspectives and choices in life.

People are not born with **prejudices**; prejudices are learned behaviours. How we treat other people is learnt 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 as you probably do it every day without consciously thinking about it. For other people who have been taught to believe that people who are different are worth less than them, 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 labelled 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.



Difference makes life more interesting.

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, gay or indigenous, 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. Even within these groups, however, there is great diversity.

It is everyone's role to make people feel worthwhile and included in our society and to affirm difference. This responsibility starts with the government. At both the state and federal levels, the government has legislated anti-discrimination laws to ensure people are treated fairly. Within workplaces, there are policies such as equal employment opportunity that ensure people have equal access to work opportunities and are treated fairly by employers and workmates.

At an individual level, the things you say and the way you treat people can have a significant impact on their sense of self and can help them feel included. An important part of building inclusion is to overcome 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 and if they 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, is helpful in overcoming any prejudices you may have.

HEALTH FACT

Some adolescents in Australia may be at risk of poor mental health from stress related to migration and assimilation, together with exposure to traumatic experiences. Young people are generally reluctant to seek help, particularly if they have a language difficulty. Health professionals need to communicate in a culturally appropriate manner to try to avoid any misunderstandings.

Strategies to build inclusion are:

- using inclusive language
- not assuming people from the same group are the same
- treating everyone as an individual
- not assuming that everyone is heterosexual
- not assuming that everyone has the same abilities
- challenging stereotypes
- treating everyone with respect, regardless of difference
- remembering everyone has the right to be safe and no-one has the right to abuse others
- being aware that there is more than one way to express masculinity and femininity
- questioning other people's prejudices
- not being a passive bystander when discrimination is happening

- speaking up against discrimination and harassment
- being empathetic.

DID YOU KNOW?

Australia is a diverse country comprising people from many different countries. A significant proportion of the Australian population comes from non-English-speaking backgrounds. This means that adolescent care is also a multicultural challenge.



Using the word 'partner' affirms both heterosexual and homosexual relationships.

Promoting diversity

Advocating diversity is more than just accepting that people are different. It means letting others know that being different is a positive thing. This includes highlighting the positive contribution that diversity makes to our society.

The following list shows examples of situations in which people can advocate diversity:

- questioning other people's discriminatory attitudes and behaviour by letting them know that you don't agree and explaining why
- actively speaking up for people who are being discriminated against, harassed or vilified. For example, when a student is verbally or physically abused because they are thought to be gay, tell the other students to stop.
- writing articles in the school newsletter that promote diversity
- creating school policy that says all people regardless of age, sexuality, race, religion, disability or gender are valued and need to be treated with respect
- developing initiatives that challenge discrimination, for example, student representative council members speaking at school assembly about the importance of affirming diversity
- being inclusive in your language and your behaviours
- celebrating diversity with activities such as special cultural days, school plays, performances or cultural festivals
- supporting community initiatives that advocate diversity such as reconciliation marches.

ACTIVITIES

1 Difference and diversity

In groups of four, undertake the following tasks:

1. Using the collage of photos [Diversity is something to celebrate](#), brainstorm a list of differences you think exist between the people in the photos.
2. Suggest how these groups of people are valued in our society, for example, variety in restaurant menus.
3. Why are some groups of people not valued and often marginalised?
4. Give examples of negative community values related to diversity. What could you do as individuals, or as a group, to challenge these?
5. What is the impact on individuals and the community when groups are marginalised?
6. As a group, brainstorm a list of reasons why all people and groups of people should be valued by society. Why does diversity offer opportunities?

2 Challenging stereotypes

1. As a class, brainstorm a list of words that people associate with each of the following groups:
 - a. Aboriginal people
 - b. gay 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 affirming diversity.
4. Identify strategies that individuals and groups could use to affirm difference and diversity.

3 Advocacy strategy

In a group of three, design an advocacy strategy that affirms difference and diversity — for example, design a poster that promotes the positive aspects of diversity, write and perform a short drama or skit, develop a video, design a diversity web page for your school website, plan a class celebration or research a cultural group. Present your findings to the class.

CHECK & CHALLENGE

1. What are the benefits of living in a diverse community?
2. Explain how you can build inclusion.
3. What advice would you give someone who finds it difficult to accept difference and diversity?
4. How can you challenge negative community values and images regarding diversity?
5. Are your values supportive of difference and diversity? If not, how could you become more supportive?
6. Evaluate why it is important to value difference.
7. Describe your attitudes, feelings and behaviours towards people or groups of people who are different.
8. Use the **Canteen menu** weblink in your eBookPLUS to research some recipes from a range of cultural backgrounds, to add diversity to your school canteen's menu. List one meal for each school day.

eBookplus RESOURCES



Explore more with this weblink: Canteen menu

Review

What have I learnt?

- To ensure relationships are respectful, it is essential to set ground rules and set boundaries when forming new relationships.
- Positive relationship skills include active listening, negotiating, working through conflict, empathy and speaking up for yourself.
- In relationships that are not safe, there is an abuse of power.
- There are many types of abuse in relationships including physical, sexual and emotional.
- Sexual assault includes any sexual activity carried out against the will of the victim by coercion, intimidation or violence.
- Date violence occurs when one person in a relationship abuses their power using force, manipulation or coercion to dominate the other person.
- Strategies aimed at reducing the risk of harm in unsafe situations include taking notice, staying away, reducing the risk, stepping back and speaking up.

- There are many strategies we can use to affirm diversity including the language we use, treating people as equals, speaking up against discrimination and showing respect.
- Discrimination means treating someone unfairly because they happen to belong to a particular group of people.
- It is against the law to discriminate on grounds of sex, race, age, marital status, homosexuality, disability, transgender and carer's responsibility.

Essential question revisited

What do we need to be aware of in relationships that will make them respectful and considerate of the rights and feelings of those involved?

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

CHECK & CHALLENGE

1. Why is it important to establish ground rules in relationships?
2. Identify skills that are important in relationship building.
3. Explain what is meant by being empathetic.
4. Describe situations where abuse occurs.
5. Explain the difference between sexual harassment and sexual abuse.
6. Why is diversity something to celebrate?
7. How does inclusion affirm diversity?
8. Explain the types of discrimination.
9. Explain what is meant by vilification.
10. Outline areas where discrimination exists in our society. Use the **Diversity campaign** weblink in your eBookPLUS to design a one week anti-discrimination campaign at your school.

eBookplus RESOURCES



Explore more with this weblink: Diversity campaign

Chapter 4: Skills for thrills

Contents

4.1 Body control, body awareness and technique

4.2 Object manipulation, anticipation and timing

4.3 Transfer, learning environments and feedback

4.4 Practice, safety, and rules and regulations

4.5 Applying forces

4.6 Stability, balance and momentum

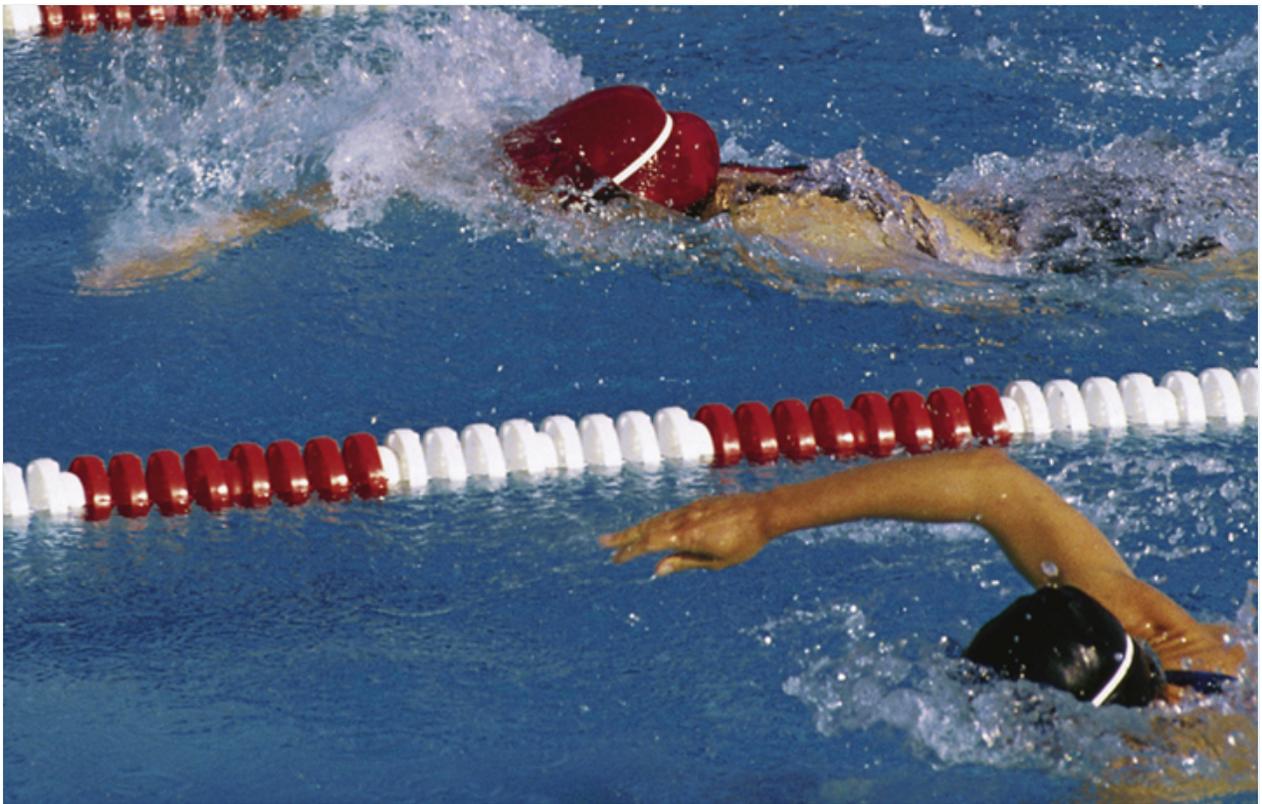
Review

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.

4 Skills for thrills

Essential question

What do we need to know to move, throw and execute high level sporting skills to the best of our ability?



The mastery of basic movements can lead to lots of exciting opportunities.

SYLLABUS OUTCOMES

Major outcome

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

5.4 Adapt, transfer and improvise movement skills and concepts to improve performance.

Contributing outcome

This chapter will also help you to do the following.

5.5 Compose, perform and appraise movement in a variety of challenging contexts.

Skills outcomes

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

5.12 Decision making Adapt and apply decision-making processes and justify choices in increasingly demanding contexts.

5.13 Interacting Adopt roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives.

5.14 Moving Use movement in a confident way to satisfy personal needs and interests.

5.15 Planning Devise, justify and implement plans that reflect a capacity to prioritise, think creatively and use resources effectively.

5.16 Problem solving Predict potential problems and develop, justify and evaluate solutions.

YOU WILL EXPLORE

- 4.1 Body control, body awareness and technique
 - 4.2 Object manipulation, anticipation and timing
 - 4.3 Transfer, learning environments and feedback
 - 4.4 Practice, safety, and rules and regulations
 - 4.5 Applying forces
 - 4.6 Stability, balance and momentum
- Review

4.1 Body control, body awareness and technique

To become proficient in movement execution we need to be aware of the position of our body parts and adjust according to already learnt patterns.

Engage

To perform sporting movements, skill is required. The level of skill varies considerably from one person to the next, due to an individual's shape, size and physical ability. **Movement skill** development requires time and practice. With repetition and practice, the body becomes familiar with the requirements of particular movements, and less mistakes occur, which enhances confidence, self-assurance and skill execution.

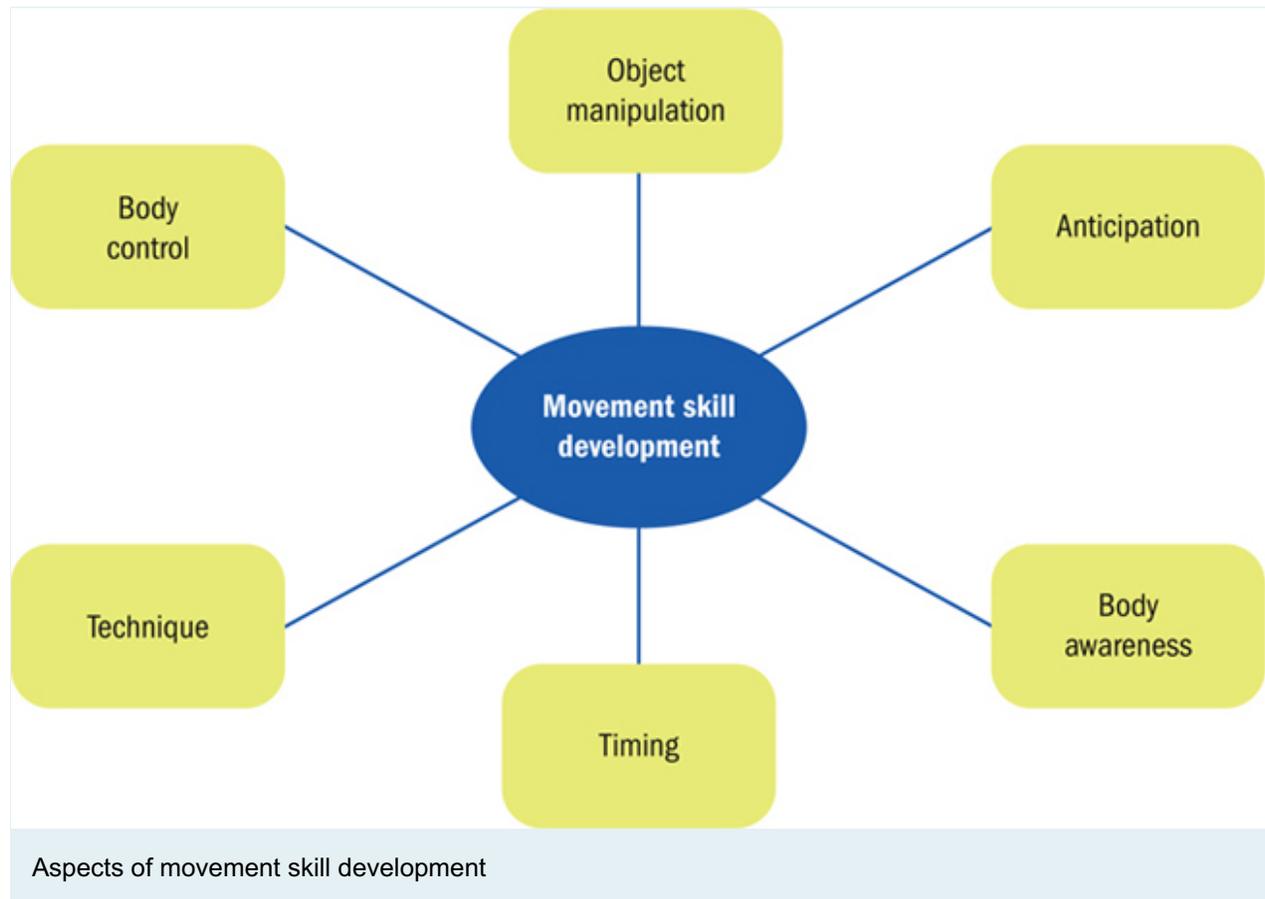
One way to improve movement skills is by perfecting the required technique. Use the **Pose method** weblink in your eBookPLUS to learn about the running technique called the Pose method: how strong do you think the relationship is between sound technique and good performance?

 Explore more with this weblink: Pose method

Explore

Improving the way we move

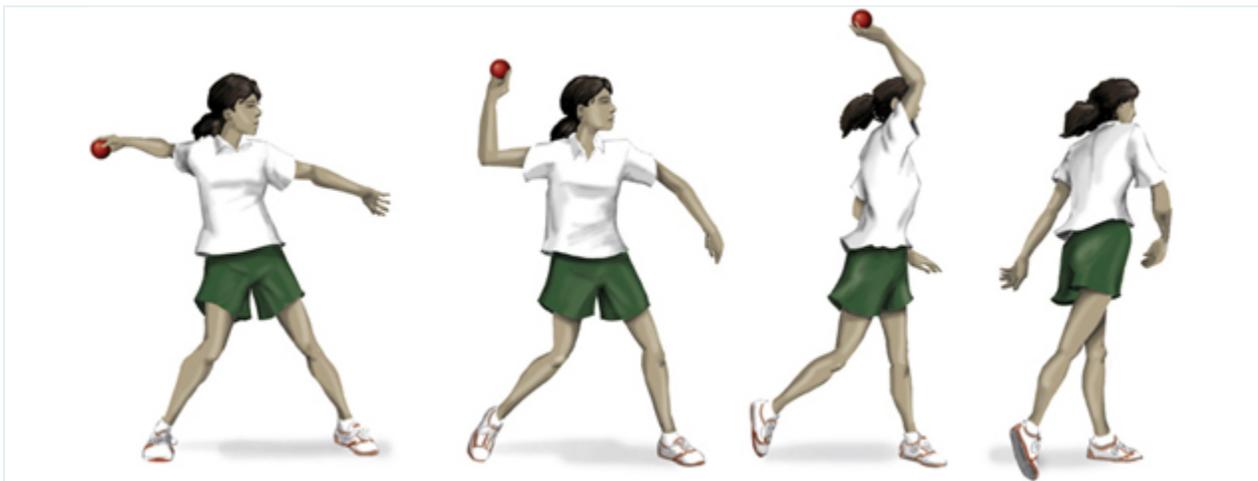
There are a number of aspects of movement skill development including body control, body awareness, object control, anticipation, timing and technique. The way we perform movement will be improved through development of each of these areas.



Body control develops as our sensory skills improve. Balance and coordination are important body control components. As we improve our movement skill, the control we develop over the use of our body parts, and particularly our arms and legs, increases. As a result, we perform movements with better technique, precision and control. For example, we understand that a throw requires us to grip an object properly, transfer our weight during the movement, release at the right time and follow through to a balanced position. As body control improves, these smaller parts fall into place automatically.



As we improve our movement skills, our body control increases.



- The overarm throw requires
- (a) the correct grip,
 - (b) transfer of weight,
 - (c) a timed release and
 - (d) follow through.

Successful movement execution also requires significant **body awareness**. This relates to the mind knowing what is required of the trunk and limbs, and being conscious of how a movement is being performed in relation to our expectations.



The diver needs to be aware of body position in relation to the water.

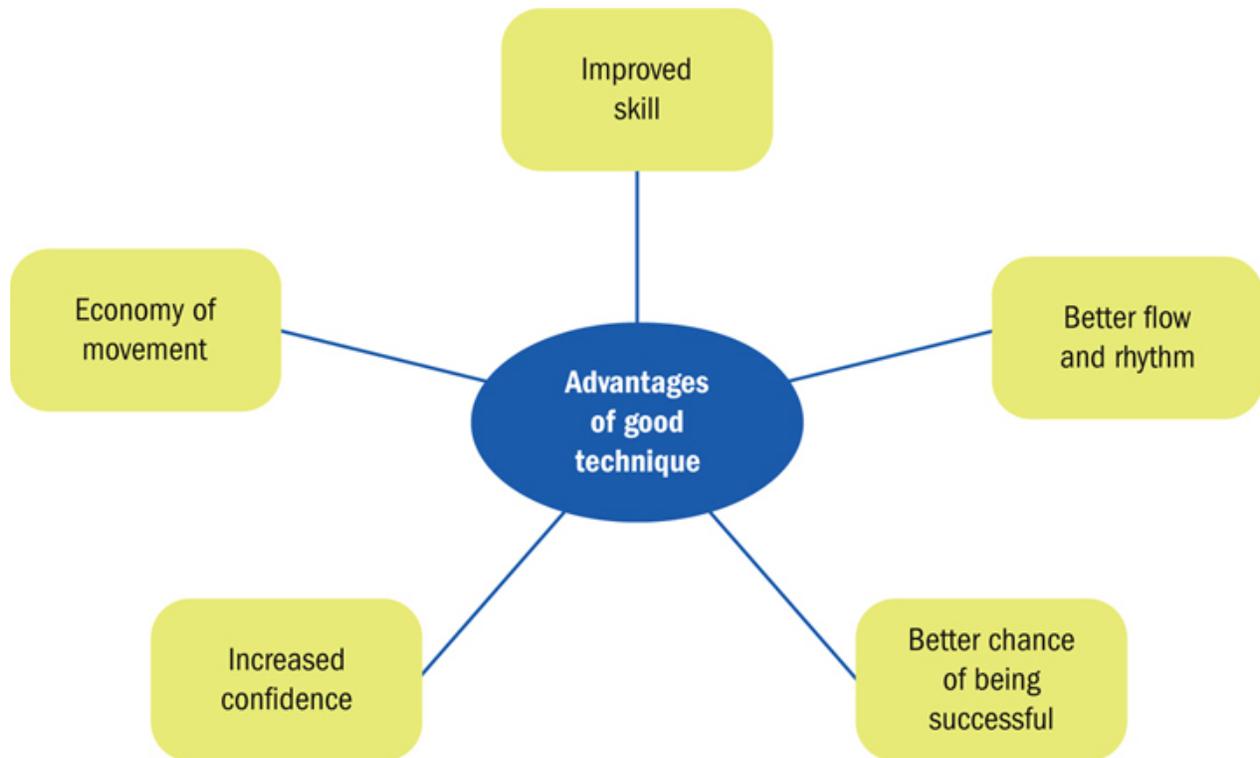
Being aware of your body proportions is important in body awareness. Some body types are naturally more suited to particular sports. For this reason, no matter how hard you try, you may be unable to experience the same success as someone else — for example, the tall, thinner person has a definite advantage in the high jump, whereas the smaller, more muscular person is more suited to sprinting and discus throwing.

Technique is possibly the most important aspect governing skill improvement. When we observe a skill such as the tennis serve, we find many common characteristics that constitute good technique. All good players hold a tennis racquet in much the same way, swing the racquet behind the body, 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 (which implies using the correct method).

There are many advantages to developing correct technique. These include:

- *economy of movement* — there is no waste of energy during the movement
- *skill* — the movement uses the correct muscles to perform the action
- *flow* — the movement is well timed and looks good
- *consistency* — the action has a better chance of being successful
- *confidence* — self-assurance grows from successful execution and challenges us to apply what we know to similar situations.

When athletes have developed sound technique, they are able to adapt it to special circumstances — for example, kicking a wet ball or being able to control an object being hit into a strong wind. Technique is developed through the use of practices, commonly called *drills*. An example would be a drill to develop the push-pass in hockey or the lay-up in basketball. Drills provide an environment in which an action is repeated to the extent that it becomes automated.



HEALTH FACT

The highest level of skill acquisition is characterised by consistent achievement of the desired result. To perform at this level, an athlete must have practised the skill on many occasions, corrected their technique and performed the skill confidently in competitive situations. A coach has a significant role to play to improve the skill by providing reliable feedback to the athlete.

DID YOU KNOW?

Do you want to 'Bend it like Beckham'? Bending the ball is an advanced soccer skill which allows a player to kick the ball around their opponents. The key to bending a ball is to kick it off centre and hard enough to cause the spin. The harder the kick and the more off centre, the greater will be the spin and swing. Remember to focus your eyes on the contact spot of your foot on the ball.

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Complete this digital doc: [Freestyle: technique and drills](#)

Searchlight ID: [doc-2516](#)



Complete this digital doc: [Breaststroke: technique and drills](#)

Searchlight ID: [doc-2517](#)



Complete this digital doc: [Backstroke: technique and drills](#)

Searchlight ID: [doc-2518](#)

ACTIVITIES

1 Exploring technique

Form groups of four or five students and appoint one person as the coach. As a group, read the information about the three skills in the table below. The coach should then set up the first drill and supervise practice for about five minutes. The coach then provides feedback to players relating only to technique points. Should the coach notice the skill is not being performed as outlined in the technique points, the player should be alerted.

Move on to the next skill and appoint a new coach. Continue until all three skills have been practised. At the conclusion, have players evaluate the importance of being aware of technique in the learning of skill.

Correct technique for soccer skills

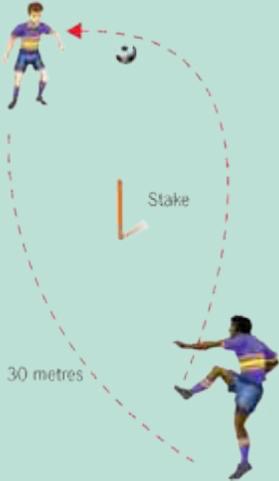
Context: Games

Area: Soccer

| Skill | Technique points | Learning activities/drills |
|---|--|---|
| <p>1 The inside foot pass</p>  | <ul style="list-style-type: none">● Approach the ball and place the non-kicking foot behind and a little to the side of the ball.● Bend the knee and pivot at the hip with the striking leg.● Make contact with the inside of the foot.● Keep eyes on the ball until contact is made.● Follow through. | <ol style="list-style-type: none">1. In pairs, pass the ball to one another, alternating between the right and left foot as the striking foot.2. In pairs, pass the ball to a partner while avoiding the markers.  |
| <p>2 The long, high kick</p> | <ul style="list-style-type: none">● Approach using a short run-up.● Place the non-kicking foot to the side and back from the ball.● Lean back.● Flex the kicking knee. | <ol style="list-style-type: none">1. Practise kicking for distance using right and left feet.2. In pairs, place an object in the middle to kick the ball over. |

Context: Games

Area: Soccer

| Skill | Technique points | Learning activities/drills |
|---|--|---|
|  | <ul style="list-style-type: none">● Strike the ball with top of the foot.● Follow through using arms for balance. |  |
| <p>3 The curve ball</p>  | <ul style="list-style-type: none">● Approach from the side of the ball.● Place the non-kicking foot beside the ball.● Lean slightly back to enhance elevation of the ball.● Swing foot across the ball.● Follow through. | <ol style="list-style-type: none">1. In pairs, take one step and try curving the ball right or left.2. Use markers to test your skill with the curve ball.  |

2 Object control games

The following game is an example of developing a control skill and transferring it to a more demanding context. Perform the skills and then play the modified game.

Trapping a ball, as in soccer, requires the sole or toe of the foot to trap the ball against the ground. Try the following skills with a soccer ball or soft rubber ball to improve your object manipulation and control.

Trap the ball from each of the following situations:

- a. Drop the ball from just in front of you.
- b. Put the ball on your head and let it fall.
- c. Kick the ball against a wall.
- d. Have a partner throw the ball to you so it lands at your feet.
- e. Trap a rolling ball and then kick it to a target. Use both right and left feet.

Modified activity: Place markers on the ground to indicate small fields and play games of three-on-three or four-on-four soccer. Each time a team gains possession of the ball, three traps from general play must be made before a goal can be scored.

CHECK & CHALLENGE

1. Our senses gather information from our eyes, ears, nose, tongue and touch. Explain how our senses assist us to gain control over an object such as in dribbling a soccer ball.
 2. Explain the advantages of developing good technique.
 3. Choose a skill. Evaluate the importance of body control and body awareness to improved execution of the skill.
 4. Evaluate the importance of good technique in making a solid golf swing.
 5. Describe how better body awareness might improve a gymnastics, dance or games skill.
 6. Use the weblink in your eBookPLUS to view **Roger Federer's serve**. Discuss techniques Federer uses to aid in his success. Describe the reasons why his serve is fluent, powerful and accurate.
-

eBookplus RESOURCES



Watch this eLesson: Catching

Searchlight ID: [eles-0750](#)



Explore more with this weblink: Roger Federer's serve

4.2 Object manipulation, anticipation and timing

Skill improves as the ability to control objects and to respond to the speed and path of moving objects develops.

Engage

In order to continue to improve our movement skills, we must be able to use and manipulate the objects which feature in many sports, such as balls and bats. Our ability to control objects in a sport such as baseball or softball is often dependant on our ability to correctly anticipate when the pitcher will make their move, and subsequently timing our swing to meet the ball.

Use the **Testing reaction time** weblink in your eBookPLUS to test your reaction time in baseball, then read the information on the web page to understand the link between your brain and the time it takes for you to swing for that ball. How important is timing in sports like baseball?

eBookplus RESOURCES



Explore more with this weblink: Testing reaction time



Watch this eLesson: Overhand throw

Searchlight ID: [eles-0751](#)



Watch this eLesson: Punt kick

Searchlight ID: [eles-0752](#)

Explore

Most sporting activities require some form of **object manipulation**. In athletics, the performer may be required to throw the discus; in gymnastics, to manipulate the ribbons; or, in hockey, to scoop the ball. Successful skill execution requires control over the object. Without control, an object such as a soccer ball or basketball may be lost over the sideline or taken away by a good defender.

A high level of control equates to a high level of skill. Repetition of an action during practice improves our **kinesthetic sense** or our feeling for where parts of our body should be during a particular movement.

safety check

The final two aspects that underpin improvement in movement skill development are **anticipation** and **timing**. Many factors need to be taken into account when anticipating something. For example, our ability to respond to an object, such as a tennis ball hit towards us, is influenced by:

- the size of the object
- the distance from the object
- the speed of the object
- the colour and brightness of the object
- the sound made when the object hits the ground
- 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.



Control over objects is increased through practice.



The javelin, discus and shot-put require considerable object manipulation and control.

DID YOU KNOW?

The reaction times of elite sprinters usually range between 0.12 and 0.16 seconds, which is slightly above the average person's reaction time. The reaction time is the amount of time it takes the athlete to respond to the signal or gun at the start of the race. Some athletes try to pre-empt the starting gun in an effort to get a time advantage on their competitors.

There are numerous examples in sports where the development of anticipatory skills assists performance. In swimming and athletics, the sprinter tries to leave the blocks as close to the sound of the starting gun as possible. In racquet sports, players move to where they anticipate the next shot will be to allow more time to play. In gymnastics, vaulters pay attention to their speed in approach, flight, distance from the mats and the size of the mats to anticipate their landing and control their bodies. Good anticipatory skills result in better body control and, ultimately, better safety.



Balance and body control are important in the development of anticipatory skills.

Timing is more of an issue when executing complex skills such as the tennis serve or the golf swing. Because many parts of the body are moving at the same time and in relation to one another, application of force that is out by even fractions of seconds can make a big difference in the success of execution. Most aspects of timing in movement relate to effective transfer of weight while maintaining balance.

When movement skill is developed and a skill is performed correctly, it has a certain aesthetic appeal. This means that it looks artistic and tasteful to the eye. Well-performed skills develop this appeal because the skill parts, commonly called **subskills**, have been put together in the correct order. Each subskill flows onto another, with the quality of each subskill depending on the execution of the one before. If one or more of the linking subskills is poorly performed or rushed, it will adversely affect the performance of the skill.

The importance of good timing is illustrated in the figure below.



Good timing (a) when each subskill flows smoothly onto the next, which results in good performance of the skill, compared with poor timing (b) when one or more of the linking subskills is rushed, which results in poor performance of the skill.

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Complete this digital doc: [Javelin](#)

Searchlight ID: [doc-2519](#)



Complete this digital doc: [Discus](#)

Searchlight ID: [doc-2520](#)



Complete this digital doc: [Shot-put](#)

Searchlight ID: [doc-2521](#)

HEALTH FACT

At the elite level, a tennis serve can move at nearly 225 kilometres per hour, while a volleyball can be spiked at approximately 160 kilometres miles per hour. Athletes with superior overall timing have an advantage over players who react and move less quickly.

ACTIVITIES

1 Softball soccer — object manipulation

Make teams of six to seven players and use a normal softball field with bases. The batting team lines up outside the diamond and the fielding team spreads out within the diamond, with the pitcher in the middle. The first batter places the soccer ball on the ground, kicks to the pitcher and then runs the bases as in softball.

In the meantime, the pitcher must inside foot pass to fielder two, who passes to fielder three and so forth around the circle until the ball is returned to the pitcher. If the runner arrives home before the ball returns to the pitcher, a run is scored.

Both teams 'bat', with the winning team being the one that gains the most home runs.



Softball soccer

2 Relating anticipation to a racquet sport

Anticipation is an important element in racquet sports. Organise and play a table tennis round-robin competition so each person in the class plays all other members.

1. Why is good anticipation an advantage in such activities?
2. Suggest how anticipation could be improved.
3. What types of spin were you able to use? How important was using spin in making the ball land in a more restricted space than in other racquet sports?

CHECK & CHALLENGE

1. Choose two sports and explain where object manipulation can be found in each.
2. Explain how kinesthetic sense can be developed, using soccer dribbling as an example.
3. Explain the importance of anticipation in receiving a tennis serve.
4. Evaluate the importance of anticipation and timing to improve execution of a chosen skill.
5. Evaluate the importance of timing in a golf swing or a tennis serve.
6. Describe how better body awareness might improve a gymnastics, dance or games skill.
7. Use the **Soccer skills** weblink in your eBookPLUS to watch the clip of Cristiano Ronaldo. Discuss the images of him training for soccer. What skills has he mastered? Which of these relate to object manipulation, anticipation and timing?

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Explore more with this weblink: Soccer skills

4.3 Transfer, learning environments and feedback

The rate and success with which we learn skills is influenced by factors that relate to how our learning program is conducted and the environment in which it takes place.

Engage

We know that certain factors enhance learning while others can make learning a chore. We all want to become proficient in the sorts of activities in which we participate. We admire those who show a high level of skill and are sometimes amazed by their capability. While some players seem to have more ability, it could be that they have benefited from knowledge and practices that enabled them to acquire proficiency at a more rapid rate.

Use the **Transferring skills** weblink in your eBookPLUS to see how the skills of AFL football can be applied to a large variety of sports. Discuss examples of the high level of skill evident in the clip. Consider the types of training and learning environments these individuals may have experienced.

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Explore more with this weblink: Transferring skills

Explore

The key to faster learning

Skill development and performance are influenced by a number of factors, including:

- *transfer* — how well we are able to use what we have learnt in a similar environment
- *environments* — where we learn and the effect of those surroundings on our performance
- *feedback* — information we receive about our performance that will help us improve
- *practice* — methods of developing skills correctly
- *safety* — being aware of principles and practices that help avoid injury
- *rules and regulations* — knowing how laws governing play assist safe participation.

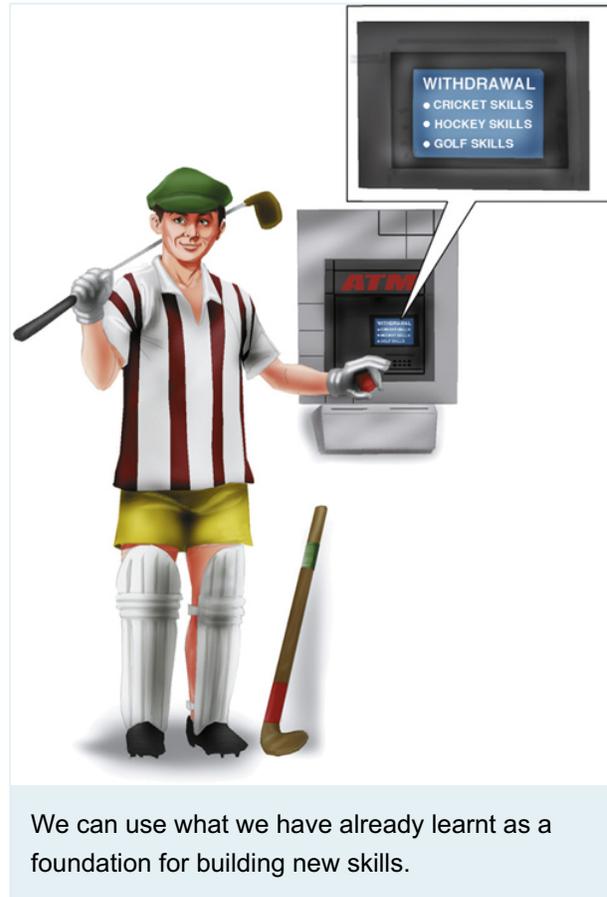
Transfer

Generally, specialised skills such as those required in games, gymnastics and athletics are unique to the particular sport or situation. This means that the method of kicking the ball in rugby may be slightly different in soccer and Australian Rules football (AFL). However, the total process of learning each method of

kicking does not need to begin from scratch. Learning can be greatly enhanced because we can ‘withdraw’ past experiences from our ‘skills bank’ and **transfer** them to the process of developing similar movements.

Some examples of situations in which learning and skills can be transferred from one activity to another include:

- *side step* — football, basketball, soccer and touch football
- *tennis serve* — squash, smash in badminton, serve and spike in volleyball
- *softball batting* — cricket, golf, hockey and baseball



Learning environments

Positive learning takes place in safe, friendly and stimulating environments. It might be a gymnasium, cricket oval, swimming pool or athletics track. **Learning environments** can enhance or detract from skill learning. A cricket wicket, for example, where the surface is in a state of disrepair may impede the development of batting skills because the uncertainty of the ball movement means the performer cannot develop a consistent and repetitive stroke.



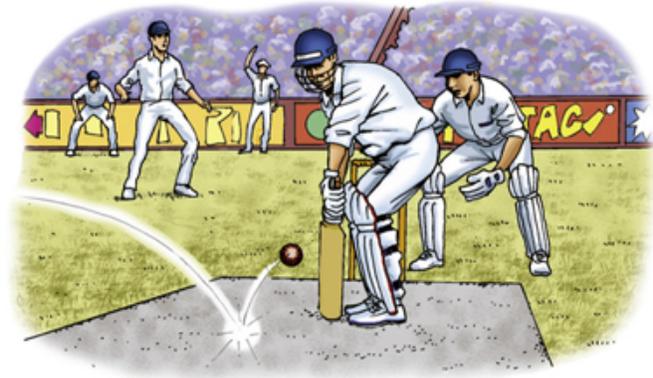
The environment can help learning or make the process more difficult.

Most sports contain both **closed skills** and **open skills**. During the early stages of learning, it is preferable to perform skills in a closed environment and at a pace where the learner is in control (**self-paced**). In the closed environment, conditions are relatively stable, allowing the performer to focus totally on the task. A cricketer, for example, may learn on an indoor wicket using routines that are simple and repetitive, and be allowed to take time with shots, exploring many movements. During this phase, the movements may be modified and repeated in the self-controlled environment because variables that we might find in games, such as opposition pressure, have been excluded from the situation.

As the skill level develops, the environment can become progressively more open. This means the skills themselves can be performed in conditions that are subject to change — this environment is much closer to the game situation. Skills performed in an open environment are said to be **externally paced**. This means that something or someone other than the performer is influencing when and how the skill is being executed. In a game of cricket, for example, the wicket may dry out and deteriorate, bowlers will deliver a variety of balls, fielders will put pressure on the batter by changing positions, and the breeze might influence the swing of the ball. Due to all these variables, the batter needs to make adjustments. A gradual progression from the closed to the open environment assists learning and, particularly, the development of confidence.

HEALTH FACT

All sports require the body to move freely. While strength and endurance are significant factors in individual sporting performance, flexibility is a factor which is often overlooked. Given two athletes with identical strength and endurance, increased elasticity and flexibility can make the difference between one being more successful than the other.



By progressing from a closed environment to an open one, we develop confidence with skills.

Feedback

Feedback is necessary if we are to continually improve the way we perform movements. Without feedback you will not improve because you will be unaware of what you are doing incorrectly, making you incapable of making adjustments to your performance. Feedback has the following functions:

- *Reinforce* what has been learnt. If a coach says 'well done', for example, the performer assumes the execution was correct and the same pattern needs to be repeated.
- *Modify* the way the skill is being performed, if necessary. The coach may say 'keep your eye on the ball', for example, after a fumbled catch. Feedback here suggests the eyes left the ball at a critical moment causing an error. The performer must train the eyes to watch the ball all the way into the hands.



Feedback refers to information you receive about your performance.

- *Motivate* the performer. A successful performance will encourage a performer to continue practice and keep trying.

The two most common sources of feedback come from the performer and the coach. Feedback that comes from the performer is called **internal feedback** and arises from the performer's feel of the movement. This is felt in the muscles and conveyed to the brain through the senses. Using this type of feedback, the performer develops a feel for what is correct and incorrect, and is able to differentiate between the two.

We also receive **external feedback**. This type of feedback comes from outside the body. It could be a comment from a coach, a peer who is observing the skill being performed, or perhaps seeing a score on the board. Regardless of the type of feedback, it is most useful to learners when it is constructive and given without delay — this way it will motivate the performer to continue.

Feedback is vitally important during practice so the performer becomes aware of where improvement needs to take place. In class situations, much of the feedback needs to be given by peers as it is often too difficult for teachers to watch every performer all the time. This means students need to develop the skill of spotting technical faults in another student's performance, and provide feedback regarding how the performance can be improved.



A gymnast performing a handstand requires internal feedback to maintain balance.



External feedback is best when it is immediate, positive and constructive.



Complete this digital doc: [Skills overview](#)

Searchlight ID: [doc-2522](#)

ACTIVITIES

1 Feedback

Equipment blindfolds for half the class, tennis balls and buckets

Divide the class into pairs. One blindfolded person is supplied with a tennis ball and given ten attempts to throw the ball into a bucket that is 4 metres away. The other person retrieves the ball, returns it, but says nothing to the thrower. For the second series of ten attempts, the retriever provides feedback by telling the thrower how close the ball is to the bucket, together with the success rate and what to do to improve accuracy. When finished, reverse the roles.

1. Discuss the level of success between the first and second attempts.
2. What type of feedback was provided by the person who retrieved the ball during the second series of attempts?
3. Describe how it felt to throw without the support of feedback (first attempts).
4. How important was feedback to the success of the second series of attempts?



Feedback is important to the success of the performance.

2 The game — in closed and open environments

Organise the class to practise a skill or play a game in contrasting environments (indoors and outdoors). Comment on difficulties experienced when performing in each of the environments.

CHECK & CHALLENGE

1. Briefly explain the factors that influence skill development and performance.
2. Explain why transfer of skill and concepts is important in learning.
3. Use an example to illustrate the difference between internal and external feedback.
4. Evaluate how open and closed environments affect the learning of skills.
5. Use the **Kicking in rugby** weblink in your eBookPLUS to see an end of game conversion in Rugby Union. Discuss the challenges identified by the commentator for the kicker and identify other challenges that arise because of the open environment. How would the kicker deal with these challenges?
6. Describe the functions of feedback.
7. Choose a skill that you have recently learnt. Describe how feedback assisted you to understand what you had to do and how you were able to execute the skill in the correct manner.

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Explore more with this weblink: Kicking in rugby

4.4 Practice, safety, and rules and regulations

The rate and success with which we learn skills is largely dependent on practice. This will be much more rewarding and enjoyable when safety precautions are taken and specific rules and regulations addressed.

Engage

In physical activity, we sometimes let the opportunity for enjoyment override taking account of the risks involved. While the potential for injury is ever present, being aware of the need for safety and abiding by rules and regulations will ensure that the potential for enjoyment is maximised.

Use the **One minute typing test** weblink in your eBookPLUS to see if practice affects performance. Complete the test and view your results. Then repeat the same test on two or three more occasions, checking your results each time. Has practice improved your performance? You will be using a keyboard a lot in the future. What could you do to improve your skill in this area?

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Explore more with this weblink: One minute typing test

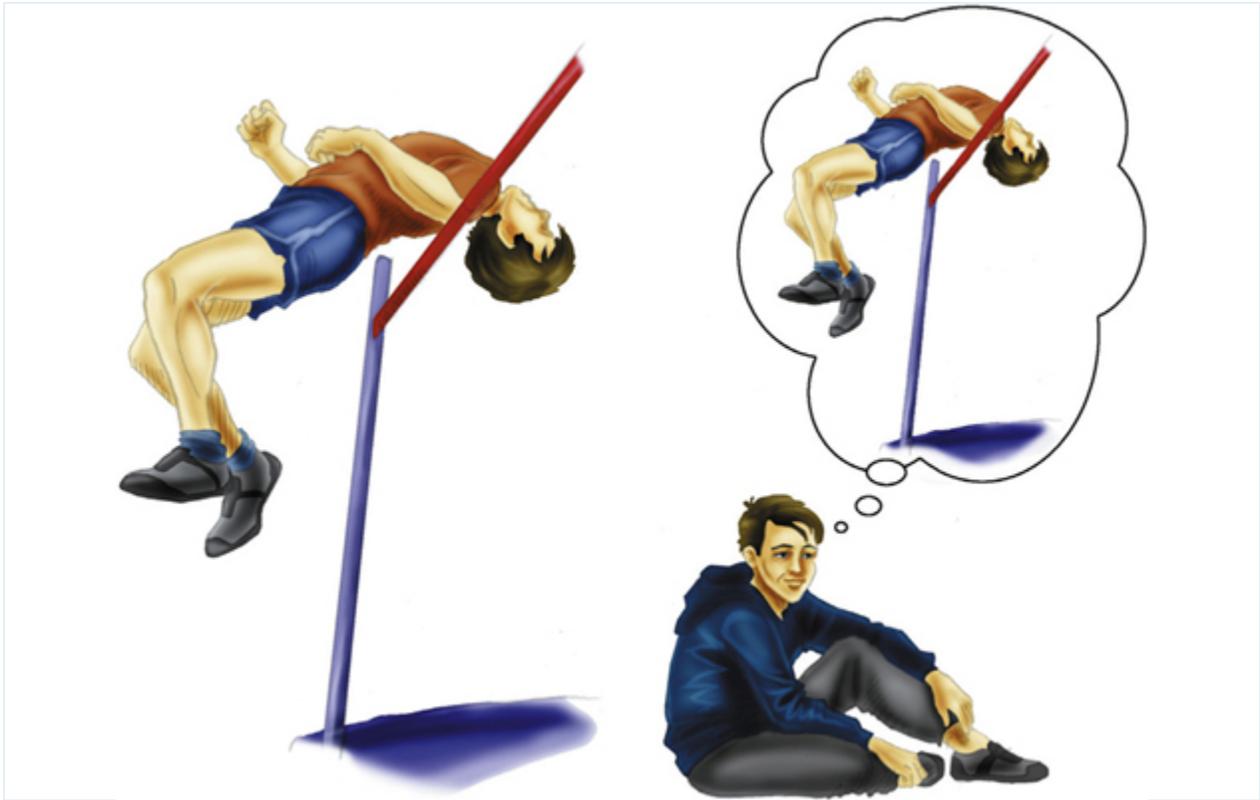
Explore

Practice

Practice is the most important influence on skill development. We often hear the saying 'practice makes perfect'. This is not necessarily correct because what we are practising is generally not perfect, particularly during the developmental stage of a new skill, when we may be performing it incorrectly. However, we do know that practice and feedback will improve the way we are able to perform the skill. Practice aims to improve technique through the gradual elimination of errors. By understanding the 'how and why' of faults in movement, we are able to develop structures (drills) that can be used to overcome those faults.

The role of practice should be:

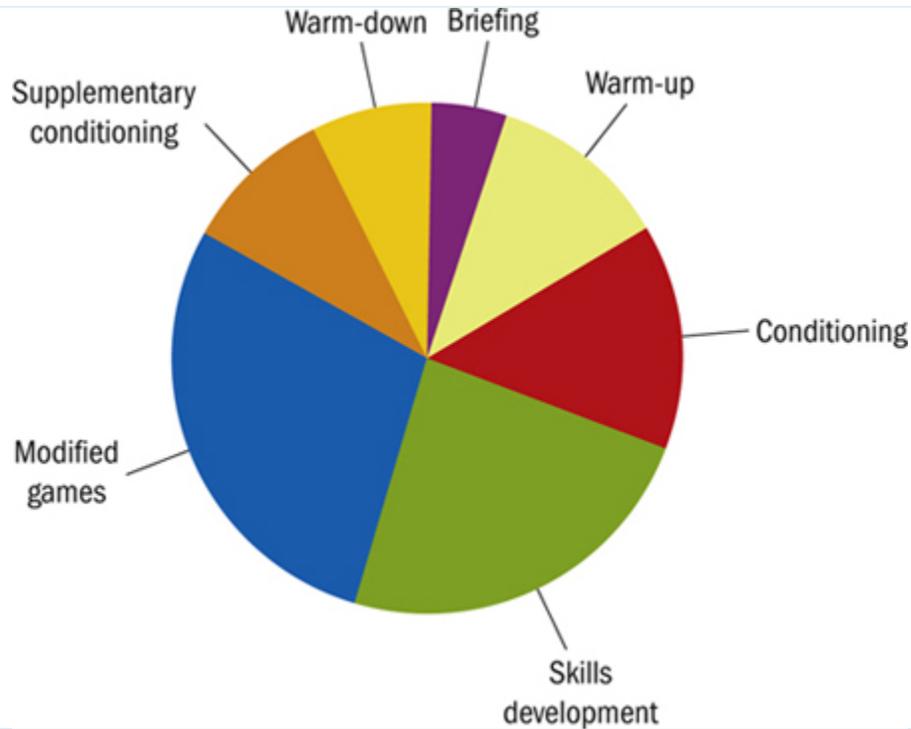
- to develop skills correctly leading to their execution in an environment that resembles, as closely as possible, the game or final performance situation
- to understand and correct errors using feedback
- to learn how to use equipment safely
- to develop positive relationships
- to experience success
- to develop important values, such as fair play
- to have fun and enjoy being challenged.



Best practice incorporates both physical and mental techniques.

Mental practice is a form of practice commonly used by elite athletes. This type of practice makes use of the fact that our mind is like a video player, allowing us to create and visualise images and even put them into movie-like situations. The key to effective mental practice is to visualise the correct and successful execution of skills. When this is supported by physical practice, skills are learnt more effectively and rapidly. Good practice relies on using both mental and physical techniques.

Most skills are developed by using well planned practice sessions. The structure of training sessions will vary from one activity to the next, but generally follows a set pattern. The components of a practice session are illustrated in the figure below.



A typical one-hour training session. Skills practice and application should be a major part of training sessions.

Safety

Ensuring **safe environments** and use of protective equipment enhances skill learning. Injury not only hampers the learning of skills but can also negatively affect interest, motivation and future involvement. We need to be aware, however, that injury will most likely occur in sporting contests such as football, where collision skills such as tackling are an integral part of the game. Important safety awareness points are outlined in the safety awareness box below.

safety check

Safety awareness

- Always warm up and stretch at the beginning of training sessions and before games.
- Focus on technique development leading to safe, efficient and correct skill execution.
- Ensure you develop a level of fitness appropriate to the game or activity.

- Use protective equipment (such as helmets) where necessary.
- Check the training area to ensure that it is safe and free of objects such as glass that could cause injury.
- Let injuries heal fully before resuming any competitive-level performance.
- Be aware of and follow the safety rules for the sport or activity.
- Never practise if unwell.
- Perform new and difficult skills under supervision.
- Wear sunscreen if practising or performing outdoors.
- Ensure adequate fluid levels are maintained.
- Match competitors according to skill level and maturity.
- Remain alert and be aware of what is going on, and use a commonsense approach to skill learning and working with others.

HEALTH FACT

When riding a bicycle, you are required by law to wear an approved bicycle helmet securely fitted and fastened on your head. This will reduce the risk of brain or head injury by up to 60% in the event of an accident. You must look for the sticker certifying that the helmet meets Australian and New Zealand standards (AS/NZS2063) to ensure it has passed strict safety tests.



We are all responsible for safety.

Rules and regulations

Rules and regulations exist to enhance safe activity participation. They provide the boundaries within which all people connected with the sport or activity must abide. Rules apply directly to the game situation, whereas regulations apply to the overall structure of the code, including competitions.

Most people obey rules and regulations they understand. People are more likely to breach rules and regulations if they do not understand them or are unaware of them. An important part of skill development and practice sessions is taking time to ensure rules and regulations, and the logic behind them, are fully explained and understood by everyone who is affected by them. Our understanding of these rules needs to be supported by enforcement. Referees, for example, need to know the rules and be able to apply them within the competitive environment. Disciplinary committees need to be familiar with the rules governing inappropriate play and be consistent in their handling of situations.

The following are examples of rules and regulations of which you are probably familiar.

- The maximum number of players on a netball court is seven.
- A basketball player who incurs five fouls must leave the court for the duration of the game.
- Head high tackles are illegal in rugby.

Consider how each of these sports would differ in terms of safety, if the appropriate rule was not applied.

DID YOU KNOW?

World-renowned professional golfer Phil Mickelson used mental rehearsal during a 6-week break from the game caused by injury. During that time he was unable to swing his golf club. However, Phil kept in touch with his game by visualising shots and feeling them with his practice swings. He often talks about the power of the mental game and encourages others to simplify their game by synchronising one's body and mind with a clear visual goal.

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Searchlight ID: [doc-2523](#)



Try out this interactivity: [Safety match](#)

Searchlight ID: [int-2398](#)

ACTIVITIES

1 Practice

Divide the class into five groups. Allocate one of the following aspects of training to a group:

- a. warm-up or warm-down
- b. conditioning
- c. skills development
- d. modified games
- e. extra or supplementary conditioning.

Choose a game and arrange for each group to prepare and administer its part of the training session.

Discuss the importance of planning to an effective practice session.

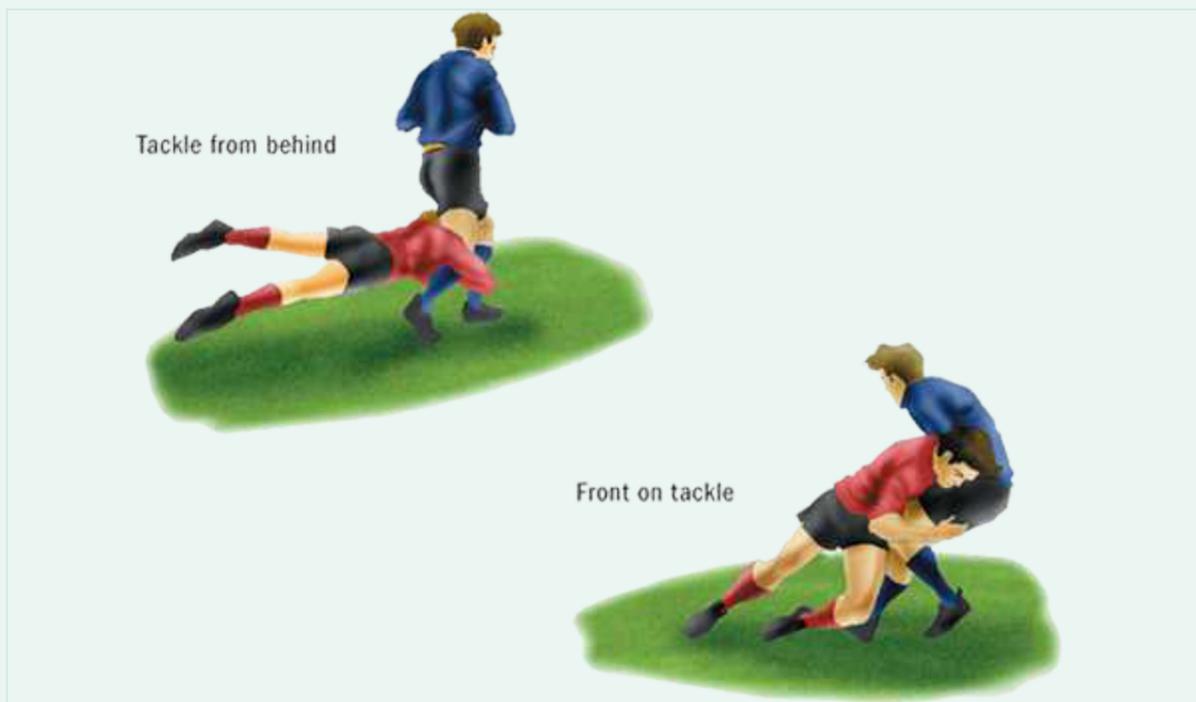
2 Awareness of rules and regulations.

As a class, choose an activity you would like such as game of touch football, soccer or basketball. Brainstorm ten rules or regulations that will enhance safety. An example would be that players must wear appropriate footwear (no bare feet). Rank the rules in order of importance to safety. Ask for volunteers to referee and oversee implementation of the rules during a game. When finished, as a class, evaluate the need for rules and regulations in terms of player safety.

3 Tackling

The lower body tackle used in Rugby League and Rugby Union is quite safe, providing it is performed correctly. Investigate how the tackle is performed both from the front and the side. Under teacher supervision, practise the tackle on tackle bags and a soft surface such as grass or mats. Examine the technique and the points listed from question 2 above to suggest how an impact in a collision situation between two players can be minimised and safety improved.

safety check 



A knowledge of forces and correct technique can improve the effectiveness and safety of the rugby tackle.

CHECK & CHALLENGE

1. Briefly explain what is meant by mental practice.
2. Explain why it is important that players understand rules.
3. Explain how mental practice could be used to improve performance of a physical skill, such as a throw in softball.
4. Outline safety precautions that you need to be aware of during practice situations.
5. Choose any piece of protective equipment used in sport (such as a helmet or mouth guard) and evaluate its role in the prevention of injury.
6. Describe how you develop positive attitudes towards safety in physical activity.
7. Describe the role of practice.
8. Use the **Safe rugby tackles** and **Unsafe rugby tackles** weblinks in your eBookPLUS to view the clips on safe and unsafe tackling. Discuss how rules enhance the safety of a game. How do you think players who break rules which lead to injury of another player should be punished?

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Explore more with this weblink: [Safe rugby tackles](#)

Explore more with this weblink: [Unsafe rugby tackles](#)

4.5 Applying forces

Much of what we do in physical activity relates directly to the application of forces. By understanding more about forces, we can improve the way we move, throw, push or, in fact, apply force to any object.

Engage

We apply and react to forces in every physical activity we do. When we hit a ball with a bat, we want the force we put into it to be maximised. If it isn't, the ball will not travel as far. Understanding how forces work will enable us to be more efficient in what we do and ultimately make us better in all forms of skill execution.

Use the **Martial arts forces** weblink in your eBookPLUS to watch a martial arts student break a board with one finger. What factors may have contributed to an improved ability to apply forces?

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Explore more with this weblink: [Martial arts forces](#)

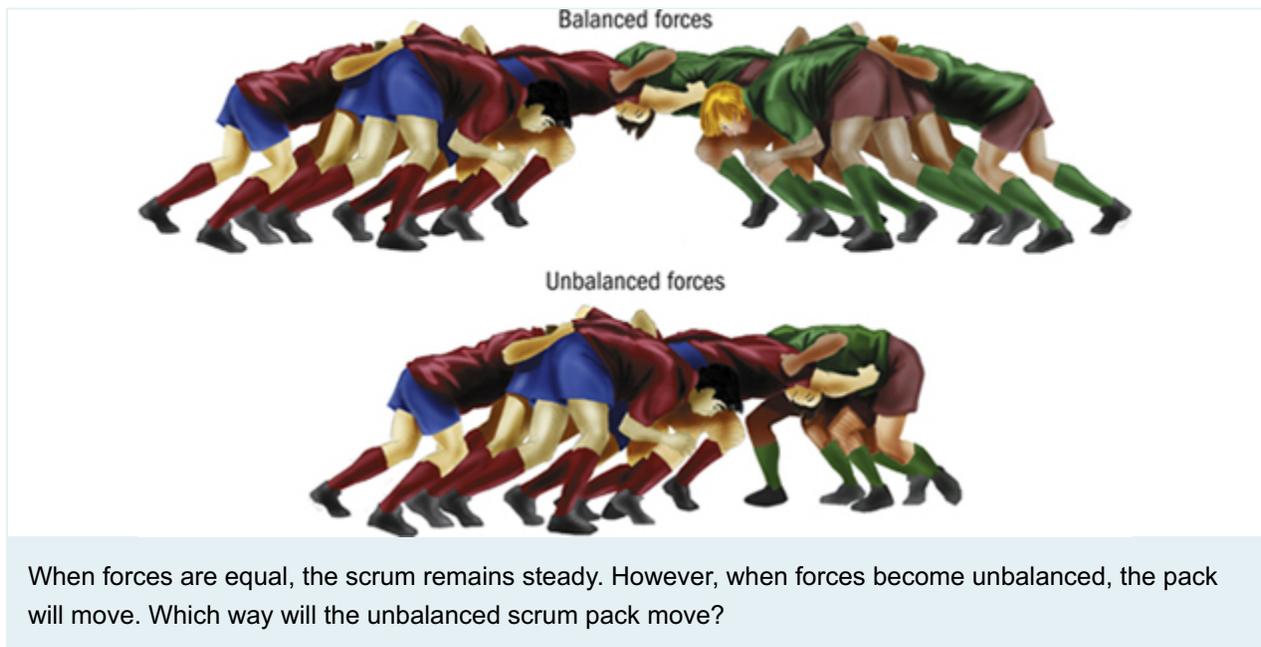
Explore

Using biomechanics to improve performance

The application of mechanical principles to improve human performance is referred to as **biomechanics**. An understanding of biomechanical principles provides an insight into methods that improve efficiency, resulting in a better performance.

Forces

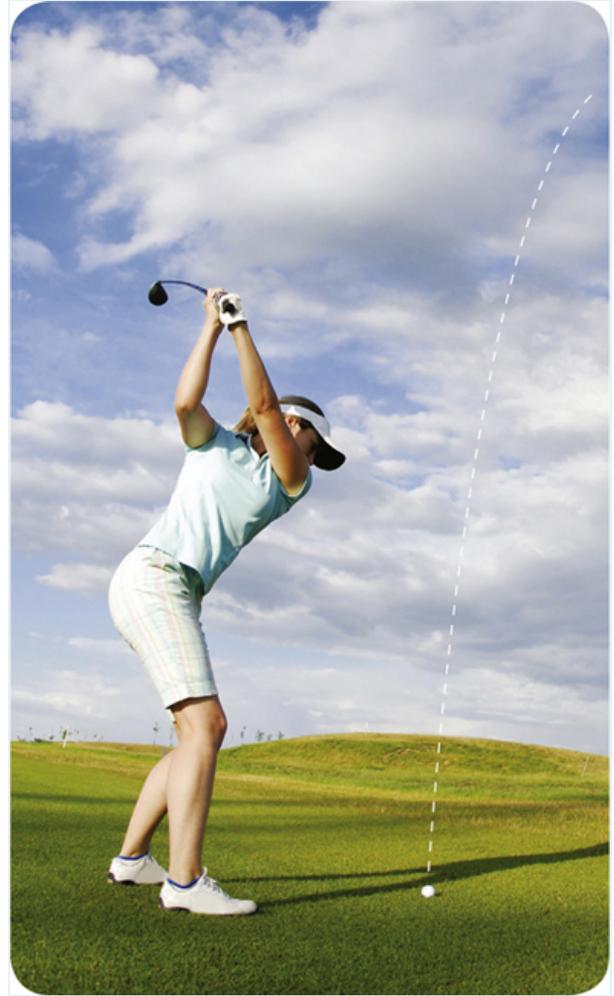
Regardless of whether a body is at rest or in motion, **forces** are always acting on it. A **body** can be a person or an implement used in sport such as a ball. When forces are balanced, the body is stationary; however, when forces become unbalanced, the body moves. An understanding of forces will help us improve the way and efficiency with which we move.



When forces are equal, the scrum remains steady. However, when forces become unbalanced, the pack will move. Which way will the unbalanced scrum pack move?



A better understanding of the mechanics of movement improves performance and safety.



The golf swing generates considerable force, which is able to momentarily change the shape of the golf ball.

While we are unable to see a force, we can observe its effects on an object by the way in which it makes the object move. When we use a kick to apply a force to a ball, we are aware of the force by the way in which the ball moves. We can even calculate the strength of the force by the distance the ball travelled.

Forces can change the direction of an object, slow it down, speed it up and even change its shape. A powerful force will cause a greater change to an object than a weak force. The effect of a powerful force in the form of golf club on an object is illustrated in the figure above.

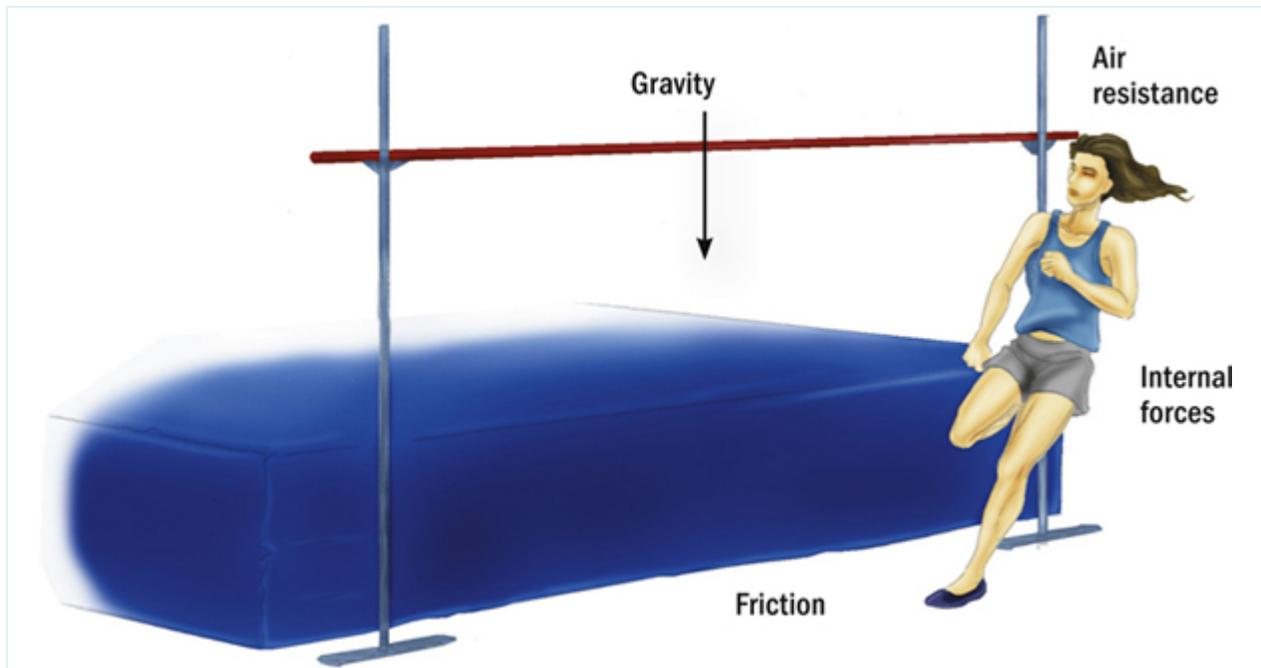
Some forces originate from internal sources while others arise from external sources. **Internal forces** are those that are produced from within our bodies. An example of an internal force would be the action of kicking a ball. **External forces** are forces that we encounter when we move, as in a throw, jump or swim. They apply resistance to our movement. The most common external forces with which we are confronted are gravity, **friction**, air resistance and fluid resistance.

HEALTH FACT

How could you make a marble move? Are your answers classified as pushes or pulls? Remember a force is a push or a pull. Objects at rest have balanced and opposing forces acting on them. To make the marble move, a force must be applied; and to stop the marble, an opposing force must be applied. Consider the impact of forces on how our bodies move, how swings move and how transport vehicles travel.



Much of what we do in physical activity is about applying forces to objects.



A person contends with many forces when performing a sporting movement.

DID YOU KNOW?

A technical break-through occurred in 1972, when Bill Bowerman who was studying the pattern of the waffle iron, considered the effect of the waffle pattern on the bottom of sports shoes. He then cooked some rubber in his waffle iron and glued it to the sole of a pair of shoes and gave the shoes to athletes to road test. The athletes returned with great reviews, following which Bill patented the sole and revolutionised running by providing better traction and a more durable product.

Depending on the type of activity we are doing, external forces can restrict movement to a greater or lesser extent. The high jumper's attempt, for example, to rise vertically will be hindered by gravity, while the swimmer will encounter fluid resistance from the water. To sportspeople, techniques for minimising resistance are significant because these techniques increase the productivity of the force that is applied to their movements. The sharkskin suit worn by elite swimmers, for example, is designed to minimise friction between the swimmer and the water, allowing the person to gain greater benefit when their internal forces are applied to the water.



The sharkskin suit helps decrease the friction between the swimmer's body and the water.

External forces, and particularly friction, can be used to a person's advantage. We try to improve friction when we wear studs on our shoes in football or spikes in running. Friction is beneficial in the control of movement but it can also irritate soft surfaces such as the skin or the soles of shoes.

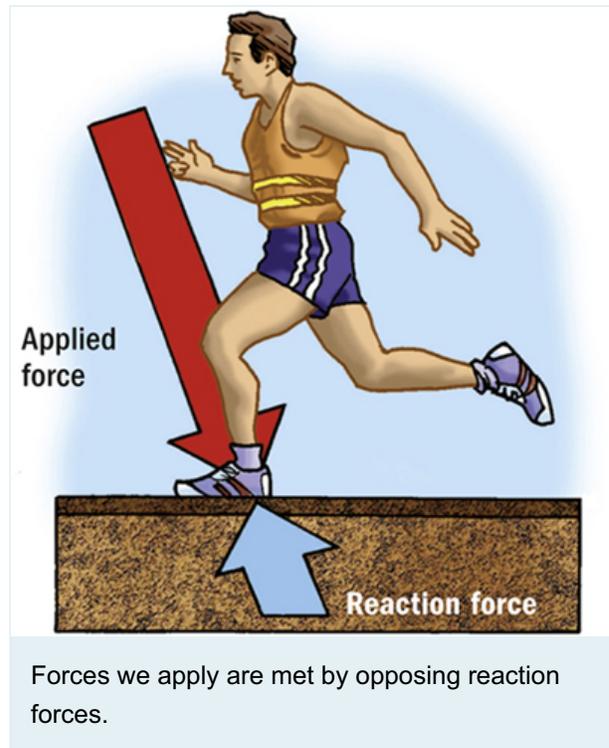
There are two types of force of which we need to be aware — **applied forces** and **reaction forces**. In applied forces, the force we apply originates from the movements we make — running, swimming or throwing. As our body or part of it comes into contact with the surface, a force is transferred to that surface.

Opposing this force is a reaction force which is transmitted from the surface back through the body's point of contact. A high jumper, for example, who generates only a small force when the jumping leg pushes against the ground will not be able to gain the same height as a person who is able to generate more force during take-off, even if they are of the same weight. In applying this principle to sporting activity, we need to be aware of how to make our muscles stronger and more flexible (by using power programs) and develop techniques that allow the force we produce to be maximised.

While the ability to exert forces has a lot to do with the development of power and understanding **mass**, we also need to know how to **absorb forces** when they are applied to the body. Fortunately, our joints and muscular system allow us to control and dissipate forces exerted on us. When we land from a jump, we bend our knees and the muscles lengthen to absorb force. In catching a ball, we 'give' to soften the impact, which avoids both pain and injury.

Many of the forces we need to absorb are related to collisions in actions such as tackling, and to impacts of a lesser nature, such as landing in long jump. To enable us to absorb the force better, we should:

- use protective equipment such as gloves and pads wherever possible
- slow the speed of the object gradually by 'giving' with impact
- create a broad base by widening the stance
- absorb forces such as tackles on the largest surface areas of the body
- bend the knees when absorbing forces produced from landings, such as from rebounds in basketball and landing in a long-jump pit.



ACTIVITIES

1 Identifying forces

Forces are pushes or pulls. They cause bends, twists, curves, stops, starts, swings and directional changes. Explain the forces that operate to cause the following:

- a. A bowler in cricket can swing the ball in the air.
- b. A rower uses the oars in a boat to travel upstream.
- c. A batter in softball hits a home run.
- d. A tug-o-war between two teams is even.
- e. A tenpin bowler makes a strike, knocking over all the pins.

2 Applying forces to objects

Form small groups and provide each group with the following objects — a basketball, soccer ball, shot-put, a light medicine ball, golf ball, table-tennis ball and cricket pad. Each student throws each piece of equipment as far as possible, recording the distance thrown to the point of landing each time. Observe the throwing technique of each student. Collate the measurements for each piece of equipment thrown by the class using a spreadsheet. Rank the objects in order of distance thrown.

1. Explain why some objects were thrown further than others.
2. To what extent did students modify their technique to suit the shape of the object? Is there a 'best technique' for each object?
3. Suggest why good athletes apply forces to objects (javelin, discus, hammer throw) using different techniques.
4. Compare the distances that the table-tennis ball and the shot-put were thrown. If the shot-put was heavier, why may it have gone further? Explain why it is easier to play soccer with a dry ball than with a wet, heavier ball. Identify the reaction forces applied to the shot-put.

3 Resistance

Friction, gravity, air resistance and fluid resistance are all examples of external forces that affect movement in some way. Experiment with a physical skill or movement such as a throw, high jump or a dive into water and answer the following questions:

1. Identify how the external force will affect the movement.
2. Suggest what can be done to improve performance in view of the resistance.
3. Explain how resistance forces can be used to make the activity safer.

CHECK & CHALLENGE

1. Explain the difference between internal and external forces. Choose one external force and suggest how it affects the high jump.
2. Explain how forces developed by the trunk can be of benefit to throwing the discus.
3. Explain how we can avoid injury from the impact of collisions, such as landing in jumping.
4. Use an example to explain the difference between applied and reaction forces.
5. Apply your knowledge of mass and forces to explain why the synthetic rugby ball used today is better in wet weather than the traditional leather ball.
6. Describe three instances where friction would occur in a game of tennis and explain its effect in each case.

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Complete this digital doc: [Forces](#)

Searchlight ID: [doc-2524](#)

4.6 Stability, balance and momentum

Performing a movement such as skiing involves application of important principles and particularly those that relate to stability, balance and momentum. However, there are many other movements that can be enhanced by understanding these principles.

Engage

We can all appreciate the relevance of stability and balance to activities like gymnastics. Momentum is important in most activities where we need to develop speed. An understanding of all three principles will improve the efficiency with which we execute any movement which has elements of these principles to one degree or another.

The Guinness World Record for holding the longest handstand on a stationary skateboard is two minutes. Superior balance and stability allows these skaters to perform these skills. Use the **Handstand on a skateboard** weblink in your eBookPLUS to watch a handstand on a moving skateboard: how do you think this skater achieves and maintains his balance and stability?

eBookplus RESOURCES



Explore more with this weblink: [Handstand on a skateboard](#)

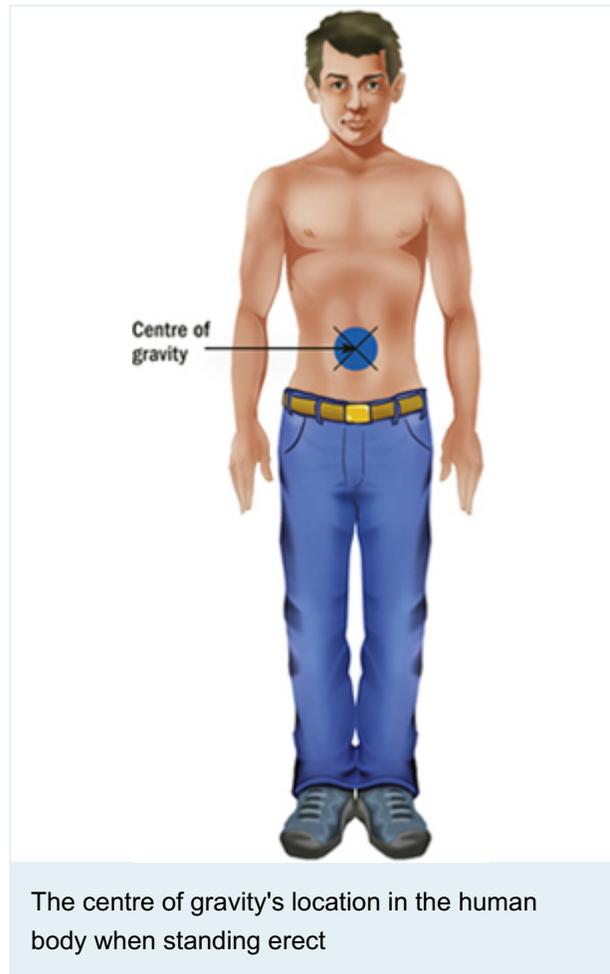
Explore

Stability and balance

Understanding balance and **stability** is very important because they are cornerstone principles that support all physical skills. It is easy to appreciate how a person performing a headstand needs to apply the concept of balance. However, even dynamic situations such as sprinting require an understanding of balance. The sprinter is momentarily balanced on the pad of either foot at any moment during a race, and must transfer balance to the opposite foot with every step. Loss of balance would upset the fluency and efficiency of the stride and contribute to a poor performance.

Stability relates to how well your body is balanced at a particular time. When a body is stable it has a high degree of **equilibrium** and will resist forces that try to move it from this position. Stability depends on two factors — the **centre of gravity** and the **base of support**.

The centre of gravity in the human body is located at the approximate centre or average of your weight (see figure below). However, the position will vary according to the type of activity we are performing. As shown in the following figure the centre of gravity moves as our body shape changes according to the activity we are performing.

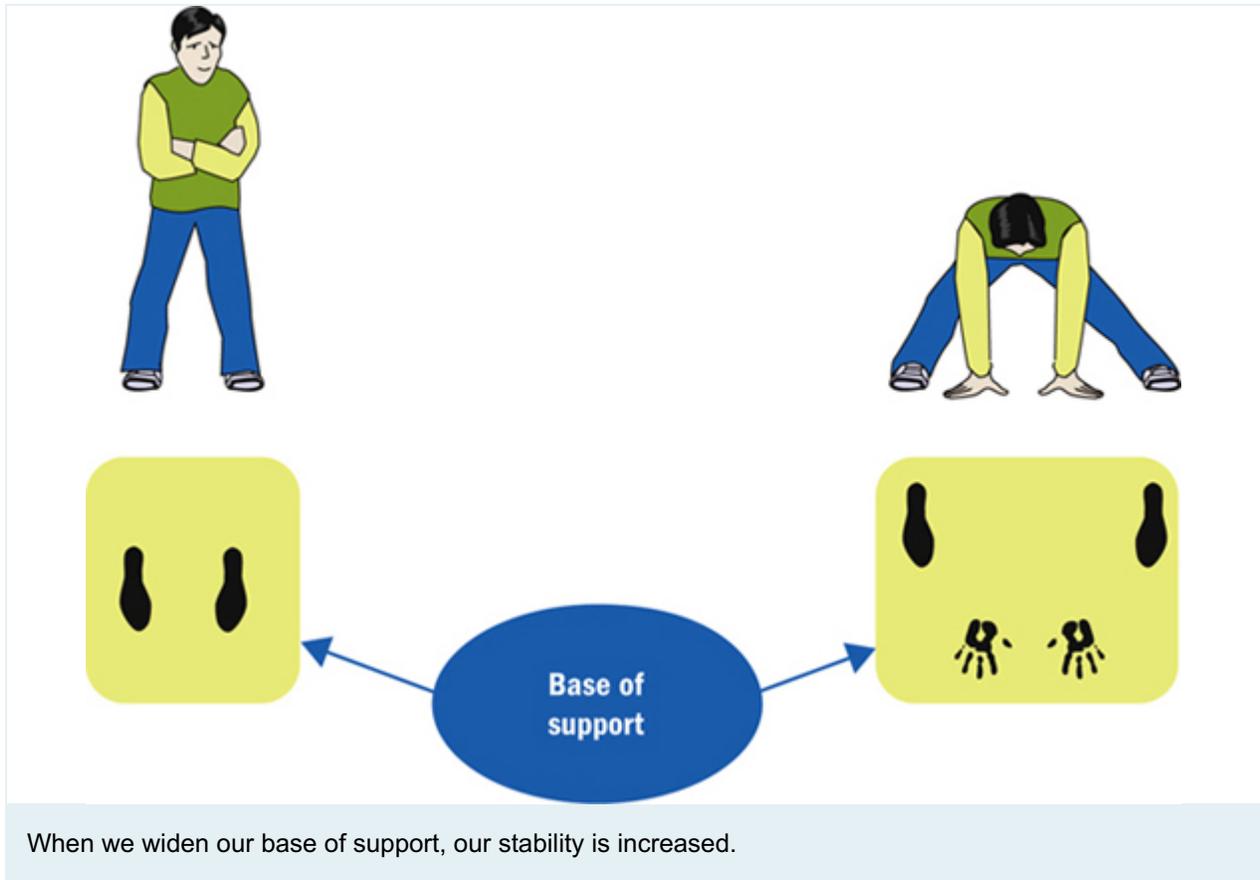


The centre of gravity's location in the human body when standing erect



Our centre of gravity changes according to the skill we are performing.

The base of support relates to the parts of the body (or object) in contact with the ground and the area between these supporting parts. When we are standing erect, the base of support is both our feet. The base of support could be increased if we were to widen our stance or bend over and place our hands on the ground. This, in turn, would increase our stability (see figure below).



HEALTH FACT

Judo is a martial art that demands an understanding of forces, stability and motion. The main aim of judo is to overcome your opponent's stability. The basic hip throw is an example of a movement that requires anticipation and reaction to your opponent's movements, and requires an understanding of forces, stability and motion.

A balanced position refers to a relatively stable position. We can be stable when we are stationary or when we are moving. When we are at rest and not moving, we are in a state of **static balance**. When we move and still have control of our body, we are in a state of **dynamic balance**.

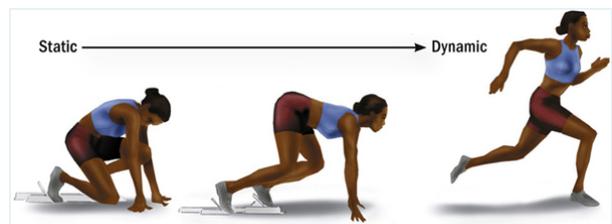


Static balance (left) and dynamic balance (right)

Balance depends on how well we are able to control our centre of gravity in relation to the base of support. If we elevate our centre of gravity by lifting our arms, as required in an ice-skating manoeuvre, it will be more difficult to balance our body mass. However, when our arms are brought down by our side, our balance will be increased because our centre of gravity will be lower. If our centre of gravity moves outside the base of support, we will fall over.

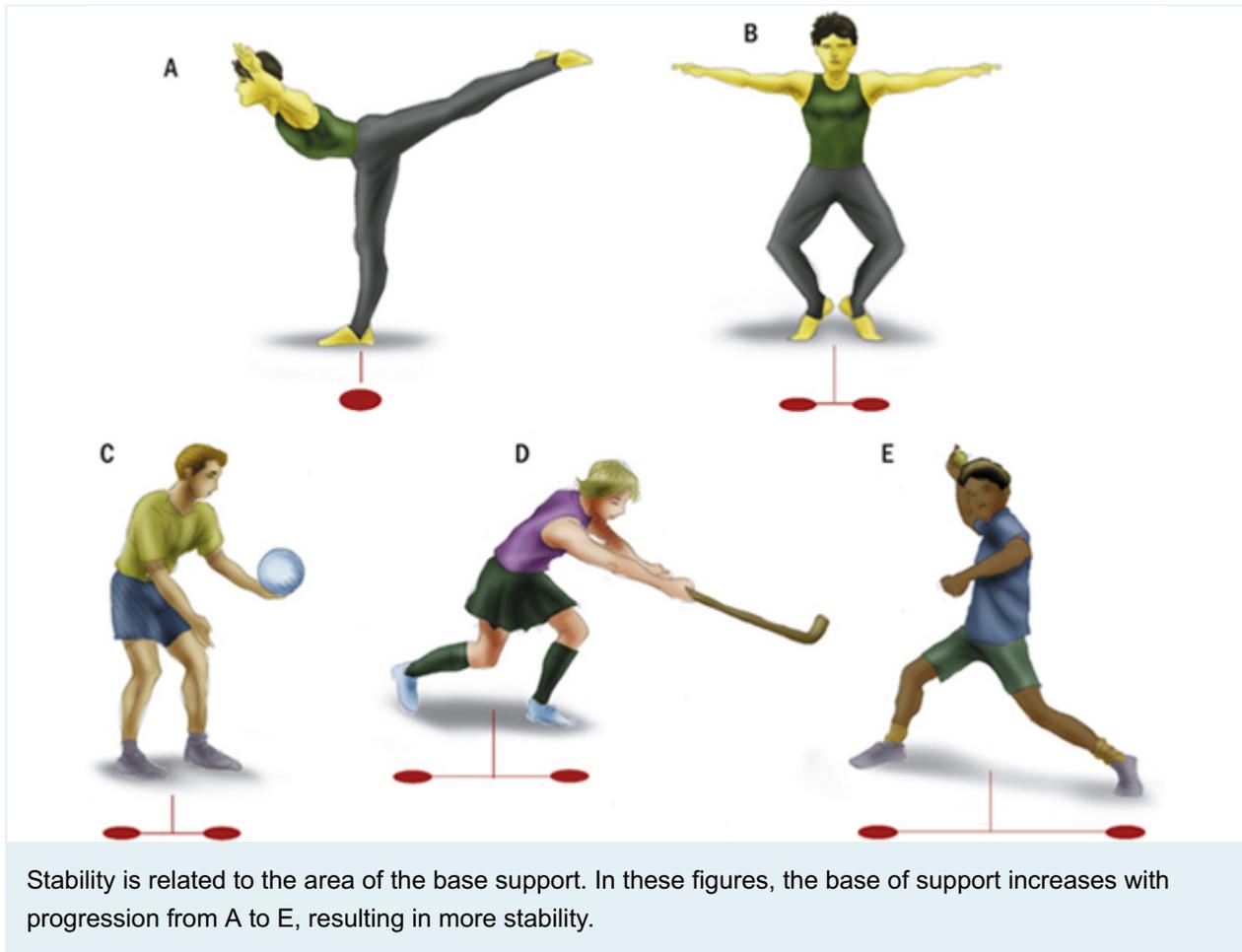
The centre of gravity changes according to the type of movement we are performing. However, we remain stable as long as the centre of gravity is located over the base of support.

Generally, stability in selected sporting events can be increased by:



The sprinter progresses from a very stable position of static balance to a less stable dynamic position during the one event.

- *lowering the centre of gravity* by bending the knees — for example, a basketball defender
- *widening the base of support* — for example, using two hands to support the head in a headstand
- *increasing friction* between base of support and ground — for example, the studded footwear worn by footballers.



The level of stability required varies from one sport to another. Some sports (such as wrestling) require a high degree of stability, whereas others (such as evading players in touch football) demand that stability can be varied as required.

Momentum

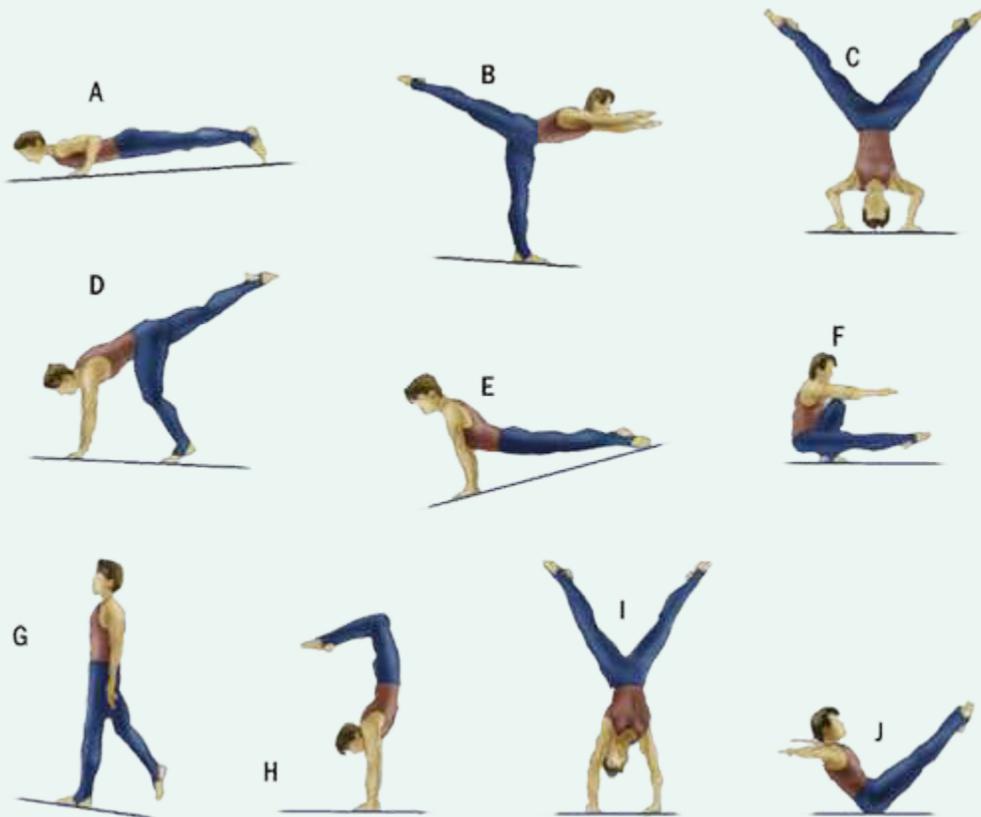
An understanding of how **momentum** relates to various sporting activities can help us to enhance performance and safety in movement. In sport, we are usually concerned with ways to increase momentum. This allows us to throw the discus further or tackle harder.

To increase momentum, an object must increase its mass while retaining the same velocity or increase velocity. This works to a point. Some cricketers, for example, choose a heavier bat (more mass) as a way of hitting the ball further. However, if the bat selected is so heavy that it cannot be wielded at the same speed (less velocity), the ball will not be hit as far as before. Conversely, if we lighten the bat significantly, and try to hit the ball with a very fast action (increased velocity), we may find that our control is affected and the combination of less mass and less control leads to a poorer shot.

ACTIVITIES

1 Stability

Examine the images below and rate them (1-10) from most stable to least stable. Justify your answers.



2 Centre of gravity and base of support

The following activities and skills relate directly to the centre of gravity and base of support principles. Perform each one and explain how manipulation of the centre of gravity and/or base of support can affect the final outcome.

- a. Two tug-o-war teams are of equal weight. One is able to convincingly beat the other. How?
- b. A shot-putter who bends his legs is able to throw further than when the legs are kept relatively straight.
- c. A person who stands on one leg tries to hit a golf ball as far as a person standing on both legs.
- d. A person does a headstand and removes their hands from the mat.
- e. A full-back in Rugby League jumps to catch the ball and is tackled while still in the air.

3 Experimenting with balance and stability

Experiment with the following activities that require balance and stability. For each activity, make variations to body position and technique to enhance performance and safety. Observe the effects and discuss your findings with the class.

- a. In pairs and on a safe surface, work out ways to destabilise wrestling holds and positions.
- b. Practise the 'mark' in AFL.
- c. Practise the jump shot in basketball.
- d. Try ice skating.

CHECK & CHALLENGE

1. Explain how stability relates to a stationary activity (for example, a headstand) and a dynamic activity (for example, running).
2. Explain how raising or lowering your centre of gravity will affect your balance.
3. Explain what is meant by dynamic balance.
4. Explain the connection between stability and base of support using a basketball defender or a weight-lifter as an example.
5. Explain how an understanding of momentum could be used to advantage for either a collision sport or tenpin bowling.
6. Evaluate the importance of balance in performing a gymnastics routine.
7. Use examples to describe how the centre of gravity in the body changes according to the type of movement we are doing.
8. Use the **Destabilising in Judo** weblink in your eBookPLUS. Identify the factors that destabilise an opponent in a successful performance of the 'Takedown'.



Explore more with this weblink: Destabilising in judo

Review

What have I learnt?

- Aspects of movement skill development include object manipulation, body control, body awareness, technique, timing and anticipation.
- Manipulation, body control and body awareness are improved most by enhanced coordination and balance.
- Technique is the method used to perform a skill or movement. Skill execution will be improved considerably by giving attention to establishing sound technique.
- Anticipation and timing are improved through practice. These two characteristics are evident in skill execution by elite players.
- Skill development is influenced by a number of factors including transfer, environments, feedback, practice, safety, and rules and regulations relating to the activity.
- Biomechanics is the study of the mechanics of human performance. Knowledge of biomechanical principles will improve the way we perform many sporting movements.
- Forces can be internal or external. The most common external forces with which we are confronted are gravity, friction, air and fluid resistance.
- Learning techniques to absorb forces improves the level of safety in activity.
- An awareness of the how centre of gravity changes within the human body will assist in movements where balance and stability are important.
- Momentum refers to the quantity of movement a body displays. Better understanding of momentum increases our effectiveness and safety in collision sports and in activities such as discus where improved momentum increases distance.

Essential question revisited

What do we need to know to move, throw and execute high level sporting skills to the best of our ability?

What is your viewpoint about the essential question after having studied this topic.

CHECK & CHALLENGE

1. Identify and explain the aspects of movement skill development.
2. Explain how knowledge of body control and body awareness improves our ability to surf.
3. Discuss the importance of timing in the tennis serve.
4. 'Good technique is the foundation of skill mastery.' Discuss.
5. Explain the role of practice in skill improvement.
6. Explain the difference between internal and external forces
7. Choose any sporting activity where we need to absorb forces. Describe how forces are absorbed while performing a skill related to this activity.
8. Apply the concepts of balance, stability and base of support to improved execution of a skill.
9. Identify an activity where momentum is important. Suggest how momentum is developed or improved and contributes to a better performance.

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STRAND 2 Movement skill and performance



Chapter 5: On with the show

Contents

- 5.1 Features of movement composition
- 5.2 Improvising and planning
- 5.3 Sequencing and performing
- 5.4 Elements of composition: space
- 5.5 Elements of composition: dynamics, rhythm, timing and relationships
- 5.6 Appreciating movement composition and performance
- 5.7 Assessing movement composition and performance
- Review

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5 On with the show

Essential question

Have you ever seen an exciting gymnastics or stage performance and wondered, 'How do they do it?' What do I need to know to begin developing my own compositions and performances?



Staging a performance is both fun and hard work.

SYLLABUS OUTCOMES

Major outcome

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

5.5 Compose, perform and appraise movement in a variety of challenging contexts.

Contributing outcome

This chapter will also help you to do the following.

5.4 Adapt, transfer and improvise movement skills and concepts to improve performance.

5.10 Adopt roles to enhance your own and others' enjoyment of physical activity.

Skills outcomes

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

5.11 Communicating Adapt and evaluate communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.

5.13 Interacting Adopt roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives.

5.14 Moving Confidently use movement to satisfy personal needs and interests.

5.15 Planning Devise, justify and implement plans that reflect a capacity to prioritise, think creatively and use resources effectively.

YOU WILL EXPLORE

- 5.1 Features of movement composition
 - 5.2 Improvising and planning
 - 5.3 Sequencing and performing
 - 5.4 Elements of composition: space
 - 5.5 Elements of composition: dynamics, rhythm, timing and relationships
 - 5.6 Appreciating movement composition and performance
 - 5.7 Assessing movement composition and performance
- Review

5.1 Features of movement composition

People who organise movement themes and compositions such as coaches, choreographers, tacticians or instructors are motivated by opportunity to put their creative ideas into practice.

Engage

When we see a highly creative performance in gymnastics, dance or a game, we often wonder how the choreographer or coach came up with ideas and put them into practice. We know they all start with a purpose, but where do they go from there?

Activities throughout this chapter will ask you to develop compositions. Use the **PE composition** weblink in your eBookPLUS to view a finished composition, and think about how you will go about developing one of your own.



Explore more with this weblink: PE composition

Explore

How do we go about developing a composition?

Compositions are developed by joining a number of sequences into a larger structure that sometimes uses special effects, such as light and sound. These special elements are added to gain maximal effect. Although compositions may be different lengths, they are able to stand alone, having an identifiable beginning, middle and end.

A composition is an art form and is used in many mediums for movement. At this stage, you are probably more familiar with non-movement art forms from artists, musicians and writers. However, movement is an art form too and can be created for appreciation in many different contexts.



There are many types of composition, of which movement is one.

In games, for example, the art form is created by coaches, tacticians and instructors who develop unique skills in players and mould these into combinations for a specific purpose. The players become the coach's instruments, enabling their creations (ideas, skills and strategies) to be viewed in the arena for appreciation by others.

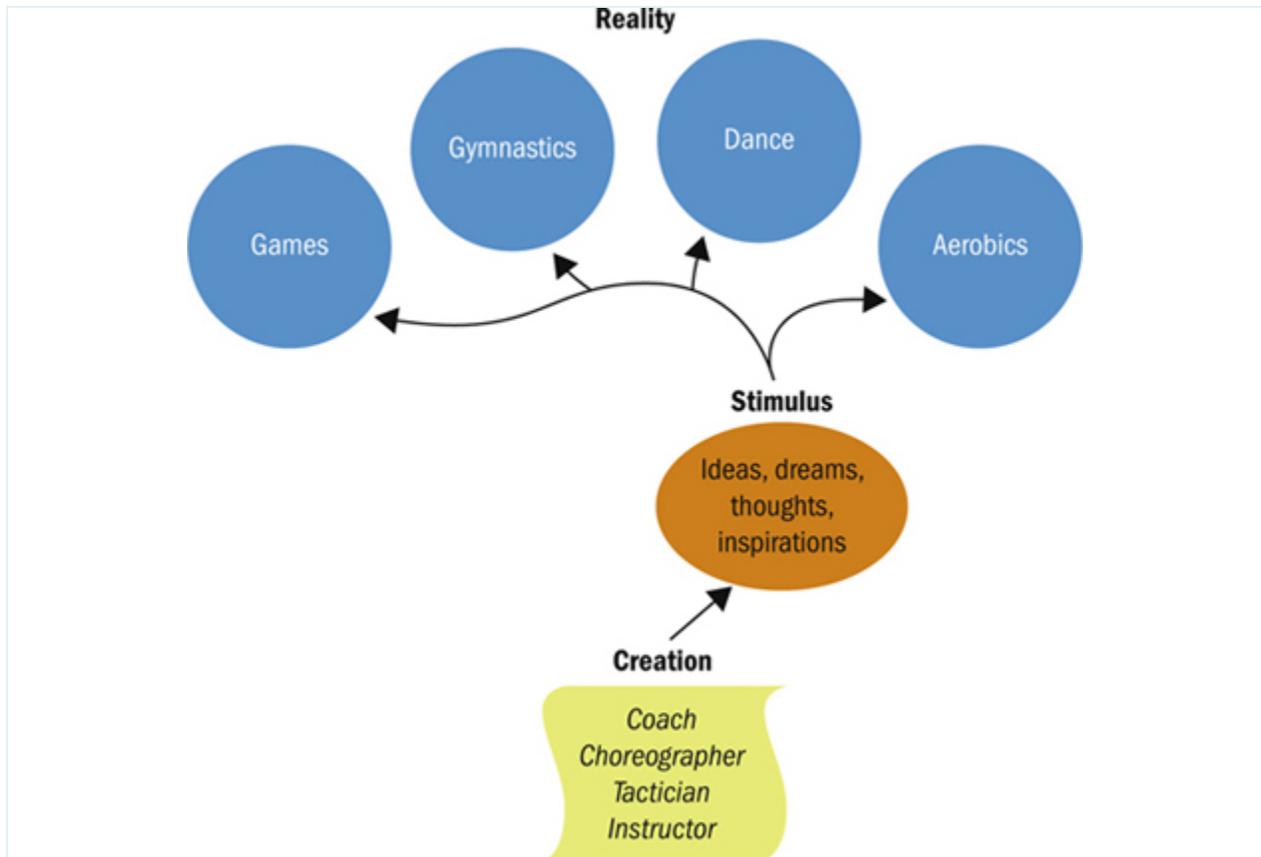
In dance, the coach is called the **choreographer**. A choreographer uses dancers to express ideas through movements and actions, and will also coordinate supporting aspects such as stage, lights, costume and set design. Depending on the type of movement and routine, gymnastics and aerobics may require coaches together with choreographers, to blend elements of skill and theatrics into a captivating performance.

When movement composition is staged, it is called a performance. In dance, there is a theatrical element involved as the choreographer presents the composition for viewing to the audience. This is also true for gymnastics, where skills and routines have been created, sometimes to music, for the appreciation of the crowd. The performance in sport is viewed by spectators who witness individuals matching their abilities against a course, such as in a triathlon, or in teams against each other, such as in a game of soccer.



The classroom provides an excellent environment for the creation and exploration of movement themes.

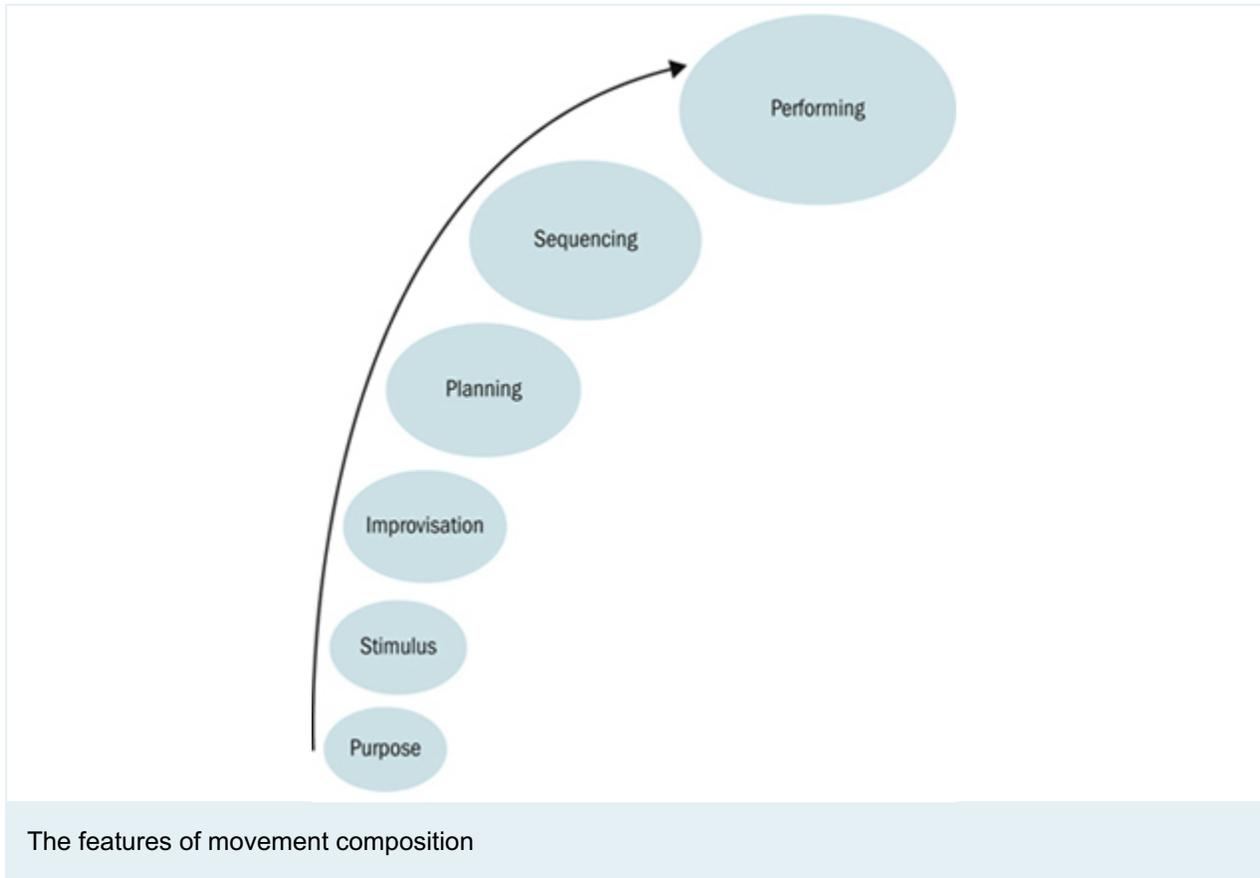
All movement compositions go through an evolutionary process. Whether it is a games strategy, aerobics routine, gymnastics routine or dance sequence, a composition develops from plans that are put into practice and scrutinised before being performed.



Creative people make dreams into reality for the enjoyment of others.

In general, the development of a composition requires that we:

- identify a *purpose* or intent, a reason for doing the movement
- use *stimulus* material to enhance creativity and richness
- *improvise* with movements to add originality
- *plan* the work so the theme or central idea unfolds
- *sequence* the smaller parts and attach them to the whole with linking movements
- *perform* the end result.



HEALTH FACT

It has sometimes been reported that computer use can damage the eyes. However, research has shown, this is incorrect. When using a computer for long periods of time, the eyes blink less than normal (like they do when reading or performing other close work). This makes the eyes dry, which may lead to a feeling of eyestrain or fatigue. So, have frequent breaks from looking at the screen when using a computer.

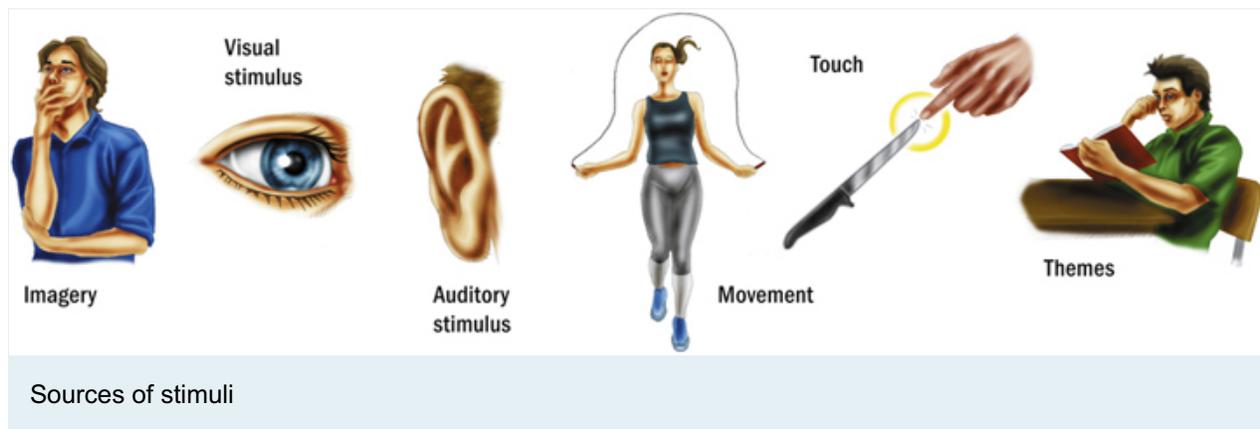
The development of a composition needs to be inspired by a reason or motive, called the **purpose**. In dance and some parts of gymnastics, the choreographer may be inspired by the desire to express a theme that conveys an idea or a message to the audience. Through trial, error, experimentation and exploration, the purpose gradually develops into a work of art that is organised so it has **form** or shape.

When a composition has form, it is assembled in such a way that it will develop logically from beginning to end. Form provides the framework around which the plan evolves. Without form, compositions are pointless and without purpose. A game played 'just for fun' is an example of a composition without form. There are no strategies, no preconceived plans or ways to organise movements or plays. Attacking and defensive actions are spontaneous; that is, they just happen in response to where the ball is passed, kicked or thrown. While this type of activity provides avenues for fun and enjoyment, it is not geared towards performance.

A **stimulus** is the starting point for creative movement. Whether it is dance, gymnastics or games, some form of stimulus is necessary to give a plan purpose. Stimuli are generated from ideas, views, opinions, what you read and general life experiences. A stimulus has the effect of arousing our creative instincts by making us think, improvise, explore and compose.

A stimulus in movement can arise from a number of sources, including:

- *visual* - what we see, for example, books, pictures and magazines
- *auditory* - what we hear, for example, sounds, emotive words and poems
- *themes* - for example, conflict, relationships and love
- *movement* - for example, tackling, twisting and throwing
- *touch* - for example, slippery, sharp or an item of sports equipment
- *imagery* - for example, fantasy or a romantic idea.





Imagery is a pleasurable source of stimulation for movement.

DID YOU KNOW?

Developing creativity is very much like using muscles. When we exercise muscles they become big and strong. If you don't practise being creative, you will lose the ability to use your skills that enrich it.

ACTIVITIES

1 Using a stimulus

Examine a picture from a magazine, some artwork or an interesting photograph. Create a short dance sequence that attempts to capture the mood or idea. Show your work to the class.



Many good ideas come from what we see and read.

2 Moving to sounds

In groups of five, use three people to create sounds using body percussion and making contact only with the floor. The remaining two students create a short sequence to the sounds. Show your creation to the class.



For thousands of years, people have danced to body percussion and other sounds.

3 Space dance

Form groups of four. Each group is to develop a sequence that includes a jump, turn, fall, clap, skip and run, and must demonstrate the idea of limited space. Each group has a time limit of 20 seconds to perform their composition. Following group performances, allocate floor area to each group. Perform as a class group, using the space you have been allocated. Video the performance and then analyse your improvisation using the following questions:

1. How did each group perform its task?
2. Was the composition original?
3. What techniques were used to link the movements together?
4. How did each group use shape, space and creativity to make their composition interesting?

4 Home aerobics

You are a runner and train daily. Lately, the weather has been wet and you have been unable to get outside. However, you are keen to maintain your fitness with some good aerobic work. You locate a number of music tracks that are moderately fast and that have a good underlying beat. Develop a range of movements (step, jog, half squat and spot running) that could be done in the confined space of a garage and that will still provide the benefits of a 20-minute endurance session.

CHECK & CHALLENGE

1. Explain what is meant by a composition.
2. Explain why a composition is considered to be an art form.
3. Explain the difference between a choreographer and a coach.
4. Briefly explain the sources of stimuli for movement and provide an example of each.
5. Explain how a composition is developed into a performance.
6. Evaluate the need for stimulus in developing a dance performance.
7. Describe types of stimulus that would assist creation of a dance performance.
8. Use the **How to create a gym routine** weblink in your eBookPLUS to read about 'How to create a gymnastics routine'. Discuss how the five areas mentioned aid in a successful performance. What other factors are significant for a quality performance?

eBook*plus* RESOURCES



Explore more with this weblink: How to create a gym routine

5.2 Improvising and planning

Identifying a purpose and brainstorming for stimulating ideas is followed by improvisation and planning. Here, ideas are developed and tried, and, while some will be abandoned, many will be embedded into the plan.

Engage

To excite and impress an audience, a performance needs something different to set it apart from other performances. Innovative styles, different moves, new skills — coaches and choreographers try lots of different things to see what works best. This is the improvisation and planning stage — the stage where creativity is tested.

How good are you at improvising? Use the **Bucket game** weblink in your eBookPLUS to learn how to play the game 'Bucket', then play the game as a class.

eBook*plus* RESOURCES



Explore more with this weblink: Bucket game

Explore

Improvisation

Improvisation is a way of breaking down barriers that might regulate the way we usually move and even lead to the discovery of new and innovative movements. All movement composers need to improvise if they are to produce something fresh and original. The musician, for example, experiments with combinations of sounds. The artist conducts tests with water, oils, colours and canvas. The coach experiments with players in different positions and patterns of movement to obtain the best result. The process of improvisation requires a search for alternatives and the full investigation of all possibilities, before decisions are made.

A whiteboard, sketch pad or magnetic board are useful tools for improvisation in game-type activities. Using these instruments, the coach or instructor can use a diagram to illustrate their thoughts and explain to players what has been conceived.



Improvisation is spontaneous movement in search of new ways of doing things.



When improvising, it is a good idea to have something on which to transfer your thoughts.

DID YOU KNOW?

Improvisation encourages feelings of safety for participants. This is because there is no planning and no known direction. Instead of participants worrying about making mistakes, they are more willing to participate because they are in a safe environment where mistakes are an acceptable stage in the whole process. These tasks build self-confidence in participants.

Planning

Planning involves the organisation of movement, sequences, routines and relationships into a format that has structure and supports the central idea or theme. It may involve arranging and rearranging sequences, further improvisation and the development of movement combinations. Planning requires vision, a sense of the whole composition and its individual components.

In planning a dance, the choreographer will need to develop:

- the theme and how it will unfold
- the organisation of sequences
- the music and sound
- the steps, movements and actions
- the transitions
- the rehearsal schedule.

The choreographer will also need to organise visual elements such as sets, props, lights, costumes and special effects, and develop these in conjunction with the overall plan.

Game plans rely on:

- executing individual and team skills
- combining sequences
- improvising if things do not turn out as planned
- trialling and modifying strategies and tactics if necessary
- expanding choices through adding options
- developing players' abilities to choose the right plan
- fostering the ability to implement the plan under pressure.

The game plan usually consists of a number of smaller plans that come together as a result of developing **offensive strategies** and **defensive strategies**. These strategies are concerned with what we do when we are in possession of the ball and what we do when the opposition controls the ball. The most difficult thing about game plans is their implementation. Unlike a dance, gymnastics or aerobics environment, which is predictable from start to finish, sport has the element of surprise and disruption, which can prevent a team from working to a plan.

In planning a gymnastics composition, a coach needs to consider:

- *the start and finish*. The routine needs to have a definite start and finish, with the beginning and end movements being dynamic and significant enough to create a lasting impression.
- *variety*. There should be use of space, pace and different moves that reflect the ability of the gymnast.
- *the ability of the gymnast*. The gymnast should always work within their ability level and concentrate on sound execution, rather than on difficult moves performed at a substandard level.



A coach needs to consider many variables in planning a games strategy.

ACTIVITIES

1 Shape dance

As individuals, improvise movement using the idea of 'shape'. Move spontaneously in any direction creating at least ten variant shapes with your body. Try to get a feel for each shape and then combine it with another shape.



Join with another person and make a shape with your partner, and develop a feel for the lines your bodies make together. Travel to another pair and make a new shape. This time the shapes need to have one of the bodies momentarily, and safely, raised from the floor. Let all the shapes drift in different directions — forward, away, spiralling and then freeze. Finally, use a single person to bring each of the shapes to life. Continue working with the theme 'shape' and improvise with new movements. Choose percussion or music and work with it to enhance your composition.

2 Game dance

In small groups, choose a game that has a range of skills such as passing, catching, throwing, leaping and dodging. To music or a percussion sound, develop the skills into a small composition that is fast moving and has the features of a ball game. Show your composition to the class.

3 The orchestrated game

Divide the class into two groups. One group is an orchestra and another represents players in a team game. The role of the orchestra is to provide stimuli through any means possible — voice, percussion or musical instruments. Individuals in the games group should choose any game they like and respond by improvising with movements that relate to the game — for example, pass, tackle, dummy, grouping, spacing or circling.

As the orchestra varies the volume, speed and pitch of the sounds being made, the team players must respond by making appropriate movements and actions. Perform for one minute and then change roles. Discuss the extent to which sound and music affected your ability to improvise.

CHECK & CHALLENGE

1. Explain the role of improvisation in the development of a composition.
2. Explain how brainstorming and use of a whiteboard could assist in planning tactics for a game.
3. Explain the role of planning in the development of a gymnastics routine.
4. Examine how improvisation can be used to improve creativity in dance or a game.
5. Discuss what a coach might need to consider when developing a gymnastics composition.
6. Using your favourite team game as an example, describe areas where good planning could make a difference.
7. Use the **Thank Gold You're Here** weblink in your eBookPLUS to view the TV segment of comedian Angus Sampson improvising on stage. Describe the amount of planning and improvisation involved in the segment.

eBookplus RESOURCES



Explore more with this weblink: [Thank God You're Here](#)



Complete this digital doc: [Action plan for a game](#)

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5.3 Sequencing and performing

The final two steps in the development of a composition are sequencing and performing. Sequencing is getting the routine or skills in order so they will flow. Rehearsals in dance and game-like training situations allow sequences to be practised and analysed prior to the final performance.

Engage

The end result of composition development is the performance. Whether it is a gymnastics display, dance, game or perhaps an aerobics routine, it is the point where all of the processes come together. A lot of preparation needs to go into this final step — stage, lights, sound, costumes or uniforms. But it is here that the rewards of planning finally materialise.

Does the sequencing of individual skills lead to a strong performance? Use the **Horizontal bars** weblink in your eBookPLUS to watch a horizontal bars routine from the 2004 Olympic games to make your judgement.

eBookplus RESOURCES



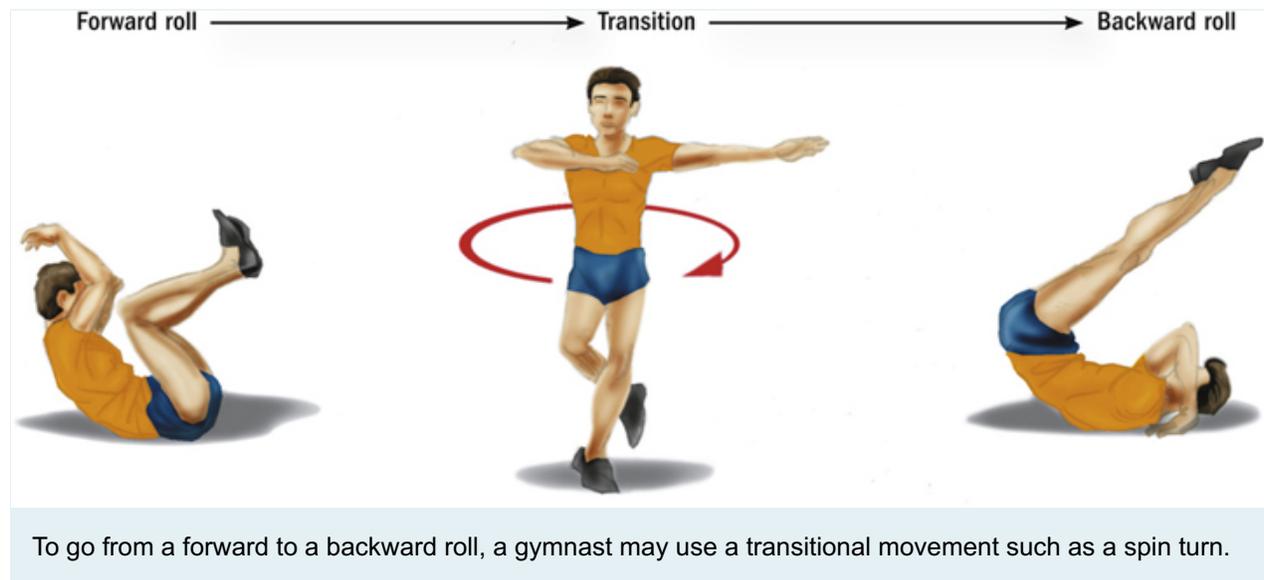
Explore more with this weblink: Horizontal bars

Explore

Sequencing

Sequencing is essential because it combines different actions into arrangements that appear complete within themselves. The resulting movement structure can then be identified as a unit because it has a definite beginning, developmental phase and an end. The overall plan must incorporate these units, linking them through use of connecting movements or **transitions**.

Transitions are very important in dance and gymnastics. Imagine a gymnastics routine that was required to demonstrate strength, balance, agility and power. The coach might plan an 'L' sit (strength), handstand (balance), round-off (agility) and somersault (power). Typical transitional movements that can be readily integrated here might include turns, skips, rolls and lunges, because they provide both contrast and continuity.



Teams need to spend considerable time organising and combining sequences, and improvising with alternatives in case game plans break down. Within a passage of play, game players need to be able to create space, use new space as it becomes available and respond to the changing directions of others.

Effective game patterns require that players know:

- when to begin a set play
- what to do and which way to go when carrying the ball
- where to be and what to do when not carrying the ball
- how to improvise to provide variety
- how to re-form if the set play fails.

Performance

A **performance** is the presentation of the entire composition to an audience. This is where all your previous effort fulfils its true function. The performance draws together skills and movements learnt so far and, with the support of special effects such as costume, lights, music, sound, uniforms and scoreboards, is performed for the appreciation of others. During a performance, all movements and sequences need to be executed to a performer's best capabilities.

The performance environment must be set up to present the composition to the greatest advantage and provide the audience with a new experience. For a dance performance, care and attention must be given to sound and lighting arrangements to provide the best result. Sets and props must be positioned exactly in accordance with the stage plan. Backstage assistants should be skilled in the positioning of necessary structures and be able to make quick changes if required. The movements, shapes and dynamics used by the dancers need to be well rehearsed to ensure their artwork creates the desired impression. It is very important in dance to use special effects and innovative movements that will create a lasting impression.



Everything culminates in the performance, which can be enhanced by special effects.



There are many things to consider in preparing for a dance performance.

Equal attention to detail is also required for gymnastics and games performances. Because the dynamics of gymnastics have an element of risk, particularly in relation to apparatus such as vaulting boxes and the high bar, all equipment must be thoroughly checked before a performance. Gymnasts also need to be warmed-up and have prepared their bodies for the explosive activities required during routines. In gymnastic and aerobic-type compositions, the coach or choreographer will set the scene similar to a dance performance and focus on the quality of the presentation, particularly in regard to lights, colour, music, precision, timing and aesthetic appeal.

A performance in the games environment is the game itself. Ovals, courts, grounds, tracks and pools are the most common facilities for games and contests. Again, these need to be checked to ensure safety. Other essential checks include the provision of adequate dressing rooms, uniforms, playing surfaces, protective equipment such as mouthguards and post covers, first aid, scorers, referees, lines people and line markings.



Games facilities need to be well prepared and checked before a performance.

DID YOU KNOW?

When performing a dance routine, it is important to consider not only your choreographed routines but also your relationship with the audience. Performers need to connect with the audience. This is best done by projecting energy and fully utilising the effects created by costumes, lighting, props and stage design.

ACTIVITIES

1 Gym dance

Form groups of four. Using the themes of roll, balance or spring, explore movements that relate to each theme. Assemble the movements and develop them into a sequence using small transitional movements. Add music or percussion sounds before performing your group's composition to the class.

1. What transitional movements did you use?
2. Did you discover them through improvisation or were you already familiar with them?

3. Did rehearsal help you develop the right 'feel' in your movements?
4. Did your performance go well? Why or why not? If some things went wrong, describe how you could ensure that everything went smoothly in your next performance.

2 Transitions in netball

Form three or four teams. Have two teams play a modified game of netball focusing on transition. Each time the ball is 'turned over' from general play, the defence must reposition itself within three seconds. Following this period, the whistle blows, indicating a 'freeze' where players must remain still and have their positions evaluated by those on the sideline. Focus on wide stance, alignment, position in relation to the opponent, ability to move into passing lanes and being aware of the ball and opponent simultaneously. Rotate teams after five turnovers and allow two or three minutes for an evaluation. Discuss how the 'freeze' made you more aware of the importance of transition to game-type activities.

CHECK & CHALLENGE

1. Explain the difference between a composition and a performance.
2. Use a dance example to explain the role of a transition in combining sequences.
3. What do you need to consider when making final plans for a dance or games performance?
4. Discuss how safety would be addressed in a gymnastic performance requiring use of the vaulting box.
5. Describe how sequences could be connected in a dance routine.
6. Use an example from a team game to describe how a sequence could be used to give a player more room to move in attack.
7. Use the **Basketball sequences** weblink in your eBookPLUS to view a basketball game play. Describe how sequences can be used in basketball.

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



Complete this digital doc: [Evaluating a dance performance](#)

Searchlight ID: [doc-2527](#)

5.4 Elements of composition: space

The elements of composition are space, rhythm, timing, dynamics and relationships. Imaginative use of these elements enhances the creativity and appeal in any composition.

Engage

The elements of composition are the raw materials of movement. By working with them, coaches and choreographers can clearly communicate ideas and feelings, and improve performance and creativity. How can you more effectively use the elements to inspire your creation whether it be a dance, game, gymnastics or aerobics routine?

Watch the animated dance performance using the **Very boring dance** weblink in your eBookPLUS. Comment on how space was used during the performance. Do you think better use of space would have improved the appeal of the performance?

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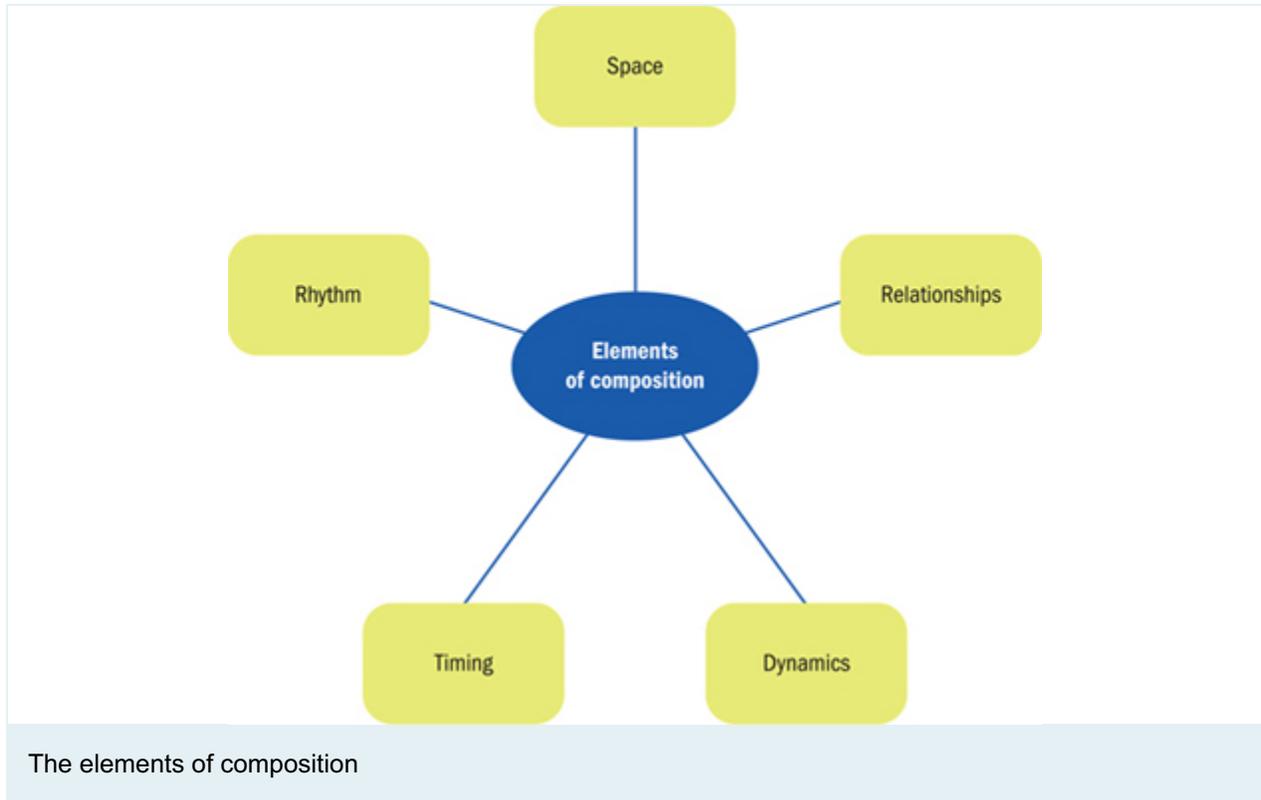


Explore more with this weblink: [Very boring dance](#)

Explore

Being inspired to create imaginative performances

The elements of composition are the links between the movement itself and the performance. By varying the height and direction of a movement, for example, the movement can be made more interesting and appealing to an audience.



The **space** in which we move can be described as either personal space or general space. *Personal space* is the area immediately around us. The area we call our personal space can grow or shrink depending on the activity. Moving beyond personal space we find an area called *general space*, which is space occupied by other objects such as hockey goals and of course, people. The general expanse used by the dancer, gymnast or game player makes space visible. Space is there to be used — when we do this, we bring space to life.

All of us have feelings about space and relate to it in different ways. We may enjoy lots of space and possibly become anxious in small spaces such as in lifts and tunnels. We also respond to the way other people use space. If we are defending an opponent who is very fast, for example, we might choose to take some of their space away by positioning ourselves more closely to them. Dance enables people to explore and understand space. How much of it do we use and how do we use it? What shapes do we make as we move about? How does a change in personal space influence the way we move and the options available to us? We can answer these questions by exploring features of space — level, direction, shape, dimension and patterns.

HEALTH FACT

'Limitations live only in our minds. But if we use our imaginations, our possibilities become limitless.'

Jamie Paolinetti



Which of the two images is more interesting? Why?

Movement can be performed at high, medium or low **levels**. High is usually above the shoulders, low is below the hips and medium is in the area in between. In dance and gymnastics, compositions that use a range of levels and frequently move between them will have more appeal than ones which do not. Think of how little interest there would be in a gymnastics routine that was performed almost entirely at floor level.



Frequent level changes combined with other elements make the Chinese dragon dance more interesting.

There are six **directions** — forwards, backwards, right, left, up and down. There are also combinations of these directions found in particular movements, such as diagonals and curves. Direction gives meaning to movement. A forward direction in a game is usually positive and favourable, whereas backward movement suggests retreat and regrouping. Using changes of direction in dance is usually for visual appeal, whereas in games it plays more of a functional role — for example, moving sideways to make a tackle.



Identify the direction in which each player is moving and say why the player is moving in that direction. How does the variety of directions make the movements interesting?

The **shape** that a body or a group of bodies takes in a composition might be straight, curved, elongated or twisted. Group shapes are sometimes referred to as *design*. Sometimes, there may be a number of bodies that together form a particular shape or group design, as illustrated below. Group designs are important in dance, gymnastics and aerobics for their aesthetic appeal. However, we see group design in other sporting activities too, including free-fall in skydiving, tug-o-war and synchronised swimming.

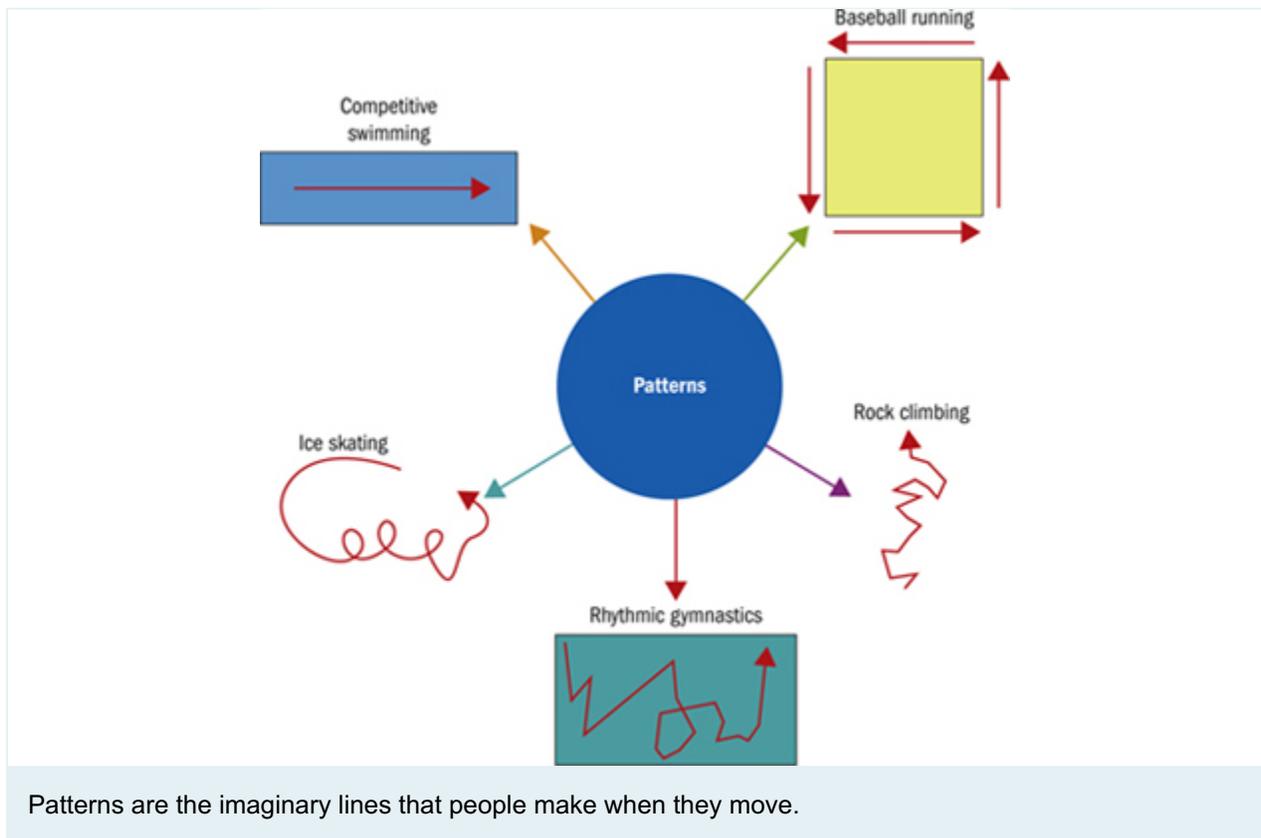


Group designs can be used to make interesting shapes.

Dimension is often referred to as small, large, narrow, wide or three-dimensional. Choreographers, performers, coaches and players need to be aware of the dimensions of their stage or playing areas and adapt routines, sequences and strategies to the available space. If a composition is rehearsed in a large area and then performed in a smaller area, changes will need to be made due to reduced personal and general space.

The ability to make space is a desirable attribute in games. Often the workable space, such as near a backboard in basketball, is heavily defended through the presence of players. High percentage shots, or shots that can be taken close to the opponent's basket, are hard to come by because that space is occupied by defenders. Good teams often use strategies to lure defenders away from the basket and create space within the keyhole to enable a shot to be taken.

When you move from one place to another, the line of your movement describes a **pattern**. The general pattern of a movement can be described in many ways such as circular, zig-zag, curved or straight. The most effective pattern for a swimmer in a 50-metre race is a straight line. In contrast, a rhythmic gymnast performing a routine may try to use as much of the available space as possible, with movements describing a pattern that may consist of straight lines, curves and angular movements.



Formations are a little different to patterns. They involve groups of players or dancers in positions with a specific purpose. Dancers use formations when they are assembled in arrangements such as lines or circles, as in bush dance. Game players use formations both in attack and defence. Formations in games are often changed to upset the rhythm or strategies of the opposition.

DID YOU KNOW?

Our short-term memory allows us to recall events that have happened not too long ago. It can contain only so much information. Most of the information lasts in the short-term memory for only about 20 seconds. It works in a similar way to a computer's RAM (random access memory), which provides a space for short computations followed by a transfer to other parts of the memory network or the information is discarded. It is thought that our short-term memory can remember approximately 7 items.

ACTIVITIES

Choose two or three activities from the following to explore implementation of the elements of composition.

1 Levelling out

In a group of three, use running, falling and jumping to demonstrate contrasting levels within a sequence. Increase the contrast in your sequence by including periods of stillness and slow motion as well as activity. Decrease or increase the size of one of the movements each time you do it. Link with another group, but shrink the amount of space available. How did changing levels create interest?

2 Moving shapes

As a group, design a shape. Retain the shape while moving across a space such as a field. Change the shape into something sharp and have it move towards a target. Have your shape perform tasks such as bouncing, sliding and swirling. Then have your shape become a wave that rolls in and breaks on the sand. Finally, have your shape develop a dance that displays the theme 'shaping all over'. Discuss how changing shapes can make movement interesting.

3 Traffic dance

Divide the class into two groups. Each group elects a leader who draws a map on a piece of paper showing travel in all directions. Walk through the pattern until the map is no longer required. Then have only half of the first group walk the pattern, focusing on keeping the same amount of space between students. Add a stop, jump and a full turn at 'intersections' located near the corners of your space.

Add the rest of the first group so they too can follow the plan. Combine with music to create a dance form and let this dictate the pace at which people move through the pattern. Resolve traffic problems at 'intersections' by adding specific actions such as a stop sign, referee's signal, a balance or a crouch. Have the other group evaluate the dance and use it to construct an entirely different floor pattern. Following an evaluation of this dance, discuss how the use of patterns contributed to the success of the dance.



4 Developing patterns in games

In groups of six, design a movement pattern that could be used in soccer to advance the ball from one end of the field to the other. The ball must start with the goalkeeper and finish with a goal attempt at the far end. During the period in between, the ball must be passed at least six times, with the final pass coming from one of the corners to the centre field. When you have finished, try the pattern against three defenders. If one of the defenders manages to gain possession of the ball, they should swap places with a member of the attacking team. Why are patterns of play important in team games?

5 Defensive formations

As a class, use the theme 'defence' to explore defensive arrangements in three modified games. By working with fewer players, you will become more aware of positional play and the formations that players form as the ball moves about the field. Using a clipboard, work with shapes to try to improve defensive alignments. Discuss how coaches can work with formations to concentrate defence to where it is needed most.

CHECK & CHALLENGE

1. Identify and briefly explain the elements of composition.
2. Explain how a better understanding of space can improve the way we work with it.
3. Create a shape and explain how it can be made more interesting.
4. Evaluate why shape, dimension and pattern are important in attacking and defending strategies.
5. Choose any team game. Describe how a pattern or formation could be used to an advantage.
6. Use the **So you think you know space** weblink in your eBookPLUS and watch the performance from 'So You Think You Can Dance'. Discuss how the element of space is applied to create an interesting and appealing composition.

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Explore more with this weblink: So you think you know space

5.5 Elements of composition: dynamics, rhythm, timing and relationships

Dynamics, rhythm, timing and relationships are the four remaining elements of composition. Effective use of these will further enhance creativity and add to the appeal of the composition.

Engage

Having engaged the concept of space, a composition must now look to other elements to make it unique and engaging. Effective use of dynamics, rhythm, timing and relationships is essential — but how do we do this?

What do you understand by dynamic movements? How can dynamics be used to improve a composition? Use the **Dynamic dancing** weblink in your eBookPLUS to watch the clip and consider what the dance would look like if it did not have the element of dynamics.



Explore more with this weblink: [Dynamic dancing](#)

Explore

Dynamics

Dynamics are essential elements in dance, games and gymnastics providing movement with interest and character. Dynamics refer to the quality of movement in terms of energy, force and intensity. Energy is especially important in dance because it gives movement life. The leap in dance, the vault in gymnastics and the tackle in rugby are all examples of dynamic and powerful movements. Sudden short bursts of energy such as those in leaps and jumps can be effective, particularly if followed by contrasting or sustained movements, such as balance or stillness.

Dynamics are even more interesting when there is a contrast between force and flow. A gymnastics routine might have a number of rhythmical movements followed by a forceful ending using back handsprings and back somersaults. The same applies to games. We like to see a game of rugby flow, but enjoy intermittent examples of force provided by tackles and inspiring runs.

Rhythm

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 refers to a strong movement or gesture on a certain beat or part of the phrase. Accent or emphasis on one or a number of beats is important in dance. If, for instance, 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 in the waltz.

Rhythm is characteristic of activity that is smooth, fluent and often repetitive. It may be an underlying feature of a single skill, a sequence or even a composition. The endurance swimmer and marathon runner need to develop rhythm or a set pattern that repeats in accordance with time. Rhythm is the foundation of sustained work. While there may be some pace variation during a long run or swim, athletes usually like to settle into a rhythm and maintain it.

Timing

If we move too early or too late in a particular sequence, our **timing** is said to be 'out'. In social dance, timing relates to the steps of fellow performers and the music. In stick and racquet sports, the momentary pause that we see in the execution of some skills can contribute significantly to timing. The transitional period — for example, when a backswing changes to a forward swing in striking activities — is very important to timing and the overall result. Good timing is especially important in dance, where individuals perform sequences and then move to the next partner.



Timing the golf swing properly requires considerable skill.

Relationships

Relationships enable interactions between people and between objects and people. The most basic relationship exists between the player and their equipment. The strength of this relationship can be seen in the feel, control and confidence that a player develops through the manipulation and use of their equipment. Gymnastics provides a good example of this link. Rhythmic gymnasts using hoops, ribbons or balls develop a dynamic relationship with both the music and equipment. They are able to throw balls and have their hands in position for a smooth catch, without needing to follow the path of the ball.



Gymnasts develop a close relationship with the equipment they use.

In team games, relationships are founded on trust and confidence and usually strengthen over time. Positive relationships enable players to understand the various roles, abilities and skills of people in the team. A player needs to be able to depend on fellow players, communicate with them and understand their abilities and limitations. Some people, for example, may be better 'playmakers' as a result of their creativity, experience and well-developed game sense, whereas others, having more speed, are better 'finishers'.



In team games, trust and confidence are important in relationship development.

ACTIVITIES

1 The dancing referee

In small groups, compose a dance composition around the theme 'referee'. Investigate the signals commonly used by referees to communicate their ruling to the crowd. The signals may apply to a specific sport or a number of sports. Integrate movements that are powerful and sustained with others that are gentle and flowing. Use expression and gesture to ensure the theme of your composition is clear. Add music and develop your dance into a composition with a beginning, middle and end. Let the class evaluate each of the compositions in terms of entertainment and communication.

2 Task card stimuli

Print out the task card from the **Task card Stimuli** weblink in your eBookPLUS. This is a task card that could be given to a group of people as 'stimuli' when choreographing a dance. Read the card and use the information to create a brief composition. Then swap your card with a partner and use their card to create a composition. At the end, shuffle the cards and ask for volunteers to show their composition if their card is drawn.

3 Contrasting dynamics

Choose two activities that are very different in dynamics. Examples are Australian Rules football, aquarobics, netball or ice skating. Organise to participate in modified sessions so you are able to gain a feel for the activity without risk of injury. Suggest how dynamics are important both for functional and aesthetic value in the respective activities that you experienced.

4 Relationships in physical activity

Explain the relationships you would expect to develop in each of the following five activities, and comment on how each relationship contributes to the success of the activity.

1. A cross-country team of eight runners
2. A 4 × 100-metre relay team
3. A netball or soccer team
4. An aerobics class
5. A triathlete

5 Relationships in aerobics

As a class, organise and participate in an aerobics class. Follow this by playing a team game. Discuss how the relationships varied from one activity to the next. How are relationships specific to the type of activity being performed?

CHECK & CHALLENGE

1. Select a skill for which rhythm and timing are important to the execution of the skill. Explain why they are important.
2. Explain how dynamics could be used to make a gymnastics routine or dance performance more interesting.
3. Explain how rhythm in dance differs from rhythm in a sporting movement such as swimming.
4. Explain the importance of good timing in a racquet sport.
5. When a team plays in a game such as football or netball, many different relationships develop. Briefly outline relationships that would be evident in one of these activities.
6. Evaluate the need for understanding of relationships in improving the quality of a dance performance.

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Explore more with this weblink: Task card stimuli



Complete this digital doc: [Using the elements of composition to improve a performance](#)

Searchlight ID: [doc-2528](#)

5.6 Appreciating movement composition and performance

Performances are made to be appreciated. Whether it is dance, games, gymnastics, aerobics or individual activities such as surfing, we are all inspired by quality performances.

Engage

Everyone has an opinion about a performance. Usually it amounts to a statement describing a game as good or bad, liked or disliked. However, deeper appreciation involves understanding more about the quality of performance and how we can better evaluate what we see, how we feel and the impression the performance made on us.

We can learn how to truly appreciate a performance with a few simple skills. Start by using the **Haka** weblink in your eBookPLUS to view the New Zealand Maori dance, the Haka. How did the energy in the performance make you feel? Think about factors which influence your enjoyment of a performance. Discuss your thoughts with your peers.

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Explore more with this weblink: [Haka](#)

Explore

The art of performance appreciation

Performances are staged for people's **appreciation**. The type of group viewing and appreciating a performance varies according to the nature of the performance. Theatrical dance is viewed by an audience, spectators may gather to watch a race, while a crowd might assemble for a soccer, rugby or netball game. Within each of these 'audiences' there will be trained and untrained people whose ability to appreciate what they see will vary.

Ask any two people what they thought of a dance performance or a soccer game as soon as it finished and you may discover extremes in the level of appreciation. The reasons why one person 'likes' and another 'dislikes' a performance will vary because an individual's appreciation is affected by many factors. Even for a dance performance, which is presented in exactly the same manner on successive occasions, the level of appreciation by an individual may change from one performance to the next.



We appreciate performances at different levels and for different reasons.

Performances can be appreciated at two levels — personal and analytical. At the personal level, our appreciation is very **subjective** — that is, it is based on our feelings and general impressions, on which we make judgements. This is called **aesthetic appreciation**. It gathers together all our thoughts and perceptions about what we have experienced.

However, what is it deep down that makes us feel the way we do? How do we explain our feelings? Is it the choreography, colour, skilful unfolding of the theme, interesting character portrayals, energy, music or perhaps group dynamics? Or is it the skill of individual players, score, confrontations, strategies used, configurations or perhaps a loyalty to a team that performed well? Much depends on our mood and the environment in which we witness the performance.

While feelings might contribute to self-satisfaction, judgements about performances that are fair and impartial need to be more **objective**. The score in a football game indicates which team was better on the day. However, the game itself might have had little appeal. An examination of the qualities of the performance using **criteria** might reveal a wealth of information that was not apparent at the aesthetic level.

Theatrical performances use costumes, lights, sound, sets and props, which help to create the desired illusion. Costumes provide interest through their texture, design and colour and have the potential to create line and shape. Lights are important because they enable the viewer to see what the choreographer desires. They also support the mood, isolate particular movements and give emphasis to special aspects of the performance. Music and sound can be powerful qualities because they dictate rhythm, suggest mood and generally deepen the sensory experience. Sets provide mass and shape, which contrast against movement, while props help with creating realism and extending lines and shapes.

Games, on the other hand, have different features, and this combination can make the performance a lasting experience. In games, quality is influenced by the types of facility, standard of players, skill level, enthusiasm, loyalties, level of competition and general organisation. Good grounds with safe, properly marked surfaces assist players to perform to their best abilities. Adequate facilities with suitable amenities, comfortable seating, sound and even lighting for night performances can help. Players who are fit, well trained and skill proficient contribute most to the making of a quality performance. Teams that are evenly matched and highly motivated can put on a spectacle capable of drawing admiration and appreciation from the crowd.

DID YOU KNOW?

'Imagination is more important than knowledge.'

Albert Einstein

HEALTH FACT

Dance features the human body in motion. It is also part of our history. It is thought that dance was used in the past to celebrate the planting and harvesting of crops. It was also used at lavish events such as royal weddings. Today, with film clips, performances, television and advertising, it is still a central part of our lives.



ACTIVITIES

1 Aesthetic evaluation

Organise to see a performance of a game, dance or gymnastics routine, perhaps by watching another class. It might be a game in class, a video of a dance performance or something you have seen that is worthy of class appraisal. Evaluate the performance at an aesthetic level. Use the following as a guide:

1. Did you enjoy the performance? Why?
2. Describe what you liked most about it.
3. Describe what you liked least about it.
4. Suggest why you did or did not enjoy the performance.
5. How would you suggest the performance could be improved?

2 Using video to analyse performance and provide feedback

Choose from a range of contexts such as games, gymnastics or dance. Use your skills to develop a composition in each area — for example, a dance performance, gymnastics routine or game. Analyse the performances and provide feedback about the quality of movement. Continue developing the compositions and video yourself again at a later stage. Discuss the extent to which performance feedback improved the quality of movement in the performances.



Using a video is an important tool in analysing a performance and providing feedback.

CHECK & CHALLENGE

1. Explain what is meant by 'appreciating movement composition'.
2. Explain why two people might see a performance but have different feelings about it.
3. What is 'aesthetic appreciation'? How would aesthetic appreciation relate to viewing a stage performance?

4. Describe the factors that might influence the qualities of a game.
5. Describe how mood and music could be used to improve the quality of a performance.
6. Use the **Michael Jackson** weblink in your eBookPLUS to watch a Michael Jackson performance. As you watched the clip, it formed an impression on you. This is aesthetic appreciation. Describe how you felt about the performance to the person beside you, and compare your responses.

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Explore more with this weblink: Michael Jackson



Complete this digital doc: [Gathering performance information using subjective methods](#)

Searchlight ID: [doc-2529](#)



Complete this digital doc: [Using performance feedback to improve the quality of movement](#)

Searchlight ID: [doc-2530](#)

5.7 Assessing movement composition and performance

There are many ways of assessing performances, but using criteria is the most effective and accurate. This can readily be developed and made specific to your performance.

Engage

Assessment of performance is valuable at all stages of composition development. Assessment with feedback can lead to an improved performance, because players or performers are alerted to weaknesses and areas where improvement is necessary. Are you aware of methods and techniques you could use to improve the way a composition was developing or a performance itself?

Use the **Hip Hop** weblink in your eBookPLUS and view the 'So You Think You Can Dance' hip hop performance. You have been appointed as a judge and need to evaluate this performance. How would you go about it?



Explore more with this weblink: Hip Hop

Explore

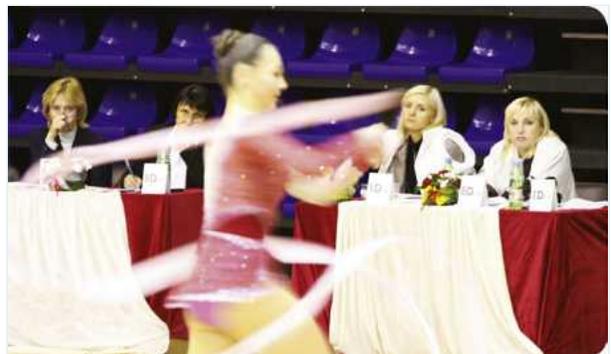
Using analytical technique to assess performance

We now require the use of systems that enable us to measure an aspect of a performance. We do not need to watch movement sequences such as the long jump or a cycle race closely to form an impression, because reliable measuring techniques such as tape measures and stopwatches do the job for us. This method of gaining information is objective because it is clear cut and not reliant on impressions or feelings.

However, other types of performance such as dancing, surfing, rhythmic gymnastics, diving and synchronised swimming do not lend themselves to this kind of measurement. We can only assess them by watching and appreciating. However, we have already established that impressions about the same performance can vary significantly from one observer to another.

Using criteria helps to reduce our dependence on feelings and impressions. It is an attempt to make judgements more objective in the hope of removing bias and opinion as much as possible. While the use of criteria will never make something totally objective, it decreases the extent to which our feelings may influence the decision. The degree to which we can reduce subjectivity depends on the criteria, the abilities of the judges to use the criteria effectively and the nature of the movement being evaluated.

Criteria need to be specific to the type of performance being viewed. Criteria for evaluating a soccer game, for example, would be different from criteria used for dance. Although there may be common elements in each performance, such as the use of space and equipment, each context has its own unique features. The dance environment, for example, with its stage, lights, sound, sets and props cannot be evaluated using the same criteria as a game that is performed on a field and features different elements such as running, try scoring, support play and goal scoring. [Table 5.1](#) illustrates the difference in criteria that would be used in games and dance.



Using criteria helps us become more objective in our judgements.

TABLE 5.1

| Games criteria | Dance criteria |
|--|---|
| <ul style="list-style-type: none">the result in terms of win, loss or draw | <ul style="list-style-type: none">dance theme |
| <ul style="list-style-type: none">successful scoring attempts | <ul style="list-style-type: none">the elements of the composition |
| <ul style="list-style-type: none">unsuccessful scoring attempts | <ul style="list-style-type: none">movements used |
| <ul style="list-style-type: none">time in possession | <ul style="list-style-type: none">performance level |
| <ul style="list-style-type: none">losses of possession | <ul style="list-style-type: none">communication |
| <ul style="list-style-type: none">errors such as dropped balls | <ul style="list-style-type: none">music |
| <ul style="list-style-type: none">steals and intercepts | <ul style="list-style-type: none">staging |
| <ul style="list-style-type: none">metres gained per attacking attempt | |

To be more objective in our appreciation of the performance quality, criteria need to be established well before a performance. If a number of people are to be involved in assessing the performance, the criteria need to be discussed and understood, and each person needs a working knowledge of how they will be implemented. It is difficult for one person to evaluate every part of each performance, so smaller components are often allocated to different people. Then, at the end of a performance, the results are collated, and these provide an in-depth insight into each and every aspect of the performance.

DID YOU KNOW?

The combined weight of ballerinas that a male ballet dancer lifts during a performance can be in excess of 1.5 tonnes. He must do this gracefully and musically with perfect form and show no grimacing. Performing lifts, not in the gym but in the context of an art form, is a unique challenge to the dancers.

The development of criteria for a performance requires the following:

- Specify the nature of the task.* Ascertain what it is that you want to evaluate. Is it the performers and their technical skill — for example, use of space, expressions, technique and energy? Or is it the composition itself — for example, creativity, originality, unfolding of theme and the use of colour, light and sound to good effect?

- *Establish the criteria you want to use.* This will involve ‘narrowing in’ on particular aspects of the performance and making judgements about them. Examples of judgements include poor, good or excellent, unsatisfactory, developing or satisfactory, and unsafe or safe.
- *Practise applying the criteria.* To develop an ‘analytical eye’, people need to practise. By doing so, they will become more skilled in focusing on what they need to evaluate and applying criteria in a non-discriminatory way.

Three commonly used techniques are rating scales, checklists and skills tests.

- *Rating scale.* This method establishes the judging criteria and then applies standards such as good, average or poor. There will probably be a range of things to look for that relate to the performance. In each case, the observer watches the performance carefully and then applies a standard to each area that needs to be addressed. This technique allows the observer to focus on qualities or desirable attributes. A typical rating scale is illustrated in table 5.2 below.

| Standard | Criteria |
|-----------|---|
| Excellent | Correct execution, good form, balance and control |
| Good | Average performance, some lack of control, few errors |
| Poor | Many errors, poor mechanics, little or no form |

- *Checklist.* This method uses a list of criteria to look for when observing a movement performance. If these items are present, the observer places a tick or notation. It is critical to select only relevant items for appraisal, and ones that can be readily identified — for example, theme or locomotor movements.

A checklist is illustrated in table 5.3 below.

Table 5.3: A checklist combined with a rating scale

| Name: _____ | | Rating | | |
|--------------|---------------|-----------|---------|------|
| Stroke | Area | Excellent | Average | Poor |
| Freestyle | Body position | | | |
| | Arm action | | | |
| | Leg action | | | |
| | Breathing | | | |
| Breaststroke | Body position | | | |
| | Arm action | | | |
| | Leg action | | | |
| | Breathing | | | |

- *Skills tests.* These physical tests measure specific motor tasks — for example, coordination or kicking ability. By subjecting performers or players to a test, which may have one or many sections, it is possible to discriminate between subjects. A speed test, for example, may be the preferred way of finding the fastest person for the wing position in a rugby team. If you decide that both speed and ball handling ability are important, you need a test that addresses both these elements.

ACTIVITY

Performance analysis

Divide the class into groups of about five students. Each group then locates a video of a major performance in a games, dance or gymnastics context. As a group, discuss what you are going to evaluate and how you will go about it. In other words, you will need to develop criteria and justify their use. Then develop a spreadsheet that can be used to evaluate the performance. Enter your data into a template that you have set up and use this to analyse the performance. When you have finished, discuss your analysis by justifying the inclusion of specific criteria and how each group made its decisions.

Finally, apply your criteria by selecting a performance (dance, game, gymnastics or aerobics) and have the class participate. Ask for volunteers to analyse the performance using the criteria developed.

CHECK & CHALLENGE

1. Explain what is meant by 'objectivity'. How could we increase our level of objectivity if we were observing a dance performance?
2. Outline the important steps in developing criteria for evaluating a performance.
3. Use examples to evaluate the factors that might influence the qualities of a games performance.
4. Describe two analytical techniques used to help information gathering become more objective.
5. Choose a team game. Describe techniques you would use to gather information about the game in an objective way.
6. Use the **Subjective and objective evaluation** weblinks in your eBookPLUS to watch two contrasting dance performances. Subjectively evaluate each and compare your evaluation with the person beside you. Did you find that you were drawn into a more objective appraisal as your comparison developed?

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Explore more with this weblink: Subjective and objective evaluation 1



Explore more with this weblink: Subjective and objective evaluation 2



Complete this digital doc: [Gathering performance information using objective methods — dance](#)

Searchlight ID: doc-2531



Complete this digital doc: [Gathering performance information using objective methods — team games](#)

Searchlight ID: doc-2532

Review

What have I learnt?

- A composition develops when we link sequences of movement to make something significant and purpose driven.
- Compositions exist in all forms of movement and particularly in games, gymnastics, dance and aerobics.
- When movement composition is staged, it is called a performance.
- Building a performance is a multi-stage project and involves establishing purpose and using stimulus, improvisation, planning, sequencing and finally performing.
- The elements of composition are space, rhythm, timing, dynamics and relationships.
- The elements of composition are the raw materials of movement and are used to inspire creativity and originality.
- When a performance is appreciated at the personal level and based on impressions and feelings, it is called 'aesthetic appreciation'.
- Use of criteria help make judgements about performances more objective.
- Rating scales, checklists and skills tests are analytical techniques used to make observations more objective.

Essential question revisited

Have you ever seen an exciting gymnastics or stage performance and wondered, 'How do they do it?' What do I need to know to begin developing my own compositions and performances?

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

CHECK & CHALLENGE

1. What is a composition and how is it developed?
2. Outline the various forms of stimuli that can be used in the development of a composition.
3. Explain how sequencing relates to either games or dance.
4. What are the elements of composition?

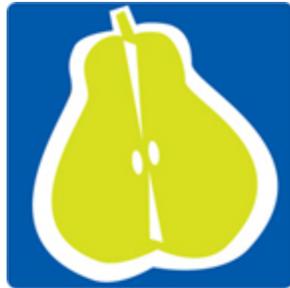
1. Using a games example, explain how space can be used to improve performance.
2. Use examples to explain the difference between patterns and formations.
3. Explain ways that a performance is appreciated.
4. Describe ways by which the quality of a performance can be improved.
5. Choose one analytical technique and describe how it can be used to increase objectivity when judging a performance.
6. Use the **Detention dancers** weblink in your eBookPLUS to view the Michael Jackson 'Thriller' tribute by the inmates at a rehabilitation and detention centre in the Philippines. Discuss how a large number of dancers and various levels of ability were considered by the choreographer.

eBookplus RESOURCES



Explore more with this weblink: Detention dancers

STRAND 3 Individual and community health



Chapter 6: Health issues for young people

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- Review

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6

Health issues for young people

Essential question

The major health issues affecting adolescents relate to mental health, nutrition, drug use, sexual health and road safety. How can a better understanding of these issues significantly improve the decision-making ability, health and quality of life of young people in general?



Developing health enhancing attitudes and behaviours will contribute to young people making positive health decisions.

SYLLABUS OUTCOMES

Major outcome

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

5.6 Analyse attitudes, behaviours and consequences related to health issues affecting young people.

Contributing outcome

This chapter will also help you to do the following.

5.1 Analyse how you can support your own and others' sense of self.

5.2 Evaluate your capacity to reflect on and respond positively to challenges.

5.7 Analyse influences on health decision making and develop strategies to promote health and safe behaviours.

Skills outcomes

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

5.11 Communicating Adapt and evaluate communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.

5.12 Decision making Adapt and apply decision-making processes and justify your choices in increasingly demanding contexts.

5.15 Planning Devise, justify and implement plans that reflect a capacity to prioritise, think creatively and use resources effectively.

5.16 Problem solving Predict potential problems and develop, justify and evaluate solutions.

YOU WILL EXPLORE

- 6.1 Mental health
- 6.2 Coping with grief and loss
- 6.3 Healthy food habits: sources of nutrition information
- 6.4 Healthy food habits: diet and activity
- 6.5 Drug use: tobacco and alcohol
- 6.6 Drug use: cannabis
- 6.7 Relationships and sexual health
- 6.8 Contraception
- 6.9 Road safety
- 6.10 Responsible driving skills and attitudes
- 6.11 Road use behaviour

Review

6.1 Mental health

Understanding mental health issues is important for young people. Thoughts, feelings and emotions can affect our outlook and sense of purpose in life.

Engage

As you move through adolescence, you will begin to spend more time exploring the world outside your family, and strive for greater independence and freedom. These new experiences will confront you with challenges and decisions that will impact on all aspects of your health both now and in the future.

Depression is a mental illness that is increasingly common among young people, but how much do you know about it? Use the **Depression quiz** weblink in your eBookPLUS to complete the quiz and learn more about depression.

eBookplus RESOURCES



Explore more with this weblink: Depression quiz

Explore

Understanding mental health

Mental health or wellbeing is all about our thoughts, feelings and ability to interact with others in a positive way. As with all aspects of our health, mental health can be viewed on a continuum that ranges from an optimal state of health to having an illness that significantly affects our daily functioning and relationships.

Mental health is a dynamic state, meaning it is constantly changing. The way you feel about life and how well you interact with people may change dramatically — for example, after the breakup of a relationship, an important victory or success, a disappointing exam result or the loss of something or someone close to you.

People with good mental health generally possess a positive outlook, and a sense of purpose and control over their lives. They have the ability and desire to participate in day-to-day activities and they have strategies that enable them to cope with setbacks and difficult times.

People with mental health problems, however, are troubled by their emotions or thoughts, to the extent that they may find it difficult to maintain friendships, overcome disappointments or to regularly attend school or work. Generally, they find it difficult to participate in their everyday activities and enjoy life. They do not necessarily have a mental illness, but may need support to help them get through tough times.



Your feelings about life can be significantly influenced by events and experiences.

Mental illness refers to a group of illnesses that are more severe. They are usually diagnosed and treated by a doctor or mental health professional and, in some cases, can occur for a prolonged period of time.

Anyone can develop a mental illness, regardless of their age, gender, physical health, cultural background or level of education. It is an illness for which a person should not be blamed, and it cannot be controlled by willpower. It is important that we give people with a mental illness the same kind of support and respect that we give someone who is physically unwell.

Mental illnesses are usually classified as either psychotic or non-psychotic:

- **Psychotic illnesses** are disorders that cause changes in thinking, emotion and behaviour that affect a person's sense of reality and often cause significant mood or personality changes. Examples include schizophrenia and bipolar disorder.
- **Non-psychotic illnesses** are characterised by feelings of sadness, **anxiety** or apprehension that are so extreme and overwhelming that they prevent the person from managing daily life. People with these illnesses may find everyday tasks very difficult, such as leaving their home, spending time with people, regularly attending school, sleeping and eating well, or concentrating on work. Examples of non-psychotic illnesses are phobias, eating disorders, anxiety attacks and depression. As with psychotic illnesses, the use of medication and therapy enables sufferers to manage their symptoms and lead an active life.

Depression

The word **depression** is often used when describing feelings of unhappiness or sadness that are experienced at some point in our lives. Such feelings are part of a normal and appropriate response to distressing and painful events such as the loss of a loved one, the ending of a relationship or the disruption of moving schools. However, when these feelings persist for more than a few weeks, other help is needed. Depression is serious and, if left untreated, it can have a significant effect on a person's ability to participate in everyday life.



Feelings of sadness and loss are a normal response to painful events.

'Depression' is also the term used to describe a group of mental health illnesses known as clinical depression. It is important to recognise the difference between the two uses of the term 'depression'. A person who is clinically depressed experiences feelings of depression that are particularly intense, continue for a long period of time and have a disruptive effect on the person's ability to carry out everyday tasks. Often, feelings of anxiety are also experienced, along with difficulties in sleeping and a loss of appetite. Professional treatment enables most people to recover from depression.

HEALTH FACT

Research has indicated that mental health problems are a growing health concern among young people and are as common as physical health problems, such as asthma, among adolescents. Nearly 20% of children and young people in Australia are affected by mental health problems.

Source: NSW Health, Family Health Kit, Sydney.

Depression is an issue of particular concern for young people. Research shows that depression is strongly linked to risk-taking behaviours that can significantly affect young people's health. In particular, young people who suffer depression are at greater risk of:

- regularly smoking cigarettes
- increasing use of alcohol, cannabis and other drugs
- developing an eating disorder
- engaging in unsafe sexual behaviour
- self-harming behaviours.

Despite the prevalence of mental health problems, concerns about people's reactions and the **stigma** surrounding mental health continue to make it hard for young people to talk about their problems, and for them to seek help and support. Much of the stigma attached to mental illness is a result of misunderstanding, misinformation and fear. Television shows and films, for example, often portray a schizophrenic person as comical, violent or useless, and they use terms such as crazy or mad when describing mentally ill people. These types of images contribute to prejudice, discrimination and feelings of isolation for people with a mental illness. This discourages people from seeking help and makes recovery harder.



The stigma associated with mental illness contributes to prejudice and isolation.

Be supportive

Reaching out to support the mental wellbeing of others is important. We all have a responsibility for ensuring people feel safe, valued and supported. This can be done by:

- *treating people with respect*, regardless of their appearance, nationality, intellectual or physical ability, gender, sexuality or cultural background
- *using inclusive language* and refraining from use of put downs
- *accepting differences* and individuality
- *seeking to include* rather than ignore or exclude others from groups
- *challenging people* who bully, tease or harass others.

These responsibilities are even more important when dealing with a person who is vulnerable due to a mental health problem. The feelings of hopelessness and indifference experienced by someone who is depressed can make it extremely difficult for them to seek help. They may feel embarrassed about not being able to cope, believe that nobody can help them or think that it is pointless to ask for help.

It is important that friends learn to recognise the warning signs that indicate a person could be developing or already suffering from a mental health problem.

These common warning signs include:

- a reluctance to go anywhere or do something they normally enjoy
- changes in eating or sleeping patterns
- withdrawing from friends, family and social occasions
- feeling anxious, scared or guilty, and being irritable or angry
- having trouble concentrating or a deterioration in school work.

The presence of warning signs may not mean a person is developing a mental problem or illness, but they should not be ignored. The sooner a person receives help or treatment, the quicker their recovery and the less likely that problems will recur.



Feelings of depression can be overwhelming.

DID YOU KNOW?

Depression is the most common mental health problem that young people experience. The World Health Organization estimates depression will be one of the biggest health concerns worldwide by 2020.

ACTIVITIES

1 Challenging stigmas

In small groups of three or four, discuss the following questions and draw mind maps to display your ideas in response to each question.

1. Why is there stigma attached to mental illness?
2. What can you do to help break down the negative attitudes towards mental illness?
3. How could you support a friend who may be suffering from a mental illness?

2 A support plan

Your friend Harry has been very withdrawn lately. He rarely calls and will not return your calls. He has been very unhappy but denies anything is wrong. He has missed soccer training several times and last weekend he did not turn up for the game.

1. In a group of four, devise a plan to support Harry's mental health and assist him to seek support.
2. Present your plan to the class as a PowerPoint presentation or role-play the actions you would take.

CHECK & CHALLENGE

1. Identify terms used to describe someone who acts strangely or differently from what is considered 'normal'. Explain how this might impact on their mental health.
2. Explain why seeking help for a mental health problem may be difficult for some people.
3. Explain what you might say to a friend if you were worried about their mental health.
4. Use an example to assess the impact of stigma on a person's desire to seek help.

5. Using the terms 'depression' and 'clinical depression', describe the difference between a mental health problem and a mental illness.
6. Use the **Suicide warning signs** weblink in your eBookPLUS and, as a class, discuss the warning signs that might indicate that a person is suicidal.

eBookplus RESOURCES



Explore more with this weblink: [Suicide warning signs](#)

Complete this digital doc: [Challenging perceptions of mental illness](#)

Searchlight ID: [doc-2533](#)

6.2 Coping with grief and loss

The way we cope with grief and loss will depend on our resilience and connectedness. But there are still many ways you can offer your support to the people around you if they are suffering from loss.

Engage

Have you ever lost something or someone that was important to you? Our connections with others become all the more important when we are suffering from a great loss. In order to effectively cope with grief and loss, it can be very useful to talk to someone about how you are feeling.

Explore

Grief

Grief is a normal response we go through in coming to terms with a loss. It involves a range of feelings, thoughts and behaviours. Different people express their grief in different ways, depending on factors such as their age, gender, culture and life experiences. Males, for example, may look for answers to help them understand what has happened, while females may want to talk openly about their feelings. It is important to recognise that reactions to grief will vary from person to person.

Accepting loss and adjusting to the changes afterwards can be very hard. People who have experienced loss need help and support as they work through their grief. The following is a list of suggestions that may help a friend or loved one at this time.

- *Be there.* This will help the person know they are loved and cared about. You may feel uncomfortable or unsure about what to say, but try not to avoid the person or the subject.
- *Listen and encourage them to talk about how they are feeling.* You will not be able to stop their hurt, but you can provide them with a way to express their pain rather than them keeping it bottled up.
- *Give them a hug or hold their hand.* This helps comfort people, but only do so if it seems appropriate and you feel comfortable.



It is important to support people when they are grieving.



Talking to a counsellor can help when you are going through tough times.

HEALTH FACT

One model of grief that once was popular suggested that people progress through various stages such as denial, anger, bargaining and acceptance. We now know that grief includes a wide range of emotions, thoughts and behaviours.

Finding ways to manage grief and support yourself in tough times are some of the key ways of getting through these times. It is important to express your feelings rather than keep them inside. You may find it useful to seek help from a school counsellor or other people you trust if you feel you are having difficulties with everyday activities, such as getting to school, sleeping, eating or concentrating on your schoolwork.

Get connected

Certain factors can enhance mental health and contribute to the resilience needed to cope in sad and difficult times. These are called *protective factors*. Studies have found that a key protective factor against mental illness is **connectedness**. The sense of belonging that connectedness creates can be reinforced by building bonds through participation in activities and events, both inside and outside school, such as sporting teams, student leadership, dance groups, surf clubs, church, debating and youth groups.

Developing a strong sense of connection can be hard for some young people. Environments in which people experience bullying, racism or homophobia, for example, may contribute to feelings of isolation and not being valued. As with your physical health, it is important to look after your mental health and seek help or support if necessary.

You may also find it helpful to:

- *talk things over* with a trusted friend or adult. Sharing your feelings or concerns, rather than bottling them up, can sometimes help you through tough times.
- *share time* with people who you trust and who care for you
- *be active*. Even though it can be difficult to get motivated, try to do some exercise. Going for a ride, playing with friends or walking the dog may help you feel better.

Many young people are confronted with situations that involve great change, or the loss of something or someone they love. Examples of situations in which we may experience feelings of loss include a family separation, the death of a pet, friend or family member, the breakup of a relationship with a friend or a partner, personal injury, or moving house or school.



Participating in team sports can contribute to a sense of connectedness.

ACTIVITIES

1 Your own experience of loss

Answer the following questions in your workbook.

1. Identify and describe a situation where you have encountered a loss.
2. Describe the grieving process that you experienced.
3. Identify and describe strategies that you used or could use to support yourself in times of grief.
4. Share your strategies with a partner and discuss why they are effective for you.

2 Helping someone to deal with loss and grief

Read the following letter emailed to a magazine's problem page. Write an email in response that provides advice on how to support this friend.

Dear Abby

My best friend recently broke up with his partner of four years. Since the split he has hardly been at school and has missed two of his half-yearly exams. We've tried a few times to get him to come out to the movies with us, but he always says no. When I hassled him about it recently, he became really aggressive, yelled that he wanted to be left alone and stormed off. A few people have given up trying to help him, but I'm feeling really worried. What should I do?

A concerned friend

CHECK & CHALLENGE

1. Identify the people or groups that you feel a strong sense of connectedness to and explain why.
2. Explain what you could do to support a grieving friend.
3. What is grief and what are its probable causes?
4. Identify the key protective factor against mental illness.
5. Describe how a sense of belonging can assist mental health.

6.3 Healthy food habits: sources of nutrition information

Australians are lucky to have such a wide range of nutritious foods available. However, some of the choices we make can contribute to health problems and eating disorders.

Engage

Adolescence is a time when young people want to have a greater say in their lives and make more of their own decisions. These decisions can be the start of eating habits that continue into adulthood and have the potential to contribute to illnesses such as coronary heart disease, stroke, some cancers, osteoporosis and type 2 diabetes.

Explore

Understanding what we eat

Decisions about what to eat and how much to eat may be influenced by factors such as self-identity, peers, advertising, media images about appearance and the 'ideal body', health concerns, personal tastes and family members. These influences can be very powerful and, at times, it may feel like you are being bombarded with information. It is important, therefore, that you learn to think critically about what you see and hear from these various sources about food and healthy eating.

Food labels are a good source of nutritional information that can be used to make healthy food choices. The law requires these labels to provide consumers with a certain amount of information about the nutritional content of the food. Ingredients must be listed in descending order of quantity — the ingredient listed first is the one that is present in the largest amount.

A recent improvement in labelling requires that most labels also show, as a percentage, the amount of the ingredient that characterises or is used to name the food. For example, the percentage of raspberries in raspberry jam, because this is the key ingredient of the jam. Showing this percentage allows people to compare various types of raspberry jam.

In addition, information about the levels of energy (kilojoules), fat, carbohydrate, protein, sugar, sodium (salt) and other nutrients must be included on the label, usually in two columns — one showing the amount per serve (for example, 30 grams) and the other showing the amount per 100 grams. This information is contained in a nutrition information panel usually located on the side or back of the product, allowing you to make further comparisons between products.



Food labels are a good source of nutritional information.



Learning to read and understand the nutritional information on food labels allows you to compare products.

While food labels provide a great deal of information about the nutritional quality of a particular food, they also have some limitations. Many people find the labels confusing, complicated or time consuming to interpret. Others can be misled by marketing messages made on the front of the package or in advertisements for the product, which create the impression that a food is healthy. Manufacturers often use words such as 'lite' or 'light' when referring to the colour, flavour or salt content of a food, but this is sometimes misunderstood as meaning the food is low in fat or kilojoules.



Marketing messages about the nutritional content of foods can be deceptive.

It is also important to remember that some of the healthiest foods, such as meat, fish, fruit and vegetables, do not have to be labelled because they are fresh. Take-away foods are also not required to be labelled, making it difficult to know how much fat, cholesterol, salt or sugar they contain.

The approval of particular food products by recognised nutritional groups, such as the Heart Foundation, has helped to provide a quick, easy and reliable source of information on food labels. The Heart Foundation's Tick program was introduced in 1989 as a way of helping customers to make healthier eating choices. Foods that are shown through testing to be lower in saturated fat (unhealthy type of fat), kilojoules, sodium (salt) and have more fibre, calcium or protein than similar products are identified by a tick symbol on their labels.



The Heart Foundation's Tick helps us pick foods that are lower in saturated fat, kilojoules and salt, and have more fibre, calcium or protein.

Influence of the media

The media is a common source of information about foods and healthy eating. There are many shows and stories on television, radio, in magazines and on the internet that provide information about food, although the credibility of this information can vary greatly.

When reading or listening to something in the media about healthy eating, it is important to consider the qualifications of the person providing the information, along with their motivation for making such statements. Professionally qualified people such as dietitians, nutritionists and doctors have a good knowledge of the guidelines for healthy eating and are reliable sources of information. Government health websites also provide accurate and up-to-date advice on how to maintain a healthy diet.

Media advertising represents a relatively poor source for nutritional information. Advertising seeks to highlight only the positive aspects of a product — for example, that a product is 97% fat free, which is perceived as being healthy. It is important that we consider these claims and images carefully, and confirm them by reading the nutritional information available on the label.

The growth of your body during adolescence means you require plenty of nutrients. The *Australian Guide to Healthy Eating* demonstrates the types of food and the amount that you should eat as part of a healthy eating plan. You can use the **Australian Guide to Healthy Eating** weblink in your eBookPLUS to read the Guide. Foods such as butter, margarine, chocolate, cakes, biscuits, soft drinks and many take-away foods are identified as 'extra foods' that should be eaten only occasionally or in small amounts. They are high in fat or sugar, contain few nutrients and are frequently high in **kilojoules**.



The media's influence on our choice of food is often not in our best interest.



The Australian Guide to Healthy Eating

smart CHOICES Food and drink SPECTRUM

'Have Plenty'



Encourage and promote these foods and drinks.

These foods and drinks:

- are excellent sources of important nutrients
- are low in saturated fat and/or added sugar and/or salt
- help to avoid an intake of excess energy (kilojoules or calories)

'Select carefully'



Do not let these foods and drinks dominate the choices and avoid large serving sizes.

These foods and drinks:

- have some nutritional value
- have moderate amounts of saturated fat and/or added sugar and/or salt
- can, in large serve sizes, contribute excess energy (kilojoules or calories)

'Occasionally'



These foods and drinks are to be supplied on no more than two occasions per term.

These foods and drinks:

- lack adequate nutritional value
- are high in saturated fat and/or sugar and/or salt
- can contribute excess energy (kilojoules or calories)

Source: Qld Department of Education

The smart food and drink spectrum



Explore more with this weblink: [Australian Guide to Healthy Eating](#)

ACTIVITIES

1 Assessing nutritional quality

Work in groups to carry out the following tasks.

- Over a few days, collect food labels from a variety of foods that are typically sold for snacks or lunches — for example, biscuits, snack food bars, ice-creams, yoghurts, cakes, muffins, sweet pastries, sugar sweetened drinks, savoury pastries, pizza.
- In your group, use the information in the table to the right to determine if the food products you collected are suitable for regular sale in the school canteen or are only occasional foods. Devise a system to record your results.
- Plan and present a canteen menu that provides a variety of healthy, nutritious foods and drinks.

The 'occasional' food criteria table

If the item you are considering has more than the number specified in the energy, saturated fat or sodium column, or less than the number in the fibre column, it is an 'occasional' food.

| HOT FOOD ITEMS (ASSESSED PER 100 g) | | | |
|---|-----------------------|-----------------------------|-----------------------|
| Category | Nutrient criteria | | |
| Food or drink | Energy (kJ) per 100 g | Saturated fat (g) per 100 g | Sodium (mg) per 100 g |
| Savoury pastries, pasta, pizzas, oven-baked potato products | >1000 kJ | >5 g | >400 mg |

| | | | |
|--|----------|------|---------|
| Crumbed and coated foods, frankfurters, sausages | >1000 kJ | >5 g | >700 mg |
|--|----------|------|---------|

Note: All **DEEP FRIED FOODS** fit into the **RED** end of the spectrum and are limited for sale in school canteens. They are too high in kilojoules and fat (usually saturated fat).

SNACK FOODS AND DRINKS (as sold in the school canteen) [ASSESSED PER SERVE]

| Category | Nutrient criteria | | | |
|---|-----------------------|-----------------------------|-----------------------|---------------------|
| Food or drink | Energy (kJ) per serve | Saturated fat (g) per serve | Sodium (mg) per serve | Fibre (g) per serve |
| Sugar sweetened drinks and ices* | >300 kJ | | >100 mg | |
| Snack food bars and sweet biscuits | >600 kJ | >3 g | | <1.0 g |
| Savoury snack foods and biscuits | >600 kJ | >3 g | >200 mg | |
| Ice creams, milk-based ice confections and dairy desserts | >600 kJ | >3 g | | |
| Cakes, muffins and sweet pastries etc. | >900 kJ | >3 g | | <1.5 g |

Note: All types of **CONFECTIONERY** fit into the **RED** end of the spectrum and are limited for sale in school canteens.

They are foods of minimal nutritional value.

*The sugar sweetened drinks and ices criteria apply to: soft drinks, flavoured mineral waters, energy drinks, sports drinks, sports waters, slushees, ice blocks and ice confections.

Key: > means 'more than'; < means 'less than'.

Source: NSW Healthy School Canteen Strategy 2004

2 Making healthy eating decisions

Use the **Cookie Monster or Fruit Monster?** weblink in your eBookPLUS to view the interview by Matt Lauer with the Cookie Monster.

1. Why did the Cookie Monster choose fruit over cookies?
2. What might be wrong with his final decision?
3. The Cookie Monster has been influenced by the media into having a better diet. Did he really understand the messages about healthy eating? What should he be doing?
4. Do you think his actions will help children to develop healthy eating habits?

CHECK & CHALLENGE

1. Explain the difference between a fad diet and a safe weight loss plan.
2. Explain why media advertising is generally a poor source of nutritional information.
3. Identify health professionals and organisations that you would regard as reliable sources of information on nutrition.
4. Using examples from the media, evaluate how social and cultural expectations can influence body image.
5. Describe the strengths and limitations of using food labels as a source of nutritional information.
6. Use the **How do you measure up?** weblink in your eBookPLUS to analyse the 'How do you measure up' health campaign. Pretend you are a health professional. What advice would you give to a client who was overweight and inactive?

eBookplus RESOURCES



Explore more with this weblink: Cookie Monster or Fruit Monster?



Explore more with this weblink: How do you measure up?



Try out this interactivity: [Keeping the balance](#)

Searchlight ID: [int-2181](#)

6.4 Healthy food habits: diet and activity

Controlling your weight is best done by making gradual changes to your eating habits and levels of activity over a period of time. We must also remember that a range of social and cultural factors influence the way people think about food habits.

Engage

A positive body image is important for both physical and mental health because it contributes to better self-esteem, self-acceptance and healthier eating patterns. In order to keep a positive body image it is important that we develop healthy food habits, involving a balanced diet and plenty of fluids.

Professional athletes need to follow a different eating plan from average people. Use the **How much does Michael Phelps eat?** weblink in your eBookPLUS to see how much food Michael Phelps, the American swimming gold medallist, eats each day. Why do you think he can eat that many kilojoules each day without gaining weight?

eBookplus RESOURCES



Explore more with this weblink: How much does Michael Phelps eat?

Explore

Dieting and body image

Young people's concern about their weight or the way their body looks can lead some to try **dieting**. Books, magazines and weight loss groups provide a vast range of diets for people who want to lose weight. It is recommended that young people talk to a qualified person such as a dietitian, nutritionist or doctor before trying to lose weight, as diets can affect growth and restrict the dieter's intake of essential nutrients.

Diets that promise quick weight loss in a short period are generally called 'crash diets' or **fad diets**. Examples of fad diets are the 'grapefruit diet' and the 'Hollywood 48-hour miracle diet'. Research has shown that these types of fad diets do not work. Fad diets are also dangerous, particularly for young people, because they:

- limit certain food groups
- do not contain a balance of nutrients
- do not provide enough kilojoules to meet daily needs.

Throughout our lives we are exposed to messages about what are socially acceptable male and female body shapes and sizes. We hear comments expressed by family, peers and celebrities. We see media images of female models who are tall, slender and attractive, and male models who are muscular and good looking. These images are often associated with happiness, success, popularity and health, while images of overweight people are linked to negative stereotypes such as laziness, sadness and poor intelligence. All these messages influence our beliefs about how males and females should look, and this affects our own **body image**.

Many people are concerned about their body shape or weight, but this concern does not prevent them from leading happy and healthy lives. However, for some people, dissatisfaction with their body image contributes to a strong desire to change their body through dangerous eating, excessive exercise or other means. This may result in a person developing an **eating disorder**. An eating disorder is an illness involving unhealthy eating patterns and a distorted perception of body shape and size. There are several different types of eating disorder, but the most serious ones are *anorexia nervosa* and *bulimia nervosa*. You can use the **Eating disorders** weblink in your eBookPLUS to find out more about these eating disorders: what are the early warning signs? How could you help prevent eating disorders developing in children?

eBookplus RESOURCES



Explore more with this weblink: Eating disorders

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 are available in Australia, largely as a result of our multicultural society, our agricultural industry, and our refrigeration and transport facilities. 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. Lean red meats, for example, cost more than higher fat options, while organic foods are more expensive than other foods.
- *Gender* — 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.

- *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 a key ingredient 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.



Young women are often concerned about maintaining their weight, while young men are more likely to be concerned about maintaining their strength.

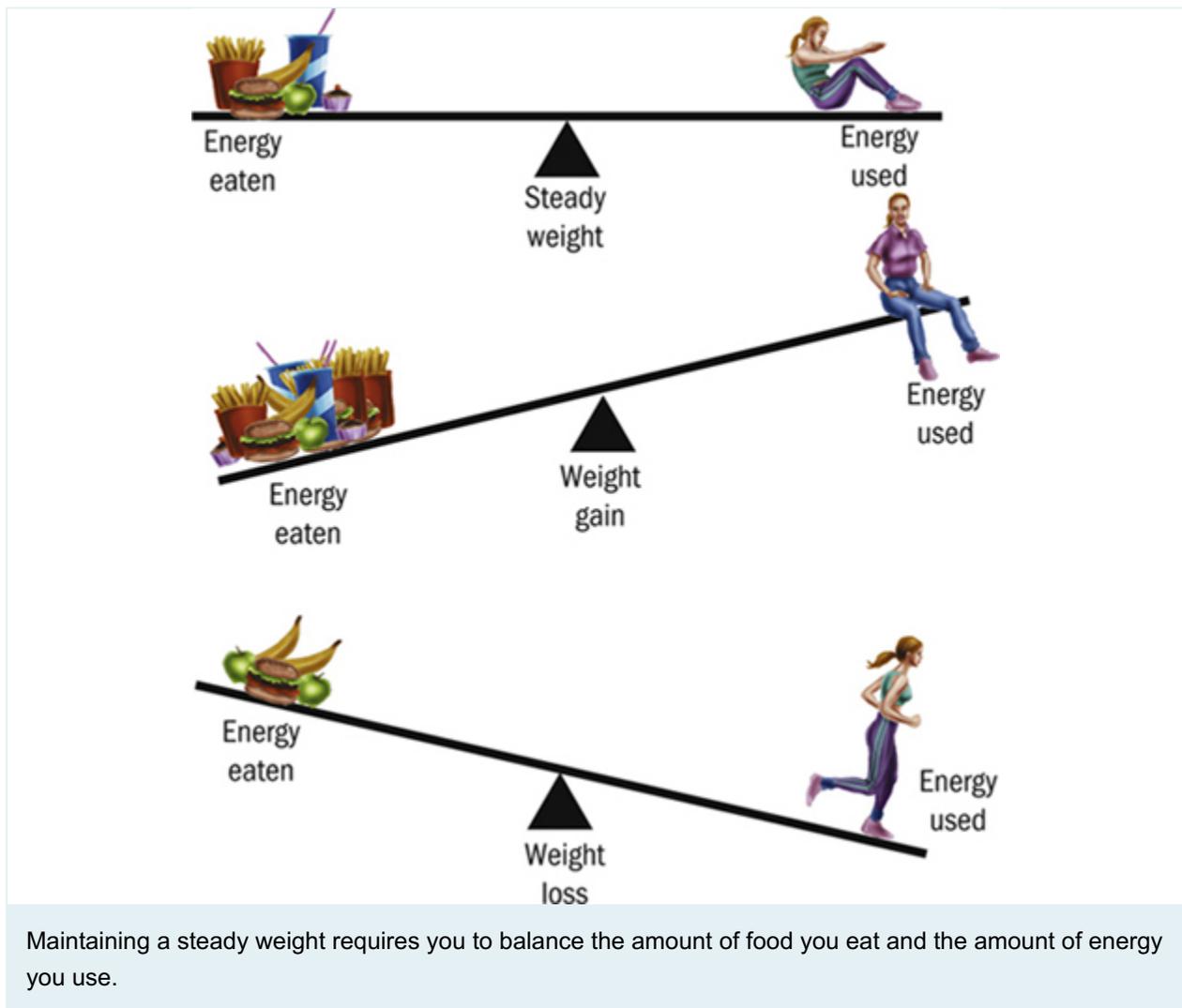
DID YOU KNOW?

There is no single cause of eating disorders. It is currently agreed that eating disorders are multifactorial — that is, social, psychological and biological factors all play a part, in varying degrees, for different people.

Physical activity and eating habits

To maintain a steady weight, we need to carefully consider the amount of energy from food that we consume each day compared with the amount we use. When we regularly eat more kilojoules than our body needs and uses during physical activity, the excess is stored as body fat. Exercise is, therefore, as important as a healthy eating plan.

For people who participate in regular physical activity, it is particularly important to consume a nutritionally balanced and adequate diet. A diet based on the *Australian Guide to Healthy Eating* will ensure their bodies have sufficient energy and nutrients to allow them to be highly active, assist them to recover quickly after exercise and help to maintain an optimal body weight for good performance. In addition, it will ensure a sufficient intake of fluids to keep their body hydrated during exercise.



Carbohydrates are the body's primary source of energy when exercising. This means that energy-rich foods, such as wholegrain breads, cereals, rice, pasta, noodles and certain fruits and vegetables, should be a major part of an athlete's daily diet. As part of the digestive process, carbohydrates are broken down into **glucose**, which forms a readily available energy supply in the bloodstream.



Carbohydrates need to make up a large portion of the food consumed by athletes.

HEALTH FACT

Around one in four Australian men in the healthy weight range believe themselves to be overweight, while 17% of men are on a weight loss diet at any given time.

Drinking plenty of fluids is another key aspect of sporting nutrition. Without adequate fluid intake, dehydration can occur, leading to impaired performance and health concerns. It is important, therefore, to drink lots of water, particularly on hot and humid days, to replace the fluids that are lost through sweat.

ACTIVITIES

1 Dieting

1. Collect one or two diets outlined in women's magazines.

2. Analyse their nutritional value compared to the Australian Dietary Guidelines.
3. Consider whether the diet could form the basis for a long-term eating plan.
4. Outline the most effective way to lose weight or maintain a healthy weight. Explain why.
5. Share your diets with three or four class members and rank them from the most nutritious to the least nutritious.

2 Fluid intake

You are responsible for planning a 10-kilometre fun run in your local area. As part of your organisation, you must develop a plan for:

- a. reducing the risk of participants suffering dehydration during the run. (Consider strategies appropriate for before, during and after the event.)
- b. managing any participants who might suffer from dehydration.

Present a written outline of your plan to the class.

CHECK & CHALLENGE

1. Following the *Australian Guide to Healthy Eating*, explain a suitable daily meal plan for an athlete in training for a triathlon.
2. Explain the meaning of a 'fad diet' by using an example.
3. Explain why fad diets are considered dangerous.
4. Explain how the balance between energy intake and energy expenditure works to maintain steady weight.
5. Explain why fluid is an important part of our daily intake.
6. Describe how social and cultural factors influence your food choices.

eBook *plus* RESOURCES



Complete this digital doc: [It's alright to be me](#)

Searchlight ID: [doc-2534](#)

6.5 Drug use: tobacco and alcohol

Drug use is an issue about which we make life threatening choices. Two legal drugs, namely tobacco and alcohol, cause the most harm, yet they are widely used in society.

Engage

Many young people choose not to use drugs in any way that may be harmful to their health. However, adolescence can be a time when some people experiment with drugs such as tobacco, alcohol and cannabis. Sometimes, this experimentation can lead to problematic use.

The NSW Health responsible drinking campaign is called 'What are you doing to yourself?' The campaign aims at tackling an increasing problem of binge drinking and anti-social behaviour among teenagers and young adults. Use the **What are you doing to yourself?** weblink in your eBookPLUS to complete the multiple choice quiz.

eBookplus RESOURCES



Explore more with this weblink: [What are you doing to yourself?](#)

Explore

Drugs and their effects

The term 'drug' refers to any substance, besides food, water and oxygen, that alters the way that the body works, physically or psychologically. This includes legal products such as medicines, tobacco and alcohol, and illegal substances such as cannabis, ecstasy and heroin.

It is important to recognise that all drugs have the potential to cause harm, regardless of the type of drug and how often it is used. A drug can begin to dominate a person's life at the expense of their family, friends and school. The more frequently someone uses a drug and the more heavily they use it, the more likely they are to experience harm from their drug use.

It is a common misconception that illegal drugs such as heroin, amphetamines and ecstasy are responsible for the greatest harms associated with drugs. In fact, two legal drugs — tobacco and alcohol — are the most widely used and cause the most harm.

HEALTH FACT

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% of all drug-related deaths in Australia, and in approximately 50% of drug-related deaths for people under the age of 34.

Young people's decision to use drugs can occur for a number of reasons. Many of these reasons are similar to the reasons adults use drugs. They include:

- *having fun* — drugs such as alcohol are often associated with celebrations and social occasions
- *relaxation* — some drugs provide feelings of happiness and relaxation, along with increased confidence and fewer inhibitions
- *peer association* — drugs may help people feel that they are part of a group or that they 'fit in'
- *boredom* — for some people, drug use gives them something to do
- *curiosity* — people may want to test for themselves what they have heard and learnt about drugs
- *dealing with stress* — or coping with difficult times
- *perception* — that drug use is 'normal'.

Advertising of tobacco products is no longer permitted in Australia, and cigarettes must be displayed and sold with prominent warnings about the health effects of smoking. However, smoking and cigarettes continue to be promoted through the media. The marketing of alcohol is more widespread, with television, radio, magazines, websites, billboards and sponsorship commonly used to promote drinking as a social activity, with links to sport and social acceptance.

The marketing of alcohol and cigarettes fails to show any of the negative effects of their use. The cancer-causing effects of smoking are not shown, and neither are the possible harms to a person's health or relationships from drinking too much alcohol, such as vomiting, violence, injuries and unplanned or unprotected sex. The fact that only happy and healthy media images are associated with tobacco and alcohol means that marketing does not accurately reflect the realities of drug use.



Product placement promotes the use and acceptability of drugs such as alcohol and tobacco.

Alcohol

Alcohol is classified in the 'depressant' group of drugs because it makes the central nervous system slow down. 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. The effects of alcohol 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.

Some of the effects of drinking are outlined in the figure below.

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 some 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.



The infographic consists of six rows, each with a set of beer glasses on the left and a text description on the right. The number of glasses increases from two in the first row to six in the sixth row. The text describes the increasing effects of alcohol as more is consumed.

| | |
|--|---|
|  | After one or two drinks ... You start to feel relaxed, your reactions start slowing and your concentration is reduced. |
|  | If you drink even 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 a few 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 is consumed.

For young people, alcohol-related 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 who they are with when affected by alcohol. Feelings of bravado and indestructibility, 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.

Alcohol can have the combined effects of increasing confidence, reducing inhibitions and changing mood. These factors increase the chance of arguments and fighting when people have drunk too much. Sometimes, this violence is even directed at friends, family and partners, and can result in injuries, relationship breakdowns, loss of self-respect or criminal charges.

In addition to an increased likelihood of being involved in crime, those who consume too much alcohol are also at greater risk of becoming crime victims. The loss of coordination and the inability to react quickly in unexpected situations often make a drunk person an easy target for assault or theft, particularly when they are alone, such as when walking home late at night.

Young people are also at risk of being involved in unplanned sexual behaviours after excessive drinking. Guilt, anxiety and a loss of self-respect are some of the emotions experienced following unplanned sexual behaviour. Females can be particularly vulnerable to sexual harm, resulting in unwanted pregnancies, sexual assault or a sexually transmitted infection.

HEALTH FACT

Alcohol is one of the most widely used drugs in Australia. Research shows that alcohol consumption at harmful levels is increasing in Australia, particularly among young Australians. Additionally, in the past decade, the incidence of alcohol use by young people increased, with the average age being 14 years old for first time use. Much of this drinking takes the form of binge drinking.

Source: Drug Info Clearing House, 'The facts about binge drinking — for young people', www.druginfo.adf.org.au/article.

The consequences from a single incident of consuming too much alcohol are potentially far reaching and numerous. An accident that is the result of drink driving can cause much harm 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 and maybe even criminal charges.



Consuming large amounts of alcohol can have numerous consequences for the individual and the community.

Use the **Celebrate safely** weblink in your eBookPLUS to find out more about the consequences of abusing alcohol.

eBookplus RESOURCES

 Explore more with this weblink: [Celebrate safely](#)

DID YOU KNOW?

It is important to remember that medicines, whether prescribed or bought over the counter, are also drugs. Using other drugs, such as alcohol, while on medication can contribute to unexpected reactions that can be frightening and dangerous.

ACTIVITY

Consequences of alcohol use for the individual and the community

In groups of four, allocate the following roles to group members:

- doctor in the local hospital
- commander 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. Now consider the particular issues that you would deal with in that role.

Prepare the key points as a PowerPoint presentation. Combine your group's presentations and present the combined work to the class.

CHECK & CHALLENGE

1. Product placement is a marketing strategy whereby a product is placed in a medium where it is not usually allowed to be advertised, for example, cigarettes on a billboard in a movie. Identify two or three movies or television shows where you have seen tobacco smoking and drinking promoted through product placement. What messages are conveyed to the viewer by the way in which these products are portrayed?
2. Explain how drinking alcohol at excessive levels can impact on:
 - a. the individual and their relationships with other people
 - b. the community.
3. Evaluate the call to raise the legal drinking age to 21 to address teenage drinking problems.

eBook *plus* RESOURCES



Complete this digital doc: [The day after a big night out](#)

Searchlight ID: [doc-2535](#)

6.6 Drug use: cannabis

Cannabis or marijuana use can result in many immediate and long-term health problems including bronchitis and lung cancer.

Engage

Most of us think that experimentation with cannabis is just that and will have little or no effect. However, regardless of the potential for serious health consequences, use of cannabis is illegal. Criminal convictions may harm us in a different way and seriously limit things we want to do, such as pursue a strong vocational interest or even travel abroad.

Explore

Cannabis

Cannabis is the general name for a number of products made from a plant known as *cannabis sativa*. These 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.

The effects of cannabis include feeling more relaxed and less inhibited, being less coordinated with slower reactions and having a poorer ability to remember things and think logically. An increase in appetite, often called 'the munchies', also occurs. Depending on the amount of cannabis that is used, people can also experience hallucinations where they see, hear or experience differently from reality.

Cannabis use can result in a range of immediate and long-term health, social, legal and financial consequences. These harms vary according to the person, the circumstances in which marijuana is used, the amount that is used, the way that it is used and whether it is used in combination with other drugs.

Smoking cannabis, like smoking tobacco, has the potential to cause lung problems such as lung cancer and bronchitis after years of smoking. 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, while female cannabis users may experience irregular menstrual cycles.

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.

Cannabis use can also affect school and work performance. Research has found that regularly using cannabis reduces memory, concentration and the ability to learn, resulting in difficulties understanding work, being able to study or doing homework. These problems can be made worse if the person becomes dependent on cannabis, and they begin to spend much of their time involved with the drug and lose interest in other important aspects of their life, such as school or other interests.

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 exposes the lungs to carcinogens for a longer time than smoking cigarettes, and can cause lung problems like bronchitis and even cancer.



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 future 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.

While 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 illnesses such as schizophrenia and depression, or when a person is at greater risk of developing these illnesses.

Polydrug use refers to using more than one drug at a time — for example, drinking alcohol and smoking cannabis. Mixing drugs can be particularly harmful because the effects can be more intense or unpredictable. Combining two drugs from the same classification, for example, ecstasy and speed (both stimulants) — increases their effects, thereby multiplying the stress placed on particular body organs and increasing the risk of an overdose. The feelings experienced can also be more unpleasant and longer lasting as the effects of the drugs begin to wear off.

By contrast, using drugs from different classifications simultaneously (such as a stimulant and a depressant) can lead to the drugs working against each other, so the effects of one drug are masked by the other. Someone who has consumed a large amount of alcohol, for example, while under the influence of amphetamines may feel less drunk than they are. When this happens, people may consume even more of a drug because they do not feel any significant changes, or they may take even greater risks, such as drink driving.



Using two or more drugs at the same time can lead to even greater personal harm. What could be the consequences of the behaviours shown in this illustration?

ACTIVITY

The effects of illegal drugs

In groups of three, research three illegal drugs — ecstasy, amphetamines (speed) and cannabis. Present your information in table form. The **Researching drugs** weblink in your eBookPLUS will provide useful information.

1. Give a description of the drug.
2. How is it taken?
3. What are the immediate effects?
4. What are the long-term effects?
5. What is the possible harm to others?

CHECK & CHALLENGE

1. Explain why cannabis has the potential to cause cancer.
2. Explain how cannabis use has the potential to affect school and work performance.
3. Identify and explain the possible harms associated with alcohol and cannabis use that are: (a) similar and (b) different.
4. Describe consequences of having a criminal record that would be of concern to young people.
5. What is polydrug use and why is it dangerous?
6. Describe the potential harms of illegal drug use to personal relationships and the community.
7. View the advertisements using the **Anti-cannabis ad** weblinks in your eBookPLUS. In small groups, discuss how cannabis can lead to health and relationship problems.

eBookplus RESOURCES



Explore more with this weblink: Anti-cannabis ad 1



Explore more with this weblink: Anti-cannabis ad 2



Explore more with this weblink: Researching drugs

6.7 Relationships and sexual health

Adolescence is a time of growth, and one where feelings of attraction for others develop. An awareness of sexual choices, contraception, sexually transmitted infection and risk taking is important in enhancing physical and emotional wellbeing.

Engage

Adolescence is a time of increasing awareness of sexual feelings and sexual identity, along with emerging feelings of attraction towards others. It is also a time when some young people may engage in sexual experimentation and become involved in intimate relationships. Messages and ideas are often conveyed by friends, family, religious traditions and the media about what is expected and 'normal' sexual behaviour for a young person. These attitudes can be conflicting, leaving you confused about making difficult choices.

There are many myths surrounding sexuality and sexual health. Use the **Myths about sex and sexuality** weblink in your eBookPLUS to read some of the most common myths. In small groups create a brainstorm of sexuality issues, then discuss where you think some of the myths may have come from.

eBookplus RESOURCES



Explore more with this weblink: [Myths about sex and sexuality](#)

Explore

Understanding sexual health

When you start to become involved in sexual relationships, it is important to think through the different messages mentioned above carefully to decide what is right for you, and to plan how you will manage your sexual health to ensure your physical and emotional wellbeing.

The qualities you look for in a partner will vary according to the type of relationship you want. If you want to enjoy yourself, then you may look for someone who is easygoing, fun to be with and has a good sense of humour. If you want a longer term relationship, you may want your partner to be caring, honest and committed.

Your ideas about what qualities are most important to you will also depend on your own values and beliefs. Sometimes, being in an unhappy or unsatisfying relationship helps you to recognise what you need from a partner and a relationship. Respect for each other is a key factor in successful relationships.

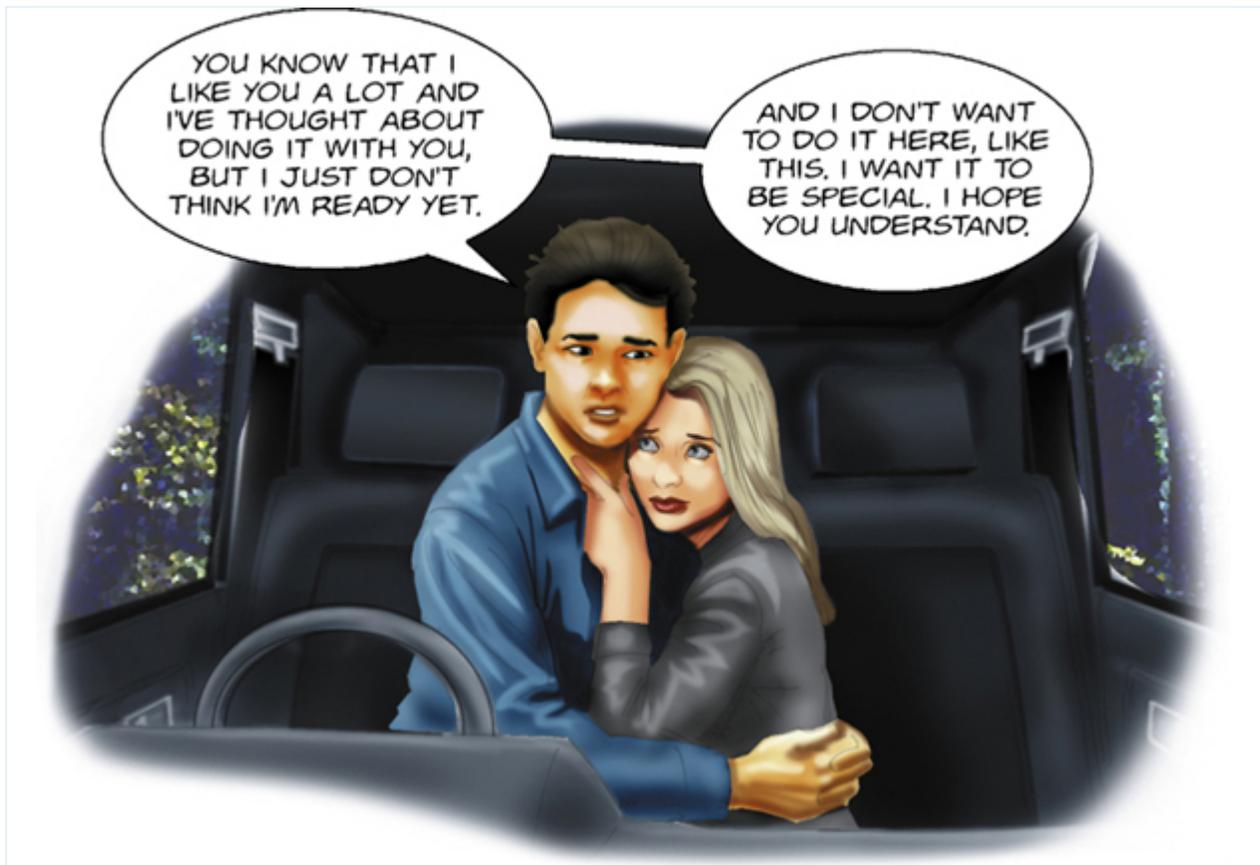


Everyone looks for different qualities in a partner.

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 if 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.

Any form of sexual activity must be **consensual**, meaning that both people want to be involved. You have the right to set your own sexual limits and say 'no' to any kind of sexual activity. At the same time, you have the responsibility to respect another person's decision to say 'no'. Never force or pressure someone into a sexual activity with which they are uncomfortable. *Having sex without someone's consent is a crime.* Even after you have given permission to be touched, it is okay to change your mind at any time during sexual activity if you no longer feel comfortable about what is happening.

Saying 'yes' to sexual activity on one occasion does not mean it is acceptable on other occasions. Both partners have a responsibility to make their intentions clear to each other every time they are being sexually active, no matter how long they have been in the relationship.



Determining your own sexual limits and discussing these limits with your partner are an important part of a relationship.

It is also important to consider what forms of sexual activity may be appropriate for the environment. Engaging in some behaviours in public places, such as the playground, a shopping centre or even among a group of friends, can make other people feel uncomfortable and can get you into trouble with the authorities. More personal and intimate expressions of affection and attraction, such as tongue kissing and touching of breasts or genitals, are appropriate only in a private environment and only if both parties consent.

Being under the influence of drugs or alcohol hinders your ability to think clearly about a decision to be sexually active. Making choices while drunk or affected by drugs leaves you vulnerable to being used or doing something that you may regret.

Sexually transmitted infections (STIs)

Catching a **sexually transmitted infection (STI)** is another risk of being involved in unsafe sex. Anyone who chooses to be sexually active is at risk of contracting an STI, regardless of their age, sexuality, gender, cultural background or level of education.

Some groups of people — for example, same-sex attracted females — mistakenly believe they will not contract an STI. It is important to think in terms of low-risk behaviours rather than low-risk groups when discussing how to reduce the chances of getting an STI. The risk is greater when the activity involves a transfer of body fluids such as semen and vaginal fluids from one person to another. Sexual activities such as unprotected vaginal or anal intercourse and/or oral sex are the common ways in which these fluids are transferred. People who have lots of different sex partners are also at greater risk, although it is important to remember you can catch an STI from your first sexual encounter.

Not all infections are spread through penetrative sex or oral sex. Some can also be transmitted through forms of sexual contact that do not involve a transfer of body fluids. Genital warts, genital herpes, syphilis and scabies are some of the infections that can be spread through direct skin-to-skin contact, such as touching someone's genitals.

In some cases, having an STI can be life threatening or can cause infertility if left untreated. In other cases, it can be uncomfortable and embarrassing, particularly if the infection is passed on to someone else. If you think that you might have an STI, you should visit a doctor or sexual health clinic straight away. Do not put it off, even if the symptoms go away. Most STIs are easy to cure once diagnosed, and the earlier you seek treatment the better.

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 being pregnant 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 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.

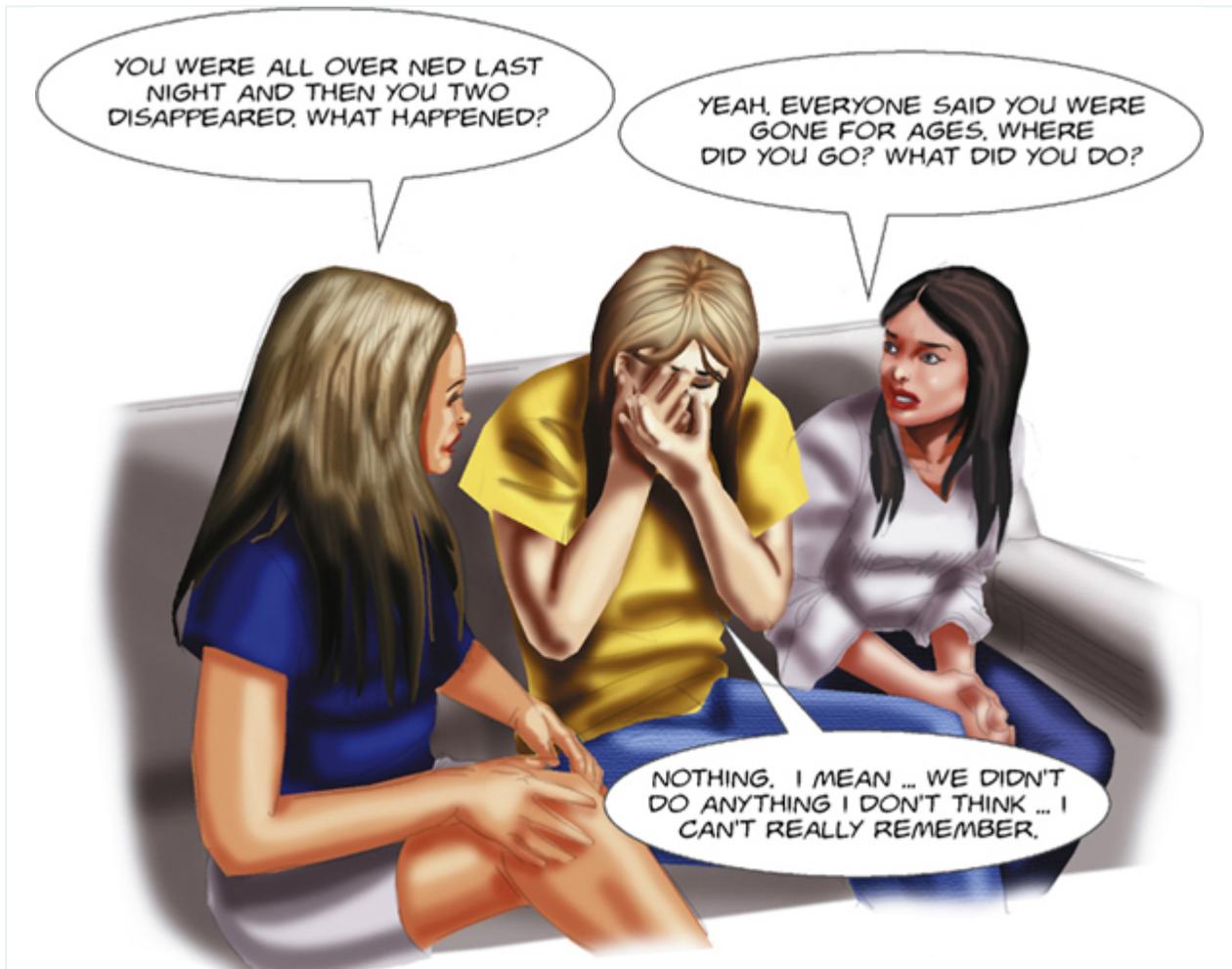
HEALTH FACT

If someone has an STI, they may still look and feel healthy. You won't necessarily be able to tell someone is infected by looking at them. Often, sexually transmitted infections have no obvious symptoms, particularly in females.

Gender and sexuality

One common gender-related assumption is that young men have a constant and uncontrollable need for sex. This belief, along with a perception that being sexually active is a sign of male maturity, can lead some young men to engage in risk-taking sexual practices. They may become sexually active at a younger age than girls, have a number of sexual partners, and take no responsibility for using contraception.

Females, on the other hand, are often expected to be able to control their sexual feelings, set limits on sexual behaviour and ensure safe sex practices. This expectation can place their safety at risk, particularly for girls who find it difficult to be **assertive** and make their intentions clear. Both people in a relationship are responsible for determining whether each other really does want to have sex, and then accepting that decision. Tricking or pressuring someone into doing something that they did not want to do is never okay.



Sexual choices made under the influence of drugs and alcohol can result in feelings of concern and embarrassment.

Some girls think being sexually active is linked to being in love and wanted. They may also think that being intimate will help their relationship, and even fear losing their partner if they say 'no'. You should not worry about offending or upsetting your partner. A partner who cares about you will listen to you and respect your rights.

DID YOU KNOW?

Results from the Australian Study of Health and Relationships indicate that one in ten young Australians did not use any form of contraception the last time they had sex. In recent years, this has seen an alarming increase in STIs among this group, in particular with chlamydia notifications.

ACTIVITY

STI awareness campaign

Use the **Promoting awareness about STIs** weblink in your eBookPLUS and view the advertisement that is part of an STI campaign. Use the information on this site to write a design for a new campaign promoting STI awareness that would be relevant to young people. You may like to choose one STI to focus on. Organise to role-play it to your class.

CHECK & CHALLENGE

1. Write a 'personals' advertisement of 30 words or less for your ideal partner.
2. Evaluate how power and gender expectations affect decisions about sexual activity and risk taking.
3. Describe the difficulties involved in being a teenage parent.
4. Use the **Researching STIs** weblink in your eBookPLUS to turn the wheel and find out more about specific sexually transmitted infections. How are most of these STIs transmitted? What is the best way to protect yourself against most STIs?



Explore more with this weblink: Promoting awareness about STIs



Explore more with this weblink: Researching STIs



Complete this digital doc: [Exploring beliefs and expectations about male and female sexual behaviour](#)

Searchlight ID: [doc-2536](#)

6.8 Contraception

There are many types of contraception available including the use of natural methods. As many forms of contraception affect the way the body functions, professional advice is recommended.

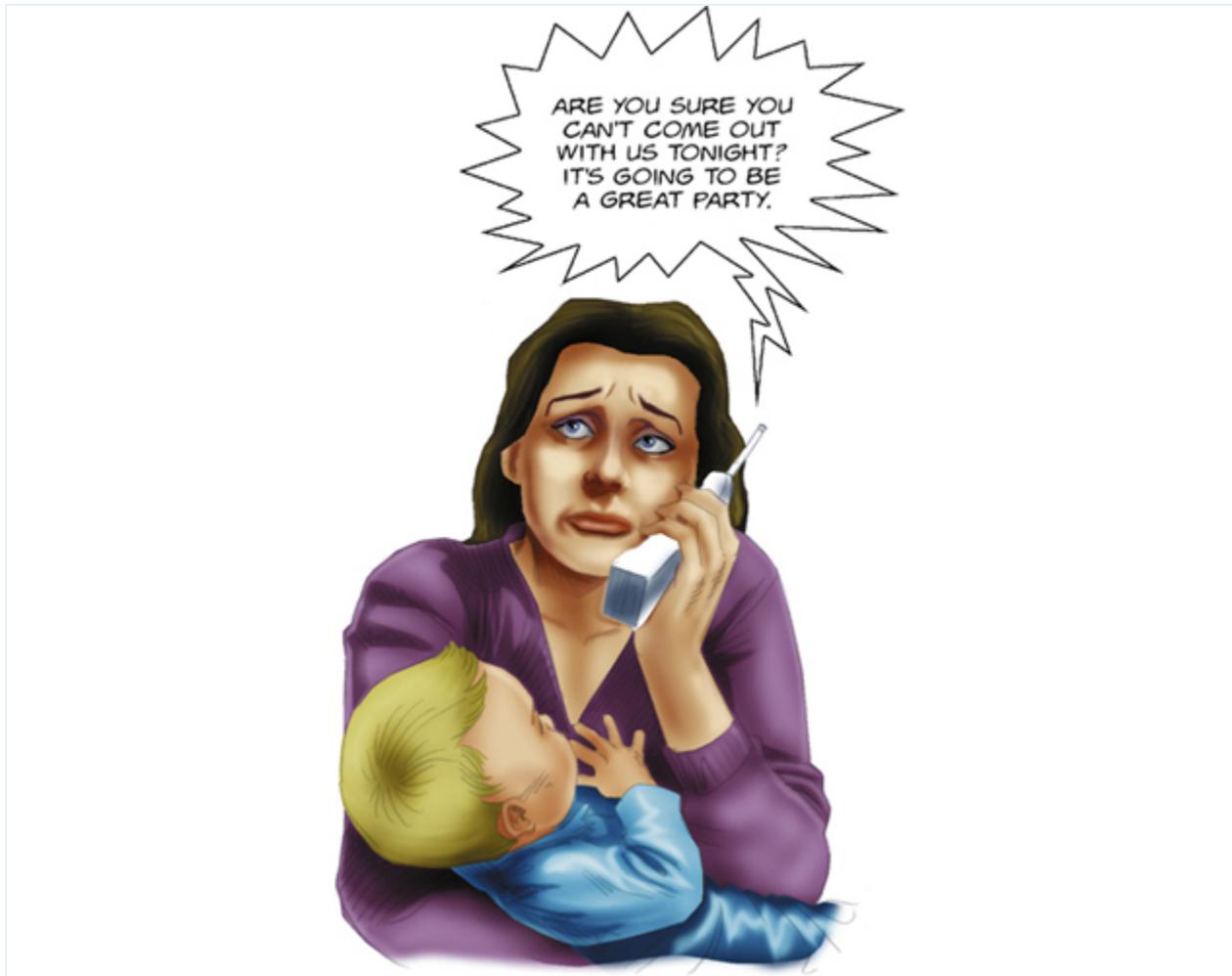
Engage

People in relationships need to consider the consequences of both planned and risk-taking sexual practices. The needs and best interests of both people involved must always be considered when considering contraception. While contraception is available in many forms, it must be used responsibly.

Explore

Unplanned pregnancy

Unplanned pregnancy is one possible consequence of choosing to be sexually active. While 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.



The responsibilities associated with parenthood require many sacrifices.

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 that they or their partner are pregnant can limit the emotional support that is available. For a young person who has religious, cultural or family beliefs that conflict with these options, decisions about an unplanned pregnancy can be particularly challenging.

The types of contraception

If you are considering having sexual intercourse in an opposite-sex attracted relationship and you do not want to become 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 ([table 6.1](#)). 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.

DID YOU KNOW?

Even when condoms are used correctly, there is still a 2% chance that a pregnancy could occur. When the contraceptive pill is used correctly there is still a 3% chance of pregnancy. This means the only method of contraception that is 100% effective in preventing pregnancy and STIs is abstaining from sexual activity.

HEALTH FACT

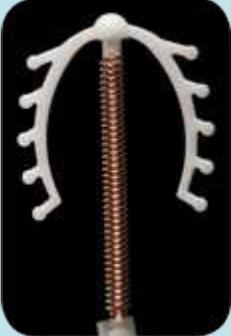
Not all contraceptive methods provide protection against STIs. The best way to reduce your risk of STIs when engaging in sexual activity is to use barrier protection such as male and female condoms.



Some of the different contraceptive methods available

Table 6.1 Contraceptives

| Description | How it works | Possible side effects | Suitability | How it is obtained |
|--|---|---|--|---|
| <p><i>The pill</i> — a small tablet made up of the two female hormones: oestrogen and progesterone</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 and 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><i>Minipill</i> — like the pill, but containing only progesterone</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><i>IUD (intrauterine device)</i> — 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> |

| Description | How it works | Possible side effects | Suitability | How it is obtained |
|---|--|---|---------------------------------|--|
|  | | | | |
| <p><i>Condom</i> — 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><i>Female condom (Femidom)</i> — 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> |

| Description | How it works | Possible side effects | Suitability | How it is obtained |
|--|--|--|--|---|
|  <p><i>Contraceptive implant</i> such as Implanon — a small plastic rod containing progesterone that is inserted under the skin of the upper arm</p> | | | | |
|  <p><i>Contraceptive implant</i> such as Implanon — a small plastic rod containing progesterone that is inserted under the skin of the upper arm</p> | <p>The slow release of progesterone 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><i>Diaphragm</i> — 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 with prescription from a doctor.</p> |

| Description | How it works | Possible side effects | Suitability | How it is obtained |
|---|--|-----------------------|---|--|
| <p><i>Natural methods</i> — 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> | <p>Methods of calculating when a woman is likely to be ovulating include:</p> <ul style="list-style-type: none"> • calendar method — recording dates of periods to determine when ovulation may take place • temperature method — recording temperature daily to monitor changes that occur with ovulation | <p>None</p> | <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 can be obtained from a doctor.</p> |

| Description | How it works | Possible side effects | Suitability | How it is obtained |
|-------------|--|-----------------------|-------------|--------------------|
| | <ul style="list-style-type: none"> • mucus changes — recognising and recording changes in the texture and appearance of cervical mucus. | | | |

ACTIVITY

Safe sexual health practices

Read through the scenarios below and then answer the questions that follow.

Couple 1

Julie and Dean have been seeing each other off and on for about a year. Dean doesn't really want to be in a committed relationship, preferring to have a casual relationship. He hasn't told Julie this. They have slept together once after a party, but neither remembers what really happened because they were both drunk. While they have been seeing each other, Dean has also been sexually active with people other than Julie. He's pretty sure the other girls have always been on the pill.

Couple 2

David and Peter are attracted to each other and have been out together a couple of times. This is their first same-sex attracted relationship. They have spoken about how they feel towards each other, but do not yet feel ready to be involved in any sexual activity. David has also told Peter about a previous girlfriend that he slept with on a couple of occasions. They had always used condoms.

Couple 3

Sam and Jacinta have been together for six months. They have started being sexually active — deep kissing, sexually touching and oral sex. However, they have not had intercourse because Jacinta has told Sam she does not want to get pregnant. They both live in a small country town, so she is worried that her parents will find out that she is sexually active if they try to obtain some type of contraception.

1. Discuss the safe and unsafe sexual practices of each couple.
2. Identify the couple that has most effectively planned and managed their sexual health. Explain your reasons.
3. Suggest an appropriate method/s of contraception for Sam and Jacinta.



Issues relating to sexual practices need to be discussed as relationships develop.

CHECK & CHALLENGE

1. Who do you think should be responsible for ensuring contraception is used in a relationship? Explain.
2. Use the **Contraception** weblink in your eBookPLUS to find out more about the different types of contraception. Choose one type and write down five interesting points about it, then share your notes in a small group. As a group, decide which of the methods of contraception would most effectively prevent pregnancy and STIs.
3. Discuss the effects of unplanned pregnancy.

eBookplus RESOURCES



Explore more with this weblink: Contraception

6.9 Road safety

Accidents on Australian roads kill approximately 1500 people each year. Many of these deaths are preventable. Understanding factors that contribute to road accidents can assist in improving road skills and better decision making.

Engage

For many young people, learning to drive is one of the most exciting times of adolescence. Obtaining your licence gives you greater freedom and the opportunity to travel further from home, while also serving as a sign of transition into the adult world. Unfortunately, it can also be a high risk time for some young people.

You may soon be driving, but do you know the road rules? Use the **Road Safety quiz** weblink in your eBookPLUS to access the RTA Practice Driver Knowledge Test. In small groups, answer the questions on road rules. How did you perform compared to other groups? Were you surprised by any answers?



Explore more with this weblink: Road Safety quiz

Explore

Improving road safety

Statistics show that young drivers are more likely than any other age group to be involved in a crash that may result in injuries or death. Many of the reasons for these crashes are avoidable, so it is important to take steps to reduce the risks on the roads.

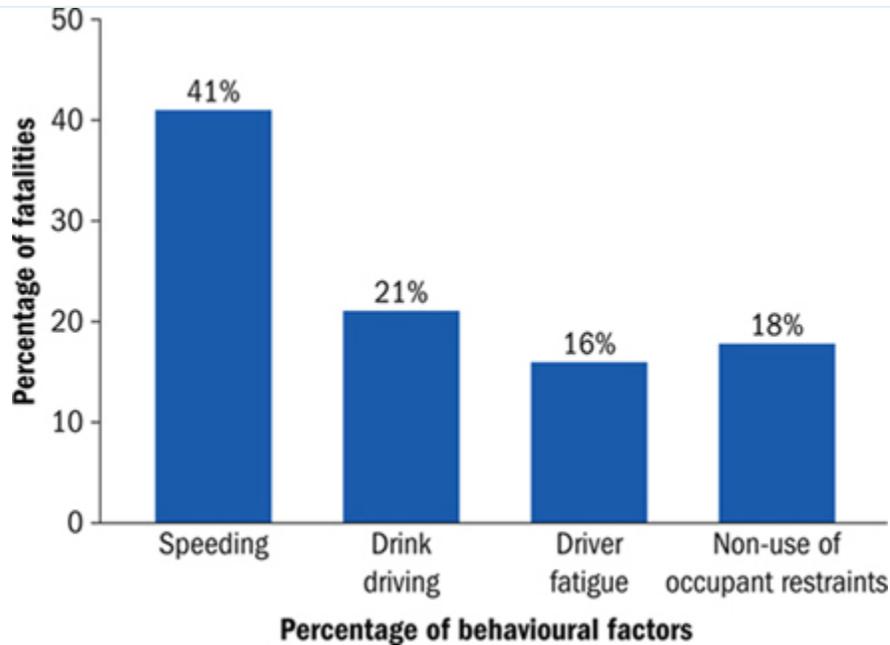
A number of factors contribute to crashes. Some of these relate to the vehicle, such as equipment failure or poor performance from a lack of regular car maintenance. Other factors such as the weather, poor lighting or bad roads can contribute to a hazardous driving environment. However, human factors are the main cause of crashes.

Human factors are those factors associated with driver attitudes, behaviours and characteristics. Factors that contribute to the majority of crashes have been identified as excessive speed, **road rage**, fatigue, failure to obey road rules, failure to wear seatbelts and drink driving. In the case of young people, inexperience and overconfidence are often combined with these risky behaviours, placing young drivers and their passengers at even greater risk.

DID YOU KNOW?

Young drivers are over represented in all fatal crashes, including drink driving and fatigue. Despite making up only 15% of drivers, young drivers represent around 36% of annual road fatalities.

Source: <http://www.rta.nsw.gov.au/roadsafety/youngdrivers/index.html>



Source: NSW Centre for Road Safety 2010

Human (behavioural) factors play a major role in most road crashes.

Speeding is defined as both travelling faster than the set limit — for example, 80 kilometres per hour in a 60 kilometres per hour area — and travelling too fast for the particular conditions — for example, driving at 60 kilometres per hour in the same area on a wet night. Excessive speed increases the likelihood that a crash will occur, because there is less time to react, less braking time and distance, and more chance that you will lose control of the vehicle, particularly in poor conditions. At the same time, speeding increases the severity of a crash because the impact of the collision will be greater.

Fatigue is feeling tired or exhausted when driving. It affects judgement and slows reactions, making it difficult to respond appropriately in a dangerous situation. The likelihood of fatigue is related to a number of factors, including how long you have been driving, how many hours you have been awake and the time of day.



It is important to be aware of the signs of driver fatigue — restlessness, boredom, drowsiness, poor concentration and yawning.

Laws making it compulsory to wear seatbelts have played a major role in reducing the toll on the roads. Using seatbelts significantly decreases the likelihood that a person will be killed or seriously injured in a crash. The driver is responsible for making sure everyone in the car is wearing a seatbelt. Penalties, such as fines, will be given to both the driver and the offending passenger when this does not occur.

Even small amounts of alcohol can affect judgement and skill on the road, while also increasing confidence and aggression. **Blood alcohol concentration (BAC)** measures the weight of alcohol (in grams) in a 100 millilitre sample of blood. Drink driving is defined as driving with a BAC that is above the legal limit. The standard legal blood alcohol limit is 0.05, but for some drivers (such as learners, 'P' plate drivers or those under 25 years of age who have had a licence for less than three years), the blood alcohol limit is zero — no alcohol at all.

The body generally takes one hour to break down one **standard drink**, so it is important to realise that the more alcohol a person drinks, the longer it will take for the BAC to return to zero. After a night of drinking, a person's BAC can still be over the limit the next morning. Drinking coffee, having a cold shower or being sick will not change the BAC, even though a person may feel less drunk. To find out more about standard drinks, use the **Standard drinks** weblink in your eBookPLUS.

Driving while under the influence of drugs other than alcohol is also illegal. Drugs such as marijuana, speed and ecstasy affect a person's ability to drive. Even some medications can affect driving skills because they can make you feel drowsy and less alert. It is important to read the warning information provided on labels carefully and to ask for medical advice to ensure your safety and that of other road users.

eBookplus RESOURCES



Explore more with this weblink: Standard drinks

DID YOU KNOW?

Speeding is the biggest killer on NSW roads. An average of 200 people die and 4000 people are injured on Australian roads each year as a result of speeding.



A breathalyser test provides a quick and accurate means of testing a driver's BAC.

Learning to drive is a complex task that has to be performed in a constantly changing environment. It requires you to identify dangers, decide quickly what to do and then respond immediately and appropriately. Skills such as assessing potential hazards, being able to maintain concentration, understanding road conditions and knowing your vehicle all take time to develop. Even after getting your provisional licence, you should limit distractions while you continue to develop your driving skills. Interferences such as music, carrying a number of passengers and using a mobile phone to make a call or send an SMS — even talking on a hands-free phone — can affect your concentration.

HEALTH FACT

Some foods such as trifle or some cakes may contain alcohol. Some medicines and mouthwashes may also contain alcohol (ethanol). These should be avoided when you are going to drive to make sure you have a zero BAC.

ACTIVITIES

1 Determining blood alcohol concentration

Sally is 30 years old and has held a drivers licence for 10 years. She drives to a restaurant and starts drinking at 7 pm. Over dinner she consumes half a bottle of wine with her partner before leaving the restaurant at 9.30 pm.

1. Do you think Sally would legally be able to drive home from her dinner? Explain reasons for your answer.
2. Outline the factors that would make it difficult to accurately calculate Sally's BAC.
3. Explain the reasons why Sally's BAC may be different from that of her dinner partner, even though they each drank half a bottle of wine.
4. Suggest some strategies for Sally to get home safely from her dinner.

| | | | | |
|---|--|--|--|--|
|  |  |  |  |  |
| 0.9 | 1.5 | 1 | 1.8 | 7 |
| 60 mL | 170 mL | 100 mL | 180 mL | 750 mL |
| Port/Sherry Glass | Average Serve of Sparkling Wine/ Champagne | Small Serve of Wine | Average Restaurant Serve of Wine | Average Bottle of Wine |
| 18% Alc./Vol | 11.5% Alc./Vol | 12% Alc./Vol | 12% Alc./Vol | 12% Alc./Vol |

Standard drinks guide

Labels on alcoholic drink containers now state the number of standard drinks on the container.

2 Developing a campaign to promote safe road behaviour by young people

In groups of three, carry out the following tasks:

1. Identify current strategies and campaigns that have been implemented to promote safe road-use attitudes and behaviours by young people.
2. Brainstorm new strategies that would promote safe road-use attitudes and behaviours by young people.
3. Discuss whether these strategies would be effective for males, females or both genders.
4. Choose one of your suggested strategies. Discuss who would be responsible for implementing this strategy, the attitudes and behaviours, the strategy targets, and appropriate ways to promote the strategy.
5. Present the plan for your strategy to the class.

CHECK & CHALLENGE

1. Explain why young men are more likely than young women to be involved in road crashes.
2. Explain strategies that would assist in reducing the chances of road crashes.
3. Evaluate strategies introduced by governments to change driver behaviour and reduce the road toll.
4. Describe strategies that the host of a party could use to ensure guests do not drink and drive.

eBook *plus* RESOURCES



Complete this digital doc: [Risk taking, young people and road use](#)
Searchlight ID: [doc-2537](#)



Complete this digital doc: [Alcohol — the risks and consequences](#)
Searchlight ID: [doc-2538](#)

6.10 Responsible driving skills and attitudes

There are skills you can master and attitudes you can adopt as a passenger, a driver and even as a pedestrian that will help you use our roads responsibly and safely.

Engage

We all know that there are safe and unsafe ways of driving, but we should also be aware that passengers and pedestrians can behave in either safe or unsafe ways. We all share the responsibility for keeping our roads safe, whether we are learning to drive or supporting other learner drivers.



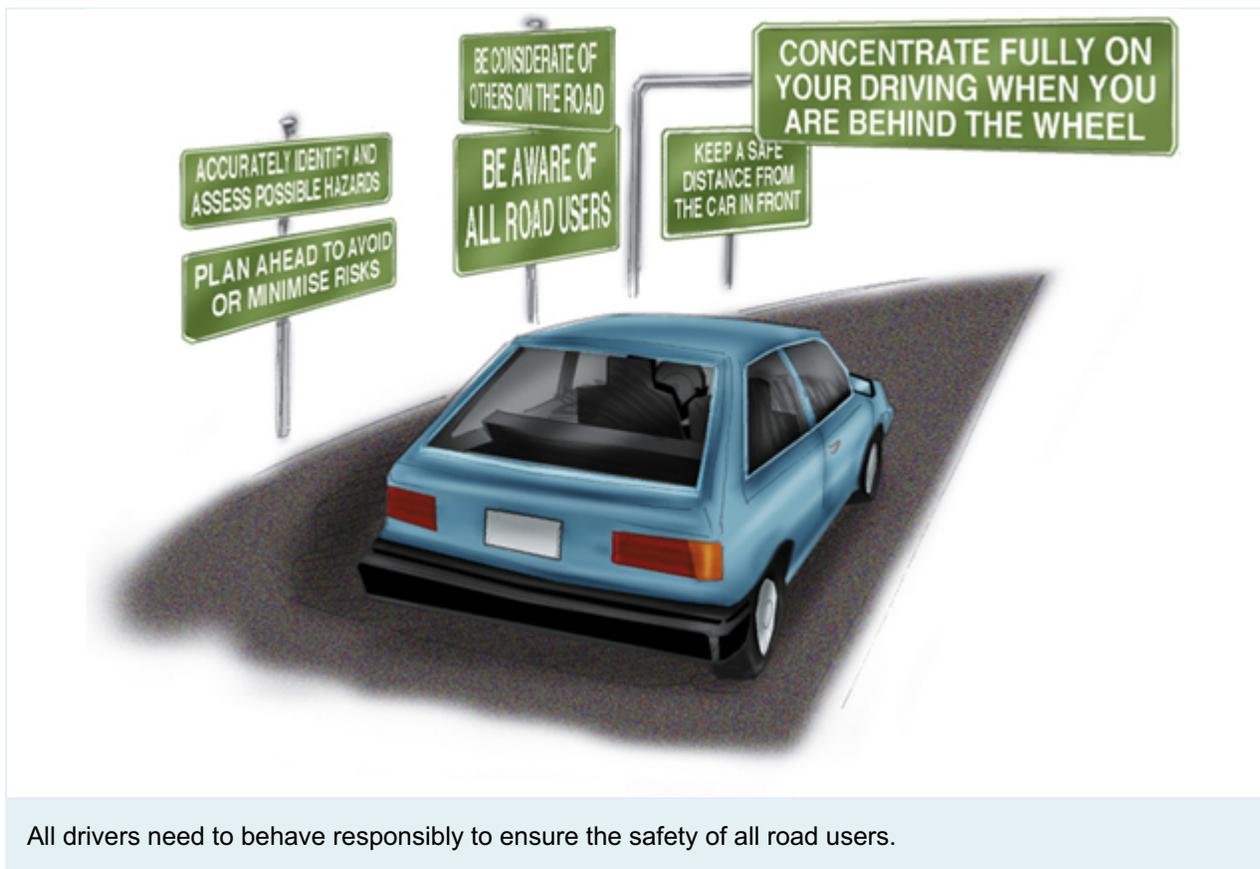
No matter how we use our roads, we need to use them responsibly.

Explore

Whether you are a driver, a passenger or a pedestrian, you must behave in a responsible way to ensure the safety of everyone on the road, including your own. Even the best roads and the safest vehicles will not stop crashes happening if people continue to drive in an unsafe manner and behave irresponsibly on the road.

To reduce the chance of crashes occurring and ensure everyone's safety, take note of the following advice:

- *Learn to accurately identify and assess possible hazards* — for example, weather and pedestrians
- *Pre-plan to avoid or minimise risk factors* — arrange a designated driver who will not consume alcohol
- *Be considerate and tolerant of others on the road* — cutting off other drivers, driving too slowly in the right-hand lane and unnecessarily using the horn are examples of behaviours that may cause conflict
- *Be aware of all road users* — pedestrians, motorcyclists and cyclists all have a right to share the road
- *Keep a safe distance from the car in front when driving at speed* — tailgating increases the likelihood of a crash because it does not allow enough time and distance to brake
- *Devote all your attention to driving at all times* — eating, reading, talking on the phone, getting dressed or putting on make-up are examples of activities that distract drivers' attention from the road



All drivers need to behave responsibly to ensure the safety of all road users.

Passengers also need to consider the effect of their behaviour on driver safety. Young people often drive with several friends, which can be extremely distracting, especially when there is noise and people are fooling around. Never encourage or pressure someone to drive dangerously or make comments that may aggravate other motorists.



Passengers also have a responsibility to behave appropriately to reduce the likelihood of crashes.

Pedestrians are also at risk of being involved in a road accident when affected by alcohol. If they have consumed large amounts of alcohol, they may be unable to walk properly and may be involved in dangerous behaviours. Compared with drivers, pedestrians are very vulnerable on the road, because they have none of the protection offered by the safety features of a car. Walking with a sober friend is one harm reduction strategy for people who are drunk.

ACTIVITY

Form groups of four and consider the descriptions of the party-goers below. Decide whether you think they would have a low enough blood alcohol concentration to be safe to drive home. Remember that drivers cannot have a BAC of over 0.05.

- a 70-kg female had 3 glasses of champagne over 4 hours
- a 95-kg male had 4 pots of mid-strength beer over 5 hours
- a 55-kg female had 2 margarita cocktails over 2 hours

- an 88-kg male had 4 tequila slammers in 1 hour
- a 79-kg male had 3 glasses of malt liquor over 2 hours
- a 64-kg female had 5 glasses of table wine over 3.5 hours
- an 82-kg female had 4 gin and tonics over 3 hours
- a 103-kg male had 12 pots of heavy beer over 6.5 hours
- a 90-kg male on his P-plates had 2 pots of light beer over 1.5 hours
- a 68-kg female had 2 Bloody Mary drinks in half an hour

Now use the **Breathalyser** weblink in your eBookPLUS to try the breathalyser to see if each of these people is safe to drive home. Remember that the results of the breathalyser are only estimates and other factors such as food may influence the results. How accurate were your estimates?

CHECK & CHALLENGE

1. Use examples to explain why it is important to pre-plan when driving.
2. Why do passengers also need to behave responsibly?
3. Give three examples of harm reduction strategies that pedestrians can follow.

eBookplus RESOURCES



Explore more with this weblink: [Breathalyser](#)

6.11 Road use behaviour

Road use behaviour is influenced by many factors. Unsafe behaviour can have serious consequences.

Engage

Attitudes and behaviours sometimes change when people, particularly young people, get behind the wheel of a car. While there are many factors that influence behaviour, the risks and consequences of not abiding by the rules can have lifetime repercussions.

Explore

Factors influencing road use behaviour

As with any behaviour, the attitude and behaviour of road users can be influenced by a variety of factors.

- *Peers*. Comments or pressure by friends can lead to rules being disobeyed and unnecessary risks being taken. Alternatively, passengers can lead to more careful driving if they express concerns about a particular driving behaviour.
- *Perceived level of risk*. Young people often do not perceive particular driving behaviours as having the same degree of risk that adults perceive. At the same time, some young people feel invincible and have the attitude that 'it won't happen to me'.
- *Laws and regulations*. Legislation about the compulsory wearing of seatbelts and drink driving laws, the installation of speed cameras and red light cameras, and the introduction of heavy fines have had a positive influence on the driving behaviours of some people.
- *Social and cultural expectations*. Being able to control a powerful vehicle driven at high speed is often perceived as an important part of being masculine. The chance that young men will behave aggressively and impulsively when driving with male friends is higher than if the passengers are female or older adults.
- *Media*. Graphic images and explicit messages about the consequences of unsafe driver behaviour have changed some people's driving behaviours. Use the **P Plate crashes** weblink in your eBookPLUS and watch the TV campaign. How effective would it be in modifying your drivers' behaviour? However, other messages conveyed through the media continue to encourage reckless and high-risk driving, particularly by males. Movies, television shows and even some car commercials focus on car stunts, speed and thrill-seeking behaviours behind the wheel.



Media portrayals of reckless and high-risk driving continue to encourage negative road use behaviours.

eBookplus RESOURCES



Explore more with this weblink: [P Plate crashes](#)

Consequences of unsafe road use behaviours

Unsafe behaviours on the road can have numerous consequences for both the individual and the community, particularly when the result is a crash.

Death and injury are the tragic costs of many road crashes that occur each year. While not all these injuries are serious, some result in permanent disabilities such as brain damage, spinal injury and movement loss, affecting the quality of life, income and relationships of those involved. The cost of hospital treatment, rehabilitation and time away from work means that these road crashes represent a significant financial expense for the community.

In addition to the personal hardship and loss caused by crashes, unsafe road behaviour such as speeding, dangerous driving and failure to obey road signs can result in legal consequences. For such traffic infringements, police can impose fines and deduct points from your drivers licence. For more serious offences, such as drink driving and **culpable driving**, you may lose your licence and face criminal charges, particularly if someone is seriously injured or killed. Failing to stop after a crash is also an offence.



Unsafe behaviour on the road can result in consequences for all road users.

In addition to the cost of fines and medical expenses, drivers may face bills for vehicle and property damage caused by their careless driving. Insurance costs, which are already high for young drivers, are also likely to increase following a crash. Even constant braking, taking corners too fast or skidding contributes to wear on tyres and other car parts that can incur financial costs.

Some of the most difficult consequences faced after a fatal or serious crash are the emotions. Anger, sadness, anxiety, guilt and loneliness are some of the feelings experienced by those involved in a road trauma. These emotions can have long-lasting effects on mental wellbeing.

Knowing how to respond when an accident does occur can help save someone's life and prevent other crashes. The first step is always to make sure that no further danger exists — for example, danger from fallen power lines. If more than one person is involved, a priority order of treatment has to be determined until emergency help arrives. Use the DRABCD procedure (*danger, response, airway, breathing, circulation, defibrillation*) to assess and then treat life-threatening injuries before helping people with less serious wounds. Call for help as soon as possible on the emergency number 000.

The DRABCD procedure



Danger



Response



Airway



Breathing



Circulation



Defibrillation

ACTIVITY

Determining a priority action plan for treating injuries from a road accident

You are riding your bike home from a friend's place when you see a car swerve to avoid an animal on the road. The car hits a telegraph pole, which then falls onto a parked car with two people inside. You are the first person at the scene. When you approach the cars, you find:

- the driver of the car that hit the telegraph pole is trapped by the steering wheel and looks unconscious, and blood is coming from a deep cut to his head
 - the driver of the parked car has a deep cut to her head from the smashed windscreen, has a twisted shoulder and is moaning loudly
 - the passenger in the parked car is conscious, has lots of small cuts on his arms and is having an asthma attack.
1. Identify the injuries that have occurred and rank them from most serious to least serious.
 2. Outline in order how you would respond to the situation. Include the first aid procedures you would follow for the three injured people.
 3. If a second person arrived on the scene, explain what they should do to assist you.

CHECK & CHALLENGE

1. Describe factors that contribute to road crashes.
 2. Explain what is meant by a 'perceived level of risk' in relation to young drivers.
 3. What is culpable driving and what might be the consequences?
 4. Explain the DRABCD procedure as a response to a road accident.
 5. Use the **P Plate crashes** weblink in your eBookPLUS to view the 'P Plate Crash advertisement'. Analyse the consequences of this accident on individuals and the community. How effective are police strategies in the prevention of unsafe road use behaviours?
-



Explore more with this weblink: P Plate crashes

Review

What have I learnt?

- Mental illness is a term to describe a group of serious and long lasting mental health problems. They can be classified as psychotic or non-psychotic.
- Stigmas relating to mental illness need to be challenged.
- Grief is a natural process that people experience following a significant loss. Being there and listening are two strategies that can help support people who are grieving.
- Understanding labels and information from the media about food help us become better at making wiser food choices.
- A positive body image is important for physical and mental health and contributes to better self-esteem and healthier eating patterns.
- Tobacco and alcohol are the two most widely used drugs that cause harm.
- Consuming large amounts of alcohol can affect many aspects of our lives including emotions, health, finances and interactions with others.
- As with alcohol, cannabis use has the potential to cause physical, emotional, relationship, legal and mental health problems.
- Polydrug use significantly increases the potential harm from drugs.
- There are many forms of sexual activity. However, any form must be consensual, meaning that both people want to be involved.
- There are many forms of contraception from which to choose.
- Knowledge of the causes of sexually transmitted infections is important for maintaining good sexual health.
- Young drivers are very much over-represented in road accident deaths.
- Alcohol and drug use contribute significantly to road crashes.
- The development of responsible skills and attitudes is important in road accident prevention.

Essential question revisited

The major health issues affecting adolescents relate to mental health, nutrition, drug use, sexual health and road safety. How can a better understanding of these issues significantly improve the decision-making ability, health and quality of life of young people in general?

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

CHECK & CHALLENGE

1. Using examples, explain what is meant by mental illness.
2. Discuss the role of protective factors in enhancing mental health.
3. Describe strategies used to support someone who is grieving.
4. Explain how crash dieting may impact on health.
5. Describe factors that influence young people to take drugs.
6. Describe the long-term effects of alcohol on the body.
7. Outline the consequences of cannabis use.
8. What is consensual sexual activity? What are the repercussions of non-consensual sexual activity?
9. Choose one form of contraception and describe how it works.
10. Outline factors that contribute to road crashes.
11. What is BAC and how is it determined?
12. Outline five ways of reducing the chances of road crashes.
13. Discuss factors that influence road use behaviour.
14. Make a list of the key words and their meanings in this chapter. Use the **Crossword maker** weblink in your eBookPLUS to create a crossword using these words. When finished, swap your crossword with the person beside you and complete. Save to your notebook and use as a revision activity.

eBookplus RESOURCES



Explore more with this weblink: Crossword maker

Projects Plus: Risky business

projectsplus

eBookplus RESOURCES



Collaborate on this ProjectsPLUS: [Risky business](#)

Searchlight ID: [pro-0063](#)

Scenario

There are many new dangers for our younger generation. Learning about these dangers and making informed decisions is an important life skill. The education department is trying to teach students and prevent these dangers affecting the younger generation through their Health Education program.

Students are keen to re-develop the Health Education program and teach the topic from a young person's perspective. Topics include drugs, alcohol, relationship problems, STI's, road safety, cyber bullying, and coping with stress.



Your task

In small groups, identify risky behaviours. Your group will need to choose one risk to focus on. The task is to develop a presentation to help teach the class the short term and long term effects of the risky behavior, and how to minimise the risky behavior. At the end of the presentation you are to test your classmates using an interactive quiz you have prepared, about the facts of your assigned topic.

Often there are myths, misconceptions and social pressures circulating about dangerous life choices and many risky situations occur because people are unaware of the facts and likely consequences. Your team's interactive quiz will test the facts about the topic. The quiz will involve multiple-choice questions. Your classmates will win points by correctly answering questions of increasing difficulty within each category, with 100 points for the easiest questions and 500 points for the most difficult.

SUGGESTED SOFTWARE

- ProjectsPLUS
- PowerPoint





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.
- Use this research to create a presentation for your classmates. Visit your Media Centre to find images you may like to incorporate into your presentation.
- Your objective of Health Education is to make people aware of the facts and risks involved in this dangerous behaviour. Test your classmates' awareness by giving them a quiz on the facts.
- Your team's interactive quiz will highlight key aspects of the risky behaviour. Question categories that could be chosen may include some of the following.
- Navigate to the Research Forum. Ten question categories have been pre-loaded as topics in the system. Choose four for your game and delete the other topics.



- Using your eBookPlus as your starting point, research ideas for questions in the categories you have chosen. Make notes about surprising facts, intriguing misconceptions and common consequences that you discover. Each group member should create at least three multiple-choice questions for each of the categories, some easy, some moderate and some hard. Remember that in a good test there are plausible 'wrong answer' options. Enter your suggested questions as articles in the Research Forum. You can view and comment on other group member's questions.
- Your group should now collaborate to narrow down the questions so that for each category, there is one 100-point, one 200-point, one 300-point, one 400-point and one 500-point question. In other words, for each category you will need five questions of increasing difficulty, with 20 questions in total for your four categories.
- Once the questions have been finalised, you must add them to the PowerPoint game template located in your Media Centre. In your Media Centre you will also find a selection of images to download and use in your PowerPoint game.
- Assign time for each of your group members to have access to your PowerPoint file, and remember to leave time before the final due date so you can review each other's work and make any changes. Keep the team's quiz consistent by using the same font, the same style of graphics, etc.
- Print out your research report from ProjectsPLUS and hand it in with your PowerPoint game.



MEDIA CENTRE



Your Media Centre contains:

- a PowerPoint game template
- a bank of images alluding to risky behavior
- weblinks to help you research facts for your quiz questions
- an assessment rubric.

FACTS ABOUT THE TOPIC

- Why are people involved in taking risks?
- Short-term effects
- Long-term effects
- Prevention strategies
- Services and support
- Laws and government programs
- Social pressure and consequences
- Health consequences
- Financial pressure and consequences

Chapter 7: Promoting health and keeping safe

Contents

7.1 Influences on health decision-making and risk taking

7.2 Sociocultural and political influences on health

7.3 Economics, the environment and health

7.4 Empowering people to get healthy

7.5 Creating environments that support health

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.

7 Promoting health and keeping safe

Essential question

What influences the decisions we make about our health and risk behaviours? How can we increase our individual empowerment and be able to take more control over our health?



Healthy eating is one way to promote good health.

SYLLABUS OUTCOMES

Major outcome

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

5.7 Analyse influences on health decision-making and develop strategies to promote health and safe behaviours.

Contributing outcome

This chapter will also help you to do the following.

5.3 Analyse factors that contribute to positive, inclusive and satisfying relationships.

5.6 Analyse attitudes, behaviours and consequences related to health issues affecting young people.

Skills outcomes

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

5.11 Communicating Adapt and evaluate communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.

5.12 Decision making Adapt and apply decision-making processes and justify choices in increasingly demanding contexts.

5.13 Interacting Adopt roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives.

5.15 Planning Devise, justify and implement plans that reflect a capacity to prioritise, think creatively and use resources effectively.

5.16 Problem solving Predict potential problems and develop, justify and evaluate solutions.

YOU WILL EXPLORE

7.1 Influences on health decision-making and risk taking

7.2 Sociocultural and political influences on health

7.3 Economics, the environment and health

7.4 Empowering people to get healthy

7.5 Creating environments that support health

Review

7.1 Influences on health decision-making and risk taking

Individual and political factors together with sociocultural influences all affect health decisions and risk taking.

Engage

Many Australian children and young people do not enjoy good health, and their safety is at risk on a daily basis. What is the impact of inequities in the health levels of particular groups of people?

What factors influence the decisions young people make about their health and risk-taking behaviours? View the advertisement in the **Death blooms** weblink in your eBookPLUS and identify the positive and negative behaviours. Discuss the possible consequences and the significance of the title 'Death Blooms'.

Explore

Factors influencing health decision-making

The factors that influence the decisions young people make about their health are linked to the social and economic environments in which they live. People who are disadvantaged because they come from environments where there is little money, poor access to health care, low levels of education, high unemployment and poor physical, social and emotional support are more likely to have poor levels of health. These disadvantages limit people's choices.

Some factors are not within young people's control, such as their family's wealth, their cultural background and the environment in which they live. There are, however, a number of factors over which young people can have some control. For example, the extent to which young people allow their peer group to influence their attitudes and risk-taking behaviours, or whether they choose to engage in regular physical activity is within their control.

We can all learn to make better choices about our health and safety. For young people, developing the necessary skills such as positive communication, assertiveness and negotiation is an important step towards making healthier choices.



Making decisions about your health is not always easy because there are many factors to consider.



Generally, the more disadvantaged people are, the poorer their level of health.

Individual factors

The level of knowledge people have about health and the importance they place on their own health and the health of others impacts on the decisions they make. Young people who have been educated about contraception, for example, know how to prevent sexually transmitted infections. Additionally, those who have developed positive communication and negotiation skills are more likely to make good decisions about their sexual health and their personal safety within sexual relationships.

There are other factors that contribute to health decision making. The level of support young people receive from their family and peers, access to further information and health services, and the ability to interpret health information are some factors that can influence young people's decisions.

Young people's values are also a significant factor in influencing the decisions they make about their health and safety. Your values are formed through your interactions with others, your experiences within your community and what you are taught to value by your parents, family and teachers.

Some values are viewed by society as core values, such as respect, responsibility, cooperation, fairness, participation and integrity. Young people who have these values are more likely to consider the consequences of their behaviours for others and themselves. They are more likely to choose behaviours that are responsible and respectful. When young people take responsibility for themselves and respect others, they are less likely to choose risky behaviours such as drink driving, unprotected sex or alcohol abuse.



Young people have some responsibility in determining their level of health. Keeping active by belonging to a swimming club, for example, can benefit both physical and social health.

HEALTH FACT

Health decisions and risky behaviours are not simply an individual responsibility — they are shaped by a range of influences. When young people value their health, they are more likely to make positive health decisions.



Your knowledge, skills, values and attitudes affect the decisions you make about your health.

DID YOU KNOW?

An emerging pattern among young Australian women is one in which health-risk behaviours are performed collectively. The rate of risk taking is increasing while the age at which young women are adopting these behaviours is decreasing. A report that young women have higher rates of drug use and experimentation than teenage boys is alarming. Symptoms of depression can be associated with risk factors such as alcohol use, smoking, weight control behaviour and physical inactivity.

ACTIVITY

What influences your decisions?

1. In groups of three or four, read the following scenarios and identify what you would do in each case:
 - a. You are at a party with friends and someone offers you a pill and says it will make you feel good.
 - b. You go out on a first date with someone you have liked for a while. Your date pressures you to have sex that night.
 - c. You have your provisional licence and you are driving to a party with some friends. They tell you to drive faster.
 - d. Whenever you spend time with friends, your partner hassles you about who you are with and where you are all the time.
 - e. You think you or your partner might be pregnant.
 - f. Your best friend asks you for support to get in shape by going on a healthy diet and doing regular exercise together.
2. Identify the factors that influenced your decisions in each scenario and explain them to the group.
3. In your workbook, identify and explain the factors and influences in your life that have an impact on the decisions you make about your health.

CHECK & CHALLENGE

1. Identify and explain factors that influence health decision-making.
2. Identify and explain factors that can impact on young people's decisions about sexual health, diet, physical activity, road use, drug use and access to support services.
3. Evaluate the extent to which health decisions are solely the responsibility of an individual.
4. Would you describe yourself as someone who takes risks? Use the **Are you a risk taker?** weblink in your eBookPLUS to complete the Tiger test to evaluate your exposure to risk taking.
5. Use the eLesson **The police and you** in your eBookPLUS to answer these questions:
 - a. How can the police help us?
 - b. How can we help the police?



Explore more with this weblink: Death blooms



Explore more with this weblink: Are you a risk taker?



Watch this eLesson: The police and you

Searchlight ID: [eles-0187](#)



Complete this digital doc: [How do you support your health?](#)

Searchlight ID: [doc-2539](#)

7.2 Sociocultural and political influences on health

Sociocultural influences on health are extensive and range from things about ourselves, such as our gender, to our relationship with others, such as family and peers. Political influences relate to how legislation impacts on our health decisions and outcomes.

Engage

The impact of sociocultural influences on health can be quite far-reaching. Usually our family are the ones we respect most and are very important to us. Political influences by way of taxes, laws and legislation can impose certain restrictions on choices we make. These are usually for our own good.

Explore

Sociocultural factors

Sociocultural factors that have an impact on people's ability to make positive decisions about their health include their family, peer group, gender and culture.

Family is a very significant influence on young people's decision making. Young people see parents, particularly mothers, as a very reliable source of information on a range of topics, including education, career decisions, relationships and health. Family expectations about what is appropriate behaviour are also an important factor.



Sociocultural influences on health include family, religion and sports or hobbies.

A person's cultural background and religion can influence their decisions about diet, level of physical activity, sexual activity, ability to access support services and attitudes to drug use. New immigrants tend to be influenced more by their own culture than immigrants who have lived in Australia for a number of years.

Gender is another factor that has a significant impact on the decisions young people make about their health. Research shows that young men are more likely to take risks with their health and safety than young women. Young men also have higher rates of injury, violence and car accidents, revealing greater risk-taking behaviours.



Gender is a significant influence on young people's decisions about their health.

Gender stereotypes influence young people's beliefs about how they should behave and relate to others. Young men, for example, take more risks with their health than young women, in an effort to show their masculinity. They are more likely to display the following behaviours: binge drinking, driving at speed, driving more powerful cars, having sex with multiple partners and they are more likely to be high or drunk during sexual encounters. Gender stereotypes can also have a negative impact on young women's health. The media's common portrayal of women as slim and beautiful, for example, influences girls' self-image and contributes to higher rates of eating disorders in young women.



Stereotypes are reinforced in the media. Stereotypes have an impact on young women's sense of self, body image and health decisions.

Your peer group can have a positive or negative impact on decisions about your health and risk-taking behaviours. If your friends are caring and supportive, and they value health and respect the rights of others by being responsible, then they are more likely to have a positive influence on your decisions about your health. Unfortunately, within some peer groups people are not supportive of each other. They engage in risky behaviours such as binge drinking and unsafe road behaviours.

HEALTH FACT

Some studies indicate that a young woman's body image is the single largest influence on her self-esteem. If she thinks she looks unattractive or fat, her self-confidence drops and this can impact on other areas of her life. By looking at yourself in a positive way, you can change your whole direction in life.

Political factors

Political factors including laws and government regulations are designed to keep people safe. The laws protect people from their own unsafe behaviours or keep other people in the community safe. The law plays a significant role in influencing people's decisions and that in turn impacts on their safety and that of others. Many young people choose to wear their seatbelts and do not drink alcohol before driving because they are required to do so under the law.

Age limits on alcohol purchases and consumption restrict young people's access to alcohol and make it more difficult for young people to frequent places where alcohol is sold. Research indicates, however, that young people's rates of binge drinking are high. Why do you think young people are able to access alcohol despite the fact that, legally, their access to alcohol is highly restricted?

The age of consent law in New South Wales was introduced to protect young people from being taken advantage of sexually by older people. It is illegal in New South Wales to have a sexual relationship or engage in sexual acts with a person under the age of 16 years. The age of consent law is designed to prevent young people from making decisions about their health that they may not yet be ready to make.

Anti-discrimination legislation protects people from discrimination, harassment and vilification. It reinforces the message that treating someone unfairly because they are different is unacceptable in our society. This legislation is the basis for many policies and procedures that are adopted in workplaces, including schools, to ensure that people are empowered to make the best decisions about their health and wellbeing.



Laws exist to protect people and the consequences of breaking the law can be serious.



Many laws and government regulations are designed to keep people safe.

ACTIVITIES

1 Family and cultural influences

With a partner, discuss the following questions:

1. How do your parents' expectations about your behaviour influence the decisions you make about your health, such as your diet and alcohol use?
2. When you go out with friends, is your family a factor in your personal safety plans? (Would your parents encourage you to call them if, for example, you needed a lift home from a party?)
3. Has your family influenced your participation or non-participation in physical activity? Explain.
4. How does your family provide support or advice about the health or medical services you access?
5. Describe how your cultural background has influenced your decisions about your health and risk-taking behaviours.

2 Gender and health

In small groups or as a class, discuss the following questions:

1. Explain how gender stereotypes influence young people's decisions about their health.
2. Do you think the decisions young people make about their health and their behaviours are influenced by gender? Explain.
3. How does gender influence access to health services or getting information about health?
4. Do you think gender has an impact on risk-taking behaviours in young people? Explain.
5. Does your gender influence *your* decisions and risk-taking behaviours? Explain.
6. Explain why gender stereotypes can have a negative influence on young people's health.
7. Propose some strategies for young people that challenge gender stereotypes and the impact of gender on young people, so they are better able to make good decisions about their health and safety. Role-play some of the strategies in class.

CHECK & CHALLENGE

1. Identify sociocultural factors that impact on health.
 2. Describe how family influences can assist in health decision-making.
-

3. Use an example to identify how a person's cultural background may influence food choices.
4. Explain how peer groups might influence risk taking using an example.
5. Explain a law designed to influence health in a positive way by using an example.
6. Use the **Gender stereotypes in children's advertising** weblink in your eBookPLUS to view the collection of advertisements aimed at children. Can you identify the ways that gender stereotyping is used in these advertisements?

eBookplus RESOURCES



Explore more with this weblink: Gender stereotypes in children's advertising



Complete this digital doc: [Reducing risks on the road](#)

Searchlight ID: [doc-2508](#)

7.3 Economics, the environment and health

The amount of wealth that people have, as well as the nature of the environment in which they live, impacts on their health and the health of their children.

Engage

The amount of money people have influences their access to health services and limits their ability to take steps to improve their health, such as regular medical, optical and dental checkups. Where you live and work can also impact on health. Consider how excess sun exposure or working with dangerous machinery might impact on your health.



A person's ability to access and use medical and health services is influenced by their level of wealth.

Explore

Poor versus rich

Research shows that a large proportion of people from low-income families suffer chronic health problems. The health of low-income families is probably more affected by poor nutrition, a lower standard of living and greater exposure to infectious diseases.

People with greater wealth have better access to and choice of health services, such as private medical insurance. They can also afford child-care and private medical support (for example, at home nursing care for sick family members).

For a small but significant group of unemployed young people with no family support, their health and safety is at greater risk because they cannot afford accommodation and must live on the streets. For homeless young people who do not have access to basic needs, such as food, clothing and accommodation, the impact on both their physical and psychological health can be devastating.



People with no financial or family support are at risk of poorer health.

Your environment

The physical environment is another factor that can influence people's health. For many young people, where they live is not within their control, as they live with their parents or carers in most cases. Their living environment is usually dictated by what their parents can afford, where their parents work or where their family comes from.

Young people in remote areas or rural towns have limited education and employment opportunities, and may move to larger regional areas or cities for school, work or further study. This removes them from their family, the health care and support that they had at home.

The Australian climate can also be a hazard. Our lifestyle of enjoying outdoor activities, and the fact that much of our population lives in coastal areas, exposes us to harmful ultraviolet rays and the possibility of a higher risk of skin cancer. Many young people take risks in the sun by not using sunscreen or wearing protective clothing. The image projected by the media that tanned skin is attractive, contributes to these risk-taking behaviours.





Environmental factors can affect people's health.

ACTIVITY

1 Factors affecting young people's health

In pairs, read the scenarios below and discuss the questions that follow.

David is an asthmatic; he lives on a farm with his family. It has been difficult over the past few years because of the drought. They have had many failed crops. His dad has been very depressed and the happy times the family used to enjoy seem to be a memory. When a crop does manage to grow, his dad has to crop dust to make sure it isn't destroyed by pests. When this happens, David's asthma worsens. It was once serious enough to warrant calling out the flying doctor, who made it just in time.

Mari's parents can't afford nice things — they can barely pay for food for the family. Mari, her parents and three brothers and sister live in a two-bedroom flat in an overcrowded public housing complex. There is a lot of crime, and it is not safe for the kids to be out after dark. Most of Mari's friends go to the park at night and get drunk. One of her friends was sexually assaulted when she was drunk.

1. Are the environments in which David and Mari live a positive influence on their health and the health of their family? Why?
2. How does the environment in which they live affect their personal safety?
3. Discuss the health issues affecting the young people in Mari's neighbourhood.
4. Is the mental health of David and his family positive? Explain.
5. Use **The Smith Family** weblink in your eBookPLUS to find out more about a service that exists to help people like Mari. Explain how The Smith Family charity helps people overcome the health issues caused by their financial status or environment.

2 The environment and health

Write a sentence about how each of the following environmental factors may negatively affect health.

- Air pollution
- Household dust
- Exposure to sunlight
- Cigarette smoke
- Use of pesticides

CHECK & CHALLENGE

1. Describe how low household income can negatively affect health.
2. Describe how unemployment might impact on health.
3. Identify five occupations that could be classified as hazardous. Window cleaning on high-rise building is an example. Identify the major health concern with each occupation and what could be done to make it less risky.

4. Some people need to work in an environment where sun exposure is excessive. How can this affect health? What can be done about it?

EXPLAIN

5. Use the **Plumpton High babies** weblink in your eBookPLUS to find out about one girl's decision to become a young mother. Create a mind map showing the individual, sociocultural, environmental and political factors which affected Sandra in becoming pregnant and in deciding what to do.

eBookplus RESOURCES



Explore more with this weblink: Plumpton High babies



Explore more with this weblink: The Smith Family



Complete this digital doc: [Factors that support my health and safety](#)

Searchlight ID: [doc-2540](#)

7.4 Empowering people to get healthy

Empowering individuals and communities enhances wellbeing by giving people more control over their own health and health concerns in the areas where they live.

Engage

It is important that a shared approach — with individual and community action — is undertaken if young people's health is to improve and inequities in health are to be overcome. Creating circumstances that empower people and communities to make positive health decisions are crucial to improving health. How do we achieve this?

Campaigns such as 'Speeding: No one thinks big of you' (in 2007), aimed to make speeding socially unacceptable. A wiggling pinkie now means to slow down. Three quarters of people surveyed believed the campaign enhanced community awareness about speeding. Use the span **Anti-speeding campaign** weblink in your eBookPLUS to view the campaign video. Is speeding acceptable to you? Do you think campaigns like this have a real affect on the people's attitudes and behaviours?

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Explore more with this weblink: Anti-speeding campaign

Explore

Empowering people

For health promotion to be effective, people need to be empowered. **Individual empowerment** means giving people more control over health issues that directly affect them.

Supporting young people to modify their behaviours is the responsibility of family, friends and the community as a whole. The first step is ensuring young people get reliable information about all aspects of their health, but this alone is not enough. People need more than information to make positive health decisions. Young people's attitudes, values and beliefs will influence how they use their knowledge to make good decisions.

Young people also need the skills to make positive health decisions, such as:

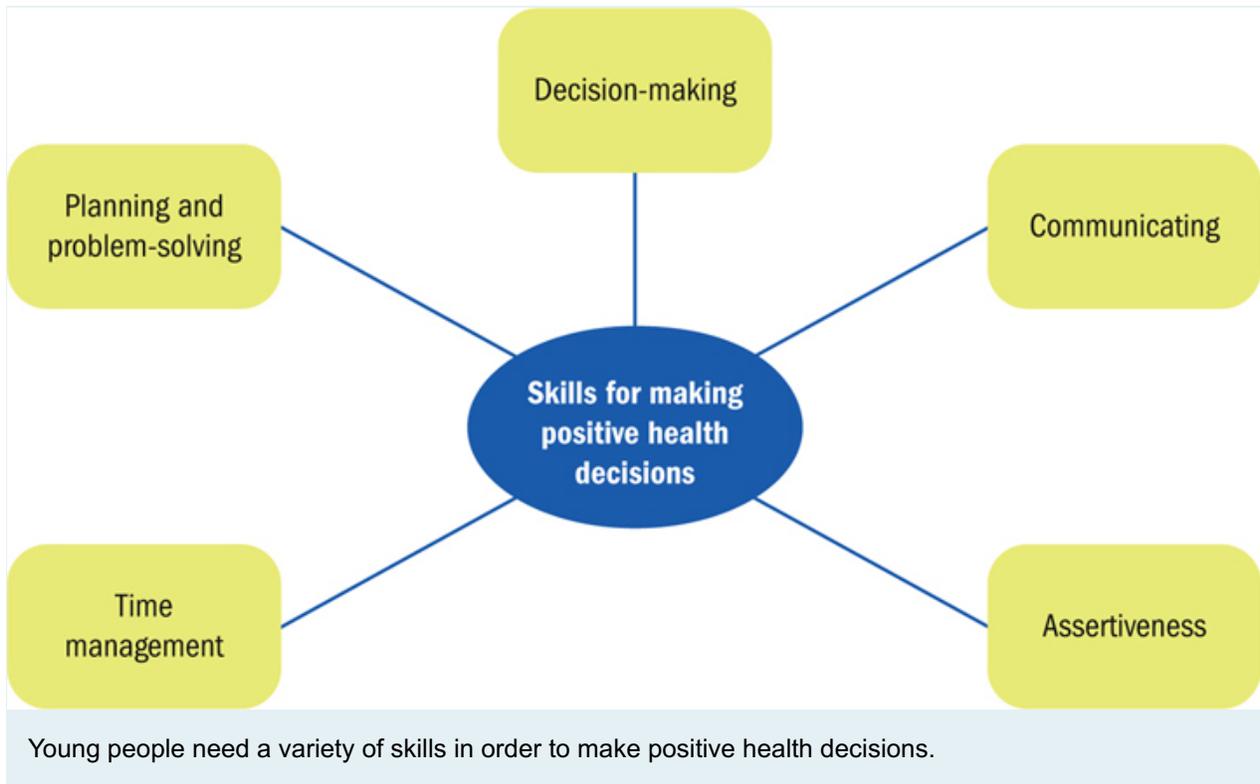
- decision-making
- communicating
- assertiveness
- time management
- planning and problem-solving.

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 health and community health issues
- encouraged to make healthy choices
- provided with support from family and friends
- provided with youth friendly services and medical support
- encouraged to seek help when they need it

- given the opportunity to learn the skills needed to make good decisions about their health and safety.



Community action

Communities have a responsibility to support people's health. Communities can be defined in terms of a geographical area or defined in terms of identified groups, such as the indigenous community, the local Muslim 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 TAFE colleges
- *medical services* — doctors, hospitals and health care centres
- *business* — clubs, legal services and food outlets
- *health services and community centres* — women's health centres, youth health services and migrant community centres
- *sport and recreation* — providing sporting competitions and outdoor and indoor recreational activities
- *local government* — responsible for infrastructure, enforcement of local regulations, sanitation and sewage, waste disposal, upkeep of parks and providing community recreation centres.



Communities can be defined in terms of a geographic area or in terms of identified groups. They need to support people's health.

The extent to which different sectors participate in strategies to promote health is determined by local needs and the recognition of community health problems and safety issues. **Community empowerment** is very important in supporting the people's health. Community empowerment is the result of individuals and organisations working together to address an identified problem.

People feel empowered when they are part of a shared approach in health care. An example of shared responsibility is demonstrated by the community's response to overweight children and child obesity. Research shows that the rates of overweight and obese children are increasing, putting them at risk of a range of medical problems, such as type 2 diabetes and heart problems. In 2002, the government held a summit to address this problem with participants including young people, parents, educators, businesses and a range of government representatives. An action plan was devised that divides the responsibility for action on health among key players such as schools, health services, sport and recreation facilities, and local governments, as well as the young people themselves.

One significant action has been the development of the Healthy School Canteen Strategy, a joint initiative between NSW Health and the Department of Education. The strategy aims to improve healthy food choices for children and young people at school. It provides a framework for schools to take action and make changes to the food provided in their school canteen, in order to support the health of both students and staff.



NSW HEALTHY SCHOOL CANTEEN STRATEGY

The NSW Healthy School Canteen Strategy is an example of community action to improve the health of children and young people.

There are many initiatives that target health issues within different communities. Examples of community actions include:

- local councils building bike and walking paths to encourage people to be physically active
- the government's Healthy School Canteen Strategy
- media advertising campaigns targeting safer road use
- Clean Up Australia Day
- the National Heart Foundation Tick of approval, supporting healthy food habits
- providing pamphlets to young people about available health and medical services
- youth-friendly general practitioner programs
- the Asthma Friendly Schools project
- developing community recreational facilities
- decision making
- communicating
- assertiveness
- time management
- planning and problem solving.



There are many community initiatives that target health issues within different communities.

DID YOU KNOW?

A bullying awareness campaign on cereal boxes assisted in doubling the number of calls in relation to bullying to the Kids Helpline in 3 months. It is believed that greater recognition of the Kids Helpline combined with an increased awareness that bullying should not be tolerated were two factors which led to the significant increase in calls.

ACTIVITIES

1 Individual action

1. Identify the aspects of your health that you could improve. Consider mental health, physical health, sexual health and social health.
2. Identify the skills and information you need to make better decisions about your health.
3. Investigate sources of information available to you in your local area regarding young people's health.
4. Which sources would be useful for you to obtain information about your health?

5. Identify barriers that you encounter when trying to improve your health.
6. Propose strategies to overcome these barriers that will support you to behave in a healthy and safe way.
7. Identify ways in which you could support the health of your friends.

2 Community action

1. Identify a youth health issue that is a concern within your community. For example, underage drinking in the local park, high rate of teenage pregnancy, youth violence, depression, obesity, lack of information and support for sexual health problems, or youth homelessness.
2. Identify the different sectors within your community that could play a role in addressing the problem you have identified.
3. Propose a number of strategies that could be undertaken within your community to address the issue.
4. Devise a plan to raise awareness and gather support for the issue. Include a strategy that uses information and communication technology (ICT) skills. An example is using a mail merge in a word processing program to target a range of people about the health issue.

CHECK & CHALLENGE

1. Explain how individuals can improve their ability to make good decisions about their health.
2. Identify and explain the inequities in the level of health between individuals and communities.
3. Describe how communities can support people's health.
4. Use the **Dark side of tanning** weblink in your eBookPLUS to view the Cancer Institute NSW Health campaign 'The Dark Side of Tanning', which shows the damage that can be done to your body before burning occurs. Propose two strategies to support this campaign for both the individual and the community.

eBookplus RESOURCES



Explore more with this weblink: Dark side of tanning

7.5 Creating environments that support health

Creating environments that positively support health is in the best interests of all of us.

Engage

Most students change their rooms to better address their likes, interests and study routines. Walls may be lined with posters and a desk, computer, books and other accessories might be arranged in a particular way. By arranging and decorating your own room, you can feel supported and have things ready to address the tasks at hand. In the same way that a supportive environment helps us work, study and relax at home, a supportive wider environment is important in fostering good health.

Both individual and community action are necessary to improve the health of young people. Use the **Making cars non-smoking zone** weblink in your eBookPLUS to read the fact sheet on smoke free cars. How does this law help to 'develop a supportive environment' in relation to health?

eBookplus RESOURCES



Explore more with this weblink: Making cars non-smoking zone

Explore

Advocating for positive health

Individuals not only have the ability to promote their own health, but also they can influence the health of others through **advocacy**. Advocacy is the act of championing or arguing for a particular issue or cause. Students can advocate for issues within their school — for example, healthier food in the canteen, diversity in the physical activity opportunities offered (so all students feel supported to be physically active) and safer school playgrounds.

Creating supportive environments is a key element of positive community health. It is certainly easier for people to make good health decisions if the environments in which they live, work and play are supportive of health issues. People are more likely to engage in regular physical activity, for example, if there are established sites to use such as parks, recreation centres, community pools and cycle paths, and opportunities to engage in activities such as lunchtime yoga classes at workplaces.

Schools, local government, workplaces, health services, the media, family and support groups can all play an important part in providing supportive environments that enhance health. Examples of strategies that contribute to the establishment of supportive health environments include:

- non-smoking areas in public places
- local government policing of dumping of rubbish
- the establishment of exercise groups
- businesses hiring corporate fitness companies to run physical activities for employees during lunch hours
- advertising campaigns in the media to promote health such as activity, healthy eating and positive mental health
- health education at school
- information and education campaigns by specific organisations such as the Cancer Council
- the provision of youth-friendly recreation areas and local sports competitions
- the provision of shade areas in schools and recreation areas.



Communities can implement initiatives such as providing shade areas at schools and no-smoking policies that support a healthy environment.

Supportive environments

One aspect of creating supportive health environments is establishing support groups to help people achieve their health goals, and provide personal support and health advice. Individuals can also establish their own personal support networks of trusted people. Having emotional, social and sometimes financial support from trusted people can have a significant impact on people's ability to change their poor health behaviours. There are many established support groups and counselling services designed to help people, including Alcoholics Anonymous, Narcotics Anonymous, Weight Watchers and Relationships Australia.

Strategies to use in creating a positive environment include:



Support groups help people improve their emotional and social health, which can enable people to then improve their poor health behaviours.

- promoting community services that address sexual health issues

- ensuring services provide translations of written information
- ensuring services provide an interpreter, if required
- educating workers in health services about cultural sensitivities regarding sexual health and different cultures
- establishing links between local services and schools so young people can access relevant information
- educating school counsellors and PDHPE teachers about cultural sensitivities regarding sexual health and different cultures
- providing learning opportunities at school to improve awareness about sexual health and develop skills needed to make better decisions.

ACTIVITY

Identifying supportive environment practices

The following is a list of environmental areas that will concern you in one way or another. For each area, identify one aspect that supports your health and suggest one that could be improved to assist your health and that of others. The first has been done as an example.

- Transport:
 - Use of cycle ways to keep motorists and cyclists apart
 - Installation of flashing lights in all school zones
- Facilities for physical activity in your community
- School
- Restaurants and eating places
- Entertainment
- Medical
- Sun protection
- Peer group

In small groups, choose one issue for improvement and debate its merit.

CHECK & CHALLENGE

1. What is 'advocacy'? Provide an example of advocacy that supports positive health.
2. Identify how the school canteen can support your health.
3. Evaluate the role of supportive environments in improving individual health.
4. Suggest how the playground facilities at your school could be improved to better support student health.

eBookplus RESOURCES



Complete this digital doc: [Challenging health inequities](#)

Searchlight ID: [doc-2541](#)

Review

What have I learnt?

- Factors that influence the decisions young people make about their health are linked to the social and economic environment in which they live.
- When young people value their health, they are more likely to make positive health decisions.
- Sociocultural factors that impact on health include family, peer group, gender and culture.
- Laws and government regulations such as wearing seatbelts are designed to protect health and keep people safe.
- The amount of money people have influences access to health care and people's ability to improve their own health.
- The environment in which we live has an influence on people's health.
- Individual empowerment refers to an individual's ability to make decisions about or have control over their health. Health outcomes are improved through empowerment.
- Community empowerment results when individuals and organisations work together to address an identified problem.
- Advocacy is the act of championing for a particular issue or cause. It is an important action in individual and community empowerment.
- Creating supportive environments can substantially improve individual and community health.

Essential question revisited

What influences the decisions we make about our health and risk behaviours? How can we increase our individual empowerment and be able to take more control over our health?

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

CHECK & CHALLENGE

1. Describe individual factors that influence health decision-making.
2. Discuss the impact of sociocultural factors on people's ability to make positive health decisions.
3. Explain the connection between wealth and health.
4. Use examples to suggest how environment might impact on health.
5. What is individual empowerment? How can individual empowerment contribute to better health?
6. Explain what is meant by advocating for positive health.
7. Use an example to illustrate how supportive environments positively impact on health.

Chapter 8: Seeking advice and help for health concerns

Contents

- 8.1 The nature of health knowledge
- 8.2 Health consumerism
- 8.3 Influences on selecting health products and services
- 8.4 Your rights and responsibilities as a health consumer
- 8.5 Accessing health products and services
- Review

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8

Seeking advice and help for health concerns

Essential question

How can we increase our health knowledge, become smarter health consumers, access the services we need and know our basic rights about health care?



Do you know where to seek help and advice for health concerns?

SYLLABUS OUTCOMES

Major outcome

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

5.8 Critically analyse health information, products and services to promote health.

Contributing outcome

This chapter will also help you to do the following.

5.6 Analyse attitudes, behaviours and consequences related to health issues affecting young people.

5.7 Analyse influences on health decision-making and develop strategies to promote health and safe behaviours.

Skills outcomes

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

5.12 Decision making Adapt and apply decision-making processes and justify your choices in increasingly demanding contexts.

5.15 Planning Devise, justify and implement plans that reflect a capacity to prioritise, think creatively and use resources effectively.

5.16 Problem solving Predict potential problems and develop, justify and evaluate solutions.

YOU WILL EXPLORE

8.1 The nature of health knowledge

8.2 Health consumerism

8.3 Influences on selecting health products and services

8.4 Your rights and responsibilities as a health consumer

8.5 Accessing health products and services

Review

8.1 The nature of health knowledge

Increasing our health knowledge through accessing and evaluating relevant information is important in improving our health outcomes.

Engage

The body is a complex system, and while we know a great deal about it, there is still much more to be learnt. Keeping our body in its optimum state of health and wellbeing is a challenge for all of us. Improving our health knowledge and developing the ability to make healthy choices are positive steps in addressing this challenge.

Are you aware of how health knowledge and medical procedures are continually changing? Your world ahead will be quite different to what it is now. Use the **Latest medical advances** weblink in your eBookPLUS to see some of what will be happening.

eBookplus RESOURCES



Explore more with this weblink: Latest medical advances

Explore

In Australia, there has been a rapid growth in the range of health products and services available. Most of these products and services promote better health and support people's particular health needs. However, some are of less value, may be expensive and may even have a negative effect on our health. People must learn to assess products and services for their quality and value.

The decisions we make about using these health services and products have the potential to impact positively or negatively on our health, both now and in the future. Examples of some decisions young people may make during adolescence about various health services or products include:

- choosing to see a counsellor
- deciding to use contraception
- consulting a dietitian to start a diet program
- seeking support in relation to a drug problem.



Developing knowledge and skills will assist us in making good choices about health services and products.

Making these choices, particularly as a young person, may be a big step. Selecting the best option will not only promote health, it will also encourage ongoing access to health care throughout our lives. A bad experience, on the other hand, may make some people reluctant to try again. It is important, therefore, that we develop the knowledge and skills necessary to critically analyse the vast array of information available, and ensure we select those products and services that are most appropriate for our health needs.

Changes in health knowledge

What we currently know and understand about health and how to achieve positive levels of health is vastly different from what our grandparents knew at a similar age. We now recognise, for example, the early warning signs of skin cancer. We know that regularly consuming certain foods can contribute to obesity and the development of diabetes, cardiovascular disease and some cancers. We understand that cigarette smoke affects the health of both smokers and non-smokers and is the major cause of lung cancer.

The following are reasons for this improved level of knowledge:

- *An acknowledgement of particular health problems and a willingness to discuss these problems publicly.* Whereas the stigma associated with health issues such as sexually transmitted infections (STIs), domestic violence and mental health problems once made them taboo topics, these issues are starting to be discussed more openly. Increased public awareness has not only highlighted the prevalence of certain health concerns, but it has also assisted people to understand and recognise problems, and has encouraged help-seeking behaviour.
- *Increased research into various health issues.* The emergence of lifestyle diseases such as cancer, cardiovascular disease, diabetes and osteoporosis has led to a significant amount of research being undertaken into the causes of these diseases. Research findings have increased people's awareness of the lifestyle behaviours that increase the likelihood of developing particular diseases. The fact that many of these risk-taking behaviours start during childhood and adolescence has led to a heightened focus on young people's health as a means of prevention and early intervention.
- *Better education about the causes, effects and treatment of various health problems.* Improved levels of education have assisted in both the promotion of positive lifestyle choices and the early implementation of appropriate intervention strategies. This education occurs throughout the community in places such as schools, workplaces, recreational venues and various health agencies, as well as through public media campaigns.
- *Greater access to health information.* Magazines have always been sources of health information for their readers, delivering information through feature stories, advice columns and advertisements for health products. The range of health-specific magazines has increased in recent years. Television and radio have experienced a similar growth in shows and segments that feature health-related issues — for example, *RPA*, *Good Medicine* and *Extreme Makeover*. However, the internet now provides us with the most extensive source of health information. Most government health departments and non-government health agencies use the internet to provide up-to-date information and advice. The internet is also used to publish research findings and advances in health and medical knowledge. Companies selling health products and services, some of which may make dubious claims, also use the internet as a means of promotion.

With continued advancements in medical research and information technology, people's level of health knowledge is likely to continue to grow.

DID YOU KNOW?

Magazines such as *Dolly*, *Cosmopolitan* and *Woman's Day* are examples of popular publications that offer health advice. In recent years, a number of health-specific magazines have also been produced, focusing on particular issues or groups — for example, *Men's Health*, *Women's Health* and *Cosmetic Surgery*.

Heart Foundation Jump Rope for Heart

The Heart Foundation's Jump Rope for Heart program encourages young people to develop healthy lifestyles now to prevent cardiovascular disease later in life.



A variety of media can be used as sources of health information.

Assessing health information

One of the difficulties faced by health consumers is sifting through the large volume of health information available. At times, it may feel as though you are being bombarded with information and research from various sources. What you hear and see from these various sources is sometimes conflicting, adding to the confusion and uncertainty faced by health consumers. For some young people, this uncertainty can be compounded by health sources using technical medical language that is hard to understand.

If you have doubts about some health information, it is worthwhile seeking a second opinion. Talk to a qualified person about your concerns. You may feel more comfortable talking to an agency that caters specifically for young people. Alternatively, you may want to read another reliable source to double-check the information. Being well informed will enable you to feel comfortable with the decisions you make and less anxious about the consequences of a poor choice.

You can determine what health information is appropriate and accurate in a number of ways. Be prepared to ask questions to clarify what you have read or what you have been told. When you are seeing a health professional, such as a doctor, write down the main questions you wish to ask beforehand, and ask the doctor to explain information again, or in a different way, to ensure you understand the advice.

Accessing information through credible sources is another strategy for dealing with uncertainty about the accuracy of information. Government departments and specialist health agencies, such as the Family Planning Association or the Australian Drug Foundation, can be relied on to provide accurate and up-to-date information. Information from these government and non-government groups can often be accessed through youth health centres, women's health centres, general practitioners and other doctors or community health centres, in the form of pamphlets, brochures and factsheets.

Alternatively, most of these groups operate websites that offer the same information online. Other websites that focus on youth health have also been developed to provide information on the issues faced by young people. These websites have been developed in consultation with, or in some cases by, young people, so their language, format and presentation are youth friendly, straightforward and non-judgemental.

DID YOU KNOW?

For some young people, particularly those in rural areas who have difficulties accessing services or those who have concerns about visiting a health service, the internet is a preferred source of information because it is cheap, convenient and anonymous.

ACTIVITIES

1 Evaluating a health website

Use the **Fact sheet index** weblink in your eBookPLUS to access the Better Health Channel's health fact sheets index. Investigate three fact sheets that provide information that might be of interest to you. Write a one paragraph review about each sheet; discuss the ease or difficulty in accessing the information, your understanding of the information and how relevant the website might be to people wishing to increase their knowledge of specific health issues.

2 Evaluating news stories about health

Form groups of three. Identify issues from the news or current affair programs that relate to health, for example, a new diet or cancer treatment. You can use the **Health report** weblinks in your eBookPLUS to view a clip discussing a health issue to help with your discussion. Evaluate how you establish the accuracy of the information and value to you as a consumer.

CHECK & CHALLENGE

1. Use an example to explain how increased health knowledge can benefit the consumer.
 2. Outline the reasons why our level of health knowledge has improved.
 3. Explain how you would determine if information found on the internet was from a credible source.
 4. Evaluate the connection between improved education and positive lifestyle choices.
 5. Describe sources of health information available in your local area.
 6. Use the **Glogster** weblink in your eBookPLUS to 'glog' or design an electronic poster which encourages young people to access reliable health information in relation to one health issue affecting adolescents. Some suggested issues include sexual health, road safety, drug abuse and mental illness.
-

eBookplus RESOURCES



Explore more with this weblink: Fact sheet index



Explore more with this weblink: Glogster



Explore more with this weblink: Health report 1



Explore more with this weblink: Health report 2



Explore more with this weblink: Health report 3



Complete this digital doc: [Where can I find accurate health information?](#)

Searchlight ID: [doc-2542](#)

8.2 Health consumerism

There are many essential strategies for overcoming uncertainty and becoming a smart health consumer. The most important strategy is being able to read material and understand the most relevant information in it.

Engage

With the wealth of health information available to us, the need to make appropriate health choices is even more important. What influences us when selecting health products and how can we better understand what is being offered?

It is difficult to be an effective health consumer. Use the **Getting the brightest smile** weblink in your eBookPLUS to watch clips which contain samples of health advertisements for teeth whitening. Analyse the advertisements in relation to how accurate you believe their claims are. Discuss as a class.

eBookplus RESOURCES



Explore more with this weblink: Getting the brightest smile

Explore

The importance of literacy skills

The first step in becoming a more discerning consumer is to develop **critical literacy** skills. This involves:

- learning to read for meaning
- analysing information in relation to its context
- applying this information without being unduly influenced by values or judgements within it — in other words, not accepting everything you see or hear as fact.

Learn to be critical when reading. Consider the underlying reason for the creation of the information and examine how the information is portrayed by the author. You may read an article, for example, supporting the decriminalisation of cannabis. The fact that the article is written by someone who suffers from HIV/AIDS and finds that using the drug eases their pain and suffering will influence their perception of cannabis, as well as what is and is not written about its effects.

Developing critical literacy skills will assist you to reflect on and evaluate the health information that is delivered through media such as television, newspapers and magazines. When looking at advertisements or products, consider carefully any claims that are made about the product. When a product declares that it has 25 per cent less fat, for example, you need to ask the question: 'With what other product is this comparison being made?' Or when someone promoting a new diet product states that they lost 12 kilograms in six weeks, you should ask whether such rapid weight loss is likely to be maintained in the long term and whether such a diet program is nutritionally sound. Being knowledgeable about health will make it easier to assess the accuracy of these claims.



We must critically examine products that claim to be 'low fat' if we are to make positive health choices.

Analysing websites

Critical literacy skills can be particularly useful for examining the quality, authority and accuracy of information accessed through websites, where anyone can publish and promote a point of view, product or service.

Rather than simply accepting what you see or read as true, start to ask yourself questions:

- *Who wrote the information?* Check whether the information has been written by a professional person, that their credentials are provided and that these credentials can be verified (for example, an article written by the head of the Australian Medical Association).
- *Is the information accurate and up-to-date?* Check when the information was posted and when the site was last updated. Can the information be verified by other sources?
- *Why was it written?* What were the reasons for the website being created? Look at the web address for guidance on whether the site was created for commercial or promotional purposes, government purposes or educational purposes.
- *Is evidence provided to support any claims made?* Be willing to question any claims that are made about the product or service. If evidence is provided, consider its validity. If there are claims that scientific studies have found particular evidence about the product, for example, you should ask questions such as, were a large number of people studied? Was the study conducted by qualified professionals? Have other studies found similar results?
- *Is anyone likely to benefit financially from the information?* If certain services or products are being advertised, then the information will obviously be favourable towards them. A report on a particular brand of skin cream that is written by a researcher working for the company and published on their home page, for example, will be seeking to promote the product. Similarly, if the site is sponsored by a particular company, then the information could be biased.

DID YOU KNOW?

It is a good idea to first talk to the health care provider about your concerns. If you feel worried or uncomfortable about doing this on your own, a number of people can help you. These include:

- patient support officers from the Health Care Complaints Commission
- patient representatives in some hospitals
- a friend, family member or other support person such as a youth worker.

Analysing popular culture

Critical literacy skills should also be applied to the messages presented in popular culture about health-related issues. Think, for example, about the messages conveyed in movies about drug use or sexual relationships. Are these images an accurate reflection of reality? Do they show both the positive and negative effects of behaviours such as smoking, drinking too much alcohol or having unplanned sex? Learning to question these images and this information will help you to assess whether characters portrayed in movies, television or music provide useful role models for your own health decisions. At the same time, critically reflecting on how people are portrayed will allow you to challenge stereotypical expectations of young people's behaviour.



The health messages in popular culture should be critically analysed. Don't assume that everything you see on television, for example, is true or relevant to you.

ACTIVITIES

1 Health advertisements

1. In groups of three, develop a set of criteria that can be used to examine the claims made about a health product in the advertisement in the figure below. Swap your criteria with another group.
2. Using the criteria provided to you by the other group, analyse the advertisement. Discuss how effectively the criteria allowed you to critically assess the claims made in the advertisement. Provide feedback on the developed criteria to the other group.



2 Using the internet for health information

In small groups, discuss the benefits and risks of using the internet as a source of health information. Identify strategies for reducing risks associated with accessing information and advice through the internet.

CHECK & CHALLENGE

1. Explain the role the internet has played in changing people's health knowledge.
2. Outline appropriate strategies that can be used when you are uncertain about the accuracy of health information.
3. Explain why it is important to develop critical literacy skills.
4. Explain how the media can influence people's health choices.
5. Describe four difficulties that young people face when trying to locate accurate health information.
6. Use the **Website review** weblinks in your eBookPLUS to choose a fact sheet on a youth health issue. Evaluate whether the website it comes from is credible and write a short report describing the type of information it contains.

eBookplus RESOURCES



Explore more with this weblink: Website review 1



Explore more with this weblink: Website review 2



Complete this digital doc: [Becoming a critical health consumer](#)

Searchlight ID: [doc-2543](#)



Complete this digital doc: [Locating accurate, reliable information on the internet](#)

Searchlight ID: [doc-2544](#)

8.3 Influences on selecting health products and services

Our selection of health products is influenced by many factors including health professionals, family, friends, media and even our culture.

Engage

The decisions we make as health consumers are influenced by more than just our level of knowledge and our ability to critically analyse information. A number of other groups and factors have the potential to impact on our decision to select particular health products and services. What factors influence your health decisions?

Explore

Medical professionals

Your particular health issue will influence the type of health product and health professional you choose. **General practitioners** (GPs) are usually a good starting point for most health issues because they are trained to help with a wide range of health problems, although pharmacists and community nurses may also be able to assist with some basic problems. You may also choose to consult a health care professional who specialises in a particular area, such as a dietitian to help develop a nutritionally sound diet if you are anaemic, or a drug counsellor if you are experiencing problems with cannabis. Remember to use only qualified professionals to ensure you receive quality health treatment and care.



GPs can provide help and advice about many health issues.

Friends and family

Peers and family may also offer suggestions on health products and services that they believe are useful. You may find the advice of your peers and family is helpful when you need to access a health service. Ask your friends or family about who they trust and would recommend. You may want to try these services first and see whether you feel comfortable using them.

Although you may feel comfortable talking with your friends about matters such as sexual activity, drug use or family hassles, it is important that you recognise the limitations of the advice they are able to provide. Friends and family might lack the technical knowledge and expertise to fully comprehend your problem and give you individually appropriate advice. Their knowledge may be based on hearsay, personal experiences or unreliable information from others, or it may not be up-to-date. While some of their suggestions may be helpful for short-term or minor health problems, such as a cold, professional advice should always be sought when problems are more severe or ongoing.

Media

The media can have a powerful influence on whether we buy health products and the choice of product that we purchase. Health and lifestyle magazines such as *Cleo*, *Dolly*, *Men's Health* and *Cosmopolitan* are full of advertisements promoting beauty products, weight loss programs, vitamins and herbal remedies. It is important to critically examine any claims made in these advertisements about the health benefits the products provide. Although many of these products assert that they are scientifically or clinically tested, often little information is provided to allow any claims to be proven. Where supporting information is presented, it is frequently full of scientific or medical jargon that is designed to impress readers and add credibility to the claims.



The media can have a powerful influence on people's health decisions.

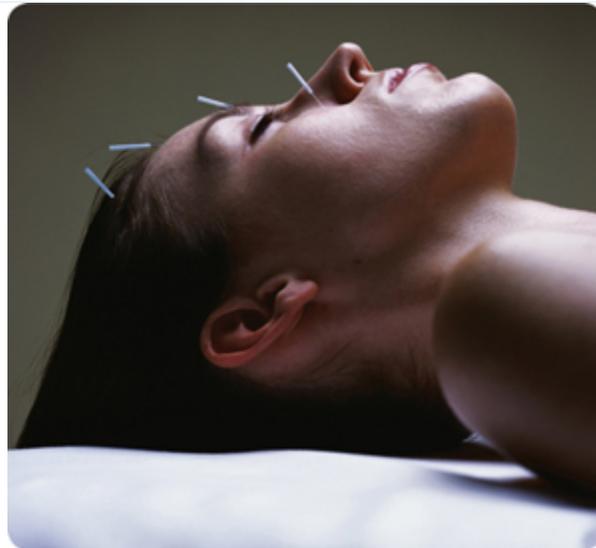
Culture and status

Culture can also play a role in the selection of health products and services. Certain cultures have traditional remedies that differ from those advocated by Western medicine, such as using herbal medications or acupuncture (used in many Asian countries). Certain religious or cultural beliefs and practices may also preclude the use of particular products or services. 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.

Socioeconomic status also has implications for people's choices of health products and services. Socially disadvantaged groups find it difficult to access services that provide free or affordable assistance and information, so their choices may be limited. Although the cost of certain prescription drugs is subsidised through the pharmaceutical benefits scheme (PBS), other health products such as sunscreen, over-the-counter medications and vitamin supplements are not subsidised.

HEALTH FACT

Honey and lemon flavoured teas and cough drops which are sold to help relieve a sore throat are based on a herbal recipe. The citric acid in lemon juice can help kill the bacteria that are causing the pain, while the honey gives immediate relief by providing a soothing effect.



Many traditional remedies including acupuncture have helped some people maintain their good health.

ACTIVITY

The media's effect on health decisions

1. Look through one of the following magazines: *Dolly*, *Girlfriend*, *Men's Health*, *Women's Health* or *Woman's Day*. Record the number and types of:
 - a. health products advertised in the magazine
 - b. health products promoted through articles or features in the magazine
 - c. health services promoted through articles or features in the magazine.
2. Identify any particular types of product that are predominantly promoted through the magazine.
3. Do you think this type of magazine would affect people's choices about health products and services? Explain.
4. Discuss and compare your findings with those of a partner who studied a different magazine. Note any differences in the types of product targeted at different audiences.

CHECK & CHALLENGE

1. Evaluate the role that culture can play in people's health decisions.
2. Describe some of the possible limitations of the health advice that friends and families can provide.
3. Identify the different types of information available from a pharmacist and a doctor.
4. Use an example to discuss the influences of the printed media on the selection of cosmetic health products and services.
5. Explain why some people have a preference for herbal over mainstream medicines.
6. Imagine yourself in four years time. You have left home, are in the workforce and considering health insurance. Use the **Private health insurance** weblink in your eBookPLUS to take you to an activity that will assist you in selecting health insurance.

eBookplus RESOURCES



Explore more with this weblink: Private health insurance

8.4 Your rights and responsibilities as a health consumer

As a health consumer you do have rights such as access and fair treatment without harassment or discrimination. You also have responsibilities.

Engage

Rights and responsibilities work in tandem. Being aware of your rights and responsibilities in matters relating to health is important. If we want the best, we must also be prepared to supply information as required and work cooperatively with health personnel to get the best result.

Explore

Your health rights

As a health consumer, you need to be aware of your rights. You have the right to expect certain standards of health care, including:

- being able to see qualified health personnel accompanied by a support person should you choose
- being treated with dignity and respect
- your health and personal details being kept confidential, unless your practitioner is required by law to pass information on to another person or authority, or you give permission for information to be released
- services that are free from physical and mental abuse, coercion, harassment and discrimination on the grounds of age, gender, race, family status, sexual orientation or disability
- services that account for your cultural, religious, social and ethnic needs, values and beliefs
- free emergency treatment at a public hospital
- information on where health services and treatment are available, if they are not available locally.

Should you need treatment, you need to think carefully about information given and then make a decision about the treatment that you want to receive. This is called giving **informed consent**. Generally, no medical treatment is provided without your 'informed consent' once you are over 14 years of age.



You can give informed consent for medical treatment after you have received information about the health services and treatment options that are available to you.

Your health responsibilities

Along with your rights as a health consumer, you also need to accept some responsibilities to ensure you receive quality service. Many of these responsibilities involve you communicating openly and working in partnership with the health care provider so that you receive the best care.

It is your responsibility to:

1. know your medical history and inform your doctor about any medication or herbal treatments you are using or allergies that you have. If you smoke, drink or have recently used illegal drugs, you should let your health practitioner know.
2. be honest and open in your answers even though you may feel embarrassed or uncomfortable discussing things such as drug use or your sexual orientation. Your health professional will need a clear and accurate picture of your health status and any behaviours that may affect it.
3. be actively involved in your health care by asking questions. If you are diagnosed with a particular condition, try to be fully informed about the condition and the treatment options, including non-medical or alternative therapies. Do your own research by asking your doctor for reading material or by accessing information through reliable websites or at the local library.

4. take medication according to the instructions provided by your doctor and follow the treatment plan that is developed for you. If this treatment causes any unpleasant or unexpected side effects, make sure that you tell your doctor.



It is important to be honest and open when talking to your health practitioner.

HEALTH FACT

Many of your health rights are protected by law. If you believe that you have been denied any of these rights or you are not happy with the quality of care you have received, you are entitled to complain. In New South Wales, the Health Care Complaints Commission deals with these complaints. You may also want to see a different health care provider.

ACTIVITY

Don't lie to your doctor

Use the **Honesty is the best policy** weblink in your eBookPLUS to read the article 'Lie to your doctor; fool yourself', then answer the following questions.

1. Why would some people not be honest with their doctor?
2. Identify issues which may be difficult to discuss and where the full truth may not always be forthcoming.
3. Is it responsible to consult a doctor and not be prepared to reveal all about a complaint or illness?
4. Discuss if a doctor should be held responsible if a patient's HIV was not diagnosed because the patient withheld information that he felt was too embarrassing to reveal.
5. Comment on responsibility in regard to a patient feigning an illness to obtain a sick leave certificate.
6. A group of students appear to be getting a rash. They sent one to a doctor to get antibiotics which they can all share. Identify all areas where failure to act responsibly is evident. Why would this be irresponsible behaviour?

CHECK & CHALLENGE

1. Outline the basic rights you are entitled to when receiving health care.
2. What is 'informed consent'?
3. Describe your responsibilities as a health consumer.
4. You have been moved in your job and you now live in a different state. You become ill and your new doctor wants to know your medical history. Do you accurately know all about yourself — vaccinations, diseases, illnesses and medications? Summarise what you know and write a short list of things you don't know. Ask your doctor about these things at your next check up.

eBookplus RESOURCES



Explore more with this weblink: Honesty is the best policy



Complete this digital doc: [What do you want to know about a health service?](#)

Searchlight ID: [doc-2545](#)

8.5 Accessing health products and services

Issues relating to trust, confidentiality, knowledge, availability and personal skills are important in influencing young people's access to health products and services.

Engage

Despite the array of health information, products and services that are generally available, accessing them can be a challenging task for some young people. A number of factors sometimes block or stall their ability to access and use the full range of services and products that exist. However, better understanding of support services can make you a more informed consumer.

Not everybody in Australia has the same level of access to health services and products. To improve access to remote communities in Australia, the Royal Flying Doctor Service represents a valuable means of support. How does this service provide health care to those in remote communities? Use the **Royal Flying Doctor Service** weblink in your eBookPLUS to find out.

eBookplus RESOURCES



Explore more with this weblink: [Royal Flying Doctor Service](#)

Explore

Confidentiality and trust in health care

Concerns about confidentiality can affect the willingness of some young people to seek appropriate care and support from health agencies. **Confidentiality** refers to someone respecting your privacy by keeping secret whatever you tell them. Being able to speak openly about your personal problems and concerns is a very important part of your relationship with your health practitioner.

Health professionals, such as 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 other people is at serious risk. Your age may make a difference to whether the health professional needs to report what you have said.

Generally, a health professional will tell you about any limitations to confidentiality before you start to discuss anything that may be sensitive. If you are concerned that something you say may have to be reported, ask about the types of situation that must be reported and to whom. Health professionals are there to help you. Talking openly and honestly will enable them to understand your concerns and provide the most appropriate advice.

Having a strong sense of trust in the support and advice of health services can be particularly important when the issues involved relate to sexual activity, mental health or drug use. For some groups, such as same-sex attracted young people and Indigenous young people, seeking advice and support can be particularly difficult because they fear being judged or misunderstood.

Telephone counselling services such as the Kids Helpline provide another option for young people unable to, or unsure about, accessing face-to-face support. Online counselling services have also been introduced by the Kids Helpline as a further means of offering health advice and support that is cheap, anonymous and easily accessible.



The Kids Helpline now offers online counselling for young people.

How to find health services

In major cities and towns, a range of health agencies are generally accessible to provide support for both general and specific health problems. Some health agencies offer access to a number of health professionals, such as GPs, counsellors and mental health workers, making it easy and convenient to obtain the appropriate help. Community health centres, women's health centres and youth health centres, for example, often provide a range of health services in one building.



Community health centres offer a convenient resource for health information and services.

While offering choice, the availability of so many health services can sometimes make it difficult to determine who is the best person to see. A useful starting point can be friends, family or your local GP. A trusted teacher or your school counsellor can be other good sources of information on appropriate local health services. Credible websites can provide you with a list of local services, or you can use the local *Yellow Pages* to look up 'youth' or 'community health'. You might also like to use the internet to research the background of different health professionals, to learn about who may be the most appropriate person or service.



You can obtain information about health services from various sources.

DID YOU KNOW?

Sexual Health Clinics are located throughout NSW and offer free and confidential STI testing, treatment and information. You do not need your Medicare card. Professional nurses, counsellors and interpreters are on staff. Condoms are available for no cost and they also offer needle exchange programs. For more information call the Sexual Health Infoline on 1800 451 624.

Obstacles to accessing health

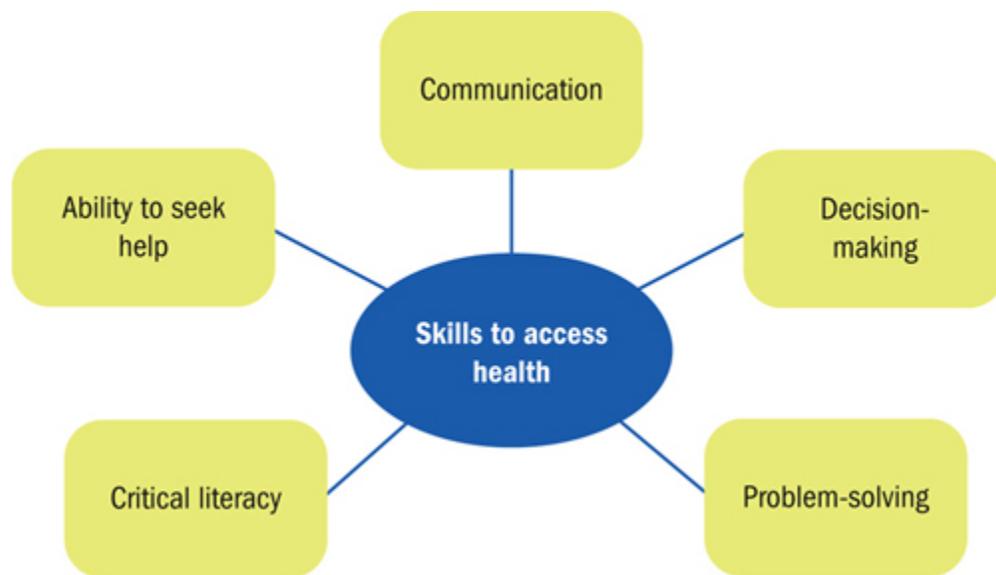
Compared with less developed countries, Australia is generally well resourced in terms of health agencies and services. However, certain groups remain disadvantaged in relation to the health services and products they can access. Residential rehabilitation programs for young people with drug problems, for example, are very limited. For people in rural and remote areas, considerably fewer services are conveniently located and regularly available to them.

The issue of limited health services for young people in rural and remote areas is compounded by concerns about their privacy. The stigma associated with health issues such as mental illness, along with concerns about possible local gossip, can create barriers that prevent young people in small rural towns from accessing those health services and products that are available. Young people may feel uncomfortable, for example, purchasing health products such as condoms. Young people old enough to drive may be able to visit a service in a nearby area, but this option is not always possible for those without access to transport.

Skills to access health

Interpersonal skills may influence a choice to actively seek out information or help with a health issue. The development of skills such as decision-making, communicating, help-seeking and problem solving, will assist young people to feel more empowered and confident to access appropriate health services.

Research has also suggested that gender differences may affect access to health information and services. Females are generally more likely to discuss concerns about their health and ask for help in the early stages of a problem, while males are more reluctant to talk about these concerns or seek help unless the problem is severe.



HEALTH FACT

You are entitled to apply for your own Medicare card from the age of 15. You will need two forms of identification, such as your birth certificate, passport or credit card. Application forms are available from Medicare offices, or you can ring Medicare on 132 011.

ACTIVITIES

1 Local services

In groups of three, investigate the services available in your local area to support young people in relation to the following health issues. For each service, find out its address and telephone number, the target group it supports and any costs involved in using the service. Where services are not available, locate a toll free number or web service that may be of assistance.

- Drug and alcohol issues
- Mental health problems
- Crisis accommodation
- Family conflict
- Sexuality issues
- Sexually transmitted infections
- Sexual assault
- Support for pregnant or parenting students

Design a method of informing young people about these local services, the support they offer and their contact details — for example, a brochure, help card or web page.

2 Using health care services

In a group of three, imagine that you have been invited to be the youth representatives on a local committee that is examining the use of health services by young people.

1. In this role, discuss why young people in your local area find it difficult to access health services. In particular, consider the effects of:
 - a. age
 - b. gender
 - c. geographical location
 - d. cultural background.
2. Prepare a short report that outlines these difficulties and proposes strategies to encourage greater use of health services by young people. Present your report to the class, using PowerPoint or overheads.

CHECK & CHALLENGE

1. Explain what is meant by confidentiality. Why is it an important part of a patient—health professional relationship?
2. Explain the limitations to confidentiality.
3. Evaluate the connection between trust in a health professional and better health care.
4. Describe ways in which you can locate health services in your local area.
5. Medicare falls under Australia's Government Funding Scheme. The aim of Medicare is to give all Australians access to health care despite their personal circumstances. Use the **Medicare Teen Dental Plan** weblink in your eBookPLUS to access the Medicare Teen Dental Plan. Describe who is eligible, what the entitlements are and the steps involved in receiving your benefit.

eBookplus RESOURCES



Explore more with this weblink: Medicare Teen Dental Plan



Complete this digital doc: [What do I want from my health care provider?](#)

Searchlight ID: [doc-2546](#)

Review

What have I learnt?

- There has been a rapid growth in health knowledge, products and services. As a result, consumers need to become more informed and discerning.
- Research, education, access to information and willingness to discuss problems has contributed to improved health knowledge.
- One way of becoming a more informed consumer is to improve our critical literacy skills.
- Not all of what we see on a website is necessarily true. All health information found from internet sources needs to be critically evaluated.
- Peers, family, media, culture and socioeconomic factors all influence our selection of health products and services.
- We all need to know our rights as consumers.
- We all have responsibilities as health consumers.
- Confidentiality together with a sense of trust and comfort are important when accessing health care.
- Our interpersonal skills are important when seeking out information that relates to health issues.

Essential question revisited

How can we increase our health knowledge, become smarter health consumers, access the services we need and know our basic rights about health care?

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

CHECK & CHALLENGE

1. Identify decisions that young people might need to make in relation to choices about health products and services.
2. Explain why consumers now have an improved knowledge of health.
3. Discuss how we can more accurately assess health information on websites.
4. Explain the role of developing critical literacy skills in evaluating health information and services.
5. Discuss how the media can influence our selection of health products and services.
6. Explain your rights and responsibilities as a health consumer.
7. Explain ways by which you can better evaluate health products and services.
8. Identify the role of interpersonal skills in accessing health products and services.

eBook *plus* RESOURCES



Explore more with this weblink: Food handling

Projects Plus: Health services

projects*plus*



Collaborate on this ProjectsPLUS: [Health services](#)

Search ID: [pro-0063](#)

Scenario

You volunteer at Youthworks. People come to Youthworks looking for services and advice about self, relations and sex. The committee is making a fact folder so information and answers are always available for volunteers to read.

Your task

As a committee your task is to create a fact folder about different relationship problems young people might face. For each topic, you will need to develop a list of statements of advice that a volunteer might offer a person seeking help. You will also need to locate health services available to support young people through various issues within the community.

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 number of pre-loaded topics that you may need to research in order to find the missing item. The issues could include an individual seeking advice on STIs, a victim of sexual assault, a couple wanting to get pregnant, a young girl wanting to avoid pregnancy, an individual questioning their sexual identity, or an individual contemplating self-harm. You may also add other research topics that you think may help you in your task.
- Enter the information that you find as articles under your topics in the Research Forum. You should find at least two sources (other than the text book) to help you discover information about the different relationship problems young people might face. You can view and comment on other group members' articles and rate the information that they have entered. Make notes of good advice your research suggests. Facts to include are health consequences and considerations. You may also like to provide advice on the myths and misconceptions associated with the problem. You should also mention any relevant government or school policies surrounding the problem. When your research is complete, print your research report to hand in to your teacher.

- Visit your Media Centre to find images you may like to incorporate into your fact file. You can watch the various case studies of typical people coming to Youthworks looking for advice.
- As a group write all the fact sheets for all likely problems that young people might visit Youthworks with. Use Photoshop, Word, or Microsoft Publisher to develop each fact sheet. Your mission is to make people aware of the health services available and outline supportive advice.
- To complete your project the group must hand in all the fact sheets along with the research report from your ProjectPlus Research Form.



SUGGESTED SOFTWARE

- ProjectsPLUS
- Word Processing
- Photoshop
- Microsoft Publisher

PRELOADED TOPICS



- Pre-loaded topic 1: Sexually transmitted infections
- Pre-loaded topic 2: Contraception
- Pre-loaded topic 3: Pregnancy
- Pre-loaded topic 4: Unwanted pregnancy
- Pre-loaded topic 5: Sexual identity
- Pre-loaded topic 6: Body image
- Pre-loaded topic 7: Sexual assault
- Pre-loaded topic 8: Abusive relationships



MEDIA CENTRE



Your Media Centre contains:

- health statistics and problems facing young Australians
- a bank of images suggesting different health problems
- weblinks to other support services
- a template for your fact file
- an assessment rubric.

STRAND 4 Lifelong physical activity



Chapter 9: Being active — now and forever

Contents

- 9.1 Lifelong physical activity
- 9.2 Individual, group and team activities
- 9.3 Recreational activity
- 9.4 Health and fitness
- 9.5 Initiative and challenge activities
- 9.6 Cultural significance
- 9.7 Planning for regular physical activity
- 9.8 Barriers to participation in physical activity
- 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 Being active — now and forever

Essential question

Whether it is competitive or non-competitive, individual, team, recreational or simply for health and fitness, a form of lifelong physical activity is essential for our health and wellbeing. What do I understand by lifelong physical activity and what type, or types, of activity will best suit me?



Be involved in a form of recreational activity and learn new skills.

SYLLABUS OUTCOMES

Major outcome

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

5.9 Formulate goals and apply strategies to enhance participation in lifelong physical activity.

Contributing outcome

This chapter will also help you to do the following.

5.10 Adopt roles to enhance your own and others' enjoyment of physical activity.

Skills outcomes

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

5.11 Communicating Adapt and evaluate communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.

5.12 Decision making Adapt and apply decision-making processes and justify your choices in increasingly demanding contexts.

5.14 Moving Confidently use movement to satisfy personal needs and interests.

5.15 Planning Devise, justify and implement plans that reflect a capacity to prioritise, think creatively and use resources effectively.

5.16 Problem solving Predict potential problems and develop, justify and evaluate solutions.

YOU WILL EXPLORE

- 9.1 Lifelong physical activity
 - 9.2 Individual, group and team activities
 - 9.3 Recreational activity
 - 9.4 Health and fitness
 - 9.5 Initiative and challenge activities
 - 9.6 Cultural significance
 - 9.7 Planning for regular physical activity
 - 9.8 Barriers to participation in physical activity
- Review

9.1 Lifelong physical activity

The average life expectancy for males in Australia is 79 years and for females, 84 years. Will it always be this way? One factor that has contributed significantly to overall health and wellbeing is physical activity throughout the lifespan.

Engage

Physical activity is something that we need to do regularly throughout our lives. Fortunately, there are many forms from which to choose. Now is the time to develop knowledge and basic skills in a wide range of activities, knowing that as we get older, we will probably narrow our selections based on friendships, challenge and personal interests. What is available and how do we choose?

Exercise remains essential to maintaining health throughout our lives, but what are your exercise habits like? Use the **Fitness habits quiz** weblink in your eBookPLUS to find out.



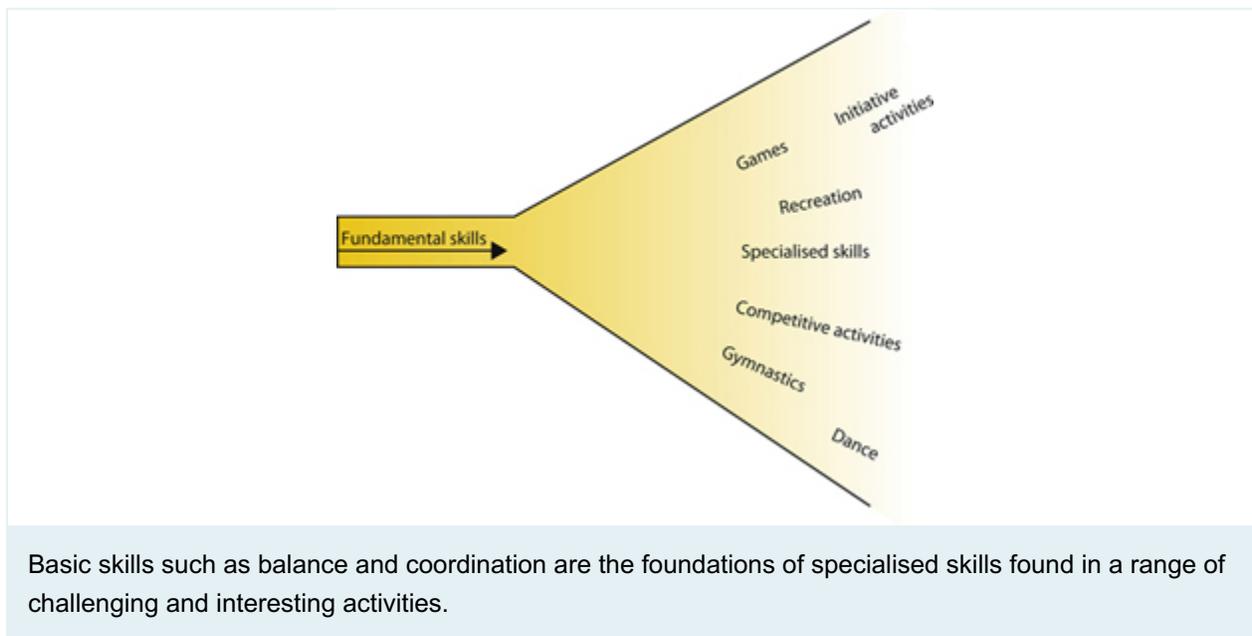
Explore more with this weblink: [Fitness habits quiz](#)

Explore

Types of physical activity

During our school years, we experience many types of physical activity. Some of these are in the form of games such as soccer, touch football and netball, which we may play in competitions. We also develop skills in other areas, such as aquatics, dance and recreational interests. Fundamental skills such as balance and coordination are the backbone of all these specialised activities.

Physical activity needs to be embedded in our lifestyle. Being involved in many types of physical activity at school is relatively easy because physical education, sport and cultural programs are in place that either demand or seek our participation. However, in comparison to an average lifespan our school years are very short. Being physically active for the rest of our lives requires considerable thought and planning. Fortunately, there is an extensive range of activities from which to choose, and these can be categorised as: competitive or non-competitive; individual, group or team; recreational; health and fitness; initiative or challenge activities; and activities of cultural significance.



Basic skills such as balance and coordination are the foundations of specialised skills found in a range of challenging and interesting activities.

Some activities cover a wide range of these categories. For example, squash can be competitive, non-competitive, individual, fitness-based or simply recreational. Being involved in a variety of activities is preferable to ensure that benefits are extensive and that our interests are constantly being challenged.



How can I be active for the rest of my life?

Competitive and non-competitive activities

An easy way to classify activity is as either **competitive** or **non-competitive**. Competitive activity has a focus on winning; non-competitive activity usually has a focus on enjoyment, fitness and improving health, rather than establishing superiority over another team or individual.

Some people develop a strong preference for either competitive or non-competitive activity. Others make choices according to whether they like the activity or what their friends play. Competitive activity can be individual or team based, but it will involve participating in a competition and facing the prospect of winning and losing. Being involved in competitive activity provides an opportunity for growth and development. It allows us to:

- discover our abilities by matching them against opponents
- develop self-discipline by training and playing
- be responsible in our actions and behaviours
- increase our social skills
- work cooperatively with others.



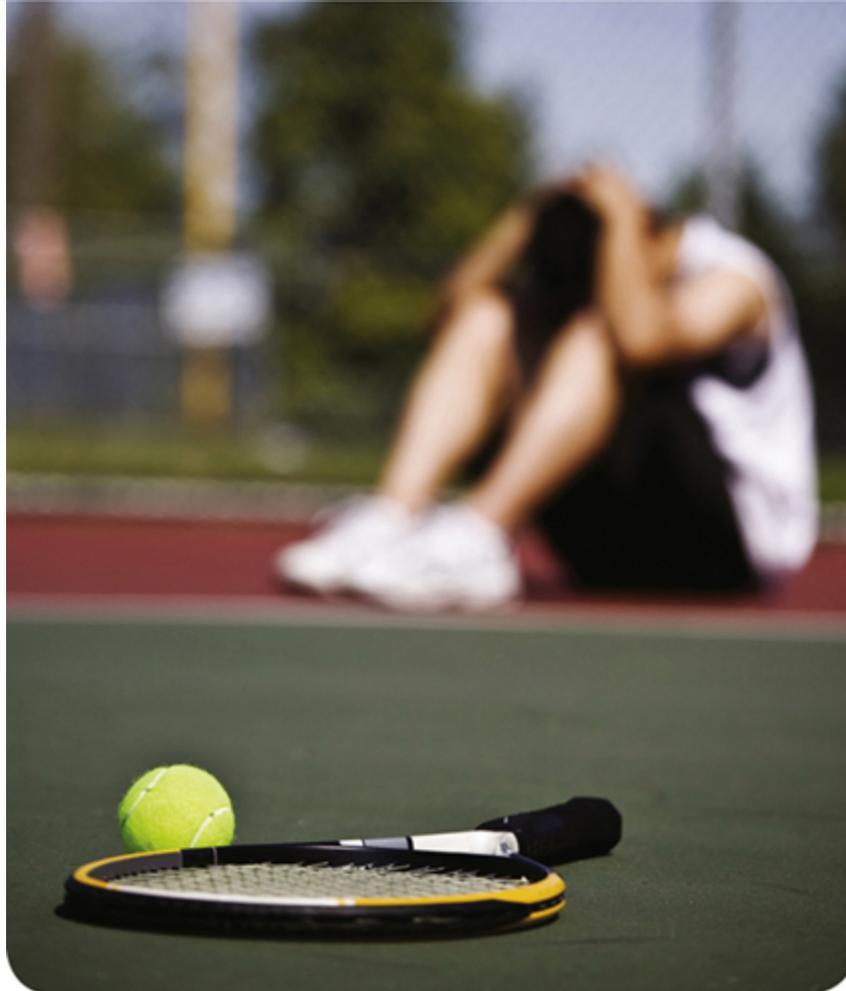
While still competitive, many activities are fun.

However, being involved in some form of competitive activity also requires maturity and control. Sometimes, we see behaviours exhibited that are antisocial and break most sporting codes of conduct. Even if competition is overly intense, behaviour such as swearing, foul language and abuse of referees and other competitors should not occur. Players in competitive sports need to control frustration and see the activity for what it is — an opportunity to match skills and abilities while experiencing fun and enjoyment.

Non-competitive activity challenges the individual, but in a different way. Depending on the type of activity, non-competitive activity fosters:

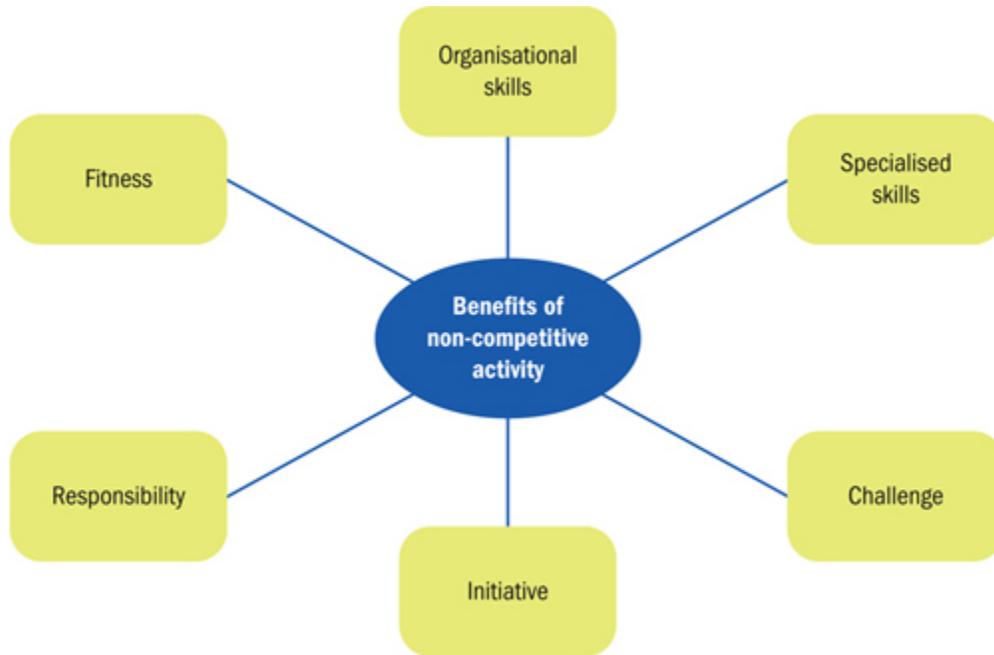
- fitness components such as flexibility
- an ability to plan and organise recreational activity

- specialised skills such as those required in self-defence
- a sense of contest or challenge, provided by activities such as rock climbing
- an opportunity to develop initiative and enterprise
- personal responsibility.



Our ability to handle frustration in competitive activity is a sign of our maturity.

Activities such as self-defence, yoga, snorkelling and canoeing are, for the most part, non-competitive. Other activities such as swimming, running, diving and golf can be non-competitive or moderately competitive. In other words, the classification of an activity as competitive or non-competitive depends on our 'rules of engagement'. We can dive for fun. If we like it, we may wish to enter a competition to see how good we really are. For this reason, competitive and non-competitive activity are best considered on a continuum that allows for personal preference.



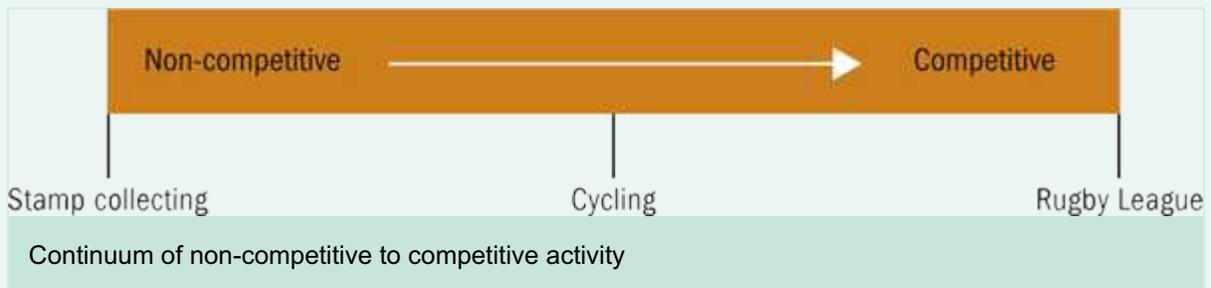
Football is a competitive activity, while rock climbing can be both competitive and non-competitive.

ACTIVITIES

1 Competitive or non-competitive activities

Place the following activities on a continuum from non-competitive to competitive, similar to the one illustrated in the figure below: archery, water polo, stamp collecting, ice skating, frisbee throwing, basketball, cycling, Rugby League, aerobics, Australian Rules football, ballet, wind surfing, marathon running, cricket, bush dance, Olympic gymnastics, horse riding, debating and beach volleyball.

1. Rank the activities in numerical order (from non-competitive to competitive).
2. Compare and discuss the reasons for your choices.
3. Gather the class responses and rank them from most competitive to least competitive.
4. Discuss the features of these sports that have influenced your rankings.



2 A cooperative game: beachball soccer

Cooperative games are small games that emphasise participation, challenge, interaction and fun, rather than establishing superiority over another individual or team. While there may be competition involved, the outcome of what happens is not elimination or losing. Rather, it may embody simply achieving a goal, such as improved cooperation or changing players between teams so everyone wins at some point.



Beachball soccer is a fun cooperative game.

Divide the class into two teams. Mark out a volleyball court or similar area and put up a net to divide the court. Using a large beachball, begin the game with a member of one team kicking the ball over the net. The ball is allowed to bounce only once before being returned. There is no limit to the number of times the ball may be kicked or headed by a team before returning it over the net. However, it cannot be touched using hands. A team gains a point when the opposition takes more than one bounce to return the ball over the net and into play, or fails to get it over the net. Teams play to five, after which a player from the highest scoring team joins the other side.

CHECK & CHALLENGE

1. Using examples, explain the difference between competitive and non-competitive activity.
2. Identify skills we need to prepare ourselves for lifelong physical activity at this stage of our lives.
3. Use the **Develop a fitness program** weblink in your eBookPLUS to read the physical activity guidelines. Use these guidelines to design for yourself a weekly program which supports the guidelines.



Explore more with this weblink: Develop a fitness program



Complete this digital doc: [Lifelong physical activity](#)

Searchlight ID: [doc-2547](#)

9.2 Individual, group and team activities

There is a vast array of lifelong activities available in individual, group or team formats. What we choose is largely a matter of individual preference.

Engage

As we grow older, a preference for individual, group or team activities becomes clearer. During school, the focus is generally on team sports such as netball and basketball, or large group activities such as a school play. This is because schools place a strong emphasis on students being given the opportunity to interact socially, work together and develop networks and support systems. What types of physical activity are on offer at your school?

Explore

Individual activities

School, weekend sport and 'free time' provide opportunities to participate in activities of an individual nature. In fact, there are a vast range of individual activities that people become involved with over their lifespan. We are already familiar with competitive activities, which require us to use discrete skills such as running, throwing and jumping. These activities provide an occasion to train, improve fitness, develop skills and match our abilities with others in events of our choosing.

Other activities such as surfing, diving, windsurfing, snow skiing and weight lifting, while less competitive, may be more suited to us as we become older, given the cost of experiencing these activities, and the transport required to reach these venues or locations. However, many more affordable and accessible activities, such as tenpin bowling, lawn bowls, swimming and cycling, can challenge us now and well into our later years.



Group activities

When people come together to be active in some way, it is called a group activity. You have probably already experienced a group activity if you have been involved in, for example, aerobics, surfing, recreational swimming or a cycling group. Group activities differ a little from team activities because groups do not generate the same loyalty among members, and they do not collectively strive for a mutual unit benefit in the same way that teams do.



Team activities

Team activities provide an opportunity to develop individual strengths and abilities, together with cooperative skills. They also provide an opportunity for fitness improvement and personal growth. People join teams for a number of reasons, but usually because they wish to:

- increase their skill level
- be rewarded while competing in an activity they enjoy
- improve their level of fitness
- improve related aspects of fitness such as strength, power and flexibility
- be involved with people they like
- develop friendships and extend their social circle
- develop skills
- respond to challenges
- improve self-confidence
- assist others to develop their skills and abilities
- develop leadership skills.

It is a team's responsibility to develop the best ability, attitudes and behaviours in players. All teams should embrace a code of conduct to ensure:

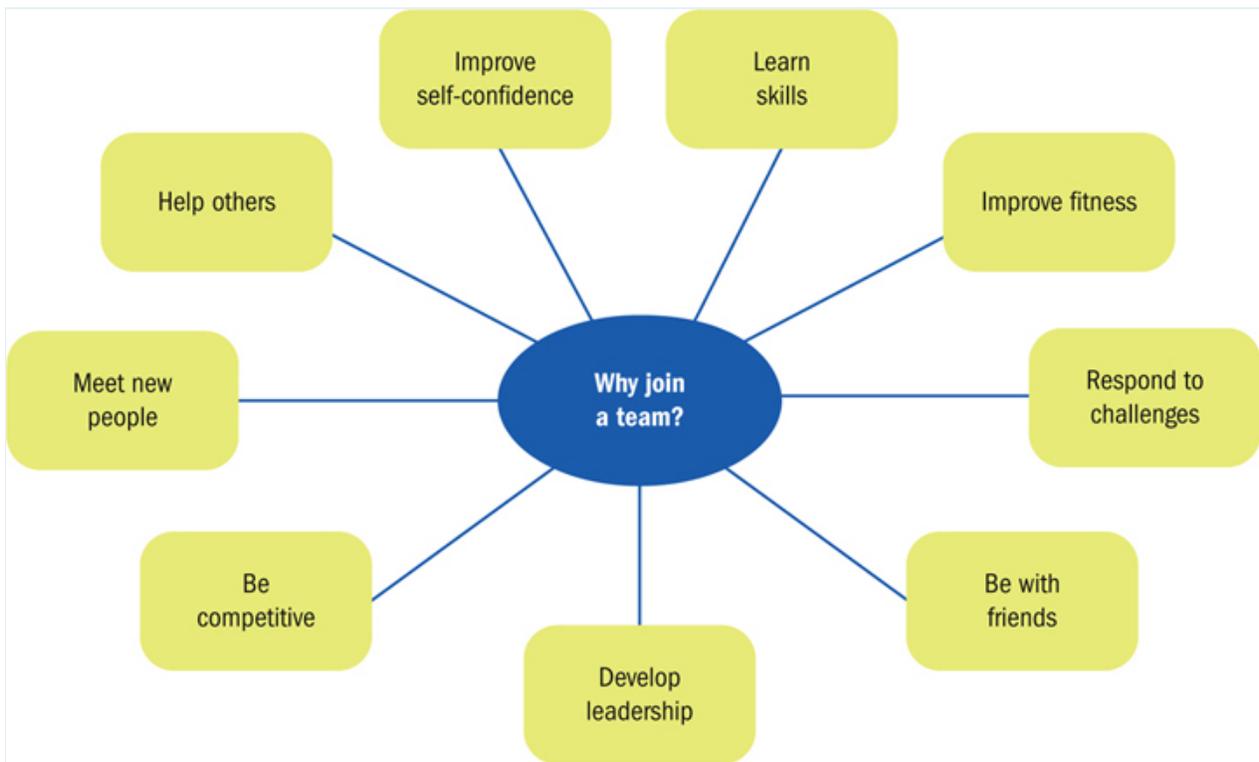
- fair play at all times
- a focus on skill and performance, rather than winning by whatever means possible
- respect for team mates, opposing players and officials
- self-discipline
- cooperation.



Teams provide an opportunity for individuals to work together.



Humble winners and appreciative losers characterise a good sporting contest.



There are many reasons for joining a team.

Modifications and changes to many individual, group and team sports allow people to be active for much longer periods of time. New equipment, technology and the development of sport in general have helped people to fully enjoy activities. Bicycles, for example, are now built for on-road and off-road cycling and have advanced gear structures to make work easier in difficult terrain. Running and training shoes have improved significantly, and these days are lighter and absorb impact better to make the activity more enjoyable. New 'carve' snow skis are also much easier to turn and control.



Safer rules have allowed people to continue playing some sports into their senior years. Rugby Union, for example, has modified the tackle and scrummaging rules in its development of the 'Golden Oldies' concept.

ACTIVITIES

1 Being physically active throughout life

As a class, make a list of individual or group activities that would be suitable for people aged 30-50 years of age. Choose six activities that you can do during physical education periods. Three of the activities must be competitive and three non-competitive.

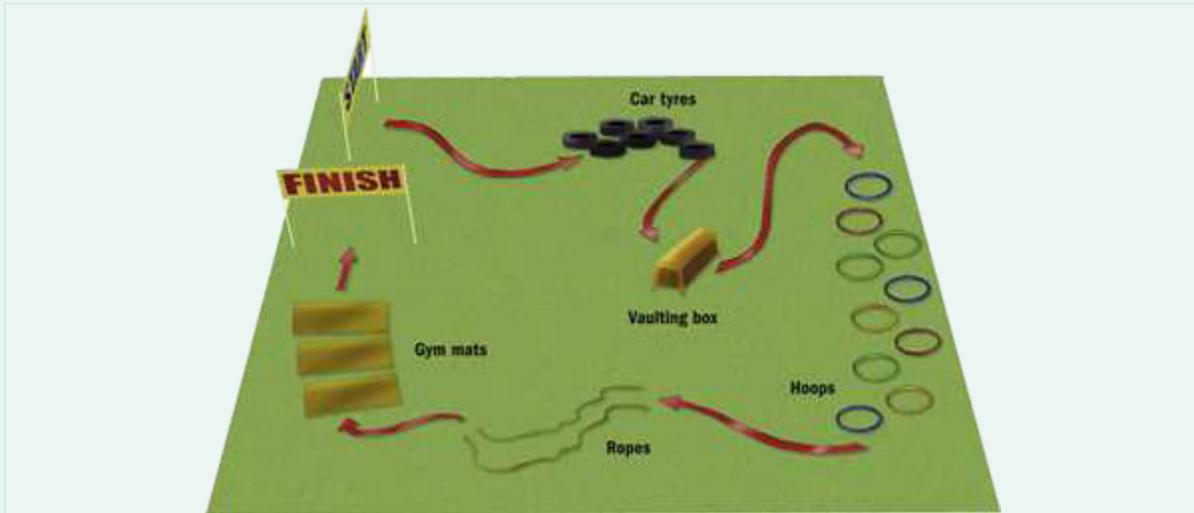
1. Which were the two most popular competitive and non-competitive activities?
2. Which were the most enjoyable — competitive or non-competitive? Why?
3. Outline the safety issues you considered in view of each age group.

2 Developing teamwork

On a large area such as an oval, set up an obstacle course as shown in the figure below, using safe equipment such as vaulting boxes, hoops, ropes, car tyres and gym mats. Divide the class into teams of about six people. The aim is for each team to move around the obstacle course in the quickest time. However, the team has not finished until the last member crosses the finish line. The problem will be that each team has a number of members who will require assistance: one must be blindfolded, two have their legs tied together (as in a three-legged race) and two must remain in sacks (as in a sack race). Additionally, each team must transport six basketballs without using carrying bags. People may change roles during the activity and help one another where possible. Conduct a draw to establish the order of the teams and use a sheet to record the times.

1. Discuss to what extent the activity developed teamwork.
2. Suggest how teamwork can be improved.





An obstacle course

CHECK & CHALLENGE

1. Outline the difference between team and group activities.
2. Explain the benefits of belonging to a team.
3. Choose an individual activity you enjoy and explain why it appeals to you.
4. Choose a group activity and explain why it appeals to you.
5. You are keen to maintain your fitness level. Explain how being part of a team or doing it individually would be the best way for you to achieve this goal.
6. Use the **Mutli-Way Tug-Of-War** weblink in your eBookPLUS to see how a Multi-Way Tug-Of-War is organised. This is an excellent teamwork activity for the class and can be organised using a number ropes. Why not try to run this activity in your next lesson?



Explore more with this weblink: [Multi-Way Tug-Of-War](#)



Complete this digital doc: [Wild way to build teamwork](#)

Searchlight ID: [doc-2548](#)

9.3 Recreational activity

Recreational activity can be very satisfying as we choose what to do and our level of involvement. There is a very extensive range from which to choose.

Engage

Recreational activity has an almost universal appeal. Just the thought of having the chance to join in activities like skiing, surfing and bushwalking can get us excited. Schools need to prepare students through recreational experiences. What would you like to experience while still at school?

Explore

Recreational activity is a popular form of lifelong physical activity. Recreational activity normally applies to something we do in our spare time. It is an activity that we choose for enjoyment, self-satisfaction and personal experience. There are many benefits that arise from participating in recreational activity. These include:

- a break from normal routine
- the opportunity to improve fitness
- experiencing fun and enjoyment
- a reduction of stress
- the opportunity to make new friends
- experiencing a sense of achievement
- developing new skills
- identifying our talents.

Some of the more popular forms of recreational activities include bushwalking, aerobics, swimming, surfing, walking, cycling, dancing and yoga.

Active and passive recreation

Recreation can be active or passive. **Active recreation** involves vigorous activity and considerable energy. Examples of active recreation include cycling, orienteering and surfing. **Passive recreation** involves less exertion, but is usually more sustained. Examples of activities that could be classified as passive recreation include reading, camping, snorkelling, fishing and caving. Activities do not strictly fit into one category or the other, and will vary according to the amount of effort made by an individual. Surfing could be active or passive, for example, depending on the conditions and the persons's ability to catch waves.



There are many types of recreational activities from which to choose.

Why try recreational activity?

People participate in recreational activity for a range of reasons:

- **Challenge.** Most of us like to have our abilities challenged — particularly our physical abilities. Challenges make us test ourselves and often incorporate an element of risk. When we respond to challenges, we match a task against our abilities to see if we measure up. If we succeed, we experience a sense of achievement. If we do not succeed, we still see the effort as worthwhile because our character has been strengthened and often we try again.
- **Adventure.** Recreational activity provides us with many opportunities to experience adventure. This involves learning new skills, meeting new people and moving beyond the comfort zone of our daily living. Camping, bushwalking, canoeing, rope climbing, rock climbing and abseiling are some examples of activities that we do not normally experience in everyday living. Overnight camps provide an opportunity to learn how to navigate in the wilderness, put up tents, build campfires, survive in the bush, help others and manage the environment responsibly.
- **Relaxation.** Many lifestyles relate to work, study, following routines and continually thinking about the next task. Relaxation allows us to break a pattern, rest the mind and recharge our energies. This makes us more productive in our work and study.

ACTIVITIES

1 Planning a recreational activity

Imagine you are about to go on an overnight camp. Plan everything that would be required for your trip, including:

- informing people of where you are going
- getting permission to use the campsite
- organising equipment
- buying food
- planning activities
- organising transport to and from the site
- ensuring that there are first aid supplies
- allocating special responsibilities to individuals within the group.

1. What social benefits would you hope to achieve from the experience?
2. What opportunities would the camp create for developing leadership skills?
3. Would a camp of this nature be worthwhile as a lifelong activity or would some aspects need to be modified? Describe how you would modify these aspects.

2 Orienteering

Orienteering is a popular recreational activity and can become competitive depending on how the task is set up. It involves skills related to reading a compass, applying the readings to a map and navigating around a pre-set course. Perform the following tasks if your local environment is suitable and safe.

Use the **Learn orienteering** weblinks in your eBookPLUS to learn how to use a compass, use a compass and a map together and see some suggestions for preparing and conducting an orienteering session.



Orienteering is a challenging, fun activity.

CHECK & CHALLENGE

1. Using examples, explain the difference between active and passive recreation.
2. Outline the benefits that can be gained from participation in recreational activity.
3. Choose two recreational activities that provide adventure and challenge. Describe the skills that you would need to develop before taking part in the activities.

eBook *plus* RESOURCES



Explore more with this weblink: Learn orienteering: Orienteering expedition

Explore more with this weblink: Learn orienteering: Using a compass

Explore more with this weblink: Learn orienteering: Using a compass with a map

9.4 Health and fitness

Fitness and health are closely related. By keeping ourselves fit, our chances of achieving and maintaining our optimum level of health is improved.

Engage

Aerobic activity is the best form of activity to improve health. This is because sustained activity makes the heart, blood vessels and muscles work over a longer than normal period of time. When this type of physical stress becomes regular, many parts in the body become better at what they do. For example, the heart becomes stronger and is able to pump blood more efficiently. How can you choose fitness activities that will do the best for your health?

Explore

Lifelong health and fitness

Lifelong physical activity contributes significantly to our health and fitness. In fact, the sole reason some people engage in physical activity is to maintain or improve their health. Without activity, many of the systems in the body can deteriorate and leave us in poor health. Unfortunately, we cannot accumulate fitness and preserve it for a later stage in life. Maintaining good fitness depends on the amount of physical activity we do at this point in our lives. Once we stop, that level of fitness gradually deteriorates. Good health and fitness developed during our adolescent years are a foundation we can build on, not a structure that will exist without maintenance and repair for the rest of our lives.

A lack of aerobic activity can lead to an increase in weight, making it more difficult for the heart to pump blood to where it is needed. Like the muscles that support us and help us move, the heart is also a muscle that needs to be worked. Muscles that do not work become smaller and less able to do their job.

Most of our body systems begin to decline naturally from about our mid-20s onwards, as part of the ageing process. This is why activity to promote and develop good bodily health is important. Any decline impacts gradually on our quality of life. One of the biggest health problems Australians face today, for example, relates to adult onset diabetes. This lifestyle illness is directly related to diet and exercise. Lack of exercise contributes to obesity which interferes with the body's ability to control sugar in the blood. Adult onset diabetes, if not controlled, can impair circulation, putting body parts and organs such as the kidneys, eyes, heart and feet at risk of damage.



By maintaining aerobic activity throughout our lives, we have the best chance of avoiding heart disease and diabetes.

The principles of training

Fortunately, it is not difficult to find activities that can improve health and fitness. Aerobic or sustained activity is the best type of exercise to improve our health. Activities that aim to develop the health-related components of fitness are beneficial. The health-related components of fitness are:

- cardio respiratory endurance
- muscular strength
- muscular endurance
- flexibility
- body composition.

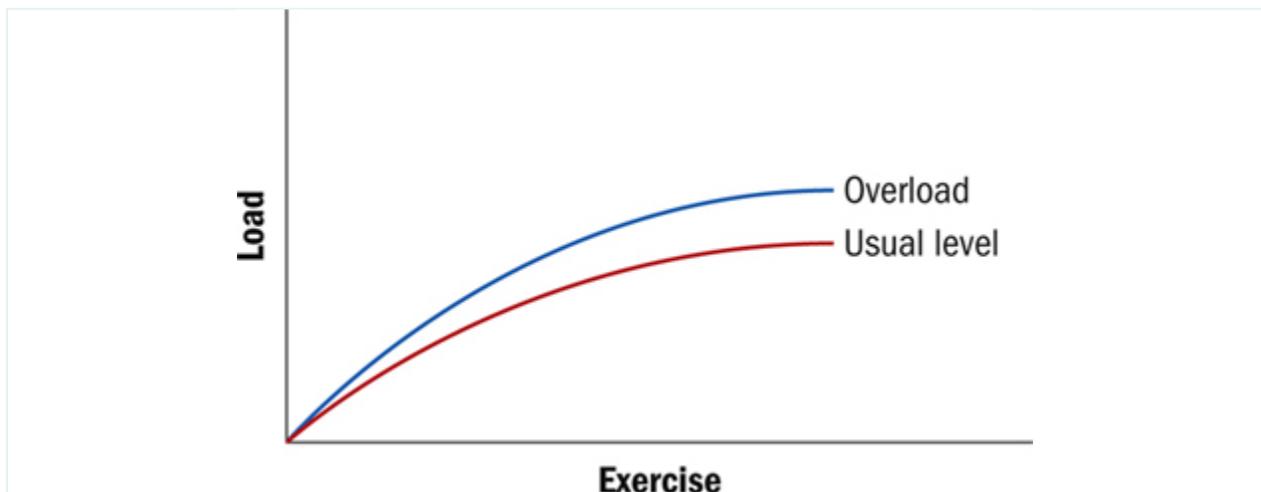
To improve fitness we need to be aware of four important principles — overload, progression, specificity and reversibility. These are commonly known as the 'principles of training'.

DID YOU KNOW?

Yoga has many benefits, some of which include increased flexibility, lubrication of joints, stimulation of major organs through massage, detoxification and enhanced muscle tone. The meditative practice also strengthens our emotional and mental state.

Overload

The principle of overload involves making each exercise session a little harder than the previous session. In order for body functions to improve, they need to be moderately stressed by exercise. The body responds by gradually adapting to the stress level being imposed on it. The body then becomes comfortable in an exercise zone that previously caused some discomfort.



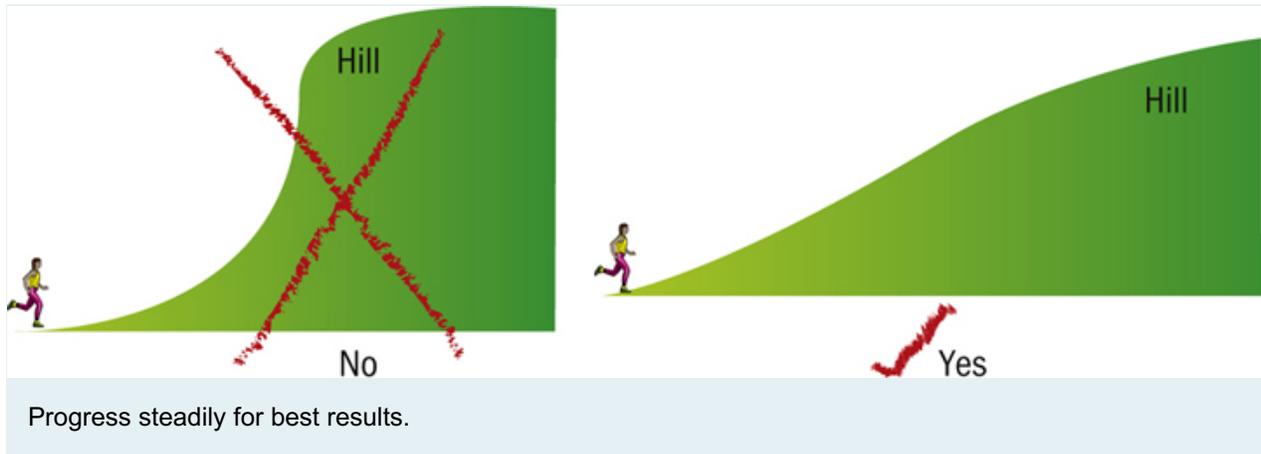
Make each session a little harder than the previous one.

HEALTH FACT

People who play sport during adolescence are much more likely to be physically active adults.

Progression

Progression is essential for fitness improvement. If we become too comfortable at a particular level and choose to stay there, our body will not be forced to make changes that will enable us to perform better. Increase your workload gradually for best results. Do not try to progress too rapidly, otherwise you may injure yourself or find yourself tiring too quickly. Add a pushup, run an extra few metres or run a little faster each time you train. You will soon notice a gradual improvement.



Specificity

Specificity means looking at the type of fitness you want to improve. If it is cardiorespiratory fitness, perform an activity that makes the heart work harder such as cycling or running. If it is flexibility, use activities that work on increasing muscle elasticity, such as stretching programs. If you want to improve a component of fitness, you need to specifically target that area with the correct type of exercise.



By practising a stretching program you can improve your flexibility.

Reversibility

Reversibility reminds us that all fitness gains will be lost if we do not continue our fitness program. The loss will be gradual and usually governed by the time it took to develop. In other words, the more slowly you build up, the more gradual the loss.

ACTIVITY

AEROBICS

Ask an aerobics instructor or fitness trainer to put the class through a 'cardio session'. Repeat the session on three or four occasions, each time trying to increase the effort you make by working harder and continuing for longer.

1. Did your fitness improve over the period? How did you measure it?
2. In what way was the overload principle implemented?
3. What characteristics of the sessions made them identifiable as 'cardio' sessions? How would these sessions differ from those where flexibility is the focus?



CHECK & CHALLENGE

1. Describe two health problems that arise from a lack of physical activity.
2. Identify the health-related components of fitness.
3. Why is it important to use the overload principle if we want to improve our fitness?
4. What is the principle of specificity? Use an example to show how it would relate to improving cardio respiratory fitness.
5. Explain how the principle of reversibility relates to maintaining our level of fitness.
6. Use the **Target Heart rate calculator** weblink in your eBookPLUS to see how hard you need to work during aerobic activity to gain a fitness benefit. During your exercise over a sustained period, your heart rate should be between the two values.



Explore more with this weblink: Target Heart rate calculator



Watch this eLesson: Measuring fitness

Searchlight ID: [eles-0764](#)

9.5 Initiative and challenge activities

Initiative and challenge activities are lots of fun because they require us to work out ways to do things better or plan to achieve a specific goal.

Engage

Much of our life is about taking up and responding to challenges. Physical activities that require problem solving can be quite challenging. We need to think, work with others, plan and respond in a practical way to address most of the challenges. A successful outcome is a great reward. How can activities of this nature better prepare us for life's challenges?

Explore

Initiative and challenge activities

Initiative activities are enjoyable, challenging games where groups are confronted with a specific task. The activities focus on problem solving and 'thinking outside the square' through physical challenges. Initiative activities are popular in camps and recreational settings because they help develop leadership, trust and the ability to build teams.

Challenge activities such as orienteering focus on identifying obstructions and developing ways of getting around them. At school, simple challenge activities that promote physical activity include fitness circuits, tug-o-wars and relays. However, lifelong activities focus more on individual abilities and interests such as mountain climbing, sailing long distances, marathon bike riding, kayaking, marathon running and surfing.



Challenge activities help to build team spirit.



Many people enjoy challenge activities because there is an element of risk taking.

ACTIVITIES

1 All tied up

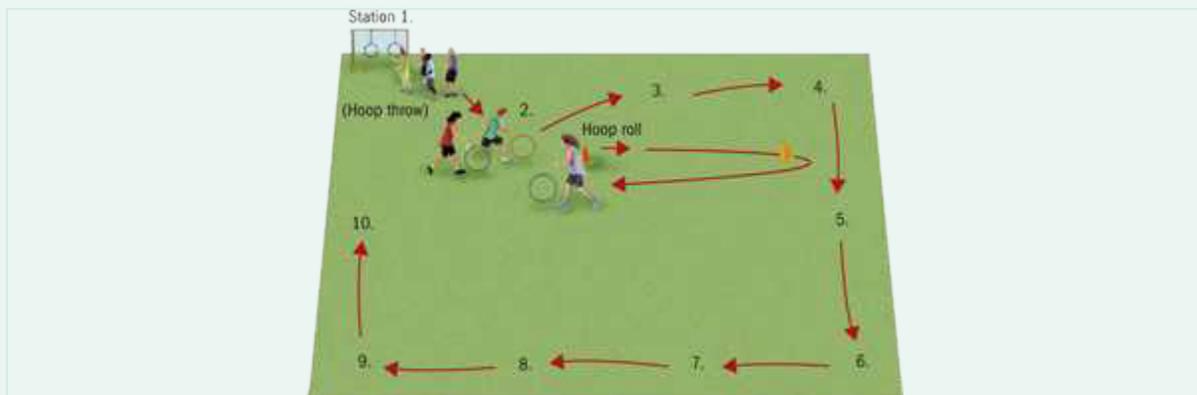
Divide the class into groups of about ten students. Organise students to form a circle and link right hands with the person opposite them, and then link left hands with a different person. Now try to untangle without letting go of one another's hands.

1. What skills did you need to use to solve the problem?
2. How important are these skills in group and team activities?

2 Challenge circuit

Using the school facilities, develop a challenge course that resembles a circuit but takes each individual around the school oval and surrounding area. As a class, develop activities for ten stations. A student is not allowed to move to the next challenge until the current one is accomplished. As an example, the first station may require people to land a frisbee in a hoop or area marked by cones that are 10 metres away. When successful, the student can then progress to a second challenge — rolling a hoop part way down the oval and back without allowing it fall over. The winner is the person who has the least number of attempts or the shortest time at each station. Following this, individuals can be put into teams. The team is not allowed to progress until each member is successful at each station.

1. List the skills that were required for successful completion of the circuit.
2. What were the most enjoyable parts of the challenge activity?
3. To what extent do you think good teamwork contributed to the success of the second activity?



Planning a challenge circuit

3 Blinded walk

Using markers and barriers such as hurdles and gym mats, make an obstacle course that is approximately 40 metres long. Divide the class into teams and appoint a leader for each team. All other members of the team need to be blindfolded. The task is for the team leader to lead the group up the course and back again. On the way back, one person in the team loses the use of their legs, and the whole team must be responsible for getting the person home.

1. Discuss how activities such as this develop initiative.
2. In small groups, develop a challenge activity. Arrange for the class to perform each of the activities.
3. Suggest where these activities might be useful, either now or later in life.

CHECK & CHALLENGE

1. Explain how initiative activities are different from skill building activities, such as dribbling in basketball.
2. Use examples to describe how an initiative activity differs from a challenge activity.
3. Identify three challenge type activities that you think you would enjoy. Orienteering is an example.
4. Use the **Initiative games** weblink in your eBookPLUS to review the suggestions for more initiative and challenge games. Select one that would suit the class and for which you have the equipment. Organise a group of students to conduct the activity in the next lesson.

eBookplus RESOURCES



Explore more with this weblink: Initiative games

9.6 Cultural significance

Many activities available to us have their origins deep in other cultures. Australia is fortunate to have large groups of people from other parts of the world who have settled here. Along with their skills, they also bring their sports and recreational interests, all of which enrich our culture.

Engage

Have you ever thought about the origins of the games you play or the activities in which you participate? Most have their origins outside of Australia and many have been modified to suit Australian conditions. However, some cultural groups within Australia still engage in sports and activities that were made popular in their homeland.

Ever taken the time to observe a tai chi routine? There is a focus on balance, serenity and gentleness of movement. This type of movement relaxes the mind and body. Use the **Tai chi** weblink in your eBookPLUS to watch the clip of this gentle routine. Do you see a place in your recreational schedule for this type of activity?

eBookplus RESOURCES



Explore more with this weblink: Tai Chi

DID YOU KNOW?

Good table tennis players can impose a spin rate of up to 150 revolutions per second on a table tennis ball. This helps control the ball and makes it difficult to hit.

Explore

Multiculturalism is part of Australian society. There are many cultural groups that keep aspects of their culture alive through activities such as festivals, marches and dances. These offer an opportunity to participate in physical activity and exercise, as well as preserving aspects of their cultural heritage.

Dances are especially popular and are normally expressions of themes such as joy, celebration, anger, birth, death or protest. All cultures have some form of dance tradition. In some places in the world, dances are still being performed in the exact manner that they were hundreds of years ago. However, in other parts of the world, they have changed through time, reflecting a blending of cultures or possibly a response to a different climate.

In Australia, there are many dance types that could be suitable additions to a list of lifetime activities. Jazz, rock and roll, line dancing, salsa, bush and social dance are examples for people who want more variety in an exercise program.

Dance is only one form of activity that has cultural significance. Activities such as yoga and tai chi have also been embraced by people of different ages. Games such as gridiron and Gaelic football are also popular with many people. While we may not be familiar with the rules, these games are relatively easy to learn, particularly if we are well skilled in similar activities such as soccer, Australian Rules football and rugby.



Cultural dances are usually done in costume and require planning, practice and, in some cases, considerable effort.



Each of the many varieties of football stems from a different culture.

ACTIVITIES

1 Dance as a lifelong activity

Use the **Party directory** weblink in your eBookPLUS. Form four groups within the class. Each group is to be allocated one of the following age groups:

- teenagers
- parents
- young adults
- seniors.

Each group finds a dance listed on the website that would be suitable to the age group allocated. Assign one lesson to learning the dance and then teach it to the rest of the class.

1. Which dance type did you enjoy most? Why?
2. Comment on the appropriateness of each of the dances learnt for the specified age group.
3. Re-mix groups so members of all four groups are now in each new group. Work together to combine various dance styles to develop a new dance style more appropriate for all age groups.

2 Table tennis

Table tennis has its origins in England around the late 1800s. It was originally known as ping pong but was renamed table tennis in the early 1900s. It is now a major worldwide sport having millions of participants and many worldwide tournaments. It is particularly popular in Asia and Europe.

Form teams of two and organise to play a round robin tournament in table tennis within the class.

CHECK & CHALLENGE

1. Choose a dance that you like that has its origins outside of Australia. Explain why the dance appeals to you.
2. How might soccer or rugby skills make it easier to learn to play gridiron or Gaelic football?
3. How does Australia benefit from exposure to the dance and sporting traditions of other cultures?
4. Use the **Origins of basketball** and **Soccer** weblinks in your eBookPLUS to investigate the origins of one of these sports. Write down four interesting points to share with the class.

eBook*plus* RESOURCES



Explore more with this weblink: Origins of basketball



Explore more with this weblink: Party directory



Explore more with this weblink: Soccer

9.7 Planning for regular physical activity

Like most things in life, the outcomes of our efforts to improve our health will be the strongest when there is evidence of planning.

Engage

Elite athletes spend a lot of time setting, measuring, evaluating and re-adjusting goals. They are aware of how important this is to success. While we do not need to go to the same lengths when we plan for regular physical activity, the importance of planning is still significant. Our success is constantly being measured throughout life by others. Planning regular physical activity provides an opportunity to measure our own success. Have you ever tried creating or using an exercise plan? Use the **Exercise plan** weblink in your eBookPLUS to see three exercise plans that you might like to try.

eBook*plus* RESOURCES



Explore more with this weblink: Exercise plan

Explore

Goals — the foundation of successful exercise planning

In our younger years, most of our physical activity was planned by our parents. We were taken to school, sports and beaches as part of the family routine and interests. However, during adolescence, the influence of parents and other authority figures gradually decreases as individuals take more responsibility for aspects of their life, including personal health.

Most of us would like to improve in some aspects of our lives — for example, to be fitter or to lose weight. To do this, we must make these goals part of an action plan. We may wish to lose weight, but if we do not actively do anything about it, such as eating less and exercising more, weight reduction will not happen. Positive results develop from effective **goal setting** and establishing ways of achieving these **goals**.



Exercising with a friend can provide extra motivation to help you keep your commitment to regular physical activity.

Goals represent the driving force and ‘staying power’ behind change. They can alter the way we live and can transform our lives. In practice, goals can turn wishes into reality. Goals influence our behaviour and assist in the development of selfdiscipline. The setting of goals represents a commitment we must back up with effort and possibly sacrifice. A commitment to incorporate moderate physical activity into our lifestyle, for example, could result in us becoming fitter, healthier, raising our self-esteem and, perhaps, living longer — but this commitment will require organisation, time and effort.

HEALTH FACT

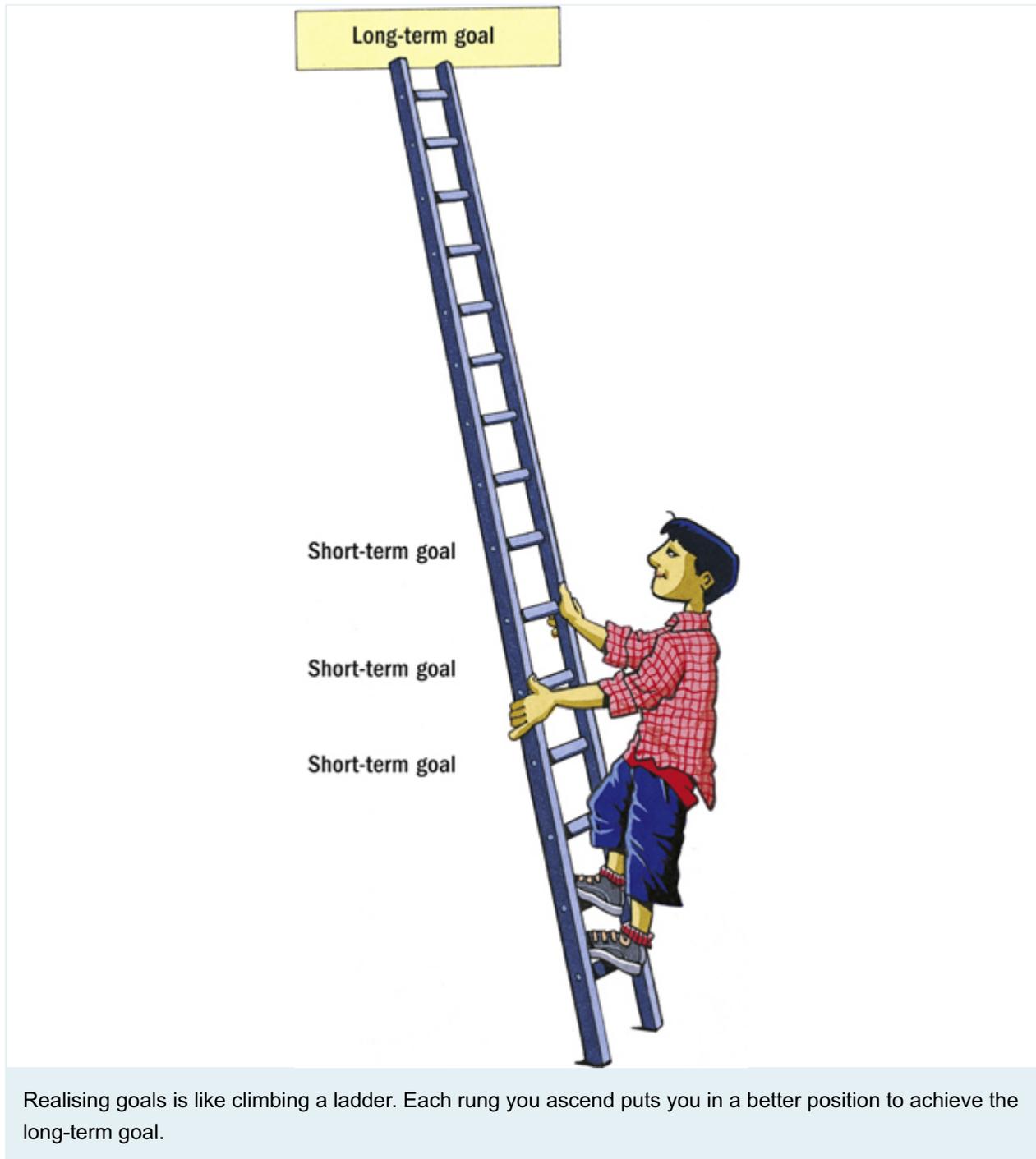
According to the *2008 Participation in Exercise, Recreation and Sport Survey*, 66.7% of Australians aged over 15 years participate in exercise, recreation or sport activities once a week or more.



Playing games at school during lunch breaks is a great way of staying physically active.

In planning for regular activity in our lifestyle, we need to become familiar with goal-setting techniques. Goals serve as a guide, a focus, or something to work towards. They emerge from our own feelings, inspirations and desires for self-improvement, and are driven by our level of commitment and motivation. While other people might be able to assist, the goal maker is the one in the 'driver's seat'. The individual alone has the control and determines whether the goals will be achieved.

Goals can be short term or long term. Short-term goals can be achieved within a few days or weeks. Achieving short-term goals is a step towards achieving long-term goals. As each short-term goal is accomplished, our motivation increases and the achievement of the long-term goal becomes more realistic. A long-term goal is the end result of a series of short-term goals. It is achieved over a much longer time frame, possibly years, and many factors may limit its achievement.



Realising goals is like climbing a ladder. Each rung you ascend puts you in a better position to achieve the long-term goal.

Goals belong to individuals or groups. Broadly, there are three types:

1. *Personal goals* are owned by one person. They are set by the individual and are specific to what that person wants to achieve.
2. *Group goals* are shared by two or more people. They might relate to a team that wants to achieve a specific objective, such as to win a premiership.
3. *External goals* are goals that are imposed on us from another individual or group, such as a coach.

Get SMARTER

There are a number of principles that are important in effective goal setting. These can easily be remembered by the acronym SMARTER, to help you remember the process and apply it in a relevant situation.

- **S** *Specific*. Be definite in what you want to achieve. Analyse where you are now. If necessary, do a basic pre-test to evaluate your level of fitness. Write down the results so you have a point of reference. List the benefits you hope to gain from your activity program — for example, improved body image, more energy, confidence, enjoyment, relaxation, companionship and weight control or reduction.
- **M** *Measurable*. Develop a way of measuring your results. You need to be able to monitor your progress so you remain focused on your goals. If you are unable to measure progress or see any improvement, you may lose interest. Positive results reinforce belief in your program and provide encouragement for continuation.
- **A** *Action plan*. Once you know what you want to achieve, develop a strategy or 'action plan'. This plan lists what you intend to do (activity types), considering the costs and time available. The program should be flexible in terms of time and require regular sessions. There should also be a plan for some form of alternative exercise in case a session is missed through inclement weather or similar factors. Finally, the program needs to be simple and easy to implement. Programs that require lots of equipment, money, time, transport or organisation are much more difficult to sustain.
- **R** *Realistic*. Set realistic goals by avoiding activities that you will not continue. The goals you set should not be too easy or too hard, otherwise your interest will be lost whichever way you go. Make the goals achievable and sufficiently challenging to remove you from your comfort zone, but not overly difficult, denying you the experience of success.
- **T** *Time frame*. Allocate time during the day (for example, lunchtime) when you will embark on the program. Also establish an end time or deadline for finishing the program.
- **E** *Evaluate*. Periodically evaluate your progress. You may find that certain barriers exist that you did not anticipate, and they may require re-adjustment to your goals.
- **R** *Reward*. — When you are successful, congratulate yourself with something that will help keep you motivated.

ACTIVITY

Developing a plan

You are now convinced of the need to increase your activity level. Use the principles of goal setting to develop a plan that will assist you to regularly exercise in the future. Your action plan must incorporate short-term goals (daily exercise) and lead to a level of fitness that you are comfortable with and can maintain. Use the following information as your guide:

S — be **s**pecific in what you want to achieve

M — generate a way of **m**easuring your progress

A — develop an **a**ction plan

R — be **r**ealistic — is your action plan a possibility or a probability?

T — establish your **t**imeframe

E — be prepared to **e**valuate progress

R — **r**eward yourself for success.

You now need to discuss your contract with your parents or guardians, so they support you in your efforts by removing barriers and assisting with rewards.

CHECK & CHALLENGE

1. What are goals? Explain the importance of goals in helping us achieve our desires.
 2. Explain the difference between short-term and long-term goals.
 3. List and briefly describe the principles of goal setting.
-

9.8 Barriers to participation in physical activity

Barriers are things that prevent us from doing what we want to do or should be doing. In many cases, we put up barriers around ourselves in the form of excuses. In the interest of our health, we need to identify barriers and work out ways to remove them.

Engage

When it comes to exercise, it is often easier to work out ways to get out of being involved than actually committing ourselves. Unfortunately, this sort of thinking can become habit forming. Good exercise habits are positive traits while bad habits can erode our enthusiasm and, in the long run, our health. Are you a good habit or a bad habit person? If we are not as good as we could be, what can we do about it?

Explore

Time management

The most common reason people provide for not doing sufficient activity relates to a lack of time. Fortunately, we all have sufficient time for activity but often choose to do other things that we believe to be more rewarding, interesting, important or easy.

All daily physical activity or exercise does not need to be done during one session. Small sessions of 10 minutes each can be accumulated — three sessions during a day will be sufficient to fulfil minimal activity requirements. It is a good idea to write down when you can fit activity into your daily life. Planning and writing down ideas is important because it:

- gives us a better sense of control and direction in our purpose
- helps us pace our efforts
- encourages greater commitment to our goals
- relieves pressures that might develop as a deadline approaches
- generates a sense of urgency to reach goals.





With some creative thinking, we may not need to radically alter our current lifestyle to ensure sufficient daily activity.

Time management requires creative thinking. We need to establish what is important to us during the day and what we can do without. In many cases, there are long periods of time during which we are doing very little. Perhaps much of our time is dominated by television, listening to music or 'chilling out'. Could some of this time be better used for doing something more active? Creative thinking might suggest that we do not need to forgo everything to become more active. Listening to music while we exercise can make the activity more enjoyable. Can you think of any other ways to make being active more fun?

Identifying and locating resources

As part of planning for regular physical activity, it is important to take into account the resources at your disposal. To avoid activity losing some of its appeal when you engage in the same routine day after day, use books, magazines and the internet to provide variety, interest and stimulation. Resources empower us to work with all our skills, use our full range of abilities and explore new activities.

While we often think of resources as physical locations such as playing fields or the gymnasium, in reality, there are many more options. Additional areas of resources include the following:

- *Knowledge.* We need to learn about physical activity and the benefits it can provide. Libraries, book shops and the internet are good sources of knowledge. Considerable information and expertise can be gained from physical education teachers, coaches, personal trainers and other individuals who specialise in physical activity.
- *Financial.* The amount of money we have will impact on our use of resources. We might prefer to go to the gym on three or four occasions each week, but are unable to afford it. Preferably, the outlay should be minimal and well within our budget. If costs are high and we are unable to afford the type of activity we have chosen, it provides us with a justifiable avenue of escape from the program.
- *Physical.* The setting or environment in which the activity will take place is the most important resource. It is usually in our local area. There are many places in our local area that can be used for exercise. These include backyards, footpaths, grounds, parks, beaches, ovals, cycle tracks, swimming pools, squash courts, tennis courts, football fields, golf courses, gymnasiums, aerobics facilities, rivers, lakes, athletic tracks and basketball courts.
- *Support groups.* A very valuable resource is a group that will support you in what you want to do. These people include friends and family. If you feel that people support your plans and are keen for you to succeed, you have a much better chance of doing so.



Backyard cricket is just one great way to enjoy physical activity in the comfort of your own home.

By listing and evaluating the resources close to you that can be used within your budget, you begin to realise that your program is workable. It is possible to use an extensive range of resources for very little outlay. Programs that are imaginative and interesting will be much more sustainable.

Overcoming barriers

By participating in a program that requires personal commitment, we are sure to face barriers. These hurdles or obstructions get in the way and prevent us from carrying out our plan in the way we would like. Some common barriers that we might be aware of include:

- expense

- a lack of facilities such as parks and recreational centres
- a lack of time in the daily schedule
- inconvenience
- a lack of encouragement and support
- excessive work or homework
- a lack of confidence in performing physical movements
- adverse weather conditions
- medical problems such as injury
- a lack of motivation
- a lack of enjoyment in exercise
- laziness.

DID YOU KNOW?

Barriers to participation in sport for young people are both physical and psychological. High levels of self-esteem are associated with fewer barriers to participation in sport.

Many of these barriers relate to the development of our self-management skills. Maintaining any form of exercise requires the development of a positive attitude towards that behaviour. We need to understand that physical activity is important to our health generally. Moreover, we must perceive exercise in the broader context of our lifetime and balance it with other factors such as rest, work, relaxation and healthy eating.

People with a disability experience physical barriers related to most things they try to do. Some are unable to walk, yet manage to use wheelchairs to their physical advantage. Some are blind, yet can still play and enjoy sports such as cricket and table tennis. Many become very good swimmers, rowers and even skiers. It is ironic that many able-bodied people find excuses for not using their physical abilities, while those who are less able tend to use most of what they have. It often happens that by observing events such as the Paralympics, we appreciate our abilities and are alerted to the limited use we are making of them. This is often sufficient motivation to become more active in our lives.



Disabled people are able to participate in many interesting physical activities.

ACTIVITY

Disability and skill performance

1. In small groups, rotate around a range of activities where your abilities are limited. Some examples are:
 - hitting a golf ball while holding the golf club in one hand only
 - throwing balls into a bucket while blindfolded and aided only by the directions of a partner
 - playing a game of basketball with your preferred hand kept behind your back
 - batting in cricket while holding the bat in one hand.

Analyse the barriers you wrote down as part of your goal-setting exercise. In what way does this information change your perspective?

2. Investigate how blind people are able to play games such as table tennis, basketball and cricket. Once you have worked it out, develop equipment that would allow you to simulate the situation. Using a number of activities, get the class to compete in the 'Disabled Games'.
 - a. Do you feel the activities helped you gain a feeling for what it would be like to have some form of disability?
 - b. Suggest how this might encourage you to overcome obstacles you might encounter in goal setting.

CHECK & CHALLENGE

1. Suggest why it is a good time management principle to identify your goals in a written format.
2. Identify barriers that prevent people from beginning and continuing exercise programs.
3. Resources are the key to a physical activity program. Evaluate resources that might be important to you if your intention was to increase your level of physical activity.
4. Use the **Dancing With the Stars** weblink in your eBookPLUS to watch the clip of Gerrard Gosens, a blind Paralympian, performing his dance routine with his partner. Describe how the physical efforts of people with a disability can be an inspiration to us.



Explore more with this weblink: [Dancing with the Stars](#)



Complete this digital doc: [Mapping your resources](#)

Searchlight ID: [doc-2549](#)



Complete this digital doc: [Analysing barriers to being active](#)

Searchlight ID: [doc-2550](#)



Complete this digital doc: [Overcoming barriers to participation](#)

Searchlight ID: [doc-2551](#)



Complete this digital doc: [Scaffolding an essay](#)

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Review

What have I learnt?

- Remaining physically active is a lifelong challenge.
- There are many types of physical activities from which to choose.
- Some people may prefer competitive activity whereas others prefer non-competitive activity.
- Group and team activities are popular, particularly in our younger years.
- There are many popular individual activities including golf, dance, abseiling, skiing, canoeing, rock climbing, swimming, cycling, surfing and running.
- Being part of a team helps to keep us fit. However, there are additional benefits including meeting new people, helping others, learning new skills, improving confidence and developing leadership.
- Recreational activity is chosen for enjoyment and satisfaction. It can be active or passive and includes many forms such as orienteering, camping and surfing.
- Regular physical activity throughout our lives is essential to maintain health and fitness.
- Initiative and challenge activities are good for team building, leadership development and problem solving.
- Many popular forms of activity such as dance and Gaelic football have considerable cultural significance.
- SMARTER is an acronym to help us remember goal-setting priorities.
- Managing time, locating resources and overcoming barriers may represent hurdles in developing and maintaining participation in an ongoing activity program. However, they should be seen as challenges rather than obstacles.

Essential question revisited

Whether it is competitive or non-competitive, individual, team, recreational or simply for health and fitness, a form of lifelong physical activity is essential for our health and wellbeing. What do I understand by lifelong physical activity and what type, or types, of activity will best suit me?

What is your viewpoint about the essential question after having studied this topic?

CHECK & CHALLENGE

1. Explain what is meant by lifelong physical activity.
2. Explain the difference between competitive and non-competitive activity.
3. Outline the benefits of non-competitive activity.
4. Describe the benefits of being in a team.
5. Use examples to describe types of recreational activity that may be suitable as lifelong activity.
6. Discuss why people participate in recreational activity.
7. Evaluate the importance of regular physical activity on health.
8. Outline the SMARTER plan for establishing regular physical activity goals.
9. Explain why identifying and locating resources is an important part of lifelong physical activity planning.
10. Describe barriers to participation that people may encounter when developing a plan for regular lifelong physical activity.

eBookplus RESOURCES



Explore more with this weblink: Safe exercise quiz

Chapter 10: Taking charge

Contents

10.1 Roles in physical activity

10.2 Official roles

10.3 Individual and team player roles

10.4 Strategies for enhancing others' enjoyment of, and participation in, physical activity

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.

10 Taking charge

Essential question

Being involved in some way in physical activity is not difficult. There is a vast array of roles from which to choose. How do we know what to choose from and if we will like it? How can our involvement benefit the wider community?



Choosing a role of responsibility is both hard work and rewarding.

SYLLABUS OUTCOMES

Major outcome

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

5.10 Adopt roles to enhance your own and others' enjoyment of physical activity.

Contributing outcome

This chapter will also help you to do the following.

5.7 Analyse influences on decision making and develop strategies to promote health and safe behaviours.

5.9 Formulate goals and apply strategies to enhance participation in lifelong physical activity.

Skills outcomes

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

5.11 Communicating Adapt and evaluate communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.

5.12 Decision making Adapt and apply decision-making processes and justify your choices in increasingly demanding contexts.

5.13 Interacting Adopt roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives.

5.14 Moving Confidently use movement to satisfy personal needs and interests.

5.15 Planning Devise, justify and implement plans that reflect a capacity to prioritise, think creatively and use resources effectively.

5.16 Problem solving Predict potential problems and develop, justify and evaluate solutions.

YOU WILL EXPLORE

10.1 Roles in physical activity

10.2 Official roles

10.3 Individual and team player roles

10.4 Strategies for enhancing others' enjoyment of, and participation in, physical activity

Review

10.1 Roles in physical activity

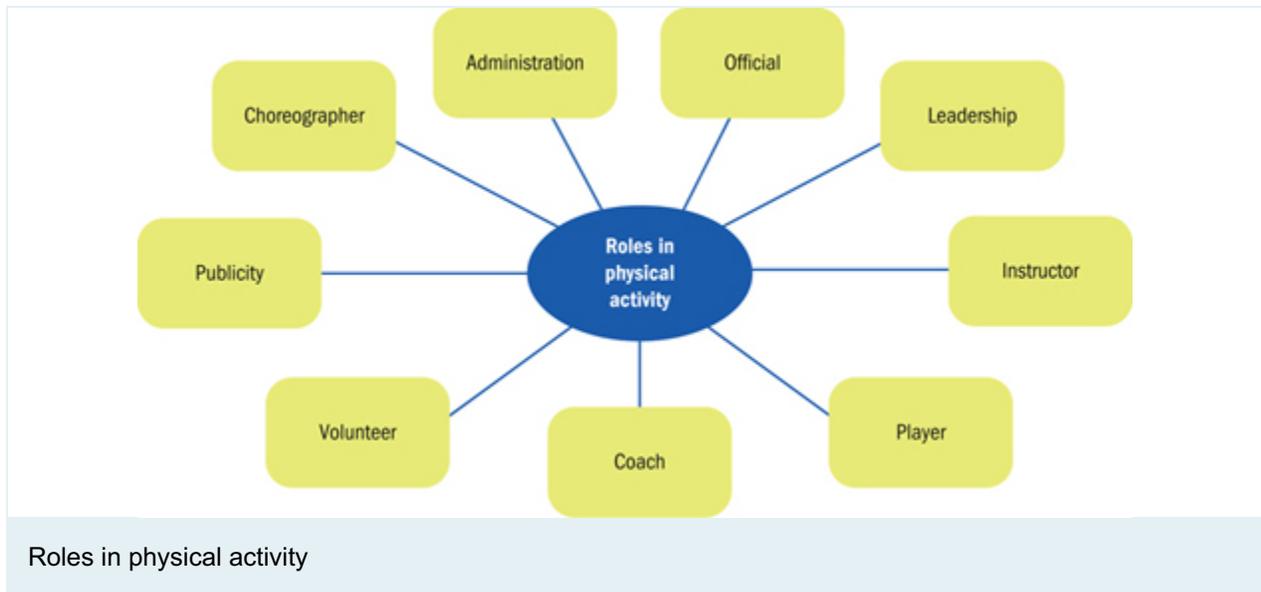
Most of us see our role in physical activity as a participant. However, there are many roles from which to choose and some may have considerable appeal.

Engage

Other than being a player, is there anything that we can do to strengthen our connection with physical activity? Most of us have been in teams and received a lot of help from coaches, referees, organisers and the like. Is there anything we can do to repay some of what we have been given? While it is important for people to step up and take on many of the roles in physical activity, the experience can in fact be quite enjoyable.

Explore

The organisation of physical activity, including major games, competitions and performances, requires considerable administration and direction. Among the more important organising roles are administrator, team official, player, coach, choreographer, and publicity and volunteer roles.



Administrators

Administrative roles relate to planning and organisation. Good administrators are able to think through ideas and anticipate the many planning problems that might arise. Depending on the size of the task, administrators may recruit assistants who help with some of the smaller chores. The administrator needs to be able to coordinate the assistants in much the same way that a team captain manages a sports team. The task requires good organisational and communication skills, and effective methods of assisting people to work productively within the timelines allocated.

Administrators work at gyms, fitness centres, pools and recreational facilities such as indoor rock climbing centres. They also operate sporting clubs, where much of the administration is concerned with promoting activities, compiling membership databases, customer service and marketing. They may also make regular inspections of equipment, deal with accounts and take care of insurance issues concerning litigation.

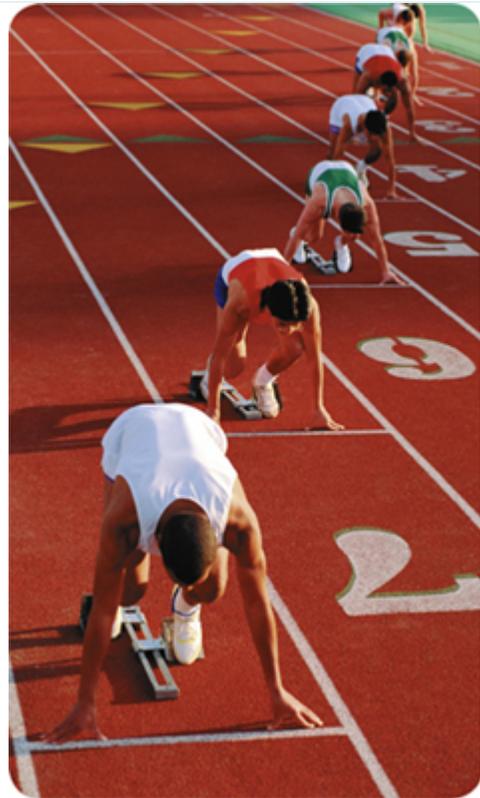


All teams need a person or people to organise them.

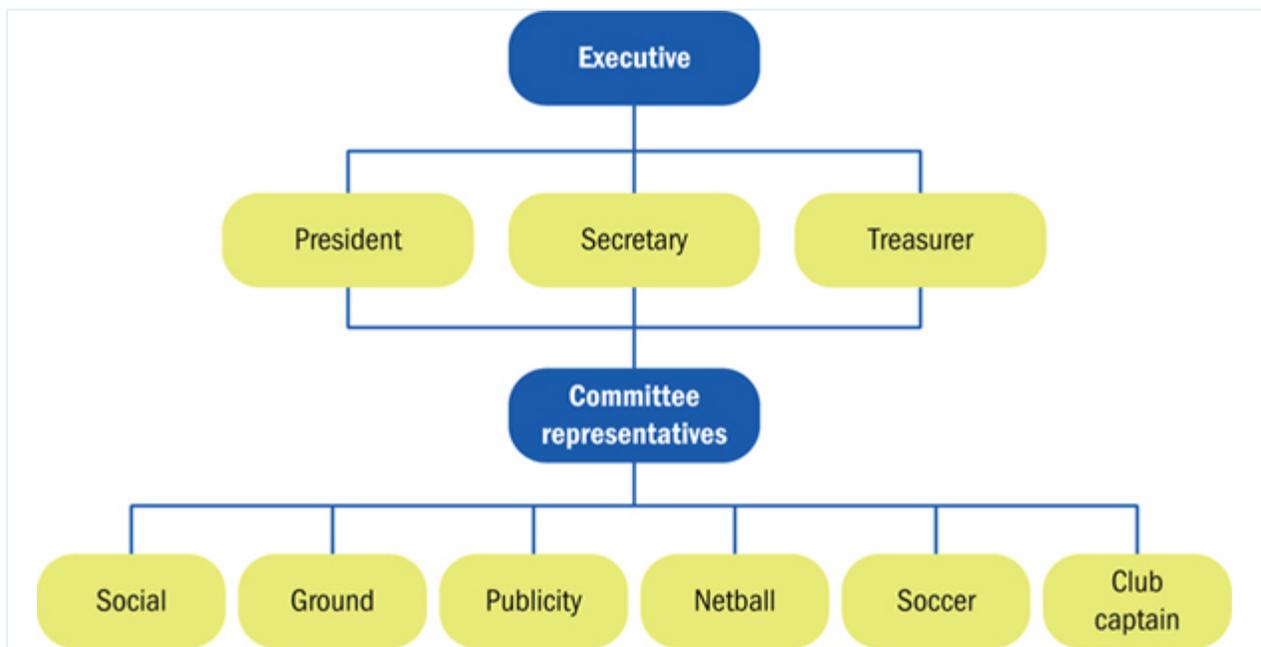
Administrators also organise major events such as fun runs, carnivals and competitions. This area of administration is commonly referred to as **event management**. To manage events competently, organisers need to be able to devise **management plans**, anticipate problems and develop solutions. Because event managers may need to recruit personnel for various tasks, they require a good understanding of the demands of the job and must be able to work with people who have varied abilities.

Administrative roles

In a sporting club organisation or association, a number of people are employed in management positions, with each person responsible for certain duties. Typical administrative roles within a club include president, secretary, treasurer, publicity officer and committee members, who usually have a grade or sport for which they are responsible. The president, secretary and treasurer are commonly known as the executive.



Athletics carnivals take a lot of planning and hard work.



The club structure

- *President* — assumes overall responsibility. The president is the club's official representative and key public relations person, who ensures all planning and budgeting is carried out according to the wishes of the majority. When the president is unable to fulfill their duties, the vice president takes over as the replacement.
- *Secretary* — the most important administrative role in the day-to-day running of the club. The secretary prepares and distributes the **agenda** for meetings in consultation with the president, and records the **minutes** at the meeting. They also send out nominations at the beginning of competitions and are responsible for all correspondence.
- *Treasurer* — responsible for the financial management of the club. The treasurer compiles the club budget for the coming year, showing expected income and expenditure, as well as being responsible for cheque books, invoices, petty cash, receipt books and the collection of fees.
- *Committee member* — could be representatives from small committees such as the match, social or grounds committee, or a delegate from a sporting organisation.

ACTIVITY

Carnival organisation

This activity can be completed using the **ProjectsPLUS** under the title Projects Plus. Organising school swimming, cross country and athletic carnivals requires similar skills to those required in the organisation of major events. Divide the class into three groups and allocate a carnival to each group. The task for each group is to draw up a management plan for the organisation of their carnival. Use the following questions as a guide in developing the plan:

1. *Who is the event for?* All students or competitors only? Who marks rolls and checks absences? When is this conducted?
2. *When will it be held?* Does it need a full day or half day? Does the date conflict with other events? Is there an alternative date in the case of wet weather?
3. *Where will it be held?* Pool, park or athletics ground? Who books the venues? What is the cost? Is it within the budget?
4. *How do we promote our event?* If there is a committee, who is on it? How do we raise awareness — assemblies, posters or notices in newsletters?
5. *How do people get there?* Buses or make their own way? Is there sufficient parking? How many people require transport to be organised? What is the cost and who collects the money?
6. *What equipment is required?* Who is responsible for equipment? Who sets up the equipment — for example, hurdles? Who takes it back?
7. *What officials are required?* An announcer, timekeeper, judges, recorders and others? What do they do and how do they learn their roles? Who checks that they are performing their roles correctly? How do results get to the recorders?

8. *What events will be conducted?* Who is responsible for the program? How many copies are required? What will the program include — times, events and records? Will it fit into the time constraints?
9. *What awards will be presented?* Age champions, house winners or record breakers? What types of award will be made and who will present these? When will the awards be presented?
10. *What happens in the case of injury?* Who will manage first aid? Is the person qualified? Is the first aid kit available and well stocked?
11. *Will canteen facilities be available?* If so, what food is available and who makes the purchases? Should the profits go to a worthwhile cause?
12. *Who takes care of the clean-up?* How will it be organised? Are sufficient bins available? Does the council need to be notified?
13. *What happens in the event of wet weather?* Would the event be cancelled or postponed? How would people be informed? What would happen with food orders?
14. *What permissions are required?* Are notes for student transport and participation essential? Is permission required for using the facilities?
Within each group, elect an event manager who organises the rest of the group into a team of officials to coordinate various roles and provide concrete responses to the questions. Coordinate the responses into a PowerPoint presentation and use it to outline your planned event to the class. Be sure to ask questions regarding any event aspects about which you are concerned or unsure.
15. What qualities would you expect to find in a good event manager?
16. How can an event manager ensure things are thoroughly planned?
17. Discuss the difficulties associated with organising major events.

CHECK & CHALLENGE

1. Explain the skills required to be an effective sports administrator.
2. Who comprises the executive of a club and what are their roles?
3. Explain how good administration can promote physical activity.
4. Have you ever considered taking a professional role in sport? Use the **Fitness careers** weblink in your eBookPLUS to find out what kinds of career opportunities are available in the fitness industry and write down five examples. Would you be interested in pursuing any of these careers?



Explore more with this weblink: Fitness careers



Complete this digital doc: [Competition organisation](#)

Searchlight ID: [doc-2553](#)



Watch this eLesson: Fit for life

Searchlight ID: [eles-0724](#)

10.2 Official roles

At this stage of our lives, most of us like to play sports and have fun. However, everything about sports, rules, refereeing, draws and the facilities are organised by officials. We need to know a little about what they do.

Engage

Some of us may have minor official roles in sport and activities even at this stage of our lives. This is commendable as official roles encompass a sense of duty and responsibility. Without the support of officials, activities either do not run or are not well organised. Many official roles are honorary with people believing that they should give back some of what the sport has given them. Have any people in official capacities helped you with your interests?

Do you feel ready to give back?

Explore

Official roles

Official roles belong to people who carry out the duties associated with conducting events or games. At a carnival, officials include timekeepers, judges, marshals, recorders and event supervisors. In games, the officials are usually referees, linespeople, scorers, timekeepers and field managers. Officials are usually appointed by the club or controlling organisation and have undergone extensive training to become familiar with the rules and management procedures.

An understanding of, and possibly the opportunity to experience, the roles of particular officials in sport can help our own and others' enjoyment of physical activity. The following provides a brief description of some official roles.

- *Referees or umpires.* These people are given the highest level of responsibility for conducting a game. They need to be knowledgeable about the rules and able to make decisions regarding their implementation.
- *Court or field managers.* These officials oversee all game operations including field marking, referee rosters, communications and recording results.
- *Sports trainers.* These people generally have a sound understanding of fitness principles, first aid and how to improve a player's condition. Their main role is to ensure players attain and then maintain the level of fitness required for the sport.
- *First aiders.* These people provide basic first aid in the case of injury, and make decisions about when injured players are able to return to play.



Field or court managers control the general operations at the venue.

DID YOU KNOW?

The judges and officials at the Ancient Greek Olympic games were permitted to whip participants caught cheating. Judges could also set fines or expel competitors for cheating, but they were renowned for their fairness.

Leadership

Many aspects of physical activity can assist with the development of leadership.

Referees, coaches, team captains, trainers, draw organisers, lines people and even canteen workers have special roles. With these roles come responsibilities and the need to organise, assist, provide advice, communicate, enforce rules and oversee regulations. It is at this level that leadership qualities are inspired and nurtured.

Leadership roles include:

- *Youth leaders* — are required in camps and recreational settings, teams, sports organisations, clubs and related activities such as adventure programs.
- *Team captains* — must be experienced and mature, and possess a good understanding of the rules of the game. They make important decisions during the game and are responsible for the conduct and behaviour of fellow players.



The leadership of the captain is important to team success.

ACTIVITIES

1 Know the rules

As part of a games unit, organise competitions in a range of games. Spend time before each game researching the rules and discussing situations in which they need to be implemented. In basketball, for example, the travel, double dribble, three-second and foul rules need to be understood to ensure a free-flowing game. Organise a roster of referees or officials for each of the games and run the competition. Develop structures that fully support the referee — for example, the exclusion of any player from a game if guilty of making a negative comment to either the referee or another player.

1. Comment on the difficulty of refereeing. How important is it that referees be given a 'fair go'?
2. How could refereeing be made more appealing to people who might be interested?

2 What I like and dislike in a team captain

Form groups that generally relate to the sports that you play. Brainstorm the qualities that you like and dislike in a team captain. Compile your thoughts into a small essay and read it to the class. Discuss the importance of these qualities to team success.

CHECK & CHALLENGE

1. Explain the role of the first aider at sporting events.
 2. Explain why it is important to have officials present at any organised sporting competition.
 3. Evaluate the importance of good leadership in team behaviour.
 4. Describe the role of the sports trainer.
 5. Use the **Australian Institute of Sport** weblink in your eBookPLUS to choose a fact sheet about your favourite sport. Use the information in the sheet to describe what you think the role of the sports trainer would be for that sport.
-



Explore more with this weblink: Australian Institute of Sport

Try out this interactivity: [Recognising roles in sport](#)

Searchlight ID: [int-2392](#)

10.3 Individual and team player roles

Throughout the many forms of physical activity, coaches, instructors, choreographers, publicity officers and volunteers can be identified.

Engage

Coaches, instructors and choreographers have very special roles because they develop skills, the foundation movements of success. Skill development may be a long and arduous task, depending on the level of achievement. During this time, these people develop close associations with players or performers and influence them in many ways, some of which will relate to character development. How have you been influenced by a coach, instructor or choreographer? How could you positively influence others in this area?

Explore

Coaches, instructors and choreographers

People may work as individuals or as team members, depending on the nature of the sport. Some teams may not work closely together but their individual effort is still immensely important. Members of a swimming relay team, for example, perform as individuals but every member's effort is vital to the overall result. In other games, such as basketball and touch football, team members rely more on the performance of the player closest to them during the game. A poor pass or kick to a fellow team player, for example, can result in a lost opportunity for a try, basket or goal.



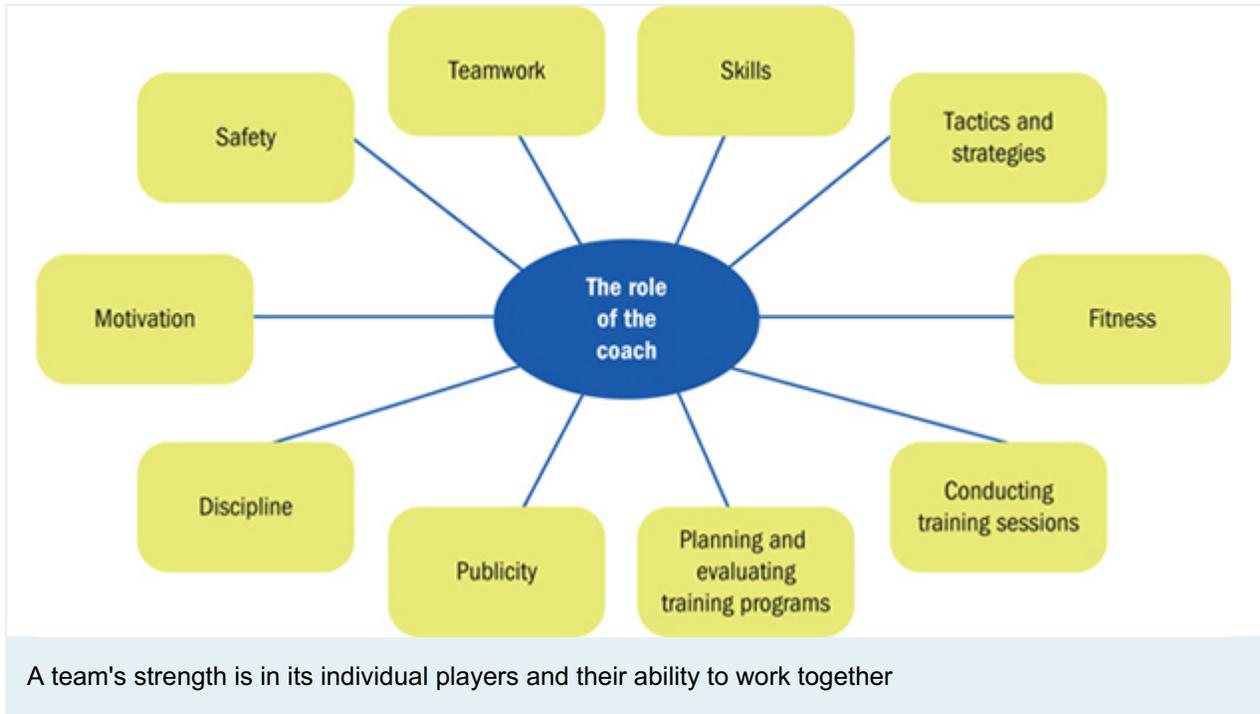
A team's strength is in its individual players and their ability to work together.

HEALTH FACT

In 1971, *The Sun-Herald City2Surf* began with 2107 entrants, of which only 2% were female. In 2006, more women entered the event than men for the first and only time in the event's history. In 2008, a record \$1.25 million was raised for charity. *The Sun-Herald City2Surf* was the biggest road run in the world in 2009, with a sold-out field of 75 000 participants.

The coach

The coach is responsible for developing the individual skills, attitudes and expectations of players in both team games and individual sports. Good coaches have a passion for the task. They do not need to be elite athletes themselves, but must have a good understanding of the game and be able to communicate their ideas and inspire the players. Coaches have the most important role in team development. The role of the coach can be seen in the following figure.



Instructor

The role of the instructor is somewhat different from that of the coach. Whereas coaches prepare players for events and teams for competitions (usually over an extended period of time), the instructor provides a single lesson or sequence of lessons for a specific purpose. A golfer who is experiencing difficulty with part of their swing, for example, may seek advice from a professional who provides a golf lesson. Gymnastic and aerobic instructors and fitness trainers provide teaching or tuition in specific areas of a sport or activity. Most people who begin skiing, for example, benefit from one or a number of lessons to assist with balance, control and manoeuvring the skis.



An instructor provides specific information, tutoring or training.

DID YOU KNOW?

The Australian Institute of Sport (AIS) has sport physiologists who provide expert assistance and advice to athletes and coaches to enhance sporting performance. The physiologists perform routine exercise tests for AIS athletes and national sporting teams. The tests determine an athlete's oxygen uptake, anaerobic threshold, peak power, time to exhaustion, agility, acceleration, flexibility and sprint times.

Choreographer

Choreography takes in the elements of coaching and instructing and applies them to the dance or performance setting. The role of the choreographer is to plan, direct, improvise, watch and evaluate movement. Choreographers, being specialists in the area of dance and performance, sometimes work in television, film and theatre. In a single dance item, the choreographer designs the entire performance and coordinates technical elements such as lights, music, costumes, sets, props and sound. Choreographers need to be able to work with producers, artistic directors and costume designers to ensure technical aspects of the performance are properly integrated and linked to the theme.



Choreography is the art of making or designing dance or performances.

Publicity officer

The role of publicity officer is a specialised one that relates to the promotion of an activity. This role frequently provides an opportunity for people who are no longer able to play or who like to be involved but do not possess the required skill. The scope of a publicity officer usually involves:

- promoting the club or team within the community
- organising the design and distribution of brochures
- providing reports on games
- keeping results and records.



High-profile sportspeople and teams require media and publicity officers to take on marketing and promotion roles.

Volunteers



The events of sporting clubs cannot be conducted successfully without the services of the volunteers.



Part of the fun of community running events is dressing up.

Volunteers play an important role in the functioning of clubs and similar organisations. They may be members or friends of the club who choose to give their time, skill and experience. There are many roles for volunteers, including public relations, fundraising, first aid, social functions, uniform cleaning, maintenance, spectator supervision or perhaps car park patrols.

ACTIVITIES

1 Join the team

Within the class or across a number of classes, organise a competition in a team sport. Play a number of short games and, following each game, rotate roles between coach, team member, referee and organiser.

1. Which role did you enjoy most?
2. Which role was the most demanding? Why?
3. Identify your own skills and talents that relate to each role. Can you see a pathway along which you would prefer to progress?
4. Comment on how your relationships with others changed according to your role.

2 You become the instructor

Choose an area in which you think you would be able to provide some instruction. Examples may include the tennis serve, basketball shooting, golf swing, javelin throwing, fitness evaluation, breaststroke or volleyball serve. Use the library or internet to develop a sound knowledge base and find an area to practise your skill.



Divide the class into pairs and organise an instruction session where you teach your skill and, in return, you are taught. The instruction session must include an explanation of the skill, situations in which it can be practised, evaluation and some drills that can be used for home training. Use palm cards or a clipboard to help you remember your skills, drills and information. Focus on trying to improve the way in which the skill is performed.

1. Communication is obviously an important element in good instructing. Suggest how communication between instructor and client can be improved.
2. Suggest a range of activities or sports for which you would find instructors.
3. Choose one sport or activity. Comment on how instructors can make the sport or activity more enjoyable for their clients.

3 Be a sports reporter

You apply for a job in the local newspaper as a sports writer. The editor would like to see some of your work and sends you to a sports game. Your column length is 500 words and your article needs to have a catchy heading. The editor explains that what you write must apply to the game, but not be a 'ball by ball' description of it. Ideally, the article should highlight an issue and use the game as a 'springboard' into that issue. Write your article and read it to the class. Discuss how positive publicity can promote physical activity and encourage people to try something new.

CHECK & CHALLENGE

1. Outline the difference between a coach and a choreographer.
2. Using skiing or golf as an example, explain the role of the instructor.
3. Explain why adults and senior people are often willing volunteers for major sporting events.
4. Explain how the media can be used to enhance enjoyment of physical activity.
5. Describe how the internet could become a valuable tool for a club publicity officer.
6. Use the **Volunteers in sport** weblink in your eBookPLUS to view the clip 'Volunteers at the Special Olympics'. Suggest how the volunteer can increase the enjoyment of physical activity for others. What activities could you volunteer for in your local area?

eBookplus RESOURCES



Explore more with this weblink: [Volunteers in sport](#)



Complete this digital doc: [Team player roles](#)

Searchlight ID: [doc-2554](#)



Complete this digital doc: [Ethics in sport](#)

Searchlight ID: [doc-2555](#)



Complete this digital doc: [Research — the making of choreographers](#)

Searchlight ID: [doc-2556](#)



Try out this interactivity: [Coaching styles](#)

Searchlight ID: [int-2393](#)



Watch this eLesson: [Personal training](#)

Searchlight ID: [eles-0765](#)

10.4 Strategies for enhancing others' enjoyment of, and participation in, physical activity

There are many ways of enhancing others' enjoyment of physical activity including raising awareness, establishing policy and identifying support structures.

Engage

How do we bring physical activity to the forefront and raise its profile in the minds of busy people? How do we make activity an enjoyable and invigorating part of life to the extent that we want to do it?

One method that the Australian Government uses to promote National Youth Week is by using ambassadors. Use the **National Youth Week** weblink in your eBookPLUS to watch the video of Melissa Wu, Ambassador for National Youth Week 2009. Reflect on her role in encouraging physical activity: what would you do if you held her position?

eBookplus RESOURCES



Explore more with this weblink: National Youth Week

Explore

Promoting physical activity

Throughout each day there is competition for the use of people's time: demands made by school or work, the need for rest and sleep, and the attraction of passive recreational interests consume a lot of our available moments. If we find the opportunity for planned physical activity, it is often at the end of the day when we are more likely to feel tired, lethargic and not in the mood to be active and enterprising. Some strategies such as raising awareness, building policy and identifying needs and support structures can provide the basis of a solid **action plan**.

The most important part of elevating interest in physical activity is to raise awareness of its significance. If people are unaware of the value of activity to health and wellbeing, they may choose not to be involved.

The following information is a list of ideas and strategies to help raise awareness about how others could enjoy physical activity:



High-profile sportspeople can encourage others to embrace the benefits of physical activity.

- *Publicise activity.* Posters, articles, flyers and noticeboards are all ways of telling people about activities and encouraging them to be involved. The next time you go into a gym or fitness facility, observe the noticeboards and note how people communicate their messages.
- *Promote activity as fun.* Always depict activity as being fun, interesting and something in which everybody should be involved.
- *Promote health concerns.* Inform people about activity issues such as the correct amount of exercise to do in a day and creative ways of achieving this goal.
- *Promote stress relief.* Promote physical activity as stress relieving, invigorating, full of variety and able to cater to different lifestyles.
- *Promote challenge.* Present activity as a form of challenge. Appeal to people's sense of daring, excitement and contest. Many recreational activities contribute to these.

- *Advertise.* Place advertisements in newspapers or use other forms of the media to promote your message. Current affairs programs are frequently used to make people aware of the consequences of lack of activity, such as obesity.
- *Involve high-profile people.* Engage high-profile sportspeople to talk at assemblies or other functions about their achievements. Invite people concerned with health, such as doctors, physiotherapists, sport coaches and trainers, to address groups about the benefits of activity to health.
- *Use positive role modelling.* Be involved yourself and show people that you enjoy what you do.
- *Communicate with enthusiasm.* Feelings are contagious. If you are passionate about what you do, you might find that others want to share your enjoyment.
- *Be an activity organiser.* Be energetically involved in the organisation of events such as fun runs that provide an opportunity to become active in a non-threatening way.

HEALTH FACT

The Premier's Secondary School Sporting Challenge encourages young people to engage in sport and physical activity to develop healthy and active lifestyles. It involves a ten-week challenge in teams of up to twelve, where students accumulate time spent participating in a range of physical pursuits at school and in their own time. Participants receive an award based on the amount of time they have accumulated in physical activity over the duration of the challenge.

Establishing policy

Policies relate to the way that things need to be done. In the classroom, we may be familiar with a policy of no eating or refraining from talking while others are speaking. Policies are simple statements that tell people what is and is not allowed. In this way, they provide a framework in which we can operate in a cooperative manner, with each person being aware of what is required. Where policy is very important, it becomes law and may have penalties attached if it is not followed correctly — for example, a bicycle rider must wear a helmet while riding on the road.

Like the classroom and other places, policies can also relate to physical activity. In schools, some policies may restrict physical activity (no running in certain areas) or encourage forms of physical activity (after school training and competitions). A simple way of adapting policy to encourage physical activity would be to make venues for activity more accessible and the environment more encouraging. A school with an equipped gymnasium and well maintained playing fields is likely to have more students participating in physical activity than a school with fewer facilities.

In schools, policies that relate to activity need to:

- emphasise knowledge and skills that promote lifetime physical activity
- help adolescents make the transition to an active adult lifestyle
- devote adequate time to engaging in physical activity that is fun and has a strong skill base

- allocate time to involvement in activity that ranges from moderate to vigorous
- meet the needs of all students, especially those who are not athletically gifted
- engage the whole person, not only physical aspects, but also social and mental
- actively teach cooperation, fair play and responsible participation in physical activity
- take into account gender and cultural differences in students' interests
- provide a motivating, stimulating learning environment, where mistakes are seen only as part of the learning process.

Accessing support structures

Many support structures are available for people to access information, suggestions and guidance. People also need to be aware of campaigns that are promoted by government and private organisations to address specific community problems. The following are support structures readily available on the internet.

Aussie Sports. This organisation was developed in response to a feeling that many sports were out of touch with children, who were seen as 'little adults'. Many children were playing on adult courts (high netball and basketball rings) and grounds (full football and soccer dimensions). This group aims to make learning physical skills fun to children by teaching them to work as a team, using equipment appropriate to their size and giving everyone a 'fair go'. Examples of popular Aussie sports are 'rooball' (soccer), 'kanga cricket' and 'mini touch'.

Australian Sports Commission. The home page on the commission's website provides access to a wealth of articles and information that would be of interest to people keen to find out more about a particular aspect of sport.

Coaching in Australia. The Coaching in Australia website provides information about how to become a coach, the national accreditation scheme, elite coaching and many other coaching topics.

NSW Department of Tourism, Sport and Recreation. This New South Wales government department is committed to providing and facilitating a diverse range of services to improve quality of life.

Private organisations. With some investigation, a list of private organisations in the local area can be located, such as squash courts, golf courses, aquatics centres, tennis, football, surfing and sailing clubs, and specific fitness organisations.

Local councils. These usually have representatives who organise and promote the use of community sporting and recreation facilities such as public swimming pools, parks, gardens and grounds.

Play by the Rules. The website for this organisation provides information on how to prevent and deal with inappropriate behaviour, including discrimination, harassment, favouritism, bias and forms of abuse. It targets sports administrators, club managers, coaches, umpires, referees and participants in sport or recreational activities.

Support structures available online

Some communities experience a greater need than others for programs that encourage physical activities. Some groups experience health problems that may directly relate to a lack of physical activity — for example, obesity, depression, drug-related problems, high blood pressure, stress, arthritis and adult onset diabetes.

If communities can identify health problems that relate to lack of exercise, they can formulate strategies to address the problem. The local hospital or health centre is often able to provide statistics and information that relate directly to health problems in local areas.

DID YOU KNOW?

Your local council is a significant resource for sporting associations. Your club may lease facilities from the council. The council may also provide advice and support for your club; they may have funds to enhance development of facilities and they may have a sport and recreation committee which provides clubs with an opportunity to shape council sport and recreation policies.

ACTIVITIES

1 Awareness strategies

In small groups, discuss and add to the list of awareness strategies outlined in this lesson. Then allocate three strategies to each group for close examination. The group task is to develop ways of enhancing the enjoyment of physical activity for other students throughout the school. Collate the strategies into a class action plan and trial it within the school environment. At a later date, evaluate your success.

2 Posters

Have each class member select a physical activity — for example, rock climbing, jogging or cycling. Try to cover a wide range of different activities across the class. Design a poster that promotes that physical activity. Use desktop publishing with images from an image bank, or use cardboard and clippings from magazines. Place the posters around the classroom walls and evaluate each in terms of appeal. Comment on whether you are now more aware of what different activities are on offer.

3 Developing an action plan

Divide the class into three groups. Each group designs and conducts an action plan that aims to increase participation and enjoyment of physical activity:

- group 1: action plan for the school
- group 2: action plan for a workplace (bank, factory, industry)
- group 3: action plan for a community (local area).
The action plan must:
 - a. identify the need for physical activity (health concerns, obesity)
 - b. outline how awareness will be raised
 - c. decide on policy that provides direction on how the problems will be addressed
 - d. identify areas of support

- e. formulate a plan of action
- f. suggest how the plan will be evaluated.

Each group formulates its ideas and presents its action plan using a PowerPoint presentation. Use the following questions to evaluate each PowerPoint action plan presentation.

1. What is the value of each plan according to its functionality (that is, how it will work)?
2. Does the plan address the problems?
3. Will people become sufficiently aware of the problems? Why?
4. Were all areas of support identified — physical (grounds), knowledge (internet, books), personnel (fitness trainers, doctors)? Should other areas be included?
5. Were roles identified for implementing the plan (that is, who will do what)?
6. Will there be ongoing evaluation to address minor problems as they arise?
7. How important is proper planning to the success of action plans such as these?

CHECK & CHALLENGE

1. Explain why people who work in institutions that cater for exercise programs need policies.
2. Identify and explain the key components of an action plan that could be used to increase participation and enjoyment in physical activity.
3. Evaluate the importance of awareness raising in the success of an action plan.
4. Describe two support structures that might be helpful in providing information about various forms of physical activity in Australia.
5. Use the **Lunchtime legends** weblink in your eBookPLUS to find out about physical activity plans for adults who work full time. Devise a brief physical activity plan for your year level at school.

eBookplus RESOURCES



Explore more with this weblink: Lunchtime legends



Complete this digital doc: [One body, one lifetime: two reasons to take care](#)

Searchlight ID: [doc-2557](#)

Review

What have I learnt?

- Roles in physical activity include official, instructor, player, coach, volunteer, publicity officer, choreographer and administrator.
- Administrative roles relate to planning and organisation. They often involve attendance at sports meetings where a number of important roles such as president and secretary are available.
- Official roles have more to do with actual running of competitions. Referees and field managers are examples of official roles.
- Team captains have an important leadership role to play.
- Coaches usually come from the ranks of players and need to have a passion for the game and the task at hand.
- Some activities such as tennis and skiing require instructors. People in these positions may attract remuneration.
- Choreographers are important in the design of dance, aerobic and some gymnastic type performances.
- Volunteers play an important role in assisting the running of major sporting events.
- We need to take advantage of opportunities to actively promote involvement in physical activity. There are a number of ways of doing this, but we should be equipped with a solid action plan.
- Policies are simple statements that relate to what is and what is not allowed. They are applied to all levels of physical activity, including facilities and safety.
- There are many support structures available from which we can access information and guidance. Aussie Sports is one such organisation.

Essential question revisited

Being involved in some way in physical activity is not that difficult. There is a vast array of roles from which to choose. How do we know what to choose from and if we will like it? How can our involvement benefit the wider community?

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

CHECK & CHALLENGE

1. In relation to a team sport with which you are familiar, explain the role of the coach.
2. Describe the role of administrators in event management.
3. Briefly outline the various roles of people on a sports committee.
4. Choose any sport. What do you understand by the role of the referee in that sport?
5. Investigate and compare two roles in sport that require leadership. Explain the differences between the requirements of each.
6. Explain the role of the choreographer.
7. Choose any event that requires volunteers. Explain their role and suggest how the event organisers would manage if volunteers were not available.
8. Identify ways of raising awareness of, and elevating interest in, physical activity.
9. What is an action plan? How can it help promote physical activity to people who would benefit.
10. The Sydney Running Festival is an annual event which attracts thousands of entrants. Use the **Sydney Marathon** weblink in your eBookPLUS. Create a mind map of the various sectors of the community who can get involved in this event. Discuss the range of benefits of this event to individuals and communities.

eBookplus RESOURCES



Explore more with this weblink: [Sydney Marathon](#)

Projects Plus: Organising a sports competition

projectsplus

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Collaborate on this ProjectsPLUS: [Organising a sports competition](#)

Search ID: [pro-0064](#)

Scenario

Our new sports program wants more students involved in organising the sporting competitions. Being part of the sporting culture is so important at our school and to your house team — we need you to be involved.

Your task

Your group has been appointed to manage a sports competition within your school. As a group you are responsible for organising, promoting and conducting the competition. With your teacher decide if your group will manage a lunchtime sporting competition, or assist with an existing sporting event for the school, such as a swimming carnival or athletics day. For this task you will need to work in a group of at least six people.



SUGGESTED SOFTWARE

- ProjectsPLUS
- Word Processing
- PowerPoint
- Photoshop
- Microsoft Publisher

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. Save your settings and the project will be launched.

- Navigate to your Research Forum. Here you will find a number of pre-loaded topics that you may need to research in order to organise a sporting event. These include 'Roles and responsibilities in sport,' 'Rules of the game,' 'Organising a sports competition' and 'Running the event.' You may also add other research topics that you think may help you in your task.
- In your group there are many decisions you will need to make. As a group determine what competition within the school calendar or a new competition at lunchtime you could organise. Decide who will be involved in your competition and select an appropriate sport to play — you might want to poll the students as to their preferences. Decide on when and where the competition will be held. You will probably need to liaise with the teachers to arrange these details. Determine how many teams can enter your competition and the length of time it will run for. Each group member needs to be involved in all areas of the competition. This includes coaching, refereeing, being team captain, time-keeper, team manager and crowd control. Don't forget fans and reporters can watch the competition! Make notes of reminders, tips or reflections as the project moves ahead. Enter the information that you find as articles under your topics in the Research Forum. You should find at least two sources (other than the text book) to help you discover information and advice about running a sporting competition. You can view and comment on other group members' articles and rate the information that they have entered.

- There are three parts to this project; promotion, organisation and awards. Use **Photoshop**, **Word** and **Microsoft Publisher** to develop your advertisement and organisation templates, and competition awards. Visit your Media Centre to find images you may like to incorporate into your advertisements or competition awards.

Promotion. As a group promote your sports competition. Your mission is to make people participate in the sporting competition. You could make posters, newsletters or create and participate in assembly presentations

Organisation. As a group organise how the competition will run. Assign members in your group different roles such as umpires, scorers, time-keepers and recorders. These roles will require some notes or templates to be used on the day. Use **Word** to create templates or lists. You might need sign-up sheets, equipment lists, schedules and templates to record results. If you are doing a lunch-time activity, once entries have been received, organise and publish a sports draw — either round robin or a knock out competition. If you are in charge of team morale for a school event you want to create banners or chants to cheer on the competitors.

Awards. Promoting a sporting culture never ends. At the conclusion of the competition you should have some kind of award ceremony or presentation. This could be at your school assembly or a notice in the school newsletter. Use **Photoshop**, **Word**, **Microsoft Publisher**, or **PowerPoint** to share the sporting news to your school. You could give out awards or certificates. Remember to recognise all those who participated, not only those who won. In your report, include such things as:



- The number of teams and students who took part
- Details of the draw (include a copy of your notes)
- Roles and responsibilities that needed to be undertaken in order to conduct the sporting competition.
- Outline any problems or difficulties your group faced and what you did to overcome these problems.
- Include in your presentation any photos or video footage you make have taken during the competition.
- Print the Research Report from your ProjectPlus Research Form and hand this in to complete your project.



MEDIA CENTRE



Your Media Centre contains:

- a video outlining organisational tasks for a competitive event
- templates to help you organise your plans and record keeping
- images for your advertisement or competition awards
- an assessment rubric.

GLOSSARY

absorbing a force to assimilate or soak up a force so it does not cause injury to body structures such as muscle and joints

action plan a design or blueprint that outlines a procedure for implementing an important strategy — in this case, participation in physical activity

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

active recreation an activity that requires a considerable expenditure of energy — for example, cycling

advocacy the act of championing or arguing for a particular issue or cause

advocating diversity actively promoting the interests of the diverse groups that exist in our society

aerobic activity that is sustained, thus strengthening the heart and lungs

aesthetic appreciation the way we make judgements based on our thoughts and perceptions about what we have experienced

affirmative strategies positive ways of handling a situation

agenda lists the items of business and their order for discussion at the meeting

anger a strong feeling of displeasure or antagonism towards someone or something

anticipation our ability to predict whether a particular action will occur

anxiety an unpleasant state of uneasiness or worry

applied forces that we apply to surfaces with which we are in contact, such as running tracks, dance floors and the water in swimming pools

appreciation involves making informed judgements using certain tools such as observation or analysis

assertive self assured; able to ask for what one wants in a respectful way; stating a feeling, belief or opinion clearly and confidently

AVO a court order placing certain restrictions on a potentially offending party

balance the ability to control equilibrium while we are stationary or moving

base of support the parts of the body (or object) in contact with the ground and the area between these supporting parts

binge drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days

biomechanics the study of the mechanics of human performance

blood alcohol concentration (BAC) measures the weight of alcohol (in grams) in a 100 millilitre sample of blood

body in this context refers to a person or an object such as a javelin

body awareness the ability of the mind to know what is required of the trunk and limbs, and to be conscious of how a movement is being performed

body control the ability to coordinate movements with precision

body image the mental picture that you have of what you look like and how you feel about your body

carcinogens cancer causing agents

centre of gravity the point at which all weight is evenly distributed, enabling the body or object to be balanced

choreographer the person who is responsible for the design of movements and routines

choreography takes in the elements of coaching and instructing and applies them to the dance or performance setting

closed skills performed in a relatively stable environment

community empowerment when individuals and organisations work together to address an identified problem

competitive activity has a focus on winning and may be organised on a team or individual basis

compositions linking together sequences of movement to make something significant and purpose driven

confidentiality a patient's right to have the information they have given to their health professional kept private

connectedness a sense of belonging and attachment we feel towards various people or groups that play a significant role in our lives

consensual a person has given their permission or consent

contraception any method or device that prevents conception and, therefore, a pregnancy

coping the thoughts, feelings and actions we use to manage concerns and problems

criteria standards or rules that are used to evaluate a performance

critical literacy the ability to read critically to determine the meaning of information, understand why the information has been created and analyse how it has been presented

culpable driving a vehicle in a dangerous manner that results in a person being seriously injured or killed

date violence any intentional sexual, physical or psychological attack on one partner by the other in a dating relationship

de facto existing, but not legally recognised

defensive strategy involves using tactics or moves to prevent a try, goal, home run or point being scored against your team

depression a state in which a person has feelings of intense sadness over a period of time

dieting manipulating food intake to achieve a desired outcome

dimension the size of the space in which we are working

direct discrimination when a person is treated less favourably in an obvious way, on any of the grounds listed under the Anti-Discrimination Act

direction the path being taken by the movement

discrimination treating someone unfairly or 'less favourably' because they happen to belong to a particular group of people

disengage to withdraw from or be passive in life

diversity dissimilarity or the condition of being different; 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

domestic violence an abuse of power, in most cases by men against women, within an intimate relationship or between former partners

dynamic balance maintaining balance while the body is in motion

dynamics the force and flow of movement

eating disorder the term used to describe an illness involving unhealthy eating patterns and a distorted perception of body shape and size like anorexia nervosa and bulimia nervosa

empathy having an understanding of how another person is feeling

engage to be active in creating a happy and meaningful life

equilibrium a state that arises from our senses about the position and balance of our body

event management is the organisation and coordination of large scale events such as fun runs and music festivals

external feedback comments and advice you receive from others, such as a coach

external forces forces that originate from outside the body — for example, gravity

externally paced skills performed at a pace or tempo that is determined by someone or something else, such as a bowler to a batter in cricket or music to the dancer

fad diet a type of diet that promises rapid weight loss in a short period of time

feedback information received about the performance

force the push or pull acting on a body

form the structured shape or organisation of the composition

formations involve groups of players or dancers in positions with a specific purpose

friction develops when two objects rub together

gender stereotypes beliefs about how a person should act, dress or behave based on gender

general practitioner a doctor trained to deal with a wide range of health problems and issues

glucose is the body's major energy source for high intensity work

goal setting the act of listing intentions and targets in an organised, achievable format

goals a purpose that a person directs effort towards — for example, improving fitness

grief a natural process that people experience following a significant loss

harassment any form of behaviour that you do not want, or that offends, humiliates or intimidates you

improvise to explore movement and create variations with the aim of improving the way it is done

inclusive using language and behaviours that don't make others feel isolated or inferior

indirect discrimination when a rule, practice or policy that is the same for everyone has an unequal effect on or result for a person or a group of people

individual empowerment an individual's ability to make decisions about, or to have control over, their health and life

inequity lack of equality

informed consent the considered decision you make about your health treatment — it requires that you are fully informed about all treatment options and risks before making a decision

interdependent individual factors have the potential to have an impact on or influence each other

internal feedback arises from the performer's feel of the movement

internal forces that develop when muscles contract (shorten) and pull on bones to produce movement

kilojoule a unit of energy used to measure how much energy food contains and how much energy is used during various activities

kinesthetic sense the sense that detects movement, body weight and body position

learning environment the physical and social environment in which skills are learnt and developed through practice

levels the height of movement in a space or shape

management plan a strategy that itemises all the tasks that need to be addressed and suggests ways in which they can be accomplished

mass is the quantity of matter of which a body is composed. It is slightly different from weight in that it remains constant, whereas weight is affected by gravity.

mental illness a term to describe a group of more serious or long-lasting mental health problems

mental practice visualising a movement and practising it in the mind

minutes the record of what has been discussed and decided at the meeting

momentum the quantity of motion that a body displays

monogamous to have a sexual relationship with only one person

movement skill the proficiency with which we execute movement in all types of physical activity

negotiation listening to and understanding both people's opinions and points of view, and working towards a compromise that is a win-win situation for both people

non-competitive activity has a focus on enjoyment or fitness or improving our health rather than gaining superiority

non-psychotic illness a mental illness in which a person's feelings become so extreme and overwhelming that they find it difficult to participate in daily life

object manipulation the ability to move and control an object

objective relying on things we can measure

offensive strategy involves tactics or moves to score a try, goal, run or point

open skills skills performed in an environment that is constantly changing

passive recreation involves little exertion, but is generally sustained — for example, reading or fishing

patterns the imaginary lines that a body makes when moving in space

performance the result of blending sequences and compositions into something larger that is entertaining to watch

planning the act of designing or mapping out what we intend to do

policies simple statements that tell people what is and is not allowed

polydrug use using more than one drug at a time

prejudices unfavourable opinions or feelings formed without reason, knowledge or thought

protective factors things that prevent or reduce the chances of something we don't want happening to us

psychotic illness a mental illness that impairs a person's sense of reality

purpose the reason or motive that inspired the development of a composition

put down a comment, attitude or behaviour that is intended to make another person feel bad

reaction forces forces that are transmitted from the surface back through the body's point of contact

recreational activity an activity chosen for enjoyment and self-satisfaction

relationship breakdown a connection or association breaking up

relationships using movement to develop a bond with other people, objects and your setting

resilience the ability to learn from difficulties and bounce back following misfortune

responsibility meeting your obligations towards yourself and others

rhythm a characteristic of activity that is smooth, fluent and often repetitive

road rage aggressive or violent behaviour towards motorists or pedestrians while driving

rules and regulations policies, laws and guidelines that promote fair play and enhance safety in sport

safe environments grounds, equipment and facilities being safe to use

self-esteem how much we value or accept ourselves for who and what we are

self-paced skills learnt at a pace that is completely controlled by the learner

self-talk the thoughts that people have about themselves and their lives

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 assault includes any sexual activity carried out against the will of the victim by coercion, intimidation or the use of violence, even if the activity did not end in penetration

sexually transmitted infection (STI) an infection that is transmitted through sexual activity

shape the positioning of the body or a group of bodies in space

sociocultural factors factors that have an impact on people's ability to make positive decisions about their health including their family, peer group, gender and culture

socioeconomic status a person's overall social position or standing

space the area around us where movement is taking place

stability the ability to maintain a current state or position

standard drink any drink that contains 10 grams of alcohol

static balance maintaining a balanced position while not moving

stigma a mark of shame or disapproval given to a group of people by society, which labels them less worthy of respect and support than others

stimulus anything that increases activity or energy

stress a natural state that focuses us on a task or deadline but becomes negative when we feel we are unable to cope with the demands placed on us

subjective relying on feeling and impressions to form opinions

subskill a small part of a skill; for example, the toss is part of the skill of serving in tennis

support networks include people you can rely on for information, advice and assistance

technique the method used to perform a skill or movement

timing relates to when certain movements occur within a pattern or the use of the body in relation to time; the way in which parts of a movement flow together

transfer suggests that we apply what we already know when we develop a new skill, movement or situation

transgender the term given to people who live or seek to live as a member of the opposite gender (sex) to their birth gender

transitions smaller parts or moves that may be necessary to join one sequence to another

vilification any act that happens publicly, as opposed to privately, and that could incite others to hate, have serious contempt for, or severely ridicule a person or group of people