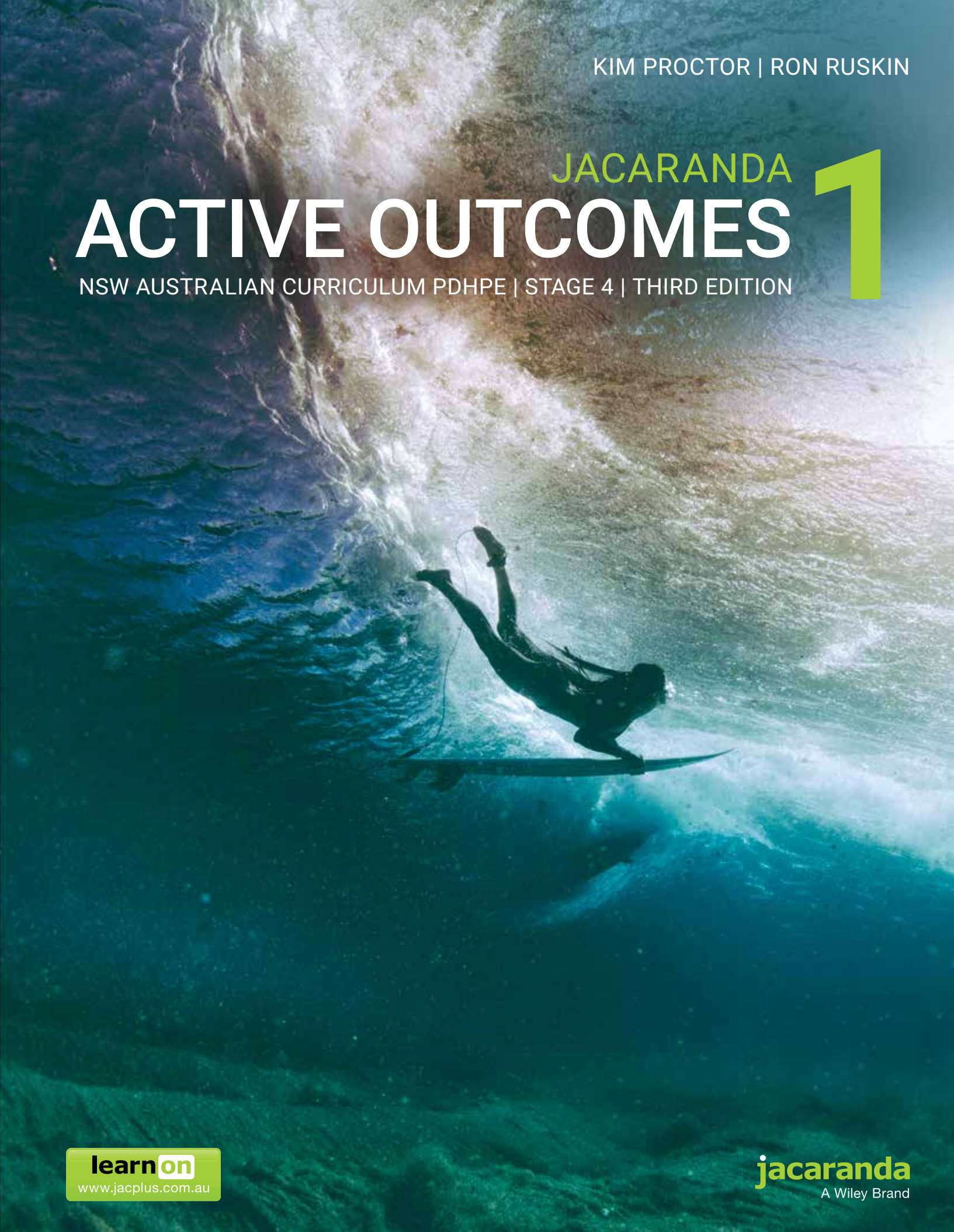
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JACARANDA

ACTIVE OUTCOMES 1

NSW AUSTRALIAN CURRICULUM PDHPE | STAGE 4 | THIRD EDITION



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NSW AUSTRALIAN CURRICULUM PDHPE | STAGE 4 | THIRD EDITION

KIM PROCTOR

RON RUSKIN

CONTRIBUTING AUTHORS

Erinn McMahon | Stephanie Richardson

Monique Sharp | Peter Harris | Martin Shipley

jacaranda

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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.

It is recommended that teachers should first preview resources on Indigenous topics in relation to their suitability for the class level or situation. It is also suggested that Indigenous parents or community members be invited to help assess the resources to be shown to Indigenous children. At all times the guidelines laid down by the relevant educational authorities should be followed.

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HOW TO USE

the *Jacaranda Active Outcomes* resource suite

At Jacaranda, we are deeply committed to the ideal that learning brings life-changing benefits to all students. By continuing to provide resources of exceptional and proven quality, we ensure that all NSW PDHPE students have the best opportunity to excel and to realise their full potential.

Jacaranda Active Outcomes 1 NSW Ac PDHPE Stage 4, Third Edition comprehensively covers the requirements of the NSW PDHPE 7–10 Syllabus (2018):

- provides an activity-rich, inquiry-based approach to engage, challenge and reward students of all abilities
- develops and enhances students' knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives
- builds students' confidence to access, understand and use health information and services
- values the development of movement skills and concepts for confident and competent life-long participation in physical activities.

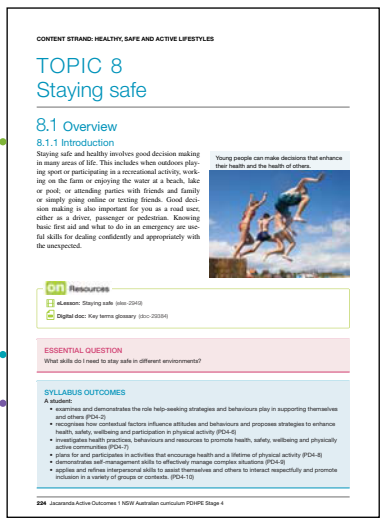
Jacaranda Active Outcomes is available in a range of format options to allow teachers to teach their class their way:

- learnON, an immersive new eBook where everything is in one place for a dynamic and uninterrupted learning experience
- eBookPLUS, an electronic version of the text and complimentary set of targeted digital resources
- the iPad app, which provides online and offline to content and digital resources
- PDFs of the full text, and all topics for use online and offline
- the printed textbook, with free digital codes inside to access eBookPLUS and learnON.

Each topic begins with an introduction, including an **eLesson video** that grabs students' attention, providing a snapshot of what the topic is about and providing a clear starting point for the topic.

An **essential question** is designed to guide and frame the syllabus content and set the scene for your inquiry through each topic.

Syllabus mapping indicates the **learning outcomes** and **content descriptors** that are covered in each topic.


CONTENT STRAND: HEALTHY, SAFE AND ACTIVE LIFESTYLES

TOPIC 8
Staying safe

8.1 Overview

8.1.1 Introduction

Staying safe and healthy involves good decision making in many areas of life. This includes when outdoors playing sport or participating in a recreational activity, working on the farm or enjoying the water at a beach, lake or pool; or attending parties with friends and family or simply going online or texting friends. Good decision making is also important for you as a road user, either as a driver, passenger or pedestrian. Knowing basic first aid and what to do in an emergency are useful skills for dealing confidently and appropriately with the unexpected.

Young people can make decisions that enhance their health and the health of others.

On Resources

eLesson: Staying safe (eles-2949)

Digital doc: Key terms glossary (doc-29384)

ESSENTIAL QUESTION

What skills do I need to stay safe in different environments?

SYLLABUS OUTCOMES

A student:

- examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others (PDH-2)
- recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity (PDH-6)
- investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities (PDH-7)
- plans for and participates in activities that encourage health and a lifetime of physical activity (PDH-8)
- demonstrates self-management skills to effectively manage complex situations (PDH-9)
- applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. (PDH-10)

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4.2 Fundamental skills – non-locomotor

To successfully participate in games and sports, you need to develop the ability to perform specific skills. These more complex skills are often developed from fundamental skills, such as throwing, catching and jumping. Mastering the fundamental skills will enable you to participate in a wide range of physical activities.

4.2.1 Fundamental skills

We learn to perform and refine many fundamental skills during our childhood. In playground games we practise balancing and jumping, while in Physical Education classes we may learn successful techniques to catch, throw and kick. A teacher or peer may give us feedback, which informs us of elements of the skill we are performing correctly and elements that we still need to improve. Having a checklist that describes how to perform the skill correctly may also help us.

How high can you jump? Is jumping ability an advantage in sport? Use the **Best 50 Dunks** weblink in the Resources tab to watch a clip showing some elite jumping. As part of this subtopic, we will be looking at ways to improve our ability to jump.

Performing a skill correctly is important.

4.2.2 Fundamental movement skills

Fundamental movement skills are often referred to as basic motor skills. They are foundation skills that help develop movement patterns and allow for development of more complex skills, which are known as sports specific skills. For example, learning to throw, which is a fundamental movement skill, will assist you when learning to execute a javelin throw or a volleyball spike. Those who achieve competence in fundamental movement skills have more opportunities and are more likely to participate in a wide range of sports and physical activities.

In the **Get skilled: get active** weblink in the Resources tab, 12 fundamental movement skills have been identified. It is important to become proficient in these skills before progressing to more specialised movements. The static balance, for example, requires us to maintain our equilibrium while supporting our body weight on one leg. Through practice and as we gain an understanding of balance, our strength and body control increases. As we improve further, we can perform more complicated movements that require balance, such as the arabesque in gymnastics or standing on a skateboard.

On Resources

Weblink: Best 50 Dunks

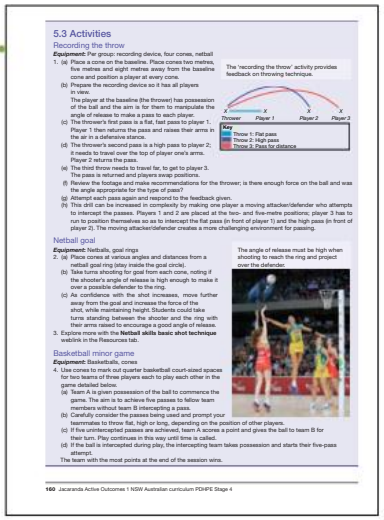
Weblink: Get skilled: get active

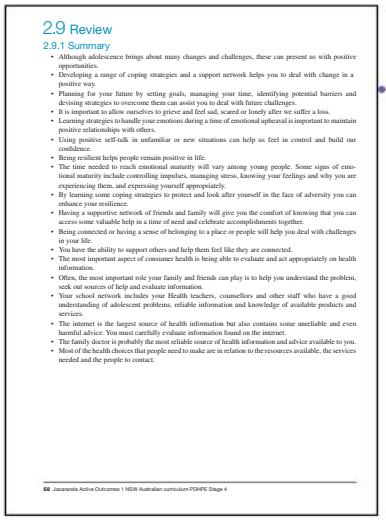
TOPIC 4 Movement skills 101

All content is broken down into subtopics: highly visual, digestible, lesson-based sections that are aligned to key concepts of the syllabus.

OnResources references link to targeted digital resources including eLesson videos, interactivities, digital documents and weblinks.

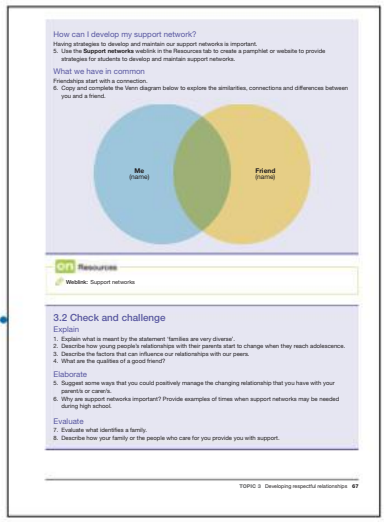
A strong focus is placed on **activities** to engage students in improving their knowledge and refining skills across three domains: self-management, interpersonal and movement.

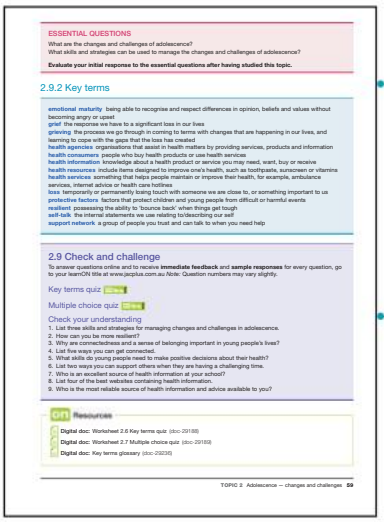




The **Review subtopic** at the end of each topic provides students with a range of different opportunities to consolidate what they have learned in each topic.

Each subtopic has a set of **Check and challenge questions** encouraging students to explain, elaborate and evaluate the concepts they are studying.





Each **topic review** contains a summary, key terms and review questions, including a multiple choice and key terms quiz.

learnON

Jacaranda Active Outcomes learnON is an immersive digital learning platform that enables real-time learning, complete visibility and immediate feedback. It includes:

- a wide variety of embedded videos and interactivities
- sample responses and immediate feedback for every question
- a wealth of activities, eWorkbook, worksheets, and much more.



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TOPIC 1
My sense of identity

1.1 Overview

1.1.1 Introduction

This topic will explore the concept of identity, the importance of forming your own identity and the many factors that shape your identity, such as physical characteristics, skills, abilities, culture, contexts and interactions with others. You will explore the benefits of developing a positive identity in order to improve self-confidence and self-esteem.

You will also learn about growing up and entering adolescence, including the physical, social and emotional changes and challenges of puberty. Understanding these challenges and investigating questions such as 'Am I normal?' can be helpful as you navigate the landscape of change.

Finally, you will learn about the importance of connecting to your community and how a sense of belonging enriches human life and adds to our overall health and **wellbeing**.

A positive identity contributes to health and wellbeing for ourselves and others.



on Resources

eLesson: My sense of identity (eles-2942)

Digital doc: Key terms glossary (doc-29235)

ESSENTIAL QUESTIONS

How do physical, social and emotional changes and transitions shape my identity?
How is my identity, health, safety and wellbeing influenced by a sense of belonging and connection to community?

SYLLABUS OUTCOMES

A student:

- examines and evaluates ways to manage current and future challenges (PD4-1)
- examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others (PD4-2)
- investigates effective strategies to promote inclusivity, equality and respectful relationships (PD4-3)
- applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. (PD4-10)

1.2 My identity

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

1.2.1 We are all unique

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

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

Use either the **Wordle** or **WordItOut** weblink in the Resources tab to create a word cloud that describes you.

A positive identity contributes to health and wellbeing for ourselves and others.



Resources

Digital doc: Worksheet 1.1 Understanding who I am (doc-29175)

Weblink: Wordle

Weblink: WordItOut

1.2.2 Forming your identity

The formation of your identity is seldom a deliberate or self-conscious process. In other words, we do not generally set about creating a particular identity for ourselves. Rather, we find that over time we come to consider ourselves in certain ways. For example, you may consider yourself to be a reliable and trustworthy friend or a good sportsperson.

We are all different, with our own unique characteristics.



Many factors shape our **identity**, for example, our physical characteristics, skills, abilities and interactions with others. How these factors influence us varies as we move through different stages of our lives. Early in life, sense of identity is generally associated with the support and security of a caring adult. In the early primary school years, identity may be influenced also by attributes that parents/carers value and model. Thus, when we are children, our family has the greatest influence on our identity. As we reach **adolescence** and during later school years, our **peers** have an increasing influence on our behaviours, attitudes and beliefs, and peer values and peer pressure become important elements in shaping identity.

How our peers treat us can have a major impact on how we feel about ourselves. We all want to be accepted by others, so as adolescents we dress and behave in ways that can help us connect with our peers. This is because society, through the media, often promotes a belief that you must look and act a certain way to be valued and accepted as a male or female. The 'perfect' mould the media creates is not possible for most people to achieve. Additionally, the use of filters and media editing tools create images that are unrealistic. It is important to look at the whole person — that is, who they are, not just how they look — and to value and appreciate the **unique** qualities that each person offers.

Some areas of the media have started to celebrate these unique qualities, which empowers all people in our society. Examples are SBS's dedicated television channel NITV (National Indigenous Television) and the use of plus-size models in fashion magazines. This allows a greater range of people to feel a part of the broader media scape and thus have a sense of belonging. This empowers them to assert their place in society rather than succumb to pressure to be something that they don't feel comfortable with.

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

Acceptance, respect, appreciation and being valued all remain strong contributors to a person's sense of personal identity at all ages. We all feel a sense of belonging when we feel accepted, respected, appreciated and valued within a community.

1.2.3 It's great to be different!

Look around you. Are you identical to anyone else? We are all different in many ways. The **physical**, **social** and **emotional** changes that we experience during adolescence happen at different rates and times for each of us — no two people have the same experience. There are a number of reasons why no-one is exactly the same as anyone else. These reasons are both physical (biological) and social (environmental).

Your culture influences your identity.



When we are conceived — that is, when an egg from a female and a sperm from a male unite — we receive **genes** from both parents. Our genes determine many of our physical characteristics, such as the colour of our eyes, hair and skin; our biological sex; our height and blood type; and whether we are born with certain diseases or disabilities.

But the differences are not just in the way we look. We live in a very **diverse** society, comprising people with different cultural background, sexuality, gender, ability, intelligence, wealth and various other facets that form our sense of who we are. From the day we are born, we are influenced by many things within our environment. Our **culture** affects our diet, the way we dress, the language we speak, our religion and the customs we follow. Our family influences us even more, affecting how we deal with our emotions, the relationships we have, our education, the values we hold, what we think about ourselves, what we eat, how active we are and what interests or hobbies we may have.

Remember, we are all unique! An inclusive society that embraces diversity in all its forms benefits from the wealth of human experience and culture, with positive impacts on health and wellbeing for all.

DID YOU KNOW?

Australia has a diverse society made up of people from many different countries. In the year June 2015 to July 2016, our population grew by one international migrant every two and a half minutes.

1.2.4 It's okay to be me!

Most people find it easy to identify things about themselves that they would like to change. This is okay, as long as you can also easily identify things about yourself that you like or that are good qualities. Self-acceptance includes knowing your good qualities and recognising that there may be things that you can improve. Accepting who you are and liking things about yourself is the first step to a positive identity.

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



1.2 Activities

This is me!

1. Using the **Prezi** weblink in the Resources tab, compile a profile of yourself. This profile should show how you see yourself, your beliefs about yourself and what you value in yourself and others. You may wish to include photos, videos or a collage of words that describes you. When compiling your profile, consider:
   - who you are
   - where you come from (your cultural background)
   - how you see yourself
   - how you get along with other people
   - things you are good at, and things you are not so good at and would like to improve
   - your future goals and dreams
   - your beliefs and the things you value
   - your family
   - your school experiences
   - who your role model is.
2. In pairs, compare your profile with that of your partner.
   - Write down all the similarities and differences that you notice.
   - Explain the factors that may have influenced the similarities and differences.

Identity statements

3. Complete the sentence stems below.
   - I can …
   - I have …
   - I like …
   - I am …
   - I remember …

The changing nature of our identity

4. It is common for people to feel differently about themselves in different situations (social contexts). In groups of three or four, discuss how you feel and act when you are with people you know well compared with when you are around people you do not know well. Then answer the following questions.
   (a) Does your identity vary when you are in different social contexts (for example, with your family as opposed to at school with your peers)?
   (b) In what ways does your behaviour change when in different social contexts?
   (c) Describe another social context (apart from at school or with family) that you have experienced in which you feel your identity has varied. Explain the factors that influenced your identity in this situation.

on Resources

Digital doc: Worksheet 1.2 Improving my sense of identity (doc-29176)

Weblink: Prezi

1.2 Check and challenge

Explain

1. Define the term 'identity'.
2. List some characteristics we inherit genetically from our parents and some characteristics we have because of our environment.

Evaluate

3. Describe your identity. Identify three things that have influenced the development of your identity and then explain how they did so.

Elaborate

4. Why is having a positive identity important to your health, wellbeing and relationships?
5. 'The first step in developing a positive identity is accepting who you are.' What does this mean?

1.3 Developing a positive identity

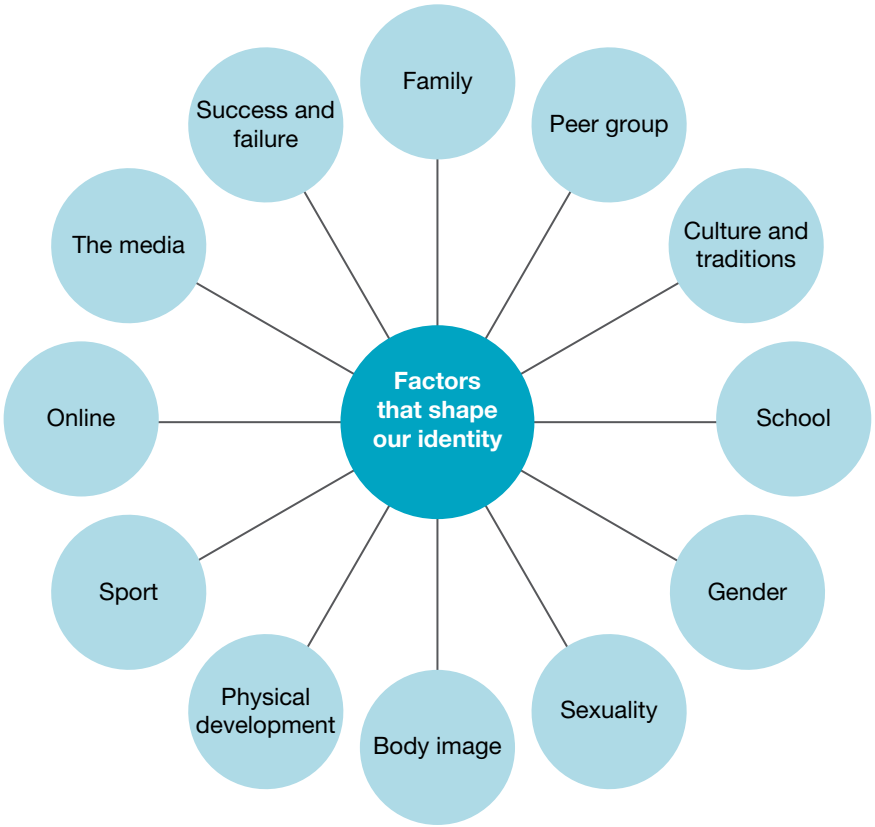
Our identity is shaped by many things. In this subtopic you will explore how family, peer group, cultural identity and school environment all play a significant role in the development of a positive identity.

1.3.1 Influences on our identity

As we considered in subtopic 1.2, many factors help to shape our identity. Our beliefs about what it means to be a boy or a girl, for example, are influenced by various factors, including gender stereotypes, culture, media images, peers and family. These factors can also be interdependent; that is, they can influence the effect of another factor. For example, if a student is bullied by their peers at school every day and then criticised by their parents at home, the combined effect will be greater. He or she will most likely have a poor identity. Conversely, if a person is praised by their parents and teachers, and respected by their peers, the combined effect will most likely be a more positive identity. What are some of the other factors that shape your identity?

1.3.2 Factors that shape our identity

Factors that influence our identity include the following.



Family

Young people who are encouraged and supported by their family tend to feel good about themselves.

Your self-esteem develops positively as a consequence of your interactions with your parents in early adolescence, and later with your peers. If you view these interactions as positive experiences, then you tend to develop confidence, which is a factor in a positive identity.

Peer group

Having a close friend or group of friends is very important for young people. Good friends will listen, be supportive and help you when you need it.

The things you say to your friends and how you treat them can affect how they think about themselves. Being a good friend means treating your friends with respect. Developing positive relationships with friends is important, so understanding what makes a positive relationship is essential. Positive relationships have the following qualities:

- mutual respect
- trust
- honesty
- support
- fairness/equality
- separate identities
- good communication.

Our identity is shaped by many factors.



Culture and traditions

Cultural background is one of the most significant influences on our identity. Each person's culture consists of their customs and traditions, beliefs, values and language. The original inhabitants of Australia are Aboriginal and Torres Strait Islander peoples who have lived here for at least 45 000 years. Today, although the majority of the Australian population is of Anglo-Celtic ethnicity, our society is also made up of migrants from more than 200 countries around the world. In fact, 49 per cent of Australians were born overseas or have a parent who was born overseas. This makes Australia a culturally rich and diverse society.

The multicultural nature of Australian society means that most of you will experience and interact with a range of people from cultural backgrounds different from yours. However, you may sometimes feel more comfortable being with people from a similar cultural background to your own because you will have common interests and traditions. There is much to be learned, however, from interacting with people from different cultures.

Differences in culture may be quite visible in the way that people dress, their customs, behaviours and interests; however, some cultural differences are less visible and are relatively innate, such as values, attitudes and beliefs. Culture is something that we learn; it is dynamic and adapts to changing circumstances. Traditions are often identified as practices and beliefs that are handed down from one generation to the next. Traditions are many and varied. Your family may have a traditional way of celebrating a particular event. The Australian culture has a unique blend of established traditions and new influences. Follow the **ReachOut** weblinks in the Resources tab for some tips on how to understand different cultures.

In Australia we constantly interact with people from many cultures.



on Resources

Weblink: ReachOut

Weblink: ReachOut: Understanding different cultures

School

Schools that provide interesting and challenging learning opportunities help students grow and succeed. Acknowledgement of this personal growth and success helps students feel good about themselves. For many adolescents, school is a place where they can feel supported and **connected**.

Gender

Gender beliefs influence our identity. They can shape our attitudes and behaviours. Sometimes, there is a lot of pressure on us to behave in certain ways or to fit a certain **stereotype**. For boys, this stereotype may mean being strong, tough and sporty; for girls, it may mean being more sensitive and nurturing. Young people who do not fit these stereotypes may be bullied or teased by their peers; this has a negative influence on their identity.

Sexuality

Adolescence is a time when young people become physically and sexually attracted to others. These attractions can be for people of the opposite sex or people of the same sex, or both. When a young person is sensitive about their sexuality, they may feel unhappy about themselves. Treating everyone with respect and accepting difference can be a positive influence, allowing young people freedom to explore and understand this aspect of their identity.

Body image

What we look like and what other people think of our appearance contribute to our beliefs about who we are. People who are not happy with their body shape, size and/or weight are often not happy with themselves more generally. Some young people, in an attempt to change their body image, may develop poor eating habits or eating disorders. It is important to remember that we all come in different shapes and sizes, and that we are worthwhile and valuable people regardless of how we look.

Both males and females can experience body image issues.



Physical development

The rate at which we mature or grow can affect our identity. For example, girls who develop breasts or start menstruation before their friends sometimes feel uncomfortable or embarrassed. Boys who mature early are often more confident with their peers than those who mature later.

Sport

It is important for adolescents to participate in sport and physical activity so they can benefit from health and fitness, social rewards and connection to a community. Many young people feel a sense of identity from the sport they play. In addition, many adolescents aspire to be like their favourite athlete, which can shape the development of their identity.

Online

With the rise of social media, many adolescents are using a variety of platforms daily as a way to connect with their peers. Young people are creating an identity of who they are and what they like due to their exposure to online communication. It is important to act respectfully when online to ensure a positive sense of identity and reputation is achieved.

The media

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

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



Success and failure

Most of us, if we are successful at the things we do, will feel good about ourselves. Some of us avoid activities we are not as good at because we may feel embarrassed or inadequate. Identifying areas in which we can improve and working to achieve success in a variety of activities is an important part of personal growth and can have a positive influence on our identity.

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





1.3 Activities

Gender

1. In small groups, collect pictures of males and females from magazines and the sports section of newspapers.
   (a) List the characteristics of males and those of females that are portrayed in the pictures.
   (b) Discuss the messages that are given about what males should be like and what females should be like.
2. As a whole class, discuss each of the following.
   (a) Do you think the images of males and females shown in the media are accurate representations?
   (b) Are these healthy images?
   (c) Do you think these images and messages will have a positive or a negative effect on young people's identity? Explain why.
   (d) What can young people do to counteract negative media images and messages?
   (e) What kinds of images do you think should be shown to encourage young people to develop a positive identity?

Cultural similarities

3. As a class, brainstorm the different cultural groups to which students belong (including interest groups such as football, horse riding, dance or drama). Complete the following.
   (a) List the characteristics that help identify each group.
   (b) List the ways in which cultural groups influence the people who belong to them. (Think about people's beliefs and behaviours, such as the clothes they wear.)

Family traditions

4. List as many of your family traditions as you can think of.
5. Explain how you think each of the traditions you have identified may have already influenced and will continue to influence your identity.

Cultural identity

6. 'Many people believe that Australia's Indigenous heritage and a deep knowledge of Indigenous cultural identity is important to all Australians.' Write a 300-word personal reflection on your thoughts about this statement.

1.3 Check and challenge

Explain

1. (a) Define the term 'body image'.
   (b) How can our friends influence our body image?
2. Explain how a person's body image can influence their identity.
3. Explain, using an example, how factors that influence identity are interdependent.

Elaborate

4. Identify who and what influences your identity. Explain, using examples, how these factors influence your attitudes, beliefs and behaviours.

Evaluate

5. (a) What types of images does the media use to stereotype males?
   (b) What types of images stereotype females?
   (c) Why can these stereotypes be unhealthy for young people?
6. Describe how a person's culture can influence the way in which they think and feel about themselves.
7. There is a move in the fashion industry and media towards using models who have a healthy body size. Why do you think this has happened? Do you think this is a positive thing? Use the **Advertising and body image** weblink in the Resources tab to investigate one company's campaign to challenge beauty stereotypes in advertising. To further explore the topic, watch the **Body image** video eLesson in the Resources tab.
8. Develop a slogan that promotes a healthy body image to young Australians.

Resources

eLesson: Body image (eles-0721)

Digital doc: Worksheet 1.3 Gender stereotypes (doc-29177)

Weblink: Advertising and body image

1.4 From birth to adolescence

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

1.4.1 The cycle of life

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

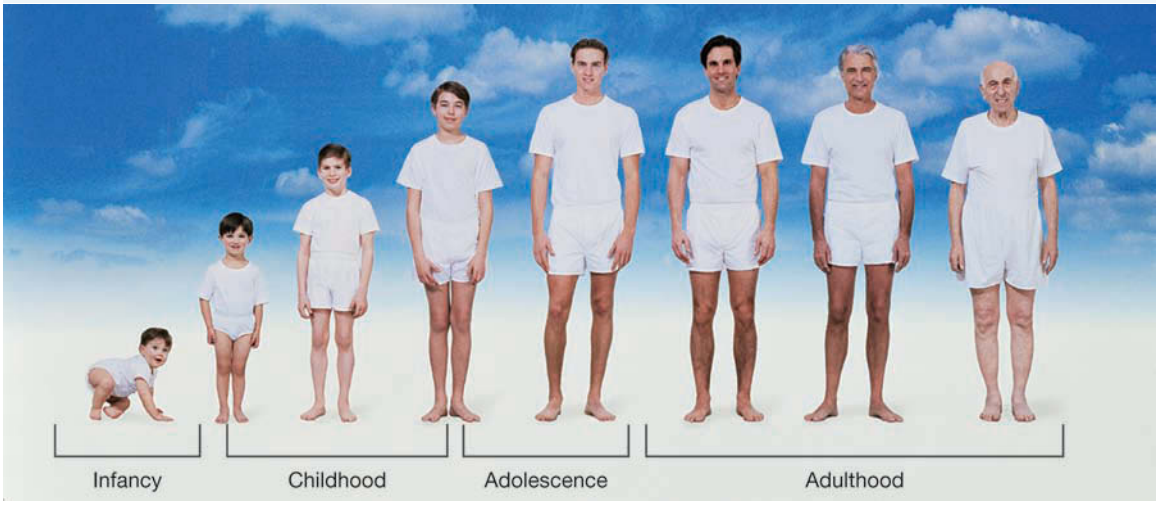
After birth, babies grow at a very fast rate. They need to be cared for and nurtured, and are totally dependent on someone else for their survival. As babies grow into toddlers, they develop skills such as crawling, walking, speech and finer hand manipulation of objects. There is constant input of information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

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

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

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

From infancy to old age



1.4.2 A rapid rate of change

You are growing and changing by the day. From the time of birth and through adolescence you acquire new physical abilities, develop thinking skills and learn emotional regulation, as well as experiencing social growth. Substantial physical (e.g. learning to walk and becoming taller), social (e.g. family and school friends), emotional (e.g. tantrums and negotiations) and intellectual (e.g. learning about the alphabet and Pythagoras) developments have occurred in a relatively short period of time. The changes that occur from infancy through to adolescence are vast and quite profound. You grow and change day by day. From infancy, to toddler, to preschool age, to primary school, to secondary school (adolescence), many changes have already taken place.

HEALTH FACT

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

on Resources

Digital doc: Worksheet 1.4 Percentile growth charts (doc-29178)

1.4.3 Adolescence

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

1.4.4 Growth and development milestones

Growth and development is a lifelong process of physical, **cognitive**/intellectual and social/emotional change. Enormous changes take place from infancy through to adolescence and adulthood.

The developmental milestones in table 1.1 occur in most young people during each stage of their lives. However, individuals may reach each stage of development at different times.



Infancy
(0–3 years)



Preschool
(4–5 years)



Lower
primary
school
(6–8 years)



Upper
primary
school
(9–12 years)



Teens/
adolescence
(13–17 years)

TABLE 1.1 Developmental milestones

Stage of life	Physical	Cognitive/intellectual	Social/emotional
Infancy (0–3 years)	• Double in height • Triple in weight • Develop teeth and the ability to eat solid foods • Develop 75 per cent of their brain capacity • Learn to crawl and walk	• Learn language and communication skills • Develop an imagination • Understand the world primarily through their family	• Develop trust for caregivers • Have relationships primarily with family members • Kiss and hug to show love and yell to show anger
Preschool (4–5 years)	• Grow at a slower rate than during infancy and the toddler years • Reach 50 per cent of their adult height and about 20 per cent of their adult weight by age five • Develop more coordinated large motor skills, enabling them to skip, run and jump • Develop fine motor skills, enabling them to tie shoelaces and draw recognisable figures • Complete 90 per cent of brain development by age five	• Begin to experience the world through exploration • Begin separation from family caregivers and more independence • Understand what is good and bad and able to follow rules	• Still rely on caregivers but no longer need or want as much physical contact with caregivers as they received in infancy and as toddlers • Continue to express emotions physically and to seek hugs and kisses • Socialise with peers as friends
Lower primary school (6–8 years)	• Experience slower growth of about 6 cm in height and 3.5 kg per year	• Develop the skills to process more abstract concepts and complex ideas • Spend more time with their peer group and turn to peers for information	• Develop relationships with people outside the family • Express themselves through sharing and talking

TABLE 1.1 Developmental milestones (*continued*)

Stage of life	Physical	Cognitive/intellectual	Social/emotional
Lower primary school (6–8 years)	• Grow longer legs relative to their total height • Develop less fat and grow more muscle than in earlier years • Increase in strength • Lose their baby teeth and begin to grow adult teen	• Develop an increased attention span • Improve in self-control and recognise appropriateness in behaviour • Think for themselves and develop individual opinion	• Understand more complex emotions • Want more emotional freedom and space from parents • Become better at controlling feelings • Begin to recognise their own strengths and weaknesses • Sustain peer group interactions
Upper primary school (9–12 years)	• Experience a growth spurt with significant weight gain, muscle growth and genital maturation (growth spurt begins earlier for girls; lasts longer for boys) • Enter puberty; this usually begins earlier in girls (9 to 12) than in boys (11 to 14) During puberty: • Hair grows under arms and on pubic area and, in males, on face and chest. • Body proportions change (hips widen in females, shoulders broaden in males). • In males, genitals mature, voice deepens, and erections, ejaculation and wet dreams are more frequent. • In females, genitals mature, breasts develop, and ovulation and menstrual cycle begin.	• Become more independent as they move into secondary school • Shift their school focus from play-centred activities to academic study • Look to peers and media for information and advice • Develop increasing capability for social conscience and for abstract thought, including understanding complex issues such as poverty and war • Take on increased responsibility, such as family jobs and babysitting	• Feel self-conscious about outward appearance • Consider peers to be more important than family • May develop sexual feelings for others as a new dimension within relationships • Develop the capacity to understand the components of a caring, loving relationship • Experience feelings of insecurity and begin to doubt self-concept and previous self-confidence • Struggle with family relationships and desire privacy and separation from family
Teens/ adolescence (13–17 years)	• Complete puberty and the physical transition from childhood to adulthood • Nearly reach their adult height, especially females (males continue to grow taller into their early twenties)	• Attain cognitive maturity — the ability to make decisions based on knowledge of options and their consequences • Continue to be influenced by peers (the power of peer pressure lessens after early adolescence) • Build skills to become self-sufficient • Respond to media messages, but develop increasing ability to analyse those messages • Develop increasingly mature relationships with friends and family • Seek increased power over their own lives	• Have the capacity to develop long-lasting, mutual and healthy relationships • Understand their own feelings and have the ability to analyse why they feel a certain way • Begin to place less value on appearance and more on personality

1.4.5 Puberty — a time of change

Puberty is a time of many changes. Some of these changes are exciting, others may be a little daunting. Your body begins to develop and change during this time and will grow faster than at any other time in your life, apart from when you were an infant.

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

The changes that occur at the beginning of puberty happen inside us, meaning often we can't tell it has started. It is not until we see the outward physical changes that we can tell puberty has begun. For boys the commencement of puberty is usually around 12 to 13 years of age and developments can occur throughout a six-year period. For girls it can commence between 9 and 11 years of age and developments can occur throughout a five-year period. However, it is important to remember that the commencement of puberty and developments will be different for everyone; for example, it may start earlier for some and later for others, which is all normal.

Hormones and puberty

Hormones play a large role during puberty. They are the cause of many of the body's physical changes during this time. They are released by the **pituitary gland**, which is located in the brain. During puberty, it releases increased amounts of **growth hormone**, which causes a rapid growth spurt. This growth spurt usually occurs earlier among girls. Together with a rapid growth in height, body parts such as the hands, feet and head mature to their full adult size. Internal organs also grow during puberty, for example, the heart and lungs increase in size. This accounts for our increased physical capacity for endurance and strength as we mature to adults.

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

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

The release of the female and male reproductive hormones in greater amounts during puberty leads to the development of **secondary sex characteristics**, as shown in table 1.2 in section 1.4.6.

Am I normal?

Changes that will happen to you during puberty happen to everyone. The timing of these changes is different for each individual so it is important not to be concerned if the onset of puberty for you occurs later or earlier than it does for your friends. Not only is there great variability in the timing of the onset of puberty, the speed of the changes that occur and the length of time puberty takes to complete also differ greatly. This is another factor that contributes to your uniqueness. The experience of puberty results in a changing body that may sometimes feel a little out of control. Some of the changes may be a little uncomfortable to deal with at first and may take some time to adjust to but in time, you will be better able to cope with them and they will become a normal part of your life. The important thing to remember is that while sometimes challenging, puberty is a brief but important transition from child to adult.

HEALTH FACT

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

1.4.6 Secondary sex characteristics

The visible and more noticeable changes that occur during puberty are known as the secondary sex characteristics. They are considered secondary because they occur only after the release of hormones.

TABLE 1.2 Secondary sex characteristics that develop at puberty

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

Physical development from childhood through adolescence and into adulthood



1.4 Activities

Growing and changing word cloud

1. Use the **Wordle** or **WordItOut** weblinks in the Resources tab to create a word cloud that shows what changes have occurred in your development from infancy until now.
   Include all the words that you can think of and remember to type the words that you believe are the most important a number of times so that they are presented boldest and largest in the word cloud.

Am I normal?

2. Using the **Kids Health** weblinks in the Resources tab, visit the 'Am I normal? Girls and Puberty' and 'Boys and Puberty' pages and complete the following.
   (a) Watch the video 'Am I normal? Girls and Puberty'.
   (b) Read through the 'Boys and Puberty' page.

(c) In pairs, discuss your understanding of 'What is normal?'
(d) Share your ideas and develop a whole class understanding.

Anonymous message — growing up

3. Complete the following task as a whole class.
   At the top of a piece of paper write the following sentence stem:
   - The best part about growing up is …

   At the top of another piece of paper write the following sentence stem:
   - The hardest part about growing up is …

   Fold the two pieces of paper so that the sentence stems are always visible. Pass each piece of paper around the class so every student can write their own ending to each sentence. After you write your comment, fold the paper over so that the comments remain anonymous. The teacher or a member of the class can then read out some of the responses and facilitate a whole class discussion.

on Resources

- **Digital doc:** Worksheet 1.5 Hormones (doc-29179)
- **Weblink:** Wordle
- **Weblink:** WordItOut
- **Weblink:** Kids Health — Am I Normal? Girls and Puberty
- **Weblink:** Kids Health — Boys and Puberty

1.4 Check and challenge

Explain

1. Which hormone causes growth spurts?
2. Describe the differences between the Infancy and preschool stages in the human life cycle.
3. Outline the secondary sex characteristics of:
   (a) boys
   (b) girls.
4. Identify the major hormones released during puberty and the effects they have on the body.
5. Explain why it is important not to compare yourself to others in relation to your growth and development during puberty.

Elaborate

6. Sexual development occurs during puberty. Explain what this means and why it happens.

Evaluate

7. Do our bodies and brain develop fully at the same time? Give reasons for your answer.
8. Do girls and boys grow at the same rate? Give reasons for your answer.

1.5 Puberty — the physical changes

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

1.5.1 Growing and maturing

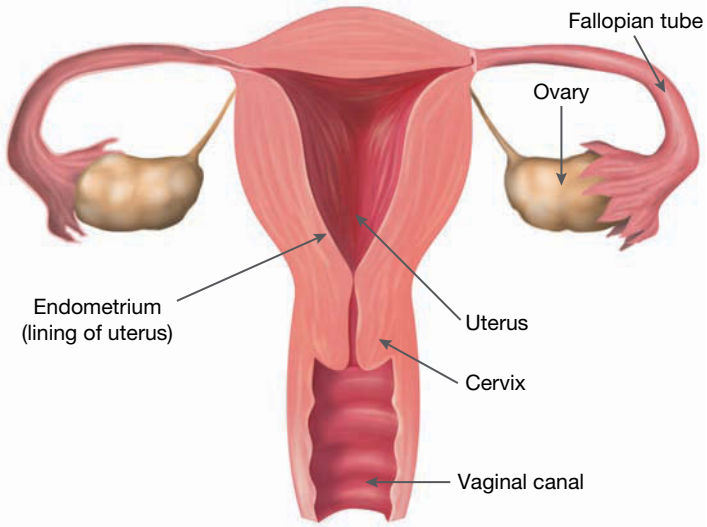
Puberty is a time of many physical changes. It is the stage during which you undergo sexual maturation. Puberty can also affect your social and emotional development, but the physical changes are generally identified first. You will undergo growth surges that make you taller, and your muscles will change shape and make you stronger. Other physical changes that take place are quite different for boys and girls. It is important that girls learn about the changes boys go through and that boys learn about the changes that girls go through. This subtopic will take a closer look at these changes.

You are already familiar with some of the physical, social and emotional changes that occur during puberty. While many of the physical changes of puberty are visibly noticeable, there are also some physical changes that are not so noticeable. It is important to remind yourself that everyone goes through puberty and that it is just a part of your growth and development. It is also important to be aware of the many resources that you can access to understand what is happening to you.

1.5.2 Puberty and girls

Puberty usually occurs in girls between the ages of 10 and 14, but may occur as early as 8 years of age. Generally, the first sign of puberty for girls is the development of breast tissue, however, it may also be the growth of pubic hair. Breast development will start with small, firm and relatively tender lumps under one or both nipples and then the whole breast will start to get bigger. Underarm hair will grow and pubic hair will start to grow on the **vulva**. A girl's body will start to become curvier as her hips start to widen. Usually within one to four years of the commencement of breast development, menstruation will begin.

The female reproductive system (front view)



Menstruation

Menstruation is also known as a girl's 'period'. Girls start to menstruate (or get their periods) during puberty. It usually happens around two years after the first physical signs of puberty appear but because puberty starts at a different time for everyone, the age at which a girl gets her period will vary. It will generally occur anywhere between 9 and 16 years of age. The arrival of a girl's first period signifies a girl's ability to reproduce; however, sometimes ovulation can happen just before a girl has her first period so it is important to be aware that it is possible for a girl to become pregnant prior to having her first period.

The menstrual cycle

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

A period usually lasts three to seven days, with bleeding being heaviest in the first few days. The length and heaviness of a period are different for each girl. Periods are irregular for most girls in the first year or two but then usually settle into a fairly regular cycle. Some girls may experience abdominal pain and/or backache when they get their period or in the few days before, while others may experience only minor or no real discomfort.

HEALTH FACT

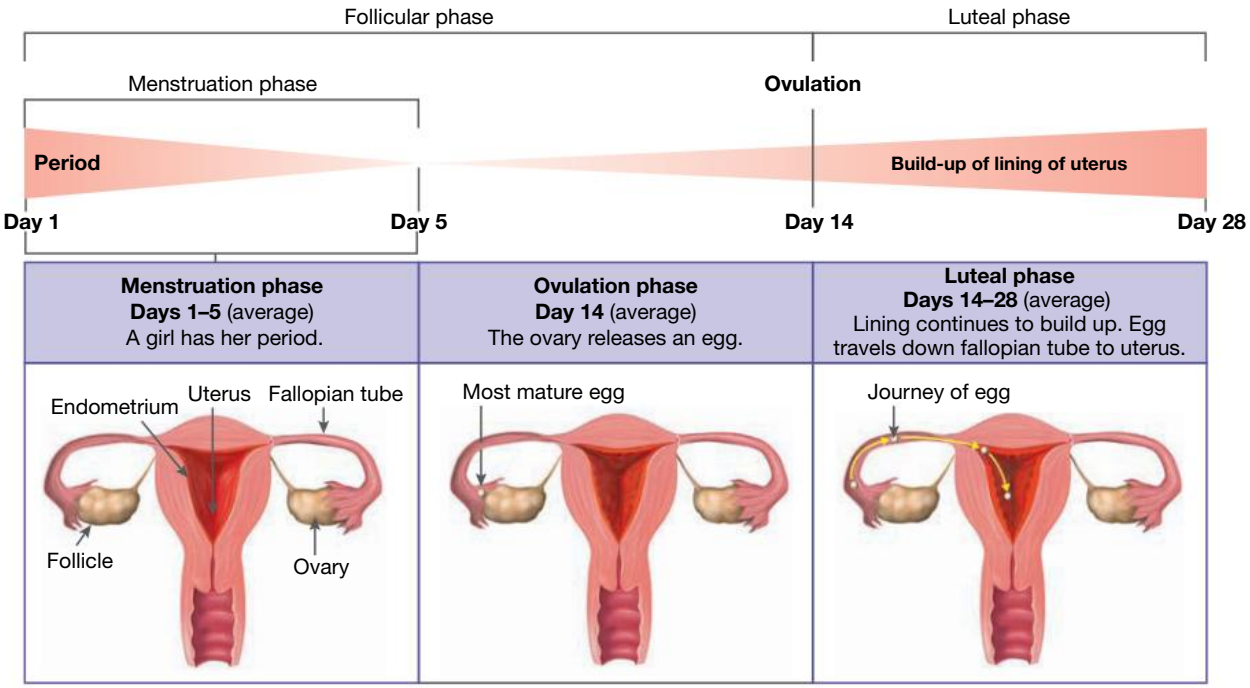
Many girls use sanitary pads when they first get their period and try tampons later, but it is a personal preference and choice. It's a good idea to carry a pad in your bag just in case your period starts while you're at school. Many females find that using tampons helps them lead a normal and active lifestyle even when having their period, allowing them to participate in activities such as swimming.

Hormones and the menstrual cycle

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

1. the menstruation phase (days 1–5)
2. the follicular phase (days 1–13)
3. the ovulation phase (day 14)
4. the luteal phase (days 15–28).

The menstrual cycle



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

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

The **ovulation** phase occurs when the mature egg is released from the follicle on the surface of the ovary. Ovulation usually occurs in the middle of the menstrual cycle, that is, around day 14 of a 28-day menstrual cycle. As oestrogen levels rise during the follicular phase, the brain triggers the release of gonadotropin-releasing hormone (GnRH). This hormone prompts the pituitary gland to produce higher levels of luteinising hormone (LH) and FSH. Ovulation is triggered by high levels of LH. The egg moves from the follicle on the

surface of the ovary down through the fallopian tube to the uterus. The life span of the egg is around 24 hours and unless it meets a **sperm** during this time, it will die.

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

on Resources

- **Digital doc:** Worksheet 1.6 Menstruation (doc-29180)
- **Weblink:** The female reproductive system
- **Weblink:** Female physiology
- **Weblink:** Puberty for girls

1.5.3 Puberty and boys

Puberty usually occurs in boys between 12 and 17 years of age and an average of about one to two years later than when girls start puberty. Generally, the first physical sign of puberty for boys is the enlargement of the testicles and penis and also the growth of pubic hair. A boy's limbs, hands and feet will often grow faster than his torso and other parts of his body. His shoulders will start to broaden and he will also experience an increase in weight and muscle in line with the significant growth spurts that occur. Boys may also notice the development of an '**Adam's apple**' at the front of their throat and at this time their voice may be a little unpredictable, but by the end of puberty a boy's voice will be deeper. Boys will start to grow hair on their face and more hair on their body. **Erections** may occur when boys become nervous or excited, but also at times for no particular reason.

DID YOU KNOW?

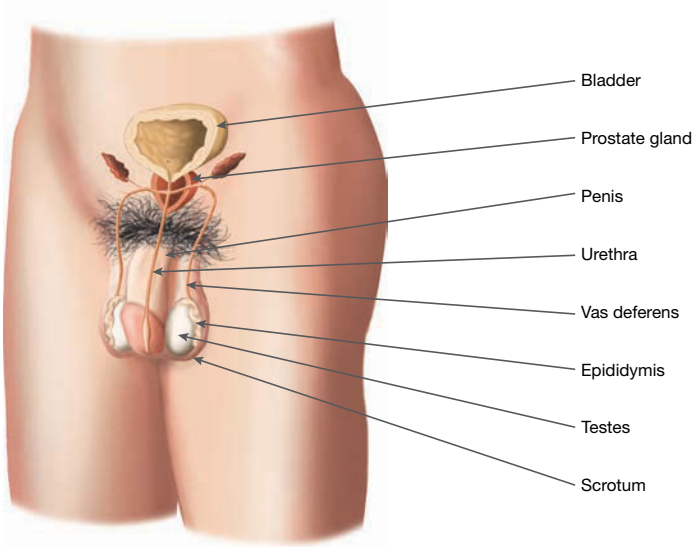
Even tiny babies sometimes get erections but during puberty, boys start getting more erections — sometimes without any obvious cause.

Ejaculation

During puberty, boys experience their first **ejaculation**, which is a release of **semen** from the penis. This usually occurs when a boy masturbates or when he has a **nocturnal emission (wet dream)**.

The epididymis is located at the back of the testes. It collects immature sperm from the testes. When the sperm mature, they are released into a tube called the vas deferens. The sperm travel up the vas deferens, where they mix with semen released by glands lining the vas deferens. They then travel through another tube called the urethra, which runs through the penis.

The male reproductive system



Resources

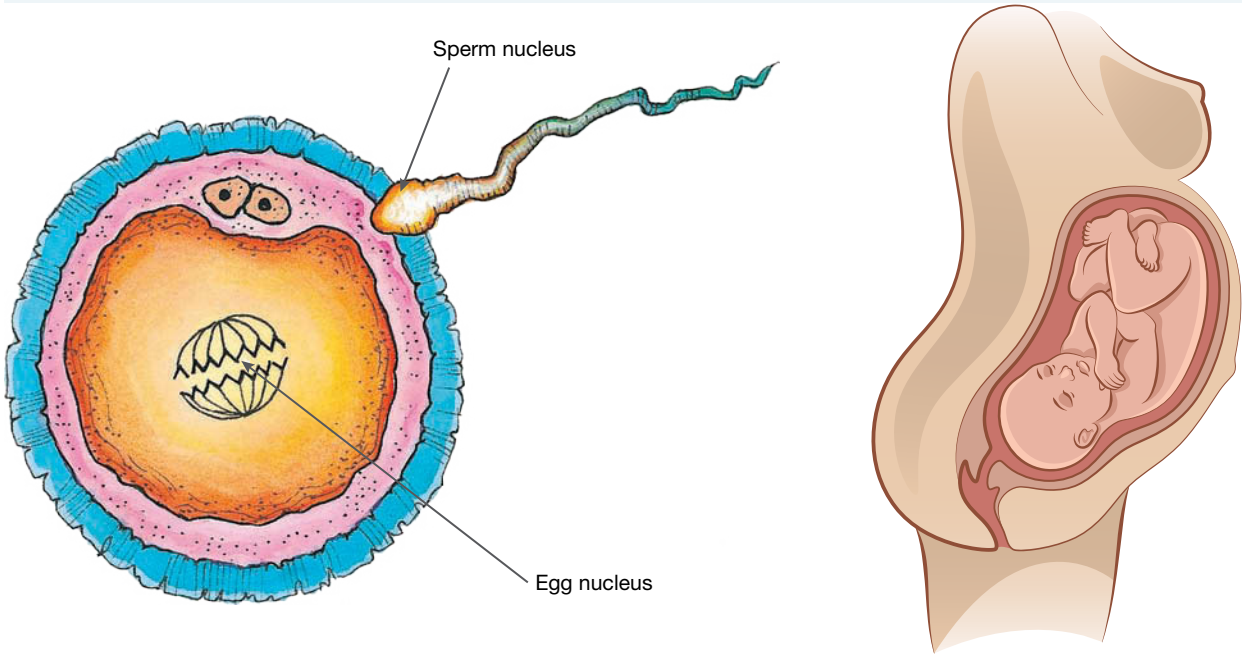
- **Weblink:** Puberty for boys
- **Weblink:** The male reproductive system
- **Weblink:** Male physiology

1.5.4 Conception/reproduction

The most common way the sperm enters the female's body is through ejaculation during sexual intercourse. Sexual intercourse is when a male's erect penis is inserted into a female's vagina.

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

Conception occurs when a sperm and ovum (egg) unite. A fertilised ovum inside the uterus develops into a foetus.



1.5 Activities

Male and female puberty

1. Complete one of the following tasks.
   (a) Write a letter to a younger sister or brother telling them what happens to a boy's *or* a girl's body during puberty and why it is important that they don't compare themselves to their friends during this time.
   (b) Follow the weblink in the Resources tab to the free audio editor program **Audacity** and record a radio interview with a friend that informs people of the changes likely to take place as they enter puberty. The interview should aim to inform and reassure other students about their changing bodies.

Anonymous questions

2. Use a class question letter box or set up an online poll using the **Poll everywhere** weblink in the Resources tab so students in your class can ask questions about puberty. These questions are anonymous so there is no need to feel a little embarrassed in front of the rest of the class.

on Resources

- **Interactivity:** Puberty — how our bodies change! (int-5445)
- **Interactivity:** Reproductive systems during puberty (int-5446)
- **Weblink:** Changes during puberty
- **Weblink:** Audacity
- **Weblink:** Poll everywhere

1.5 Check and challenge

Explain

1. Describe what happens during the menstrual cycle.
2. Describe what happens during the process of conception.
3. Describe the path of sperm from where they are produced to when they are released during ejaculation.
4. Explain the process of puberty for boys.

Elaborate

5. Is every girl's menstrual cycle the same? Why or why not?

Evaluate

6. What advice would you give a friend struggling with the physical changes of adolescence? Provide at least four strategies to help your friend cope.

1.6 Puberty — the social and emotional changes

During puberty, as well as physical changes, we also experience social and emotional changes. It is helpful to understand what these changes may be and why they occur so we can deal with them positively.

1.6.1 Feelings and emotions associated with puberty

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

As our bodies change in size and shape, the way we think about our body also changes. For some young people, the rapid growth of their body can be embarrassing. They may become self-conscious, particularly if their body is growing and changing ahead of the bodies of their friends. The increase in the release of hormones not only affects our physical growth but can also heighten the emotions we experience. It is common for adolescents to feel extremes in their emotions that may sometimes seem difficult to manage. It can be useful to develop strategies that help you calm yourself before you react in an emotion-arousing situation.

HEALTH FACT

Measures you can take to help you manage your emotions include: talking things through with a parent, friend or someone else you trust; taking time out from the situation that may be upsetting you; going for a walk, meditating or listening to some music; writing down your thoughts and feelings; talking to your school counsellor.

Taking time out can help with managing emotions.

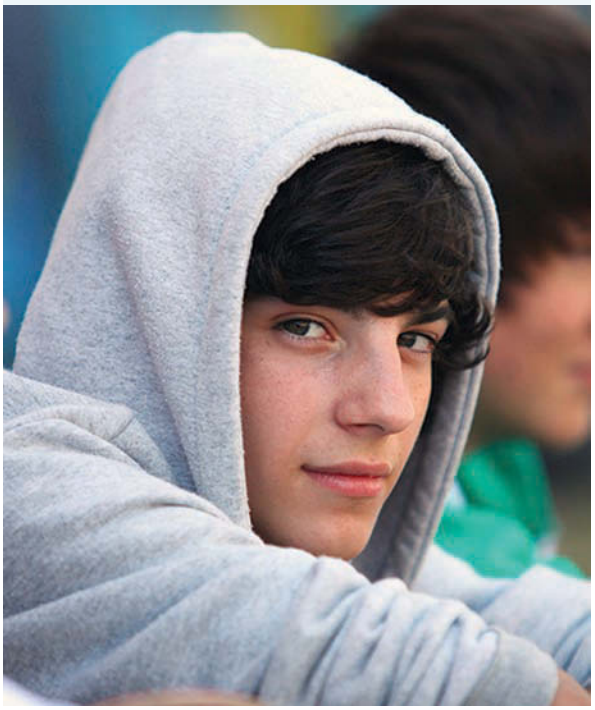


1.6.2 Understanding your feelings and emotions

Developing an understanding of emotions and feelings is part of the emotional change that happens during puberty. Children often may not understand their feelings and can act out in negative ways, such as by starting arguments or fights. As we grow and mature emotionally, we become better at recognising and managing our feelings and thus our behaviours. Some changes that show us we are maturing emotionally include:

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

It's important we learn to manage our emotions.



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

1.6.3 Social changes

Adolescence is also a time of social change. It is when we develop from a dependent person to an independent person. The way in which we interact with others changes as we mature. We start to make decisions for ourselves and plan for the future. Adolescence is also a time when we start to develop a range of relationships that can be quite meaningful and long lasting. As we go through adolescence, we increasingly spend more time with our friends and less with our family. Parents and family still play an important role in most young people's lives by providing love, support and guidance as young people find their way to adulthood.

Peer groups play an important role during adolescence.



Forming a close group of friends who make you feel connected and supported can contribute to a positive sense of identity. This group of friends is your peer group. Many young people want to be like their friends and

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

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

HEALTH FACT

During adolescence, having a close friend or group of friends is a protective factor for young people.

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

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

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

on Resources

- **Weblink:** Puberty — what it feels like
- **Weblink:** Puberty — social changes

1.6.4 Your developing brain

You might be surprised to know that during puberty not only is your body physically and emotionally maturing but so is your brain. Research has shown that the brain does not fully mature until we are in our early to mid 20s. This means that young people's ability to judge things, plan, organise, make decisions and control their emotions is not yet fully developed, and may in some part account for the moodiness and emotional outbursts that some adolescents display. But don't worry! As your brain matures your ability to make decisions and to analyse situations will improve and in turn, you will gain greater ability to monitor and adapt your emotional responses.

Talking to parents is important when going through the changes associated with puberty.



1.6.5 Dealing with puberty

You are now in your early years of adolescence, probably experiencing some or many of the physical changes of puberty. It may be an exciting time when you look forward to the changes ahead, or a more challenging time when you become self-conscious and overly concerned about what other people think of your looks and personality. Try to remember when things are difficult that every adult in the world has experienced the period of change that you are experiencing now. All your friends are going through the same thing in their own way. The following are useful tips to remember when you are dealing with the changes of puberty:

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

1.6 Activities

Personal beliefs and attitudes

1. Our beliefs, attitudes and values form a part of our sense of self. In small groups, discuss one of the following issues then answer the questions that follow.
   - Homework should be mandatory for all high school students.
   - Junk food should be banned from school canteens.
   - Girls are more mature than boys.

   (a) What were the main views expressed by the group?
   (b) What factors influenced your own view of these issues?
   (c) How does your view influence your behaviours or actions?

Becoming independent

2. Read the scenario below and answer the questions that follow.

   Sandra is 14 years old. She is going out with Serge, who is 17 years old.
   Serge has asked Sandra to an 18th birthday party on Friday night at his friend's place. Serge says he will pick her up at 8.00 pm because he has his mum's car for the night. Sandra is excited about going to the party and asks her parents if she can go. They are worried about her going in the car and will allow the date only if they drop her off at the party themselves and pick her up at 10.30 pm. Sandra thinks her parents don't trust her, so she yells at them and they get into an argument. Her parents ground her for her disrespectful attitude. Sandra sneaks out of the house and goes to the party anyway.

   (a) Explain why young people and their parents have more conflicts during adolescence.
   (b) Explain why Sandra's parents are worried.
   (c) Do you think Sandra made a good decision or a bad decision? Explain your answer.
   (d) Identify strategies that Sandra and her parents could have used to reach a better outcome.

I'm only 12!

3. In small groups, read the scenario below and then discuss the questions that follow.

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

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

1.6 Check and challenge

Explain

1. Identify two important relationships in your life and explain why they are important.
2. Explain how your parents' and teachers' expectations of you have changed as you have grown from childhood into adolescence.
3. Explain what is meant by 'managing your emotions in a positive way'. Give at least one example to support your explanation.

Elaborate

4. What are some positive strategies to help you manage puberty. Provide reasons for these strategies.
5. Identify acceptable ways of expressing your thoughts, feelings and opinions. Why are they acceptable?

1.7 My sense of belonging and community

We can help all people to feel valued by appreciating who they are and understanding that their differences enrich our society. In many cultures, kinship and extended family structures can enhance our sense of identity and support and enhance our health, safety and wellbeing.

1.7.1 Valuing diversity and inclusion

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

Use the **Valuing diversity** weblink in the Resources tab to investigate how Australia embraces diversity.

The diversity found in our society should be valued and celebrated.



on Resources

Weblink: Valuing diversity

1.7.2 Feeling connected and supported

Wellbeing is strongly linked to happiness and life satisfaction.



While diversity brings many positive things to our society, it is not always valued. Everyone deserves to be treated with respect and fairness and to have the same opportunities. If we are valued and appreciated by others then we also feel safer and supported within the community in which we live. A community that embraces diversity and recognises the value of all its members is more likely to be one that thrives. Ensuring that everyone feels they can belong and connect in a community can have a positive impact on the health and wellbeing of both individuals and communities.

Health and wellbeing encompasses many aspects, not just the physical body. Looking after your mind, body and spirit is about creating balance in your life by nurturing your whole self, which includes spiritual, mental, emotional, and physical needs. Different cultures see the link between the mind, the body and the spirit in different ways, whether that be through activities such as yoga, meditation, prayer or tai chi. The traditional Chinese approach to health and illness focuses on the balance between body, mind and spirit, commonly expressed as yin and yang. Through embracing diversity, Australia has benefited from the introduction of traditional and contemporary movement activities from the Asia region.

Aboriginal and Torres Strait Islander mind-body-spirit values are about connections to Country/Place, people and ways of being. Traditional Aboriginal and Torres Strait Islander medicine is holistic and recognises the social, physical and spiritual dimensions of health and life. It considers the personal, family and community issues surrounding illness. It looks at how the whole person became sick and the reasons underlying the sickness.

on Resources

Weblink: Why are culture and identity important?

1.7.3 Kinship and extended family structures

Grandparents have a central role in some cultures.



The network of social relationships that form an important part of human lives in most societies is known as kinship. Kinship systems define how a person fits into the community. Australian society was multicultural long before the arrival of European settlers. In Aboriginal and Torres Strait Islander cultures the richly complex system of classes or skins puts everybody in a specific kinship relationship. These relationships all have specific roles and responsibilities attached to them and have a significant influence on the development of identity. The kinship system has strict rules and laws for people to follow and live by. This system tells people who their relatives are, what their skin names and totems are, and where their traditional lands are located. It is similar to a modern family tree, except that the learning of customs, tradition, language, Dreamtime stories and songs connected to traditional lands is also an important part of Aboriginal and Torres Strait Islander kinship.

In many cultures, extended family structures enhance an individual's health and wellbeing. Extended family may include grandparents, aunts, uncles, cousins, nephews and nieces. For example, in many Asian cultures, grandparents play an important role in helping to raise children while parents are working. Close connections to extended family are a key part in the transmission of cultural traditions and values, which increases a sense of identity, belonging and connection. Indigenous communities also have strong family values, which enhance health, safety and wellbeing. Children are not just the concern of the biological parents, but the entire community. Therefore, the raising, care, education and discipline of children are the responsibility of everyone. This fosters a very strong sense of community, sense of identity and sense of belonging. The strong sense of identity fostered through kinship relationships can help support health and wellbeing.

A positive sense of identity encouraged by strong connections to family, extended family and community helps people feel supported and included. This has a positive impact on physical and mental health and wellbeing.

Table 1.3 identifies possible health, safety and wellbeing benefits that result from kinship and extended family structures in different cultures.

TABLE 1.3 Health, safety and wellbeing benefits of kinship and extended family structures

Health	Safety	Wellbeing
• Different medicines and treatments • Introduction of alternative health therapies such as acupuncture and remedial massage • Participation in physical activity such as cultural dances, tai chi and martial arts	• A greater sense of safety and security • Family members support and watch out for each other. • Always someone to talk to when experiencing difficult times	• A greater sense of connectedness and support • Positive mental health • Increased social wellbeing

1.7 Activities

Kinship

1. In pairs, research the importance of kinship in Aboriginal and Torres Strait Islander cultures.
   (a) What is the importance of kinship?
   (b) How does kinship support and enhance the health, safety and wellbeing for Aboriginal and Torres Strait Islander peoples and communities?

Sense of belonging and connection to communities

2. In groups, create a campaign to show students at school the importance of having a sense of belonging and connectedness in the school community. In your campaign, include the benefits a sense of belonging can have on an individual's health, safety and wellbeing. You may like to present your information in the following ways:
   - a speech
   - PowerPoint or Prezi presentation
   - website or blog.

Kinship tree

3. Develop the personal kinship tree of your family to as far back as your great grandparents. Include any traditions, customs and values that have been passed down and are important to the development of your identity. Under the tree, write about how your family has contributed to your health, safety and wellbeing.

1.7 Check and challenge

Explain

1. Explain how diversity enriches Australian society.
2. How can you promote inclusion of others?

Elaborate

3. What value does having extended family connections bring to your sense of identity?
4. How does connection to Country/Place enhance the health and wellbeing of Aboriginal and Torres Strait Islander peoples and communities?

Evaluate

5. How could you become a role model for people looking to promote inclusion? Give some specific examples.
6. What does 'connection and belonging' mean? Why is it important?

1.8 Review

1.8.1 Summary

- Everyone is unique, with their own set of characteristics.
- Many factors affect our identity, such as peers, family, relationships, the media, gender, culture, traditions and sexuality.
- A positive identity is important to our wellbeing and health.
- Accepting people for who they are and appreciating the difference between people and cultures can help everyone feel valued.
- The time from birth to adolescence is one of rapid growth and development, and a shift from full dependence to seeking independence.
- Puberty is the phase of adolescence characterised by many physical changes. It is when secondary sex characteristics develop in preparation for reproduction.
- Puberty is triggered by the release of hormones.
- The pituitary gland releases growth hormone. This gland also triggers the female reproductive hormone, oestrogen, and the male reproductive hormone, testosterone.
- One of the major changes for girls during puberty is the start of menstruation. For boys, it is the production of sperm.
- Girls and boys mature at different rates. Generally, girls tend to mature earlier than boys.
- Physical maturity does not necessarily mean emotional maturity.
- Adolescence is also marked by significant social changes. Adolescents start to seek independence from their parents, and their peer relationships take on a new importance.
- Forming a close group of friends who make you feel connected and supported can contribute to a positive sense of identity.
- Gender, culture and sexuality are all factors that influence us during adolescence.
- Exploring and expressing sexual feelings is a part of adolescence.
- In later adolescence, it is common for parents, family and teachers to start to increase their expectations of you.
- The brain does not fully mature until we are in our early to mid 20s. This means that young people's ability to judge things, plan, organise, make decisions and control their emotions is not yet fully developed.
- There are many physical, social and emotional changes associated with puberty.
- Diversity is the richness and uniqueness of human life and it helps makes life interesting and rewarding.

- Valuing and appreciating diversity starts with us being curious and open-minded about difference.
- Being connected or having a sense of belonging to a place or people will help your physical and mental health and wellbeing.
- Wellbeing involves the link between the mind, the body and the spirit, and different cultures value this in different ways.
- The strong sense of identity created through kinship relationships and extended family can help support health, safety and wellbeing.

ESSENTIAL QUESTIONS

How do physical, social and emotional changes and transitions shape my identity and those around me? How is my identity, health, safety and wellbeing influenced by a sense of belonging and connection to community?

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

1.8.2 Key terms

Adam's apple a projection of the thyroid cartilage at the front of the neck
adolescence the time during which we mature from a child to an adult
cognitive relating to the mental processes of perception, memory, judgement and reasoning
conception the union of a female's egg and a male's sperm
connected having a feeling or sense of belonging to someone, a group of people or a place
culture where we come from or the group with whom we identify. It is the 'way of life' of societies.
diverse varied or different
ejaculation the release of semen from the penis
emotional refers to our feelings
endometrium the lining of the uterus. It is made of hormones, mucus and blood, and nourishes a foetus.
erection stiffening and enlargement of the penis
follicles small clusters of cells. Human egg cells develop in follicles on the ovaries (and your hair grows in the follicles on your head).
gender our beliefs about what it means to be a male or a female
genes the biological units through which we inherit traits from our parents
growth hormone causes a rapid growth spurt
hormone a substance in our bodies that affects how our bodies work and grow. Hormones are produced by glands.
identity sense of self in terms of characteristics, beliefs, qualities, etc.
menstruation the process of the shedding of the uterus lining (also known as a period)
nocturnal emission (wet dream) an ejaculation of semen when a male is asleep
oestrogen female reproductive hormone, produced in the ovaries
ovaries part of a girl's reproductive system. Girls have two ovaries, which produce oestrogen and ova.
ovulation the process of the ovary releasing an ovum
ovum the egg produced by the ovaries. The plural of ovum is ova.
peer someone who is of similar age or shares common interests
physical refers to our body; in particular, its movements, systems (such as the muscular system) and structures (such as our bones and joints)
pituitary gland a gland located in the brain. It produces a number of different hormones.
primary sex characteristics the characteristics directly necessary for reproduction; the ovaries and the testes
progesterone a hormone produced by the ovaries that plays a key role in sustaining pregnancy
puberty the time during which our bodies change physically so we can reproduce
secondary sex characteristics traits that distinguish females from males but are not directly part of the reproductive system
semen a whitish fluid released by the prostate gland, which may contain sperm
social refers to our interactions with other people
sperm the male reproductive sex cell. It is produced in the testes.

stereotype a set of characteristics typically used to categorise a group of people
testes part of a boy's reproductive system. Boys have two testes, which produce testosterone and sperm.
testosterone male reproductive hormone. It is produced in the testes.
unique one of a kind
vulva the external female genitalia
wellbeing a combination of a person's physical, mental, emotional and social health factors. Wellbeing is strongly linked to happiness and life satisfaction.

1.8 Check and challenge

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au *Note:* Question numbers may vary slightly.

Key terms quiz online only

Multiple choice quiz online only

Check your understanding

1. How can you develop a positive sense of identity?
2. Describe some of the physical, social and emotional changes that young people experience during adolescence.
3. What role do hormones have during puberty?
4. Describe the menstrual cycle.
5. Explain why young people mature at different rates.
6. What advice would you give to someone who is not coping with the changes they are experiencing during adolescence?
7. What future changes and challenges do you expect in your life and how will you deal with them effectively?
8. Valuing the difference between people is important for both the health and wellbeing of individuals, but also for Australian society. Outline strategies that you could undertake to be more inclusive of differences.
9. Explain why celebrating diversity can support others' sense of identity.

on Resources

Digital doc: Worksheet 1.7 Key terms quiz (doc-29181)
Digital doc: Worksheet 1.8 Multiple choice quiz (doc-29182)
Digital doc: Key terms glossary (doc-29235)

TOPIC 2 Adolescence — changes and challenges

2.1 Overview

2.1.1 Introduction

This topic explores the many physical, social and emotional changes and challenges of adolescence such as puberty, peer and family issues, school and work pressures, and loss and grief.

You will explore the importance of peer and family relationships, positive self-talk and resilience in coping with these changes and challenges.

The value of accessing and assessing health services as sources of information and support when dealing with changes and challenges will also be explored.

Finally, it's important to be aware of the decisions we make and the skills we have in promoting good physical, social and emotional health and wellbeing for ourselves and others.

Everyone experiences changes during adolescence.



on Resources

eLesson: Adolescence — changes and challenges (eles-2943)

Digital doc: Key terms glossary (doc-29236)

ESSENTIAL QUESTIONS

What are the changes and challenges of adolescence?
What skills and strategies can be used to manage the changes and challenges of adolescence?

SYLLABUS OUTCOMES

A student:

- examines and evaluates strategies to manage current and future challenges (PD4-1)
- examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others (PD4-2)
- demonstrates self-management skills to effectively manage complex situations. (PD4-9)

2.2 The challenges of adolescence

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

2.2.1 Changes and decisions

Adolescence is a time of big change and big changes take time. You will be faced with lots of decisions throughout adolescence and these decisions may have a significant impact on your future life. Adolescence has always been a complicated stage of development but today's rapid information and communication technology makes it even more complex. You need to be strong, creative, resourceful and hopeful to deal with the challenges you will face. Seek advice from someone you trust and approach the challenges with a positive attitude.

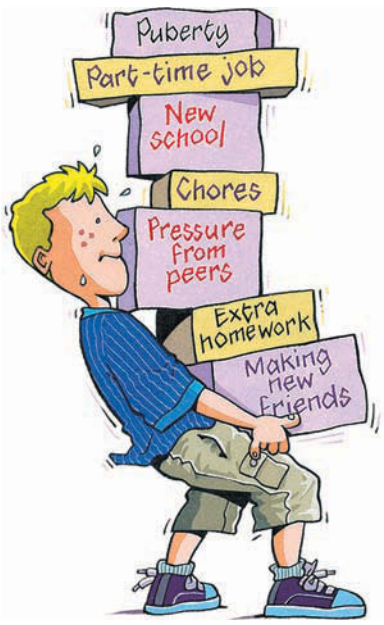
Adolescence can bring many challenges and new experiences.



Adolescence is a time of tremendous growth and potential but it may also be a time of considerable risk. Five key elements will help guide you through this time of change.

1. *Organisation*. Prioritise, plan and set goals to maintain life balance.
2. *Communication*. Maintain open and honest communication lines with your parents, carers, teachers, peers, coaches and other significant trusted adults.
3. *Respect*. Have respect for the people in your life, and especially for yourself.
4. *Taking care of your health*. Your body is growing and changing significantly and that requires you to look after it with good nutrition, exercise and rest.
5. *Not being afraid to ask for help*. There are many people and organisations who can help you navigate the challenges of adolescence. These include your parents, carers, school counsellors, teachers and other trusted adults, and organisations such as headspace, Kids Helpline and ReachOut.

The juggling act during adolescence



on Resources

- **Weblink:** headspace
- **Weblink:** Kids Helpline
- **Weblink:** ReachOut

2.2.2 Roles and responsibilities

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

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

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

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

DID YOU KNOW?

When everyone in the family is involved in creating the family rules and negotiating the consequences for breaking them, this helps everyone to understand and accept the rules. Family rules help you to feel safe and secure.

2.2.3 Future roles and responsibilities

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

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

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

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

To explore these issues further, complete the **How do I feel about the challenges in my life?** and **Dealing with future challenges** worksheets in the Resources tab.

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



on Resources

Digital doc: Worksheet 2.1 How do I feel about the challenges in my life? (doc-29183)

Digital doc: Worksheet 2.2 Dealing with future challenges (doc-29184)

2.2.4 Fears and feelings

As you experience one or more of the challenges outlined in section 2.2.2, you most likely will be faced with a range of feelings and may have fears about meeting these challenges. This is quite normal. It may be that you are feeling scared or that you do not fit in, that you cannot cope with the situation you are faced with, or you may worry that you will fail. These are common fears and feelings. When you are faced with a challenge it is important that you recognise what you are capable of, what you need to do to work through the challenge and to whom you can turn for support and advice.

2.2.5 Skills and strategies for managing responsibilities

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

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

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



Below are some more ideas that can help you to manage the changing roles and responsibilities of adolescence.

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

Walking the dog and exercising can provide a way to cope with challenges.



2.2.6 Positive self-talk and help-seeking strategies

The key to coping with problems or difficult situations may often be the way we think about them. **Self-talk** is our inner voice, the voice in our mind that says things that we don't necessarily say out loud. It's the 'commentator' in our head. Self-talk can have a powerful influence on the way we feel about ourselves in certain situations. Your thoughts can directly affect your emotions.

Using positive self-talk in unfamiliar or new situations, such as meeting someone for the first time, can help us feel in control and build our confidence. If you give yourself positive feedback more often, you will likely feel more confident about yourself. You can improve your state of mind by changing your thought patterns. Negative self-talk should be acknowledged and addressed appropriately to improve your self-confidence in situations that you are concerned about. Positive self-talk involves saying things to yourself that are positive while also being realistic. Learn to be compassionate with yourself. Next time you put yourself down, ask yourself this question, 'Would I say this to a friend?' If the answer is no, then why are you saying it to yourself?

Using positive self-talk improves confidence and relationships with others.



Self-talk usually happens without us realising. Identifying the negative or irrational thoughts can help provide confidence to deal with new situations or simply to make us feel better. Positive self-talk can empower you to try new and challenging things and not be afraid of failure.

Effective help-seeking strategies involve being able to go to someone for guidance and assistance when you are worried, unhappy or have a problem. You generally feel supported, safer and cared for when you share your concerns. It is important to think about the people you would talk to if you needed support in different circumstances. There are two main types of help seeking:

- informal help seeking from family and friends
- formal help seeking from professional sources.

Find the most appropriate person to talk to and express to this person how you are feeling so they can support you effectively.

2.2 Activities

Express yourself

1. Use your creativity to draw, paint, sculpt or act to express all the feelings you have about the challenges of adolescence.

Emoticons journal/chart

2. Before you can deal with your emotions appropriately, you must learn to recognise what causes them.
   (a) Develop a journal/chart to record your emotions. You may like to indicate your emotions with the use of an emoji or emoticon. Record the activities/events that cause those emotions to occur. Include all the information that will help you determine if there is a pattern to when certain emotions occur. Be sure to also rate each activity/event as high, medium or low in relation to the intensity of the emotion.
   (b) Now that you have identified your emotions and the various events that lead to them, think of and note down some appropriate ways to deal with your emotions in different situations.

Skills for managing change

3. Use the **ReachOut: How to manage your time** and **ReachOut: study hacks** weblinks in the Resources tab to complete the following activities.
   (a) How can you implement strategies to manage your time more effectively?
   (b) How can you implement some study hack strategies to study more efficiently?

LifeCharge app

4. Use the **LifeCharge** weblink in the Resources tab to journal your emotions. LifeCharge is a simple journaling app that allows you to log positive and negative events throughout the day, while providing each entry with a rating on a three-point scale. The aim is to provide an easy way for people to track their day for perspective and reflection.

Positive self-talk

5. Using the **ReachOut: 3 ways to talk yourself up** weblink in the Resources tab, explore ways to implement positive self-talk. Present the information in a brochure that can be provided to students in schools.

on Resources

- **Weblink:** ReachOut: How to manage your time
- **Weblink:** ReachOut: Study hacks
- **Weblink:** LifeCharge
- **Weblink:** ReachOut: 3 ways to talk yourself up

2.2 Check and challenge

Explain

1. Predict and describe at least five challenges that you will face in the future as a young adult.

Evaluate

2. (a) Identify the challenges young people face when they go from primary school to high school.
   (b) Describe how you have or would respond to and cope with these challenges.

Elaborate

3. Identify changes that have already occurred in your life. Choose one and describe how you dealt with its challenges.

2.3 Dealing with loss and grief

Although there are many things to be gained during adolescence, it is possible that you will experience loss as well. These losses can be very difficult to deal with. In this subtopic you will learn the skills needed to deal with loss.

2.3.1 Loss and grief

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

- the end of a close relationship
- moving away from friends or family
- parents getting divorced
- finding out someone we love is seriously ill
- moving to another country
- moving schools
- losing something that is very important to us, such as our job
- the death of a pet.

Dealing with loss can be a difficult challenge.



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

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

HEALTH FACT

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

2.3.2 Responding to loss and grief

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

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

Responses to loss may differ between boys and girls due to the effect on behaviour of gender stereotypes and cultural differences. Stereotypical views such as 'real' men don't cry or show their emotions but girls are expected to be emotional, may influence our feelings about our own unique experience of grief. It is important to remember that experiencing an emotional and/or physical response to grief is normal. Allowing yourself to grieve is a healthy first step in moving on from your loss. Can you think of other things you can do to make yourself feel better?

2.3.3 Learning to cope

You will learn that feelings of loss and grief are difficult to deal with and can be quite intense. It may be a very painful experience, particularly if you lose someone you are close to. You may feel many emotions at this time, such as sadness, anger, shock and loneliness. Everybody copes with the grieving process differently and it is important to recognise and appreciate that everyone needs to deal with it in their own way.

The grieving process can take time. It would be great if there was a magical wand that could make you feel better during these periods, but unfortunately there isn't. There are things you can do, however, to help you cope more easily. Support service beyondblue suggests the following strategies:

- Allow yourself time to cry.
- Take time out.
- Say goodbye.
- Talk about it.
- Stay healthy.

Some strategies to help you cope with loss



2.3 Activities

Understanding reactions to grief

1. In groups of four, discuss how it would feel and how you might react if:
   (a) your favourite pet died
   (b) you and your family emigrated to a country where a different language is spoken
   (c) your closest friend moved away.
2. As a group, devise a list of positive strategies that would help you cope with the situations proposed in activity 1.

3. As a class, draw a mind map to present all the positive strategies and discuss why they would be helpful for someone experiencing loss.
4. Discuss differences between the ways boys and girls react to loss. Identify reasons why such differences might exist.
5. Complete the **Understanding loss and grief** worksheet in the Resources tab to further examine responses to change.

Smiling Mind

6. Smiling Mind is a modern meditation tool for young people. It is a unique web and app-based program developed by a team of psychologists with expertise in youth and adolescent therapy. Smiling Mind is a simple tool that gives you a sense of calm, clarity and contentment using the practice of mindfulness. It gives you the chance to reflect and be aware of your emotions. This can be helpful during difficult times but is also a very healthy self-care tool to include into your daily routine.

   Use the **Smiling Mind** weblink in the Resources tab to explore the benefits of mindfulness as a positive way to deal with changes and challenges.

on Resources

Digital doc: Worksheet 2.3 Understanding loss and grief (doc-29185)

Weblink: Loss and grief

Weblink: Smiling Mind

2.3 Check and challenge

Explain

1. List five types of experience that can lead to a grief reaction.
2. Identify three positive strategies you could adopt to help you cope with loss.
3. Identify three positive strategies you could adopt to support and assist others in coping with loss.

Elaborate

4. Is loss always a negative experience?
5. What advice would you give someone who has just suffered a major loss in their life?
6. List and research three different health support services that adolescents could use to help them deal with the grieving process.

2.4 Managing changes and challenges

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

2.4.1 Characteristics of a resilient person

Some people are able to manage the challenges of life, remaining positive no matter what. These people are resilient. Children and young people are usually resilient. This is because they typically have resources such as friends and family to support them in difficult times. However, there are some young people, just as there

are adults, who need extra help and support to manage life's challenges. Is there someone you can turn to when you face challenging times in your life?

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

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

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



HEALTH FACT

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

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

2.4.2 Developing resilience

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

- *Develop skills to help you with problem solving and positive communication*. When faced with a challenge, think about what you can do to manage it. Talk to people who have experienced similar situations, who you trust and who can help you find ways to solve problems.
- *Be realistic*. This means identifying what you are capable of managing and realising when you don't have the skills to deal with situations. Be honest about what you can cope with, and believe in your capacity to cope.
- *Self-monitor*. Keep a check on your emotions, what you are feeling and how you are reacting to situations. If you find that you feel stressed or your emotions are out of control, take time out. Get your thoughts and feelings together before you deal with a stressful situation.
- *Develop a sense of belonging and connectedness*. People are better equipped to deal with change and challenges if they feel supported or they feel they belong to a network. Young people who feel connected to their family, peers or school often feel supported and can cope more easily with change.

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



- *Maintain a positive attitude*. By visualising yourself handling stressful situations in a positive way, you are more likely to cope with life's challenges. Choosing to be positive about your life and your future is an important factor in overcoming hard times. Sometimes this isn't easy, especially when you feel everything is going wrong and you can't make things better. Look for the positive things and concentrate on these.
- *Engage in positive self-talk*. What you say to yourself in challenging and difficult situations can influence how you feel about the situation. Learning how to reframe your thinking to focus on more positive thoughts can influence the way you respond to challenges and help you to be more optimistic.

2.4.3 Overcoming challenging situations

During adolescence you will face different situations, each providing their own challenge. It is important to have help-seeking strategies to assist in managing and overcoming these challenges. Some examples of challenging situations include ending a relationship, feeling overwhelmed and grieving or dealing with the loss of someone close.

- *Ending a relationship.* This is often a challenging situation for young people and is associated with different emotions such as sadness and anxiety.
- *Feeling overwhelmed.* This feeling can often result from school work or family pressures and can often lead to anxiety and stress.
- *Grieving or dealing with the loss of someone close.* This creates feelings of distress and sadness and help-seeking strategies are essential to help you through the process.

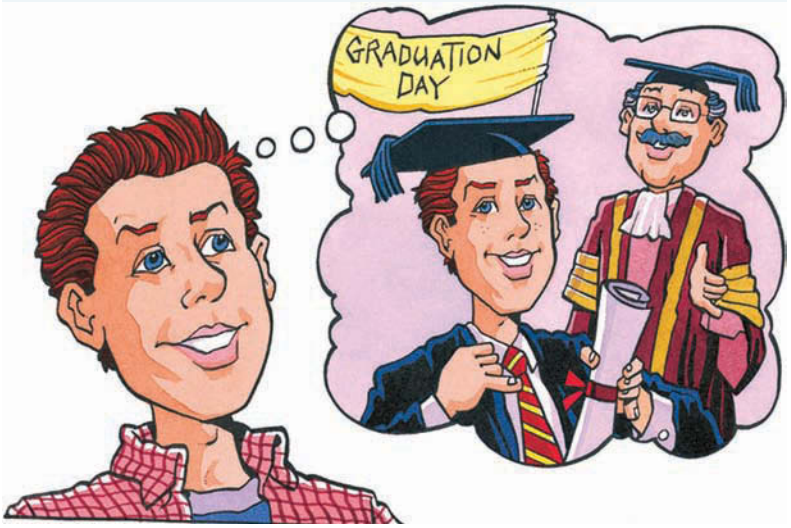
Help-seeking strategies

Help-seeking strategies are important during challenging times, to assist you cope and move through the challenge in a positive manner.

Examples of help-seeking strategies for the situations above include:

- *ending a relationship* — talking to someone such as a family member or friend, giving yourself time to heal, taking up a new hobby or physical activity, being out in nature, keeping a journal to write down your thoughts and feelings
- *feeling overwhelmed* —talking to someone such as a friend or family member, making a list and prioritising tasks, being organised, asking for help to complete tasks to reduce your workload
- *grieving or dealing with the loss of someone close* — allowing yourself time to heal, talking to someone such as family member, friend or counsellor, doing meditation, keeping a journal, participating in physical activity, contacting a helpline such as Kids Helpline.

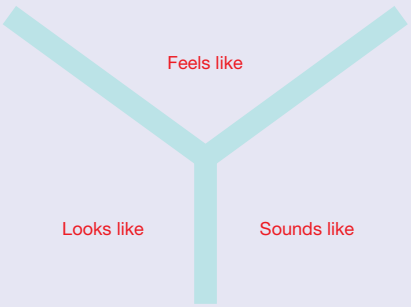
People who visualise themselves positively dealing with challenges are more likely to do this when confronted with a challenge.



2.4 Activities

Characteristics of a resilient person

1. (a) Draw a Y-chart, such as the one on the right, to describe what you think a resilient person might be like.
   (b) Share your Y-chart with a partner and discuss your responses.
   (c) With your partner, identify people such as sporting figures or family members who you think are resilient and discuss why you think they are.
   (d) Complete the **Bouncing back** worksheet in the Resources tab to look further at what makes a resilient person and developing strategies to build resilience.



Dealing with change

2. (a) Identify a past situation that required you to adapt to change (for example, changing schools, moving house or losing a pet).
   (b) Describe the challenges you faced when dealing with the change.
   (c) Identify personal characteristics and skills that helped you deal with the change.
   (d) Evaluate your response to the change. Do you think you could have done anything differently?

on Resources

Digital doc: Worksheet 2.4 Bouncing back (doc-29186)

2.4 Check and challenge

Explain

1. Describe the characteristics of a resilient person.
2. Why is it important for young people to be resilient?

Elaborate

3. How can you improve your ability to deal effectively with change and challenges in your life?
4. Identify strategies for helping others to be resilient.

Evaluate

5. Evaluate your ability to bounce back in hard times.
6. Self-monitoring is one way to help you be resilient in times of stress. Identify strategies that you use, or could use, to manage your emotions in times of stress (for example, talking to a close friend). Explain why these strategies would be effective for you.

2.5 Peer connections

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

2.5.1 Being connected

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

2.5.2 Who am I connected to?

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

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

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

Friends provide support by respecting each other.



HEALTH FACT

In a 2017 survey, young people indicated that when it comes to seeking help with important personal issues, most would talk to their friends (84.4 per cent), a parent (77.7 per cent) or another relative or family friend (61.3 per cent).

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

2.5.3 Finding it hard to connect

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

- They feel that having opinions or beliefs that differ from their peers' can cause conflict.
- They feel school is too hard, no-one cares and they cannot achieve their goals.
- They feel school is unsafe because they are bullied and harassed by their peers.
- They feel different from their peers.
- They feel they are not good at anything and they are a failure.
- They feel no-one understands them, cares about them or is interested in who they are.
- They feel they have no control over what is happening in their lives.

Getting involved at school will help you make connections.



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

on Resources

Digital doc: Worksheet 2.5 Identifying connections (doc-29187)

2.5 Activities

Making connections

1. As a class, form two concentric circles — an inner circle and an outer circle facing each other. Follow these instructions:
   (a) Introduce yourself to the person you are facing and tell them three things about yourself.
   (b) The inner circle moves two places to the left to face someone new. Introduce yourself to the person you are facing and identify three things you have in common.
   (c) The inner circle moves two places to the left. Introduce yourself to the person you are facing and tell them who you would most want to be and why.
   (d) The inner circle moves two places to the left. Introduce yourself to the person you are facing and share your favourite holiday destination and explain why it is your favourite.

2. Think about how it felt sharing things about yourself with your peers and answer the following questions.
   (a) Did you find sharing with your peers easy or hard? Explain why.
   (b) What can you do to try to connect more with your peers?
   (c) What can you do as a member of this class to help others to feel connected?

The ideal school for me!

3. Form groups of three or four. You have been given the job of designing and promoting a new secondary college called Ideal SC. This school needs to be a place where every student feels safe, supported and happy. Use a computer and the following steps to design Ideal SC.
   (a) Develop a school motto or advertising slogan to promote Ideal SC.
   (b) Draw a plan of the school grounds (include buildings, sports facilities, seating, gardens, eating areas and any other significant features).
   (c) Identify subjects that should be included in the academic curriculum. Justify your selections.
   (d) Develop a school code of conduct that addresses the behaviour of both staff and students. You may wish to include fair discipline guidelines for breaching school rules.
   (e) Identify other activities/programs that should be offered to students, such as sport, dance or social justice initiatives. Justify your selections.
4. As a class, share your answers for activity 3. Compile a list of the characteristics that Ideal SC would need to have for every student to feel safe, supported and happy. Discuss why each characteristic would promote a student's sense of connectedness to the school. Then answer the following questions.
   (a) Which characteristics are most important to you? Explain why these characteristics would help you feel supported and connected to your school.
   (b) What can you do to make school a safe and happy place for every student? Use desktop publishing to create a poster to display your strategies.

2.5 Check and challenge

Explain

1. Why might some students not feel connected to their peers?

Elaborate

2. Identify five activities at your school that promote a sense of belonging.

Evaluate

3. What can you do to help your peers if they find it hard to make connections?

2.6 Family connections

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

2.6.1 The importance of family

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

What do adolescents talk about when thinking of families? Use the **Teens talk about family** weblink in the Resources tab to watch a video about teens talking about their families.

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



on Resources

Weblink: Teens talk about family

2.6.2 My family

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

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

HEALTH FACT

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

2.6.3 Getting connected

It can be difficult to take steps to begin or improve our connections with other people, especially our families. We can feel nervous or anxious about starting a conversation and trying to get closer to them. But the things we gain — friendship, someone to talk to and confide in, someone to do things with and support when we need it — are well worth the effort. The sense of belonging we feel when we develop close relationships with the people in our family can be a critical factor in helping us through hard times. As we move towards becoming more independent our relationships with family and friends may change. For example, we may see more of our friends than our family, particularly when moving out of home. Moving in with a partner and spending more time with them may mean less time spent with family and friends. As we mature we become more responsible for ourselves, rather than relying on our family. This does not mean that our family won't be there for us; however, as we become more independent, the role they play may change.

It is important to keep in mind that there are many things you can do to strengthen the relationships you already have, which will help you towards independence. Some strategies to get you connected are:

- Spend time with your parents. Talk to them about your day.
- Invite your family to get involved in school activities, like helping with your homework, or coming along to sporting competitions or school plays.
- Offer your help when it is needed, such as helping around the house.
- Take up a hobby you can share with your family, like photography or bushwalking.
- Ask your family to help you make new connections.

Can you think of others?

There are many people who can provide support.

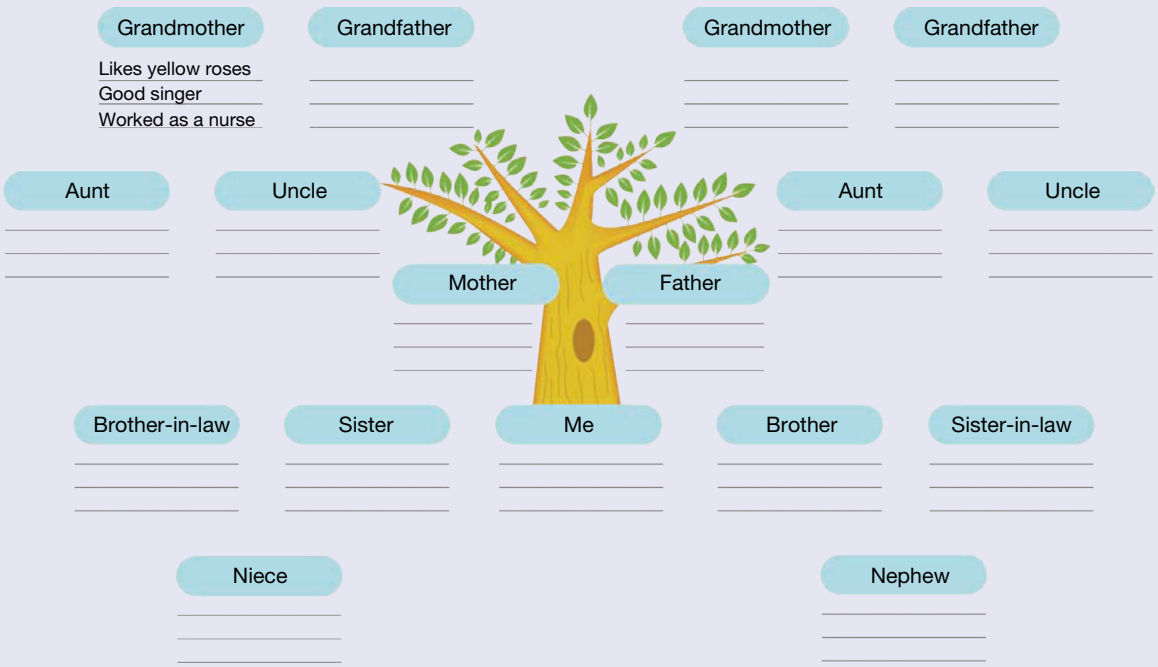


2.6 Activities

My family tree

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

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



Making connections with my family

2. Collect some photos of families from newspapers or magazines, or bring in photos of your own family to help you answer the following.
   (a) In small groups, discuss:
      i. what the word 'family' means
      ii. how families differ
      iii. what role families should play in the lives of young people.

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

on Resources

Weblink: Global connections

2.6 Check and challenge

Explain

1. What does it mean to be connected?
2. What is the most important thing to remember when your opinion is different to that of your parents or family?
3. List three ways you can improve your connections with your family.

Elaborate

4. Why do you think family relationships can sometimes break down?

Evaluate

5. (a) How do you respond when your opinion is different to that of your parents or family members?
   (b) Do you think your response is likely to improve your connections with your family? If not, how can you improve your response?

2.7 Support networks

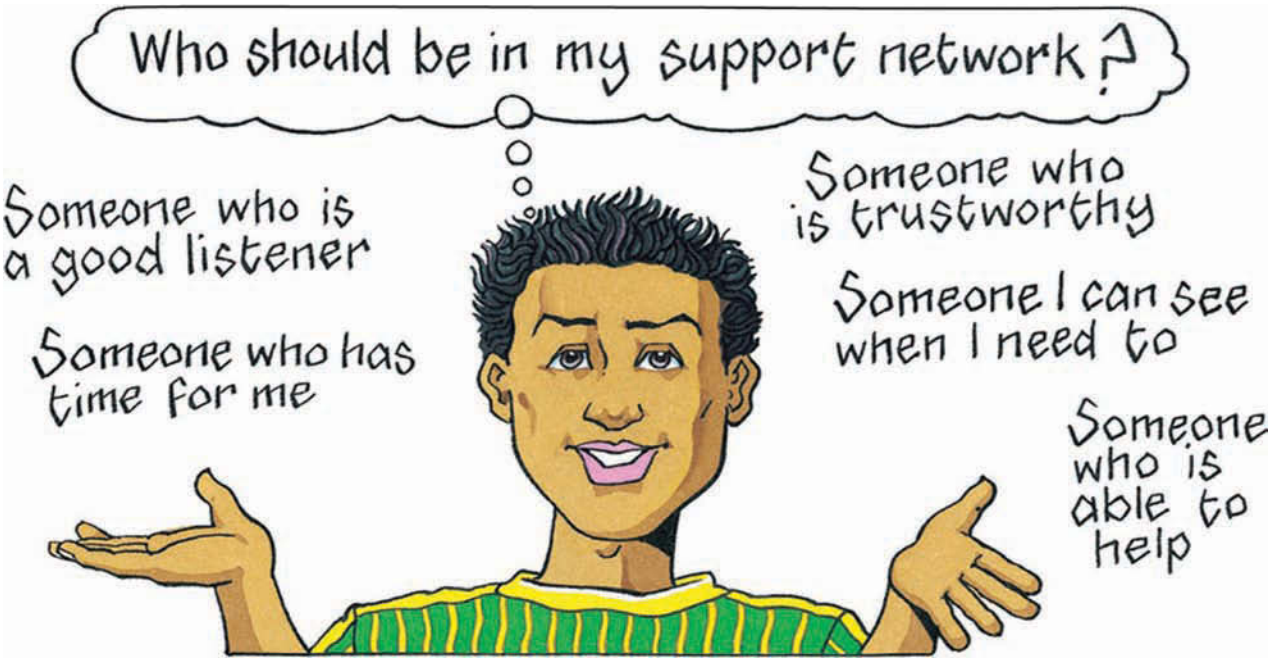
An important part of planning to keep safe is identifying people you trust and who can help and support you when you need it. These people form your support network.

2.7.1 A sense of belonging

'A sense of belonging is seen as a basic human need. It involves feeling valued, needed and accepted by others. For young people, feeling connected to positive peers and adults is protective against a range of adverse health and behavioural outcomes. To lack a sense of belonging is associated with a higher incidence of mental illness and emotional distress amongst adolescents.'
Source: www.beyondblue.org.au

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

Support networks should include people you can trust and who can help you.



2.7.2 Why is having support important?

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

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

Other instances of when support networks are important are when either you, or someone you care about, are in an unsafe or difficult situation, for example, situations involving bullying, mental health concerns, drug use, relationship or family and domestic violence.

Often in these situations, it is not easy for us or others to seek help. There are quite often barriers to seeking help including:

- lack of awareness about the dangers of the situation
- being unsure of who to contact in these situations
- lack of support networks available
- being worried about social stigma of getting help.

Strategies to overcome these barriers include becoming educated about the dangers of certain situations and the particular health effects, such as those associated with domestic violence. Other strategies include creating a support list of people to contact when faced with an unsafe or difficult situation, for example, family, friends or external supports such as counsellors. As well as individual support networks of family and friends, there are many external organisations available such as ReachOut and Kids Helpline.

Seeking help should also be seen as a sign of confidence and strength as you are taking action to protect your health and safety, which is important in maintaining your overall wellbeing. In today's society it is far more acceptable to receive help when experiencing a difficult time, rather than keeping such feelings bottled up.

2.7.3 Establishing a support network

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

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

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

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

People who can form your support network



2.7.4 Getting support for yourself and others

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

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

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

2.7 Activities

Support network

1. (a) Identify a support person, such as a parent, friend or teacher.
   (b) List the qualities they have as a support person for you: for example, honesty, trustworthiness, wisdom.
   (c) For what type of circumstance would you access them as a support person: for example, in a disagreement with a friend or a cyberbullying issue?

Website investigation

2. In pairs, research one of the following websites, assigned by your teacher, and answer the subsequent questions.
   - Kids Helpline
   - ReachOut
   - beyondblue
   - Black Dog Institute
   - Smiling Mind

   (a) What health information does the website provide?
   (b) What resources and services does the website provide?
   (c) How effective is this website in assisting adolescents with managing change and transitions? Provide examples.

2.7 Check and challenge

Explain

1. What are support networks and why are they important?
2. What factors should you consider when choosing people to be in your support network?

Elaborate

3. How could you help a friend obtain support?

Evaluate

4. Where could you seek advice if you had a problem or were in a potentially unsafe situation?
5. Using your answers from question 4, create a flow chart using drawings or pictures to illustrate your support network.

2.8 Accessing health information, resources and services

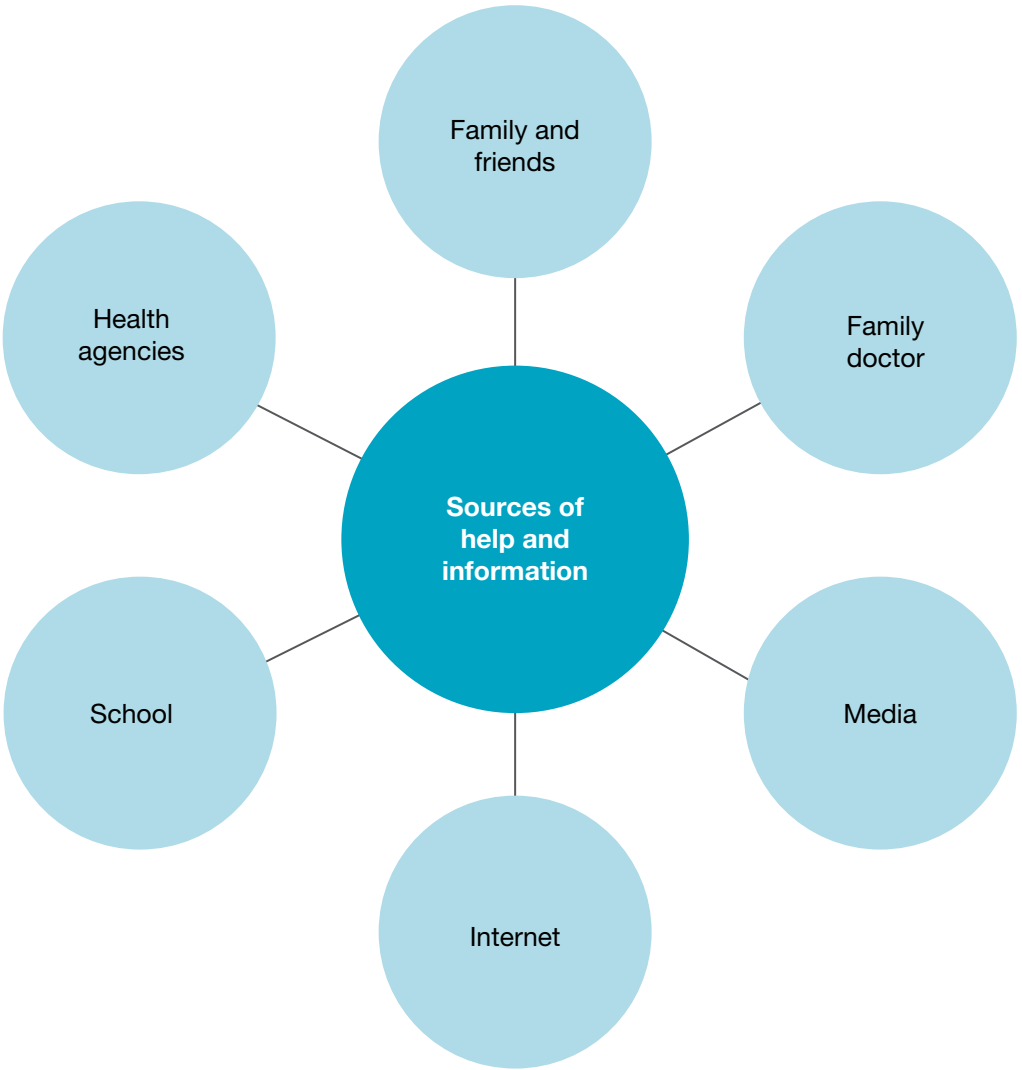
Dealing with changes and challenges can be difficult for young people but for our health and wellbeing it's important to deal with these in positive way. Accessing health information, resources and services is important to support us in effectively managing changes and transitions.

2.8.1 Be informed

Being informed about health information, resources and services can help us deal with changes and transitions such as times of stress. But how do we know whether information is accurate and how do we act on it appropriately?

2.8.2 Consumer health

Accessing **health information** and finding the right answers can sometimes be quite a challenge for us as **health consumers**. The most important aspect of consumer health is being able to evaluate and act correctly on health information. There is a large range of health resources and services available; although many are safe, others, such as 'miracle cures' or rapid weight-loss diets, can damage our health. Who, then, do we believe?



2.8.3 Family and friends

Our family and friends are often helpful and convenient sources of health information as they have our best interests at heart and are easy to talk to. Older family members might be able to refer us to general services, such as doctors and dentists, and can usually help us with minor injuries. However, they may not have expertise on specific health matters, such as weight-loss programs and depression. Similarly, our friends may be able to empathise but lack the expertise to treat the problem. The most important role our family and friends can play is to help us understand the problem, seek out sources of help and evaluate information.

2.8.4 School

Your school network is an excellent resource, as it includes your Health teachers, counsellors and other staff who have a good understanding of adolescent problems, reliable information, and available products and services. The Health lesson can be a good place for discussion of general health issues. You should feel free to discuss any questions you may have, either as a class or with your teacher, who can provide guidance on where to find further information if needed. You might be surprised how many others in your class have been pondering the same question!

2.8.5 Health agencies

Many **health resources** and **health services** are available from **health agencies**. Health agencies include hospitals, doctors, pharmacists and organisations such as Meals on Wheels, St John Ambulance Australia and Nutrition Australia. Agencies answer our calls, give advice, provide pamphlets and generally work to improve the health of all Australians. It is up to each of us, however, to make health choices that are in our best interests. How well we do this depends on our judgement and decision-making ability.

Changes and challenges in adolescence can create stress and lead to mental health issues such as anxiety and depression. There are many health agencies that help young people deal with changes and challenges. These agencies include ReachOut, Kids Helpline and beyondblue.

Meals on Wheels provides hot meals to elderly and disabled people in the community.



School-Link and Healthy Kids are NSW Government initiatives aiming to improve the health and wellbeing of NSW students by providing mental health, physical activity and healthy eating guidance and support.

NSW School-Link Health and Education Working Together

healthy kids eat well, get active

on Resources

- **Weblink:** School-Link
- **Weblink:** Healthy Kids — eat well, get active

2.8.6 The internet

The internet is now the most extensive of all sources of health information, providing access to a large range of health products, suggestions, information and advice. It should be noted, however, that many internet sources may not be reliable and can even provide harmful advice. You should be very cautious when using unrecognised internet sources for health-related information. Some of the best websites for health information are shown in table 2.1. These are available as weblinks in the Resources tab for you to check out for yourself.

TABLE 2.1 Health-related online information and support services

Support for alcohol and drug dependence	Support for nutrition
Better Health Channel Binge drinking Alcohol and Drug Foundation Safe night out Australian Drug Information Network Youth Support + Advocacy Service (YSAS) Drug and Alcohol Research and Training Australia	Cancer Council Nutrition Australia National Heart Foundation NSW Healthy Eating and Active Living Healthdirect Australia Health Departments in each state or territory Australian Sports Commission
Support for physical activity	**Support for safety**
Australian Sports Commission Physical Activity Australia TeensHealth Department of Health Smartplay	Red Cross St John Ambulance State Emergency Services Salvation Army
Support for mental health	**Support for relationships and sexual health**
Lifeline Youth beyondblue Black Dog Institute KidsMatter MindMatters headspace Head to Health	Kids Helpline NSW Rape Crisis eheadspace Family Planning NSW MensLine Relationships Australia ReachOut

on Resources

Weblink: Health information

2.8.7 Media

The media is very influential both in promoting health products and communicating health messages. We see some television commercials promoting healthy food and others publicising junk food. Most magazines and newspapers advertise health products, promote new diets, include features such as 'health tips for the week' and sometimes include entire health sections. Often these health articles address issues relevant to young people, such as sexuality, relationships, skin problems and weight control. Usually the information is reliable as it has been written or checked by people in the medical profession. However, we should be aware that just because health advice appears in print, it does not mean that it is totally reliable and correct. It also may not be the appropriate answer to our own problem and should be considered as general advice only.

2.8.8 Family doctor

The family doctor is probably the most reliable source of general health information and advice. General practitioners (GPs) are highly qualified and deal with health problems every day. They are aware of new products and are trustworthy in their evaluation of the latest health information. Always feel free to discuss any health concerns with them. Tell them what you have read and the advice you have already received, then listen carefully to their assessment of your concerns.

HEALTH FACT

Generally, you can make an appointment with your family doctor without needing to bring one of your parents along, regardless of your age; however, if your GP feels that your parents should be present, they may advise you of this. You are able to consent to your own medical treatment without consulting your parents once you turn 16 or once you turn 14 if your GP believes you are fit to do so.

2.8.9 Supporting others who need help

Everyone can go through a challenging time. As we grow up we experience different circumstances or conditions that require support from others. Issues such as mental or emotional health, relationships, sexual health, alcohol and drug use, family matters and nutrition can all test our ability to cope and remain positive. Other challenges may involve the changing nature of relationships, including breaking off relationships and moving forward with relationships. An ongoing health condition can also bring associated feelings of anxiety and stress. We should never underestimate the impact that providing support to others can have. It can make the difference between someone feeling they are coping versus not coping.

Sometimes it can be obvious that others need our support because they will ask for it, or we might sense something is wrong or different and enquire if everything is okay. There is a range of ways in which we can support others. These involve communication, social-emotional support and practical actions.

Empathy is a vital part of showing support for others in a challenging situation.



Communication skills to support others

If you recognise that someone else needs help, it is not always easy to know what to do. A positive way to start is through good communication and showing support. This involves strategies such as showing empathy, listening attentively and reminding others of their character strengths, skills and abilities. Using values such as respect, compassion and integrity in our communication can show others that we are genuine. Sometimes it's as simple as starting a conversation. Sometimes the conversation can be the solution.

Persuading friends to seek assistance early is a good step towards helping them resolve a problem before it potentially gets worse. Do you know how to motivate a friend in need of help to take positive action? The following communication techniques can be used to persuade someone to seek help.

Step	What you should do	What you could say
Step 1 **Start a conversation**	Choose somewhere private or quiet.	*What's up? How you going? Haven't seen you for a while. Is everything okay?*
Step 2 **Listen without judgement**	Guide the conversation by acknowledging you understand the problem.	*How long have you been feeling like this? How has it made you feel?*
Step 3 **Acknowledge the problem and encourage action**	Sum up the issue and ask what they are considering doing. Encourage them to take the first step. Assist them in finding useful online resources.	*What do you think you should do? Have you considered seeing a doctor or teacher to discuss?*
Step 4 **Follow up**	Ensure that you get back to them soon on how things went.	*Did you get a chance to make an appointment? What were some possible solutions? Did you find the information useful?*
Step 5 **What if they don't want to talk?**	Communicate your concern for them and that you would like to help because you care about them. Don't criticise them for not 'opening up'.	*I'll catch up next time to see how you are going. Would you prefer to talk with someone else?*

Social-emotional support

Positive emotions are contagious. If we express positive emotions it is likely that other people will also be affected positively. Humour and laughter are positive emotions that can help to relieve stress. It doesn't necessarily have to involve telling jokes, it is more about looking for humour in difficult situations. Sometimes if a person isn't feeling positive about their own situation, by helping others it can make them feel more positive about themselves.

Random acts of kindness go a long way to bringing about positive feelings. This means going out of your way to be kind or to help someone. It could be as simple as saying to someone that they look nice today, helping them carry their heavy sports bag or letting them into the canteen line ahead of you. Another more structured way of helping others is to be involved in service activities at your school or in community-based programs.

Acts of kindness can contribute to positive feelings.



Problem solving for support

Using problem-solving strategies can help you to think through solutions and take action when supporting others. For example, if a classmate has a parent who periodically suffers from a mental health condition, how could you work to support them? They may require assistance with additional home tasks or may need to find new recipes to help making meals at home. Putting yourself in the shoes of others, thinking about their situation and the full range of possibilities to assist them is an important way of offering support.

Seeking additional support

Sometimes you don't know when you need support. You might think it's 'normal' to always be stressed. Finding ways of recognising emotions ensures that you don't become trapped in negative mood states of anxiety or depression. It also helps to have a good support network — family, friends, teachers, coaches, counsellors and others — who can help you in times of need. Engaging the support of others and sharing strategies for dealing with emotions is a constructive way of managing your emotions through challenging times. As a friend, offering to accompany someone to seek further support from a teacher or school counsellor may offer reassurance and help them to take this important step.

2.8 Activities

Inside health

1. Allocate each of the following questions to a small group. Discuss each question and report back to the class. Summarise the responses on the board.
   (a) What persuaded you to purchase or use the last headache tablet that you took? How did you know the medication was safe? Would you choose this brand again?
   (b) What made you choose the doctor you go to? Are things explained to you fully when you visit?
   (c) Do you regularly read a website or magazine health article? If you do, why do you find it interesting? How do you know the information is correct? Do you use it to diagnose or treat your own problems?
   (d) Do you know or have you heard of people who are sexually active at a very young age? Are there health risks? Are there reliable sources that young people can talk to confidentially if they have problems of this nature? Where do you find this information?

The family doctor

2. Imagine you are a local general practitioner. Consider the following.
   - What are the types of concerns that young people might ask you about? List five examples.
   - Why is it important for you to stay informed about the latest health services and products?
   - A 13-year-old girl comes in complaining that she always feels tired and never has any energy. She tells you that she spends a lot of time watching television and playing video games, and you notice she is overweight. What advice would you give her? What health services might you recommend to her?
   - A 14-year old boy comes to you to ask some questions about dealing with the anxiety he is feeling as a result of changing schools. Use the **Seeking help for anxiety** weblink in the Resources tab to gather reliable information about anxiety and develop an information sheet for him.

Seeking help

3. Work in groups and use the **ReachOut: communication skills** weblink in the Resources tab. For each of the following situations, role play how you would use communication techniques to encourage someone to seek help.
   - Mental health concerns, for example, depression
   - Drug use
   - Relationship or family domestic violence

on Resources

Weblink: Seeking help for anxiety
Weblink: Reachout: communication skills

2.8 Check and challenge

Explain

1. What are the main sources of health information?
2. Why must we treat the things we read in the print media as only general advice?
3. What is the most important role of friends and family in helping you access health information?

Elaborate

4. What are four concerns you could talk to your family doctor about?

Evaluate

5. Which two sources of health information do you think are the most reliable? Why?

2.9 Review

2.9.1 Summary

- Although adolescence brings about many changes and challenges, these can present us with positive opportunities.
- Developing a range of coping strategies and a support network helps you to deal with change in a positive way.
- Planning for your future by setting goals, managing your time, identifying potential barriers and devising strategies to overcome them can assist you to deal with future challenges.
- It is important to allow ourselves to grieve and feel sad, scared or lonely after we suffer a loss.
- Learning strategies to handle your emotions during a time of emotional upheaval is important to maintain positive relationships with others.
- Using positive self-talk in unfamiliar or new situations can help us feel in control and build our confidence.
- Being resilient helps people remain positive in life.
- The time needed to reach emotional maturity will vary among young people. Some signs of emotional maturity include controlling impulses, managing stress, knowing your feelings and why you are experiencing them, and expressing yourself appropriately.
- By learning some coping strategies to protect and look after yourself in the face of adversity you can enhance your resilience.
- Having a supportive network of friends and family will give you the comfort of knowing that you can access some valuable help in a time of need and celebrate accomplishments together.
- Being connected or having a sense of belonging to a place or people will help you deal with challenges in your life.
- You have the ability to support others and help them feel like they are connected.
- The most important aspect of consumer health is being able to evaluate and act appropriately on health information.
- Often, the most important role your family and friends can play is to help you understand the problem, seek out sources of help and evaluate information.
- Your school network includes your Health teachers, counsellors and other staff who have a good understanding of adolescent problems, reliable information and knowledge of available products and services.
- The internet is the largest source of health information but also contains some unreliable and even harmful advice. You must carefully evaluate information found on the internet.
- The family doctor is probably the most reliable source of health information and advice available to you.
- Most of the health choices that people need to make are in relation to the resources available, the services needed and the people to contact.

ESSENTIAL QUESTIONS

What are the changes and challenges of adolescence?
What skills and strategies can be used to manage the changes and challenges of adolescence?

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

2.9.2 Key terms

emotional maturity being able to recognise and respect differences in opinion, beliefs and values without becoming angry or upset
grief the response we have to a significant loss in our lives
grieving the process we go through in coming to terms with changes that are happening in our lives, and learning to cope with the gaps that the loss has created
health agencies organisations that assist in health matters by providing services, products and information
health consumers people who buy health products or use health services
health information knowledge about a health product or service you may need, want, buy or receive
health resources include items designed to improve one's health, such as toothpaste, sunscreen or vitamins
health services something that helps people maintain or improve their health, for example, ambulance services, internet advice or health care hotlines
loss temporarily or permanently losing touch with someone we are close to, or something important to us
protective factors factors that protect children and young people from difficult or harmful events
resilient possessing the ability to 'bounce back' when things get tough
self-talk the internal statements we use relating to/describing our self
support network a group of people you trust and can talk to when you need help

2.9 Check and challenge

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au *Note:* Question numbers may vary slightly.

Key terms quiz online only

Multiple choice quiz online only

Check your understanding

1. List three skills and strategies for managing changes and challenges in adolescence.
2. How can you be more resilient?
3. Why are connectedness and a sense of belonging important in young people's lives?
4. List five ways you can get connected.
5. What skills do young people need to make positive decisions about their health?
6. List two ways you can support others when they are having a challenging time.
7. Who is an excellent source of health information at your school?
8. List four of the best websites containing health information.
9. Who is the most reliable source of health information and advice available to you?

on Resources

Digital doc: Worksheet 2.6 Key terms quiz (doc-29188)
Digital doc: Worksheet 2.7 Multiple choice quiz (doc-29189)
Digital doc: Key terms glossary (doc-29236)

TOPIC 3
Developing respectful relationships

3.1 Overview

3.1.1 Introduction

Humans are social beings and feeling a sense of connectedness is essential to our wellbeing. Relationships are dynamic and complex and can be developed in various ways, such as online, face to face and/or by phone communication. The relationships you develop in your lifetime will have a significant influence in shaping your sense of self and identity. It is important to recognise that both positive and negative relationships have an impact on your wellbeing and happiness. The development of effective interpersonal skills will help you respond to both negative and positive situations appropriately and live a socially productive and rewarding life. Communication and mutual respect are both vital elements in developing and maintaining positive relationships.

Everyone needs positive relationships.



Having a trusted support network is important throughout life. This network is made up of people such as family and friends, who can help you during difficult times. Having a support network enables you to feel a sense of belonging, self-worth and security, and contributes to your overall wellbeing.

on Resources

eLesson: Developing respectful relationships (eles-2944)

Digital doc: Key terms glossary (doc-29224)

ESSENTIAL QUESTIONS

How can you empower yourself and others to develop and maintain positive relationships?
Why is it important to respond and act appropriately to negative interactions and relationships?
What skills and strategies can you use to support yourself and others in negative relationships?

SYLLABUS OUTCOMES

A student:

- examines and evaluates strategies to manage current and future challenges (PD4-1)
- examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others (PD4-2)
- investigates effective strategies to promote inclusivity, equality and respectful relationships (PD4-3)
- demonstrates self-management skills to effectively manage complex situations (PD4-9)
- applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. (PD4-10)

3.2 Relationships

In this subtopic you will examine the many types of relationships you can have in your life, why these relationships are important and the different ways you relate to others depending on the type of relationship you share.

3.2.1 Connecting with others

Connecting with others and building strong relationship networks enhances our wellbeing. We rely on the people around us to help maintain balance in our lives. Each relationship you develop in your life will play a role in shaping your wellbeing. Relationships can benefit your wellbeing by lifting your self-esteem, encouraging you to live healthier, or even simply elevating your quality of life through positive interactions and activity.

During your childhood and early adolescence, your parents have a significant influence on your personal development through assisting you with important life choices. In the later stages of adolescence, your peer relationships may have a greater influence on the decisions you make; however, this doesn't necessarily mean that other relationships become less meaningful at this time. Relationships change and transform over your entire life span and it is important that you take on board the valuable life lessons learned from each interaction.

It is important to have different types of relationships.



3.2.2 Types of relationships

Relationships can be quite complex and will change over time depending upon your life experiences. As we grow older we form more relationships in different settings. All of our relationships help to shape us as people. Your understanding of what you believe is right and wrong is shaped by your relationships and interactions with others. You feel a sense of **belonging** when you have a network of support around you. Feeling connected is about knowing you can seek support when you need it, that you will be listened to and that you can work together.

Family relationships

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

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

Different family structures include:

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

Family relationships do change during adolescence. As you become more independent, you are less likely to rely on your parents for the guidance they gave you when you were younger. This is a period of transition for both you and your parents and there may be some conflict about different expectations and responsibilities during this time. Your family is an important influence in helping you build confidence, self-belief and optimism during this time. Your parents will continue to be a source of care and emotional support no matter what is going on in your life. Despite the many changes and challenges that you will be required to deal with during adolescence, your family will generally continue to provide you with a sense of security.

What classifies as a family is different for each individual because family situations vary depending upon life events. It is best not to define a family by what it looks like but rather by what it does. Families are caring, supportive and loving.

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



on Resources

Digital doc: Worksheet 3.1 My family (doc-29214)

Friendships

Increasingly during adolescence, a young person's peer group becomes a significant source of support. For some young people, making friends takes effort and can be a hard thing to do, particularly if you are a shy person. If you find it difficult to make friends, try to be yourself, be genuine and respectful of others and friendships will usually result. Making the effort is well worth it; friends can help you during difficult times as well as enjoy the good times with you. It is important to form friendships and show willingness to be a friend who can be trusted and relied upon. Young people are at times more comfortable sharing information about their lives, thoughts and feelings with trusted peers rather than adults.

Our friends start to influence us significantly during adolescence. For example, they can influence:

- how we dress
- our attitudes
- how we act
- decisions
- actions
- what we like to do
- how we feel about ourselves.

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

Sometimes we feel more comfortable with friends.



on Resources

Digital doc: Worksheet 3.2 Friendships (doc-29215)

Close and intimate relationships

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

Some young people choose to be 'single' because they are not ready for such a close relationship. Other young people become attracted to someone of the opposite sex. Some find themselves attracted to a person of the same sex.

Young people have different ideas about what they want from a relationship. For some young people, friendship, closeness, romance and love are the important factors. Some people treat intimacy with less importance — not so much as part of a relationship but more as a chance to be sexually active. Problems can result when people have different ideas about the significance of a relationship.

Online relationships

As your friends become an increasingly influential source of support during adolescence, so too increases the amount of time you spend communicating with them online. Since the arrival of social networking sites, research has shown that communicating with peers is the most popular use of technology during adolescence. Research also suggests that adolescents access social networking forums to help deal with issues in their lives. The good news is that most adolescents use social networking sites to communicate with people they already know from offline contexts and are making good choices about the personal information that they post in their profiles.

The internet allows us to make contact with people who have similar interests through a variety of online forums and social networking sites. Chatting and interacting online can be a great way to keep up to date easily and instantaneously with your network of friends; however, it can also reduce the amount of important face-to-face contact necessary to maintain a friendship. Social networking sites can also have an influence on the types of discussions that take place during face-to-face contact time. You may find yourself talking to your friends about their online profiles rather than really catching up with what is going on in their lives. The impact of the online world in developing and maintaining relationships is infinite but one of the most important things to remember in our dealings in this online environment, as in the offline world, is to treat other people the way that you like to be treated.

The **eSafety** and **Being safe on the internet** weblinks in the Resources tab offers some advice about things to remember when developing friendships online.

on Resources

- **Digital doc:** Worksheet 3.3 My relationships (doc-29216)
- **Weblink:** eSafety
- **Weblink:** Being safe on the internet

Support networks

Having a support network is essential in helping you through difficult situations that may arise. It may consist of your family, friends, teachers, counsellor and others. A support network gives you the comfort of knowing that there is help and guidance available if you need it. Having a support network will enable you to feel a sense of belonging, self-worth and security.

on Resources

- **Digital doc:** Worksheet 3.4 Establishing a support network (doc-29217)

3.2 Activities

Recipe for relationships

1. (a) Using the tables on the following pages, create a 'recipe' of five ingredients/characteristics you consider to be most important for the people indicated. You may wish to use some of the characteristics provided when putting together your 'recipes for relationships'.
   (b) Complete the tables by outlining a reason why you consider those ingredients/characteristics to be the most important.

Characteristics					
adaptable	adventurous	ambitious	appreciative	approachable	assertive
calm	capable	careful	cautious	cheerful	common sense
compassionate	competitive	confident	conservative	considerate	consistent
cooperative	courageous	creative	curious	decisive	dependable
diplomatic	discreet	dynamic	easy-going	empathetic	energetic
enthusiastic	ethical	fair	flexible	friendly	generous
good communicator	good listener	helpful	honest	humorous	imaginative
inclusive	independent	initiative	intelligent	inventive	knowledgeable
leader	level headed	loyal	mature	observant	open-minded
optimistic	ordered	organised	outgoing	passionate	patient
perceptive	personable	pleasant	polite	positive	problem solver
punctual	rational	reliable	realistic	resilient	respectful
responsible	responsive	self-aware	self-motivated	sensible	serious
sharing	sincere	spontaneous	strong	supportive	sympathetic
tactful	thinks of others	thoughtful	tolerant	trustworthy	understanding

Parent(s)

Ingredient/characteristic	Reason
1.	
2.	
3.	
4.	
5.	

A friend

Ingredient/characteristic	Reason
1.	
2.	
3.	
4.	
5.	

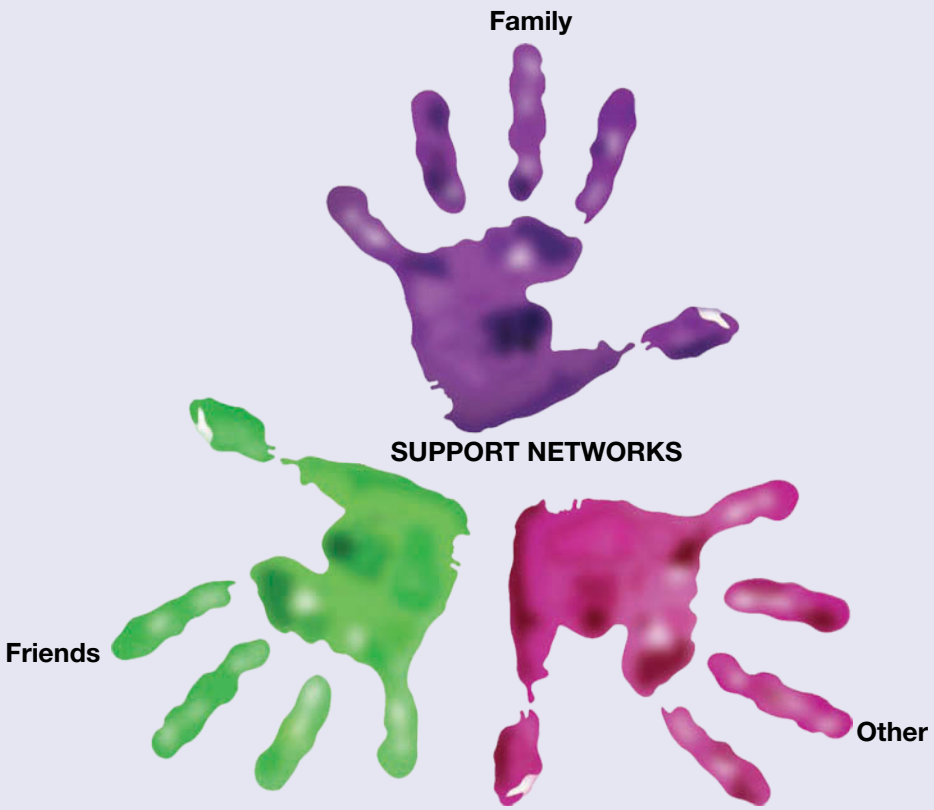
Significant other (sports coach, teacher, etc.)

Ingredient/characteristic	Reason
1.	
2.	
3.	
4.	
5.	

Support networks

For young people, feeling connected and supported by peers and adults is essential to their overall wellbeing and ability to flourish as an individual. It is easier to deal with life's challenges if you can access and get advice from trusted people within your support network.

2. Develop a mind map that encapsulates who you would consider to be part of your support network. Use the template below as a basis for your mind map.
3. Describe a particular situation/circumstance when you would rely on the support of:
   (a) your family
   (b) your friends
   (c) a significant other.
4. Explain why you would access that particular person and not someone else with regard to the situation/circumstance you have identified.



How can I develop my support network?

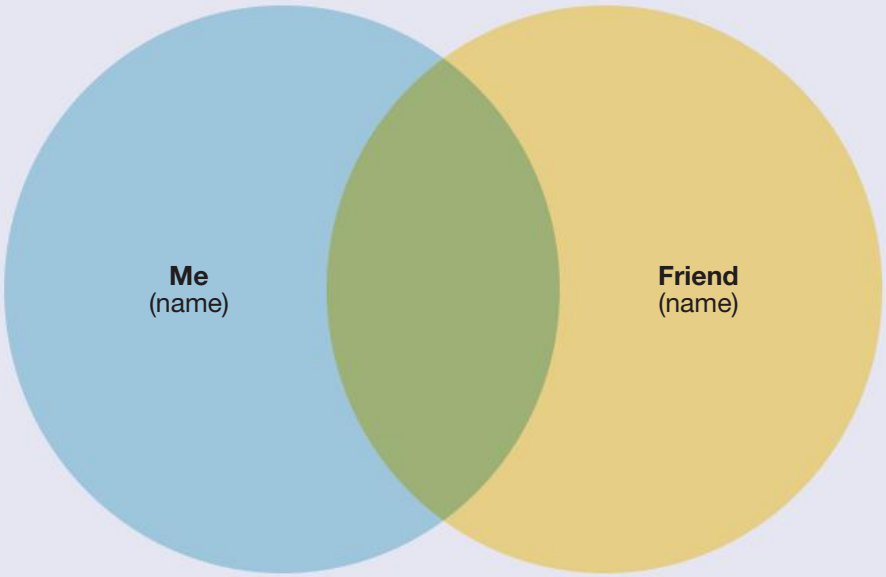
Having strategies to develop and maintain our support networks is important.

5. Use the **Support networks** weblink in the Resources tab to create a pamphlet or website to provide strategies for students to develop and maintain support networks.

What we have in common

Friendships start with a connection.

6. Copy and complete the Venn diagram below to explore the similarities, connections and differences between you and a friend.



on Resources

Weblink: Support networks

3.2 Check and challenge

Explain

1. Explain what is meant by the statement 'families are very diverse'.
2. Describe how young people's relationships with their parents start to change when they reach adolescence.
3. Describe the factors that can influence our relationships with our peers.
4. What are the qualities of a good friend?

Elaborate

5. Suggest some ways that you could positively manage the changing relationship that you have with your parent/s or carer/s.
6. Why are support networks important? Provide examples of times when support networks may be needed during high school.

Evaluate

7. Evaluate what identifies a family.
8. Describe how your family or the people who care for you provide you with support.

3.3 The ways we relate and communicate

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

3.3.1 Effective communication

The way we relate to people in our **social network** differs depending on the nature of the relationship. You will generally communicate quite differently in a conversation with your teacher compared with a discussion with your mum or dad. Despite this, effective communication in any context is an essential aspect of developing positive relationships. Effective communication is about the way we talk and listen; it is also about our body language. We can all learn how to improve the way we communicate and identify the most appropriate and respectful way to relate to each other depending on the situation.

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

We behave in different ways with different people.



3.3.2 Relating — is it all the same?

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

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

3.3.3 What influences the way we relate to people?

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

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

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

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



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

3.3.4 The importance of communication

No matter how well you know a person, you cannot read their mind. We need to communicate clearly to avoid misunderstandings. Open, clear and effective communication can be learned. We communicate and express ourselves both verbally and non-verbally. We can say a lot without speaking. Our posture, tone of voice and the expressions on our face all convey a message. Non-verbal communication ultimately determines how genuine the conversation is. It is important that what you are saying reflects your feelings and emotions.

Treating people appropriately and with respect is important.



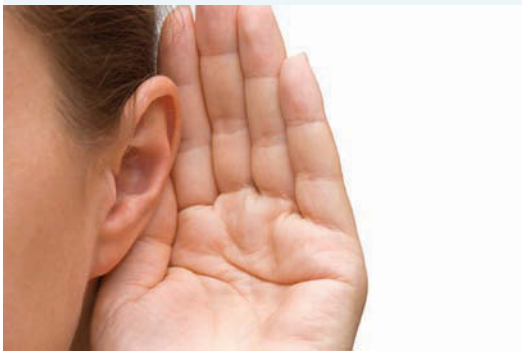
Listening skills

Listening is a very important part of effective communication. When you do not adopt effective listening skills you are not effectively communicating and are hampering the opportunity to develop positive relationships. Have you ever mindlessly responded with 'uh huh' when someone was trying to tell you something and you have had to ask them to repeat the question? Have you ever been on the other side of the conversation when you have had someone respond in such a manner to your conversation? It is important to take the time to actively listen. Listening takes work and it improves our communication.

If we want our communication skills to get stronger it is crucial to adopt good listening skills.

- Give the conversation your full attention and concentrate on what the other person is saying.
- Allow the person to completely finish their thought or sentence before you begin to form a response and wait a moment before you begin to reply.
- Keep eye contact.
- Show genuine interest.
- Ask relevant questions.
- Respond in an **active constructive** way.

Active listening takes work, but it improves our communication.



DID YOU KNOW?

The importance of communication skills cannot be underestimated. Good communication skills are necessary in all aspects of your life.

3.3 Activities

Speed communicating and listening

1. (a) Arrange a single line of desks in the middle of the room with a chair on either side of the desk so that pairs of students face each other, or organise students sitting in two circles on the floor in the classroom with the students on the inner circle facing the students on the outer circle.
   (b) Each 'pair' must communicate with no-one other than their partner for two minutes (timed by the teacher).
   The aim is for each student to 'get to know' the person opposite them as best they can in the allocated time.
   Remember that verbal and non-verbal communication and listening skills are all equally important in this activity. Conversations should be 'two-way'. Consider the following starting questions if you are struggling for ideas:
   - 'Do you have brothers/sisters?'
   - 'Do you have pets?'
   - 'What are your favourite hobbies?'
   - 'What is the best thing that you have ever got away with?'

   (c) At the end of the two minutes your teacher can randomly ask a student to tell the rest of the class as much as they can remember about the person they just finished having a discussion with.
   (d) Next, one partner stays where they are and the other moves one seat to their right (or the number of moves to the right can be determined by the teacher) and a new two-minute conversation starts. Continue this process until all students have been paired with each other, or as long as time allows.
   (e) At the end of the activity your teacher may like to ask each student to identify the most interesting point made by any other student that they spoke to.
2. Reflect on this activity by answering the following questions.
   (a) What behaviours or actions made you feel like you were being listened to?
   (b) What behaviours or actions made you feel like you weren't being listened to?
   (c) What are some strategies that you can use to make sure that your information was conveyed effectively?

Relating and communicating word cloud

3. Use the **Wordle** or **WordItOut** weblinks in the Resources tab to create a word cloud that shows what you believe are the most important aspects of the way we relate and communicate.
   - Type in all of the words you can think of and remember to type the words that you believe are the most important a number of times so that they are created the boldest and largest.
   - You might like to combine all of the words that are important to each student to develop a class word cloud. The words that are common for a number of students will be identified as large, bold text in the class word cloud.
   - Compare the class word cloud to your individual word cloud. Are there any similarities and/or differences?



on Resources

- **Weblink:** Wordle
- **Weblink:** WordItOut

3.3 Check and challenge

Explain

1. Describe the factors that can influence our relationships.
2. Access the **Active listening** weblink in the Resources tab to reflect on the following questions.
   We hear what is being said but are we really listening? What is listening?

Elaborate

3. How do your parents influence how you relate to other people?
4. Are there any similarities or differences in the ways boys and girls relate to their friends? What might be some reasons for these similarities and differences?
5. What are the three main ways that we communicate and relate to others?

Evaluate

6. Describe any changes that have occurred in the way you relate to your friends now that you are in high school compared with when you were in primary school. What do you think are the reasons for these changes?

on Resources

- **Weblink:** Active listening

3.4 Positive and respectful relationships

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

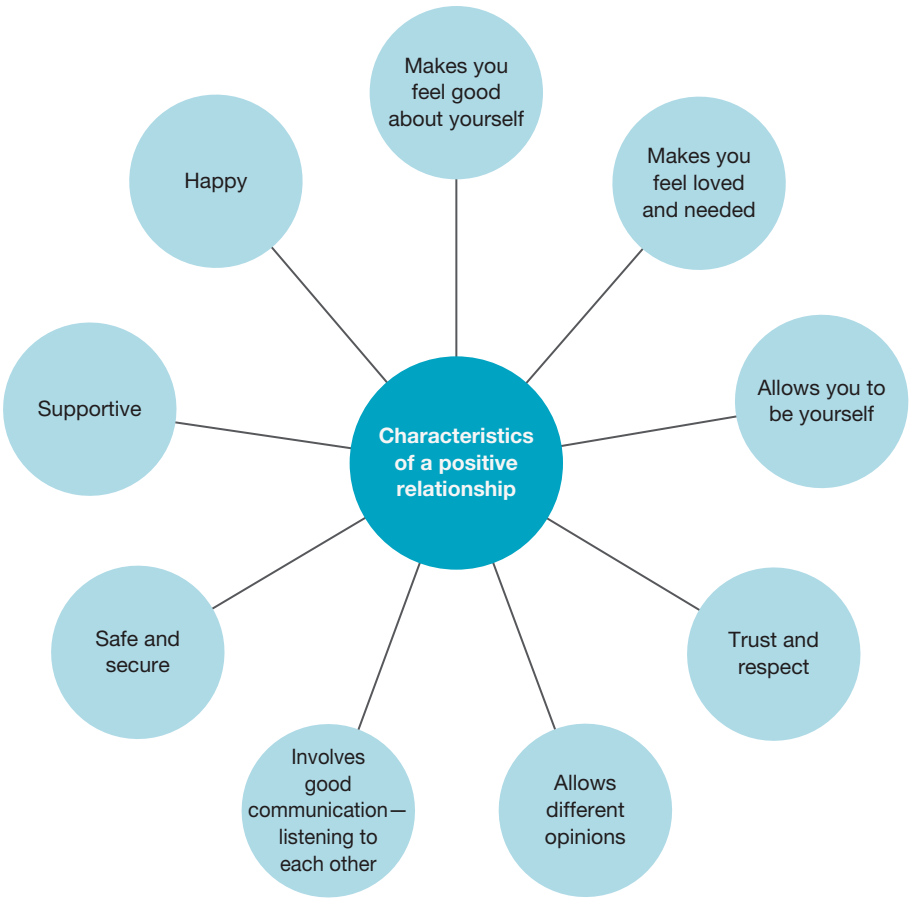
3.4.1 Building relationships for happiness and belonging

Fostering positive relationships is important in every aspect of our lives — at school, at home, at work and on the sporting field. Positive and meaningful relationships provide us with the greatest happiness. Almost everyone feels happier when they are in the company of others and it is an essential element of our social wellbeing that we make friends and establish positive and respectful relationships that provide us with a sense of belonging.

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

3.4.2 What is a positive relationship?

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



3.4.3 Rights and responsibilities in relationships

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

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

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

TABLE 3.1 Examples of rights and responsibilities in relationships

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

3.4.4 Negotiating respectful relationships

In developing relationships, it is important to think about what you want and need in the relationship. Different people want different things from relationships. Compromising your needs to keep someone else happy or to avoid an argument is not what healthy relationships are about. Caring and respectful relationships are those in which both people have their rights respected.

Listening to others is respectful.



Here are some ways that you can foster respect and improve your relationships:

- Listen to the other person when they want to tell you their thoughts or feelings about something.
- Try to understand their point of view.
- Remember that they have a right to have different opinions, so don't interrupt or judge them if you don't agree with them.
- Don't put down the other person.
- Provide support when they need it and accept their support when you need it.
- Express your needs in a calm way, explaining clearly what you need without being aggressive. Avoid losing your temper — take a deep breath, count to 10 and calm down.
- Talk about the situation when there are differences. Listen to each other's needs and try to compromise so you both feel your needs are being met.
- Sometimes when there are differences in opinions or feelings, you will need to appreciate the differences and agree to disagree about some things.
- Make sure there is a balance of give and take in the relationship.
- Be honest and don't tell lies or mislead someone, even if you are worried about what the person may think of you.
- Develop trust in the relationship by being dependable and supportive.

3.4 Activities

Developing positive friendships

One of the most important aspects of your development is fostering positive friendships.

1. Use the **My Great Big Adventure** weblink in the Resources tab and click on the 'Friendship' link to watch an episode on this topic.
2. Complete the following sentences.
   (a) I am a good friend because …
   (b) I could be a better friend if …

Respectful relationships

3. In pairs, use the **What makes a good friend?** weblink in the Resources tab to research information on adolescent relationships. Using the information from your research, design and create an information sheet on adolescence and relationships. Your information sheet should be targeted at young people. Discuss with your partner what sort of information would help young people to find their way through a relationship. You may wish to focus on relationships in general, friendships, intimate relationships or family relationships. The following questions are a guide.
   - What makes a positive relationship?
   - What relationships are important to young people?
   - How can you recognise when a relationship is unhealthy?
   - What are some strategies for negotiating respectful relationships?

Physical activity and relationships

Participating in a group activity is one way in which we learn to relate to others in positive and respectful ways. In games like dodge ball and 40:40 there are official rules to help us to play the game fairly and show us what is and isn't acceptable behaviour. There are also unwritten expectations and responsibilities of fair play.

4. In groups of four, design a new and creative game for the class to participate in. You will need to write a plan and identify:
   (a) the equipment you need
   (b) the instructions for the class
   (c) the official rules of the game
   (d) a list of unwritten expectations of fair play.
5. After the class has participated in each game, discuss the following questions as a whole group.
   (a) Were there any moments of fair play shown?
   (b) Did you hear any words of encouragement from either team during the game?
   (c) How did people relate and communicate with each other during the game? Provide specific examples.

(d) Were the official rules ever broken?
(e) Did you notice anything else worth mentioning in relation to positive and respectful participation?
(f) How does participation in a team sport help you to develop positive and respectful relationships?
(g) How do people feel when players are not positive and respectful?
(h) What is the most important aspect of participating in a team sport?

Rights and responsibilities

6. As a class, discuss the rights and responsibilities listed in table 3.1. Add to the table any other rights and responsibilities that the class identifies.
7. Make a list of the:
   (a) behaviours that show respect for others' needs and feelings
   (b) behaviours that help to make others feel safe.

Understanding rights and responsibilities

8. (a) In groups of four, brainstorm the rights and responsibilities that:
   - students have in the classroom
   - young people have at home.

   (b) Write your group's ideas under the following headings.
   - Classroom rights
   - Classroom responsibilities
   - Home rights
   - Home responsibilities

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

on Resources

Weblink: My Great Big Adventure
Weblink: What makes a good friend?

3.4 Check and challenge

Explain

1. What are the characteristics of a positive relationship?
2. Identify the characteristics in a caring and respectful relationship.
3. Identify examples of things that different people might want from a relationship.
4. Identify what is important to you in your friendships.

Elaborate

5. Why are some relationships stressful or hard?
6. Imagine that you and three other people have been stranded on a desert island. Think of three ways in which the relationships between the four of you might be tested. Then suggest a list of rules to maintain respectful relationships on the island.

Evaluate

7. How can you improve the way in which you relate to others so your relationships are happy and respectful?

3.5 Power in relationships

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

3.5.1 An even balance of power

Positive relationships require an even balance of power where both people's opinions are equally respected and valued. This allows for the aspects of a caring relationship, such as trust, empathy, conflict resolution and negotiation. An uneven balance of power can lead to negative and destructive relationships. It is very important that there is a mutual sense of understanding, respect and communication so that no member of the relationship will feel excluded or taken advantage of.

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

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

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

on Resources

Digital doc: Worksheet 3.5 Power in relationships (doc-29219)

3.5.2 Positive use of power in relationships

Power can be used in positive ways that respect and care for others. When we use our power in relationships in a positive way, our relationships will become stronger. This means that not only will our actions make others feel good in the short term, but the relationship will continue long into the future. Some examples of positive use of power are shown in the figures on the next page. A balanced relationship embraces people's differences and helps nurture mutual respect.

3.5.3 Being balanced in yourself

Being balanced in yourself involves taking responsibility for your own feelings and needs while still allowing close connections and respecting the needs of others. It would be ideal if everyone grew up valuing everyone else's needs as equal to their own, but unfortunately this does not always happen. For this reason. it is essential to be assertive about your own needs in a relationship. Being **assertive** is not about being **aggressive**, it is feeling the confidence to share your point of view and staying true to your values. A willingness to also compromise sometimes enables bonds to be strengthened between people; however, if you are making compromises too frequently and being **non-assertive** in your communication, then you may be neglecting your needs. A balance of give and take is imperative.

Positive uses of power



Care for a sick family member.



Help your elderly grandparents around their home.



Stand up for a friend when they are bullied.



Walk your younger sister home from school.



Include all peers in group activities.



Support a friend in a time of need.

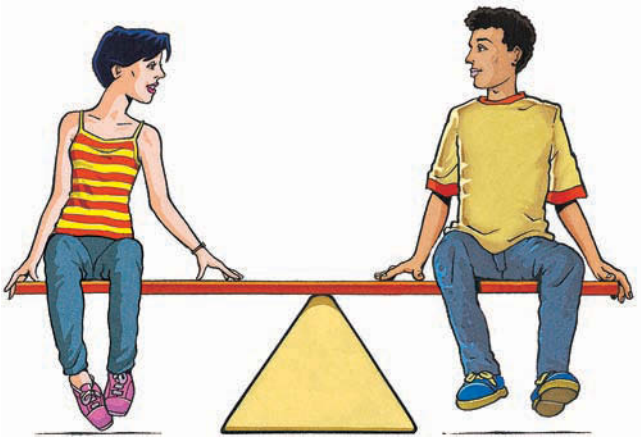


Help a classmate who is less skilled in a particular activity during a PE class.

3.5.4 The balance of power

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

A balance of power leads to respectful relationships.



Boy or girl — who has the power?

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

3.5 Activities

Appropriate use of personal power

1. (a) In small groups, read the following scenarios. Identify who has the power in each relationship and why. Discuss ways in which each person with the power could use their power in a positive way.

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

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

   (b) Choose one scenario and role-play the situation in front of the class so the use of power contributes positively to the relationship. Alternatively, devise your own scenario and role-play it. As a class, discuss each group's role play and determine how power was used and how it contributed to positive relationships.

Influences on power

2. Identify how each of the following influences has a positive and/or negative effect on power in relationships.
   - Intolerance
   - Prejudice
   - Bias
   - Knowledge
   - Ethics
   - Self-esteem

Communication role plays — non-assertive, aggressive and assertive

Learning to be assertive in a way that means that everyone's needs are understood and valued equally is an essential skill in developing positive relationships.

3. Work in groups of three to act out the following role play scenarios and complete the discussion questions.

   (a) Non-assertive role play scenario

   Act out the following scene demonstrating non-assertive communication. One student will be communicating non-assertively and the other two students should be persistent but not overly aggressive in their communication.Two classmates are pestering a third classmate to let them cheat from his/her paper during a test. The third classmate does not want to let them cheat and responds in a non-assertive manner to the other two classmates' demands to let them cheat.

   Discussion questions

   i. What did the non-assertive communication look like, sound like and feel like?
   ii. Was there a positive or negative outcome? Why?
   iii. How did the non-assertive student feel during the scenario?
   iv. How did the other two students feel during the scenario?

   (b) Aggressive role play scenario

   Act out the following scene demonstrating aggressive communication.

   Two classmates are pestering a third classmate to let them cheat from his/her paper during a test. The third classmate does not want to let them cheat and responds aggressively towards the other two classmates' requests to let them cheat. The two other classmates become aggressive in response.

   Discussion questions

   i. Was there a positive or negative outcome? Why?
   ii. How did each of the students feel during the scenario?
   iii. Why do you think aggressive communication causes an aggressive response?
   iv. Why don't aggressive forms of communication work?

(c) Assertive role play scenario
Act out the following scene demonstrating assertive communication.
Two classmates are pestering a third classmate to let them cheat from his/her paper during a test. The third classmate does not want to let them cheat and responds assertively to the other two classmates' requests to let them cheat. The other two classmates back down in response.
Discussion questions
i. Was the outcome to this scenario positive or negative? Why?
ii. What are the benefits of using assertive communication to express your point of view?

4. Think about the following scenarios and identify the most effective way to respond to the situation in order to achieve a positive outcome.
   - Your friends are trying to get you to go to a party that you don't really want to go to and they insist that if you are a true friend, you will go. How will you handle this situation?
   - You agree to meet some of your friends at the station in the morning to travel together to school. You wait for 20 minutes after the agreed meeting time. You come to the conclusion that they are not coming, catch the next train and end up being late for school. How will you deal with this situation when you see your friends at school during the day?
   - Your friends are being particularly mean to another student who is not part of your friendship group. You feel uncomfortable with their behaviour and want them to stop. How will you negotiate this?

Am I in a healthy relationship?

5. Use the **Am I in a healthy relationship** weblink in the Resources tab to create a checklist for young people to use when determining whether a relationship is positive and healthy.

on Resources

Weblink: Am I in a healthy relationship?

3.5 Check and challenge

Explain

1. Describe how boys and girls behave when they are with a group of friends who are the same sex compared with when they are with friends of the opposite sex.
2. Explain the reasons why there are differences in behaviours between boys and girls.
3. What is meant by the term 'power' in relationships? Provide some examples.
4. What makes a respectful relationship? How is respect developed and maintained?
5. What personal skills are necessary in order to assist with developing balance in a relationship?

Elaborate

6. What is the difference between positive use of power and abuse of power?
7. Explain a scenario that shows a positive use of power and one that shows an abuse of power.

3.6 Bullying and harassment

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

3.6.1 What is bullying and harassment?

Bullying and harassment can happen anywhere at any time. Many teenagers experience bullying and can be subject to unfair behaviour, which can lead to serious emotional scarring and a negative impact on their self-identity. It is important to prevent these behaviours before they start or get out of hand. Bullying and harassment are often thought of separately; however, both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference'. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, age, marital status, parenting status or economic status.

3.6.2 Bullying and harassment — what is the difference?

Bullying behaviours are deliberate and hurtful. Bullying can happen to anyone. Bullying is classified as a pattern of repeated physical, verbal, psychological or social taunting that generally comes from a person with greater power. The intent of bullying is to cause harm, hurt or fear.

Harassment is a behaviour that aims to offend, humiliate or intimidate a group or individual. It can be a one-off occurrence or it can be repeated.

Both bullying and harassment:

- can be done *directly* (for example, face to face) or *indirectly* (such as via mobiles or the internet)
- may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge
- have an element of threat
- can continue over time and are premeditated
- are often hidden from adults
- may be sustained if adults or peers do not take action.

3.6.3 Types of bullying and harassment

There are many types of bullying and harassment, including:

- physical — hitting, kicking, pinching
- verbal — name-calling, teasing
- psychological — standover tactics, threats
- social — social exclusion, rumours, putdowns
- sexual — physical, verbal or non-verbal sexual conduct
- cyber — using the internet, texting, email and other digital technologies.

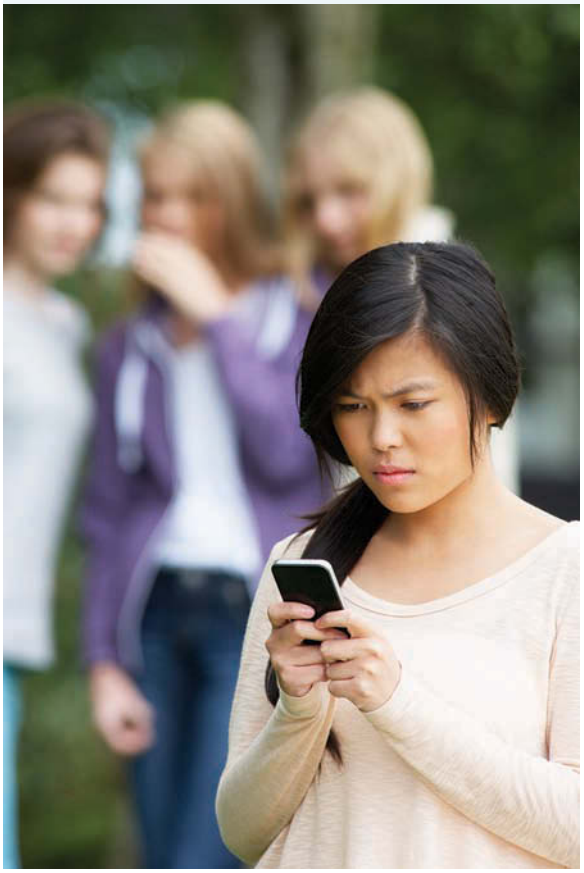
DID YOU KNOW?

A common type of bullying is 'covert' bullying. This type of bullying is subtle and non-physical, and usually not noticed by people outside of the situation. Covert bullying often damages an individual's self-esteem, reputation and peer relationships using things like exclusion, rumours, intimidation and social media. Due to its discreet nature, covert bullying can continue for long periods before others become aware of it.

Bullying can be physical.



Bullying can happen via technology.



Sexual harassment

The Australian Human Rights Commission defines sexual harassment as any unwanted or unwelcome sexual behaviour, which makes a person feel offended, humiliated or intimidated.

Sexual harassment may include:

- staring or leering
- unwelcome touching
- suggestive or insulting remarks
- sending sexually explicit emails or text messages
- inappropriate advances on social networking sites
- accessing sexually explicit internet sites.

Despite there being laws against it, sexual harassment continues to occur. Each person has the right to be free from harassment and we all have the responsibility to treat others in a way that we would like to be treated. The principle of mutual respect is essential in maintaining healthy and happy school communities.

Leering and wolf-whistling are forms of sexual harassment.



Homophobic and transphobic bullying

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

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

Transphobic bullying is based on prejudice or negative attitudes, views or beliefs about transgender individuals. That is individuals whose gender is not the same as, or who do not identify with, the sex they were assigned at birth.

How are they different?

Homophobic bullying targets someone's sexual orientation (whether they are, or are perceived to be gay, lesbian, bisexual or heterosexual), whereas transphobic bullying targets someone because of their gender identity (whether they identify as male, female or something different, regardless of the gender they were assigned at birth) or because they do not 'conform' to traditional gender stereotypes.

It is important to recognise the difference between 'gender identity' and 'sex orientation', as a person's gender identity alone does not tell us anything about their sexual orientation.

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

The 5th National Survey of Australian Secondary Students and Sexual Health (conducted in 2013) found that 6 per cent of students are attracted to those of the same sex and 11 per cent expressed attraction for both genders; however, in 2008 only 1 per cent of students identified as same-sex attracted. This change suggests that positive progress has been made in terms of accepting diversity in our community and young gay people are beginning to feel more comfortable about coming out.

You can help stop homophobia and transphobia in your school by:

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

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



Cyberbullying

Cyberbullying is bullying that occurs via technology rather than face to face. For example, cyberbullying can occur using the internet and mobile phones. This type of bullying is a significant issue among adolescents and can contribute to mental health issues.

DID YOU KNOW?

Cyberbullying is constantly evolving and changing as new technology and social media sites are introduced. Cyberbullying has expanded the boundary of bullying to 24 hours a day, 7 days a week.

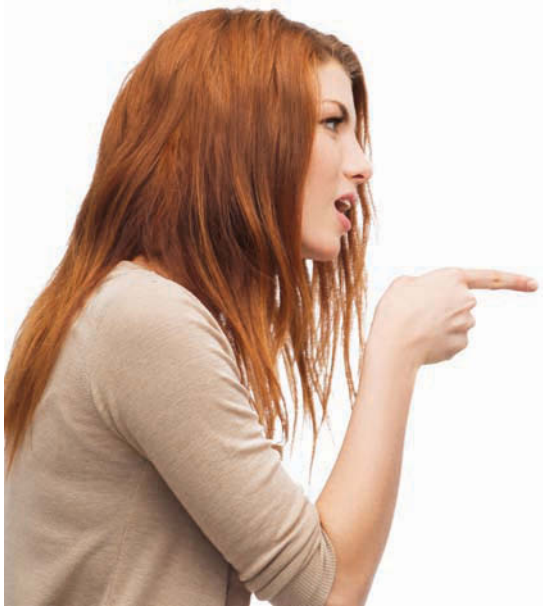
on Resources

- **Weblink:** Cyberbullying
- **Weblink:** Strategies for dealing with cyberbullying

3.6.4 Why young people bully

People who **bully** come in all shapes and sizes, and they bully for many different reasons.

Reasons young people may bully others



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

DID YOU KNOW?

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

3.6.5 The effects of bullying

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

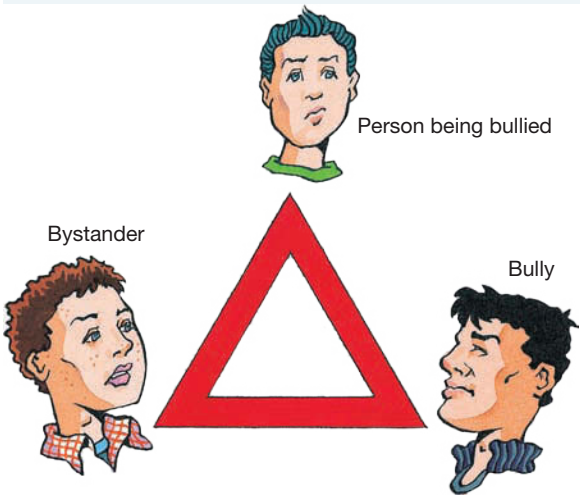
- are often scared
- can feel isolated and alone
- can feel worthless and have low self-esteem
- can avoid going to school
- feel anxious and worried
- can become depressed.

Different roles in a student bullying scenario

There are three main roles within a bullying scenario:

1. the victim or target — the person on the end of the hurtful behaviour
2. the bully — the person causing the bullying behaviour
3. the bystander/s — a person or people that are aware that there is a bullying situation occurring but are not directly involved in it.

The bullying triangle — everyone is affected



3.6.6 How to change from being a bystander to an 'upstander'

Use the **Bullying: what can I do and where can I go?** weblink in the Resources tab to watch the video by Dr Michael Carr-Gregg giving advice on how to empower yourself to deal with a bullying situation. Dr Carr-Gregg says that 'Bullies feel in control when they threaten or frighten others, and they feel admired by other students'.

Unfortunately, bystanders who do nothing about this situation can actually make the situation worse. Bystanders are generally present around 87 per cent of the time, and when the bystanders are silent, the bullying behaviour continues. As a bystander, you are part of the problem if you are not part of the solution.

Most young people feel uncomfortable about speaking out on bullying because they feel personally vulnerable in the situation. It is important that you develop some strategies to change from being a bystander to an **upstander** in order to make a positive difference to the bullying situation.

Use the **Bullying: what can I do if I see it happening?** weblink in the Resources tab to watch a video by Dr Michael Carr-Gregg giving advice on how to become an 'upstander' rather than a bystander. Dr Carr-Gregg offers five successful techniques that a bystander can use to positively resolve a bullying situation.

1. Distracting — changing the topic of conversation
2. Balancing — using a positive comment when someone who is bullying says something negative to put someone down
3. Reasoning — helping the student who bullies to think and not just react
4. Supporting — saying something supportive to the person being bullied or giving them a positive gesture
5. Getting help — going to an adult or person in authority and making them aware of the bullying

on Resources

Weblink: Bullying: what can I do and where can I go?
Weblink: Bullying: what can I do if I see it happening?

3.6.7 You have a right to be and feel safe at school

Everyone has the right to feel safe at school and everyone is responsible for stopping bullying. Your school has the responsibility to provide a safe learning environment for all students in its care. This is an environment that is free of bullying and intimidation. If you see someone in your school being bullied, you also have a responsibility to try to stop it. When you experience bullying or witness others being bullied, it can affect how you feel about yourself and it can affect your learning. There are skills and strategies that you can learn and use to ensure your safety and the safety of others. It is vital that everyone within your school community works together to ensure that everyone at school feels safe and free from bullying.

DID YOU KNOW?

The Take a Stand Together app is an app for Apple iOS and Android devices that gives tips and advice about bullying.

3.6 Activities

Song reflection

1. Use the **Caught in the crowd** weblink in the Resources tab to listen to this song by Kate Miller-Heidke and respond to the following questions.
   (a) Write a journal entry as if you are Kate Miller-Heidke. Elaborate on her thoughts reflecting on her time at school.
   (b) What was Kate's role in the bullying incident at her school?
   (c) What would Kate have done differently if she was at school now?
   (d) How did the song make you feel?
   (e) Describe the experiences you have had with bullying.
   (f) What is your attitude to bullying and what has happened in your life to make you feel this way?
2. Design your own cartoon strip about a bullying incident that results in a positive outcome. The cartoon should identify the bullying incident and outline the cause and strategies to resolve the issue positively. You can use an online comic strip maker or other tool to create eight frames.
3. Write your own song or poem about the topic of bullying.

Bullying can happen to anyone in any manner

4. Use the **My Great Big Adventure** weblink in the Resources tab to watch the bullying animation (select the 'Bullying' link at the top of the page).
5. Write down examples of bullying that you have been aware of. Explain why you think they developed and how they made you feel at the time. Did they have a positive or negative resolution?
6. Use the **My Great Big Adventure** weblink in the Resources tab to watch the Tim Pocock interview (select the 'Bullying' link at the top of the page, then select the Tim Pocock link below the animation screen). Answer the following questions.
   (a) How did the interview make you feel?
   (b) Why didn't Tim's friends help him at the time?
   (c) How did Tim deal with the situation at the time?
   (d) What support did Tim's parents provide?
   (e) How has the experience affected the way Tim approaches life now?

Prevention strategies

7. Access the **Cybersafety quiz** and **Cybersafety #GameOn** weblinks in the Resources tab to watch the video and learn more about staying safe online.
8. Consider the types of problems that could arise when you and your friends interact using the internet. Gather all of the problems that the whole class has thought of and then devise some prevention strategies and/or solutions to each of the problems.

Taking action

9. Access the **Being safe online** weblink in the Resources tab to learn more about online safety.
10. In groups, create a website to educate students about the importance of online safety and wellbeing.

on Resources

- **Weblink:** Caught in the crowd
- **Weblink:** My Great Big Adventure
- **Weblink:** Cybersafety quiz
- **Weblink:** Cybersafety #GameOn
- **Weblink:** Being safe online

3.6 Check and challenge

Explain

1. Explain why bullying happens.
2. Explain how bullying affects people.
3. Identify strategies to help others who are being bullied or harassed.

Elaborate

4. Identify the barriers to stopping or reporting bullying and harassment. Suggest some strategies to overcome these barriers.

Evaluate

Use the **ReachOut: cyberbullying** and **Cyberbullying — get help** weblinks in the Resources tab to answer questions 5 and 6.

5. What is cyberbullying and what does it look like?
6. What are some things you should do if you are being cyberbullied? How can you help a friend who is being bullied online?

on Resources

- **Weblink:** ReachOut: cyberbullying
- **Weblink:** Cyberbullying — get help

3.7 Negative relationships

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

3.7.1 Recognising a negative relationship

We all encounter negative relationships at some stage in our lives; however, it is when relationships become abusive and beyond our ability to control that we need to employ different measures to ensure our safety.

People who relate to others in a positive way generally lead a fulfilling life. Unfortunately, there are occasions where a relationship sours or alternatively the wrong kind of person enters our life, and our relationship with them isn't the most satisfying. A negative relationship will generally be one that prevents you from challenging yourself to be the best that you can be. It is important that you stay true to yourself and have the skills to identify when a relationship isn't working for you. The following questions may assist you to recognise if your relationship with a particular person is negative:

- Are you comfortable with being in their presence?
- Do you feel happy about answering your phone when you see their name on the display?
- Do you feel at ease when you are talking to them?
- Do you feel that you are receiving as much as you are giving?
- Do you feel that you are appreciated, valued and respected?
- Do you have happy thoughts when you are thinking about them?
- Are you able to be your natural self when you are with them?

If your answer is 'no' to some or most of the above questions, then it is likely that it is a negative relationship.

Being able to recognise when a relationship is negative is important for our wellbeing.



3.7.2 Impacts of negative relationships

Relationships can be enriching, but if there is an imbalance of power they can also be quite destructive. Negative relationships that cause conflict and stress can have a detrimental effect on a person's overall health and wellbeing. It is therefore very important that we work hard to maintain positive relationships and to eliminate the negative relationships in our lives. Negativity in a relationship may give rise to problems like abuse, neglect and loss of trust. A loss of respect for each other will be inevitable, which will make the future of the relationship very uncertain. Each of us is likely to experience the effects of a negative relationship at some point in our lives and it is essential we develop some strategies to deal with them.

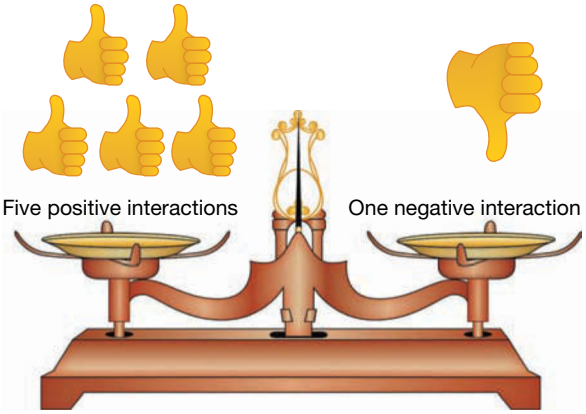
There are different kinds of abuse. Most people think of physical violence when they think about abuse. However, abuse is more than this: it also comprises emotional abuse and sexual abuse. Abuse can also affect anyone; it is not restricted to certain age groups, genders, races or cultures.

Your 'emotional bank account'

If you opened an 'emotional bank account', a negative relationship would be one where there would be a lot of withdrawals and not enough deposits. It is essential that substantial deposits are made for a relationship

to remain sustainable. Dr Gottman's balance theory suggests that to achieve a positive relationship, the bank account needs to be in credit. He says that both positivity and negativity are necessary for a relationship to be healthy; however, the balance between the two is not 50:50. Dr Gottman found that a specific ratio exists between the amount of positivity and negativity in stable relationships. **The magic ratio of 5:1** states that there must be five times as many positive interactions in a stable relationship as there are negative. Even though some level of negativity will inevitably occur in a relationship, the positive aspects nourish the relationship.

The magic ratio of 5:1 states that for every negative interaction there must be five positive interactions to keep the relationship in balance.



The fear of social rejection

The fear of **social rejection** is so strong in adolescents because their relationships are essential to their being and growth into adulthood. Teenagers learn extensively from their peers and tend to feel pressured, especially by those who wield more social power, who are older or who are more popular. We fear rejection because we also have a fear of being alone; most of us justify our existence through the acknowledgement and acceptance of others. We have a fundamental need to belong and social rejection can influence our emotional, cognitive and even physical health. Adolescents can sometimes let themselves be drawn into a negative relationship because of the fear of social rejection.

Having an unhealthy fear of social rejection may mean that you place more importance on what other people think of you than your own opinion of yourself. You are also more likely to suppress your true feelings out of fear of not being accepted and respected.

Some situations in which young people fear social rejection are:

- presenting in front of their class
- going to a party where there are many people that they don't know
- sporting team selections.

It may take time to heal from feeling socially rejected. It is important to keep things in perspective because frequently we take rejection more personally than we should.

Use the **Kids Helpline** and **Social anxiety** weblinks in the Resources tab to view websites that offer handy hints on ways to deal with being anxious about social rejection.

on Resources

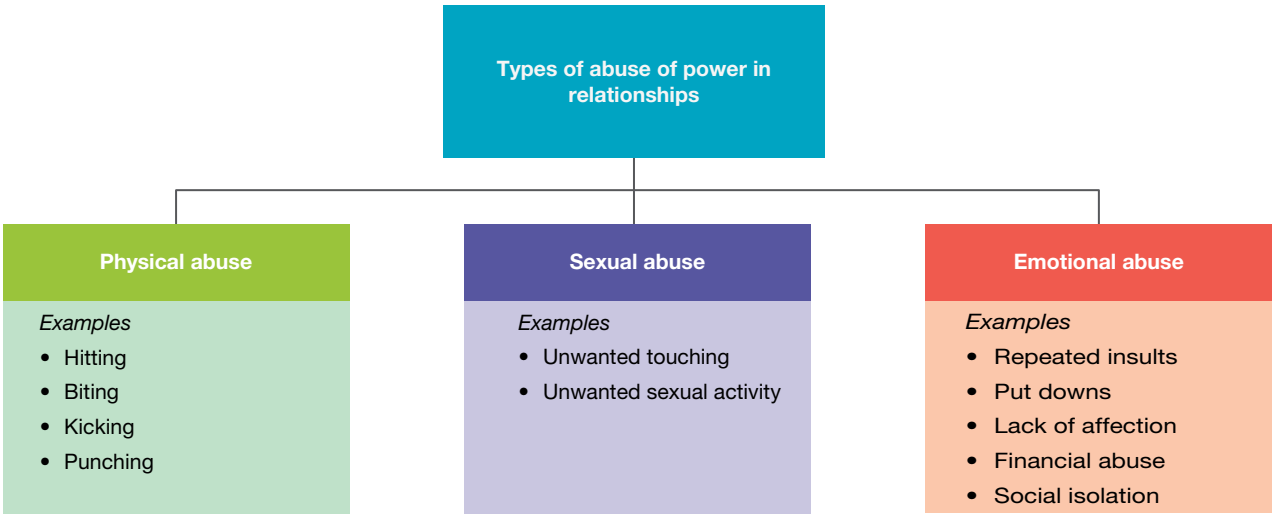
Weblink: Kids Helpline
Weblink: Social anxiety

3.7.3 Types of abuse

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

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

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



Emotional abuse

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

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

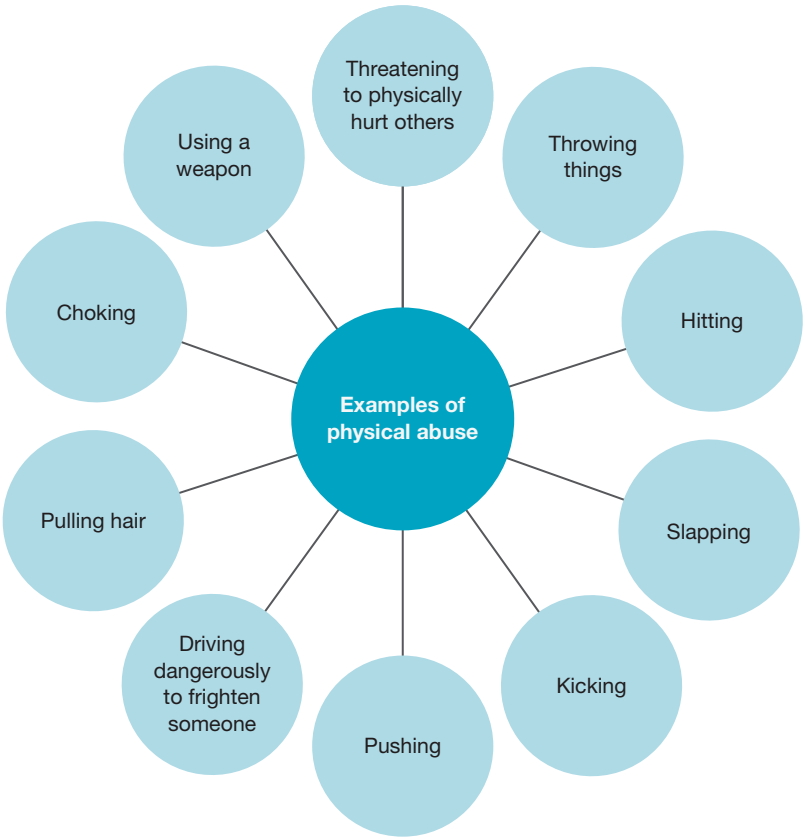
If you notice these kinds of behaviour in your relationship with your partner or with a friend, it is important to challenge the person in an assertive way as early as possible. Tell them you're not happy with their behaviour and ask them to respect your right to make your own decisions, have your own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

DID YOU KNOW?

Australia has more than 5.5 million people aged between 5 and 25 years. Estimates say that 10 per cent are experiencing abuse or neglect, one in seven have mental health issues and almost 30 per cent are concerned about family conflict.
Source: Kids Helpline, www.kidshelpline.com.au

Physical abuse

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



Sexual abuse

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

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

Sexual abuse can include:

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

Abuse could happen to anyone. The important thing is to tell someone you trust.



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

HEALTH FACT

Kids Helpline is a valuable source of advice for young people on a range of issues.

In 2017, 157 656 children and young people made contact with a Kids Helpline counsellor. Although not all children and young people contacting Kids Helpline give their age, 13 per cent stated they were aged from 5–12 years. The top five reasons for young people contacting Kids Helpline were:

1. mental health
2. family relationships
3. emotional wellbeing
4. suicide-related
5. dating and partner related.

Source: Kids Helpline, Key Insights 2017, www.kidshelpline.com.au

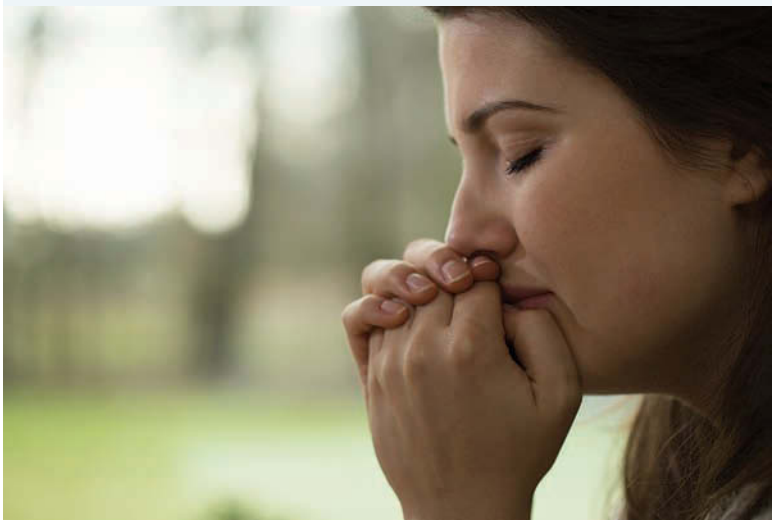
3.7.4 How do you know whether a relationship is abusive?

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

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

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

Warning signals that tell you that you are at risk. Can you think of other warning signals?



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

on Resources

Interactivity: Identifying abuse in negative relationships (int-6317)

3.7 Activities

Class emotional bank account

1. Develop a class bank account of positive relationship interactions/primers.
   (a) Each student should design their own bank note, leaving a space for a comment to be added. *Option*: Each student may develop more than one bank note or photocopy their design to be used on a few occasions. The teacher could also develop a bank note of their own, to participate in the activity.
   (b) When you notice another member of the class displaying positive relationship behaviour, write down the behaviour in the space for comment on your bank note and deliver it to the class emotional bank account (represented by a box in the classroom). You can do this at any time during the class and this activity can be carried over a few classes or even the whole term.
   (c) Examples of comments include praising someone for displaying the courage to speak in front of the class, thanking a class member for voluntarily helping with another student's work without being prompted by the teacher or using good listening skills to show interest in the conversation. *Note:* It is important to understand that the comments will have a positive effect only if they are genuine.
   (d) The teacher can read out the bank notes in the class emotional bank account at a time that they determine is appropriate.

Getting back in control

2. In pairs, discuss a situation in which a young person may feel that they have limited or no ability to control a negative or abusive situation in a relationship.
3. Often we can feel better about a situation when we have shared our thoughts and fears with others. Many people and organisations can offer assistance with a variety of issues within your school as well as the wider community. Some of these include:
   - school counsellors
   - psychologists
   - teachers
   - friends
   - parents
   - help lines
   - online advice and assistance sites.

Select three of these for the situation you described in activity 2 and outline how each may assist the young person to regain control of the situation.

Class labels — hypothetical

4. Imagine that each of your classmates had a specific label on their forehead such as Jock, Nerd, Shy, Popular, Know-it-all, Arrogant, Nice or Friendly. Reflect on this activity by answering the following questions.
   (a) Do you think that your classmates would be treated differently based on the label that they have been given? Explain why or why not.
   (b) Do you think that any particular people in the class may feel socially rejected?
   (c) Do you think that these labels are applicable to real-life scenarios?
   (d) Why is it important not to treat others based on specific labels?
   (e) What are some ways for us to make sure that we interact positively with others?

3.7 Check and challenge

Explain

1. What factors can qualify a relationship as negative and/or abusive?
2. Who can become a victim of abuse?
3. List three things someone might do if they were being emotionally abusive.
4. Describe the effects abuse and violence in relationships can have on a person.

Elaborate

5. Most relationships will go through rough patches. What strategies could you use to get through a rough patch if you feel that the relationship is worth maintaining?
6. What strategies can you use to minimise the occurrence of negative relationships and limit their effect?
7. Have you ever been in a situation where you have felt socially anxious? Describe that situation.

Evaluate

8. Use the **Self-talk** weblink in the Resources tab to help you identify some ways that positive self-talk can assist you to develop your self-esteem.

on Resources

Weblink: Self-talk

3.8 Empowering yourself and others

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

3.8.1 Being prepared

All relationships are complex and continually changing and it is important that you develop some strategies to deal with the changes and challenges that you may face.

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

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

Help-seeking strategies

When individuals feel unsafe in relationships there is an imbalance of power. If you or someone you know feels unsafe in a relationship some strategies that can help include staying with family or at a friends place, talking to a trusted adult or contacting the police or external organisations such as Kids Helpline.

on Resources

Digital doc: Worksheet 3.6 Recognising and assessing potentially unsafe situations (doc-29220)

Digital doc: Worksheet 3.7 Planning ahead (doc-29221)

3.8.2 Trust, talk, take control

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

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



Talk about the situation with someone you can trust.



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



It is important that we allow our brains, rather than our emotions, to control how we react.

3.8.3 Working through conflict

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

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

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

3.8.4 Developing coping strategies

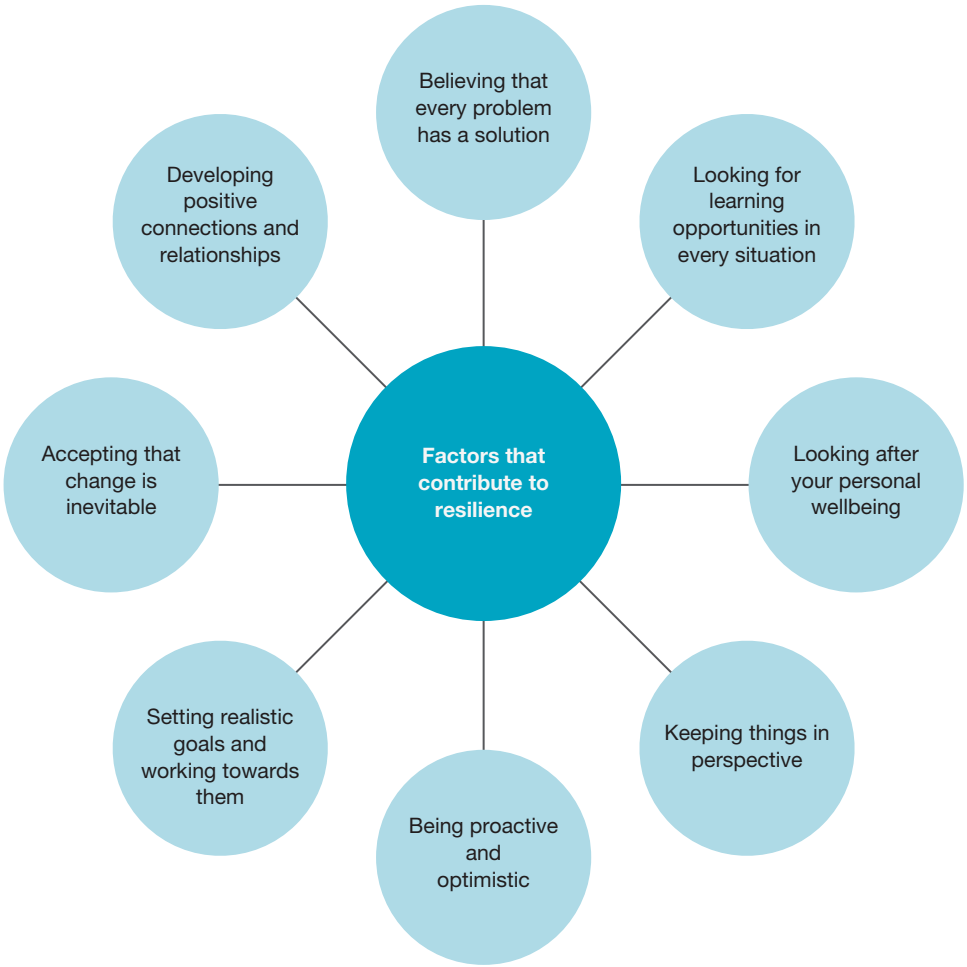
You can't change someone else, but you can develop skills to protect and look after yourself when you come up against negative people. Having strong self-esteem and confidence will allow you to think positively about yourself in the face of negative situations. Developing techniques for becoming more optimistic in your life will enhance your **resilience** and ability to cope with adversity.

Action may not bring happiness but there is no happiness without action.

William James

William James, a leading philosopher and psychologist at the turn of the nineteenth century, believed that 'happiness is created as a result of our being active participants in the game of life. Happiness is created, not discovered.' It is important that we act both proactively and constructively in negative situations so that we maintain a positive sense of wellbeing and overall happiness.

A combination of factors contributes to developing resilience. One of the main factors is having caring and supportive relationships. Positive relationships help boost a person's resilience. Other contributing factors are shown in the diagram below.



DID YOU KNOW?

It can be very hard to start discussions to resolve conflict. When seeking to end the Vietnam War in the 1970s, diplomats spent months arguing over what shape the conference table should be!

3.8 Activities

Feeling safe at school

1. For this activity you will need six pieces of poster paper and a coloured felt pen for each student. Write one of the following phrases in the middle of each piece of poster paper.
   - Rules to remember about staying safe online
   - Advice for maintaining friendships
   - Support for someone being bullied
   - Showing respect to other students
   - Showing respect to teachers
   - Features of a safe school in which students feel supported

Place the pieces of paper on separate tables around the classroom. Divide the class into six groups. Each group should start at a different piece of the paper.

You need to remain silent throughout this activity. Write down your response on each piece of poster paper. Try to communicate your ideas using one word, a phrase or a short statement.

You can spend one minute at each piece of paper before moving to the next one. Read other students' comments about each phrase and respond by ticking to affirm or by writing an additional comment to question or clarify.

Once all groups have visited each piece of paper and written their comments, have one student at each post read all the responses to the rest of the class.

As a class, discuss how this collection of responses should contribute to ensuring a safe and respectful school learning community.

2. Assess your school's bullying policy and discuss if you think changes could be made to the policy that would allow for the students in your school to feel safer. Use the responses that the class developed from activity 1 to guide your analysis of the policy.

Bullying dance

3. Use the **Bullying dance** weblink in the Resources tab to watch a dance that explores the impact of bullying. In groups of four or five, develop your own dance video that demonstrates the impact bullying may have at your school.

Anti-bullying campaign

4. Use the **My Great Big Adventure** (click on the 'Bullying' link) and **Beating bullies** weblinks in the Resources tab to watch videos to help you with the following task.
   In small groups, design an anti-bullying campaign that highlights the impact bullying can have on individuals, what victims can do to seek help, and why it is important not to be a bystander and instead be an 'upstander' and a part of the solution. Follow the instructions below to complete this task.
   (a) Mind map — brainstorm (individual task)
   - Develop your own individual ideas about what you would like to include in the anti-bullying campaign. You can use programs such as Inspiration or bubbl.us to help you do this.
   - Take your ideas to your group. Discuss each other's ideas and decide which ones you will use as part of your campaign.

   (b) Detailed plan for anti-bullying campaign (group task)
   In your campaign you should:
   - outline who the target audience is and why you have chosen this audience
   - provide evidence of the type of bullying portrayed in the campaign
   - clearly demonstrate how bullying affects the victim emotionally and/or physically
   - show what might happen if the bullying is not addressed and the negative effect that bullying can have on a person
   - show an appropriate response to bullying that would result in a positive outcome.

   (c) Production of anti-bullying campaign (group task)
   - Record your anti-bullying campaign in your group.
   - You could produce your advertisement/campaign using video (for a TV advertisement) or a voice recording (for a radio advertisement), or in another form by negotiation with your teacher.

Resolving conflict

5. In small groups, choose one of the scenarios below and complete the tasks that follow.
   - Your friend visits your house and takes some money from your bedroom.
   - Your parents won't let you go to your friend's party on Saturday night because no adults will be attending the party.
   - Your best friend tells the other kids in your class a secret that you confided in him.

   (a) Identify the problem in your scenario and discuss what each character might be feeling.
   (b) Using the model discussed in this topic, identify the steps you would take to resolve each problem.
   (c) In your group, role-play how you would resolve the conflict presented in the scenario.
   (d) As a class, identify the positive strategies that each group used to resolve the conflict.
   (e) Why is conflict resolution an important skill for young people to have?

on Resources

- **Weblink:** Bullying dance
- **Weblink:** My Great Big Adventure
- **Weblink:** Beating bullies

3.8 Check and challenge

Explain

1. Explain what is meant by the strategy 'Trust, talk, take control'.
2. List strategies that you could use to reduce the risk of harm in an unsafe situation.
3. Identify three situations it would be better to avoid completely rather than trying to reduce the risk.

Elaborate

4. Why does the solution you arrive at when working through a conflict need to be agreed upon by both people?
5. Why is it useful to establish rules for resolving a conflict?
6. Use the **Bullying: no way** weblink in the Resources tab to write down some things that you could do to help if someone you know is being bullied.

Evaluate

7. What actions could you take to resolve a difference of opinion with your friend?

on Resources

- **Weblink:** Bullying: no way

3.9 Review

3.9.1 Summary

- Developing positive and respectful relationships is essential to your health and wellbeing.
- Being in a positive relationship means that both people's opinions are valued and that there is a mutual respect for each other.
- The impact of the online world in developing and maintaining relationships is infinite, but one of the most important things to remember is to treat other people the way that you like to be treated.
- A balance of 'give and take' is essential to maintaining a positive and meaningful relationship. It is important that your own needs are being met while also respecting the needs of others.
- You feel connected and a sense of belonging when you have created a support network of meaningful relationships.
- All relationships that you develop through your lifetime will influence and shape your growth and development differently.
- The way that we relate to and communicate with others depends on the type of relationship you have with them.
- Effective communication and listening skills are the key to maintaining positive relationships.
- Relationships that are negative can be quite destructive and have a detrimental effect on your overall health and wellbeing.

- It is important to stay true to your values and morals and have the skills to identify when a relationship is becoming negative.
- Bullying and harassment can happen at any time, anywhere and to anyone. Both bullying and harassment involve one person abusing their power over another.
- Bullying is when deliberate and hurtful behaviours are repeated over a period of time. The three main roles within a bullying situation are the victim, the bully and the bystanders.
- Cyberbullying is bullying that occurs via technology rather than face to face. For example, cyberbullying can occur using the internet and mobile phones. This type of bullying is a significant issue among adolescents and can contribute to mental health issues.
- It is likely that you will experience a bullying situation during your time at school so it is important that you prepare yourself with some strategies to help you deal with it.
- Everyone has the right to feel safe at school and your school has the responsibility to maintain a safe and supportive environment. Everyone within the school community needs to work together to ensure that everyone does feel safe.
- If you are a bystander to a bullying situation and you are not assisting with the solution then you are actually part of the problem. There are five successful techniques that you can use to resolve a situation and become an 'upstander'.
- By learning some coping strategies to protect and look after yourself in the face of adversity you can enhance your resilience.
- Having a supportive network of friends and family will give you the comfort of knowing that you can access some valuable help in a time of need and celebrate accomplishments together.

ESSENTIAL QUESTIONS

How can you empower yourself and others to develop and maintain positive relationships?
Why is it important to respond and act appropriately to negative interactions and relationships?
What skills and strategies can you use to support yourself and others in negative relationships?

Evaluate your initial responses to the essential questions after having studied this topic.

3.9.2 Key terms

active constructive describes a response that shows genuine enthusiastic support
aggressive expressing your viewpoint in ways that deny another person's right to be treated with respect
assertive having or showing a confident and forceful personality
belonging a sense of knowing where you fit and having meaningful relationships
bully, bullying using power over another person to cause harm or to scare them
harassment a kind of bullying. It is any form of behaviour that is not wanted, or is offensive, humiliating or intimidating.
homophobia an irrational fear, aversion to or discrimination against people who are homosexual, or same-sex attracted. It can also refer to stigma arising from social ideologies about homosexuality.
homophobic bullying discriminating against people who are, or who are thought to be, same-sex attracted
non-assertive avoiding expressing your viewpoint because of a lack of self-confidence and a belief that someone else's viewpoint is more important than yours
physical abuse abuse using power to be physically violent towards another less powerful person
power the ability to do something or make something happen in a relationship
resilience an individual's ability to properly adapt to stress and adversity
responsibilities your obligations; for example, you have a responsibility not to harm other people
rights something that everyone should have; for example, everyone has the right to feel safe

same-sex attracted people who are emotionally and sexually attracted to people of the same sex. They often identify themselves as being gay or lesbian.
sexual abuse abuse using power to involve another person in sexual activity against their wishes
social network the social relationships an individual has developed
social rejection occurs when an individual is deliberately excluded from a relationship or group interaction
the magic ratio of 5:1 for every one negative interaction or feeling between people, there must be five positive interactions or feelings for the relationship to be positive and in balance
transphobic bullying negative attitudes, feelings or actions towards transgender or transsexual people, or towards transsexuality
upstander a person who witnesses or is aware of a situation where someone is being treated unfairly and takes action to correct the situation. This is usually in the form of support for the victim.

3.9 Check and challenge

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au *Note:* Question numbers may vary slightly.

Key terms quiz online only

Multiple choice quiz online only

Check your understanding

1. Describe the characteristics of a positive relationship.
2. Identify the different types of relationships that young people can have and reasons why each are important in their lives.
3. Explain what a respectful relationship is like.
4. Why do some relationships become difficult?
5. Outline your rights and responsibilities in your relationships.
6. How could you improve your relationships with your family and friends?
7. Identify some effective ways to communicate and relate to others.
8. Explain the importance of listening when communicating.
9. What are the qualities of a good friend?
10. What are strategies to keep you safe online?

on Resources

Digital doc: Worksheet 3.8 Key terms quiz (doc-29222)

Digital doc: Worksheet 3.9 Multiple choice quiz (doc-29223)

Digital doc: Key terms glossary (doc-29224)

TOPIC 4
Movement skills

4.1 Overview

4.1.1 Introduction

Identifying different types of skills and the way in which they can be combined and manipulated assists your skill development. Understanding the elements that constitute a successful skill execution as well as the benefits of appropriate practice and feedback helps refinement. This topic explores the ways you can critique your skills as well as the ways you can enhance your performance through activity and game practice. Participating in gymnastics, game play and dance creates opportunities to plan, perform and evaluate different types of movement, with a focus on using feedback as a tool to improve your performance.

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



on Resources

eLesson: Movement skills (eles-2945)

Digital doc: Key terms glossary (doc-29230)

ESSENTIAL QUESTION

How do you improve movement skills, and what forms of measurement can be used to determine improvements?

SYLLABUS OUTCOMES

A student:

- refines, applies and transfers movement skills in a variety of dynamic physical activity contexts (PD4-4)
- transfers and adapts solutions to complex movement challenges (PD4-5)
- applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of games and contexts (PD4-10)
- demonstrates how movement skills and concepts can be transferred to enhance and perform movement sequences. (PD4-11)

4.2 Fundamental skills – non-locomotor

To successfully participate in games and sports, you need to develop the ability to perform specific skills. These more complex skills are often developed from fundamental skills, such as throwing, catching and jumping. Mastering the fundamental skills will enable you to participate in a wide range of physical activities.

4.2.1 Fundamental skills

We learn to perform and refine many fundamental skills during our childhood. In playground games we practise balancing and jumping, while in Physical Education classes we may learn successful techniques to catch, throw and kick. A teacher or peer may give us feedback, which informs us of elements of the skill we are performing correctly and elements that we still need to improve. Having a checklist that describes how to perform the skill correctly may also help us.

How high can you jump? Is jumping ability an advantage in sport? Use the **Best 50 Dunks** weblink in the Resources tab to watch a clip showing some elite jumping. As part of this subtopic, we will be looking at ways to improve our ability to jump.

Performing a skill correctly is important.



4.2.2 Fundamental movement skills

Fundamental movement skills are often referred to as basic motor skills. They are foundation skills that help develop movement patterns and allow for development of more complex skills, which are known as sports specific skills. For example, learning to throw, which is a fundamental movement skill, will assist you when learning to execute a javelin throw or a volleyball spike. Those who achieve competence in fundamental movement skills have more opportunities and are more likely to participate in a wide range of sports and physical activities.

In the **Get skilled: get active** weblink in the Resources tab, 12 fundamental movement skills have been identified. It is important to become proficient in these skills before progressing to more specialised movements. The static balance, for example, requires us to maintain our equilibrium while supporting our body weight on one leg. Through practice and as we gain an understanding of balance, our strength and body control increases. As we improve further, we can perform more complicated movements that require balance, such as the arabesque in gymnastics or standing on a skateboard.

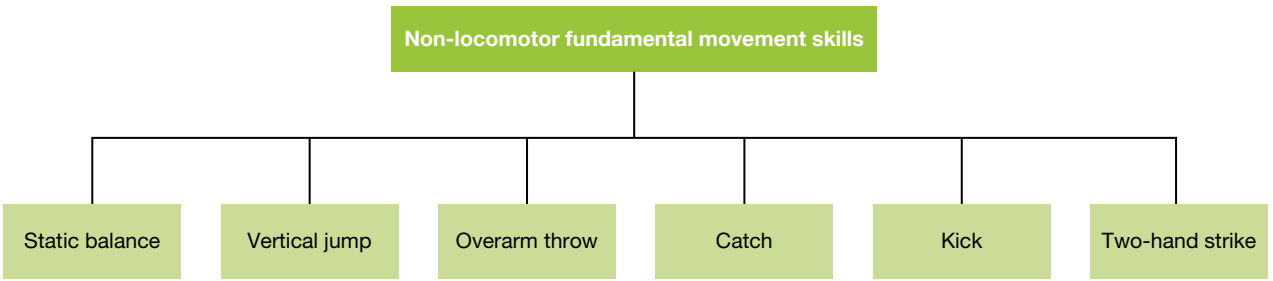
on Resources

Weblink: Best 50 Dunks
Weblink: Get skilled: get active

HEALTH FACT

Globally, 81 per cent of school-going adolescents need to participate in more physical activity to meet recommended guidelines. The United Nations Sustainable Development Goals (SDGs) are aiming for a 10 per cent reduction of physical inactivity by 2025.

During this subtopic, we will focus on six of the 12 fundamental skills. The six skills identified in this subtopic are **non-locomotor movements**; this means they are performed while stationary. An example is the catch. Providing the ball is thrown directly to us, our feet will remain in the same position while our arms extend to catch the ball. Some skills such as kicking, can be modified from a non-locomotor movement to a locomotor movement by adding a run up. While you may be able to kick from a stationary position, as you progress into a game or want to increase the distance of the kick, a run up is required. We will practise the following six non-locomotor fundamental movement skills.



DID YOU KNOW?

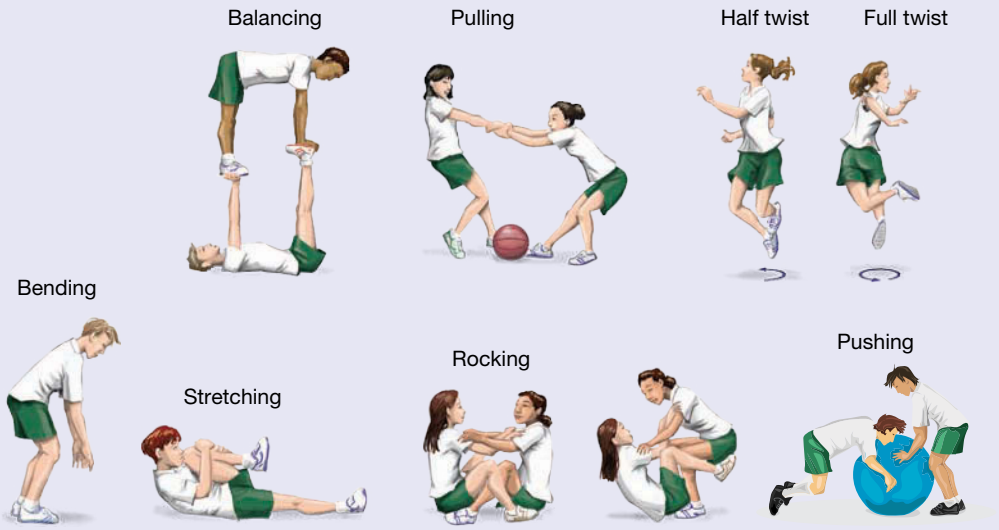
Throwing is different to bowling. The elbow is bent and leads in a throw whereas it trails and remains relatively straight when bowling.

4.2 Activities

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

Warm-up — non-locomotor movements

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



The static balance

2. The static balance involves controlling your equilibrium while remaining stationary. A level of muscular strength is required to hold this position.
   The technique for the static balance is:
   - Stand on one foot while the other foot is off the ground and the arms are extended horizontally to the sides. The body should remain stationary for 10 seconds with the eyes focused directly ahead.
   - When you feel comfortable balance on your preferred leg, alternate with the other leg.
   - Extend this activity by trying to maintain balance as you slowly bend the knee of the leg on which you are standing.
   - Finally, try the balance with your eyes closed.

The static balance



The vertical jump

3. The technique for the vertical jump requires that you start with both feet on the ground and your body in a tall, straight position. Keeping the eyes focused ahead, slowly crouch while swinging your arms behind you. The arms then swing forward and upward and the legs extend, driving the body upward. At the height of the jump, the legs are straight and the arms are extended vertically. On landing, the knees bend as they absorb the body weight. The landing must be controlled with no indication of a shuffle to maintain balance.
   To strengthen and improve your vertical jump, carry out the following drills.
   (a) Practise the vertical jump while focusing on developing the correct technique. Try some jumps without any arm movement. How does this affect the height of your jump?
   (b) Form shapes while jumping, such as a star or a tuck.
   (c) Practise a vertical jump and incorporate a half twist. You will land facing the opposite direction.

The vertical jump



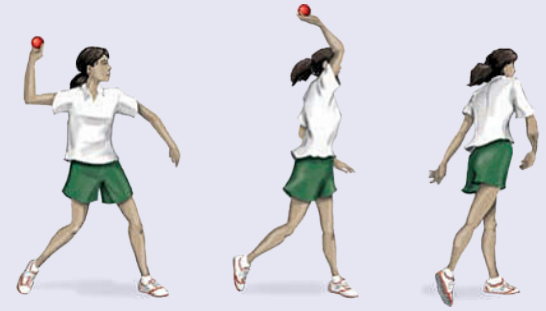
The overarm throw

***Equipment*:** Tennis balls, softballs

4. The overarm throw is the most common way of projecting an object. The skill is used in sports such as cricket and softball, and in activities such as javelin throwing.The technique for the overarm throw is:
   - Stand side-on to the target with feet spread well apart for balance.
   - Hold the object in the fingers of the throwing arm.
   - Put weight on the leg supporting the throwing arm.
   - Transfer the weight forward and on to the foot opposite the throwing arm as the throw is made.
   - Follow through with the throwing arm moving down and across the body.

   To improve your throwing ability, carry out the following drills.
   (a) Throw and catch in pairs using tennis balls and softballs.
   (b) Practise target-throwing.
   (c) Practise throws with the opposite hand.

The overarm throw

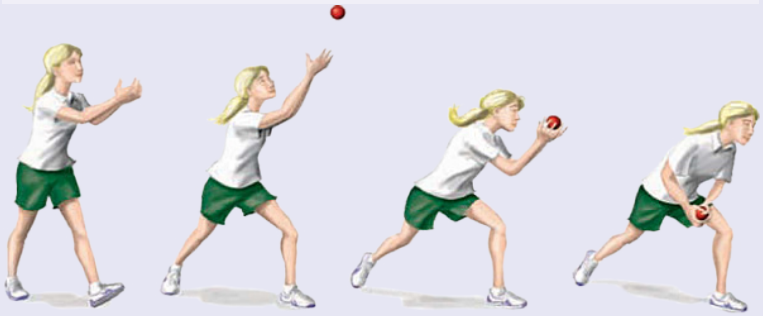


The catch

***Equipment*:** Variety of balls of different sizes (for example, tennis balls, table tennis balls)

5. The technique for the catch is:
   - Watch the object closely.
   - Position your body so the object can be caught in front of the body at about chest height.
   - Move your hands to meet the object.
   - Extend your fingers towards the object and slightly cup the palms of the hands.
   - Catch with the hands only.
   - Bend the elbows to absorb the force.

The catch



   To improve your catching ability, carry out the following drills.
   (a) On your own, toss a ball into the air and catch it. Focus on catching it using your hands only.
   (b) In pairs, toss a ball to one another or throw it against a wall and catch.
   (c) Catch balls thrown with variety, some high and some low.
   (d) Close your eyes and throw a tennis ball from one hand to another.
   (e) Make 10 catches with balls of varying sizes, such as a mixture of tennis balls, table tennis balls and softballs.
6. In softball and baseball, we need to learn how to catch with a glove. Use the **Catch a fly ball** weblink in the Resources tab to closely examine the technique for catching a fly ball using a glove.

The kick

***Equipment*:** Soccer balls

7. The fundamental kicking skill is the placekick. This involves moving towards a stationary object and imparting a force by way of a kick. It can be practised as a non-locomotor skill (standing still and kicking) and a locomotor skill (a running approach to the kick). The technique for the stationary kick is:
   - Focus on the part of the ball where impact will be made.
   - Place the non-striking foot beside the ball.
   - Bend the kicking knee during the backswing.
   - Extend the arms for balance.
   - Swing through with the kicking leg.
   - Make contact with the ball on the top of the foot or laced area of the shoe.
   - Follow through in the direction of where you want the ball to go.

The kick



   To improve the way you kick, carry out the following drills.
   (a) Place the ball on the ground and kick to a target such as a goalpost.
   (b) Perform placekicks using either foot.
   (c) Try to placekick a long, low ball.
   (d) Try to placekick a ball that swings right to left and vice versa.

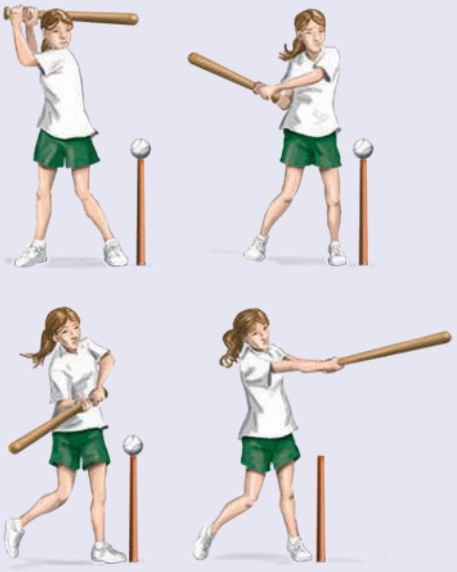
The two-hand strike

***Equipment*:** Softballs and softball bats, T-ball stands

8. The technique for the two-hand strike is:
   - Assume a wide stance and stand side-on to the direction of the hit.
   - Preferred hand grips above the non-preferred hand.
   - Keep the eyes on the back of the ball throughout the swing.
   - Swing the bat to shoulder height using a full shoulder turn.
   - Step forward with the hit.
   - Straighten the arms as contact is made.
   - Follow through around the body.

   To practise and improve your two-hand strike, carry out the following drills.
   (a) Practise hitting a stationary ball from a T-ball stand.
   (b) Using foam or plastic balls, practise hitting a stationary ball using a golf club.
   (c) Use a hockey stick to hit a ball into a hockey goal.

The two-hand strike



Applying your skills

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

on Resources

Weblink: Catch a fly ball

4.2 Check and challenge

Explain

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

4.3 Fundamental skills – locomotor

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

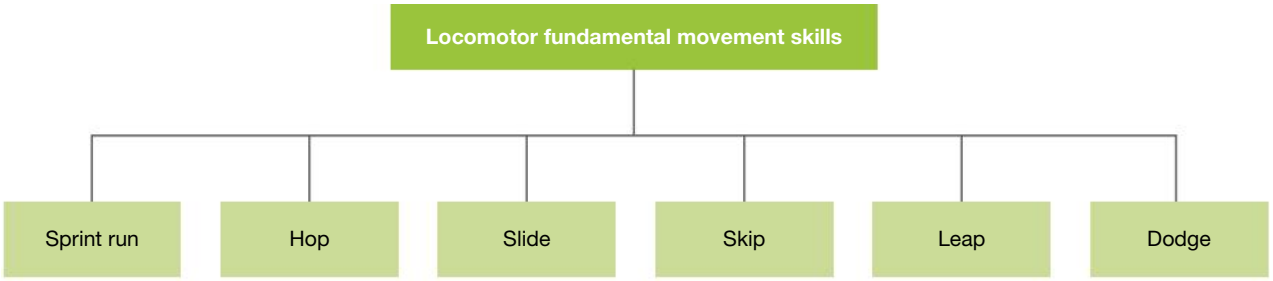
4.3.1 Different types of fundamental skills

Some fundamental skills require us to move rapidly. This set of fundamental skills requires that we learn to control our bodies during locomotor type movements. Mostly these relate to games where we need to beat

an opponent or reach a ball by sprinting, dodging or changing direction. However, these movements are also found in gymnastics, dance and many track and field activities.

4.3.2 Dynamic movement skills

We have already explored a range of movement skills that focus on balance, throwing, catching and kicking. In this subtopic, skills that are more dynamic will be targeted for development.



The sprint run is a skill that is required in most team sports. Like the dodge and leap, it requires development of **dynamic balance**, which refers to your ability to maintain your equilibrium while your body is moving. These skills require muscular power and coordination and are needed for success in activities like dance, gymnastic and field events in athletics. Similar movements are also required in games such as touch rugby or football and basketball.

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

Avoiding or catching an opponent requires rapid movement.



on Resources

Weblink: Improve your sprint

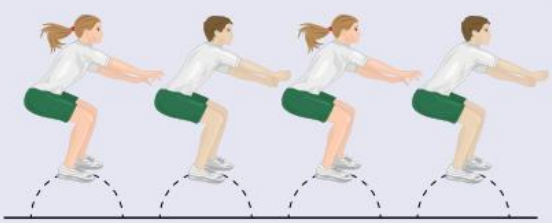
4.3 Activities

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

Warm-up — line locomotors

1. As part of your warm up, use line locomotors. Form groups of five or six and stand in a line with each person facing another's shoulders. Use a variety of different jumps to progress down the allocated space. You must keep time with the jumps, so your group is synchronised. Try the following patterns.
   - Single small forward jumps, pushing off the ground as soon as your feet land
   - Two small forward jumps, one backward jump

Line locomotors



- One jump forward, one to the left, one to the middle, one to the right and repeat
- One big jump forward, one on the spot and repeat

Create your own patterns with your group and show the rest of the class.

The sprint run

2. A proficient running technique allows a person to move faster, hold correct form and be more energy efficient. The technique for the sprint run is:
   - Keep the head steady and maintain eye focus directly ahead.
   - Bend the elbows to 90 degrees while moving the arms forcefully.
   - Maintain a slight forward lean with a high leg action.
   - Move the opposite arm to the leg during each stride.
   - Land on the balls of the feet.

   To improve your sprint technique, carry out the following drills.
   (a) Run slowly on the spot with only the balls of the feet touching the ground. Gradually increase the pace while focusing on the correct technique. Decrease speed and repeat.
   (b) Sprint 15 metres, concentrating on keeping your knees high and pumping your arms. Jog for 15 metres then repeat.
   (c) Compete in a set of relays. Sprint over a distance of 20 metres, handing a baton or other object to the next member of your team.
   (d) Place objects at intervals along the track that must be picked up and dropped off during the sprint.

The sprint run



The hop

3. Hopping requires taking off from one foot and landing on the same foot while maintaining balance. Hopping is an essential skill in the track event of triple jump, as well as in dance. The technique for the hop is:
   - Stand balanced on your preferred leg and push off by straightening the leg.
   - Swing the arms forward for momentum as the hop is made.
   - Land on the ball of the foot that you pushed off.
   - Keep the head steady and look forward.

   To practise hopping movements, carry out the following drills.
   (a) Practise single leg balances using either foot. Time yourself to see how long you can maintain your balance on each leg.
   (b) Hop from the ground to a bench or box top. Try this with the other foot and see how many times you can do this.
   (c) Form teams and conduct hopping relays over a 10-metre distance.
   (d) Using a skipping rope, hop on one leg and then change to the other. Try to skip 10 times on one leg and then 10 times on the other leg.

The hop



The slide

4. The slide is a shuffle movement that takes a person further to their left or right while still facing forward. It is commonly used in dance and is a foundation movement for defensive footwork in games such as basketball and touch football.
   The technique for the slide is:
   - Begin facing forward with feet apart.
   - Slide the left foot to the left and quickly draw the right foot close to it.
   - Slide the left foot to the left again.
   - Keep your weight on the balls of the feet.
   - Keep the body facing forward throughout.
   Practise the slide by working in pairs, facing one another. One person slides and the other person mirrors the movement.

The slide



The skip

5. Skipping is a fundamental skill requiring a succession of step-hop movements. It is commonly used to develop leg power for sprinting and can also be a good conditioning activity.
   The technique for the skip is:
   - Step-hop on one leg and repeat the movement on the other leg.
   - Make contact with the ground on the ball of the foot.
   - Show a sense of rhythm.
   - Look forward and swing arms in opposition to the legs.

   To improve your skipping technique, carry out the following drills.
   (a) Form a circle and practise the skip as you follow the person ahead of you.
   (b) Use a line relay to practise synchronised skipping.
   (c) Place objects around a court or open space and see how many you can pick up in a designated time while skipping.

The skip



The leap

6. The leap involves a run, take-off and landing on the foot opposite to the one involved in the take-off. The movement is an essential part of the triple jump (the step) and is commonly used in gymnastics and as an athletic training drill to increase stride length.
   The technique for the leap is:
   - Begin with a run-up and bend the leg from which the leap is to be made.
   - Keep eyes focussed forward throughout the leap.
   - Have both legs straighten during flight.
   - Ensure the position of the arms is opposite to the legs.
   - Land on the ball of the foot.
   - Bend at the knee to help control and absorb the force of landing.

   To improve your leaping technique, carry out the following drills.
   (a) Alternate short runs with leaps.
   (b) Place markers on the ground to leap over.
   (c) During short runs, call left or right to indicate the leg from which to leap.

The leap



The dodge

***Equipment*:** Markers

7. The dodge is used to change direction while running. It is an important attacking skill in all football codes and other team games such as basketball.
   The technique for the dodge is:
   - Keep your eyes in the direction of travel throughout the dodge.
   - Walk or jog forward.
   - Slightly lower the body and step on to the left foot.
   - Lean away from the left foot and push off it, resulting in a change of direction.
   - Repeat, this time stepping off the right foot.

The dodge



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

(a) Take two steps forward and then step sideways off the grounded foot. Go forward again and step off the other foot.

(b) Set up markers in a zig-zag formation across a field. Run through, stepping away from each marker as it is approached.

(c) Using two differently coloured markers, set a random pattern over a field. Step off your left foot as you approach one colour and your right as you approach the other colour.

Applying your skills

8. Choose a game that has at least two of the listed fundamental skills. Examples of games would be touch football and basketball. As you involve yourself in the activity, reflect on where, how often and in what situations you required these fundamental skills.
9. Various dances use some of these locomotor skills. Use the **Heel and toe polka** weblink in the Resources tab to watch the heel and toe polka in action and try this dance as part of your warm-up in class.

on Resources

Digital doc: Worksheet 4.1 Fundamental movement skills — peer and self-assessment (doc-29225)

Weblink: Heel and toe polka

4.3 Check and challenge

Explain

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

4.4 Specialised skills

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

4.4.1 What are specialised skills?

When you play sport, you use a combination of fundamental skills and skills that are specific to that sport. For example, when playing basketball you may dodge, which is a fundamental skill, and perform a lay-up, which is a sports specific skill. These specialised skills are often more complex and may require you to practise them in parts before you combine each element to form a whole skill.

Use the **Slow motion swing** weblink in the Resources tab to watch Adam Scott's golf swing in slow motion and observe the specialised skill. What are the features of this skill execution that make it appealing and successful?

Proper execution of sporting skill provides enjoyment.



on Resources

Weblink: Slow motion swing

DID YOU KNOW?

Rafael Nadal started playing tennis when he was three. Even though Nadal writes with his right hand, his coach encouraged him to play tennis using his left hand as his dominant hand, as he thought this might be an advantage on court. He still plays this way today.

4.4.2 Developing specialised skills in cricket

Cricket is a popular activity played both recreationally and competitively by a large number of Australians — men and women, boys and girls. Regardless of your level of competition, learning and mastering many specialised skills such as batting and bowling will help you experience success in many facets of the game.

HEALTH FACT

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

Batting

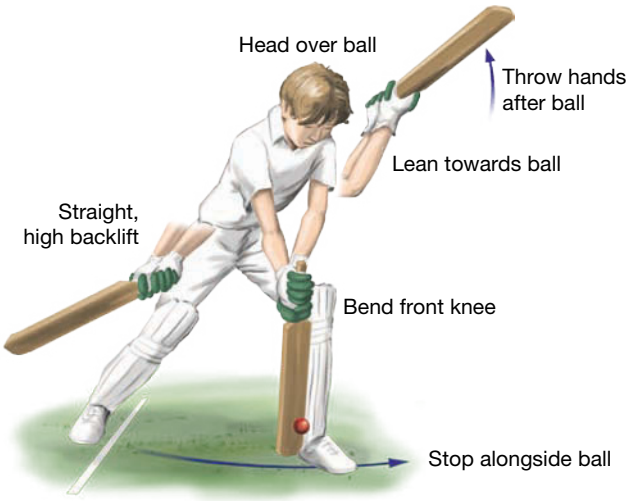
Elements of the skills you have previously investigated can be transferred into these more specialised skills. The two-handed strike, a fundamental movement skill, forms the basis from which you can learn the batting skill in cricket. Some elements are similar, such as the grip with two hands and others such as hitting the ball with an upright bat, will be different.

The technique for the front foot drive in cricket is:

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

Observe the figures closely to get a better feel for what you need to do. As with any learning process, as you practise you will make mistakes. Ask for feedback to help you correct these errors and as you learn and become more confident, you will be able to perform the skill naturally and with fewer errors.

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



The front foot drive in cricket



4.4 Activities

Practising the front foot drive

***Equipment*:** One cricket bat and tennis ball per pair

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

The front foot drive in action

***Equipment*:** Chalk or a hula hoop, tennis balls, cricket bats

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

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



Practising the front foot drive with the ball being thrown



Continuous cricket

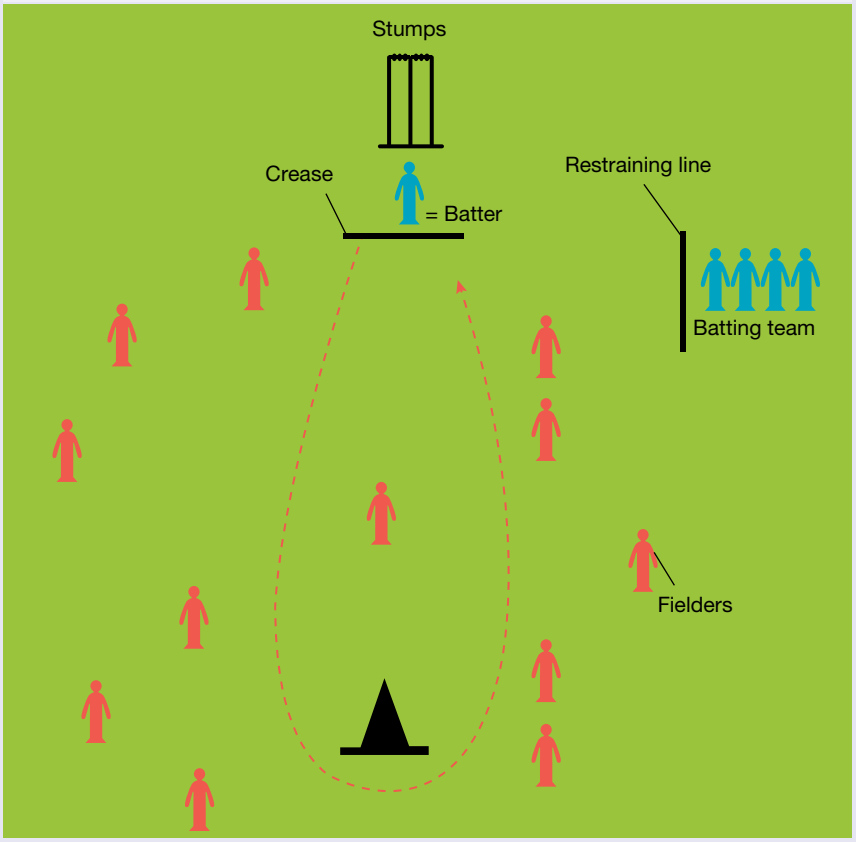
***Equipment*:** Cricket or softball bat, softball or soft cricket ball, set of cricket stumps and a softball base, oval or cricket field

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

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

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

Continuous cricket



Resources

Weblink: Continuous cricket

4.4 Check and challenge

Explain

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

4.5 Manipulative skills

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

4.5.1 Developing manipulative skills

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

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

Hockey involves high-level manipulative skills.



Use the **Harlem Globetrotters ball control** weblink in the Resources tab to watch the Harlem Globetrotters and observe the level of manipulative skill involved. As a class, discuss how and why people are able to achieve this level of skill.

on Resources

Weblink: Harlem Globetrotters ball control

DID YOU KNOW?

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

4.5.2 Manipulative skills in games

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

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

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

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



DID YOU KNOW?

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

4.5 Activities

Fun ways to improve manipulative ability

***Equipment*:** Hockey sticks, softball bats and gloves, assortment of balls

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

Improving our manipulative ability

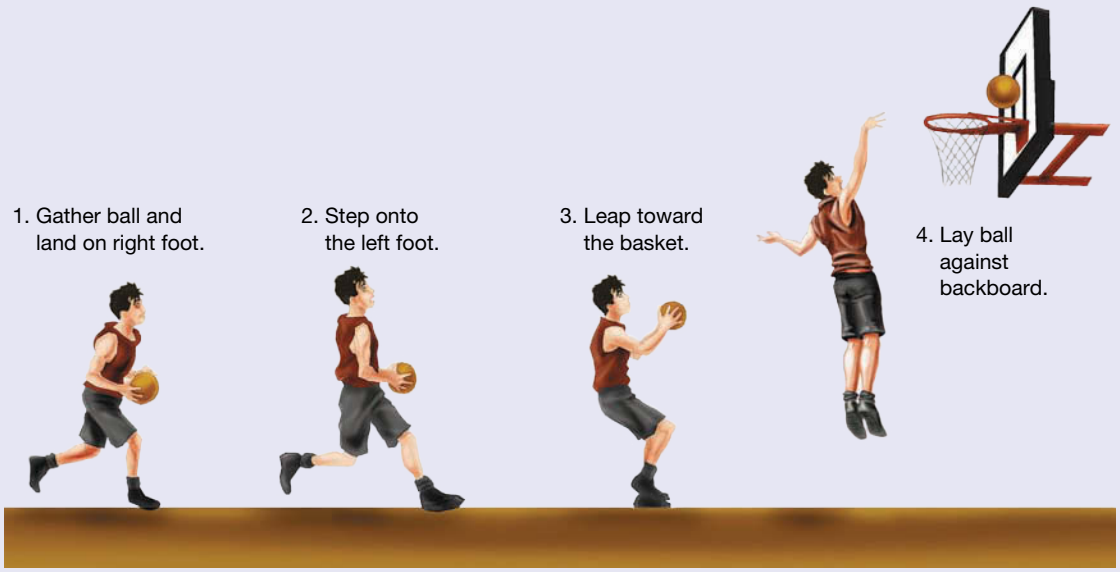


- *Hockey stick bounce.* Make 10 consecutive bounces of a hockey ball on a hockey stick.
- *Around the waist*. Circle the basketball around the waist clockwise 20 times then anti-clockwise 20 times.
- *Soccer ball bounce*. Bounce a soccer ball for 10 seconds using any part of the body except the hands so the ball does not touch the ground.
- *Pass and catch*. In pairs, make successive passes and catches of a football as quickly as possible.
- *Basketball spin*. Spin the ball on the tip of your finger.
- *Catching with a glove*. Have the softball thrown to you so you catch with a glove.
- *Figure eight pass*. Pass the ball around and between the legs in a figure eight pattern.
- *Throw and hit*. Throw a softball up and try to hit it with a bat before it hits the ground.

The lay-up in basketball

***Equipment*:** Basketball, court

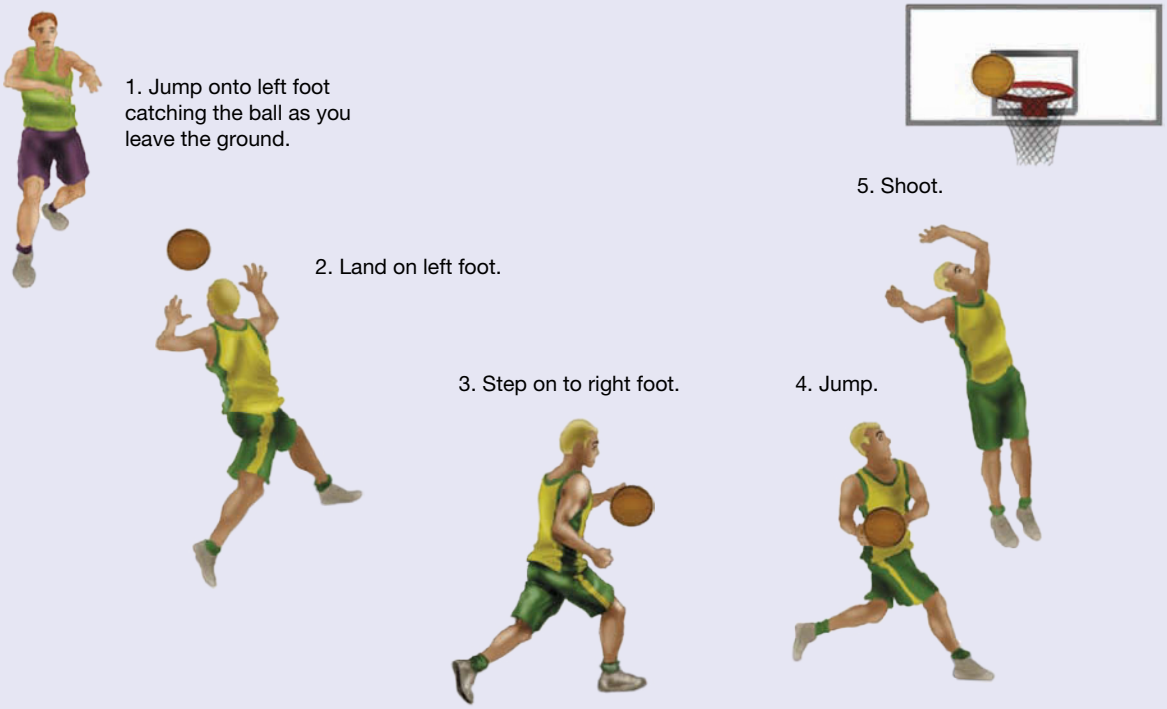
2. The technique for a right-hand lay-up is outlined below and illustrated in the figure that follows.
   - Stand with your feet apart, just outside the key.
   - As the ball is passed to you, leap and catch it, landing on your right foot (for a right-handed shooter).
   - Step onto your left foot while leaning slightly forward.
   - Leap from your left foot towards the basket while rotating your right hand behind and underneath the ball.
   - At the height of the jump, 'lay' the ball against the backboard so it drops softly into the basket.
   - Land on your left foot, then your right and bend your knees to absorb the force.



Now develop the lay-up by practising:

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

The lay-up set up from a pass

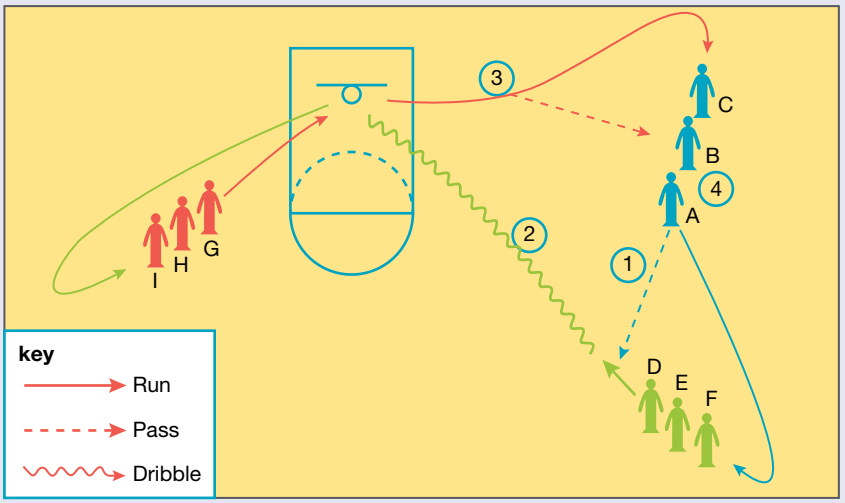


Lay-up drills

***Equipment*:** Basketball, court

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

A lay-up drill



i. A passes to D and runs behind F.
ii. D dribbles to the basket, executes a lay-up and goes behind I.
iii. G rebounds, passes to B and goes behind C.
iv. B passes to E and so the drill continues.

Try adding another ball as your control and execution improve.

4. Use the **Basketball drills** weblink in the Resources tab to observe many animated basketball drills.
   (a) In small groups, choose a drill and practise it. Take turns to show your drill to others in the class.
   (b) Have all class groups practise each of the drills.

Resources

eLesson: Golf swing (eles-0755)

Digital doc: Work sheet 4.2 Identifying types of movement skill (doc-29226)

Weblink: Basketball drills

4.5 Check and challenge

Explain

1. Explain what is meant by the term ‘manipulate’.
2. Explain why it is important to improve manipulative ability.
3. Discuss how manipulation skills can be improved.
4. Outline the basic technique for the lay-up in basketball.
5. Identify skills in this subtopic that you could practise to improve your general manipulative abilities.

Evaluate

6. Develop and outline a drill that could be used to improve control in a hockey dribble.
7. Discuss when manipulation of objects is essential in gymnastics.
8. Assess the importance of the senses in developing manipulation skills.

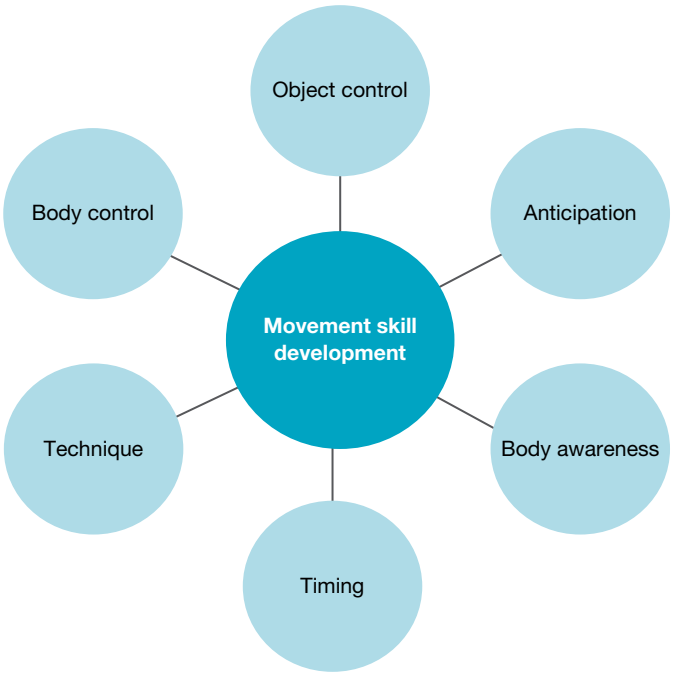
4.6 Body control and awareness

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

4.6.1 Body control

Our awareness of where our body is in space is referred to as **kinaesthetic sense**. The importance of **body control** and awareness is evident in activities that require considerable coordination between arms and legs, such as yoga and the butterfly swimming style. Effective body control can involve different capabilities depending on the activity; for example, a handstand requires good coordination, strength and balance.

Body control is one element of movement skill development.



DID YOU KNOW?

Yoga may have existed for over 5000 years. It is an ancient form of meditation that uses breathing, mental exercises and physical activity to achieve a closer connection between the body, the mind and the spirit. Yoga is an increasingly popular form of physical activity across all age groups. Ida Herbert from Canada, holds the Guinness World Record as the oldest living yoga instructor; she retired from instructing at the age of 97!

4.6.2 Body awareness

The ability to perform a skill largely depends on:

- the way we visualise it in our mind
- our ability to use the required parts of the body to make the picture work
- our brain sending messages to the right parts of the body at the appropriate time.

When we see a skill demonstrated or described to us, we assemble the pictures of it in our mind. Our pictures may be a little different from those of the person next to us because we all see things differently. This is why some of us may need to ask questions following an explanation or see a physical demonstration. Visualising the skill correctly is important to coordinate our mind and body when practising.

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

There are important factors that contribute to movement skill development.



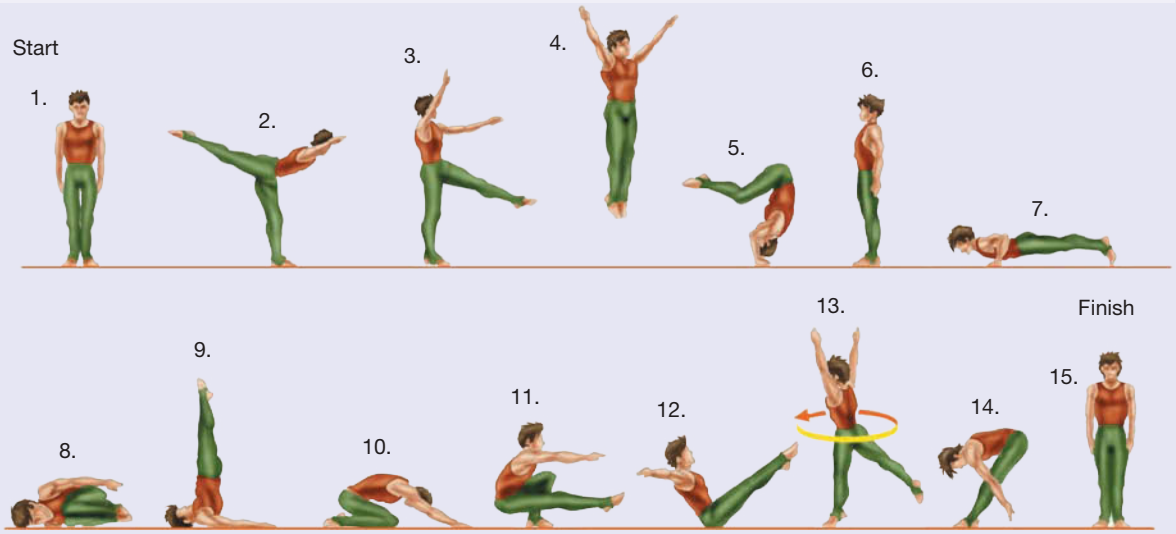
4.6 Activities

Gymnastics routine

***Equipment*:** Gym mats

1. Use the line locomotors warm-up from the subtopic 4.3 Activities, then practise the gymnastic skills and movements that you can identify in the figures. These will develop your body control and awareness. As a class, discuss the movements you could not recognise and try to describe how you might perform them. Use the **Gymnastics safety** weblink in the Resources tab to learn some important safety guidelines before you begin practising.

Timing and sequencing can be developed by practising gymnastic routines.



Stand on your hands

***Equipment*:** Gym mats

Bunny jump



Handstand



2. Begin by trying the simpler bunny jump, then use the activities below to progress to the handstand as you become more confident.
   Bunny jump
   Squat as low as possible and place your hands flat on the floor in front of you. Jump to tuck your feet to your bottom then return to a squat.
   Wedge touch
   Begin with feet shoulder-width apart and hands flat on the floor in front of a wedge leaning against a wall. Jump your bottom towards the wedge and legs out straight to a straddle then return to your starting position. Aim to get your back to touch the wedge momentarily, extending contact as improvement progresses.
   Handstand
   Place hands shoulder-width apart, fingers forward on a firm surface.
   Push the shoulders as far over the hands as possible, then walk the hips up and kick up to the inverted position.

Create a routine

Equipment Gym mats

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

on Resources

Weblink: Gymnastics safety

4.6 Check and challenge

Explain

1. What does the ability to perform a skill largely depend on?
2. How does practice increase our body control?
3. (a) Explain why body control is important in sports like gymnastics and diving.
   (b) Use the **Slow motion diving** weblink in the Resources tab to watch a diving clip. What areas of the body does a diver need to be aware of?
4. Why might you need to ask a question about performing a skill when the person next to you does not?
5. Assess the importance of the senses in developing body control skills.
6. Explain the importance of the kinaesthetic sense in body awareness and explain how it is important for a skill such as the javelin throw.
7. List five activities where body control is evident. For each of these activities, list some of the muscle areas used to maintain body control.

Resources

Weblink: Slow motion diving

4.7 Practice

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

4.7.1 Importance of practice

Practice is the process of repeating a skill, or parts of a skill, in a variety of environments. Fundamental skills may be practised as a whole skill, while specialised skills may be broken into parts. Skills practised in isolation help us focus on mastering elements of performance, while practising with peers or opponents opens the environment and expose us to more variables and conditions of performance. This not only enhances our ability to perform the skill under pressure but challenges our anticipation and decision-making skills.

Fundamental and specialised skills are developed through practice.

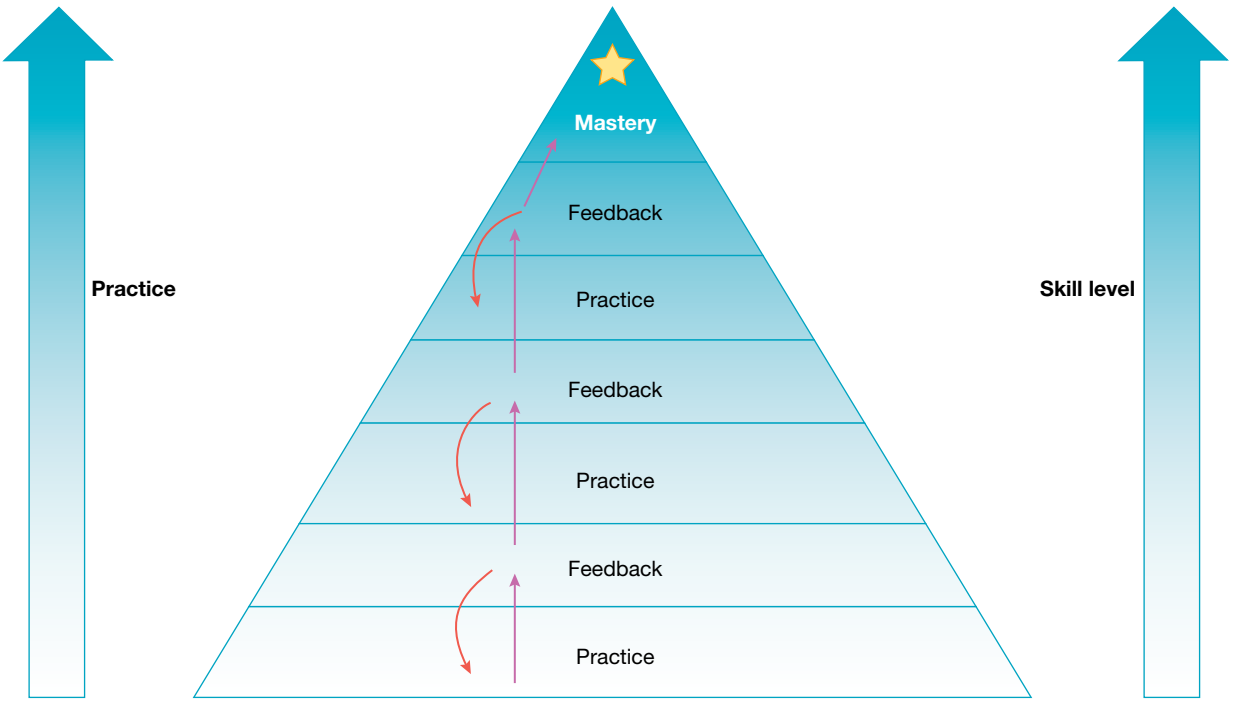


4.7.2 Practice and feedback

Elite athletes often spend hours each week practising a skill to perfect it. At this level, they have a strong internal or intrinsic feel for the skill and they are able to make minor adjustments to their technique based on this internal feedback. Often this feedback is kinaesthetic, messages sent to the brain about position and movement of the muscles and joints. As we learn and develop a skill we rely on feedback from external sources such as verbal cues from a coach or our peers, or our vision — watching a tennis serve fall outside the required zone informs us that we need to make changes to our technique.

All practice should incorporate feedback. By regularly assessing our skill level, we can learn which areas we are improving and which require further attention. As we gather feedback we make modifications to our performance. This process is repeated as we practise, and our skill level improves, as seen in the following diagram.

Practice and feedback lead to fewer errors and increasing skill level.



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

DID YOU KNOW?

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

4.7 Activities

Throwing in cricket to improve accuracy

***Equipment*:** Cricket balls, a target (for example, a strong wall or stumps)

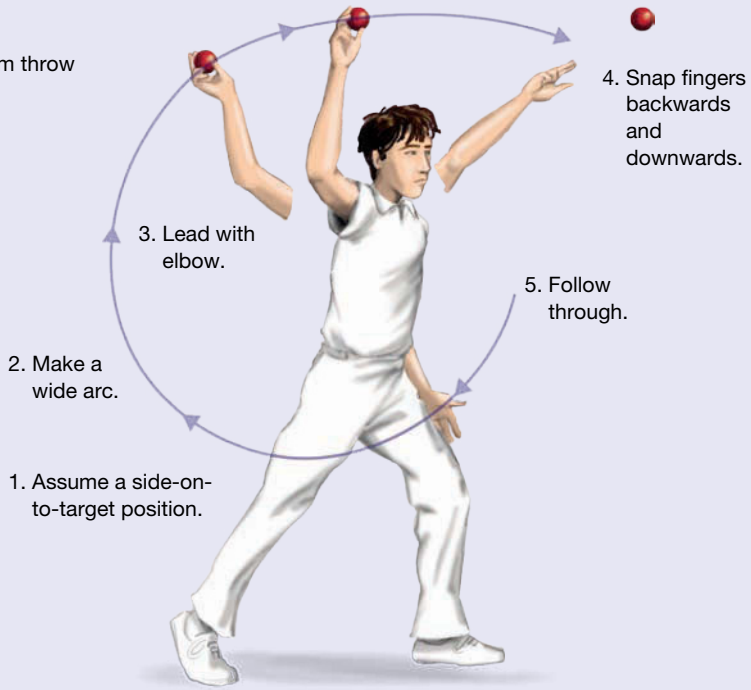
1. The overarm throw in cricket is very important as it can be made from anywhere in the field. Before we try throwing as far as we can, we need to learn to throw accurately. To practise the overarm throw, it is important to start with the correct technique.
   - Pick up the ball and position the first and second fingers across the seam. The remaining fingers and thumb are placed underneath the ball as shown in figure (a) on the next page.
   - Stand side-on to the target and spread the feet well apart for balance.
   - Beginning in front of the body, take the throwing arm down, back and up in a wide arc as shown in figure (b).
   - Lead the throw with the bent elbow of the throwing arm and transfer the weight with the throw.
   - Snap the wrist with the release of the ball and follow through with the throwing arm moving down and across the body.

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

(a) Gripping the cricket ball for the overarm throw



(b) The overarm throw in cricket



Throwing in cricket to throw for distance

***Equipment*:** Cricket balls, markers

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

Team practice

3. Think of a team sport you enjoy and create a plan for a team practice. You will need to consider a warm-up and cool-down as well as which skills your team will be practising. Some skills, such as throwing and catching, might be practised in pairs; others, such as a minor game, with half or all the team. Consider how many times each activity should be repeated (should the ball be passed 10 times or more?) and whether or not certain players will need to practise some skills more than others (for example, attackers will need to practise scoring more often while defenders will need to focus more on blocking and disrupting). Begin with easier activities and increase the difficulty level throughout the session.
4. Use the **Netball drills** weblink in the Resources tab to watch a more complicated netball training session. Could you think of a more difficult activity like this for your practice plan?

Resources

Weblink: Netball drills

4.7 Check and challenge

Explain

1. Explain how practising alone enhances your technique.
2. Explain why it is important to practise as a team.
3. How many times a week should a team get together for practice?
4. (a) Explain why feedback should always be included in a practice session.
   (b) How well do you think a team would operate if they did not practise regularly? Give reasons for your answer.

4.8 Safety

There are risks involved in every physical activity. Some, for example diving, surfing or gymnastics, have higher risk and many safety steps need to be taken to ensure safe participation. This should not prevent you from trying the activity, but simply act as a factor to consider before and while undertaking them.

4.8.1 Avoiding injury

When playing sport or pursuing physical activity for recreation, we are exposed to some risks that may increase the chance of injury. Fortunately, most accidents related to physical activity can be avoided. By being aware of situations in which accidents most commonly happen, knowing the risk factors and taking measures to minimise or remove the risk, we can enhance our enjoyment of physical activity.

Ensuring safety is everyone's responsibility, teachers and students alike. Use the **Safety in gymnastics** weblink in the Resources tab to read ways to enhance safety. Identify some additional measures in gymnastic lessons to avoid injury.

on Resources

Weblink: Safety in gymnastics

4.8.2 Safety in physical activity

We learn skills for use in many different environments. While at the pool, we learn to swim, dive and rescue others. On a football field, we learn to sidestep and tackle. In gymnastics, where there are a variety of apparatus, learning skills can be quite challenging. Including safety checks and advice for safe behaviour can promote an environment in which injury risk is minimised.

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

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

DID YOU KNOW?

Professional and recreational ice hockey players need to wear many pieces of protective equipment to minimise the chance of injury. This includes but is not limited to: gloves, chest protectors, mouth guards, face shields and shoulder pads. These help protect their bodies if they fall on the ice, hit the barriers of the rink, make contact with other players or are hit with equipment such as the puck or a stick.



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

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

The second measure is to practise safe behaviour. Although you should challenge yourself to improve, ensure you stay within your physical capabilities. If you are not sure, ask a teacher or coach. For example, don't try a handspring in gymnastics if you have difficulty with a forward roll. When learning most skills, there is progression of **sub-skills** that you need to master as a foundation for the major skill. Progression can be compared to climbing a stairway. You can't go straight to the top; you use each step to make your way up.

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

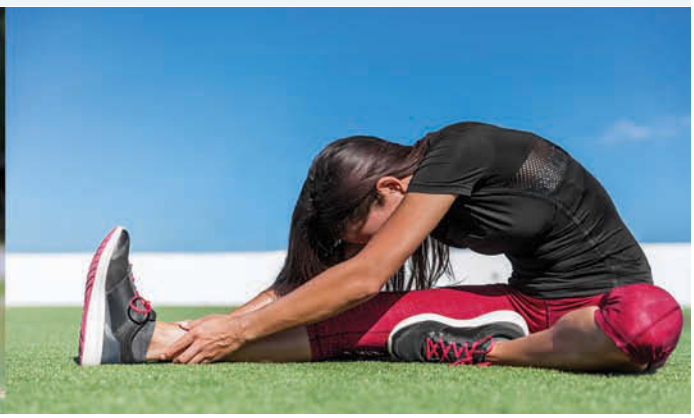
Finally, work on your fitness to ensure you are capable of the tasks. Always do your warm-up properly, particularly the stretching exercises. Participate in activity outside of school to help build endurance, strength and confidence.

HEALTH FACT

Royal Life Saving Australia proposes that all children should be able to swim 50 metres continuously as well as float for two minutes by the end of primary school.

Ensuring safety in physical activity is everyone's responsibility.





4.8 Activities

Safety posters

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

1. (a) Divide the class into five groups and allocate one of the movement areas — aquatics, athletics, dance, games or gymnastics — to each.
   (b) Within each group, assess risky elements or potential for danger and compile a list of issues that relate to safe behaviour. You may want to use the internet or printed references to ensure all areas — such as warm-ups and the checking and handling of equipment — are included. Safety rules such as wearing head protection in softball, carrying javelins, diving into swimming pools and having spotters in gymnastics also need to be included. Use the **Bike riding safety check** weblink to see a sample for bike riding that focuses on a pre-ride equipment check.
   (c) Create an infographic or fact sheet that outlines the safety risks and procedures for your activity. Distribute a poster to each person in the class and spend time before each new activity ensuring all students are aware of the safety issues.

Creating safe environments

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

on Resources

Digital doc: Worksheet 4.3 Safe exercise activity (doc-29227)

Weblink: Bike riding safety check

4.8 Check and challenge

Explain

1. Explain why safety is important for skill development.
2. Choose a team game. Explain how the safety of players can be improved.

Elaborate

3. There will be considerable variation in swimming ability in your class. Suggest procedures that should be followed (for example, no diving, avoiding deep areas if not confident) to ensure the safety of everyone.
4. Describe ways of ensuring that your class is ‘sun safe’ during outdoor physical activity at school.

Evaluate

5. Use the **Safety review** weblink in the Resources tab to review what you have learned about safety. Note any important points you have missed.

on Resources

Weblink: Safety review

4.9 Testing and evaluating skill development

To improve skills, you need to evaluate your performance, identify elements that need work and create an action plan to help achieve your goals. While it is helpful to use the same technique to evaluate, this is not always possible and so you should reflect on the various ways in which you can review your skill execution.

4.9.1 Different ways of testing and evaluating skill development

There are many ways of observing, testing and evaluating skill development. When considering sports-based skills we may observe ourselves or others undertaking skills in isolation or within a game. Other skills, such as throwing the javelin, may be assessed by comparing our results over time. Gymnastics or dance competitions, where we are given a score based on the opinion of a judge can be more challenging to determine if we have improved. Often, we have an internal feeling about the way we execute skills, based on our previous experience and knowledge.

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

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



on Resources

Weblink: Soccer ball control

4.9.2 Testing and measuring skill

Skills tests can use a range of test items to assess how well a person can perform a skill. The process of using these test items, should inform us about what we need to work on to improve. When using any form of assessment, a plan or goals for the assessment should be created. The observer should have an area of focus and have a high level of knowledge about the skill. During the observation, areas of strength should be noted as well as elements to improve. This should then be communicated with strategies to assist skill development.

Modern devices such as smartphones allow us to observe skill in a more sophisticated manner. Through appropriate planning and recording of the skill, we can replay the performance, pausing on each element for a thorough critique. This allows us to visualise the skill more accurately and with more precision. Using a slow-motion feature or a sports app such as Hudl Technique or Dartfish can further enhance observation.

Above all, skills tests provide us with the opportunity to isolate a skill, assess it and work out methods for improving our performance.

4.9.3 Checklists

Checklists or rubrics are a useful tool when evaluating skill development. Checklists are a list of criteria we check against when we are observing a performance or a skill. This helps document the observation because if we relied on memory alone, we may not be as accurate in our assessment. For example, when assessing the freestyle stroke in swimming, we may want to check that the breathing action is being performed correctly. When observing the swimmer's breathing, a tick is placed in the relevant box, indicating whether the skill is being performed correctly. At the end of the performance, we can use the information to help the swimmer improve the skills that were demonstrated incorrectly.

Skills tests are a good way of measuring skill improvement.

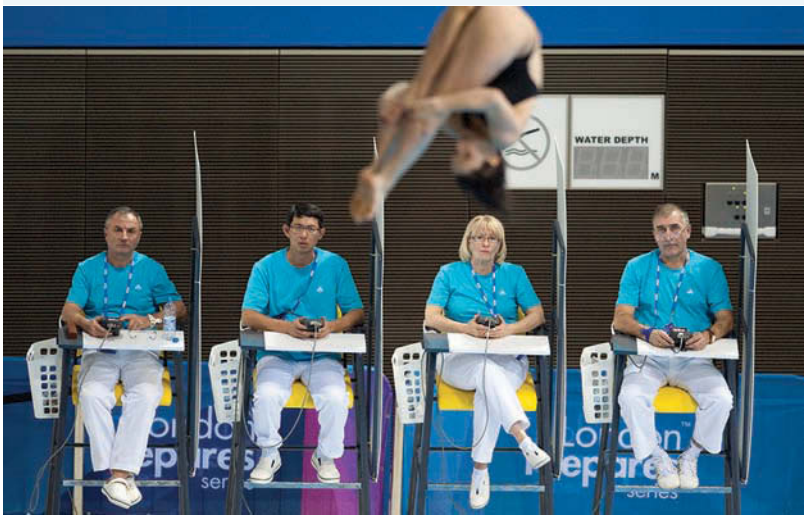


4.9.4 Subjective evaluation

Some sports and activities may be difficult to judge because they are based on opinion. While most judges will be well trained in the assessment process, consistency can be challenging.

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

Sports such as diving are judged with subjective evaluations.



DID YOU KNOW?

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

HEALTH FACT

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

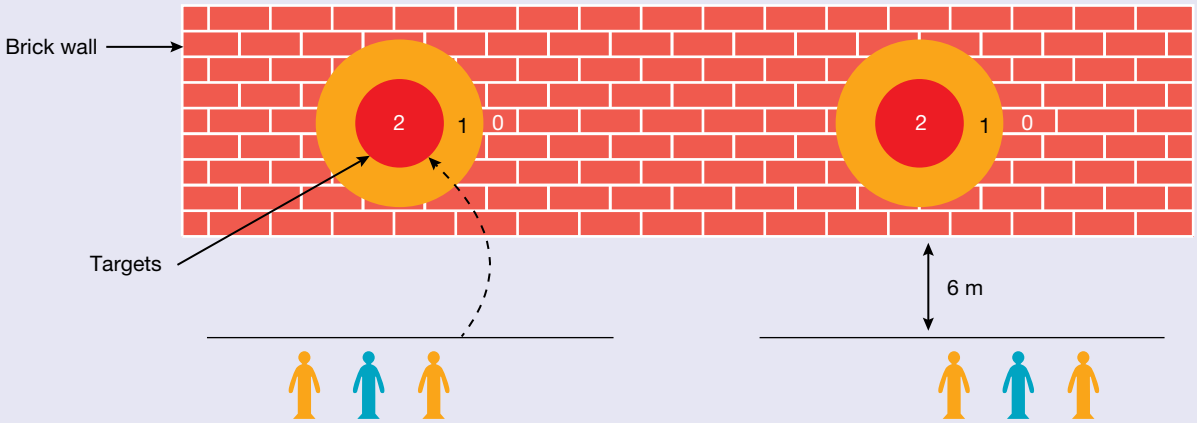
4.9 Activities

Throwing accuracy test

***Equipment*:** Basketballs/netballs, target

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

Skills tests, such as wall throwing for accuracy, gives us a general idea of how well skills are being performed.



Speed test

***Equipment*:** Tape measure, stopwatches

2. Perform the speed test described below.
   (a) Measure a 50-metre straight line on flat ground.
   (b) Form pairs. Choose who will be the first runner and who will be the first timekeeper.
   (c) Have a general warm-up with an emphasis on leg stretches.
   (d) Practise 'on your mark', 'set' and 'go', allowing about two seconds between 'set' and 'go'.
   (e) Practise starting the stopwatch on the 'go' movement, that is, the first movement forward.
   (f) The runners should now go to the starting line and the timekeepers to the finish line.
   (g) Start the runners and time them over the full distance.
   (h) Allow three runs and select the best time.
   (i) The runners and timekeepers should swap between each run to allow time for recovery, and repeat steps d–h.
   (j) Take the best time for each person.
3. Use the table 4.1 to evaluate your performance.

TABLE 4.1 Speed rating

	Time (seconds)	
Classification	**Boys**	**Girls**
Excellent	≤ 7.0	≤ 7.5
Good	7.1–7.4	7.6–8.2
Average	7.5–8.3	8.3–8.9
Fair	8.4–8.9	9.0–9.4
Poor	≥ 9.0	≥ 9.5

Tennis evaluation

***Equipment*:** Tennis racquets, balls

4. Set up an observation plan, using a device to record the skills. The slow-motion feature on a phone would be appropriate or an app such as Hudl Technique.
   (a) Perform each of the following 10 times:
   - forehand
   - backhand
   - serve and volley.

   (a) Using the replay function on your device, evaluate each skill using the tennis skills checklist. You can download the **Tennis skills checklist** worksheet in the Resources tab.

Assessing skill development in tennis

Tennis skills checklist

Performer: _____ Observer: _____

Directions: Watch the performer and identify one successful element and one that needs work.

Picture of skill	Teaching points	
Forehand 	• Eyes on the ball • Stands side on to target • Steps forward with opposite foot when hitting • Follow through around body	
	Successful	Needs work
Backhand 	• Eyes on the ball • Dominant hand below non-dominant hand on grip • Step forward when hitting • Follow through around body	
	Successful	Needs work
Serve 	• Preparation position with foot at service line • Ball toss as racquet comes behind body • Racquet head up and behind with bent elbow • Ball is hit with extended arm so that it travels over the net	
	Successful	Needs work
Volley 	• Feet shoulder width apart • Eyes on the ball • Short backswing • Racquet head above wrist on contact	
	Successful	Needs work

Swimming evaluation

5. (a) Set up an observation plan; use a device to record the skill or watch your peer with the checklist below, which details four recommendations for freestyle and backstroke. Having a device to record and replay will assist this process.
   (b) Perform at least 25 metres of each stroke.
   (c) Give feedback on the checklist, identifying which elements are performed well and which need improvement in the observation column.

TABLE 4.2 Swimming skill checklist

Freestyle	Observation
Hand enters water with fingertips and elbows higher than wrist	
Arm fully extended once entering water	
Head in neutral position and moves only slightly when breathing — body remains straight	
Body moves in straight line down the pool	
Freestyle	**Observation**
Little finger enters the water first	
Hips are high and head is neutral, facing the roof	
Kick is from hip with limited knee bend	
Body moves in a straight line down the pool	

6. To identify more elements of focus in these two strokes, as well as for breaststroke and butterfly, use the **Swimming — improve your technique** weblink in the Resources tab.

Resources

Weblink: Swimming — improve your technique

Digital doc: Worksheet 4.4 Tennis skills checklist (doc- 29393)

4.9 Check and challenge

Explain

1. Explain why it is important to measure skill learning.
2. Explain the role of feedback in improving the way we perform skills.
3. What is a checklist? How might it be used to measure skill?
4. Explain why speed is an advantage in most sports.
5. Discuss common faults in many players' technique when serving a tennis ball.
6. Recommend ways to improve serving technique in tennis.

Evaluate

7. Were you satisfied with your rating in the speed test? Why or why not? Recommend ways to improve your acceleration.
8. Were you satisfied with your swimming critique? Why or why not? Consider activities you could undertake to improve. Where might speed be important in everyday life?

4.10 Let's dance

In this subtopic you will learn about the many different styles and benefits of dancing. Learning about these styles will expose you to some of the many techniques used in dance.

4.10.1 Importance of dance

Dance is an important part of every physical education program. Becoming familiar with steps and movements of a few different dances can open our eyes to different cultures and help us appreciate ways of having fun we may not have considered before.

Use the **How to jive** weblink in the Resources tab to learn about a lively ballroom dance style.

Dance is universal with many contrasting styles and steps.



4.10.2 Why dance?

Dance is part of every culture. It provides enjoyment through social interaction, the opportunity to learn new movement skills and be creative. Movement is the language of dance. We need to stay in time with music while moving to steps we have learned or movements we are developing. All forms of dance require the development of basic skills such as balance and timing, together with the need to memorise the steps. This is best achieved through repetition of the required movements.

Dance can be quite aerobic. Repetition of movement and sustained activity helps the circulatory system, strengthens bones and improves muscle tone, flexibility and endurance. It also helps reduce stress and muscle tension.

There are many personal and social benefits associated with dance. It's a great way to meet other people, make new friends and work together with someone to achieve a goal. It can also improve confidence and encourage feelings of wellbeing.

Bush dance is a traditional form of Australian dance. Experiencing bush dance provides opportunities for fun and enjoyment in a social context. Once we learn some basic steps, it is easy to learn a range of dances. There are many other styles from which we could choose, for example, Greek dance, hip hop or tap dance.

In recent years, the popularity of many of the traditional forms of dance has increased, their appeal being driven by their athleticism and easy adaptation to contemporary music. Dance Easy and Dance Sport programs, popularised by television productions such as *So You Think You Can Dance*, have brought these styles of dance into favour, particularly with young people.

People of any age can enjoy many forms of dancing.



on Resources

Weblink: How to jive

Dance has a wide range of appeal.





4.10 Activities

Locate appropriate bush dance music and enjoy the following dances.

Heel and toe polka

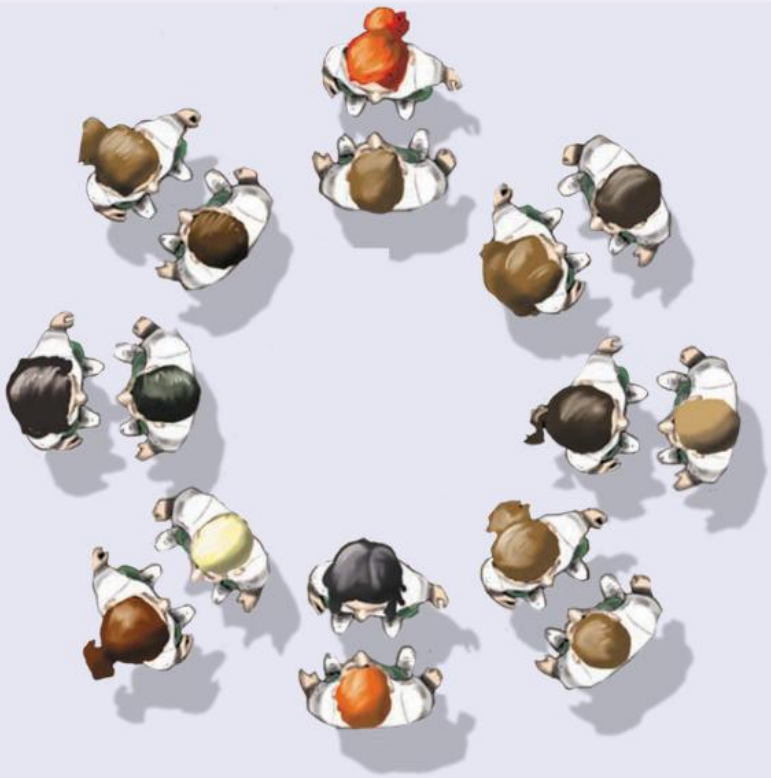
***Equipment*:** Music

1. Follow the directions in table 4.3 to learn the heel and toe polka.

TABLE 4.3 The heel and toe polka

Group 1	Group 2
1. Make a circle formation (standing on inside) facing partners	1. Make a circle formation (standing on outside) facing partners
2. Left foot: heel and toe, heel and toe, slide four steps anticlockwise direction	2. Right foot: heel and toe, heel and toe, slide four steps clockwise direction
3. Right foot: heel and toe, heel and toe, slide four steps clockwise direction	3. Left foot: heel and toe, heel and toe, slide four steps anticlockwise direction
4. Three right-hand claps with partner. Three left-hand claps. Three both-hand claps.	4. Three right-hand claps with partner. Three left-hand claps. Three both-hand claps.
5. Three slaps to own knees with both hands	5. Three slaps to own knees with both hands
6. Hold partner's right hand and swing arms (4 beats)	6. Hold partner's right hand and swing arms (4 beats)
7. Inside partner remains where they are while outside partner moves anticlockwise to new partner (4 beats)	7. Move anticlockwise to new partner (4 beats), while inside partner remains where they are
8. Repeat sequence with new partner	8. Repeat sequence with new partner

Circle formation for the heel and toe polka



Stockyard

***Equipment*:** Music

2. (a) Circle, all facing towards the centre, in partners.
   (b) All join hands, take four steps towards the centre of the circle and four steps back.
   (c) Repeat movement.
   (d) *Swing* partner (16 beats). See below.
   (e) *Promenade* partner, anticlockwise, for 16 steps. See below.
   (f) Swing partner (16 beats).
   (g) Begin again. When you reach step 4 (swing partner), boy/girl should first progress to a new partner, when they turn to their partner on his left.

Swinging



Promenade



Virginia reel

***Equipment*:** Music

3. (a) In *longways sets* of six couples, skip four steps toward one another and four steps away. See figure (a).
   (b) Skip in, join right hands, turn with your partner and return to place.
   (c) Skip in, left-hand turn with your partner and return to place.
   (d) *Do-si-do* left. Do-si-do right. See figure (b).

(a) Longways set

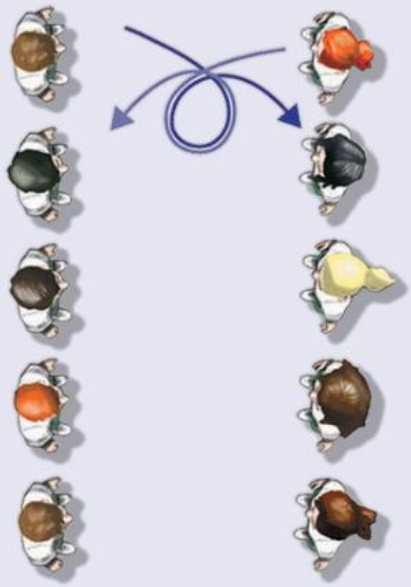


(b) Do-si-do

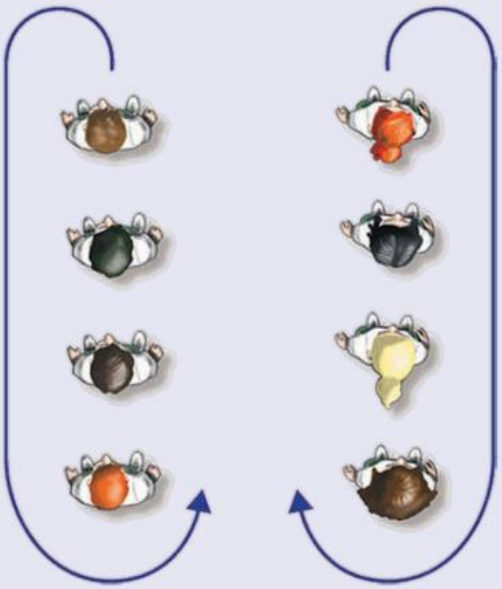


   (e) Skip in, join both hands, circle and return.
   (f) Head couple skips in, joins hands and side skips to the head of the set and back (16 beats).
   (g) *Reel the set:* The head couple join right elbows and spin. The couple then splits, using their left elbows to spin with the next boy/girl in line, before re-joining right elbows in the middle. Continue this progression to the end of the line and back again. See figure (c).
   (h) *Cast off* and repeat the dance. See figure (d).

(c) Reel the set



(d) Cast off



Waves of Bondi

***Equipment*:** Music

4. (a) Skip in, bow and skip out (eight beats).
   (b) Skip in and change places with your partner (repeat).
   (c) Repeat steps 2 and 3.
   (d) Skip in, join hands and swing (16 beats).
   (e) Cast off (16 beats).
   (f) *Make waves* (32 beats) as shown.

Make waves



Choreography

5. Why not create your own dance? Use the **Be a choreographer** weblink in the Resources tab to watch a video on how to create your own dance.

on Resources

Weblink: Be a choreographer

4.10 Check and challenge

Explain

1. Explain the benefits of dance.
2. Which of the Australian bush dances did you enjoy most? Identify factors that contributed to this selection.
3. Explain what is meant by a longways set.
4. Research a popular dance other than heel and toe polka. Suggest why this dance has appeal.

4.11 Games

Games are activities that promote skill development and execution by setting goals or desired outcomes and conditions under which skills are performed. Often, they are competitive and incorporate team work. Playing games gives you the opportunity to communicate and develop attacking and defending strategies.

4.11.1 Skill development

Once you can demonstrate a level of success in fundamental and specialised skills, including them within a game will enhance your ability to perform them in a variety of conditions. This helps retention of skill as well as the ability to transfer skills between sports. Many games can be modified; that is, the rules can be simplified, equipment altered or the field size reduced to help you learn and practise certain skills in the context of the game.

Many important skills and movements are developed through participation in games.

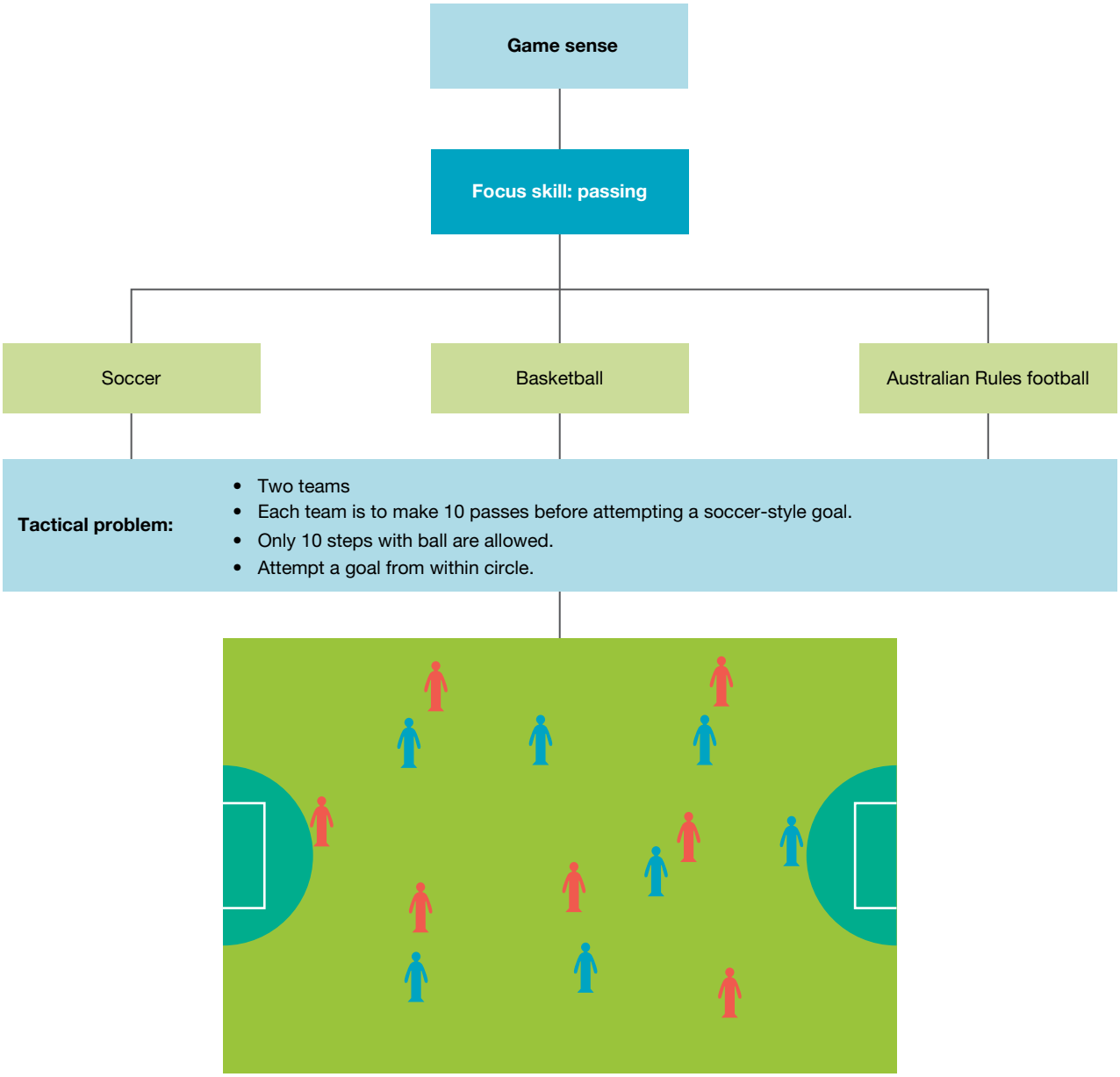


DID YOU KNOW?

Soccer is the world's most popular sport. It is played by more than 2.56 billion people in more than 140 countries. That's around four per cent of the human population.

The activities that follow all have a focus. By using problem-solving exercises, such as the one illustrated in the figure below, you can find ways to use your skills on the field. As you become familiar with how certain techniques work, you will find that you can relate the basic principles to many games. The game-sense approach then allows us to develop skills that apply to many games, and, as a result, we will readily learn and enjoy sports.

As game sense develops, many similar activities become easier to learn.



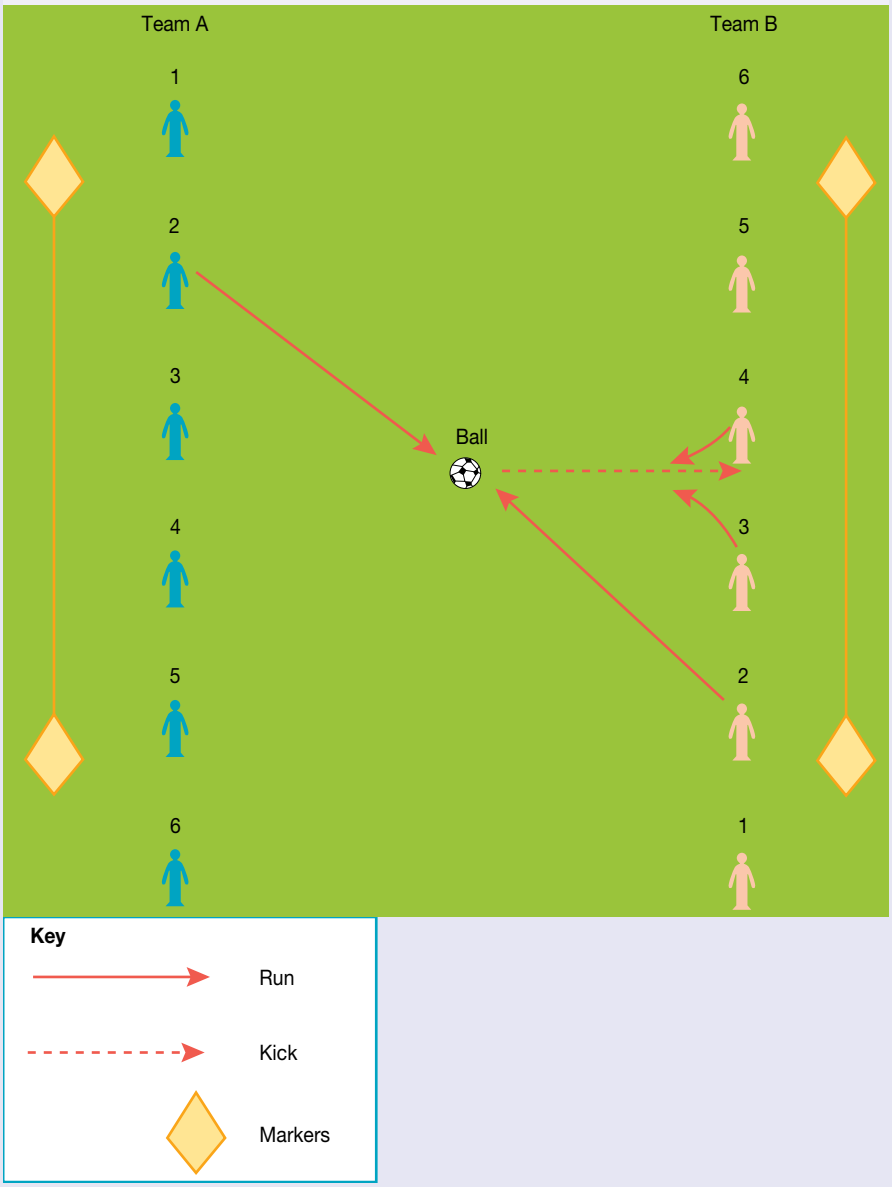
4.11 Activities

Simplified soccer

***Equipment*:** Soccer ball, court, markers

1. Two equal teams line up along the goal lines, facing one another. The goal lines are about 25 metres apart. The soccer ball is placed in the centre between the two teams. Players in each team are given the numbers 1, 2, 3, and so on. When the teacher calls a number, both students with that number run forward and try to kick the ball past the opponents' goal line. It is not allowed for the ball to be kicked higher than the players' heads. When the ball is kicked, teams try to prevent the ball crossing the goal line by defending their space, either trapping it with their feet or kicking it. It is not allowed for the ball to be touched by the hands. When a goal is scored, teams reassemble and a new number is called. The winning team is the one scoring the most number of goals within a set time period.
   This game can develop into soccer. Many specialised skills are involved in soccer, including dribbling, passing, trapping and heading.

Set-up for simplified soccer

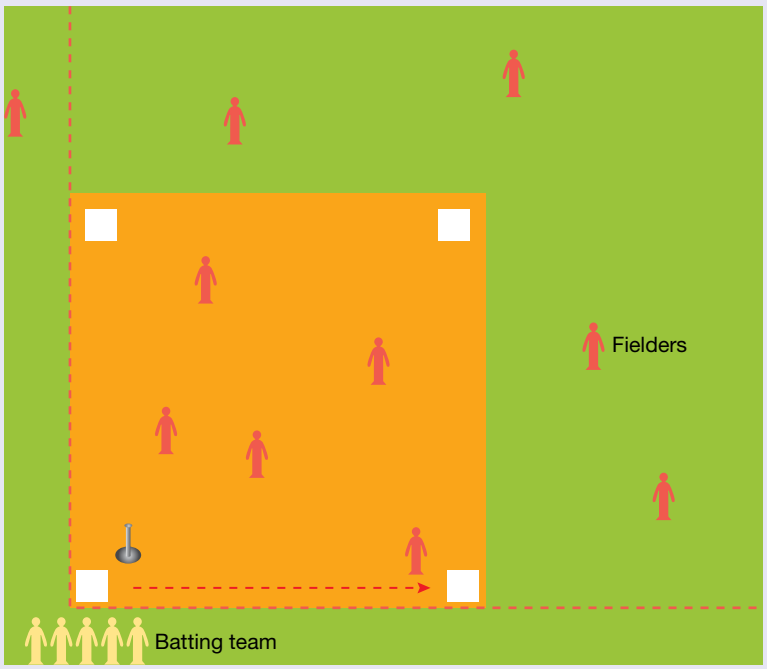


T-ball

***Equipment*:** T-ball stand, softball, softball bat, four bases, softball gloves, face mask, helmets, a softball diamond with bases about 15 metres apart

2. Create teams of 10–12 players each. The batting team assembles in batting order well away from the T-ball stand. The fielding team occupies the bases and various places in between.
   The batter places the ball on the T-ball stand, hits it into the infield (within the dashed lines of the diagram below) and attempts to run around the bases and back to home base. The batter is out if the ball is hit out of the field of play, caught on the full or they are tagged with the ball before getting to a base. If the batter chooses to wait on a base, they must remain there until the next batter makes contact with the ball on the T-ball stand.
   Batters must run on a straight line between bases. They can return to a base if the ball reaches the base ahead of them first, providing the base does not become occupied by one of their own team in the meantime. If the runner is forced from a base, they are out if the ball reaches that base before they get there. If the runner is free — that is, the base to which they are running is unoccupied — the runner must be tagged. The winning team is the team scoring the most number of runs.
   T-ball has many of the skills required in softball but is much easier to play because the hit involves a ball that is stationary. In softball, the pitched ball is moving rapidly towards the batter and the hit requires good timing and anticipation.

Set-up for T-ball



Modified hockey

***Equipment*:** Hockey sticks, soft foam ball, bucket, court

3. (a) Devise a game where players must use a hockey stick to get a soft foam ball into a bucket at the far end of a court. Develop rules as a class that ensure the safety of all participants, including how far off the ground the stick may be lifted, how to block a player getting to the ball, the use of feet to control/dribble the ball and how far it may be dribbled.
   (b) As a team, brainstorm ways you can focus on attacking skills such as achieving and retaining possession. Consider how you are going to position your players to ensure there are always options available to receive the ball.
   (c) Discuss the game as a class, identifying skills you may need to play the game effectively.

(d) Play the game.
This activity can be modified for all invasion games. Consider using a ball to throw into a goal in the pool, similar to water polo. Follow the steps above: create rules, consider safety and develop strategies as an attacking team. As you play the game you will need to discuss modifications to enhance the experience. Thinking about how to improve a game requires careful thought and strong communication within the team.

4.11 Check and challenge

Explain

1. Choose two sports where passing is important and discuss how what you have learned in one might assist developing the skill in the other.
2. (a) When you played simplified soccer, describe the tactics your team used to prevent the ball crossing the line.
   (b) As an attacker, what type of pass worked best when a defender was in the way? Why?
3. In modified hockey, explain how the rules generated by the class assisted in promoting the learning experience.
4. Discuss the importance of field placements in hockey and T-ball.
5. Investigate another small-sided game that could be used to develop attacking skills. Devise a drill that could be used to assist. Use the **Small-sided soccer** weblink in the Resources tab to help you.

on Resources

Weblink: Small-sided soccer

4.12 Gym fun

Gymnastics is an enjoyable activity that helps build core strength, flexibility and awareness of the way your body moves in space. Some types of gymnastics require effective team work and communication. In this subtopic you will explore safe gymnastics practice as well some of the positive effects of gymnastics.

4.12.1 Gymnastics

Most of our team sports focus on cardiorespiratory endurance, developed mainly through running and jogging. Gymnastic activities target development of this as well as strengthening all major muscle groups including those of the back, arms and shoulders. Different types of gymnastics including acrobatics, trampoline, rhythmic and artistic gymnastics will target different muscle groups.

Use the **So you want to do gymnastics** weblink in the Resources tab to watch some gymnastic movements and routines at an Olympic level. Note the level of strength, skill and precision required to perform at this elite level.

Practising gymnastics safely can have a positive impact on your flexibility and muscle development.



On Resources

Weblink: So you want to do gymnastics

4.12.2 Gymnastic skills

As we develop gymnastic skills, we not only strengthen our muscles and joints, but also learn to manipulate parts of our bodies. Gymnastics also helps us develop important fitness components such as **balance**, **power**, **strength**, **agility** and flexibility. Important gymnastic skills relate to locomotion, balance, rotation, springing, landing and flight. Before beginning any gymnastic activities, be sure you are warmed up, stretched and have plenty of mats or padding. Also, do not progress to new activities without teacher guidance.

Gymnastic activities are many and varied, providing opportunity for fun and challenge.



As with all new skills, you may find some activities challenging initially. However, the real benefit is in the practice, not necessarily perfecting the movement. Once we can perform a skill such as a handstand, we feel a sense of accomplishment. We then try to improve the way we do it. Each time we practise, the supporting muscles become stronger and we refine our movement patterns. Having core strength enables us to move more efficiently and effectively and may reduce our risk of injury.

A range of rhythmic gymnastics exercises that will prepare you for the lesson are illustrated in activity 1 of this subtopic. The two activities that follow demonstrate a variety of balance exercises. This will require that you work with a partner or in a small group. These activities will develop your strength and balance. A number of rotation activities follow. It is important that progression is gradual and that you focus on good form and safe technique.

Choices should be made regarding vault, mini-trampoline and balance beam activities. Much will depend on the equipment available, the ability of the group and the need for safety. The movements should be studied carefully and attempted only under teacher guidance.

DID YOU KNOW?

At the 1976 Olympic Games in Montreal, 14-year-old Romanian Nadia Comaneci became an Olympic legend when she scored a total of seven perfect 10 scores in gymnastics. Before 1976, no male or female had ever received a perfect score in any Olympic gymnastics event.

4.12.3 Other benefits of gymnastics

Gymnastics has many benefits other than the development of the fitness components just mentioned. You will be surprised just how much it improves your confidence, particularly as you are gradually able to master new movements, many of which you might not have expected you could do.

Gymnastics also improves your teamwork skills. Development of gymnastic skill requires assistance, cooperation and often a need to 'spot' or aid others in performing movements. Peer feedback is another important

factor that helps develop your skills. Because of this, a sense of trust in and reliance on fellow peers develops. Helping others is a 'feel good' experience. It enhances our sense of care and responsibility. The balance activities shown in activity 2 of this subtopic are examples of skills that cannot be developed in isolation. You will discover that there is much more to these types of activities than simple balancing.

Finally, gymnastics helps develop our body awareness. As we perform movements, we become more aware of space and how our body is using it. We become conscious of how our body parts relate to each other and their dependence on one another for skilful execution, giving us kinaesthetic feedback. For example, where are the arms placed in a cartwheel, and what is the role of the legs to enable good hand position to be achieved? Consideration of such things broadens our spatial awareness as well helping our skill development.

HEALTH FACT

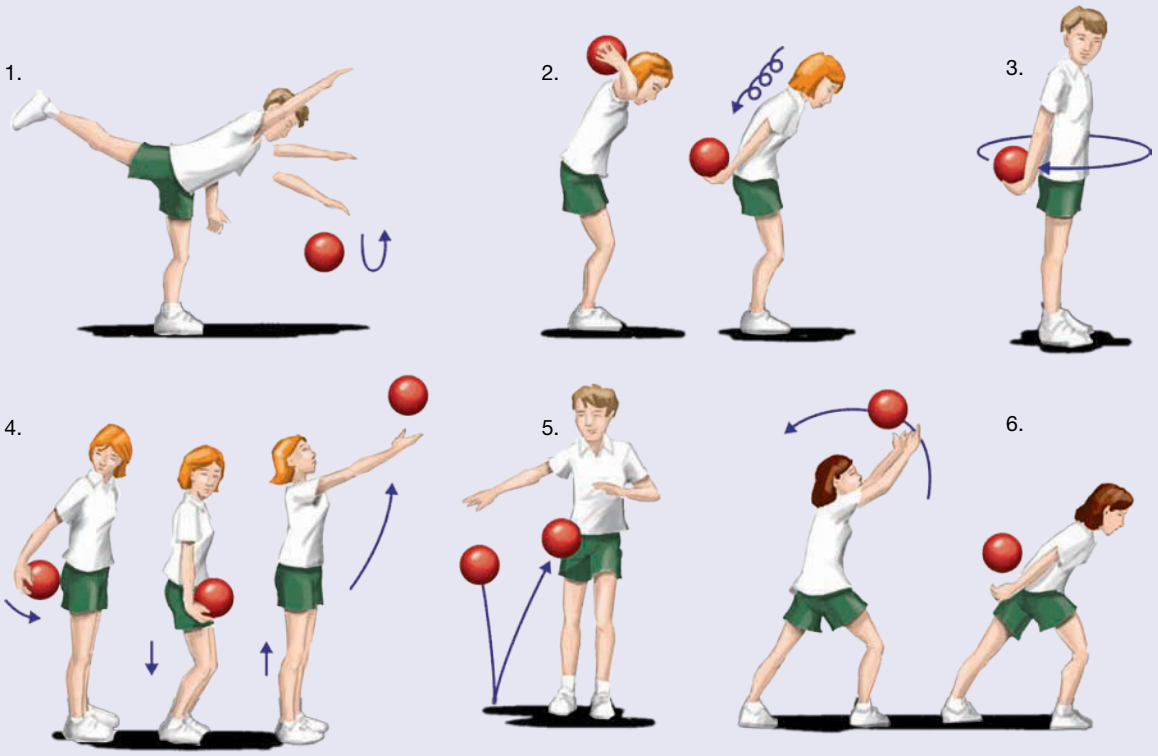
Cardiovascular disease affects 21.5 per cent of the Australian population over 18. A balanced diet, regular exercise (such as gymnastics) and not smoking are the best measures to prevent the onset of the disease.

4.12 Activities

Let's warm up

1. Follow a general-purpose warm-up with some stretching exercises. Then practise some of the rhythmic gymnastics skills illustrated in the figures below. Use the **Gymnastics safety** weblink in the Resources tab to learn some important safety guidelines before you begin.

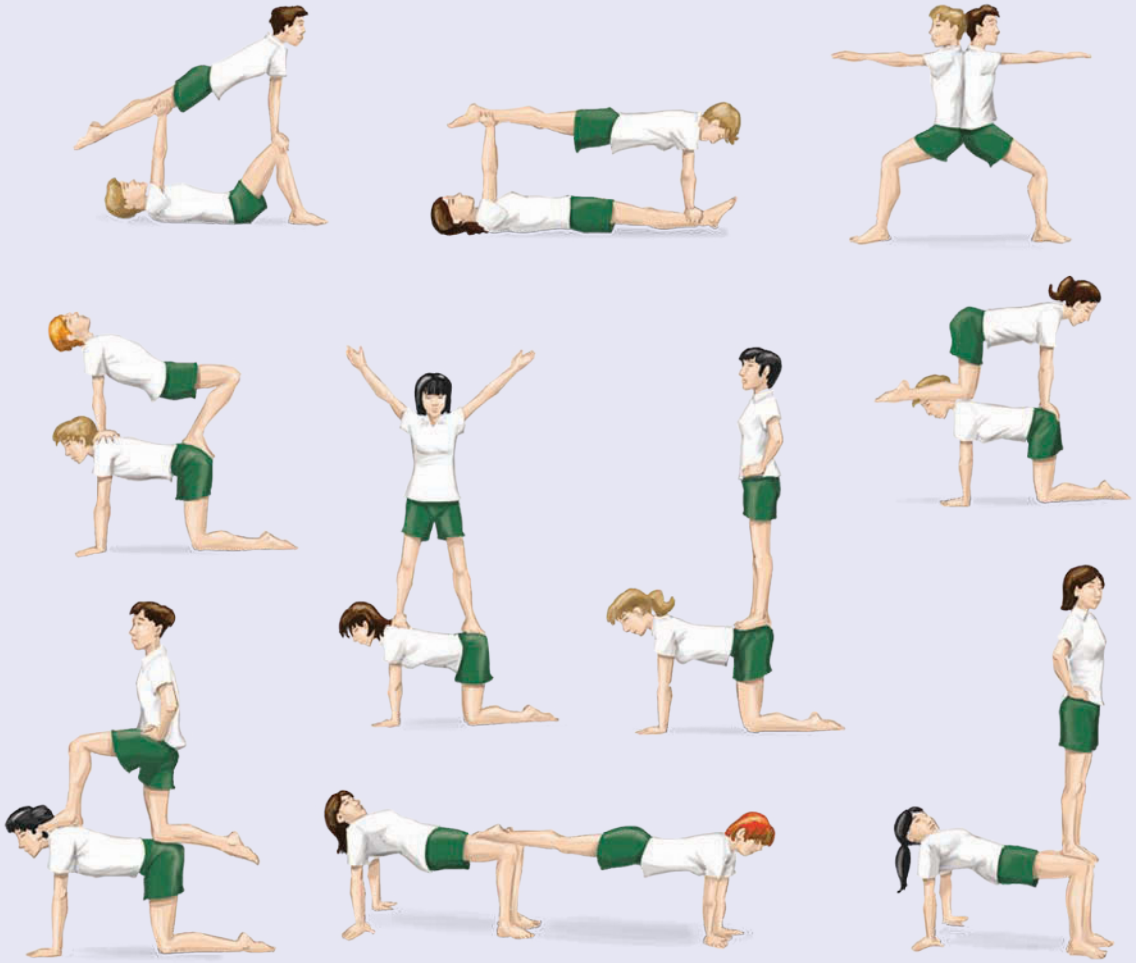
Rhythmic gymnastics skills



Two-person balances

2. Balance activities can be lots of fun because they challenge our abilities and, in most cases, we get to work with others. The figures below show a number of two-person balances. Form pairs (choose someone of approximately equal size) and work your way through the balances illustrated. Once you have completed a balance, alternate positions within the balance. Focus on maintaining strength and displaying good form (that is, good to look at). Aim to hold each balance for at least five seconds.

Two-person balances can be fun and challenging.

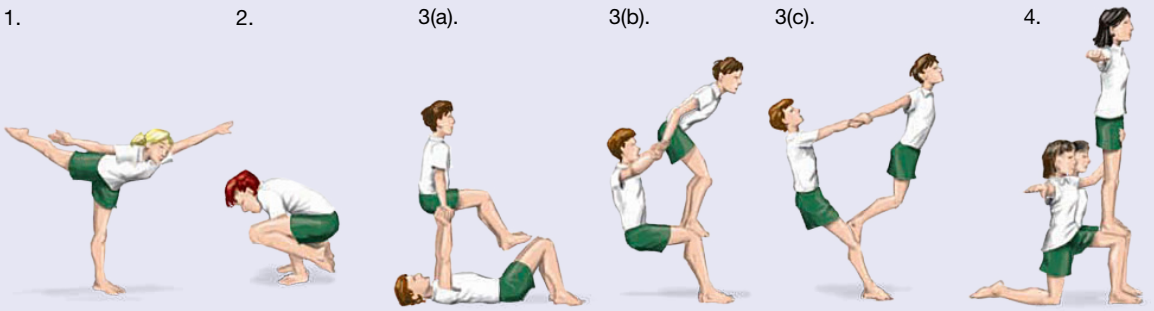


Single, double and multiple balances

3. The balances shown in the figures 1–4 on the next page use single, double and multiple formations. Try them only if and when allowed by the teacher.
   1. *Arabesque*. Balance on one leg, lean forward and spread arms to assist balance. Work in groups.
   2. *Crouch balance*. Place knees on elbows and balance on hands.
   3. *Two-person balance*. Try these and then create your own.
   4. *Three-person balance*. Try this and then create your own.

As you create your own, ask a peer or teacher to take a photo of the creation. Use this to critique your body position to make necessary adjustments. Create a collaboration of class creations that you can all attempt and critique.

Balancing skills



Rotation activities

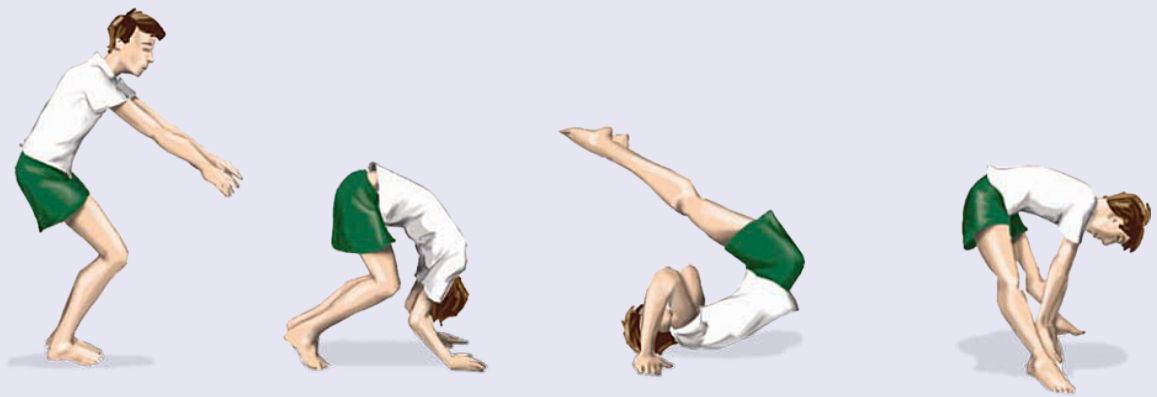
4. The following activities progressively become more difficult. They are to be performed under teacher guidance. You should be confident in your ability to perform one activity before moving on to the next.
   - *Forward roll*. Place hands on the mat, shoulder width apart and fingers forward. Drop your chin onto your chest, push off, roll on your shoulders and let the motion carry you onto your feet.

Forward roll



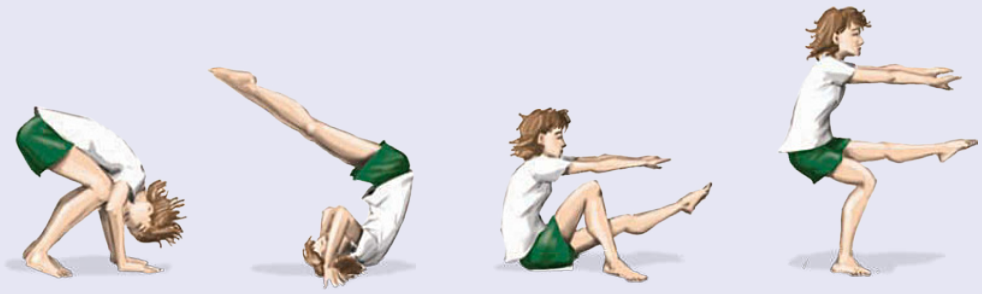
- *Forward roll straddle*. As you come out of the forward roll, straddle your legs, reach forward and roll up onto your feet.

Forward roll straddle



- *Forward roll walkout.* As you roll forward, stretch out with one leg and rise up to a balanced position.

Forward roll walkout



- *Forward roll to arabesque.* Perform a forward roll and then walk out and lean forward to an arabesque.

Forward roll to arabesque — combining rotation with balance



- *Cartwheel*. Place one hand on the mat and, while moving directly down the mat, swing your other hand over followed by each leg in turn.

Cartwheel — combining rotation with balance



- Sequences
  (a) *Sequence 1*. Move from an arabesque to forward roll.
  (b) *Sequence 2*. Perform a forward roll into a forward roll straddle into a backward roll.
  (c) *Sequences 3–7*. Create five sequences, each containing at least three different gymnastic floor skills.
  (d) Demonstrate your sequences to the class.

Beginner vaults

5. The following vaults can be performed on the short box. Be very careful when practising. Only perform vaults under direct teacher supervision and do not move onto the next skill until you are confident. Focus on performing movements with good form — that is, quality of flight, straight legs where required and demonstrating balance on landing.
   - Jump to the box, then jump off.

Beginner short box skill



   - Jump between two people sitting on the box, pushing from their shoulders.

Consider everyone's safety when several people are involved.



- Place your hands on the box and bring your feet in between them (through vault).

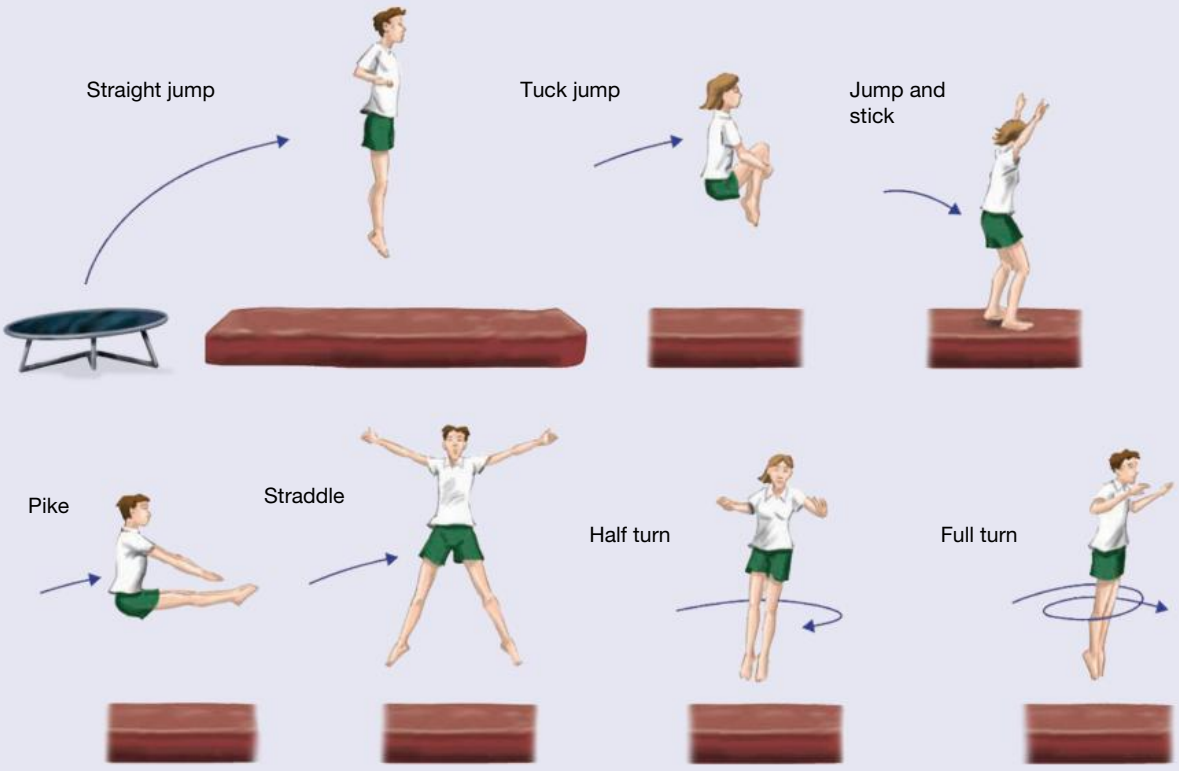
Through vault



Mini-trampoline

6. Under direct teacher supervision, practise the following skills. When approaching the trampoline, the approach needs to be slow and the final movement is a jump; that is, push off from one foot to both feet.

Mini-trampoline/beat board skills focusing on springing, flight and landing



Balance beam

7. In pairs, practise each of the balance beam skills shown on the next page. Ensure your partner is working beside you as a spotter at all times and is prepared to steady you should you lose balance. Once again, focus on control and good form.

Balancing beam skills


1. Knee scale


2. Squat facing to the side


3. Pose with legs straight


4. V-sit with hands


5. V-sit without hands


6. Balancing on one leg on toes


7. Balancing on one leg bent, other leg stretched


8. Straddle pike sit


9. Arabesque

Safety

8. Research and consider the different apparatus used in artistic gymnastics. Choose two skills where spotting (padding) is essential to ensure safety. Describe the role of the spotter in each skill and explain why this role is important.
9. Use your research to design some tips on minimising injuries in gymnastics. List five precautions that will assist in creating a safe gymnastics environment.

on Resources

Weblink: Gymnastics safety

4.12 Check and challenge

Explain

1. Explain the benefits of gymnastics.
2. Gymnastic skills challenge our abilities. Describe two balance activities that challenged you and how you overcame the problems encountered.
3. Many gymnastic skills develop balance and precision. Identify two skills that fit this description and explain why.
4. Why is safety important in gymnastics?

4.13 Review

4.13.1 Summary

- Fundamental skills form the basis from which specialised skills are developed.
- Non-locomotor movements are performed in a stationary position whereas skills that require us to control our body while moving from one place to another are called locomotor movements.
- Mastering fundamental skills will enable you to participate in a wide range of physical activities.
- Specialised skills are sports-specific skills and usually incorporate a number of smaller movements within a bigger movement. Cricket, softball and basketball are examples of sports that include a range of specialised skills.
- Elements of skills can be transferred; for example, the two-handed strike can assist learning to bat in cricket.
- Manipulative skills involve controlling pieces of equipment with precision and require good hand–eye coordination. The lay-up in basketball is an example of a manipulative skill because it involves catching, aligning and shooting.
- Skills are developed through practice, usually in the form of drills. Once learned, they need to be developed in modified games.
- Practising with peers exposes us to more conditions of performance, which enhances our ability to perform the skill under pressure.
- Practice and feedback leads to fewer errors and improved skill level.
- Taking measures to minimise or remove risk can help avoid injury and enhance our enjoyment of physical activity.
- Using a device to record and observe performance allows us to replay and pause elements of the skill for a more thorough critique.
- Dancing is an enjoyable recreational or competitive activity that provides opportunity for social interaction.
- There are many contrasting styles of dance.
- Modifications, rules and strategies can be created to enhance skill development. Once created they can be applied to various sports; for example, a rule requiring all team members to have possession before going for goal in hockey can be applied to water polo.
- Gymnastic skills involve locomotion, balance, rotation, springing, landing and flight and help develop coordination and kinaesthetic awareness.

ESSENTIAL QUESTION

How do you improve movement skills, and what forms of measurement can be used to determine improvements?

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

4.13.2 Key terms

agility the ability to change direction quickly with speed and control
balance the ability to control our centre of gravity while stationary or moving
body control the ability to coordinate movements with precision
dynamic balance the ability to maintain balance while moving
flexibility the degree of movement around a joint
fundamental movement skills the foundation skills of movement
kinaesthetic sense awareness of where our body and its parts are in relation to objects, such as surrounding players or pieces of equipment, and the environment
manipulative skill the ability to control objects with precision
non-locomotor movements requiring little or no movement
power the ability of the muscles to contract rapidly
strength the ability of muscles to exert force
subjective evaluation a judgement based on our own feelings or impressions
sub-skill a smaller part of a major skill

4.13 Check and challenge

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au *Note:* Question numbers may vary slightly

Key terms quiz online only

Multiple choice quiz online only

Check your understanding

1. Explain the difference between fundamental and specialised skills.
2. Outline the technique for the front foot drive in cricket.
3. Investigate one other skill in cricket and explain how it is performed.
4. Using examples, describe what is meant by manipulative skills.
5. Explain the technique for the lay-up.
6. Provide examples of ways to improve manipulative ability.
7. Using examples, discuss the importance of practice in developing skill.
8. Identify factors that are important in movement skill development.
9. Describe a skills test commonly used to measure physical skills.
10. Outline the role of a checklist in assessing skill development.
11. Identify activities where subjective evaluation is an important way of collecting information for skill development.
12. Discuss how assessment of the tennis serve would differ from assessment of a dance performance.
13. Identify two important areas of focus when swimming freestyle and backstroke.
14. Outline the steps for one Australian bush dance.
15. Describe activities that would be helpful for a warm-up in gymnastics.
16. Why is balance important? Identify three activities that would assist in the development of balance.
17. Describe one rotation movement and describe how the skill is performed.

on Resources

Digital doc: Worksheet 4.5 Key terms quiz (doc-29228)
Digital doc: Worksheet 4.6 Multiple choice quiz (doc- 29229)
Digital doc: Key terms glossary (doc- 29230)

TOPIC 5
Movement concepts and strategies

5.1 Overview

5.1.1 Introduction

Refining **skills** and strategies in team activities and games takes practice. Practising skills in isolation helps establish body control and technique. These skills can then be developed further by using them in more competitive environments, such as drills and games. This adds pressure and forces us to respond with quick decision making, aiding our retention and understanding of the skill requirements, as well as further developing anticipation and timing. Through communication with our team we begin to learn appropriate **tactics and strategies**, both in attack and defence. Once you become proficient in skills and strategies in one sport, you can apply these to other sports.

Communicating with your team and developing strategies helps you develop your skill and game play.



on Resources

eLesson: Movement concepts and strategies (eles-2946)

Digital doc: Key terms glossary (doc-29365)

ESSENTIAL QUESTION

How can I gain skills and strategies to participate in a range of physical activities with confidence, competence and creativity?

SYLLABUS OUTCOMES

A student:

- transfers and adapts solutions to complex movement challenges (PD4-5)
- applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts (PD4-10)
- demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences. (PD4–11)

5.2 Composing and performing movement

To be able to execute skills, with no conscious thought, that are free from error and performed consistently you need practice, body conditioning, technique and a training focus on anticipation and timing.

5.2.1 Practice makes perfect

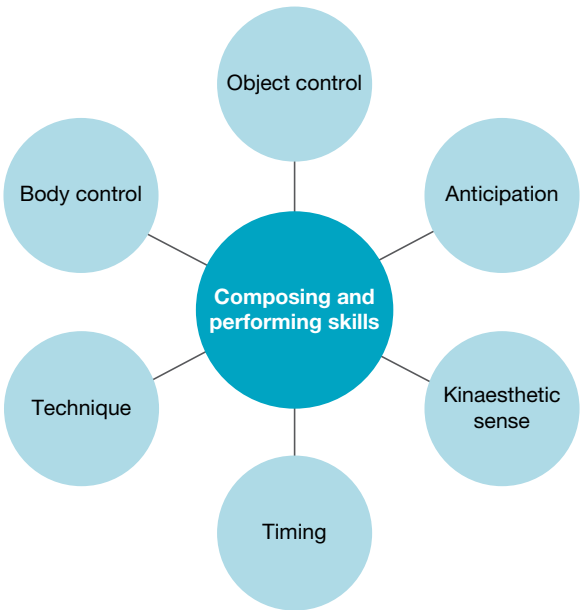
The development of body control allows us to enjoy many different and challenging activities.



Elite sportspeople achieve greatness by mastering the best performance methods in their field. They match this mastery with the ability to coordinate all the necessary elements of a skill at the same time and, in team sports, communicate successfully with their teammates. To maintain their status as the very best, in addition to executing their own skill perfectly, professional sportspeople must also be able to predict the style and skills of their opponents. Although most of us are unlikely to develop the level of movement proficiency demonstrated by elite players, we still require sufficient skill and strategy to participate safely in sporting activities. Successfully composing and performing movement requires time and practice. As we become more familiar with the requirements of movements and games we will make fewer mistakes, which will enhance our self-efficacy and skill execution. We are also able to transfer our skills and tactics between sports with more confidence.

Movement analysis software can be a useful resource for analysing skill and strategy. It can be used to record a movement or series of movements as part of a team and then replay and discuss how you could improve your movement or decision making in a game. Use the **Movement skills analysis** weblink in the Resources tab to explore a software option that could be used as an individual performer or as part of a team.

A number of important factors contribute to successfully composing and performing skills.



5.2.2 Better skill execution

Before we discuss team tactics and strategies, we need to refine our understanding of the important aspects of movement skill development: body control, object control, anticipation, kinaesthetic sense, timing and technique. Increased control over these elements will enable us to move more skilfully, use equipment and apparatus safely, and participate in activities with opponents more confidently in complex and challenging situations.

Body control

Controlling our limbs and learning **body control** is important in activities such as swimming butterfly, performing a handstand in gymnastics and taking a defending position in netball. Body control is also important for everyday health and function and can be linked to muscular strength and coordination.

Object control

Many games require us to control, manipulate and project objects in a particular way. Successful manipulation of objects requires good hand–eye/foot–eye coordination. In some games, we often need to control an object that has been thrown, kicked or hit towards us, decreasing the predictability of the skill and making **object control** more challenging. Some sports where such **manipulative skills** are particularly important include tennis, golf, hockey, volleyball and basketball.

Use the **Stephen Curry object control** weblink in the Resources tab to watch this elite basketballer demonstrate extreme object control and manipulation skills.

DID YOU KNOW?

Australia regularly sends teams to compete in the Commonwealth Fly Fishing Championships. Fly fishing is a challenging form of fishing with a unique style of casting that requires sophisticated body and object control.

on Resources

Weblink: Movement skills analysis
Weblink: Stephen Curry object control

Kinaesthetic sense

Kinaesthetic sense 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. Being aware of our body position is essential to the successful execution of any skill. For example, during a one-and-a-half somersault from the 3-metre board, a diver needs to be aware of body position in relation to the water to allow sufficient time to straighten the body before entry.

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



Technique

Elite athletes have common characteristics in their skill execution. They exhibit smooth-flowing movement, coordinated action and often very similar muscle actions for any given skill. **Technique** refers to the way in which a skill is conducted and there are often specific recommendations that should be followed to assist performance.

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

Anticipation

Anticipation involves preparing appropriately for something that is happening and it is evident when we watch elite players. In a sport such as tennis, better players arrive quickly to cover shots by opponents because they anticipate what is going to happen. They carefully watch how opponents position themselves and use this to predict the type of shot that will be played; this gives them more time to consider their response. In team games such as hockey, players must anticipate the movements of their opponents and the type of shot or pass they are going to perform, and then respond appropriately.

Anticipation is influenced by a number of factors, including:

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

Timing

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

In team games, timing may refer to a player moving towards the ball. For example, when a team is working its way down the court in netball, the goal shooter must time when to run out of the ring for the ball — too early and the defender will match the lead; too late and the thrower may have passed elsewhere, leaving the goal shooter out of position.

DID YOU KNOW?

Spinning a ball such as a basketball on the tip of one finger for a period of time requires good timing and coordination. The world record for this is 4 hours 15 minutes held by Joseph Odhiambo from the United States.

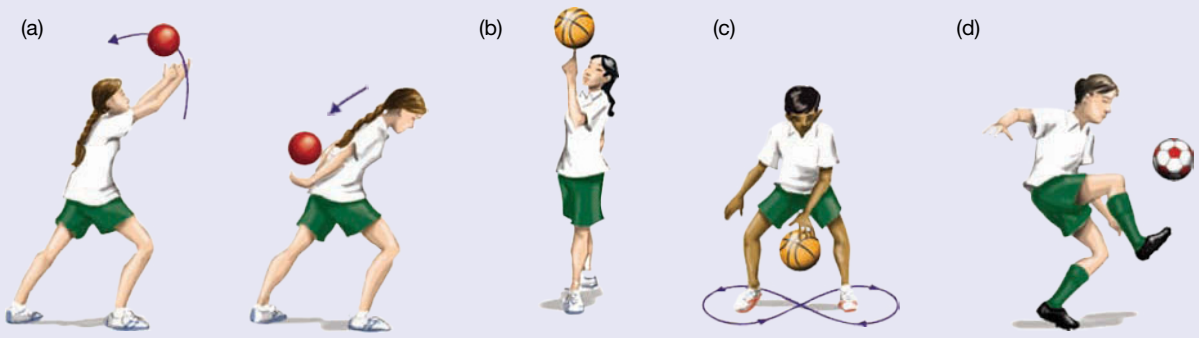
5.2 Activities

Warm-up manipulation skills

***Equipment*:** Soccer balls and basketballs

1. Try the following manipulation skills as a warm-up.
   (a) Catch the ball behind your back.
   (b) Spin a basketball on one finger.
   (c) Bounce a basketball in a figure eight around your legs.
   (d) Bounce a soccer ball on one foot.
   What types of feedback are you using in these activities?

Warm-up manipulation skills



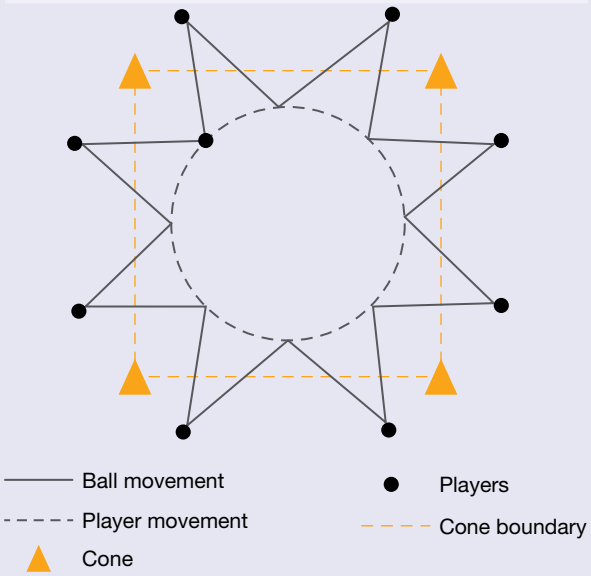
Soccer drill to develop anticipation and timing: passing to a moving target

***Equipment*:** One soccer ball, four cones

2. Place four cones to mark out a large square. Eight players are evenly spaced around the square. One player is in the middle of the square with the ball.
   (a) The player in the middle passes the ball to each of the boundary players in turn.
   (b) The middle player moves around the space, passing and receiving the ball.
   (c) Play continues until the middle player has received a pass from all boundary players.
   (d) The stationary players should focus on the timing of their pass, so that it is in front of the moving player. The moving player must time their run, waiting until the stationary player is about to kick the ball.

   Once confident with the drill, more than one player could be placed in the middle of the square.

Passing to a moving target drill



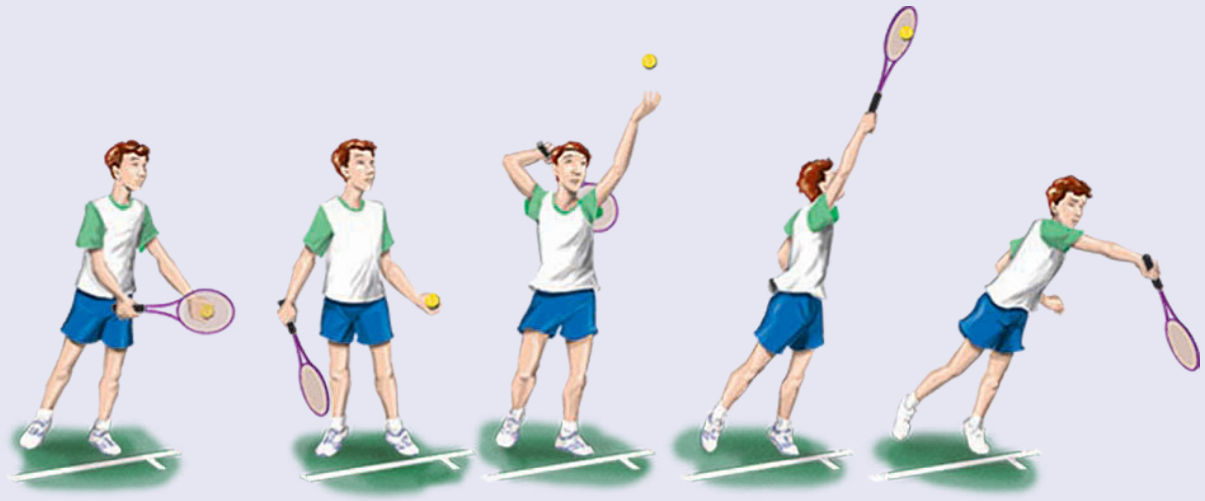
Timing the tennis serve

***Equipment*:** Tennis racquets and balls, marked court

3. One skill that requires considerable timing is the tennis serve, which is a complex, specialised skill. The racquet needs to be taken back as body weight moves back, then the ball tossed and hit as the weight moves forward. Good timing requires that transfer of weight is coordinated with the overhead movement of the racquet and vertical ball toss, resulting in a solid hit.
   (a) Stand side-on to the direction of the serve, with most of the weight on the front foot and the racquet and shoulders pointing in the direction of the serve.
   (b) Swing the racquet back, bending the knees a little and pushing the ball straight forward and up into the air. If the ball was to land without being hit, it would land in front of the front foot.
   (c) Swing the racquet forward, aiming to hit the ball after it reaches the top of the toss.
   (d) Follow through with the racquet down the opposite side of the body.

   The serve needs to land in the service area indicated in the figure below. In small groups, continue practising the serve until you feel reasonably comfortable with the movement. Focus on placing the ball at the right height and on rhythm as the body moves forward into the hit.

The tennis serve

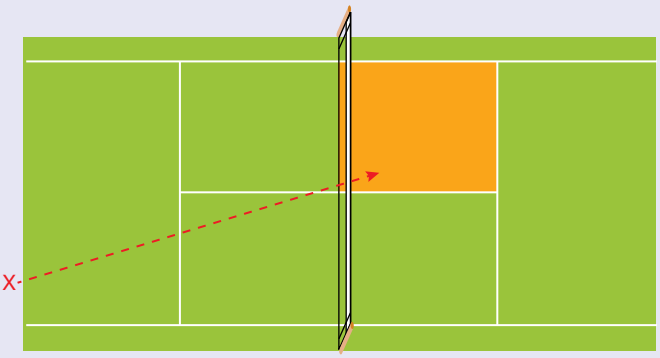


Improving the tennis serve

***Equipment*:** Tennis racquets and balls, a marked tennis court

4. Carry out the following tasks.
   (a) Each student in the class should perform 10 serves from each side of the court. If possible, record the service technique of each student. Serves are deemed to be successful if they go into the service area in the opposite end of the court.
   (b) Record the results (for example, 15/20) and convert to a percentage (75 per cent).
   (c) Use the **Slow motion serve** weblink in the Resources tab to watch a clip of Roger Federer's serve. Observe the technique of this elite player.
   (d) As a class, compile a list of the observable differences between the techniques of elite players compared with beginners.
   (e) Individually, draw up a list of points that you think could improve your serve.
   (f) Practise the serve based on your suggestions. Ask a partner and your teacher to provide you with feedback, using the points you wrote down as a checklist.
   (g) Perform the test again and calculate the results. Did your score improve? Suggest what you need to do to improve your service technique.

The tennis court and landing area for the serve



X = Serving position

Assessment relies on your knowledge and the judgements you make. Having a checklist can help focus your observations and give effective feedback.



Orienteering — technique and anticipation

5. Orienteering is an activity that links simple and complex navigation skills with a high level of fitness to provide another type of effective workout. Orienteering has been called 'cunning running' as the sport requires participants to navigate through different types of terrain, accessing a series of checkpoints (called controls) in a timed competition. It requires an efficient running technique, the ability to move through natural terrain and an ability to anticipate and react to the presence of obstacles to complete the course.
   (a) Use the **Orienteering Australia** weblink in the Resources tab to find out more about orienteering.
   (b) Use the demonstrations and information to create an orienteering course around your school and include either natural or artificial obstacles to navigate around.
   (c) Make a map of your school grounds, then set out a simple course with a number of different controls and practise your orienteering skills.

on Resources

Weblink: Slow motion serve
Weblink: Orienteering Australia

5.2 Check and challenge

Explain

1. Explain the purpose of practice for skill and strategy.
2. Explain how you could use movement analysis software to enhance performance.
3. List four of the advantages of good technique.
4. How can you judge good technique?
5. How can you improve your knowledge and application of technique?
6. (a) Identify three skills where good timing is important, such as serving in tennis.
   (b) Explain the importance of good timing for correct execution of these skills.

Evaluate

7. What effect does anticipation have on your ability to play:
   (a) tennis
   (b) soccer?
8. Use the **Volleyball spike** weblink in the Resources tab to watch a video of this technique and then evaluate it.

on Resources

Weblink: Volleyball spike

5.3 Using feedback

Feedback is an important part of helping you learn and refine new skills and strategies and it takes a variety of forms. It allows you to perform, reflect and then act to improve your performance.

5.3.1 The importance of feedback

Feedback is the systematic process of giving and receiving information about the performance of a task with the aim to improve. Feedback may be internal — based on our senses — or external — given by a coach or peer. Feedback may be given about particular elements of a skill or about our decision making and tactics. Responding to feedback on decision making and tactics takes time; we plan, perform and then reflect or evaluate. As we receive feedback we repeat this process, making better choices and executing more fluent performance to move towards our movement objective. We have previously considered forms of feedback using our senses: we receive verbal feedback through listening to our coach or teacher, **visual feedback** when we see our performance and **kinaesthetic feedback** as we feel the performance intrinsically. In this subtopic, you will continue investigating the impact of different types of feedback on your skill performance as well as on your strategies and tactics. Try the **Types of feedback** interactivity in the Resources tab to check your understanding of the different types of feedback.

on Resources

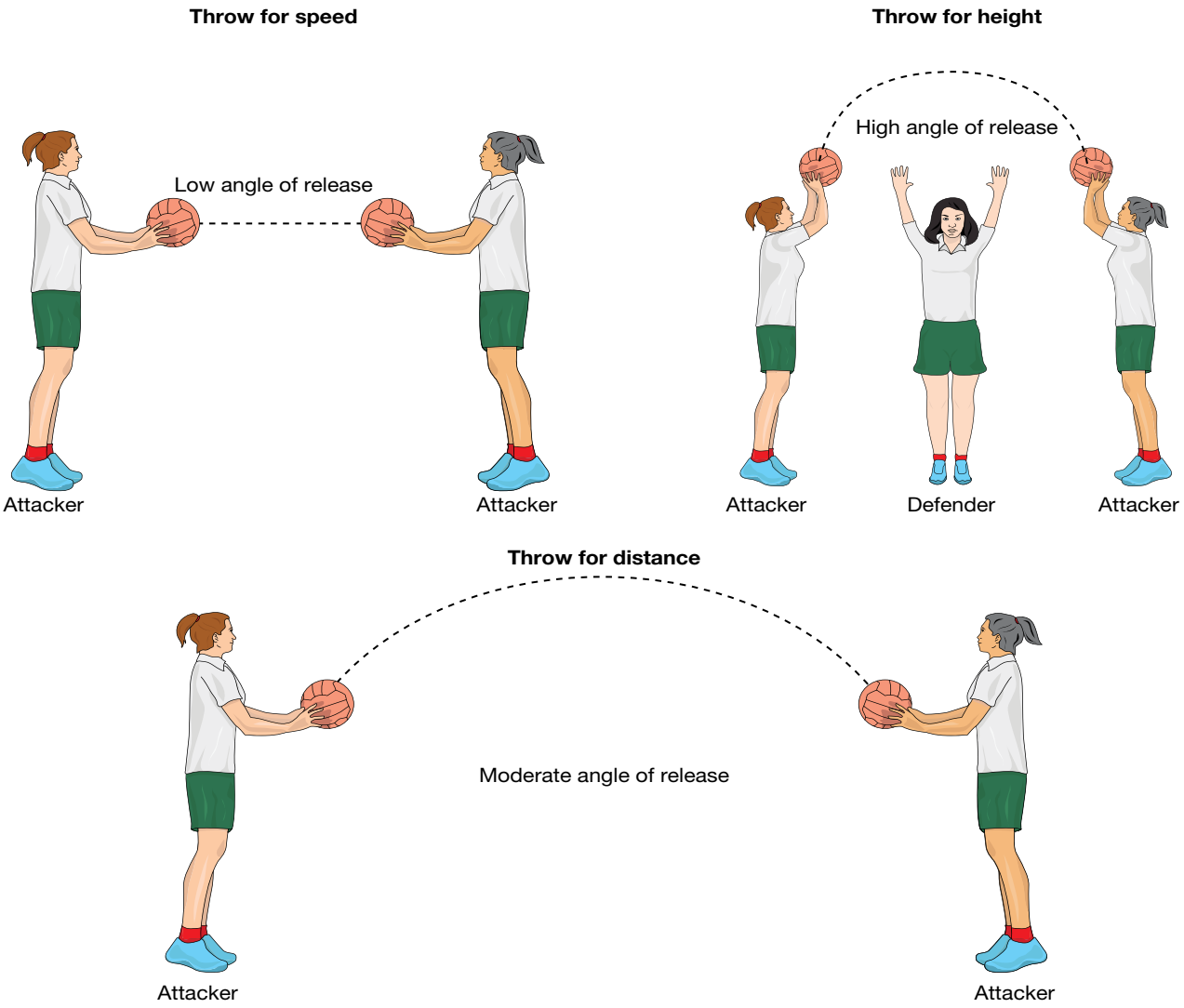
Interactivity: Types of feedback (int-5463)

5.3.2 The netball pass

During invasion games such as netball, attacking skills are important to maintain possession. Using the width and the depth of the court as well as having mobile players are attacking strategies that help evade opponents.

Moving towards the goal and penetrating the defence is the ultimate objective. The position of the defenders must be considered when passing down the court and the correct pass must be strategically selected. As an attacker, the **angle of release** of the ball must be manipulated, depending on the requirements of the pass. A high release is used if the ball needs to be thrown over a defender and a low release gives us a fast, flat pass when the attacker is close and the pass needs to be quick. When attempting to throw for distance, a moderate release angle is best. Visual feedback tells us if this pass has landed where we intended and kinaesthetic feedback tells us if our muscles and joints have moved correctly to impart the appropriate force. We then make minor adjustments next time we attempt the pass; we may increase the force of the throw, manipulate the angle or, if we are unable to make the throw, we communicate this to our teammates. Use the **Invasion games** weblink in the Resources tab to discover more about invasion games.

Watching if our throw reaches the intended target gives us visual feedback on the angle of release.



on Resources

Weblink: Invasion games

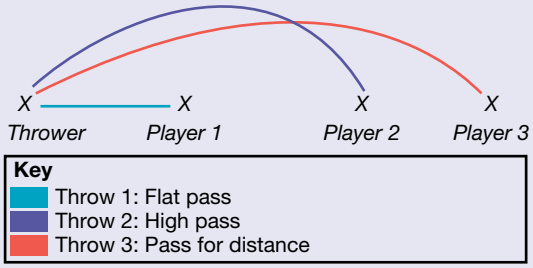
5.3 Activities

Recording the throw

***Equipment*:** Per group: recording device, four cones, netball

1. (a) Place a cone on the baseline. Place cones two metres, five metres and eight metres away from the baseline cone and position a player at every cone.
   (b) Prepare the recording device so it has all players in view.
   The player at the baseline (the thrower) has possession of the ball and the aim is for them to manipulate the angle of release to make a pass to each player.
   (c) The thrower's first pass is a flat, fast pass to player 1. Player 1 then returns the pass and raises their arms in the air in a defensive stance.
   (d) The thrower's second pass is a high pass to player 2; it needs to travel over the top of player one's upstretched arms.
   Player 2 returns the pass.
   (e) The third throw needs to travel far, to get to player 3.
   The pass is returned and players swap positions.
   (f) Review the footage and make recommendations for the thrower; is there enough force on the ball and was the angle appropriate for the type of pass?
   (g) Attempt each pass again and respond to the feedback given.
   (h) This drill can be increased in complexity by making one player a moving attacker/defender who attempts to intercept the passes. Players 1 and 2 are placed at the two- and five-metre positions; player 3 has to run to position themselves so as to intercept the flat pass (in front of player 1) and the high pass (in front of player 2). The moving attacker/defender creates a more challenging environment for passing.

The 'recording the throw' activity provides feedback on throwing technique.



Netball goal

***Equipment*:** Netballs, goal rings

2. (a) Place cones at various angles and distances from a netball goal ring (stay inside the goal circle).
   (b) Take turns shooting for goal from each cone, noting if the shooter's angle of release is high enough to make it over a possible defender to the ring.
   (c) As confidence with the shot increases, move further away from the goal and increase the force of the shot, while maintaining height. Students could take turns standing between the shooter and the ring with their arms raised to encourage a good angle of release.
3. Explore more with the **Netball skills basic shot technique** weblink in the Resources tab.

The angle of release must be high when shooting to reach the ring and project over the defender.



Basketball minor game

***Equipment*:** Basketballs, cones

4. Use cones to mark out quarter basketball court-sized spaces for two teams of three players each to play each other in the game detailed below.
   (a) Team A is given possession of the ball to commence the game. The aim is to achieve five passes to fellow team members without team B intercepting a pass.
   (b) Carefully consider the passes being used and prompt your teammates to throw flat, high or long, depending on the position of other players.
   (c) If five unintercepted passes are achieved, team A scores a point and gives the ball to team B for their turn. Play continues in this way until time is called.
   (d) If the ball is intercepted during play, the intercepting team takes possession and starts their five-pass attempt.

   The team with the most points at the end of the session wins.

on Resources

Weblink: Netball skills basic shot technique

5.3 Check and challenge

Explain

1. Name three different types of feedback.
2. Explain the term 'kinaesthetic feedback'.
3. Explain why feedback is important to skill and strategy development.
4. Identify some common features of invasion games.
5. Explain why the angle of release needs to be manipulated when throwing the ball.

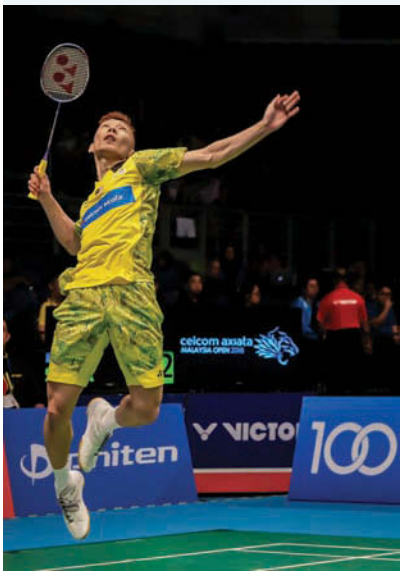
5.4 Transferring technique and strategies

The concept of transfer refers to the use of similar skills, strategies and tactics across different games. Games that have similar objectives and equipment often require similar game play. Once you understand the objectives in one game, you can perform better in similar games.

5.4.1 Transferring skills and strategies with objects

Games that involve moving an object from one side of a net to the other are known as court or net games. The objects involved may be a ball in volleyball and tennis, or a shuttle in badminton. Some of the actions within these sports can be transferred to each other with minor modifications such as the overhead serve in volleyball and the overhead clear in badminton. Similarly, the tactics are transferable. Learning attacking (offensive) and defending (defensive) strategies in one game can help in another. The goal in net games is to move the object away from the opposition to score a point. As you develop your game play, you should be able to play different net games and select the appropriate skill to hit the object into space away from the other team. Achieving this takes time and practice. The activities in this subtopic look at transferring the striking skill used in net games into a golf swing. We will also practice the skill of projecting the object into space and away from opponents in net games.

Some skills can be transferred to other sports.



DID YOU KNOW?

Some research into learning new physical skills suggests that it takes about 10 000 hours of practice to become an expert at that skill. Effective practice helps us progress through various stages of learning, from beginner to expert.

5.4 Activities

The golf swing

***Equipment*:** Golf clubs, balls (soft rubber)

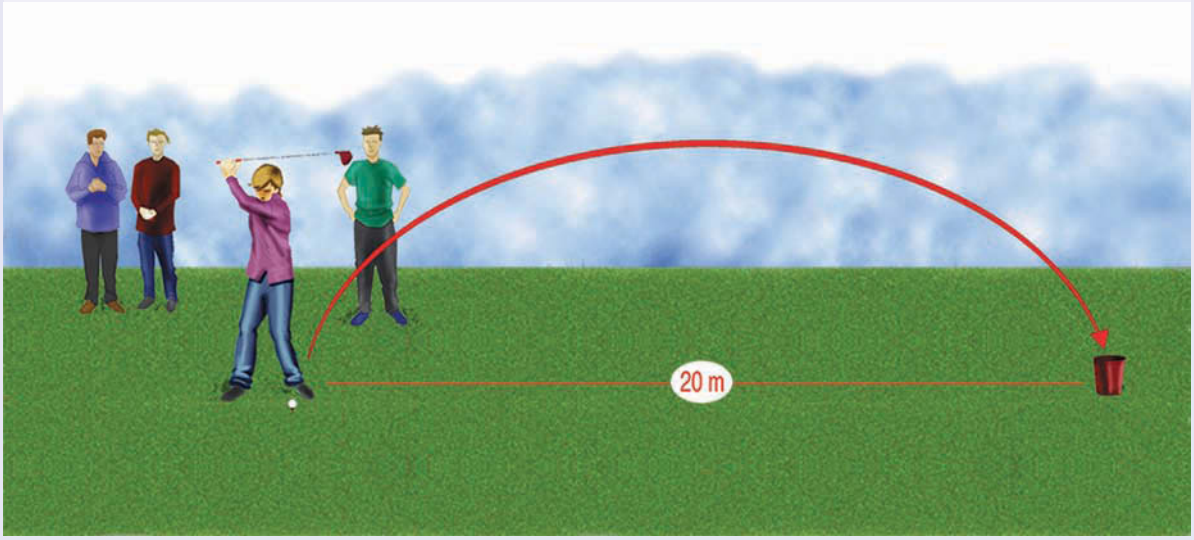
Note: The following description applies to right-handers and should be reversed for left-handed players.

1. (a) Hold the golf club with the last three fingers of your left hand and then wrap the index finger and thumb around the grip.
   (b) Slide the right hand onto the club just below the left hand, slightly covering the thumb.
   (c) Flex your knees and bend forward a little at the waist.
   (d) Gently swing the club around the body using a big shoulder turn.
   (e) Swing through at the ball, keeping your eye on the ball at all times.
   (f) Using soft rubber golf balls, hit to a bucket placed 10 to 20 metres away. Gradually increase the distance as your control and execution improve.

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



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

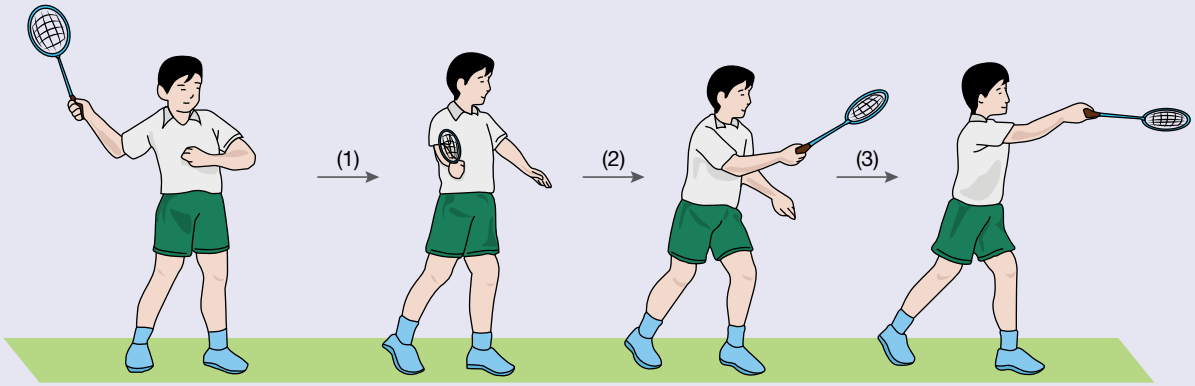


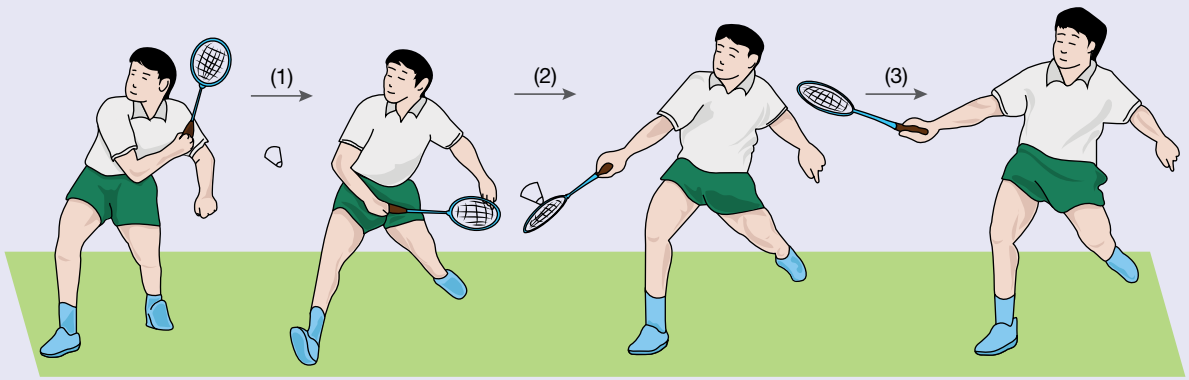
Badminton warm-up

***Equipment*:** Badminton racquet and shuttle per person, net

2. (a) Without a net, set up with a partner and hit back and forth, trialling forehand and backhand shots.
   (b) Try to hit the shuttle as many times in a row as possible.
   (c) Swap partners.
   (d) Consider how you could make this activity more challenging; think about adding equipment or other people. Add in a net and hit back and forth over the net. Begin by trying to hit as many times as possible then try to hit into space away from your partner. Note how you change the shot or manipulate the force applied to the shot to change its pathway through the air.

Practise the forehand and backhand with your partner.





3. To explore badminton play in more detail, use the **Badminton shots** weblink in the Resources tab.

Projecting into space

Equipment: Badminton racquet and shuttle per person, net, worksheet

4. (a) Download and read through the **Badminton** worksheet from the Resources tab.
   (b) Set up with a partner and hit back and forth over the net.
   (c) Try to manipulate the shuttle away from your opponent into space.
   (d) Work through the worksheet, naming each shot and describing when it should be used.
   (e) Play again, trying to use the appropriate shot.
   (f) Refer to the rubric below for this task and give yourself a ranking. Think about ways you could improve your game play to rank higher.

Badminton game play rubric

Standard	Description
Game mastery	The student displays excellent decision-making skills when under pressure in a game and has an exceptional understanding of positioning and attacking and defensive game play. The student is able to select the appropriate shot in badminton, in order to successfully execute the shot and manipulate their opponent around the court. For example, the student executes a forehand when the ball lands on the forehand side and hits the ball into space away from their opponent. The student is able to analyse their own and other class members' performances and provide in depth feedback in order to improve performance.
Game understanding	The student displays good decision-making skills when under pressure in a game and has a strong understanding of positioning and attacking and defensive game play. The student is able to select the appropriate shot in badminton, in order to execute the shot and manipulate their opponent around the court. For example, the student often executes a forehand when the shuttle lands on the forehand side and hits the shuttle into space away from their opponent. The student is able to analyse their own and other class members' performances and provide feedback in order to improve performance.
Game knowledge	The student displays some decision-making skills when under pressure in a game and has a sound understanding of positioning and attacking and defensive game play. The student is generally able to select the appropriate shot in badminton, in order to execute the shot and manipulate their opponent around the court. For example, the student at times executes a forehand when the ball lands on the forehand side and hits the shuttle over the net, often into space. The student is able to analyse their own and other class members' performances and provides some feedback in order to improve performance
Needs game work	The student displays limited decision-making skills when under pressure in a game and has some understanding of positioning and attacking and defensive game play. The student is rarely able to select the appropriate shot in badminton. For example, the student executes a ground shot when the shuttle lands on the forehand side and hits the shuttle over the net at times. The student is occasionally able to analyse their own and other class members' performances and provides limited feedback in order to improve performance.

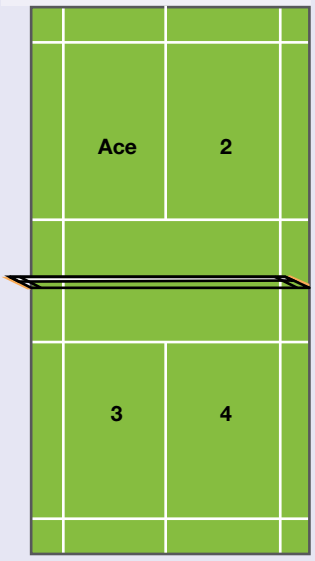
Ace of the court

***Equipment*:** Badminton racquet and shuttle per person, net

5. (a) Set up with one player in each square of a badminton court, as though you were playing doubles.
   (b) The server is known as the 'Ace', the player next to them 'two', then 'three' and 'four' as pictured on the right.
   (c) The server must try to retain their position while other players work to move up a position.
   (d) If a player makes an error, they move into position four and all other players move up.
   An error may include:
   - missing the shuttle
   - hitting the shuttle out of court
   - hitting the shuttle out of turn.

   (e) Play the game for a designated time then swap groups and play again.
   (f) Reflect on the game play you used to force errors from the other players.

Ace of the court set-up



on Resources

Digital doc: Worksheet 5.1 Badminton (doc-29231)

Weblink: Badminton shots

5.4 Check and challenge

Explain

1. Explain what is meant by the term 'transfer'.
2. Explain why it is important to develop the ability to transfer skills.
3. How does understanding the objective of the game help transfer skills?
4. Identify the basic principles of the golf swing. Why is this skill classified as a manipulative skill?
5. Explain an attacking strategy in net games and how it helps achieve the objectives of the game.

Elaborate

6. Identify skills in the activities for this subtopic that you could practise to improve your general manipulative abilities.
7. Create a game or activity that would help develop your own net play game.

5.5 Developing game sense

Games provide ways of developing fitness and skills such as agility, coordination and speed. They also provide enjoyment and competition, help develop leadership skills and are important in nurturing social skills. Your game sense will develop most when you experience a variety of games and have the opportunity to analyse your skills, plays and tactics.

5.5.1 Introducing game sense

Game sense is the ability to 'read' the game. It helps us use fundamental and specific movements, skills and understandings to make the learning of related activities easier. We develop game sense through observation, practice, involvement in minor games and exposure to the major game itself. Through experience, we develop our anticipation, timing and our thoughts about what to do, where to go, which pass to make and when to kick. How we play the game and the tactics we choose will depend on our team and our opponents; working out the best approach takes time and strong communication as well as some and trial error.

Using a game sense approach often requires us to manipulate our playing environment. Having defenders and teammates around while we execute the skill creates a more open environment; we have to deal with more variables than just thinking about the skill, which makes it more challenging. Although there is more pressure on us, we become better at executing the skill and choosing the appropriate strategy that will allow us to perform better in the game. Use the **Evasions skills in AFL** weblink in the Resources tab to watch a demonstration of an evasion skill in AFL.

Game sense is not unique to any particular game. Experience in one game or activity can transfer to another game that is similar, making the learning experience easier. There are many similar types of games such as:

- *invasion games*, including Australian Rules football, netball, soccer and water polo
- *court/net games*, including tennis, badminton and volleyball
- *target games*, including golf, archery, croquet and tenpin bowling
- *striking/fielding games*, including cricket, baseball and softball.

Invasion games include any sport where one team is invading the territory of the other. Use the **Sporting Schools** weblink in the Resources tab to find link to invasion games and use one of these games as a warm-up or as part of your lesson. Consider how variables such as field size and rules affect your learning opportunities.

HEALTH FACT

Physical activity develops your memory. Playing games and sports stimulates your brain, which can improve your short-term memory. Staying physically active throughout your life can help delay the onset of memory decline which comes with old age.

on Resources

Weblink: Evasions skills in AFL
Weblink: Sporting Schools

5.5.2 Effective strategy choices

Decision making and problem solving are essential in successful game play. In a game, we are under pressure to decide, choose and execute our actions quickly and efficiently to allow play to successfully continue. Choosing the correct action in a game might involve decisions such as the timing of a pass, who to pass to, or trying to make space to move away from a defender to effectively receive the ball. Game sense describes our ability to successfully respond to game situations and develop solutions. Making effective strategic choices leads to developing competence in many games.

Game play provides the opportunity to create strategies and tactics to enhance team performance.



5.5.3 Principles of attack

Invasion games such as rugby, water polo and basketball have common principles that can be followed to help maintain possession, use teammates and achieve a score or goal, which are the objectives of attacking play. Players should consider the following principles of attack.

- *Width.* Stretching out over the court or pitch gives each player more space and can create gaps in defence that players can run through.
- *Mobility.* Players moving around and creating space and options, rather than standing in one place, helps evade opponents.
- *Depth.* Attacking players can provide options by moving into the space near a goal or scoring opportunity. There should also be options behind the play so that if the defence is strong, new options can be created. Basketball is an example of a sport in which a team may often pass 'back' in order to move forward.

Providing width and mobility are important principles of attack in rugby.



5.5.4 Principles of defence

The objectives of defensive play are: prevent opponents from occupying dangerous space in front of the goal, prevent shots and regain possession. In order to achieve these objectives, players must work together to achieve the following principles of defence.

- *Pressure on the ball*. The player in possession of the ball must be challenged as soon as possible. This may mean a tackle in hockey, a defensive stance or intercept in basketball or water polo, or hands over the ball in netball.
- *Depth*. Defenders must provide support for each other by covering players or space either side of and towards the goal. This limits options for the attacking team and gives a perception of pressure.
- *Balance*. Although there is a need to position defenders in dangerous spaces there is also a requirement to defend unoccupied space such as the side of the court. Defending teams that huddle around the goal will create space and free up other attackers and options for opponents to maintain possession. Communicating with your defending team about areas or players that need to be covered will help your team achieve a balanced defence.

Challenging the player with the ball is an important principle of defence.



Use the **Defensive drills for basketball** weblink in the Resources tab for more information on basketball defensive drills.

on Resources

Weblink: Defensive drills for basketball

5.5.5 Problem solving and choosing actions in games

Practising modified and minor games helps develop our sense of the game. Through trial and error and communication we learn the appropriate skill to use and how to perform it. Additionally, we become more familiar with the way we can support our teammates in attack and defence. Choosing some principles of attack and defence helps give us structure and assists communication within our team. Your team might select one or two principles to focus on during the game and then break at regular intervals to give feedback and develop strategies to enhance your game play.

Games can be categorised into groups, which helps transfer of skills and tactics between games; games that possess similar characteristics use similar patterns of play. We have primarily focused on invasion games, however, there are other categories of games including court games, such as tennis, badminton and volleyball, and striking games such as cricket, baseball and softball.

DID YOU KNOW?

France won the 2018 Soccer World Cup, defeating Croatia four goals to two. Even though France had only about 38 per cent possession of the ball, compared to Croatia's 62 per cent, they were victorious — demonstrating the importance of effective use of the ball when you do have possession.

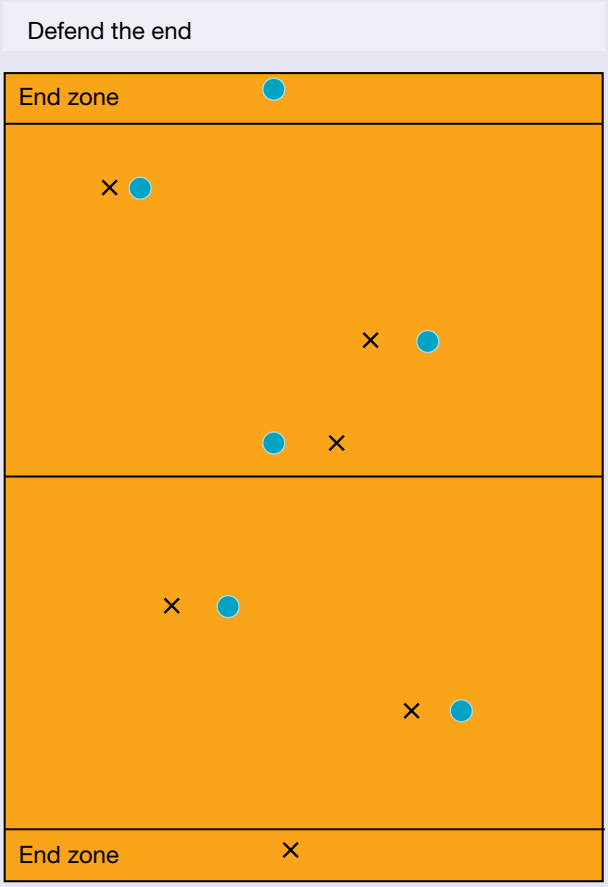
5.5 Activities

The invasion game activities below all have a focus on team strategies and tactics. While the sport used here is basketball, the activities can be used for any invasion game. Use regular interval breaks to provide feedback to your teammates and seek advice from your teacher if you feel challenged.

Minor games practising the principles of attack — defend the end

Equipment: Basketballs, cones

1. (a) Divide the group into teams of five. Players should set up with one team member in the end zone and the remainder in the middle.
   (b) The aim is to pass the ball to the player in the end zone. This scores one point.
   (c) Players in the middle pass the ball around to each other, using the principles of attack: width, mobility and depth. No dribbling is allowed.
   (d) After five passes, the pass can be made to the end player.
   (e) After a point is scored (by successfully passing to the player in the end zone), or after an intercept, the other team gets possession of the ball.
   (f) At various stages during the game, the teacher or a student should call 'stop'. Check player positions then, leaving the defence in the same position, reposition the attacking team if required.
2. As a group, reflect on the game.
   (a) Discuss how the repositioning of the team assisted achieving the objectives: did you retain possession, move into dangerous space or score a goal?
   (b) As an attacker, what type of pass worked best when a defender was in the way? Why?
   (c) Discuss how you might transfer these skills to another invasion game.
   (d) Consider how you could make this activity more challenging; think about adding rules, equipment or more people.



Minor games practising the principles of defence — tag ball

Equipment: Basketballs, cones

3. (a) Using a quarter of a basketball court, set up groups of two defenders and four attackers.
   (b) Defenders should try to tag an attacker while they have the ball. A point is awarded to the defending pair each time a tag is made. Defenders should be swapped after each minute of play.
   (c) During the game, ensure defenders are putting pressure on the ball and forcing the attackers into corner space. This limits their options for passing and puts pressure on the pass.
   (d) At various stages during the game, the teacher or a student should call 'stop'. Check player positions then, leaving the attackers in the same position, reposition defenders if required.
4. As a group, discuss how you might force a basketball player away from dangerous space and put pressure on the ball.

Game play feedback tool

This activity brings skill execution together with game tactics and strategies. Using a tool, such as the one shown below, a few times will help you understand what to look for. You can choose to focus on all points or select a few. Alternatively, you could record the play on a device such as a smartphone and review it after the game.

Game play feedback tool

Name:		Observer:			
Feedback focus points					
Decision making		**Skill execution**		**Team play**	
Student passes to the appropriate player. Student chooses the correct pass to use.		Pass reaches the intended target.		Student moves into space. Student demonstrates mobility.	
Successful	**Needs work**	**Successful**	**Needs work**	**Successful**	**Needs work**
Recommendations:		Recommendations:		Recommendations:	

Equipment: Basketball, bibs or other team allocation equipment

5. (a) Review the tool provided above prior to starting the game to ensure you understand the criteria on which you will give and receive feedback. Each time a successful attempt is made, it should be noted, as should an attempt that is not successful.
   (b) Set up a full basketball game with five a side. Each player should have an observer on the side line.
   (c) Play five minutes of the game then break to receive your feedback from your observer. Feedback should give you an idea of the good decisions you have made and areas of focus for you in the next five minutes.
   (d) Return to the court for a further five minutes' play, remembering to focus on the feedback you received.
   (e) Meet with your observer again and together make recommendations for improvement.
   (f) Swap with your observer and repeat the process.
6. Using a game play feedback tool provides valuable information about areas of strength and areas for improvement. Use the **Game play feedback** worksheet in the Resources tab to create your own feedback tool for a court game.

on Resources

Digital doc: Worksheet 5.2 Game play feedback (doc-29232)

5.5 Check and challenge

Explain

1. Explain what is meant by ‘game sense’.
2. Choose two sports in which passing is important and discuss how what you have learned in one of these might assist with developing the skill in the other.
3. Explain why problem-solving activities are good for developing game sense.
4. Name three invasion games.
5. (a) Identify three principles of attack and explain the importance of each.
   (b) Which of the three do you think would present the biggest challenge? Why?
   (c) Which of the three do you think would be easiest? Why?
6. (a) Identify three principles of defence and explain the importance of each.
   (b) Which of the three do you think would present the biggest challenge? Why?
   (c) Which of the three do you think would be easiest? Why?
7. Explain how using the principles of attack helps achieve the game play objectives in invasion games.
8. Investigate another small-sided game that could be used to develop attacking skills. Devise a drill that could be used for this purpose.

5.6 Review

5.6.1 Summary

- Successful manipulation of objects requires good hand–eye and foot–eye coordination.
- Skill level can improve through effective practice and receiving correct feedback.
- Movement analysis software can provide excellent feedback to improve our skill and strategy development.
- Aspects of movement skill development include body control, object control, anticipation, kinaesthetic sense, timing and technique.
- Anticipation involves preparing appropriately for something that is happening and responding to a stimulus.
- Timing involves sequencing body parts or preparing the body in game play.
- Feedback is an important element in learning new skills.
- Feedback can take a number of different forms.
- Skills and strategies can transfer to different games and different game situations.
- Game sense helps participants to ‘read’ the game better.
- Game sense helps to transfer learning from one game context to another.
- Games that share similar objectives often have similar tactics or strategies.
- Principles of attack in invasion games include width, depth and mobility.
- Principles of defence in invasion games include pressure, depth and balance.

ESSENTIAL QUESTION

How can I gain skills and strategies to participate in a range of physical activities with confidence, competence and creativity?

Evaluate your initial response to the essential question now that you have studied the topic.

5.6.2 Key terms

angle of release the angle at which a projectile is released into the air
anticipation the ability to expect or predict a particular action
body control the ability to coordinate movements with precision
feedback the systematic process of giving and receiving information about the performance of a task with the aim to improve.
game sense the ability to 'read' the game; helps us use known fundamental and specific movements, skills and understandings to make the learning of related activities easier
kinaesthetic feedback information we receive from the systems inside our bodies
kinaesthetic sense awareness of where our body and its parts are in relation to objects, such as surrounding players or pieces of equipment, and the environment
manipulative skill the ability to control objects with precision
object control the ability to move or receive an object with accuracy and control
skills a special ability enabling a person to perform a movement to a high standard
tactics and strategies planned moves used to out-manoeuvre opponents, providing your team with an advantage. They can be used in both attacking and defensive situations.
technique the method used for performing a skill
timing the way the parts of a movement flow together
transfer using the skills, strategies and tactics learned in one game to play other games
visual feedback information we receive as we see our own performance

5.6 Check and challenge

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au *Note:* Question numbers may vary slightly.

Key terms quiz online only

Multiple choice quiz online only

Check your understanding

1. Explain the different types of feedback that can assist skill learning.
2. Identify other factors that are important to assist skill learning.
3. Investigate a software program that could help provide feedback to the learner.
4. Describe a strategy you have learned playing games that could be applied to solve similar problems in other games.

on Resources

Digital doc: Worksheet 5.3 Key terms quiz (doc-29233)

Digital doc: Worksheet 5.4 Multiple choice quiz (doc-29234)

Digital doc: Key terms glossary (doc-29365)

TOPIC 6
Building successful teams

6.1 Overview

6.1.1 Introduction

Effective **teamwork** is essential in games and sports, and teamwork skills can be adapted for other tasks that you face in life, such as working with others at school or in a job. For a team to be effective, all members need to contribute by performing a range of tasks to ensure success in completing projects. In this topic you will explore how to apply interpersonal skills such as collaboration, communication and problem solving, which are vital in building successful teams.

Sports teams rely significantly on these skills to build success and encourage enjoyment and ongoing participation.

Teams are great for building skills, challenging our abilities and having lots of fun!



on Resources

eLesson: Building successful teams (eles-2947)

Digital doc: Key terms glossary (doc-29372)

ESSENTIAL QUESTION

How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?

SYLLABUS OUTCOMES

A student:

- demonstrates self-management skills to effectively manage complex situations (PD4-9)
- applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. (PD4-10)

6.2 Roles and responsibilities

To be successful on the field takes more than just good players. Effective administrators, medical staff and other support staff perform vital roles that contribute to team achievements.

6.2.1 Various roles in teams

We often think of teams only in terms of the players on the field. However, teams are much more than that. Even if you are unable to be one of the players, there are many other important roles that can connect you to the team. In this subtopic we will examine some of these roles.

All teams need a person or people to organise them.



Teams are only one part of a much wider sporting umbrella. Competitions need to be organised and refereed, and teams need coaches, trainers and assistants. Rugby league's first 'super coach', the late Jack Gibson, once said 'success starts in the front office'. The higher the level of competition, the wider the support structures need to be. Is there a place for you in one of the many affiliated roles within sport? It is not uncommon for players to juggle a number of roles such as coach and player.

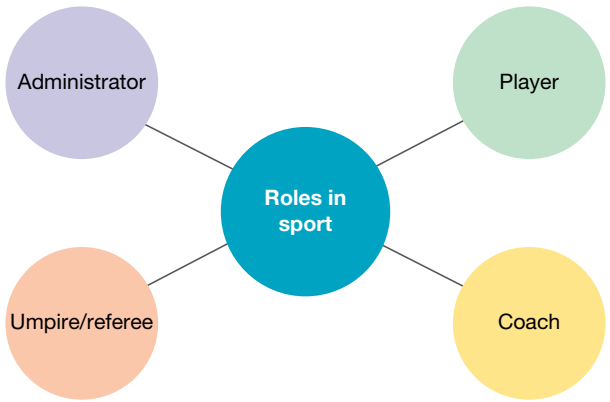
Sports psychology is an interesting and developing role in sport. It is concerned with maximising performance of athletes by getting greater control over the mind. To find out more about sports psychology, use the **Think it! Do it!** weblink in the Resources tab.

on Resources

Weblink: Think it! Do it!

6.2.2 Roles in sport

Playing, being captain, coaching, instructing, refereeing and administration are examples of some of the roles in sport. The general role of players is well established. Among other things, they attend training, play in games, support the coach and perform required tasks that assist the team. Each team has a captain who must be experienced and possess a good understanding of the rules of the game. The team captain may be elected by the players or appointed by the coach, organisation or committee. The captain will make important decisions during the game and liaise between referee/umpire and fellow players regarding disputes and rule interpretations.



Coaches can play a number of roles. Some of these are illustrated in the figure below. 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 their players.

Some parts of a sport may have instructors rather than coaches; for example, fitness trainers provide specific instruction during a pre-season to improve strength and conditioning.



DID YOU KNOW?

Our senses are gatherers of the information around us. When we hear, see, taste, smell and touch, information is being taken in, interpreted and then used by us in a way we see fit. Our sight is by far the richest of the senses, accounting for about 75 per cent of all our perceptions. So when a coach says 'keep your eye on the ball', it is good advice.

Most sports require referees or umpires. Referees/umpires 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. They often need to settle disputes and provide explanations to captains using their interpretation of the rules.

Finally, there is the role of administrator. This task requires good organisational and communication skills, and effective methods of assisting people to work productively and within the timelines allocated. Administrators take care of tasks such as team registrations, uniforms, competition organisation and planning, as well as rewarding good sportsmanship with prizes and trophies.

Referees need a good knowledge of rules to be able to use them during a game.



DID YOU KNOW?

Hawk Eye is a computer system used in cricket, tennis and other sports to trace the path of the ball and predict its future path. Originally developed in the United Kingdom in 2001, the technology is now used in many sports around the world including snooker. Its technology continues to improve, making it a valuable innovation in elite-level sports.

6.2 Activities

A team captain

1. (a) Form groups with a few other students who enjoy the same sports as you do. Choose one sport to examine.
   (b) Draw a PMI chart similar to the one below.
   (c) Brainstorm the important qualities in a potential team captain of that sport, grouping your ideas in the PMI categories. Some suggestions have been made.

Plus	Minus	Interesting
• Listens • Leads by example	• Too demanding	• Respected, but not the best player

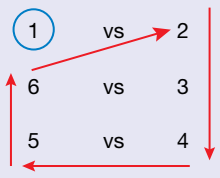
   (d) Use your brainstorming to give a short presentation to the class. Discuss the importance of the qualities you selected to the team's success or otherwise.

An administrator

2. You have been appointed to the match committee and are responsible for organising two competitions. One competition has eight teams and the other has nine teams. By the next committee meeting you need to have a draw ready for consideration. How would you go about this?
   (a) The first thing to consider is the number of teams — one competition has an even number (no byes), while the other has an uneven number, necessitating a bye each week. It is a lot easier to use a system to make the draw rather than trying to work out matches by a process of elimination and then having to crosscheck for clashes. The following figure illustrates how a system could be used to organise a draw for an even number of teams — in this case, six. The system simply involves holding the first numbered team and rotating the remaining teams. Use the system and structure to organise your competition for eight teams.

A system for an even number of teams is to hold team number one and rotate the other teams clockwise.

Rotation



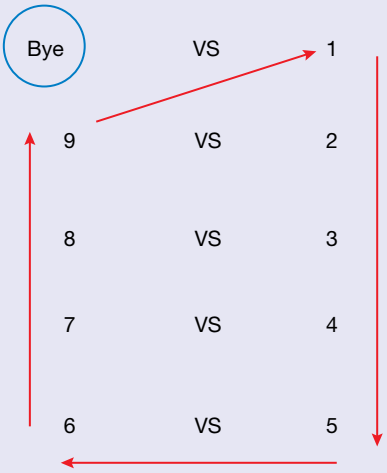
Draw

Week 1	Week 2	Week 3	Week 4	Week 5
1 vs 2	1 vs 6	1 vs 5	1 vs 4	1 vs 3
6 vs 3	5 vs 2	4 vs 6	3 vs 5	2 vs 4
5 vs 4	4 vs 3	3 vs 2	2 vs 6	6 vs 5

(b) To create a draw for an odd number of teams, place the bye in the top left, hold the position and rotate the remaining numbers. The draw will take the same number of weeks as the number of teams, as shown in the figure at right. Use the figure to complete the draw for your competition for nine teams.

3. Use what you have learned to generate a round of competition for the NRL.
4. Sometimes it can be time-consuming to organise a full draw. Use the **Competition organisation** worksheet in the Resources tab to explore how to organise a round robin competition.

A system for an odd number of teams



A team player

***Equipment*:** Different types of balls

5. Across a number of classes, organise a team sporting competition. Play a number of short games such as touch football, soccer or basketball and, following each game, rotate roles between coach, team member and umpire/referee. Utilise all aspects of game sense, teamwork, strategy and initiative that you have learned. After you finish playing, as a group discuss and reflect on how the different roles contributed to the success of the game.

A team competition

6. Consider the tournament that you organised in question 5. Compare the different games that you played and make recommendations that you could implement to improve the competition. Could additional roles be implemented?
7. Use the **Roles in sport** worksheet to organise a tournament where each student can research and perform the various roles.

Resources

Interactivity: Roles in sport (int-5466)

Digital doc: Worksheet 6.1 Competition organisation (doc-29366)

Digital doc: Worksheet 6.2 Roles in sport (doc-29367)

6.2 Check and challenge

Explain

1. Explain the role of each of the following:
   (a) team player
   (b) team captain
   (c) coach
   (d) administrator
   (e) referee.
2. Explain how a round robin tournament is organised.

Elaborate

3. Investigate the role of a sports trainer.

Evaluate

4. Choose one sporting role that appeals to you. Analyse the role in terms of potential benefits and possible problems.

6.3 Working as a team

Effective communication requires certain skills including verbal and non-verbal cues. By being active in the communication process you can respond in the most appropriate ways to the feelings and motives of your teammates.

6.3.1 Communication is key

During team training and games, players must communicate with one another, strategise, establish ways of arriving at important decisions and solve problems that might arise. Exposure to situations such as these helps to develop important personal attributes such as leadership, cooperation and good sporting conduct.

The backbone of teamwork is cooperation — where players work together to achieve a common goal, maximise their abilities, are motivated to accomplish their best, support each other and give their all in the interest of the team. How can a team pull all these elements together?

Use the **Work together** weblink in the Resources tab to discover more about the importance of teamwork.

People work together in teams to achieve a common goal.



on Resources

Weblink: Work together

6.3.2 Teamwork

Team activities provide an opportunity to develop individual strengths and abilities together with cooperative skills. In a rugby team, for example, the ball passes through the hands of many players before one player scores a try. In a debating team, one of the speakers may be more skilled than the others but the points gained by all speakers contribute to the final tally. In a medical team, the more experienced doctor may perform the most difficult procedures but the team will work together to produce the best result for the patient.

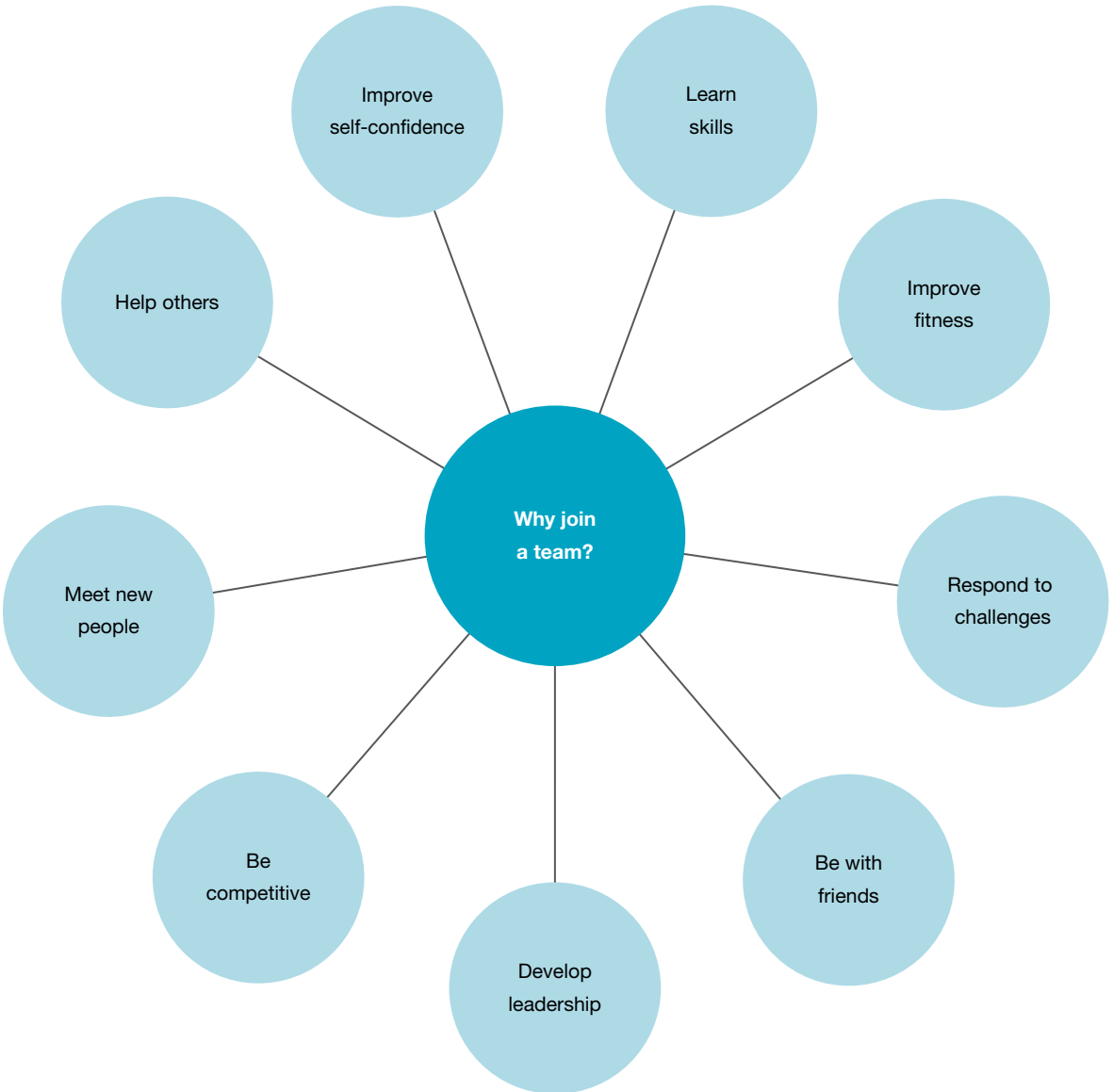
Being in a team provides opportunities to develop individual strengths and abilities.



HEALTH FACT

According to the Australian Institute of Sport, drinking fluids or hydrating while you play sport or participating in physical activity is very important for your health. You need to replace the fluid you lose as sweat. You can check this loss by weighing yourself before and after exercise. Each kilogram of body weight lost during exercise is the equivalent of one litre of fluid lost. Don't forget that you need to include the amount of water that you drink within the session. As an example, if you finish your activity session 1 kg lighter than when you started and you drank 1 litre of water through your session, you lost the equivalent of 2 litres of sweat. This needs to be replaced by drinking water.

Being involved in a sporting team provides an opportunity for fitness gains and **personal growth**. People join teams for many reasons; some are shown in the diagram below.



In most sports, teams become involved in competitions. Although these provide a challenge and enjoyment for most people, negative behaviours are sometimes exhibited by other players. Frustration, anger, parental pressure, the use of unfair tactics and an unhealthy focus on winning can lead to **unsporting conduct** that needs to be addressed.

DID YOU KNOW?

Have you thought about why you play sport? Researchers have found that the main reasons young people are involved in sport and physical activity are to be with their friends and to have fun. They also enjoy the challenges provided and the excitement of playing games. Sport and physical activity also provide us with a sense of personal achievement and develop responsibility towards others. The development of skills is also seen as important.

6.3 Activities

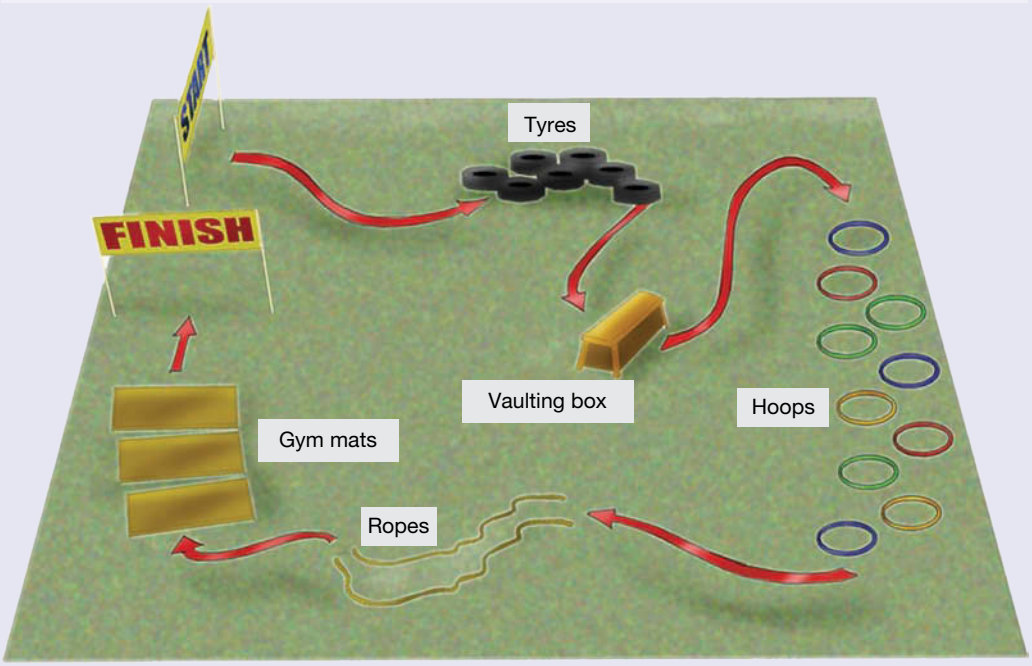
The following activities focus on developing teamwork. They will challenge your skill execution, decision-making ability and competitiveness. However, you will hopefully be able to identify and experience some of the positive aspects of joining a team, highlighted in the diagram on the previous page.

Teamwork challenge

***Equipment*:** A selection of safe obstacles (see instructions), blindfolds, ties (for three-legged race), sacks, six basketballs, oval or large space

1. 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, tyres and gym mats. Divide the class into four teams of about six or seven 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 team 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. Draw the order of teams at random and use a sheet to record the times.

An example of a teamwork challenge course



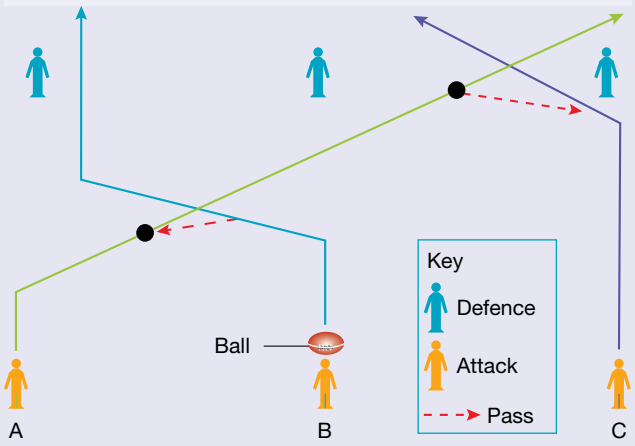
2. Use the **Wild way to build teamwork** worksheet to learn how some organisations use outdoor activities to promote teamwork.

Developing teamwork

***Equipment*:** One football per group

3. Study the figure on the right. It shows a simple rugby play where three attacking players pass the ball and move right or left, forcing the defence to adjust. Passes cannot travel in a forward direction (a forward pass).
   (a) Three players line up across the field, the middle player (B) starts with the ball.
   (b) As players run forward, player B switches places with player A, passing the ball in the process.
   (c) Player A continues and switch passes to player C, who ends up in the centre.
   (d) Repeat from step a.
   (e) In groups of three, perform this move and plan two other moves that help create space for one of your players.

Developing special plays helps develop teamwork.



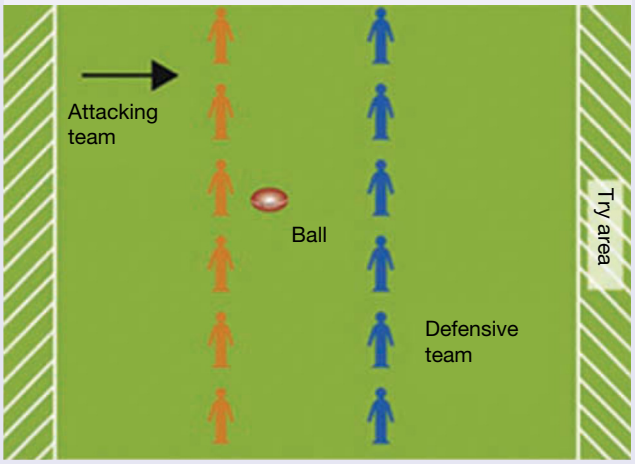
   (f) Try all three moves against three passive defensive players. As you become more comfortable with your move, the defence may become an **active defence** and you may increase the pace.

Touch

***Equipment*:** One football (any type) for every two teams, markers for goals

4. This activity relates to invasion games and focuses on passing and avoiding being touched when in possession of the ball. Divide the class into teams of six or seven players and allocate them to areas of approximately 60 m × 50 m (see figure at right). Provide one team with any type of football. The aim is to cross the opponent's end line and score a try without the person in possession of the ball being touched. The ball cannot be passed forward to a player on the same team, nor can it be dropped. If this occurs, the ball is handed to the opposing team. Each team has six opportunities to score a try. If this does not happen, the ball is handed over to the opposition.The game should be stopped if players experience difficulty with passing, if the ball is being dropped or if players are not moving forward.

Teamwork can be developed in simple activities like avoiding being touched with the ball.



5. Once you are comfortable with the above game, try some of the following variations.
   (a) Experiment with different types of balls.
   (b) In any phase of play, the attacking team must make three passes before one of their players is touched, otherwise that team loses the ball. This rule encourages players to make quick passes.
6. Use the **Touch football** weblink in the Resources tab to find a list of positions played in touch football. Use the list of attributes for each position to identity which one you think would best suit you and reflect on why.

on Resources

Digital doc: Worksheet 6.3 Wild way to build teamwork (doc-29368)

Weblink: Touch football

6.3 Check and challenge

Explain

1. In the Teamwork challenge activity, identify four characteristics (for example, trust) that helped team members work together. Explain how each of these improved team cohesion.

Elaborate

2. In the Touch activity, discuss further skills that need to be developed to prevent errors such as dropped balls and forward passes.

Evaluate

3. In the Teamwork challenge activity, comment on how leadership in your group affected the final outcome.
4. The Developing teamwork activity focused on moving in patterns to create mismatches in defence. Develop a strategy that would create space in defence and allow an attacker a clearer shot at goal.
5. Identify the types of passes in the Touch activity that were most successful.
6. In the Touch activity, what strategies were used to evade the defence? What made you choose this strategy?

6.4 Tactics and strategies for success

Tactics and strategies are used to give your team an advantage over the opposition. They are used in both attack and defence and need to be suited to the abilities of the players. Concentrating on your specific role in the team strategy creates a focus on personal performance and team goals, and not just the result.

6.4.1 Gaining an advantage

When teams oppose one another in competition, they use **tactics and strategies** to try to give themselves an advantage over the opposition. Wise use of tactics and strategies can provide positional advantage and help overcome the skills and abilities of competent opponents.

All successful teams use tactics and strategies in both attack and defence. Creating and using tactics and strategies that are suited to the ability of the players in a team can be difficult. Although there are many strategies available, the first consideration must be the ability of the players to implement them.

When players are educated in the execution of individual or team strategies, personal growth can

Teams use tactics and strategies to create an advantage, whether it is in attack or defence. Each player has a role to fulfil.



be experienced. Skills improve and roles are identified and understood, leading to better personal and team performances. The performance is based on achieving personal and team goals with less focus on the actual outcome of the game itself. Use the **Soccer strategies** weblink in the Resources tab to learn about soccer tactics. Many of these tactics could be applied to other sports. Write a brief statement about your understanding of tactics and strategies and how they relate to team sports.

on Resources

Weblink: Soccer strategies

6.4.2 Understanding tactics and strategies

Tactics and strategies are moves that aim to improve the team's attacking or defending abilities. It might be as simple as blocking an opponent to help advance the ball up the field quickly, or structuring a defence that concentrates on protecting an area close to a goal or basket. For example, 'shutting the gate' is a common defensive tactic in rugby league.

There are many tactics and strategies that have been developed for use in specific sports. Many are well known and widely used. Most teams set up structures from which a positional advantage can be gained. Some target the weakness of particular opponents. Regardless of the type of strategy used, its effectiveness will be determined by how well the team understands the strategy and utilises the combined skills of players.

The use of tactics and strategies will help you become conscious of working as a group. You'll soon find that most strategies won't be effective without teamwork. Players are allocated roles such as passing to another player and then moving to a position that blocks the intended path of an opponent. With the use of tactics, the focus moves from each individual trying to score a goal to players working together to increase the scoring opportunities for the team. All players in both defensive and attacking positions contribute equally when tactics are used because the tactic would not have been successful had each role not been performed.

DID YOU KNOW?

In basketball, prior to 1937, the referee tossed the ball from behind the end line following every basket.

Successful execution of tactics and strategies requires regular rehearsal during training sessions. Tactics need to be built and adapted to the strengths of fellow players and target opposition weaknesses. However, to be effective, they must be versatile. Tactics and strategies need to have built-in options or alternative movements to allow for opportunities arising elsewhere on the field. Or, in the case that an opposition is able to adjust to a particular movement, variations may need to be used to allow other possibilities to be created.

Because of the **spontaneous** nature of games, the movements of opponents cannot be scripted. Opposition players often move differently to what was anticipated during practice. As a result, flexibility and creativity become key ingredients in the execution of tactics. Many tactics that worked well in practice may be less effective in a game situation. Being able to adapt strategies to match the ever-changing movements of players within games requires experience, confidence and the ability to make the best of limited opportunities.

Passing in volleyball plays a tactical role in the development of strategy.



HEALTH FACT

Using tactics and strategies requires good thought processing. While accounting for only three per cent of the body's weight, the brain draws on about 17 per cent of the body's total energy production.

DID YOU KNOW?

Have you ever wondered why chess players seem to spend a lot of time thinking about their next move? There are more than 318 billion ways of playing the first four turns in a game of chess. There are almost 1.7×10^{29} ways of playing the first 10 turns!

6.4 Activities

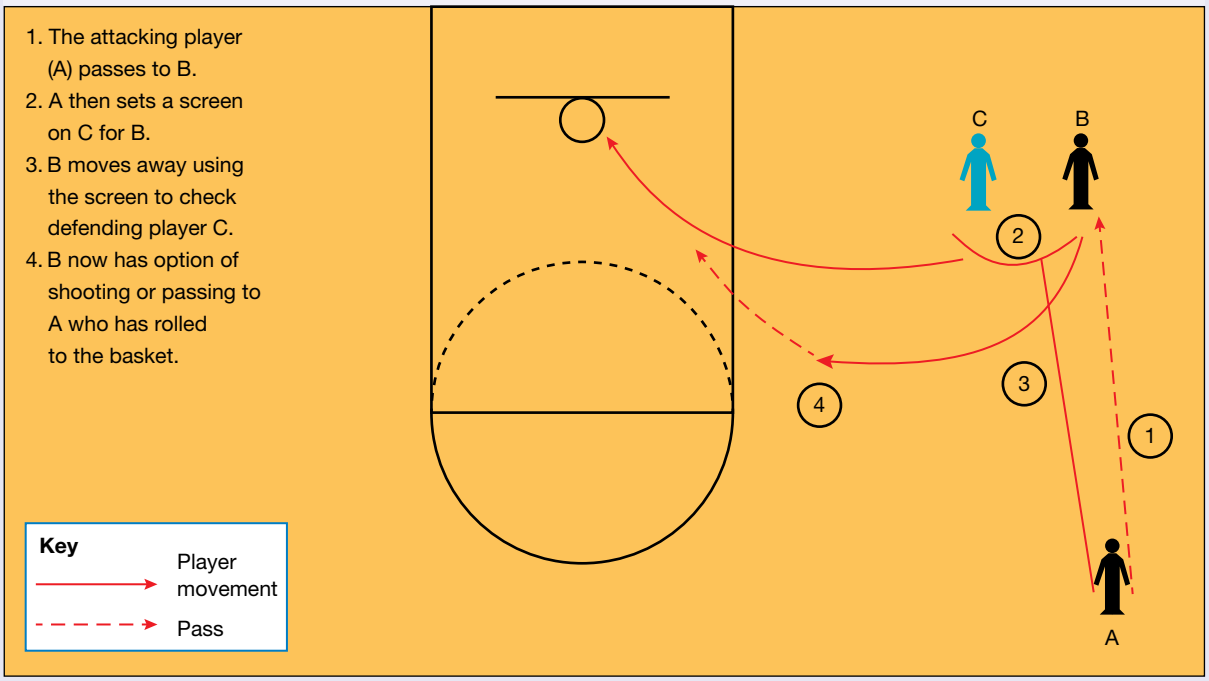
Screen and roll

***Equipment*:** Basketballs, court

1. A simple attacking strategy used in basketball, called a **screen** and **roll**, is illustrated in the figure below. Observe it closely and practise it in groups of three. Reflect on how and when you would use this in a game.

The screen and roll is a basic sequence commonly used in basketball. By varying the options, a more creative sequence can be developed from this structure.

1. The attacking player (A) passes to B.
2. A then sets a screen on C for B.
3. B moves away using the screen to check defending player C.
4. B now has option of shooting or passing to A who has rolled to the basket.



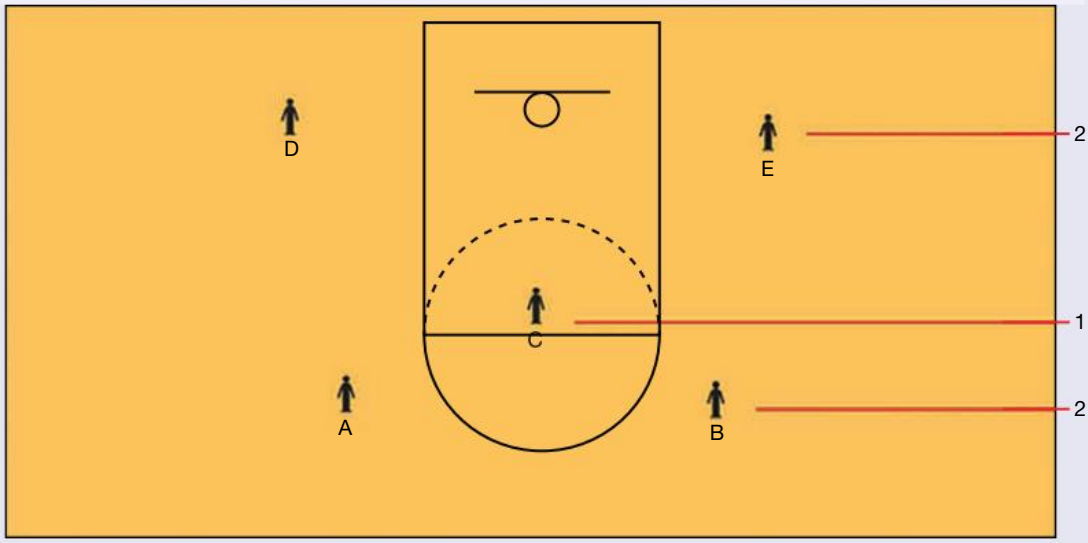
2–1–2 zone defence in basketball

***Equipment*:** Basketballs, court

Defensive strategies in basketball focus on stopping/intercepting the ball or keeping players away from the basket where their chances of making a successful goal are less likely. Sometimes teams may organise to 'fortify' the area around the key and use a special formation to protect this area. The formation illustrated in the figure below is known as a 2–1–2 zone defence. Observe where players move to when the ball is passed from one place to another.

2. In groups of 10 (half on offence and half on defence), practise moving to the areas indicated in the figure on the next page as the ball is passed around the outside. The idea is to have at least two people between the ball and the basket at all times. Gradually increase passing speed to encourage the defence to move quickly.

The 2–1–2 zone defence in basketball





The shape of the zone changes according to the position of the ball.

Key
ball

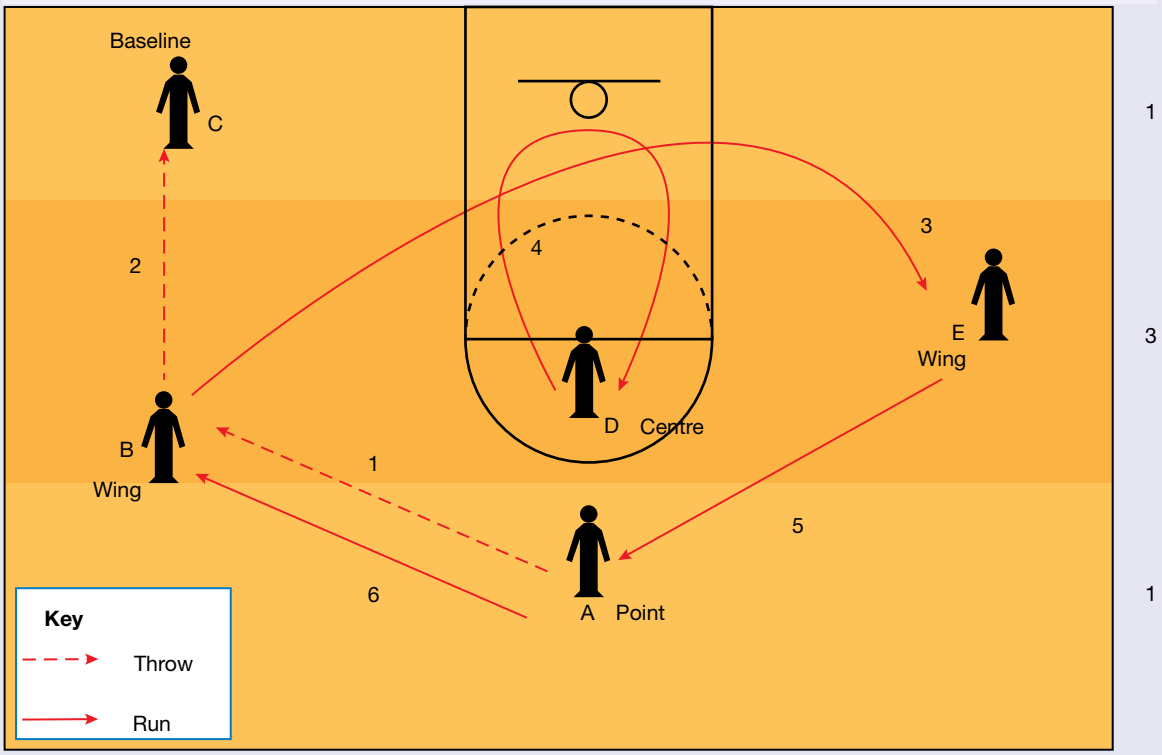
1–3–1 offence in basketball

***Equipment*:** Basketballs, court

Offensive teams will develop patterns and tactics to help break formations such as zone defences. The 1–3–1 pattern illustrated in the figure on the next page is an example of a strategy that could be used to break the zone formation. In the 1–3–1 offence:

i. The ball starts at the point player A and is passed to the wing player B on the left.
ii. The wing player B passes to the baseline player C.
iii. The wing player B cuts through the key looking for the ball.
iv. The centre player D rolls towards the basket and back to the centre position.
v. The far wing player E replaces the point player A.
vi. The point player A moves to the vacant wing position (vacated by B).
vii. The ball is passed back to the new wing player A, who passes to the baseline player C.
viii. Player A cuts and is followed by the centre roll D. The move continues.

The 1–3–1 offence in basketball



3. (a) In groups of five, practise the 1–3–1 offence.
   (b) Try it with the point player throwing the ball to the wing player on the other side and the baseline player having to move across.
   (c) Once you are comfortable with the offence, try it against defence.
4. Use the **Offensive basketball strategy** weblink in the Resources tab to see an animation of another good zone offence. Practise the offence in a later lesson.

Using strategies in a game

***Equipment*:** Basketballs, court

5. Divide the class into teams. Play games of basketball utilising a 2–1–2 zone defence and a 1–3–1 offence. Although many aspects of this will be difficult to remember and carry out under pressure, persevere with the task. You will find that you will be thinking all the time — an attribute that all good players have developed.

Develop a strategy

***Equipment*:** A selection of footballs, netballs, volleyballs and basketballs

6. (a) As a class, choose a game such as soccer, netball, volleyball, Aussie Rules or rugby. Divide the class into small groups and appoint a leader or coordinator. As a group, plan a move or strategy that would help advance the ball and improve the opportunity for scoring. Plan your move on paper and practise it within your group. Ensure that all players have a role.
   (b) Have groups perform their strategy against defensive players to see whether it works. At this stage, the defence should play a passive role; that is, they should not go for intercepts but rather focus on keeping defensive positions. It is very difficult to successfully execute moves and strategies while you are still learning about the game; however, it is important to persevere and be willing to make necessary modifications and changes.
   (c) As a class, choose the best two strategies and have all groups practise these for use in a modified game.
7. Use the **Developing tactics and strategies** worksheet to learn a common basketball tactic.

Resources

Digital doc: Worksheet 6.4 Developing tactics and strategies (doc-29369)

Weblink: Offensive basketball strategy

6.4 Check and challenge

Explain

1. Define the terms ‘tactics’ and ‘strategies’.
2. Describe a simple strategy that could be used in basketball. Why is this strategy effective?

Elaborate

3. Discuss why teams use tactics and strategies.
4. What are some of the factors that contribute to making tactics and strategies work effectively?

Evaluate

5. Analyse the 2–1–2 zone defence in basketball and comment on its weaknesses.
6. Evaluate the 1–3–1 offence in basketball in terms of its ability to get the ball close to the basket.
7. Outline and analyse a similar strategy that could be used in a different team sport.
8. Identify factors that may hinder effective implementation of tactics and strategies in game situations. Provide reasons why this may be the case.

6.5 Developing initiative

Initiative refers to an ability or attitude required to create or start something, and is highly effective in team games when used appropriately. In this subtopic you will explore a wide range of activities that will enhance initiative.

6.5.1 Enhancing initiative

Most team games are highly structured. They have offensive and defensive formations and players can be evenly matched. Successful teams rely not only on players with considerable ability, but players with **initiative**. These players are thinking players. They readily ‘take in’ what is happening, adapt to varying and spontaneous situations and use their creative processes to achieve the best outcomes. They work within the cycle of offensive and defensive plays to expose weaknesses and gain the upper hand. Is your initiative developed to its fullest?

Use the **Show initiative** weblink in the Resources tab to read the instructions for an initiative game. Use the challenge as part of your next warm-up.

Initiative can be developed through games.



Resources

Weblink: Show initiative

6.5.2 Developing initiative

Although games develop our physical skills, they are also about getting along with other people and developing our thinking skills. We usually imagine games as contests between teams and the field as the place where competition happens. However, some games can involve small numbers of people with no opposition. Here, the team members are working together to solve a problem. They need to communicate with one another and work out the best way of achieving their goal. These are called cooperative games and initiative activities.

Cooperative games are a good way of developing initiative.



Initiative activities foster our ability to think creatively and put forward a solution. The thoughts and opinions of others need to be taken into account as team members arrive at the best method for solving a problem. These games are fun to play and improve our social skills at the same time. The activities in this subtopic illustrate some cooperative games and initiative activities that can be carried out in the school environment.

A number of these activities focus on problem solving; others provide a challenge. In the case of problem-solving activities, only enough direction is given to outline the nature of the task. The problem must be solved without assistance.

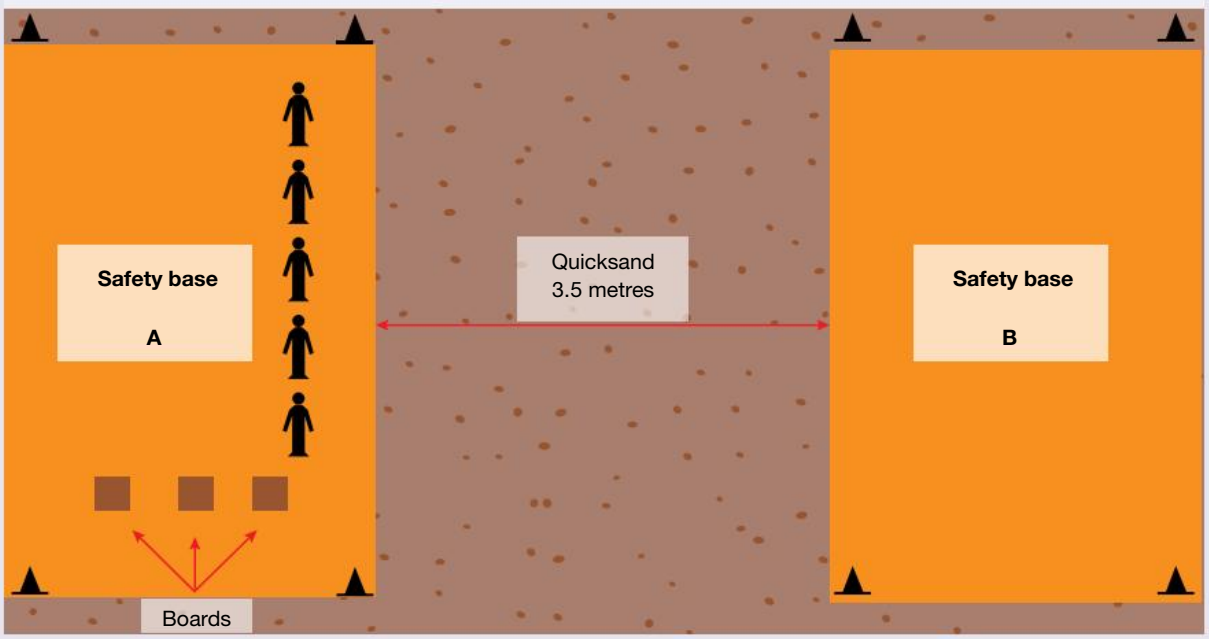
6.5 Activities

Quicksand

***Equipment*:** Eight markers, three pieces of board (each about 30 square centimetres)

1. Use the markers to outline two safety bases (A and B) which are 3.5 metres apart, as illustrated in the figure below. The area between the safety bases is quicksand. The aim is to work cooperatively and use the boards to get the class to move from one safety base to the other without falling into the quicksand. Students cannot stand on a board for more than five seconds, otherwise it will sink.

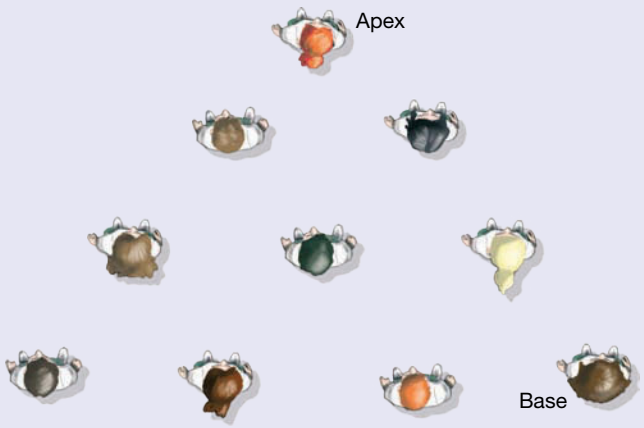
Quicksand



Flip

2. Divide the class into groups of 10 and nominate a team captain for each group. Each group must sit or stand in a triangle, forming a 4–3–2–1 arrangement as illustrated in the following figure. The idea is to swap the base with the apex by moving only three people.

Flip



Shapes

***Equipment*:** Tug-o-war ropes joined at the ends, blindfolds

3. The rope is placed on the ground. Eight to twelve students stand around the outside of the rope and blindfold themselves, as illustrated in the figure below. They then place both hands on the rope and make the formation requested by the teacher — for example, square, triangle, arc, line, half moon, star and arrow. Students should make one attempt to achieve the requested shape unguided, then try again under the supervision of a non-blindfolded student acting as a coach.

Shapes



Balance

***Equipment*:** Spinners



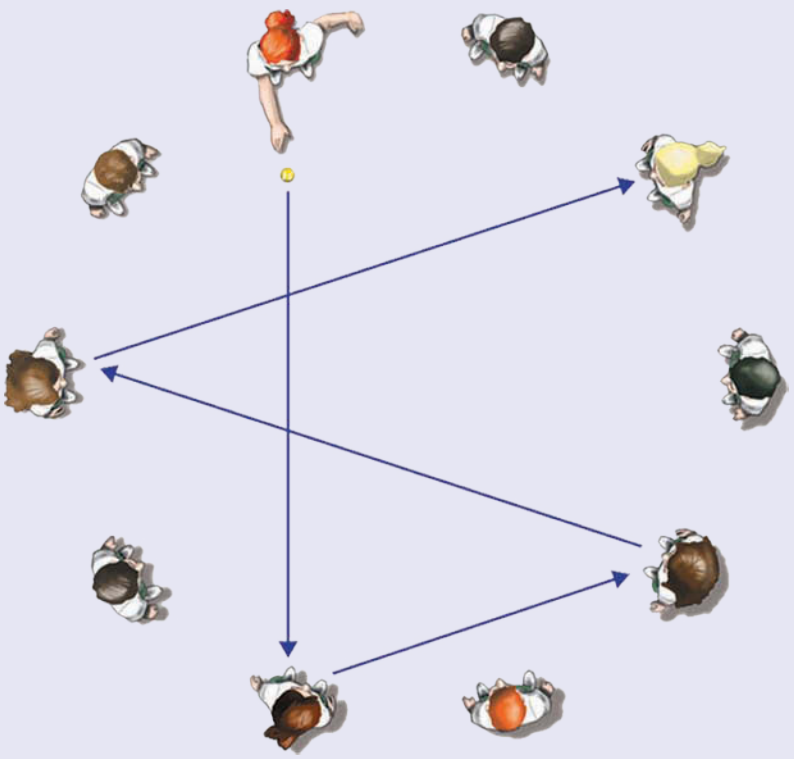
4. Form groups containing seven to nine students. The aim is for each group to construct a balance activity with the least number of body parts touching the ground and hold the balance for 10 seconds.
5. In groups of three or four students, nominate one student to act as an administrator who must create a cardboard spinner labelled with a range of body parts (left hand, right hand, left foot, right foot, buttocks, chest, head) written on each of the flat surfaces. The administrator spins the hand of the spinner and only those parts can be used as a base. Evaluation of the winners involves deciding who has the most creative balance within the rules.

Circle throws

***Equipment*:** Tennis balls

6. The class forms a circle and a tennis ball is given to a student nominated as the leader. The leader then throws the ball across the circle to any other student who does likewise until all students have caught and thrown the ball (see following figure). Students must remember from whom they received the ball and who they threw to because this becomes the pattern for the remainder of the activity. The leader receives the last throw and begins repeating the pattern of throwing and catching. As students become familiar with the pattern, more balls are added. The aim is to see how many balls can be introduced before the activity becomes unmanageable.

Circle throws

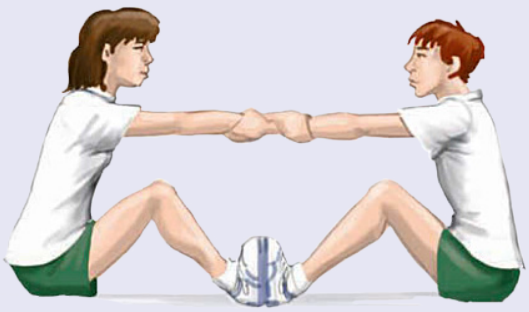


Rise and grow

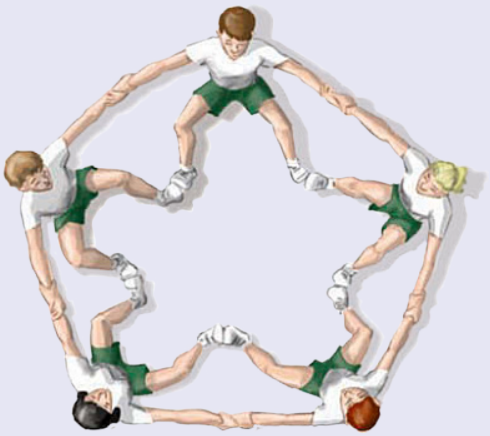
7. Form pairs and sit on the ground with hands joined and soles of the feet up against each other's feet (see below left). The aim is to try to pull each other off the ground to a standing position. When you are able to do this, form threes, fours and even larger groups and perform the same task (see below right). See how big your group can become before the task becomes too difficult.

Rise and grow (a) in pairs and (b) in groups

(a)



(b)



Create your own

***Equipment*:** One ball (any type), one hula hoop

8. Divide the class into two groups. Each group is given the task of creating a game or activity that focuses on challenge or problem solving. One group must include a ball in their activity; the other must include a hula hoop. The activity must be safe and be able to be conducted in the school environment. Spend some time developing the initiative, trial it and then ask the other group to solve it.

6.5 Check and challenge

Explain

1. Explain what is meant by 'initiative'.
2. Why is initiative important in games?
3. Describe ways in which initiative can be developed.
4. Explain the initiative activity you developed. Comment on its ability to foster cooperation and thinking.

Elaborate

5. Discuss why cooperation is important in the development of initiative.
6. Which of the initiative activities did you like most? What skills were developed by this game?

Evaluate

7. How important was listening and exploring the ideas of others in the development of initiative?
8. Assess how participation in these games helped to develop leadership qualities.

6.6 Ethical behaviour

What are your core beliefs that help keep you and your behaviours on track in day-to-day living? Your parents, family, coaches and role models are the people who help build these core beliefs, or values, that shape who you are and support your thought processes when making decisions both on the sporting field and in everyday life. They are your moral compass when participating in sport and life.

6.6.1 Setting a good example

We hear reports in the media about behaviour of athletes that is often positive, but sometimes negative. Many sporting stars are seen as a **role model** for others and their examples of behaviour are often followed. They can also influence the conduct of others through their actions. The decisions and actions that you demonstrate when you are playing sport say a lot about you as a person. Your values help to shape your behaviour. In this subtopic, you will develop an understanding of **ethical** behaviour in sport and physical activity.



DID YOU KNOW?

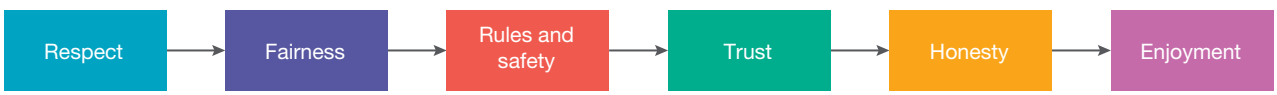
We live in a culturally diverse country, with residents who were born in over 200 different countries. More than 260 languages are spoken in Australia. According to the Australian Sports Commission, we love supporting and playing our favourite sport, with 62 per cent of the population playing and attending sport regularly. However, some people who want to play sport feel excluded for a range of cultural or social reasons. Although we consider Australia a 'sporting nation', many Australians are not physically active due to barriers such as cost, language, lack of resources and lack of cultural support.

6.6.2 Ethical behaviour

Ethical behaviour can be described as making judgements or decisions that are fair and proper. How we decide what is right from wrong is based on a number of factors, including our values, or what we consider important as guiding principles in our lives. These values are shaped by our peers, our families, our school, the media, our religion and spiritual beliefs, as well as the community and society in which we live.

Our values affect our behaviour in sport. How we respond to our opponents, the umpires and our coaches reflect these values. They assist in developing a set of principles that determine the way we act. These might include values such as respect, fairness, following rules, enjoyment, trust, honesty and safety. They help us to decide what is fair or unfair and what is right or wrong.

Principles for ethical behaviour in sport



Jonny Marray was a member of the winning men's doubles team at Wimbledon in 2012. Wimbledon is arguably the most prestigious tennis championship on the professional tennis circuit. Jonny discusses fair play and ethical behaviour in sport in the **Tennis and fair play** weblink in the Resources tab.

on Resources

Weblink: Tennis and fair play

HEALTH FACT

There are a number of health benefits for young people who regularly participate in physical activity and sport. However, the social benefits of playing sport can often be overlooked. Sport and physical activity provide opportunities to make friends and can develop a sense of belonging to a group of friends who share similar interests. Sport and physical activity can also develop your self-confidence and boost your esteem (the way you view yourself). Sport and physical activity challenges us to work together as a team and encourages us to consider and think of the needs of others.

DID YOU KNOW?

According to the Australian Bureau of Statistics, six out of 10 children aged between five and 14 years participate in sport outside of school. Being physically active as a child is a positive protective factor against health issues such as obesity and heart disease. Evidence suggests that physically active children are more likely to mature into physically active adults.

6.6 Activities

Safety in children's sport

1. (a) In small groups, design a poster that recognises potential safety issues that may occur in junior sport or physical activity.
   (b) List possible strategies to respond to the issues identified in the poster.
   (c) As a class, compare posters and discuss the suggested strategies.

Inclusion in sport

2. Choose a sport that you have played before or one you are familiar with. Imagine that a student with a disability wants to join your sport and be a part of your game.
   (a) Identify potential issues that could arise when including the student.
   (b) Suggest ways to deal with those issues so that the student could join in. What could be modified to enable involvement and enjoyment for all?
   (c) Explore the scenario in the weblink **Play by the rules: disability** in the Resources tab.

Rules and scoring systems in games

3. Develop a scoring system and additional rules for a game that you are currently playing that fulfils the requirements of ethical behaviour (fair play, rewarding skill, encouraging participation). Your discussion and actions might be based around:
   - the value of a score
   - how you might create and encourage skilled passages of play
   - setting rules to include every player in the scoring process.

Team selection in sport

4. Team selection is sometimes a controversial issue in sport. Think about some of the issues related to team selection. How do you select teams fairly? What decisions need to be made to include all your players? Explore the scenario in the weblink **Play by the rules: teams** in the Resources tab.

The role of individual sports and activities

5. Individual sporting activities can provide a variety of health and fitness benefits. Participating in sports like surfing, tennis, golf and gymnastics can assist in developing self motivation, independence, focus and attention skills.
   (a) Choose an individual sport of your choice (e.g. tennis, golf or gymnastics) and research the key teaching points of one important skill of that sport. For example, in a golf swing: the grip, the stance, the swing.
   (b) Allow your peers to practice the skill in a modified version of the game.
   (c) Reflection: Each student is to write a reflection on their coaching experience of the individual sport/activity.
   The following questions will assist with your evaluation.
      i. Did you enjoy the game?
      ii. What did you find difficult when participating in the group skill/game session?
      iii. What did you enjoy most about the skill and game session?
      iv. Does the sport/activity meet your sporting needs and interest?

Substance use in sport

6. While training in the gym, you overhear older students talking about wanting to try substances that are claimed to be performance-enhancing. The students say that because there is no drug testing in the sport they are playing at school, there wouldn't be a chance of getting caught. They are able to buy these substances through a contact at the local community gym. They believe that if they are bigger, faster and stronger, they will have a much better chance of making next year's representative team.
   Apply some principles of ethical behaviour to this scenario.
   (a) Do you consider this action cheating?
   (b) What values might have an impact on an individual's decision to take these substances?
   (c) What would you do in this situation?

Girls playing in boys' sports teams

7. Louisa wants to play in the boys' football team. Develop a list of some of the issues that need to be considered in this situation.
8. Explore the scenario in the weblink **Play by the rules: gender** in the Resources tab.

Parent involvement in sport

9. Create a code of conduct for ethical behaviour of parents in junior sport. Include what type of behaviour should be encouraged and what behaviour is not okay. Use the following questions as a guide for creating your code.
   (a) What rules should be created for parents' involvement in junior sport?
   (b) What issues should be considered?
   (c) Should parents be involved in the selection of teams that include their children?
   (d) Should parents be involved in coaching teams that include their children?

Verbally abusive coach

10. Your team is not playing well and it is clear that your coach is not happy with your performance. The coach starts to pick on players, saying they are no good and shouldn't be part of the team. What can you do in this situation?
11. Explore the scenario in the weblink **Play by the rules: abuse** in the Resources tab.

on Resources

- **Weblink:** Play by the rules: disability
- **Weblink:** Play by the rules: teams
- **Weblink:** Play by the rules: gender
- **Weblink:** Play by the rules: abuse

6.6 Check and challenge

Explain

1. How might you describe ‘values’?
2. Describe one example of ethical behaviour in sport or physical activity.

Elaborate

3. Discuss an example of how you might make sure that everyone is included in an activity. Why do you think this is important?
4. What are some of the factors that contribute to ethical behaviour in sport?

Evaluate

5. Consider and recommend additional ways that the principles of ethical behaviour could be embedded in your sport or physical activity.

6.7 Review

6.7.1 Summary

- The application of interpersonal skills such as collaboration, communication and problem solving is significant in developing inclusivity in sport and physical activities.
- Fitness, friendship and personal growth are important reasons for joining teams.
- There are many roles within sports including player, coach, administrator and referee/umpire.
- Collective decision-making activities, such as strategy development, enhance teamwork, cooperation spirit and problem solving.
- People participate in a variety of competitive and non-competitive physical activities to meet their needs and interests.
- Tactics and strategies aim to improve a team’s attacking and defending ability.
- The screen and roll in basketball is an example of an attacking or offensive strategy.
- The 2–1–2 zone defence is an example of a defensive strategy used in basketball.
- Modification of rules and scoring systems assist in the development of fair play, safety and inclusive participation.
- The development of initiative is important because it fosters our ability to think creatively.
- Activities such as ‘flip’ and ‘quicksand’ develop initiative and teamwork.
- Ethical behaviour in sport and physical activity is shaped by our values.
- Fairness and inclusion are important principles of ethical behaviour in sport and physical activity.

ESSENTIAL QUESTION

How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?

Evaluate your initial response to the essential question now that you have studied the topic.

6.7.2 Key terms

active defence defence that pressures the attack, intercepts the ball and/or frustrates the flow of play
ethical deciding right from wrong
initiative an ability or attitude required to create or start something, or adapt to a situation
personal growth the growth and enhancement of all aspects of an individual
role model a person who might influence your behaviour through their actions and examples
roll a pivot towards the ball followed by a movement towards the basket
screen taking a position that blocks the path of an opponent
spontaneous performed or occuring as a result of a sudden impulse or inclination and without premeditation or external stimulus
tactics and strategies planned moves used to out-manoeuvre opponents, providing your team with an advantage. They can be used in both attacking and defensive situations.
teamwork the combined action of a group, especially when effective and efficient
unsporting conduct violating a sport's generally accepted rules of sportsmanship and participant conduct

6.7 Check and challenge

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au *Note:* Question numbers may vary slightly.

Key terms quiz online only

Multiple choice quiz online only

Check your understanding

1. Explain some responsibilities and tasks that you could contribute to your team's performance.
2. Describe how you might modify rules in a game to allow everyone to achieve success.
3. Identify some other aspects of fair play, based on the weblink **Tennis and fair play** in the Resources tab.
4. Discuss why people join teams.
5. Explain the importance of activities like 'Teamwork challenge' (see subtopic 6.3) in developing teamwork skills.
6. Discuss the importance of leadership in teamwork.
7. Explain why teams develop and implement tactics and strategies.
8. Describe a simple offensive and defensive strategy that may be used in a sport of your choice.
9. Why is initiative important in games? Discuss how it can be developed.
10. Describe the role of a coach in a sporting team.
11. Outline the role of a team captain.
12. Describe how you would organise a round robin competition for eight teams.
13. 'A single arrow is easily broken but not ten in a bundle'. Use **The importance of teamwork** weblink in the Resources tab to explore this concept and discuss how it can be applied to team games.

on Resources

Digital doc: Worksheet 6.5 Key terms quiz (doc-29370)
Digital doc: Worksheet 6.6 Multiple choice quiz (doc-29371)
Digital doc: Key terms glossary (doc-29372)
Weblink: Tennis and fair play
Weblink: The importance of teamwork

TOPIC 7
Health and wellbeing

7.1 Overview

7.1.1 Introduction

In the past, the idea of 'health' was viewed very much in terms of *physical* health — we thought that if someone was physically well they were in good health. However, we have come to realise that physical health is only one factor and other elements such as social, emotional, mental and spiritual health all interact to create a person's overall level of health and wellbeing. For example, an athlete who is physically healthy may experience poor mental and emotional health, which affects their overall health and wellbeing. In this topic you will learn about the components that contribute to your health and the factors that influence it as well as ways to improve and maintain it.

Eating well is a good start towards health and can make a big difference to your overall state of wellbeing.



on Resources

eLesson: Health and wellbeing (eles-2948)

Digital doc: Key terms glossary (doc-29213)

ESSENTIAL QUESTION

How can we influence and make positive decisions to achieve our optimal health and wellbeing?

SYLLABUS OUTCOMES

A student:

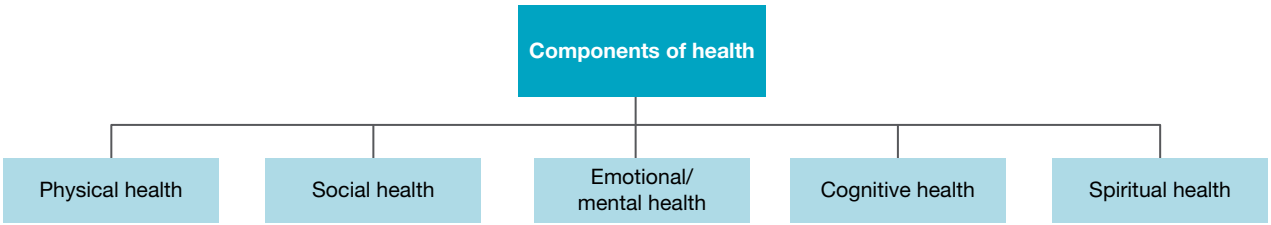
- recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity (PD4-6)
- investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities (PD4-7)
- plans for and participates in activities that encourage health and a lifetime of physical activity (PD4-8)
- demonstrates self-management skills to effectively manage complex situations (PD4-9)
- applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. (PD4-10)

7.2 What is health?

Health is much more than just an absence of disease. Health has physical, social, emotional/mental, cognitive and spiritual components. In this subtopic, you will explore how these components combine to determine your overall level of health and wellbeing, and how to recognise health strength in yourself and others.

7.2.1 The components of health

Compared to many countries, the average life expectancy in Australia is very high. Does this mean that we make positive decisions about our health and, as a result, are healthy? The answer to this question is complicated. Health is measured by a range of factors, not just by how long we live. Different groups of Australians have varied levels of health and wellbeing in each component.



Physical health

Physical health refers to the health of the body. It includes:

- fitness level
- energy level
- body weight
- absence of disease
- efficient functioning of organs, such as the heart and lungs.

When you are physically healthy, your body functions well, allowing you to live an active life and enjoy social interactions.



Your physical health is determined by your genetic make-up and your lifestyle behaviours, such as eating a balanced and nutritious diet, and participating regularly in physical activity. Behaviours such as smoking and excessive consumption of alcohol can have negative effects on an individual's physical health; smoking causes many types of cancer and alcohol abuse can damage your liver and have other physical impacts.

HEALTH FACT

According to the World Health Organization, low levels of physical activity contributes to more than 3 million preventable deaths per year. It is the fourth highest cause of death due to non-communicable disease. The world needs to get active!

Social health

Social health refers to our social interactions and how we relate to others. Positive social health means:

- communicating effectively with others by expressing your thoughts and feelings in an assertive and respectful way
- working cooperatively
- resisting peer pressure to do things you do not want to do
- feeling a sense of purpose in living your life
- feeling able to help others who are in need of assistance.

Social health is about having a positive sense of self and positive relationships.



Emotional/mental health

Emotional/mental health relates to how we feel about who we are, how we express our emotions and how we react when stressed. Emotionally healthy people have self-confidence and a positive sense of self. They are able to:

- express their emotions and feelings in a positive way
- bounce back after a hard time
- be productive in their work or study
- make positive decisions to resolve problems.

Cognitive health

Cognitive health refers to our ability to think and reason and to make good decisions. When we have positive cognitive health, we are able to:

- make informed choices
- solve problems
- set goals and devise plans to reach those goals
- understand the consequences of our behaviours for ourselves and others.

Spiritual health

Spiritual health refers to having a sense of purpose and meaning in our lives. When we are spiritually healthy, we are able to:

- feel connected to others who are important to us, such as our family and friends
- feel connected to things that are greater than us, such as our community, the environment and our beliefs or religion
- appreciate the feelings and needs of others
- develop an understanding and awareness of other people and things that are greater than ourselves.

Spiritual health can mean different things to different people.



Wellbeing

Wellbeing is a combination of a person's physical, social, cognitive, emotional and spiritual health factors. Wellbeing is strongly linked to happiness, satisfaction with life and positive relationships. Wellbeing reflects a high level of satisfaction with self, as well as individual resilience and self-efficacy.

Culture and the contribution of mind–body–spirit to health and wellbeing

Many cultures have a strong belief in the idea of health and wellbeing reflecting the connection between the mind, the body and the spirit. For example, in Aboriginal and Torres Strait Islander cultures, wellbeing is widely thought of as being holistic — that is, linked to both a healthy mind and body. There is a strong connection to the land, people and ways of being, all of which are believed to influence health and wellbeing. Health and wellbeing is made up of mental, physical, cultural and spiritual health. The importance of cultural and spiritual health is reflected in the passing down of stories from the Dreamtime, or the Dreaming. They are passed on through art, dance, stories and song. These messages are not seen as based in the past, rather they are timeless and so keep their relevance from generation to generation. This reflects the importance of culture and the contribution of these mind–body–spirit connections to health and wellbeing.

Asian cultures also place an emphasis on the strong connection between health and wellbeing and the connections between mind–body–spirit. This view of health is a holistic one, with many medical practices following the idea that the mind and body are inseparable. So to treat a person who is ill, both the mind and the body need to be treated. We see this in examples such as acupuncture, yoga and herbal medicine. This differs from western medicine, which concentrates predominantly on the physical symptoms.

7.2.2 Health and wellbeing

Your level of health and wellbeing is determined by considering all the health components and how they relate to each other. Each component has the potential to have an impact on the others. When people are emotionally well and have a positive sense of self, they are more likely to relate well to others and choose positive health behaviours such as eating well and exercising. Conversely, if your physical health is poor because you are sick, unfit or overweight, then your emotional health may suffer. You may feel generally unhappy about yourself, not feel like communicating or socialising with your friends, or may experience depression.

Health and wellbeing is a dynamic state — it can change from day to day or week to week. There are many factors that affect your level of health and wellbeing and these can be positive, such as regular exercise and a balanced diet, or negative, such as being bullied.

You can improve your health and wellbeing by making positive decisions. Adopting a healthy lifestyle has many benefits, including:

- a reduced risk of illness and disease
- increased energy levels
- increased participation and a greater enjoyment of life
- improved relationships
- a positive sense of self
- a positive body image
- feeling more productive
- dealing with stress more effectively.



7.2 Activities

What is health?

1. Conduct a survey of five people, including adults and young people. Ask them what health means to them.
2. In groups of four, share your survey results and compile a list of similar and unique answers.
3. Discuss what health means to your group.
4. Using your group's ideas and your survey results, come up with a group definition of health.
5. Share your group definition with the class and identify similarities and differences.
6. From ideas expressed by the class and your thoughts about the meaning of health, write your own definition of what health means to you.

Components of health and wellbeing

7. Read each of the scenarios below and answer the questions that follow.

Dave is in Year 9. He is very good at sports and often receives praise from his friends, family and teachers. He trains hard and says no to drinking, smoking and drugs to keep himself healthy. Dave has great leadership potential. He often volunteers to help coach the younger students and will referee games as well. Dave comes from a large extended family, his parents both have jobs they like and the family enjoys the benefits of their parents' hard work. Dave has a number of good mates. He believes that if you treat people with respect they will respect you.

Dianna's parents recently split up and she is finding it difficult to cope. She feels her parents are so caught up in their own problems that they barely remember she exists. She has started to stay out late with friends and has found that drinking alcohol seems to help her escape from her stress. She is often tired at school and her grades are starting to fall but she doesn't really care.

(a) Is the person in each scenario healthy or unhealthy? List the factors that led you to your decision.
(b) Explain how each of the components of health relate overall to give either a positive or a negative level of health. Use examples from the scenarios.
(c) Describe the problems that Dianna is experiencing.
(d) Outline what Dianna could do to try to address her problems.

7.2 Check and challenge

Explain

1. List the five main components of health.
2. What are three qualities of an emotionally healthy person?
3. Suggest two events that could have a negative impact on your emotional health.

Evaluate

4. Think of a time when you were unwell or injured. Did the fact that you were physically unwell affect the way in which you related to others, your motivation level, how productive you were or your sense of self? Why or why not?
5. What role does the mind–body–spirit connection play in different cultures around the world? How does this differ from traditional western medicine?

7.3 Factors that affect health and wellbeing

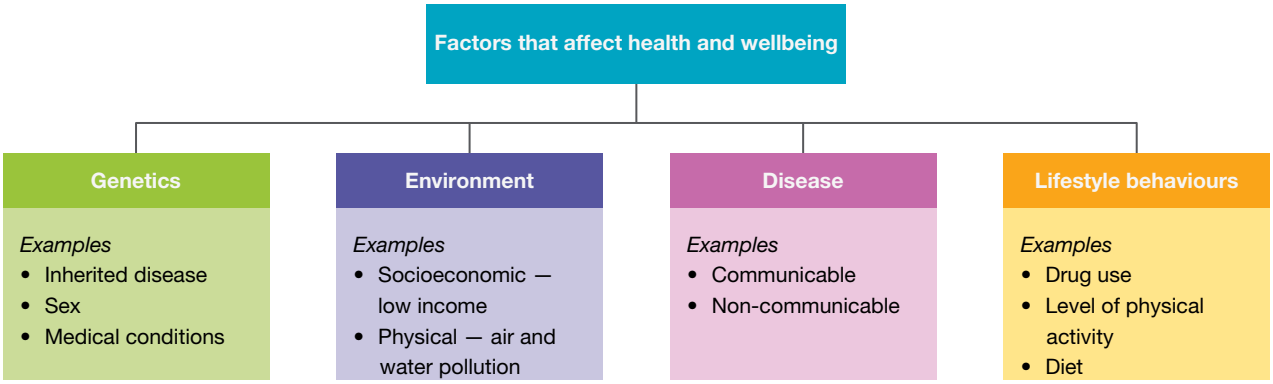
There are some factors that affect your health and wellbeing that you might be unable to control, such as your genes, gender or environment. But other factors, such as the choices you make about your lifestyle, are yours to control.

7.3.1 Effects on your health and wellbeing

Your level of health and wellbeing is influenced by a number of factors. You have little control over some of these factors, such as a family history of disease or your physical environment. However, there are many choices you can make to achieve and maintain your optimal health.

Your genetic make-up, the physical and socioeconomic environment in which you live and your lifestyle all affect your level of health and wellbeing.

Our health and wellbeing depends on our genes, our behaviour and our environment.



Genetics

Your genetic make-up is inherited from your parents. There are some medical conditions you can inherit from your parents, and other conditions you are more at risk of developing if there is a family history, such as some blood disorders or cystic fibrosis. *What do you know about your genetic make-up?*

What have you inherited from your parents?



Sexual characteristics

Your **sexual characteristics** (i.e. your biological or physical sex) influence the level of risk of developing some diseases. For example, men are more likely than women to develop heart disease and women are more likely to develop mental illnesses than men.

It is important to note the connections between genetics and sexual characteristics when it comes to the development of some diseases. For example, women who have a family history of breast cancer have a higher risk of developing this type of cancer than those women who do not have a history of breast cancer in their family. Likewise, men who have a family history of prostate cancer have a higher risk of developing this type of cancer than men who do not have a family history of the disease. In such cases, early and ongoing screenings, for example, regular breast checks and mammograms, are essential for the early detection and treatment these of diseases.

Gender

Our **gender** (i.e. a sense of who you are as a male or female, rather than what your physical characteristics, genes and hormones indicate) plays an important role in our lives. While in the past there have been many **stereotypes** assigned to genders, many of these have now been challenged and this has seen greater equity in the treatment of all people. However, there are several contexts where gender still influences the behaviour and treatment of an individual and thus affects a person's health and wellbeing. For example, the unfair treatment and discrimination of individuals based on gender may result in an individual developing certain mental illnesses such as depression.

Family and domestic violence

Family and domestic violence is behaviour that involves threatening, controlling or violent actions against an individual or their family, which makes them feel unsafe. In Australia, statistics indicate that one in four women and one in 20 men have experienced physical, sexual or emotional abuse by a current or former

partner. The experience of family violence can have a significant impact on an individual's mental, emotional and physical wellbeing.

Alcohol use

More men than women (around three times as many) consume alcohol in quantities that pose a threat to their health over their lifetime. Short-term issues linked to this statistic include rates of violence and injury due to alcohol use.

Many people drink alcohol regularly.



Road use

Women are much less likely than men to be killed or injured on our roads. Recent statistics for New South Wales show that men are approximately:

- eight times more likely to be injured or killed as motorcyclists
- twelve per cent more likely to be injured or killed as drivers
- five times more likely to be injured or killed as pedal cyclists.

In part, these statistics reflect men's greater likelihood of participating in negative risk-taking and impulsive behaviours, which are discussed later in this topic.

Environment

The **socioeconomic environment** in which we live can have a significant impact on our level of health. Generally, people from higher socioeconomic groups tend to have higher levels of education and income and are more likely to have a better level of health than people from lower socioeconomic groups. This means that people with less money and lower education levels are at a greater risk of ill health and adopting poor lifestyle behaviours, such as smoking. Statistics show that people from lower socioeconomic groups:

- are sick more often and die younger
- have limited choice in housing, which can lead to a greater chance of being exposed to pollution, crime and overcrowding
- have limited financial ability to access medical facilities, services and treatments.

People from higher socioeconomic groups usually:

- have lower infant death rates
- have better knowledge of and access to health services
- are more likely to undertake preventive health measures such as regular dental check-ups, immunisation and Pap smears.

Environmental factors like air pollution can have an impact on our health.



The **physical environment** can also have an impact on people's health. People living in built-up urban areas can be affected by the quality of air and water, housing and crowded living. Practices such as crop spraying, for example, can affect the health of people who live in rural areas. Other climatic events such as dust storms and bushfires can also affect people's health and wellbeing.

Disease

Even if we look after our bodies, but especially if we don't, we can become ill or develop a disease. We are born with some diseases and some develop as we grow. Others result from making poor decisions and adopting poor lifestyle behaviours. Diseases can be categorised into **communicable diseases** and **non-communicable diseases**.

Communicable diseases

Communicable diseases are passed from one person to another either through physical contact with an infected person or through the air. The common cold, for example, can be spread from someone when they cough, from kissing the person or sharing a cup or glass that they have used. Sharing a drink bottle is a common way for communicable diseases to spread.

People who are sexually active, particularly if they do not practise safe sex, are at risk of catching sexually transmitted infections through skin-to-skin contact, blood-to-blood contact or the transmission of bodily fluids. Hepatitis B is an example of a communicable disease that is sexually transmitted.

Many childhood diseases such as whooping cough and measles can be passed from one person to another. It is important to maintain good hygiene and follow a doctor's instructions if you have a disease that can be spread, to minimise the risk of other people being infected. Immunisations are also effective in reducing the spread of communicable diseases such as whooping cough, measles and influenza.

Lifestyle behaviours

Making poor lifestyle decisions can increase the risk of developing lifestyle diseases. Lifestyle diseases are caused by particular behaviours. These behaviours can include having a poor diet, not being physically active on a regular basis and having unprotected sex. Table 7.1 indicates common lifestyle diseases and the related behaviours that can cause them.

TABLE 7.1 Lifestyle diseases and related lifestyle behaviours

Common lifestyle diseases	Related lifestyle behaviours
Cardiovascular disease — damage to or disease of the heart, arteries, veins and smaller blood vessels. It includes **stroke**, **heart attack** and **peripheral artery disease**.	• Smoking • Eating a diet high in saturated fats • Lack of physical activity contributing to obesity
Diabetes — affects the body's insulin production. Insulin allows the body to take glucose (sugar) from the bloodstream and use it for energy. (*Note*: There are two types of diabetes: type 1 and type 2. Type 1 diabetes is not a lifestyle disease, its exact cause is not yet known; type 2 diabetes, however, is associated with lifestyle factors.)	Type 2 diabetes: • Lack of physical activity • Unhealthy food choices • Excessive weight or obesity
Cancer — a group of diseases that are characterised by the uncontrolled growth and spread of abnormal cells	Lung cancer: • Smoking cigarettes Skin cancer: • Failing to use sun protection (hats/sunscreen etc.) Colorectal cancer: • Being overweight • Eating a high-fat, low-fibre diet

HEALTH FACT

Obesity occurs when a person's weight increases beyond a healthy level due to excessive energy (kilojoules) intake. This means that over time, their energy intake is much greater than the energy they use each day.

Heart disease, certain types of cancer and type 2 diabetes are lifestyle diseases that are more likely to occur as we grow older. However, the lifestyle behaviours that lead to these diseases, such as lack of physical activity and high-fat diets, can start during childhood.

The lifestyles chosen by some young people put their health at risk in the short and long term. The fact that young people experiment more and take more risks with their health can increase the potential for future problems. Research shows, for example, that alcohol use can be associated with poor decision making for adolescents that can have negative outcomes, such as unsafe sex, unwanted pregnancy, accidents and violence.

You can protect your health by making positive lifestyle choices.



Lifestyle choices that help avoid diseases include:

- eating a balanced, nutritious diet
- participating in daily physical activity
- not smoking and choosing not to use drugs
- practising safe sex — for example, using a condom
- getting adequate rest and sleep
- having regular medical check-ups
- using positive strategies to relieve stress and manage anger, such as talking to a counsellor, trusted adult or good friend
- adopting positive communication skills
- using self-talk to help you recognise and reinforce your positive attributes
- recognising your rights and undertaking your responsibilities
- supporting others in their attempts to make positive lifestyle choices. For example, offering to join a friend on a daily walk or jog when they are trying to improve their fitness.

7.3.2 Culture and our choice of leisure

Our cultural background, or the cultural groups that we belong to, can have an influence on the leisure pursuits in which we participate. This occurs in many areas of our society in both obvious and subtle ways. A common example is the drinking culture in the male-dominated sports of rugby league and cricket. While this doesn't exclude any person from participating in these sports, a non-drinker may feel less connection to a team. Many religions ban drinking of alcohol, so followers of these religions may feel less connected to the sport. Some mainstream sporting events are played during the significant religious events of different cultures (such as Good Friday or **Ramadan**). This may lead to decreased participation in these activities throughout the cultural or religious celebrations.

Some sports have a strong drinking culture.



In the past, females may have faced opposition in some areas of sport and leisure but these barriers have been significantly reduced over recent years. Often a religion will require women to wear full body cover even while playing sport, which although uncomfortable in warmer climates, does not necessarily exclude them from participating.

An Aboriginal or Torres Strait Islander person may not be willing to participate in an activity because of the attention it may bring to them — either negative or positive. Because of this, individuals may not be empowered to try new activities because of the possibility of **shame**. In Aboriginal and Torres Strait Islander cultures, 'shame' has a wider meaning than for non-Indigenous people. It is a term meaning embarrassment in certain situations, usually due to circumstances or attention rather than the fear of a negative outcome.

7.3 Activities

Lifestyle behaviours

1. Read the scenario below and answer the questions that follow.

   Glenn is a 38-year-old truck driver. He spends long hours each day driving in busy city traffic. When he was young he really liked eating meat pies, hamburgers and chips and drinking chocolate thick shakes for lunch. He ate lots of food because he had a big appetite. This was not a problem because he rarely put on weight even though he did not exercise often. He still eats a big lunch each day and finds that eating smaller amounts or more nutritious foods is very hard. He is now 40 kilograms overweight and has been diagnosed with type 2 diabetes. He has been told he is at risk of heart disease if he doesn't change his lifestyle.

   (a) What factors have led to Glenn's poor level of physical health?
   (b) Devise a realistic plan that includes a range of strategies Glenn could adopt to improve his health. Keep in mind his occupation and current lifestyle habits. Share your plan with a partner.

7.3 Check and challenge

Explain

1. Explain how a combination of poor diet and lack of physical activity can affect your health.
2. Identify the diseases that can result from a poor lifestyle.
3. What advice would you give to someone who is at risk of cardiovascular disease?

Evaluate

4. Explain how cultural background can play a role in an individual's ability to participate in physical activity and sport.
5. Consider your current lifestyle behaviours. Identify changes you could make to enhance your health and wellbeing into the future. Explain the effect that your suggested changes will have.
6. What areas of our health do we control? What can we do to keep ourselves healthy for life?

on Resources

Digital doc: Worksheet 7.1 Disease: causes and impacts (doc-29208)

7.4 Making healthy decisions

Decision making is a part of life — everyone makes decisions that can put their health or the health of others at risk, or conversely makes positive decisions that help and improve others' lives. In this subtopic you will explore the reasons why people take risks and learn good decision-making skills to minimise negative risk-taking and its possible consequences.

7.4.1 Decision-making skills

Everyone takes **risk**. Consider the risks that your parents or other adults have taken in their lives, such as entering into a committed relationship, buying a house or starting a new career. Young people also take risks but are often not aware of them or do not consider the impact the risks may have on their health and their lives.

Many of the risks young people take are related to their health — for example, experimenting in relationships, experimenting with drugs, taking risks on the road and neglecting their physical health by having a poor diet and not exercising. You can stay safe and healthy by working out how to minimise these risks; for example, by obeying road rules, you reduce the risks associated with being a cyclist, passenger, pedestrian and driver when we reach the appropriate age.

7.4.2 Positive risk-taking

Sometimes risk-taking can be positive. There will be situations in your life that have a **reasonable degree of risk**. For example, many people are fearful of public speaking. There is the risk that you may forget your speech or your peers might give you a hard time, but the potential for positive outcomes, such as improving your self-confidence, gaining respect from your teachers and peers, and getting better grades, far outweighs the risk. Another example is if a young person involved in an abusive relationship seeks help from someone who can support them in dealing with the situation. It is worth the risk of telling someone because of the potential positive outcome. As you grow and mature, your ability to assess the level of risk in any given situation improves. Young people may choose to engage in positive risk-taking for a number of reasons. This could include to assert their ability to make informed decisions. Making informed decisions means to calculate the potential benefit versus the impact if the potential risk is not successful. This is part of the process of growing into an adult. Making positive decisions is a way of exercising power over your own destiny. When you do this, you are showing your independence and gaining experience for future risk-taking and decision-making situations.

Taking a positive risk, like public speaking, can have health benefits, such as improved self-confidence.



7.4.3 Risking your health

Young people often take more risks than adults for a number of reasons and the potential for risk-taking increases in certain circumstances. Young people are more likely to take risks such as getting drunk, fighting, taking risks on the road, stealing, smoking or having unsafe sex.

Young people tend to take negative risks for a range of reasons, including:

- being pressured by friends
- males 'proving their masculinity' to others
- feeling depressed
- a lack of experience and skill level
- feeling indestructible
- thinking 'it won't happen to me'
- feeling the need to fit into a peer group
- feeling the need to be accepted by others
- wanting to impress others
- wanting to gain attention
- wanting to rebel against authority
- trying to maintain a relationship
- being coerced or threatened by others
- parental influence, such as smoking and drinking alcohol.

Peer pressure and the desire to fit in are factors that influence young people to take risks.



7.4.4 Outcomes of risky behaviour

Risk-taking can be both positive and negative. Risk-taking can have a negative effect on your health, your relationships and the health of others, such as loss of respect from people you care about, injury to yourself or others, property damage, or trouble from parents or the law. Risk-taking can also lead to positive outcomes such as learning more about yourself and your relationships or learning better ways to deal with conflict or getting an outcome that is beneficial to you and others.

7.4.5 Influences on decision making, behaviours and actions

Decision making is influenced by a range of factors. When and where we are making the decision and what type of decision it is all have an influence on our thoughts and actions. The social nature of young people usually means that risks are taken in front of peers, either to impress, to fit in or as a result of peer pressure. Taking risks is a natural part of developing responsibility and moving towards adulthood.

The circumstances and environments we are in influence the decisions we make. For example, when we are under pressure due to limited time or have not had enough sleep our decision making can become clouded. This might mean we rush a decision or become overly reliant on using our emotions to guide us.

Other contextual factors influence our decisions and actions. Individual attitudes towards emerging world issues such as climate change, use of non-renewable energy sources, sexual activity, poor nutrition and physical activity change based on circumstances such as the environment a person lives in and the wider views of that particular part of society.

Sexual relationships

Choosing when and to what level to take any intimate relationship is dependent on things such as your gender, the values and morals you hold, the situation and the environment you grew up in. These factors of course vary from person to person.

A person's view on sexual relationships may have a flow-on effect to an individual's views on and use of preventative sexual health practices. These are simply actions or behaviours that prevent sexually transmitted infection (STI) transfer or unwanted pregnancy. They range from behaviours such as abstinence, to the use of a variety of contraceptive methods to ensure that no fluid transfer or skin contact is made between consenting partners. Many cultures and religions hold strict views on how and at what stage of life an individual should

engage in these relationships. Other factors that could influence someone's views on preventative sexual health practices include:

- *education*. Do the people in the relationship understand the correct or safest way to stay safe?
- *family*. Strong family units with high levels of trust and honesty generally have children who have safer and more considered approaches to intimate relationships.
- *drug use*. Drugs can affect our ability to make considered choices. When under the influence of drugs our **resolve** to maintain our beliefs and values may be weakened.

7.4.6 Interaction of factors



In some specific circumstances, we see many of these individual factors combine with other influences to create a complex situation for young people. The increasing use of social media platforms gives unprecedented exposure to the views and opinions of a range of people and groups from around the world. Many of these conflict with the rules and/or laws of a young person's society. For example, YouTube videos may show illegal road-user behaviour such as speeding or not wearing seatbelts or may present images of underage or unsafe alcohol consumption or illicit drug use. Likewise, protective factors can interact to create a more positive and supportive environment. In circumstances such as sexual health, having a strong and honest relationship with family members can provide an individual with a strong moral sense of what is acceptable and what is not in terms of behaviour and provides clear guidance as to the likely response from those closest to them. This moral 'compass' is one that helps an individual make many moral and values-based decisions throughout their life.

7.4.7 The POOCH model of decision making

Being challenged by situations allows you to develop personal independence. Some young people, however, might be less skilled at thinking through the consequences of their behaviour. This has to do with brain growth and development, and the impulsive nature of adolescents. This has consequences for their own health and safety and that of others. Learning skills that assist in decision making can allow you to think issues through by using logic to judge information and weigh up the options. Decision making involves thinking skills that compare a range of options to reach a conclusion or choice. By following a simple process when you encounter an unfamiliar situation in which you have to make a decision, you will have more confidence knowing that you have considered all options.

The POOCH model of decision making can help you work through your options.

Problem	Assess what the problem is and what decisions need to be made.
Option	Work through all the possible options.
Outcome	What are the outcomes of these options, positive and negative?
Choices	Decide on the best choice to minimise risk to yourself.
How did it go?	You can evaluate your decision by reflecting on the outcome.

7.4 Activities

Positive or negative risk

1. In pairs, undertake the following tasks.
   (a) Using examples, discuss what a 'reasonable degree of risk' is.
   (b) Compile a list of risks that young people take (for example, riding a bike on a busy road).
   (c) For each risk, identify the possible outcomes and determine whether there is a reasonable degree of risk or whether it is too risky.

Where and when does risk-taking occur?

2. For each of the following situations, identify the degree of risk by rating it as low risk, medium risk or high risk. List the potential harms that could occur in each situation.
   (a) Swimming at night in the surf
   (b) Riding your bike to a friend's place
   (c) Asking someone on a date
   (d) Spending the day at the beach with your friends
   (e) Going to a party on Saturday night with your best friend
   (f) Walking home with someone you just met at a party
   (g) Trying out for a representative sporting team
   (h) Getting a lift in an overcrowded car
   (i) Taking a short cut across a railway line
   (j) Sending someone an inappropriate sexual image of yourself
   (k) Riding your bike on a busy road without a helmet
   (l) Asking someone to send you a sexy image of themselves
   (m) Being at a dance for under 18-year-olds and accepting an alcoholic drink
3. In groups of three, discuss and write answers to each of the following.
   (a) Identify five settings or circumstances in which risk-taking occurs (for example, at a party, hanging out with older friends).
   (b) Identify potential positive and negative outcomes of risk-taking.
   (c) Choose one setting or circumstance and develop a plan to reduce the risk and keep safe.

Making good decisions

4. In groups of three, investigate the following scenarios below using the POOCH model. Present your findings to the class using presentation software.
   (a) Some friends are pressuring Chris to attend a party on Saturday, but his parents want him to go to a family dinner. Chris would really like to go to the party because a girl he likes is also going to be there. What should Chris do?
   (b) Alice went to a party on the weekend and met a new boy she got on really well with. On Monday there were lots of stories around school about what she may have done over the weekend, none of which were true. What should she do?
   (c) Kim received a text message from an unknown caller containing explicit images. What should she do?

Risk-taking behaviour

5. Use the **Risk-taking behaviour** weblink in the Resources tab to watch the video to find out more about this type of behaviour.
6. Explain the reasons teenagers take risks.
7. Identify some strategies to reduce negative risk-taking.
8. List three 'safe' risk-taking activities.

Types of decision makers

9. Making healthy decisions and committing to these behaviours is not always easy and is influenced by the way you make decisions.
   In groups of four, for each of the decision maker types outlined below, identify:
   - the challenges faced
   - the possible processes used
   - the probable consequences

   when making decisions about their health. Share your reflections with the class.

TABLE 7.2 Types of decision maker

Types of decision maker	Behaviour
Impulsive	Always takes the first alternative that is offered. 'Speaks before they think.'
Fatalistic	Leaves the decision up to fate. 'What will be, will be.'
Compliant	Goes along with someone else's plans rather than making a personal choice, even if it does not agree with their values. 'Whatever everyone else is going to decide.'
Intuitive	Decides based on what they 'feel' but can't verbalise the reason why. 'It just feels like the right decision.'
Play-it-safe	Always picks the 'easiest' alternative with the least potential of risk. 'I like A but B will be easier.'
Delayer	Delays making a decision. 'I'll think about it later.'

on Resources

Weblink: Risk-taking behaviour

7.4 Check and challenge

Explain

1. Using examples, explain the difference between positive risk-taking and negative risk-taking.
2. List the reasons why young people take risks with their health.
3. Explain how your parents and friends can influence your risk-taking.

Elaborate

4. Predict three situations where young people are more likely to take risks. How could negative risk-taking be reduced in each situation?

Evaluate

5. Think about some of your own behaviours that have put you at risk to some degree, such as walking home late at night by yourself or swimming in the late afternoon or night. What could have been the potential consequences of your behaviour? How could you have reduced the risk?
6. Use the **Health issues and young people** worksheet in the Resources tab to identify how decisions can have an impact on your health.

on Resources

Digital doc: Worksheet 7.2 Health issues and young people (doc-29209)

7.5 Making health decisions: nutrition

Determining which foods are healthy can be a challenge. Sometimes, what you think is nutritious may actually be high in sugars, preservatives, sodium (salt) or fat. The healthy option is not always the easy option either. It is important to be informed to make healthy decisions about your nutrition.

7.5.1 Food as fuel

A balanced diet and regular exercise will contribute to positive health. Food is the fuel for your body. All the food and drink (except water) you consume contains **kilojoules** that are either converted into energy to fuel your body or stored as fats. Some foods are very nutritious — that is, they contain lots of **nutrients**. Other foods, such as soft drinks and cakes, are high in kilojoules but have very few nutrients. Eating nutrient-dense food will ensure our bodies get all the nutrients they need to function efficiently. Table 7.3 outlines the nutrients our bodies need to grow and function properly.

TABLE 7.3 Essential nutrients found in foods

Nutrient	Functions	Examples of food sources
Carbohydrates comprise two types: high GI and low GI. Low GI carbohydrates should make up the majority of your nutrient intake because they release energy slowly over a longer period of time.	• Provide fuel for the body in the form of energy • Provide fibre	• High GI carbohydrates: sugar, chocolate, honey, cakes • Low GI carbohydrates: wholegrain bread, pasta, rice, vegetables and noodles *Note:* High GI carbohydrates should be eaten only occasionally.
Protein makes up the main part of body tissue — for example, muscle, skin and hair.	• Used in the growth, repair and maintenance of body tissue • Used in the body's cells	Milk, eggs, red meat, poultry and fish
Fat comprises two types: saturated and unsaturated. Saturated fat is responsible for raised cholesterol levels.	• Provides energy • Insulates vital organs and nerves • Transports fat-soluble vitamins • Used in the body's cells	• Saturated fats: animal fats such as butter • Unsaturated fats: canola oil, olive oil and oil found in most nuts
Vitamins — there are about 20 different vitamins. Common vitamins are A, B, C and D.	• Help to release energy from our food stores • Regulate body processes • Aid in tissue building • Aid in production of red blood cells	Fruit and vegetables are a major source of vitamins. A balanced diet with foods from each food group will ensure you obtain all the necessary vitamins.
Minerals, for example, calcium and iron	• Calcium is required in many body functions, including growth of bones and teeth. • Iron helps carry oxygen to cells.	Major sources of minerals are meat, fruit and vegetables and dairy products. A balanced diet with foods from each food group will ensure you obtain all the necessary minerals.
Water	• Helps all cell functions • Regulates temperature • Transports wastes	Water, fruit and vegetables, juice drinks

Eating nutritious foods will provide you with the nutrients you need for your body to grow and function at its best. Which meal would be the healthier choice?





7.5.2 What are 'healthy food habits'?

Young people eat a range of foods for a range of reasons. Think about the foods you consume in an average week and why you choose those foods. Do you always make the healthy and nutritious choice?

Healthy food habits include:

- eating a variety of nutritious foods that meet the dietary guidelines for children and adolescents
- drinking plenty of water
- eating regular meals in smaller amounts rather than bingeing once or twice during the day
- eating a nutritious breakfast to provide fuel for the day ahead
- avoiding eating large meals or junk food just before you go to bed
- avoiding eating foods that are high in saturated fat, sugar and salt.

HEALTH FACT

Young people aged 14 to 18 years require 1300 milligrams of calcium every day to keep their bones and teeth healthy. Recent figures show, however, that more than 70 per cent fail to meet this daily target. Some ways to boost your calcium intake include:

- eating green leafy vegetables such as cabbage, broccoli and kale
- including dairy foods (milk, cheese, yoghurt) into your daily diet
- adding tofu to some meals
- snacking on calcium-rich nuts and seeds such as brazil nuts, almonds and sesame seeds
- eating more fish, especially those where you eat the bones (such as sardines)
- reduce your intake of caffeine and soft drinks, which can inhibit calcium absorption.

7.5.3 Good food choices and health

The *Australian Guide to Healthy Eating* states that we should enjoy a wide variety of nutritious foods every day. The guide outlines the five food groups that provide the nutrients we need to grow and function on a daily basis. The amount of these foods we should eat each day depends on our body size and activity level. If you are very active and burn up lots of energy, you will need to eat more serves of these foods to sustain your energy levels. Table 7.4 outlines the number of serves for children and adolescents from each food group. For more information, use the **Eat for health** weblink in the Resources tab.

Few foods contain all the daily nutrients your body needs, so it is important to eat a variety of healthy foods. If you eat only three or four types of food, your body will not get all of the nutrients it needs. It is also vital to drink plenty of water to remain hydrated throughout the day.

on Resources

Weblink: Eat for health

TABLE 7.4 Recommended average daily number of serves from each of the five food groups*

	Vegetables and legumes/ beans	Fruit	Grain (cereal) foods, mostly wholegrain	Lean meat and poultry, fish, eggs, nuts and seeds, and legumes/ beans	Milk, yoghurt, cheese and/or alternatives (mostly reduced fat)	Approx. number of additional serves (for more active, taller or older children and adolescents) from the five food groups or discretionary choices
Toddlers**						
1–2	2–3	½	4	1	½	
Boys						
2–3	2½	1	4	1	1½	0–1
4–8	4½	1½	4	1½	2	0–½
9–11	5	2	5	2½	2½	0–3
12–13	5½	2	6	2½	3½	0–3
14–18	5½	2	7	2½	3 ½	0–5
Girls						
2–3	2½	1	4	1	1½	0–1
4–8	4½	1½	4	1½	1½	0–1
9–11	5	2	4	2½	3	0–3
12–13	5	2	5	2½	3½	0–2½
14–18	5	2	7	2½	3½	0–2½
Pregnant	5	2	8	3½	3½	0–3
Breast-feeding	5½	2	9	2½	4	0–3

**Includes an allowance for unsaturated spreads or oils, nuts or seeds (½ serve [4.5 g] per day for children 2–3 years of age, 1 serve [7–10 g] per day for children 3–12 years of age; 1½ serves [11–15 g] per day for children 12–13 years, and 2 serves [14–20 g] per day for adolescents 14–18 years of age and for pregnant and breastfeeding girls).*

***An allowance for unsaturated spreads or oils or nut/seed paste of 1 serve (7–10 g) per day is included. Whole nuts and seeds are not recommended for children of this age because of the potential choking risk.*

Enjoy a wide variety of nutritious foods



Children and adolescents should be encouraged to:

- eat plenty of vegetables, **legumes** and fruits
- eat plenty of cereals (including breads, rice, pasta and noodles), preferably wholegrain
- include lean meat, fish, poultry and/or alternatives
- include milks, yoghurts, cheeses and/or alternatives, especially reduced-fat varieties
- choose water as a drink.

Care should be taken to:

- limit saturated fat and moderate total fat intake
- choose foods low in salt
- consume only moderate amounts of sugars and foods containing added sugars.

Advice from health organisations

The approval of particular food products by recognised health promotion groups, such as the Heart Foundation, has helped to provide a quick and easy source of information on food labels. The Heart Foundation's Tick program was introduced in 1989 as a way of helping consumers to make healthier eating choices. Foods that meet certain nutritional requirements, such as limited levels of saturated and trans fats, kilojoules and sodium (salt), or foods that are higher in fibre than similar products could earn the Tick. Though the Tick is no longer used, it helped increase public health awareness and empowered people to make healthy food choices. A more recent initiative has been the Health Star rating system introduced by the state and Federal governments. It is used to show the nutritional profile of packaged foods — food with the most stars (up to five) are the healthier choice.

Media advertising can be a poor source of nutritional information. Advertising generally highlights only positive aspects of a product, for example, that a product is '97 per cent fat free', which can be perceived as being a 'healthier option'. However, further investigation may show that this product has high levels of sugars or sodium. Foods high in sugar can lead to an increased risk of **obesity** or **type 2 diabetes**. Foods high in sodium can lead to an increased risk of cardiovascular disease. Foods high in fats could contribute to unhealthy weight gain. It is important that we consider these claims carefully as well as understand the nutritional information available on the label.

Food labels

Food labels are a good source of nutritional information that can be used to make healthy food choices. The law in Australia 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 apricots in apricot jam. Showing this percentage allows you to compare various types of apricot jam.

Nutrition information panels on food packaging provide information that can help consumers make healthier food choices.



In addition, information about the levels of energy (kilojoules), carbohydrate, fat, 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.

Although food labels provide useful information about the nutritional quality of a particular food, they also have some limitations. Do you find the labels confusing, complicated or time-consuming to interpret? Many people do. Others can be misled by the marketing claims on the front of the package or by 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 to mean the food is low in fat or kilojoules.

Influences on food choice

Many contextual factors influence the food choices we make. These vary greatly from person to person, and for the same person in different circumstances. The most obvious influence is hunger. When we are hungry, our need for energy is high so we tend to make less informed choices about the nature of the food we eat. Other factors that influence our decisions about food, such as our family, the media, our friends and our culture also play a strong role in this decision-making process. Influencing factors on our food choices include:

- *cost and accessibility*. In many places, there are foods that are produced locally. These tend to be cheaper and more readily available. For this reason, local foods are used in many dishes of a particular region. An example of this is the use of rice in Asian countries.
- *education and knowledge*. Many studies indicate that if a person is knowledgeable about healthy food and healthy eating they tend to make better choices regarding diet. Levels of obesity and illness related to poor lifestyle, including poor diet, are higher in the parts of our society with the lowest levels of education.
- *culture*. Particular cultures have a strong influence on the food choices of people who identify as being a part of that culture. Many beliefs that help shape a culture are based on food choice and eating patterns. For example, Ramadan is a cultural event that influences when and what is eaten by members of the Muslim community.
- *stress*. Stress is an increasingly dominant force in food choice within our society. We know that stress can produce reactions that vary from person to person. Stress can suppress (lower) a person's appetite, but it can also increase it. Additionally, stress may cause rushed or poor food choices as people don't have adequate time to prepare healthy food choices for themselves.

7.5.4 Influences on food behaviour

Young people make daily choices about the food they consume. While this is largely a decision affected by availability, your choices are also influenced by a range of factors that have the potential to change your decisions about food and nutrition. Three of these influences are nutritional value, value for money and sustainability.

Nutritional value

The amount of energy, the type of energy (carbohydrate, fat and protein) and the levels of vitamins and minerals in food can have a large influence on its popularity. Foods that are considered high in particular types of nutritional values are often popular with a particular section of the community. For example, foods that are high in protein are popular with active and health-conscious people, such as those who regularly workout and use gyms. Likewise, foods less dense in energy but high in vitamins and minerals are also popular.

Value for money

Food that is produced in large amounts, or grown locally are often more affordable due to the reduced costs involved in their production or transport. If a particular food is more affordable than other options then it may be more popular, despite perhaps not having the same nutritional value as other options. An example of this is bread. It is cheaper to buy a loaf of bread from a large supermarket chain, however, the nutritional value of that loaf of bread is usually lower than a more expensive wholegrain or rye variety.

Food sustainability

There is growing pressure on our food production due to an increasing population, decreasing farmland, drought and **extreme weather events**. As a consequence, there is increasing pressure being placed on governments to ensure that our food is produced in a **sustainable** manner, using **ethically sound** methods. This means that our food is grown or produced, processed and packaged in a way that doesn't harm the environment, is fair to the producer, such as fair pay for farm workers, and encourages healthy eating. If a product is promoted as 'sustainable' this may influence our food choices and make us more willing to pay a higher price for food produced ethically and sustainably.

Weighing up the conflicting influences on food choice can be difficult. The food choices we make often change as we get older, gain more experience and knowledge about nutrition.

7.5 Activities

Personal diet analysis

1. (a) Record your food intake over a period of one week.
   (b) Compare your weekly food intake to the dietary guidelines for children and adolescents in Australia shown in table 7.4 or in the *Australian Guide to Healthy Eating*. Are you meeting the dietary guidelines for adolescents and children?
   (c) Describe how you could improve your eating habits so that your diet is in line with the Australian dietary guidelines.
2. Do you think most young people eat a nutritious, balanced diet that is in line with the dietary guidelines? Give reasons for your answer, referring to at least three influences on behaviour in your response.
3. Plan a healthy diet for yourself that meets the dietary guidelines for adolescents and children for one week.
4. Find one interesting food label either from your own consumption or online. Prepare a 30-second presentation to your class (or group) about what is interesting or misleading about the information in the label and suggest who the target market might be.
5. (a) Compare a meal from a fast-food outlet to an equivalent home-cooked meal. Research the resources, packaging and transport that may have been used in the entire production of each meal.
   (b) Which meal do you consider to be more ethically and sustainably produced? How would this affect your decision about which one to choose?

Nutrients

6. (a) Choose two of the essential nutrients found in foods. Use the **Important nutrients** weblink in the Resources tab to investigate then design an information sheet for each that includes the following:
   - a description of the nutrient
   - its main functions
   - examples of recommended food sources
   - the recommended intake for adolescents and adults.

   (b) Present your findings using PowerPoint slides. Using SlideShare, collate at least six different nutrients. Alternatively, prepare a Kahoot quiz for your class about the different nutrients and their benefits, suggested serving size and foods high in each of the nutrients.

Healthy snacks

7. (a) Survey the class on what snacks they have had in the past 24 hours. You may wish to present your findings in a graph.
   (b) Using your knowledge about nutrition, evaluate the nutritional value of the most popular choices.
   (c) Discuss reasons why these snacks were chosen.
   (d) Suggest at least five nutritious snack alternatives and create a poster or Prezi presentation to encourage your classmates to make healthier choices when choosing their snacks.
8. As a class, discuss and decide on a set of questions to ask your school canteen staff regarding the healthy options offered. Seek permission and elect two or three class representatives to undertake a tour of the canteen. Be sure to be respectful in your manner with the staff. What does the school do well in regard to looking after the health of students? What other things does the school do? For example, is there a breakfast club?
9. In small groups, produce a self-help guide poster to assist students in making healthy food choices from the school canteen. Obtain permission to display a different group's poster each week in the canteen.
10. Create a checklist to analyse nutritional labels.

Making healthy choices

11. (a) Visit your local supermarket or browse their website. Using a set budget, plan a week's diet that would align with the *Australian Guide to Healthy Eating*. Make a note of labels, advertising messages and marketing gimmicks.
    (b) As a class, compare and discuss your findings. Discuss the challenges of planning a healthy diet, including value for money and eating sustainably.

Analysis of breakfast

Complete the following tasks to analyse the most important meal of the day.

12. (a) Nominate a number of students to each bring a box of breakfast cereal to class from home. Ensure there is a range of different cereals to analyse. Have one student bring a bag of sugar and a measuring teaspoon from home.
    (b) In small groups, examine the nutrition label of each cereal.
    (c) Compare the cereals and discuss the differences.
    (d) Focus on the sugar content. Convert grams into teaspoons (one teaspoon = 4 grams of sugar) and physically measure out the amount of sugar (per serve) in the breakfast cereal. Which cereal had the least amount of sugar per serve? Were you surprised by your findings?
    (e) In your groups, discuss the importance of consuming an adequate breakfast.
    (f) Discuss three possible barriers to enjoying a healthy breakfast.
    (g) As a group discuss some possible strategies to overcome the barriers identified; share your group's ideas with the class.

on Resources

- **Interactivity:** The nutrition of food (int-5452)
- **Interactivity:** Keeping the balance (int-5453)
- **Digital doc:** Worksheet 7.3 Analysing snack and lunch options (doc-29210)
- **Weblink:** Important nutrients

7.5 Check and challenge

Explain

1. List the essential nutrients found in food and the main function of each.
2. What foods are recommended in greater proportions in the *Australian Guide to Healthy Eating*?
3. What type of carbohydrates are best for you and why?
4. Why is it important to have a variety of fruits and vegetables in your diet every day?

Elaborate

5. Dietary guidelines for children and adolescents are different to those for adults. Research and identify the differences and discuss why they exist.
6. Outline how contexual factors such as education, culture and socioeconomic status can affect food choices and therefore eating patterns. Give positive and negative examples in your response.
7. What advice would you give to someone who had a diet of fast food that was high in fat and salt?
8. What is meant by sustainable and ethically sound food production? Give examples to support your answer.

Evaluate

9. Your family has decided to improve their diet. Identify the less healthy eating habits of your family and list ways these could be improved.
10. Research and report on why it is recommended to eat regular, smaller meals rather than just one large meal per day.

7.6 Mental health

Adolescents are more likely to be affected by mental health problems such as depression and eating disorders than any other age group in Australia. By maintaining positive mental health, you can reduce the risk of experiencing these issues. Knowing how to support yourself or someone who is doing it tough is an important skill.

7.6.1 Mental health problems

How we perceive the world and how we react to what is happening in our lives are reflections of our mental health. Young people who have positive mental health feel good about themselves, can make decisions to resolve problems and can bounce back when things become stressful.

For some people, the way they see the world and their place in it, and what they think about themselves, can be quite negative. They may find it difficult to cope with stress or even with day-to-day activities, such as study, a part-time job or other responsibilities. A significant number of children and young people in Australia experience **mental health** problems and, for some, this leads to mental illness, which is more severe.

Mental health is a key component of our overall wellbeing.



Unfortunately, in the past there has been a stigma attached to mental illness. People who experience mental illness are often afraid or embarrassed to seek help or tell their family. This is slowly changing as awareness about mental illness increases. It is important that people who experience mental illness are supported in the same way as those who have a physical illness.

7.6.2 Types of mental health problems

Mental illnesses are divided into two groups — **psychotic illnesses** and **non-psychotic illnesses**. Table 7.5 outlines some of these.

TABLE 7.5 Some common mental illnesses

Mental illness	Nature of the illness
Non-psychotic illnesses • Anxiety disorders, for example, traumatic stress disorder and obsessive compulsive disorder • Depression, for example, adjustment disorder and post-natal depression	A group of disorders where the person feels high levels of anxiety most of the time. There are extreme feelings of discomfort and tension, and a fear of panic attacks. Clinical depression is a group of illnesses. People with these illnesses experience long-term depressed moods that affect their life. They may feel unable to cope and experience a sense of hopelessness and despair.
Psychotic illnesses • Bipolar disorders • Schizophrenia	People with a bipolar disorder experience times when they are clinically depressed and then times when they feel extreme happiness, over-activity or rapid speech. These times are called periods of 'mania'. Schizophrenia affects one in every 100 people. It interferes with mental functions and can cause changes to personality. The symptoms include: • delusions, such as false beliefs about negative actions against them • hallucinations, for example, hearing voices; seeing, smelling, feeling or tasting things that are not there • thought disorder — thoughts jumping with no logical order.

HEALTH FACT

One in five Australians will experience a mental illness. Many mental illnesses are caused by a physical dysfunction of the brain and can be treated effectively. Some people experience their illness only once and fully recover; for others, the illness recurs throughout their lives. Stress may trigger some mental illnesses or prolong them.

Depression

Depression is a common mental illness. There are many types of depression. When a person is experiencing depression, they often have overwhelming feelings of despair and sadness. We all experience times when we feel sad or down, often triggered by stress or a loss in our lives. Generally, most people recover and are able to move past the loss. For people who have a depressive illness, the feelings of depression last longer and can make it difficult to cope with daily life.

Clinical depression can make it difficult to cope with daily life.



Eating disorders

Anorexia and bulimia are types of non-psychotic mental illness. Each of these eating disorders involves a preoccupation with control over body weight, eating and food.

Anorexia affects one out of every 50 adolescent girls. Most people who experience anorexia are female but males are also experiencing the disorder in increasing numbers.

Bulimia affects one in six adolescent females and can also affect males.

7.6.3 Positive mental health

People who have positive mental health:

- manage their emotions in a positive way
- develop and maintain positive relationships
- cope with the demands of everyday life
- feel content most of the time
- deal with stress in a positive way
- have a good sense of self
- know how to access help if they are not feeling 'right'.

Positive relationships are important for good mental health



7.6.4 Supporting others

People who experience mental illness need the support of others. Treating others with respect and not putting them down will help them feel good and support their mental health. Think about how you would feel if your friends and family put you down. You would probably find it very difficult to handle. We may have a family member or friend who is going through a difficult time with anxiety, depression or an eating disorder and our support can help comfort them during this time.

Ways we can help include:

- being their for them
- talking
- listening
- encouraging them
- participating in their favourite hobby or activity.

If you are worried about yourself or someone you know, agencies such as Kids Helpline, Reachout, headspace, your school counsellor or a trusted adult are a good place to go so you can get the help you need.

7.6 Activities

Attitudes about mental illness

In groups of three, undertake the following tasks.

1. Discuss your attitudes about depression. What do you first think of when you hear the word?
2. Discuss the reasons why many people have negative attitudes towards people who experience mental illness.
3. Identify and discuss behaviours and language that you or others might use that can have a negative impact on people's mental health, for example, calling them names or telling them they are stupid.
4. Design an advertising campaign that promotes awareness of mental illness and promotes positive attitudes towards people who have a mental illness.
5. Present your advertising campaign design to the class.

7.6 Check and challenge

Explain

1. Describe and give an example of a non-psychotic illness.
2. Describe four ways people display positive mental health.

Elaborate

3. Describe the difference between depression as a mental illness and feeling sad.
4. One method of protecting your mental health is learning positive ways to manage stress. Describe your favourite way to relax. Then use the **Relax** weblink in the Resources tab to learn some other relaxation methods.

on Resources

- **Weblink:** Kids Helpline
- **Weblink:** Reachout: Professional help
- **Weblink:** headspace
- **Weblink:** Relax

7.7 Review

7.7.1 Summary

- Health is measured by a combination of physical, emotional, spiritual, social and cognitive components.
- Wellbeing is how these measures of health interact to create an overall picture of an individual's wellness.
- There are some factors that affect your health that you might be unable to control, such as your genes, gender or environment. But other factors, such as the choices you make about your lifestyle, are yours to control.
- Young people often take risks that affect their health and the health of others.
- Knowing how to identify risks can keep you safe.
- Young people take risks for a range of reasons including peer pressure, to prove themselves, to rebel, inexperience and the need to be accepted.
- There is a difference between positive and negative risk. Positive risk is a considered risk where the potential outcome is worth the risk and will result in a positive outcome for an individual or group such as applying for a promotion.
- It is recommended that we eat a balanced diet that contains a variety of foods high in nutrients.
- There are many factors that influence our decisions about food, including our family, the media, our friends and our culture.
- Sustainability, value for money and nutritional value all influence our personal food choices and behaviours.
- The essential nutrients in foods are carbohydrates, vitamins, minerals, fats and protein.
- It is recommended that you limit your intake of saturated fats and high GI carbohydrates.
- The *Australian Guide to Healthy Eating* provides us with information on the type of foods we should eat and the daily proportions.
- Learning how to read food labels can provide you with the information you need to make better decisions about the food you eat.

ESSENTIAL QUESTION

How can we learn to make positive decisions to achieve our optimal health and wellbeing?

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

7.7.2 Key terms

cardiovascular disease any disease that affects the heart or blood vessels, including stroke and high blood pressure
cognitive health refers to our ability to think and reason and to make good decisions.
communicable disease can be passed from one person to another
emotional health relates to how we feel about who we are, how we express our emotions and how we react when stressed
ethically sound doing something the correct way according to the morals or principles involved
extreme weather events unexpected, severe or unseasonal weather such as drought, flood or cyclone
gender an individual's sense of who they are, as opposed to what their sexual characteristics indicate. Gender can also be based on how a person feels inside and how they express their gender. For example, societal and cultural expectations usually depict that men should act and look 'masculine' and women, 'feminine'.
heart attack a blockage in the blood flow in or to the heart
kilojoules energy value of food
legumes vegetables such as beans, peas and lentils
mental health how we think, feel and express our emotions
non-communicable disease cannot be passed from one person to another
non-psychotic illnesses a group of disorders where the person feels high levels of anxiety most of the time
nutrients chemical substances in food that nourish the body in specific ways; for example, carbohydrates provide energy
obesity the presence of excess fat tissue in the body, having a body mass index (BMI) over 30
peripheral artery disease reduced blood flow to the legs and feet
physical environment our physical surroundings, such as housing and land; our natural resources, such as clean water
physical health refers to the health of the body
psychotic illnesses severe mental disorders that cause abnormal thinking and perceptions
Ramadan Muslim practice involving fasting from dawn until sunset and increased prayer
reasonable degree of risk the potential for a positive outcome is much greater than for a negative outcome
resolve determination or a resolution to follow a course of action
risk the chance for potential injury or loss
sexual characteristics an individual's identity based on their genes, hormones and physical characteristics, for example, having a vagina, breasts, penis or beard; can also be referred to as biological or physical sex
shame Aboriginal and Torres Strait Islander term meaning embarrassment in certain situations, due mainly to the circumstances or attention rather than the result
social health refers to our social interactions and how we relate to others
socioeconomic environment determined by a person's income, education and employment
spiritual health refers to having a sense of purpose and meaning in our lives.
stereotypes widely held but overly simplified view of a particular individual or group based on their affiliation to a particular section of society
stroke a blockage in the blood flow in or to the brain
sustainable able to be maintained or sustained a certain rate or level
type 2 diabetes high blood glucose levels as a result of not making enough insulin or because the insulin produced is not working effectively
wellbeing a combination of person's physical, social, cognitive, emotional and spiritual health factors. Wellbeing is strongly linked to happiness, satisfaction with life and positive relationships.

7.7 Check and challenge

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au *Note:* Question numbers may vary slightly.

Key terms quiz online only

Multiple choice quiz online only

Check your understanding

1. What is health?
2. What is wellbeing?
3. What factors influence your health and wellbeing?
4. Why do young people take risks?
5. What is the difference between a positive and a negative risk?
6. Which communication skills assist you to stay safe in risky situations?
7. Identify and explain the major influences on your food choices.
8. List and describe the main function of the essential nutrients.
9. What are healthy food habits and why are they important?
10. Explain the purpose of the *Australian Guide to Healthy Eating*.
11. Can mental health issues and conditions be treated?
12. If someone has a mental health condition, will they have it for life?
13. Is there a difference between feeling stressed and having a mental health condition?
14. What should you do if you are, or you think someone you know is, struggling with your/their mental health?

on Resources

Digital doc: Worksheet 7.4 Key terms quiz (doc-29211)

Digital doc: Worksheet 7.5 Multiple choice quiz (doc-29212)

Digital doc: Key terms glossary (doc-29213)

TOPIC 8
Staying safe

8.1 Overview

8.1.1 Introduction

Staying safe and healthy involves good decision making in many areas of life. This includes when outdoors playing sport or participating in a recreational activity, working on the farm or enjoying the water at a beach, lake or pool; or attending parties with friends and family or simply going online or texting friends. Good decision making is also important for you as a road user, either as a driver, passenger or pedestrian. Knowing basic first aid and what to do in an emergency are useful skills for dealing confidently and appropriately with the unexpected.

Young people can make decisions that enhance their health and the health of others.



on Resources

eLesson: Staying safe (eles-2949)

Digital doc: Key terms glossary (doc-29384)

ESSENTIAL QUESTION

What skills do I need to stay safe in different environments?

SYLLABUS OUTCOMES

A student:

- examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others (PD4-2)
- recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity (PD4-6)
- investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities (PD4-7)
- plans for and participates in activities that encourage health and a lifetime of physical activity (PD4-8)
- demonstrates self-management skills to effectively manage complex situations (PD4-9)
- applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. (PD4-10)

8.2 Peer relationships

Being a good friend involves not just being there for the good times but also those times when a friend may be experiencing stress in their life and is in need of our help. Supporting your friends in such times can help ensure they stay safe, both emotionally and physically. Understanding ways to help and being prepared to exercise assertiveness at times can be important factors in ensuring your own and others' safety.

8.2.1 Standing up for yourself

Studies show that as we reach high school, teens spend more than half their time in the company of peers. It is not surprising then, that our peers are so influential in our lives, particularly during the high school years.

While much of our peer interaction will be positive, there will be times when we need to stand up for ourselves or others in the face of unsupportive, unpleasant or bullying behaviour. Learning how to stand up to such behaviour can improve your sense of empowerment, assertiveness, self-esteem and communication. These are important skills that you will draw on throughout life, so it is well worth practising them while you are at school and have the support of others such as parents, teachers and other trusted adults to guide you along the way!

Supportive peer relationships are important to our health and wellbeing during adolescence and beyond.



8.2.2 Forms of bullying

Bullying is the *ongoing* misuse of power in a relationship through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm.

It is important to remember that having an argument with someone does not constitute bullying, nor does a one-off act of aggression. While these incidents are unpleasant and should be addressed and rectified wherever possible, they are different to bullying.

Bullying can occur in various ways and may include the following types of behaviour.

Physical bullying — when a person is touched, pushed, hit or otherwise physically intimidated

Verbal bullying — when a person is hurt by the verbal comments of another person, could include name-calling, insults, teasing or remarks of an inappropriate nature

Social bullying — when a person is deliberately excluded from group activities, or hurt by unpleasant remarks made about them to others or by rumours spread about them. Most cyberbullying involves this type of behaviour

8.2.3 Being a supportive upstander

It is estimated that about 85 to 90 per cent of bullying is witnessed by others. These witnesses are most likely to be peers of the victim and the bully.

A bystander is a person who witnesses or is aware of an instance of bullying or negative behaviour towards another person but is not involved in the bullying. In cases of online (cyber) bullying, a bystander is someone who is aware of the online harassment and is able to view some or all of the online content that is causing the distress. One of the best ways to help stop bullying is to practise **upstander** behaviour.

Upstander behaviour is when someone witnesses and takes action against bullying behaviour. This can be done in several ways:

- *Help out*. Be a friend to the person being bullied. Talk to them; invite them to sit with you; ask them to join you in doing something somewhere else.
- *Call out the behaviour*. If you feel that you can, calmly and confidently call out the bullying behaviour, or make an effort to divert the attention away from the person being bullied.
- *Refuse to watch and seek help*. If bullying is happening, don't be a bystander. At the very least, walk away from the situation and if possible seek help from a teacher, parent or other trusted adult.
- *Call out bystander behaviour*. Let others know that by laughing along or even just watching on, they are effectively joining in the bullying behaviour.
- *Don't engage in the rumour cycle*. Refuse to spread untrue or nasty messages.
- *Respect people's rights and differences*. We all have our own views, values and backgrounds and will not always agree. That is okay and, in fact, is part of what makes our society interesting. Accepting diversity and respecting other people's rights to their own opinions is important. Sometimes you may need to encourage others to 'agree to disagree' and simply move on.

If you don't feel comfortable taking direct action during a bullying incident, you can still help in other ways. If you know someone is being bullied, say something or send a message to let them know you are there to support them. Ask them about what is going on but remember they may not want to talk about it, so be respectful and understanding. Listen to what they have to say, reassure them that there is help available and encourage them to seek it.

Learning how to manage bullying behaviour is an important set of skills that can help keep you and others safe. Explore the **What is bullying?** and **Two ways to deal with bullying** weblinks in the Resources tab to learn more about bullying and how to handle it.

Bullying can occur in many different settings. Increasingly in recent years, cyberbullying — bullying that takes place via technology — has become an issue in many young people's lives. As with bullying that occurs in a face-to-face environment, recognising and having strategies to deal with cyberbullying are important in protecting ourselves and others from this potentially very harmful experience. Use the **Dealing with cyberbullying** weblink in the Resources tab to learn some of these strategies. More information about cyberbullying and staying safe online will be discussed in subtopic 8.3.

Social bullying can include deliberately excluding someone from a group and saying unpleasant things about them to others.



on Resources

- **Weblink:** What is bullying?
- **Weblink:** Two ways to deal with bullying
- **Weblink:** Dealing with cyberbullying

8.2.4 Forms of violence and harassment

We tend to think of violence as a purely physical thing, but the World Health Organization defines it as being:

> the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.

Today, we recognise that violence can take various forms, including the following.

Physical — physically assaulting someone such as through pushing, punching, kicking or using a weapon

Sexual — forced or unwanted sexual activity. This can be a form of physical violence but could also be sexually offensive comments, jokes or exposure to images or other material of a sexual nature.

Financial — where finances in a relationship are overly controlled by one person to the detriment of others. This can include various behaviours such as restricting access to bank accounts, monitoring of spending or even forbidding a partner to work.

Psychological/emotional — where there is an imbalance of power in a relationship and it is used in a negative and damaging way; may take the form of someone name-calling, yelling or swearing at their partner or through more 'passive' means such as ignoring or refusing to talk to their partner for an extended period of time, or through various jealous and possessive behaviours

Harassment is unwanted behaviour that offends, humiliates or intimidates a person, such as the following examples.

Teasing someone because they are from a different cultural background

Body-shaming — making negative comments about someone's physical appearance

Making comments about someone's sexuality

Making flirtatious comments or continuing to ask someone out when they have indicated they have no interest in a relationship of that nature

Having an understanding of the different behaviours that constitute violence and harassment and recognising when things are 'not okay' are an important part of keeping ourselves and others safe within our relationships.

DID YOU KNOW?

Under the *Crimes (Domestic and Personal Violence) Act 2007* (NSW) it is an offence to stalk or intimidate another with intent to cause fear of physical or mental harm. The maximum penalty is five years' imprisonment or a fine of $5500.

8.2.5 Trusting your feelings

Sometimes we might see, hear or experience something that just doesn't 'feel' right. This is often referred to as our 'gut feeling'.

Trusting our feelings can help us make the right decisions to safeguard our wellbeing.



It is important to listen to and trust our own feelings and thoughts about a situation. Our instincts are partly shaped by our past experiences and the knowledge that we have gained through them. Sometimes it is not easy to exactly pinpoint or verbalise an issue, but generally, if you find yourself feeling nervous or uneasy at the thought of a particular situation (for example, the idea of attending an unsupervised party, or going out with someone a bit older than you), it may be that you feel this is not the right or safe thing for you to be doing.

Similarly, in our relationships with others, if something doesn't feel right to us, it probably *isn't* right for us. For example, you might have a friend who is lots of fun when it's just the two of you together but who is always putting you down when you are with other people. This makes you feel embarrassed and humiliated, and you find yourself feeling nervous whenever you are going to be in a group of people with this friend. Your nervousness is your body's way of telling you that you are feeling emotionally unsafe when you are with this person. To improve the situation, you might talk to your friend and let them know how you are feeling and ask them to stop the behaviour that is causing you distress.

When faced with decisions in daily life and in managing relationships with other people, tuning in to your gut feelings will help you determine the best course of action and can help you keep yourself safe — both physically and emotionally.

8.2.6 Respect and relationships

Entering into a relationship with someone is exciting and challenging at the same time. While we all enjoy the special attention of someone who we like and are attracted to, building a safe, caring and trusting relationship involves openness, good communication and respect for each other as individuals.

Being in a relationship can be rewarding when both people feel safe, valued and respected.



An intimate relationship is one in which the people involved share an emotional and romantic friendship that may become physical. In a good relationship, the development of physical intimacy is a process that is mutually agreed and in a manner with which both partners feel comfortable. Key elements of a good relationship, and ones that build a sense of trust and security between partners, include communication, honesty, respect for other's choices, respectful management of conflict and negotiating consent for the development of physical intimacy.

Open communication

Good relationships are built upon open and honest communication. The right to express your thoughts and feelings freely with your partner is a key element of a safe and healthy relationship. Disagreements will happen; being able to express our views, listen respectfully to the views of our partner, negotiate and compromise are vital skills to develop in order to be able to build healthy relationships in which both parties feel valued.

Respecting people's choices

We won't always agree with other people's opinions or choices. This is what makes us individual and unique. While it can be frustrating when others don't share our outlook, it is an important part of growing as an individual and as part of a relationship to accept others' rights to make their own decisions — just as we expect others to respect our right to do so. In a relationship, knowing that your partner respects your choices — whatever they relate to — is another key element that builds a sense of trust and safety.

Negotiating consent

In a relationship, mutual consent means that both people agree or give permission to the other to do something. Consent implies an understanding of what is involved in an activity and the possible consequences. In an intimate relationship, any level of physical intimacy should be discussed and consent negotiated so that both parties feel safe and comfortable. The right to say no exists at all times. Even if you have participated in certain physically intimate behaviours with your partner in the past, you have the right to say no *at any time* to anything you do not feel comfortable with.

Sexual activity of any kind without consent is illegal — this is sexual assault and serious legal punishments apply to this behaviour. The emotional and psychological effects of unwanted sexual activity can be severe and very damaging. It is of utmost importance to ensure, through open and honest communication, that both people in a relationship are comfortable with whatever level of physical intimacy is being proposed. This is yet another reason why good communication is key to building safe and healthy relationships.

Understanding what makes a healthy, respectful relationship is an important part of being able to recognise and communicate our needs, feeling safe and building trust with the important others in our lives. Use the **Respectful relationships** and **Negotiating consent** weblinks in the Resources tab to learn more.

on Resources

Weblink: Respectful relationships
Weblink: Negotiating consent

8.2 Activities

Role play

1. Pick one of the following scenarios and devise an effective upstander response. Share with your class.
   (a) Your class is in the sports changeroom getting ready for your PE class. You notice that one student, who is overweight, has not yet started to get changed; you suspect that this is because of unkind comments that have been made previously. The teacher tells the class to hurry up. Despite being already changed, some of the students who have made negative comments are still in the changeroom; they seem to be waiting for the overweight student to start getting changed.
   (b) You have become aware that a boy in your year has made a fake social media account and is pretending to be another student at your school. Another friend just told you about a post that the student has made using the fake account that insults many people in your year group.
   (c) The new girl in your year has just started her second week at school. A couple of unkind students have started asking very personal questions during lunchtime. She is becoming increasingly distressed and can't seem to get them to leave her alone.

Trust your instincts

2. Consider the following situation and complete the activities that follow.

   You've just been asked to a party. There are not going to be any supervising adults at the party and you think there is a chance that things could get out of control. Your parents have said you may go to the party but they think that the host's parents will be there.

(a) In groups of 3 or 4, discuss what each group member's instinct or gut feeling is about this situation.
(b) Devise an agreed best plan and share with the class.
(c) Individually, look back on what your original feeling was regarding this scenario and how it differed from the group's response. Was there any difference? What role do you think peer pressure played in this situation?

3. Survey five to ten class members about an occasion where they followed their 'gut feeling'. If each person is willing to share, note the details of the events. If not, simply ask each person to indicate whether, with hindsight, they believe that the decision they made was the right or wrong one.
4. We all have times when we are concerned about our own health, safety or wellbeing or that of others. Consider the following scenarios and devise the best approach for each.
   (a) A very good friend has expressed feelings of unusual anxiety and sadness. You have just knocked on the school counsellor's door to alert them to your concerns. Write down your concerns in the way you would tell them to the counsellor.
   (b) An adult you have contact with online has repeatedly asked unusual or inappropriate questions, which is making you feel very uncomfortable. Your parents ask what is wrong because they have noticed you acting out of character. While you are relieved that you now have an opportunity to address the issue, you still have to have a conversation with your parents. Construct the script of the conversation in the way you hope it would go.
   (c) You have noticed your friend has an unusual mole on their back but it doesn't seem to worry them. Despite this, your gut instinct tells you that it doesn't look right. You ask them to get their parents to make an appointment but they still refuse. You believe they might be hesitant because they are fearful of the outcome. Construct a two-minute persuasive speech telling them why they need to get it addressed. Use at least three arguments in your speech.

8.2 Check and challenge

Explain

1. Make a list of people someone could see for help if they were being bullied:
   (a) at school
   (b) out of school.
2. What is an upstander? How does this differ to being a bystander?

Elaborate

3. Consider the effects that bullying has on the victim and the person doing the bullying. Are there any ways that you could help the bully themselves?
4. (a) What could you do to help in a situation where someone in your class is being bullied?
   (b) How could you address a bullying situation in the playground where you are not directly involved?

8.3 Online safety

Increasingly, we rely on the internet for our information-gathering, social interaction, financial management and employment. Having the understanding and skills to safely and responsibly negotiate the ever-evolving online environment enables you to participate fully in its positive offerings, while ensuring you and others remain safe from its potentially negative influences and effects.

8.3.1 Connecting online

Social media connects us to our friends, peers and family in a virtual world, as well as to people we don't know. Our online profile is created when we use a phone, set up a social network page or play games on the

internet. Connecting with others via blogs or social media provides an avenue for creating our social identity. The decisions we make about what we share online have consequences for our digital reputation, which speaks volumes about our values and social identity and creates our digital footprint.

DID YOU KNOW?

The Australian Communications and Media Authority (ACMA) has the authority to prosecute companies for breaching the *Spam Act 2003* following complaints made by the public about receiving spam text messages.

8.3.2 Strategies for keeping safe online

Online safety is not only about understanding issues such as cyberbullying, sexting and avoiding explicit content, it is equally about engaging positively by being aware of your own online behaviour, respecting others and knowing what action to take to protect yourself.

Cyberbullying is the act of using technology for the purpose of bullying a person or group of people. As discussed in section 8.2.2, bullying is repeated oppressive behaviour and, in the online context, can include sending abusive texts or emails, such as spreading rumours, or excluding someone from a group.

Sexting is the act of sending explicit images or videos to someone. Australia enacted its first sexting laws in August 2014, making it a crime to share explicit images of another person without their consent.

If you are the victim of cyberbullying it's okay to seek help from others. If you know someone who is being bullied, let them know you are there to support them and encourage them to report the bully.

Strategies to deal with antisocial online behaviour include:

- standing up and speaking out
- telling someone you trust, such as a parent, teacher or counsellor
- not responding to bullying messages
- blocking the cyberbully
- reporting bullying to the relevant social media site
- keeping evidence of the content of text or emails
- reporting violent threats to the police.

Topic 3 includes more information about protecting yourself from bullying. For advice about reporting inappropriate online behaviour go to the **Report cyberbullying** weblink in the Resources tab.

Support others who may be the target of cyberbullies.



on Resources

Weblink: Report cyberbullying

8.3.3 Managing your online identity

We don't always think about where we will be in ten years' time, but imagine yourself in the hands of a recruitment agency that will be performing a search when you apply for a new job, register to enter a program of study or apply for a traineeship. In ten years, will you be happy with what these recruiters might find out about you? Your digital identity is defined by your behaviour and by the content you post about yourself and others. Blog posts, social networking 'likes' and tagged photos all shape how you are perceived by others online and offline, both now and in the future.

Engaging with social technologies requires an understanding of the potential risks. If used well, social technologies can enhance your friendships, relationships and even secure a good job.

Using social media is one way of exploring your social identity. By engaging with social technologies you are presenting an image of who you are now or who you hope to be. Social media allows you to completely change your identity, which is a lot harder to do in the face-to-face world. It offers scope for creating very imaginative identities.

Some simple steps to manage your online profile

Think of the consequences before you post, text or blog.

Evaluate your profile or have someone else do it for you. Use search engines and social media sites to search for your name.



Be aware of photos where you may be tagged by your friends.

Remove inappropriate content or ask to have tagged photos removed.

Set up your profile/s as private.

Remember, online information that you share with others can never be removed. Your personal information may end up being seen by people you don't know, including potential employers.

Privacy

It is always important to manage your own identity, as well as respect the identity of others. There are times when it is appropriate to comment or open a discussion with someone online, however, this needs to be carefully monitored. A good rule is if you wouldn't say something to your parents or a respected adult then it isn't appropriate to post online. Not only are there potential legal issues, it is inappropriate to criticise or belittle someone online. The ability to 'tag' people in online formats has been generally positive, however, this can create issues with unwanted attention. Some general tips for tagging online are:

- Ask permission to tag friends prior to doing so.
- Don't ever tag children, even if you are friends with them or their parents.
- Don't use tagging to promote products or events.

Just as we do online, it is necessary to respect an individual's identity offline. This could be as simple as not listening to conversations that don't involve you, or respecting decisions they have made.

8.3 Activities

Staying safe online

1. With a partner, use the **Staying safe online** weblink in the Resources tab to take the Cybersafety quiz. Do you and your partner have different views on any of the questions? As a class, discuss any of the scenarios that you were unsure about and, on the board, make a list of strategies for keeping safe online. With your partner, create a poster outlining these strategies to display in the classroom.

Being respectful

2. Develop a list of how we can be respectful of others when sharing content online.

Assessing risks online

3. In pairs, discuss the following scenarios. Identify the risks, assess the level of risk and comment on the behaviour in each situation. What do you think could have been done differently to promote online safety in each instance?
   (a) Sergio received an email from a person he didn't recognise. They claim to be a friend from primary school and provided a photo of themselves and requested Sergio to reply with his photo. He obliges because he doesn't wish to offend them by not remembering them from primary school.

(b) Tomika is completing her assignment on her mother's PC when a pop-up appears on screen indicating she has won a tablet PC. She clicks on it to see what she has won.
(c) Kim bought a dress online and used her parents' credit card to pay for it. It promised two weeks for delivery but it is now more than one month since she paid and the dress hasn't been delivered.
(d) Jay met a girl online and they have been chatting for over three months. She wants to meet him in person but Jay posted a photo of someone else on his profile.

on Resources

Weblink: Staying safe online

8.3 Check and challenge

Explain

1. Create a list of acceptable behaviours when communicating on the internet.
2. What should your online profile say about you?
3. What are privacy settings on social media platforms and how can you use them to protect yourself?
4. Explain the following terms:
   - cyberbullying
   - sexting.
5. How many online identities do you have? If you have more than one, explain why you need more than one identity.

Elaborate

6. Consider the impact inappropriate photos have on your reputation now and into the future.

8.4 Healthy decisions: drugs

Understanding why people do or don't use certain drugs, their effects and health impacts allows you to make informed decisions for your own health and wellbeing and to understand the issues surrounding drug use within your community.

8.4.1 Making good decisions

Making good decisions about your health is not always easy to do. Peer pressure, the need to fit in and experimentation are just some of the reasons young people misuse drugs. In this subtopic you will learn about **drugs** and their effects, and why people use, misuse or choose not to use drugs.

Drugs are used for many reasons, including pain relief, fighting disease, to heal the body and to help manage stress. Some drugs are illegally produced and are specifically made for recreational use rather than medical use.

Smoking is the single largest preventable cause of death and disease in Australia. So why do people smoke?



Research shows that drug use is directly related to many health problems in Australia. It is well known that smoking contributes to the development of a number of different types of cancers and that alcohol abuse can lead to cirrhosis of the liver (liver disease). Smoking is the largest preventable cause of death and disease, killing thousands of Australians each year.

8.4.2 Why some people take drugs

There are many reasons why people take drugs including:

- to treat an illness
- to improve performance
- as a form of relaxation
- out of curiosity
- due to parent or family use
- to be part of a celebration (for example, a party)
- to experiment (for example, to try something new)
- as an act of rebellion (for example, against parents)
- due to pressure from peers, or to fit in with the peer group
- as a form of escape from stress or emotional upset (for example, after an argument with a family member).

Why do people often use alcohol to celebrate?



8.4.3 Why people don't use drugs

Just as there are many reasons for people using drugs, there are also many reasons why people don't use drugs. These may include:

- Their family values and attitudes are against drug use.
- It is against the beliefs of their religion or culture.
- Some drugs are illegal.
- It is too expensive.
- They value personal health.
- They are athletes.
- They do not want to feel out of control.
- There are age limits.

Tobacco, like alcohol, is an illegal drug for people under 18 years of age.



8.4.4 How drugs affect your health

Drugs affect people differently. Two people can use the same drug at the same time but experience different effects. How drugs affect a person is influenced by a number of factors, including:

- how much is used
- height and body weight
- past experience with the drug
- mood
- the strength of the drug
- state of health when taking the drug
- whether the drug is used on its own or with other drugs
- the environment — whether used alone or with others, at home or at a party.

All drugs, including prescription medicines, have the potential to negatively affect your health if not used correctly. Long-term misuse or abuse of a drug can lead to damage to your body and even death.

HEALTH FACT

In Australia, approximately one in every 20 deaths and more than 150 000 admissions to hospital per year are illicit drug- and alcohol-related.

8.4.5 Their drugs, not yours!

Often, one person's drug use can affect the health and wellbeing of others, even those who choose not to use drugs. **Passive smoking** can cause cancer in people breathing second-hand smoke and drink-driving can lead to other people being injured or killed.

One person's drug use can affect other people in many ways, including:

- accidents
- health problems, such as cancer from passive smoking
- aggressive or violent behaviour towards others
- domestic violence
- family breakdown
- family financial problems
- sexual assault
- crime, such as break-ins and theft
- injury
- littering and environmental damage (for example, discarded cigarette butts, needles or bottles).

Passive smoking is one example of how other people's drug use can affect you.



HEALTH FACT

Medicines are developed to improve our health by fighting disease and infection and helping our bodies to heal. Medications are misused when a person does not follow the instructions given by the doctor or chemist, or when someone uses medication that has not been prescribed for them.

8.4 Activities

Reasons why young people take drugs

1. (a) As a class, discuss the reasons why young people take drugs. Make a list of all the reasons.
   (b) As a class, decide which reasons are most relevant to boys, to girls and to everyone. Identify the potential consequences for young people misusing drugs.
2. As a class, discuss ways in which drug use among young people could be reduced.

Drug use and the law

3. Choose one of the following types of drugs and use the **Drugs and the law** weblink in the Resources tab to research the law in relation to young people's use of it.
   - Cannabis
   - Alcohol
   - Tobacco
4. In small groups, share your research from activity 3. Discuss whether the law is effective at stopping and/or reducing the use of these drugs among young people.
5. Suggest strategies to reduce the use of alcohol and tobacco among young people.

Resources

Interactivity: Drug classification (int-5455)

Weblink: Drugs and the law

8.4 Check and challenge

Explain

1. Identify the reasons for some young people using drugs.
2. What impact might an individual's location have on potential drug use? For example, what issues might a person living on a farm face that those living in a city do not, and vice versa?

Elaborate

3. Make suggestions about what needs to be done to reduce the influences on boys and girls to take drugs.
4. In many cases, young people's drug use could be substituted with healthier alternatives. For example, there are many ways to relax or treat pain that do not involve drugs, such as meditation. Suggest some healthier alternatives to drug use.

Evaluate

5. Outline the factors in your life that have or would influence you to take or not take a drug.
6. Use the **Consequences of drinking** weblink in the Resources tab to watch a clip showing what can happen when alcohol is abused. Why do you think the people in this clip were drinking alcohol? Do you believe such commercials are effective in raising awareness of the risks associated with alcohol abuse among young people? Justify your response with examples.

Resources

Weblink: Consequences of drinking

8.5 Drugs and your health: stimulants

Drugs that speed up the functioning of your brain and nervous system are called stimulants. While in moderation and for short periods they may improve a person's ability to concentrate and/or perform physical tasks, there are real long-term physical and mental health risks associated with stimulant use, and far-reaching impacts for the wellbeing of both the drug-user and others around them.

8.5.1 How stimulants affect you

People often use stimulants such as caffeine or tobacco in an effort to improve mental performance and to feel energised. Yet even in moderation, these legal drugs can damage your body. In this subtopic you will learn about a variety of stimulants and how they affect your mental, physical and emotional health.

As discussed in subtopic 8.4, drugs are substances that change the way in which your nervous system and body work. They can either slow down or speed up your body systems, or affect how you perceive things. Drugs are often grouped into three categories: stimulants, depressants or hallucinogens. Stimulants used for 'recreation' or used in combination with other drugs can have a disastrous effect on your health and the health of others.

How much do you know about the damaging effects of cigarettes? Use the **Smoking and your health** weblink in the Resources tab to watch a clip from a government anti-tobacco campaign and then, as a class, brainstorm all the negative effects of smoking that you know.

on Resources

Weblink: Smoking and your health

8.5.2 Common stimulants

Stimulants are drugs that stimulate or speed up brain and nervous system functioning. They increase heart rate and blood pressure, and can make you feel more awake and alert. In large amounts they can lead to feelings of agitation, anxiety or aggression.

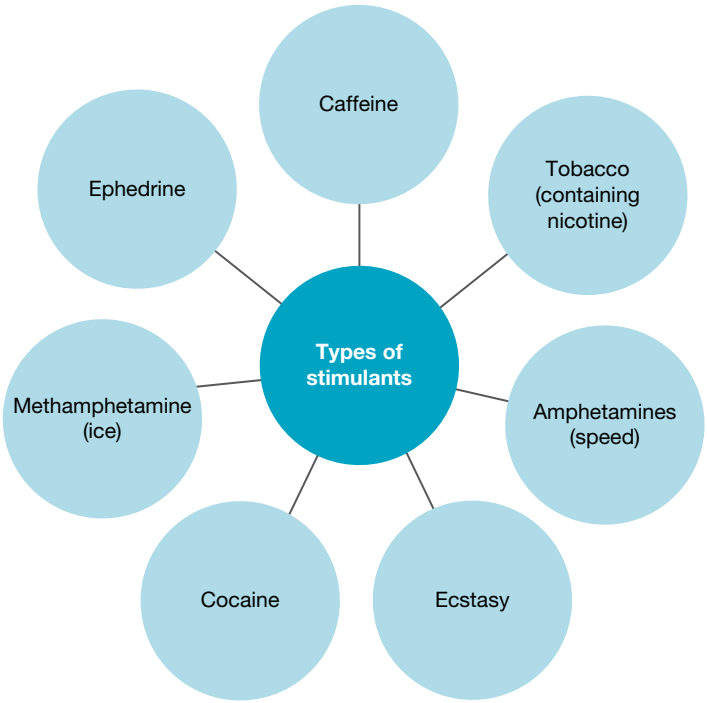
The effect of a stimulant on your body will vary according to the drug. Generally, the common short-term effects of stimulant use include:

- being alert, excited or agitated
- feeling anxious
- feeling confident
- increased heart rate
- increased blood pressure
- feeling sick in the stomach
- sweating more.

Each stimulant affects the body differently in the long term; however, most stimulants lead to:

- a **tolerance** of the drug
- a **dependence** on the drug.

People who use stimulants such as cocaine, speed and ice can become violent and aggressive. They are more likely to have relationship, legal, financial and housing problems.



There are many different types of drugs that have different effects on our bodies. Some drugs have a very addictive effect, making them harder to resist than others. Whatever the drug, knowing the effects is a very important part of making an informed decision about whether or not to use it.

8.5.3 Smoking

The key stimulant in tobacco is called nicotine, a highly addictive chemical that speeds up nervous system function. Although in Australia it is legal for people over the age of 18 to purchase tobacco, the health risks of smoking are widely known and well documented.

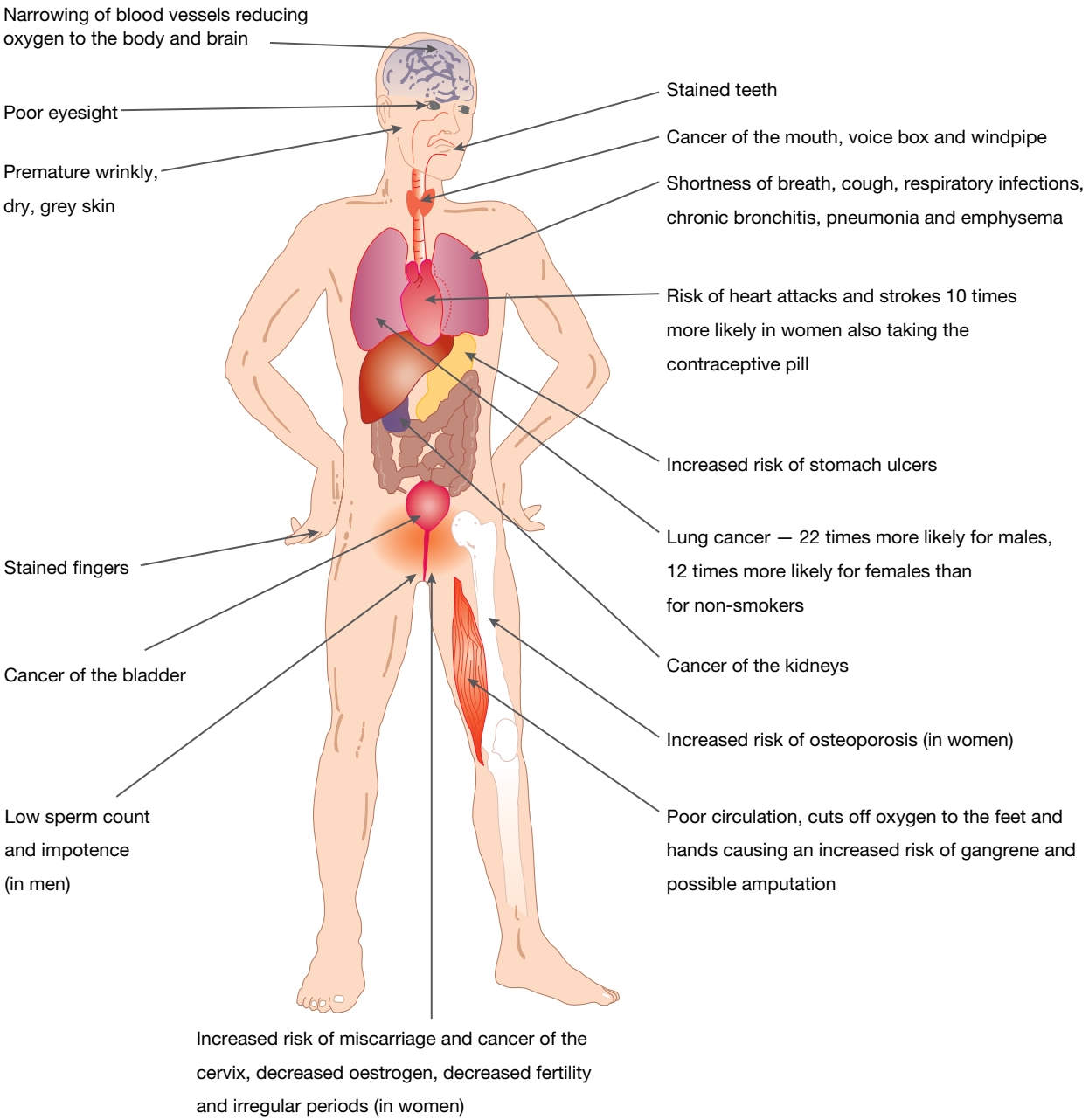
Health effects for smokers

There are both short- and long-term effects of smoking, as shown in table 8.1 and the diagram below. The good news, however, is that when a person stops smoking, the body begins to repair itself and the risk of smoking-related illness decreases over time, so it is certainly worth the effort of quitting!

TABLE 8.1 Effects of smoking

Short-term effects of smoking	Long-term effects of smoking
• Reduced fitness levels • Smelly clothes and breath • Irritated eyes from smoke • More coughing • More prone to chest infections	• Cancer of the lung, throat, mouth, lips, tongue, nose, nasal sinus, voice box, oesophagus, pancreas, stomach, kidney, bladder, urethra, cervix and bone marrow • Heart disease • Emphysema and/or bronchitis • Peripheral vascular disease — a narrowing of the arteries in the leg, which can cause a blockage and possible amputation

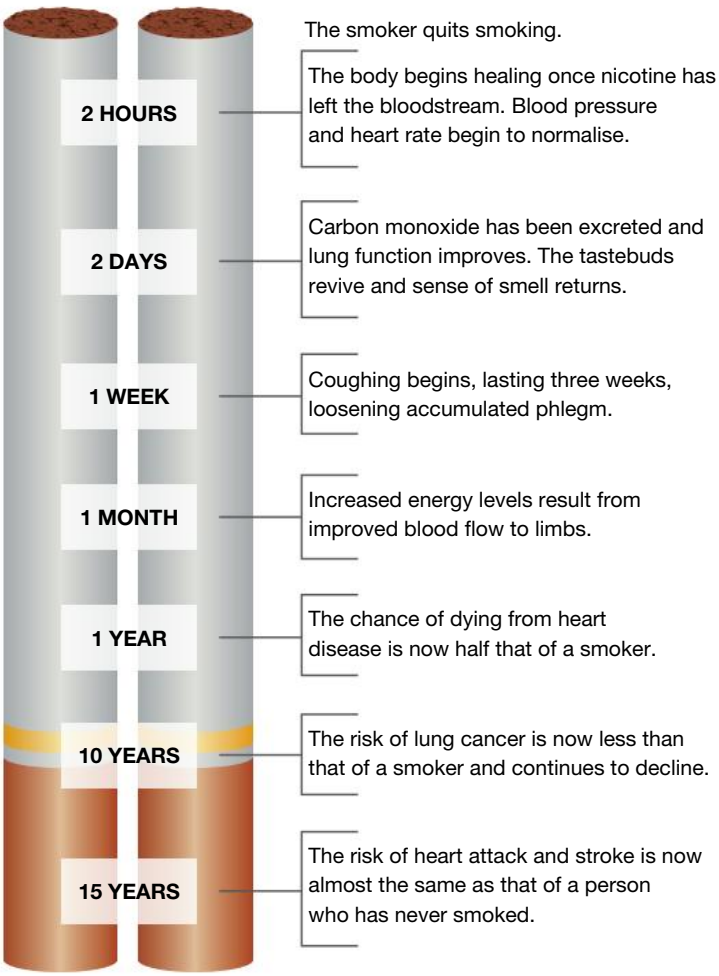
The long-term effects of smoking cigarettes



HEALTH FACT

Cigarettes contain over 4000 chemicals, many of which are highly toxic. Over 40 of these chemicals are known to be carcinogenic (i.e. cancer-causing). There is no safe 'low-tar' cigarette and no safe level of smoking. In Australia, 15 500 people die of cancer and other smoking-related illnesses every year.

Once a smoker quits, the body begins to repair itself immediately.



Use the **Quit** weblink in the Resources tab to learn more about the health impacts of smoking and to explore the different types of support and advice offered to people wanting to quit and to friends and family wanting to support others in quitting smoking.

on Resources

Interactivity: Smoking — the short- and long-term effects (int-5454)

Weblink: Quit

8.5.4 Consequences of the use of stimulants

In addition to the health impacts of stimulant use, it is important to remember that some stimulants are illegal drugs. It is illegal to use, keep, sell or give away certain stimulants such as speed, ecstasy and others, and you can be fined large sums of money and/or jailed if you are caught with these types of drug. In Australia, although tobacco itself is legal, it is illegal to sell it to anyone under the age of 18 years.

HEALTH FACT

Many people drink coffee in the morning to energise them and small amounts of caffeine (less than 600 milligrams per day) are not harmful. If you have more than 600 milligrams of caffeine a day for a long time, you may:

- find it difficult to sleep
- worry a lot
- experience symptoms of depression
- have stomach upsets.

In one cup of instant coffee there is 60–100 milligrams of caffeine, but in one cup of fresh coffee there is 80–350 milligrams depending on its strength. A 250 mL glass of cola has 35 milligrams of caffeine.



8.5 Activities

Tobacco and advertising

1. Use the **Turning the tide** eLesson in the Resources tab to watch a clip that discusses how anti-smoking campaigns have worked to make smoking socially unacceptable.
2. What messages are currently included on cigarette packaging or anti-smoking advertisements?
3. Do you think these messages are effective in reducing cigarette smoking? Explain.
4. Research the latest trends in smoking rates in Australia. Is the trend towards non-smoking improving? Explain your answer, using graphs to illustrate your explanation.

The effects of ice use

5. Research the common effects of the drug 'ice' (crystal methamphetamine) on a user. Compile a list of the potential negative effects its use could have on the person's:
   (a) family
   (b) employment
   (c) long-term health (physical, social and emotional).

on Resources

eLesson: Turning the tide (eles-0723)

8.5 Check and challenge

Explain

1. What does the term 'carcinogenic' mean?
2. What is the key addictive chemical in tobacco?

Elaborate

3. Suggest three ways passive smoking could have a negative effect on a child's health.
4. Suggest two reasons people use legal stimulants like coffee.

Evaluate

5. Identify three movies or television shows in which you have seen actors smoking cigarettes. What messages are conveyed to the viewer by the way in which the actor portrays his or her smoking?

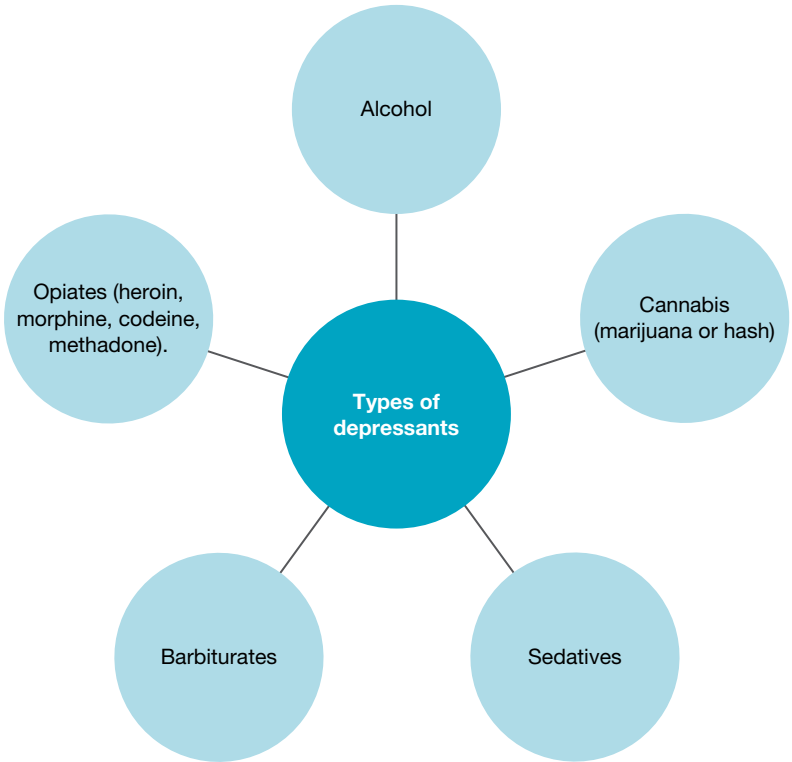
8.6 Drugs and your health: depressants

Depressants are a classification of drug that act to slow the activity of the brain and nervous system. Their function often produces feelings of relaxation and calmness, but they can be particularly dangerous when users are performing complex tasks such as operating machinery or driving. Depressants also have numerous associated potential long- and short-term risks to physical and mental health.

8.6.1 How depressants affect your health

Just as stimulants can be used to improve mental or physical performance, **depressant** drugs can be used for their relaxing effects. In this subtopic you will learn about depressants, and the positive and negative effects they can have on your health.

Depressants are drugs that slow down the activity of your nervous system. They make your body relax. In large amounts, they slow your heart rate and breathing so much you can become nauseous, pass out and, in extreme cases, die.



What do you know about the effects of a depressant such as alcohol? Discuss your answers as a class.

8.6.2 The effects of depressants

Depressants generally have short-term effects that include:

- decreased heart rate
- slower breathing
- drowsiness
- loss of sensation
- pain reduction
- relief from anxiety.

Most depressants in the long term lead to:

- a tolerance of the drug
- a dependence on the drug.

Alcohol is a type of depressant.



Some depressants are illegal drugs. It is illegal to use, keep, sell or give away certain depressants, such as cannabis, and you can be fined large sums of money and/or jailed if you are caught with these types of drug. In Australia, it is illegal to sell alcohol to anyone under 18 years of age.

8.6.3 Alcohol

Alcohol is classified in the 'depressant' group of drugs because it slows down central nervous system function. 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.

It is a common misconception that a couple of drinks have no effect. Alcohol affects you, even if you cannot feel it.



Alcohol's effects are particularly noticeable when the person using it tries to perform complex tasks, such as driving. The dangers associated with this effect are reflected in Australia's strict drink-driving laws. Alcohol use presents greater dangers in other higher risk environments such as on farms where there are potential hazards like overhead powerlines, dams and large and dangerous farming equipment.

Although alcohol affects everyone who consumes it, young people are often more affected than adults because their bodies are usually smaller and they have less experience drinking alcohol. This means their alcohol tolerance is lower and they generally feel its effects more quickly.

These effects become more obvious and more serious if drinking continues. Drinking too much alcohol can result in alcohol poisoning because the body is unable to tolerate the high concentration of alcohol in the bloodstream.

Binge drinking

The fact that young people usually feel the effects of alcohol more quickly than adults is compounded by the way in which young people drink. Research has found that **binge drinking** is a common drinking pattern

among many young people. Binge drinking refers to drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days.

Many young people feel pressured to start drinking in unsafe ways, like binge drinking. Use the **Alcohol and your peers** weblink in the Resources tab to learn more about peer pressure and how to resist it.

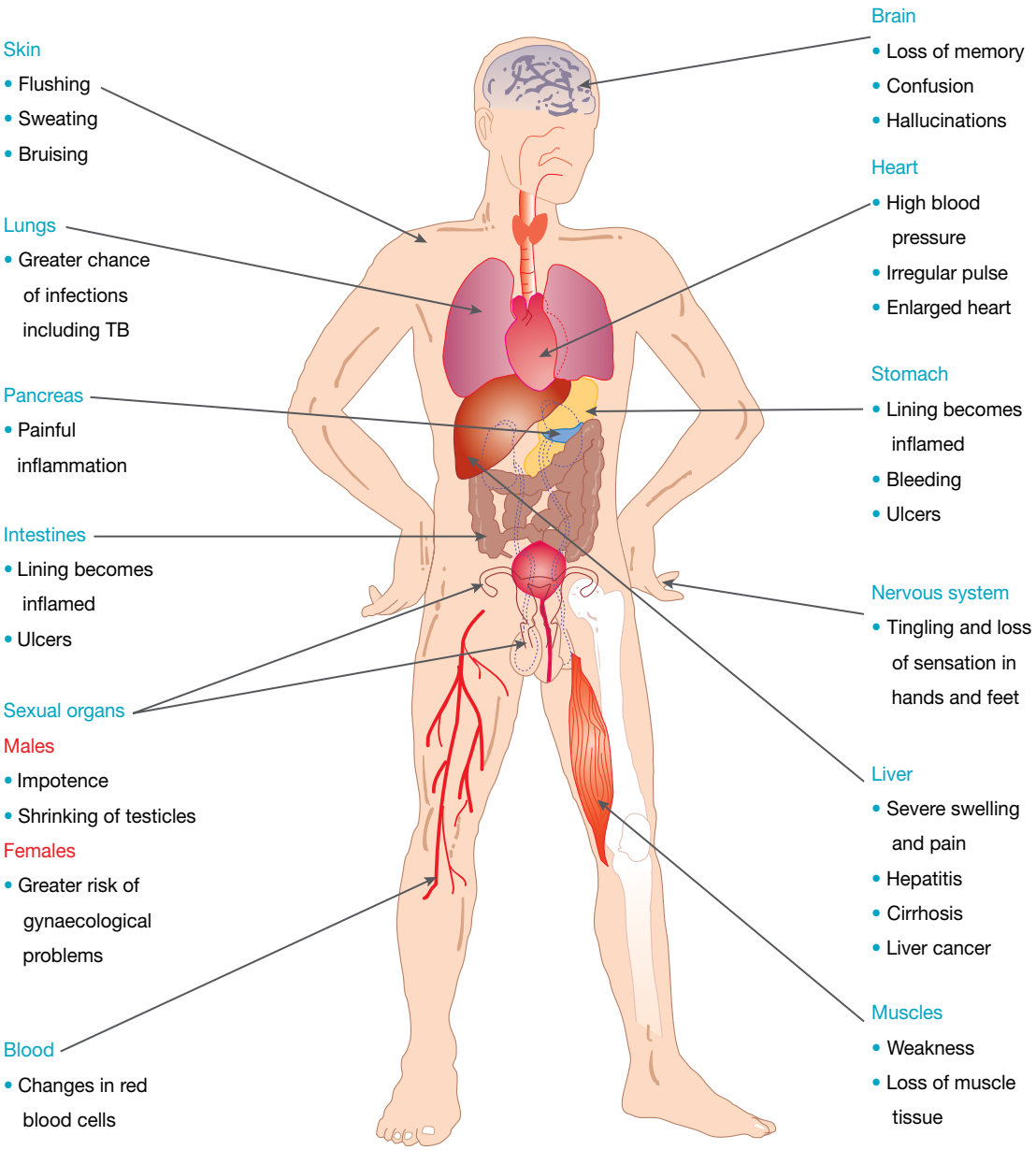
on Resources

Weblink: Alcohol and your peers

Long-term effects of alcohol

As with all drugs, the overuse of alcohol over time has potential impacts for our health and wellbeing. Some of the effects of drinking are outlined in the figure below.

The long-term effects of alcohol use and abuse



8.6.4 Consequences of alcohol use for individuals and the community

Alcohol use, particularly binge drinking, can have numerous consequences for both the individual and the community. Research has found that alcohol is a factor in nearly 18 per cent of all drug-related deaths in Australia and in approximately 50 per cent of drug-related deaths for people under the age of 34.

For young people, these deaths primarily result from road accidents, violence, drowning and self-harming behaviours that occur after consuming large amounts of alcohol. This is because people may have little awareness of what they are doing and whom they are with when affected by alcohol.

Feelings of bravado, combined with reduced concentration, slower reactions and poor coordination, contribute to dangerous pranks and unsafe behaviours that can result at their most tragic in death, but also in property damage, injuries and criminal charges.

The fact that some young people drink in places away from the supervision of adults, such as in parks or by rivers, adds to the danger. These environments are often poorly lit, isolated and away from immediate help when required.

HEALTH FACT

In small amounts, depressants such as alcohol can make you feel relaxed. In large amounts, they can slow your nervous system to the point at which you become unconscious, brain damaged or even die.

Considering all the consequences

The consequences from a single incident of consuming too much alcohol are potentially far reaching and numerous. For example, even if a drink-driving accident is not fatal, it can still cause harm to many, including:

- injuries (health harms), which may require time off work (financial harms)
- police charges (legal harms) that result in a criminal record, restricting travel and work options (social and financial harms)
- fines and the repair cost (financial harms) that you may need to borrow from family or friends to pay
- feelings of guilt and shame (emotional harms)
- loss of independence and freedom (social harms) through the loss of a driver's licence or imprisonment.

Consuming large amounts of alcohol can have numerous consequences for the individual and the community.



8.6 Activities

Dealing with the consequences of alcohol use

1. (a) In groups of four, allocate the following roles to group members:
   - doctor in the local hospital
   - chief of local police
   - youth worker
   - principal of the local high school.

   (b) In your role, identify concerns you would have about the harms caused by alcohol use, particularly binge drinking, on individuals and the whole community. In your role, consider the particular harms that you would deal with.

   (c) Prepare the key points as a short speech, then deliver it to the rest of your group. If there is time, have some students present their speeches to the whole class.

Influences on young people's attitudes to alcohol

2. Use the **DrinkWise** weblink in the Resources tab to watch the DrinkWise campaign ad 'Kids absorb your drinking' and answer the questions below.
   (a) Did the men in this clip have a healthy attitude to alcohol? Explain your answer.
   (b) How did these men pass on their attitudes towards alcohol to their children?
   (c) As a class, discuss the influence that parents can have on children's attitudes to alcohol. In what ways can it be either positive or negative?

Binge drinking

3. Complete the worksheet **The day after the big night out** in the Resources tab to further explore issues associated with binge drinking.
4. Use the **Drug abuse** weblink in the Resources tab to read more about drug abuse. Then answer the following questions.
   (a) List five points about the implications for young people of drug abuse in relation to each of the following.
   - The law
   - Safe sexual behaviour
   - Safe road use
   - Cost to the community of drug use (for example, the costs of funding emergency hospital care)

   (b) What is meant by the term 'cost to the community' in regards to drug use? Research the idea in groups, give five examples and create an agreed definition of the term. Use Australian examples and statistics to support your definition.
5. Given the knowledge you gained in this subtopic and activity 5 in subtopic 8.5, create a copy of the table below. Compare the potential dangers of ice to alcohol in the contexts of road safety and sexual decision making. Consider how both affect physical and mental functioning.

Type of drug	Effects on road safety	Effects on sexual decision making
Ice		
Alcohol		

on Resources

Digital doc: Worksheet 8.1 The day after a big night out (doc-29378)

Weblink: DrinkWise

Weblink: Drug abuse

8.6 Check and challenge

Explain

1. Will alcohol always affect you in the same way? Why or why not?
2. Explain how drinking alcohol at risky levels can affect:
   (a) the individual and their relationships with other people
   (b) the community.

Elaborate

3. Why are there laws that restrict the consumption of alcohol to people who are 18 years or older?
4. (a) What is binge drinking?
   (b) How might binge drinking negatively affect your health?

Evaluate

5. Do you think young people should be allowed to drink alcohol? Give reasons for your answer.
6. Do you believe alcohol abuse is a problem in Australian society? Give reasons for your answer.

8.7 Drugs and your health: hallucinogens

Your perception of your surroundings plays an important role in your ability to assess risk and keep yourself safe. Hallucinogens are drugs that alter what and how you perceive things around you and therefore can affect how you behave in a given situation. A person using a hallucinogenic substance may misperceive a situation, thereby placing themselves at risk by underestimating the dangers, or overestimating the danger and overreacting to something that poses no threat. These perceptions may relate to a person's physical environment or their interactions with other people and can create unsafe situations for both the drug user and others around them.

8.7.1 How hallucinogens affect your health

Many drugs that have mind-altering effects are illegal substances in Australia. This is because these drugs can have a wide range of negative effects on people's health, many of which are unpredictable, cause addiction or are damaging to both physical and mental health.

Hallucinogens work on the brain to cause hallucinations, which influence how a person perceives reality. People often see, hear, smell, taste and feel things that don't exist or perceive them differently from how they really are.

Common types of hallucinogens include:

- LSD (acid, trips)
- magic mushrooms
- cannabis
- mescaline.

Hallucinogens are illegal drugs. It is illegal to use, keep, sell or give away hallucinogens. You can be fined large sums of money and/or jailed if you are caught with such drugs.

Hallucinogenic mushrooms



8.7.2 The effects of hallucinogens

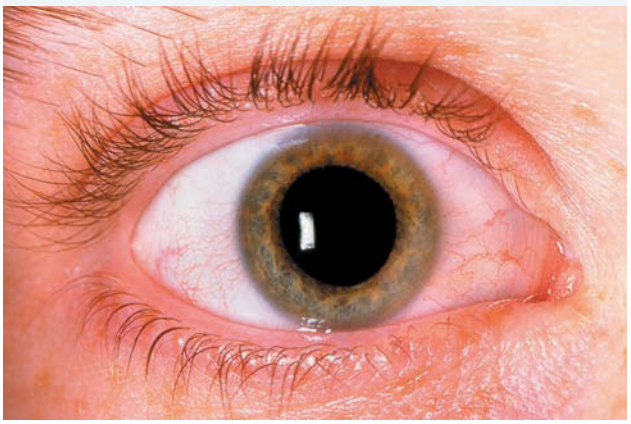
The effects of hallucinogens are unpredictable. They can affect people differently at different times. The short-term effects on a person's body from using hallucinogens include:

- muscle twitches
- feeling weak and numb
- pupils dilating (getting bigger)
- nausea or vomiting
- increased heart rate
- increased blood pressure
- increased breathing rate; also, deeper breathing than normal
- poor coordination.

Long-term effects of hallucinogen use include:

- developing a tolerance to the drug
- flashbacks — when the effects of the drug are experienced again, perhaps days or weeks later
- damage to memory and concentration
- mental problems for some people.

Dilated pupils are one short-term symptom of hallucinogen use.



8.7.3 Cannabis

Cannabis is the general name for a number of products made from a plant known as *cannabis sativa*. These products include marijuana, which comes from the dried leaves and flowers of the plant, hash and hashish oil. All of these are illegal drugs. A number of different names may be used instead of the term cannabis, including marijuana, grass, pot, dope, mull, hooch and yarndi. It is most commonly smoked in a cigarette, known as a joint, or through a water pipe, called a bong, although it can also be cooked in foods and eaten or drunk in tea.

Cannabis is a type of hallucinogen.



DID YOU KNOW?

Using, keeping, selling or giving away marijuana is illegal in Australia. This prohibition also covers items used to take marijuana, such as bongs. Penalties can differ between states. In South Australia, for example, the personal use of small amounts of marijuana has been decriminalised. All states and territories now also have laws relating to the use of medicinal marijuana for patients suffering from particular illnesses. The conditions for use vary between states.

Immediate effects of cannabis use

Although often classed as a depressant drug because it slows the workings of the central nervous system, cannabis is technically classed as a **cannabinoid**. When cannabis is consumed, its main chemical ingredient, known as tetrahydrocannabinol (THC), attaches to special parts of the brain known as cannabinoid receptors. These receptors influence our emotions, memory, sense of pain and our ability to move. THC is also responsible for the feeling of being 'high'.

The immediate effects of using cannabis can vary from person to person depending on:

- how much is used
- how frequently it is used

- the THC content of the cannabis
- the way it is used
- the size, health and mood of the person using it
- whether other drugs are used at the same time.

These effects can include feeling more relaxed and less inhibited, being less coordinated with slower reactions, and having poorer memory and logical-thinking skills. An increase in appetite also occurs.

Depending on the amount of cannabis used, people can also experience hallucinations where they see, hear or experience things differently from the way they appear in reality.

8.7.4 Consequences of cannabis use

As with alcohol, cannabis use can result in a range of immediate and long-term health, social, legal and financial consequences.

Health problems

Smoking cannabis, like smoking tobacco, has the potential to cause lung diseases such as lung cancer and bronchitis after long periods of use. Many of the carcinogens contained in cannabis smoke are similar to those found in tobacco smoke and are present in even greater amounts. In addition, cannabis smokers tend to inhale more deeply and hold the smoke in their lungs for a longer period of time before breathing out. This means using a bong or joint to smoke cannabis exposes more of the lungs to the harmful chemicals contained in cannabis.

Long-term cannabis use may also affect fertility and lower a person's sex drive. Males may produce less sperm and females may experience irregular menstrual cycles.

Driving under the effect of a hallucinogen is very dangerous. Australian police have adopted a method of testing drivers for recent drug use.



Accidents and injuries

As with alcohol use, the loss of inhibitions, coordination and decision-making skills that results from cannabis use can encourage people to engage in risky behaviours which can cause accidents and injuries — for example, driving a vehicle while under the influence of a drug. When a group of young people are affected by cannabis, it can be especially difficult for them to recognise these possible dangers and seek help if an emergency arises.

School and work

Cannabis use can also affect school and work performance. Research has found that regularly using cannabis reduces memory, concentration and the ability to learn. This results in difficulties understanding work, being able to study or doing homework. These problems can be made worse if the person becomes dependent on cannabis; they may begin to spend much of their time involved with the drug and lose interest in other important aspects of their life, such as school, sport or friends.



Relationship problems

Using cannabis can also cause conflict and relationship problems. In addition to having general concerns about the consequences of using cannabis, friends and family can become frustrated when cannabis use starts taking over a person's life. Memory difficulties caused by cannabis use can limit a person's ability to hold a conversation and affect their reliability and their commitment to relationships.

Legal problems

All illegal drugs, including cannabis, carry penalties if someone is caught using, possessing, making or selling them. The police choose from a variety of options when determining the penalty that a young person will face after being caught with an illegal drug. These options include formal cautions, warnings and arrests. A criminal record relating to illegal drugs can have significant consequences. For example, a criminal record can:

- limit international travel opportunities, because travellers must declare criminal convictions on visa applications
- reduce work options, because many applications require candidates to state whether they have a criminal record
- restrict a person's ability to be approved for loans or credit cards.

Cannabis and mental health

Although some young people may use cannabis as a means of coping with mental health issues, it can actually make the symptoms much worse. Anxiety, panic, paranoia and hallucinations can all occur from using cannabis, making the problems more severe and causing the person to feel isolated and afraid.

Research has also found, for some young people, that using cannabis can act as a trigger for mental health problems. This is particularly true when there is a family history of mental illness, such as schizophrenia and depression, or when a person is at greater risk of developing these illnesses.

8.7 Activities

Highs 'n' lows

1. (a) Divide the class into small groups. Each group should select one of the following specific drugs: ecstasy, cocaine, hallucinogens, methamphetamine or GHB. Using the **Don't get used** weblink in the Resources tab, create a poster or ICT presentation for the class summarising information about the selected drug. Your presentation should include: other names, what category of drugs it is considered to be and the effects and consequences of taking the drug.
   (b) In your groups, create a table that clearly shows reasons for which a person might try or take the drug and why they might or should not.
   (c) Share your group's table from part b with the class. As a class, identify and discuss any similarities and differences.
   (d) Use your findings from parts a and b of this activity to create a poster, PowerPoint/**Prezi**, **Kahoot!** quiz or video presentation to educate your peers about your findings.

on Resources

- **Weblink:** Don't get used
- **Weblink:** Prezi
- **Weblink:** Kahoot!

8.7 Check and challenge

Explain

1. Describe the potential harms of hallucinogenic drug use to personal relationships and the community.
2. Identify four factors that can influence the effects of hallucinogens.

Elaborate

3. The sale and use of cannabis for recreational use is illegal in most Australian states. Why do you think this is so?
4. Identify the possible harms associated with alcohol and cannabis use that are:
   (a) similar
   (b) different.

8.8 Road safety

We are all road users. Whether as a passenger in a car, a pedestrian, a cyclist, driver of a car, van or truck or a motorcyclist, we all share the road in various ways. As such, we all share in the responsibility of road safety which means you need to be conscious of the decisions you make and behaviours you exhibit when on our roads.

8.8.1 Minimising risks

Too many Australians are killed or injured on the road as drivers, passengers or pedestrians. No matter what age you are, you can learn to minimise the risk when using the road. In this subtopic you will examine why many road accidents happen and how to keep safe on the road.

Road accidents are a leading cause of injury and death for children and young people. Road safety issues are related to:

- bike riding
- being a passenger in a car
- being a pedestrian
- driving
- riding a motorcycle.

The potential for road accidents increases when risk factors such as poor weather conditions, poor road conditions, inexperience and peer pressure combine with behaviours such as speeding, not wearing a helmet or drink-driving.

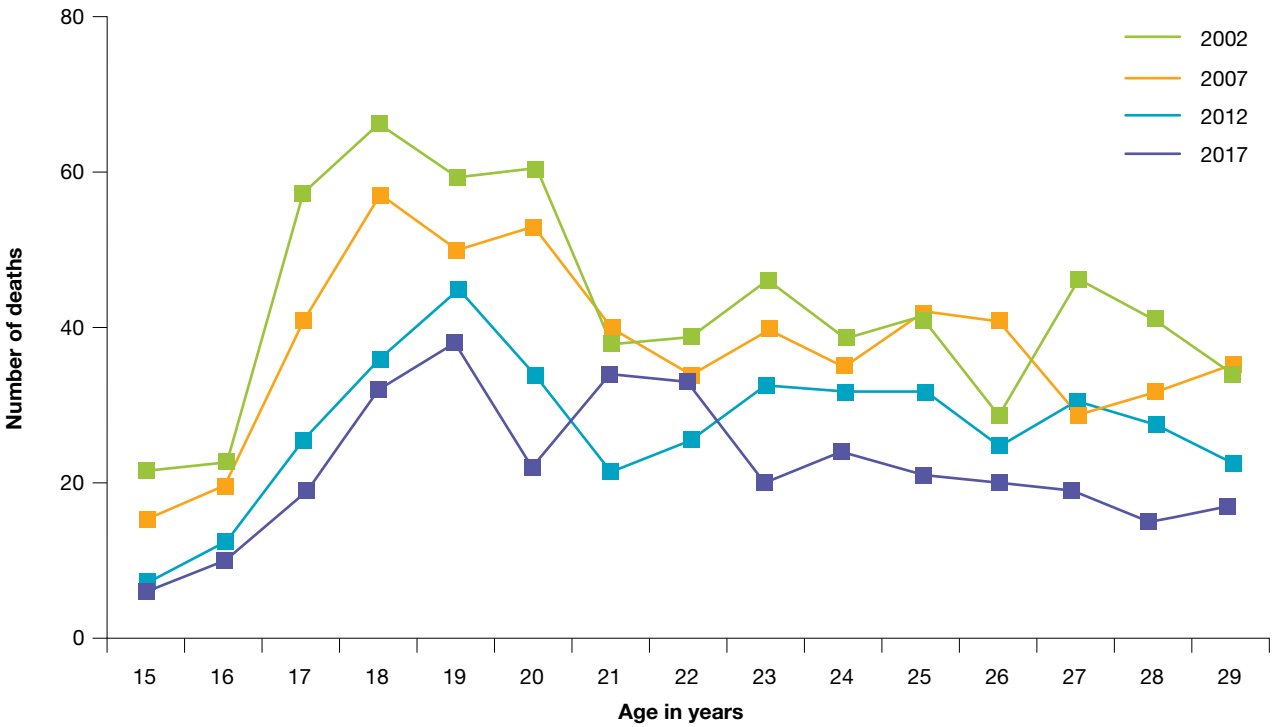
Road safety is important for everyone who uses the roads, not just drivers.



8.8.2 Taking risks on the road

In the age bracket of 0–14 years, pedestrian accidents are a leading cause of injury. In the case of young children, they can simply be unaware of potential risks and lack the ability to assess risk in the way that adults are able to. For young people aged 15 to 24 years, driving accidents are a leading cause of injury. A significant factor contributing to these statistics is that young people often take greater risks than adults. They do not think that their behaviour can lead to a road accident or they have the attitude 'it won't happen to me'.

Road accident deaths by age, 2002–17



Young men are at a greater risk of road accidents because they tend to engage in more risky behaviours, such as speeding and drink-driving. This, combined with inexperience and a powerful car, can have serious consequences.

8.8.3 How to be safe on the road

There are things you can do to stay safe when using the roads. Planning ahead and obeying the road rules will help ensure you do not become a road accident statistic. Equipment has been designed to reduce injury and protect people when using the roads. For example, when riding bicycles or motorbikes, it is important to wear protective gear such as helmets and reflective clothing; when travelling in a vehicle, a seat belt can save your life.

Even though young people often know the road rules and use protective equipment, a number of factors contribute to children and young people taking risks on the road. These include:

- complacency — 'it won't happen to me'
- peer pressure — doing what their friends do or say, such as driving too fast, drink-driving or crowding people into a car
- lack of judgement — underestimating the risk, such as running across a busy road
- status — driving powerful cars and at high speeds to impress others
- fitting in with peer groups — not wearing a bicycle helmet because friends say helmets aren't 'cool'.

Protective equipment can save lives.



8.8.4 Rules of the road

Road rules are designed to make the roads a safer place for everyone. They influence people's behaviour and reduce the risk of accidents. In determining road rules, factors that increase the potential for accidents are taken into account and specific rules are established to reduce risks. For example, there is greater risk of pedestrian accidents outside schools due to the lack of maturity of young children, the increased number of children and of motor vehicles in these areas in the morning and afternoon. To combat these increased risks, the law stipulates a reduced speed limit in school zones during these times.

Road rules help keep us safe on the roads.



DID YOU KNOW?

The highest period of risk for Australian young drivers is shortly after they get their licence and continues up to the age of 24. To help reduce this risk, states and territories have introduced graduated licensing systems, which place restrictions on new, young drivers in terms of blood alcohol limits, the number of passengers they can carry, the power of vehicles able to be driven and in some states, the maximum speed allowed.

8.8 Activities

Safety of children and young people on the road

1. In pairs, brainstorm ways in which children and young people can stay safe on the roads. Consider positive behaviours that enhance safety and protective equipment that can be used. Include strategies for:
   (a) cyclists
   (b) pedestrians
   (c) drivers
   (d) passengers
   (e) motorcyclists.
2. As a class, share your ideas and compile a comprehensive list for each category.

Keeping safe on the road

3. Read each of the scenarios below. As a group, identify possible risks to safety and devise a plan for how each character can remain safe. Ensure you consider the road rules that apply in each situation.
   (a) Sonia and her friends are planning a mountain-biking trip in some rugged bushland. Sonia has to cycle by herself to a meeting place before the group sets out for their day trip.
   (b) Tim is in Year 7. His five-year-old twin sisters are starting school this year. Tim's parents have given him the responsibility of walking them to school and picking them up each day. They live on a very busy road, which they have to cross to get to school. When they get to the primary school, there are a lot of parents in cars dropping off their children.

Create a road safety quiz

4. In groups of three, compile a road safety multiple choice online quiz using the **Quizlet** weblink in the Resources tab. The quiz should consist of 20 questions (and answers) about road safety. Use sites such as the **Road Safety Education** weblink in the Resources tab for information. Have another group from your class complete your online quiz. Compare your scores for each group. Who are the road safety quiz champions?

Exploring road safety campaigns

5. Use the **Transport for NSW** weblink in the Resources tab to review the road safety campaigns on their website. Choose one campaign and answer the following questions.
   (a) What demographic (type of people) is the target audience of the campaign?
   (b) What strategy does the campaign use to get this road safety message across?
   (c) How could you determine whether the campaign has worked?
   (d) How do you think the issue was chosen for a campaign?
   (e) Identify a road safety issue not shown on the website that you consider a problem.

Investigating road safety statistics

6. (a) Use the **Centre for Road Safety** weblink in the Resources tab to analyse the road crash statistics for your local area. What are some areas of concern or pleasing statistics for:
   - cyclists in your area
   - passengers your age
   - pedestrians of your gender?

   (b) Use your analysis of these statistics to form a one-page information pamphlet convincing readers that improving our road statistics is possible, highlighting particular aspects where improvement has already occurred and suggesting areas for future improvement.

on Resources

- **Weblink:** Quizlet
- **Weblink:** Road Safety Education
- **Weblink:** Transport for NSW
- **Weblink:** Centre for Road Safety

8.8 Check and challenge

Explain

1. Identify the group in our population that is at greatest risk on the roads.
2. Explain why young men are more likely than young women to be involved in car accidents.
3. Explain why young children are more likely to be involved in pedestrian accidents.

Elaborate

4. Describe how the environment can increase the chance of road accidents.
5. P-plate drivers are overrepresented in car accidents. Give reasons for this.

Evaluate

6. Identify the risks that you have taken as a road user (e.g. pedestrian, bike rider, passenger). What could have been the possible consequences of your risk taking?
7. How could you model safe behaviour as a passenger and as a pedestrian. Give two examples for both.
8. Suggest strategies to reduce the number of young people involved in car accidents. Use the **Safety on the roads** worksheet in the Resources tab to get you started.

on Resources

Digital doc: Worksheet 8.2 Safety on the roads (doc-29379)

8.9 Swim safe

Water safety is everyone's concern. Whether you swim at the beach, go fishing at a local river, cool down in a farm dam or go to the local swimming pool, being prepared and knowing the risks and how to minimise them enables you to keep yourself and those around you safe while enjoying the water.

8.9.1 Water safety skills

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

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

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



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

on Resources

Weblink: Nippers

HEALTH FACT

Exposure to the ultraviolet (UV) rays of the sun not only harms our skin but can also cause damage to our eyes. To help prevent eye damage, wear close-fitting sunglasses that wrap around and cover as much of the eye area as possible. Effective sunglasses should also have an eye protection factor (EPF) of 10.

8.9.2 Water safety

Before entering the water

There are many things you can do to ensure having fun in the water is as safe as possible. Every time you swim outdoors it is important to protect yourself in five ways:

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

Protect yourself outdoors.



PROTECT YOURSELF IN FIVE WAYS FROM SKIN CANCER

The SunSmart UV alert tells you the times of day when the sun's UV level will be 3 and above. This level of UV can damage your skin and eyes and increase your risk of skin cancer later in life. You can check the UV alert using the **MyUV** weblink in the Resources tab.

Have a look at the SunSmart UV alert for your area. What times do you need sun protection today? Can you think of other ways to protect yourself in the sun?

DID YOU KNOW?

In most rivers, there are stations called weirs that hold back river water so that it can be slowly released downstream. They are designed to regulate water flow and are an important part of our water supply network. However, weirs can be dangerous and unpredictable as you never know when the water will be released, and this can cause death. This is because an overflowing weir can become a drowning machine due to the volume of water flowing over the person underwater, making rescue almost impossible. Being a good swimmer has little impact on survival once you are trapped in the flowing water.

It only takes ankle deep water to knock you off your feet and one second to rethink your decision. The best approach to weir safety is to avoid swimming in or playing near them!

Safety in the water

At public swimming pools and beaches, there are usually trained lifeguards who can provide assistance if people get into trouble in the water. When at patrolled beaches, it is critical to always swim between the flags so the lifeguards can see you and help you if necessary. If you get into trouble in the water, alert a lifeguard by floating on your back and raising one arm in the air. However, at rivers, isolated beaches, dams and home swimming pools, bystanders might be required to provide assistance should a person get into difficulty. Remember, avoid swimming in unpatrolled water where possible and *never* swim alone. It is essential to bring a friend or supervisor so that someone will be able to offer help if it is needed. Always ensure children are

supervised in or around water, including in pools, dams and baths. For more information on staying safe at the beach, use the **Beachsafe** weblink in the Resources tab.

on Resources

Weblink: MyUV
Weblink: Beachsafe

8.9.3 Rips and currents

Rips are the number one hazard on beaches in Australia. Rip currents are the cause of many rescues as well as drownings. Rips are hazardous to both swimmers and non-swimmers. Swimmers caught in a rip often try to swim against it and become exhausted and then begin to panic. Non-swimmers in waist deep water can be pulled into deeper water by rips where they struggle and require rescuing or drown.

What is a rip?

When waves break they move water towards the beach. This water has to find its way back out to the ocean. The easiest path is usually in the deepest channel. This moving channel of water is called a rip. Rips can occur along any part of the beach. Most rips end when the speed of the channel slows down, usually when it reaches just beyond the breaking waves.

Warning signs are often displayed when rips are common on the beach.



What should you do if you are caught in a rip?

If you get caught in a rip, don't panic. Trying to swim against the rip will end in exhaustion. If at a patrolled beach, float on your back, raise your arm to attract attention and call for help. If you are a strong swimmer you can attempt to swim at an angle to the rip. However, it is important to try to conserve energy. If you have a surfboard or flotation device, keep hold of it. Use the **Rips** weblink in the Resources tab to learn more.

Making a rescue

If you are required to make a rescue, there are a number of essential points to remember. The most important thing is to put your own safety first and avoid getting into the water if possible; as the rescuer, you will make the situation worse by putting yourself at risk. A sound assessment of the situation is vital to the survival of both the rescuer and the person to be rescued. When making an assessment, the rescuer needs to consider:

- sources of help — whether other people and/or rescue aids (ropes, flotation devices, boats, surfboards) are within reach
- the state of the drowning person — whether they are injured, have poor swimming skills or both
- the depth of the water
- hazards — whether there are currents or rips
- safe entry and exit points
- availability of flotation devices.

on Resources

Weblink: Rips

8.9 Activities

Developing aquatic skills

***Equipment*:** Swimming pool, rope, floating aid, long pole

Note: Ensure that the pool depth is appropriate for diving and there is a teacher and lifeguard present before starting the activities.

1. The following aquatic skills will improve confidence and your ability to survive. Work in pairs and evaluate each other's performance. Ensure you enter the water safely, that is, with a slide or safety jump. The key aquatic skills are illustrated in the figures below.
   - *The dive*. With arms forward, push off from the side of the pool and drop the chin towards the chest just before hitting the water.
   - *Sculling*. From a back-float position, move the arms forward with palms up and then back with palms down to maintain buoyancy.
   - *Body rotation forward/backward*. Try to do a forward roll in the water, then try a backward roll or backward body rotation.
   - *Tread water*. Circle the arms and legs in a bicycle-pedalling motion to keep the head above the water.
   - *Spinning top*. From the tread water position and with arms folded, rotate the body by pushing with one foot and pulling with the other.
   - *Throw rescue*. From the side of the pool, throw a rope to a person and pull them to safety.
   - *Wade rescue*. Using an aid such as a float, wade towards a person in the pool, tell them to grasp the object and then pull them to the side.
   - *Reach rescue*. Lie on the side of the pool and use an object to reach and pull a person to safety.

Aquatic skills

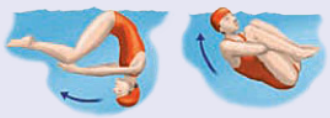
1. The dive



2. Sculling



3. Body rotation



4. Tread water



5. Spinning top



6. Throw rescue



7. Wade rescue



8. Reach rescue

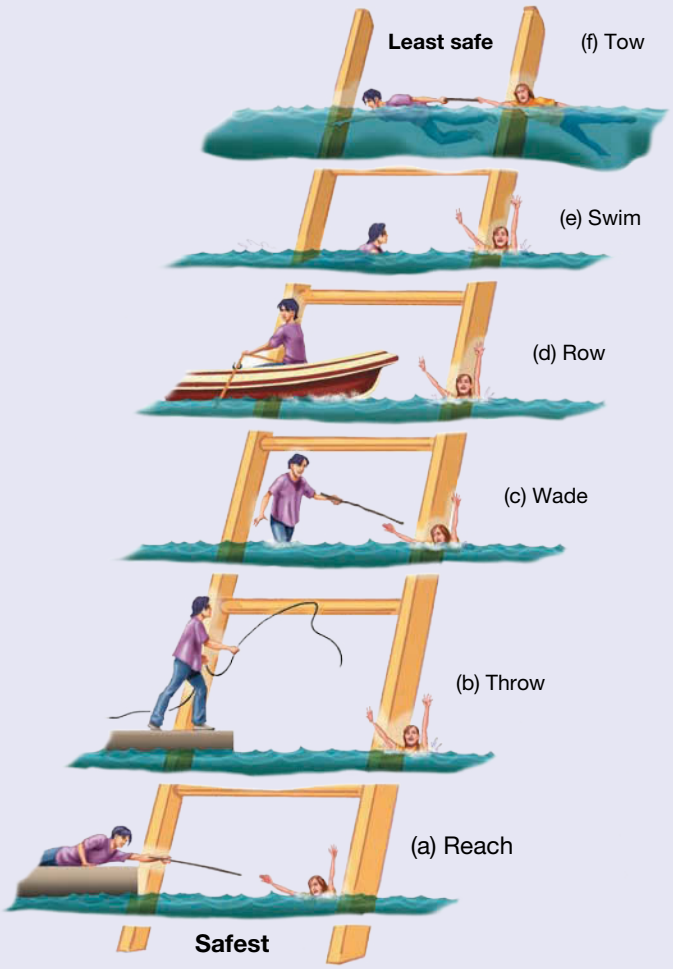


Rescue methods

Equipment: Long stick or towel, rope, floatation device, surfboard or other rescue craft

2. While at the pool and in groups of three, work through each of the following rescues, or as many as may be permitted by the available equipment. Take turns at being the rescuer, the drowning person and the observer.
   (a) *Reach*. Using a stick or towel, reach out and pull the person to safety.
   (b) *Throw*. Throw a rope or buoyant object to the drowning person.
   (c) *Wade*. Carefully wade into the water and then use the reach technique, if possible, without putting yourself at risk of losing your footing.
   (d) *Row*. Use a rescue craft such as a surfboard to get closer to the drowning person.
   (e) *Swim*. Use a swimming stroke (for example, breaststroke) that enables you to watch the drowning person at all times. Approach carefully and be prepared to act defensively should the drowning person attempt to grab you. Calm them down and assist them back to shore.
   (f) *Tow*. This is the least safe option and requires considerable practice. Approach the unresponsive drowning victim with a swimming stroke that enables you to watch them at all times and then tow them back to shore.

Rescue methods



3. Explain how a bystander can help make each of the rescues in question 2 safer.
4. Why are the swim and tow methods of rescue considered to be the least safe?
5. What could be done to increase the level of safety for the swim and tow methods of rescue?
6. Investigate strategies you would use if you knew the drowning person was also injured.
7. What precautions should people owning backyard swimming pools take to enable a safe rescue should it be needed?

A day at the beach

8. Planning is an important part of safety. A good plan can usually help you avoid many dangerous situations. With a partner, plan for a fun day at the beach. You will need to consider transport (whether a parent can drive you or you will use public transport), items that will keep you safe in the sun and while swimming, activities you will want to do and any food or drinks you will bring. Use your plan to draw some pictures showing the different stages of your day at the beach.

Australia's drowning report

9. Use the **Australia's drowning report** weblink in the Resources tab to find the latest drowning report and answer the following questions.
   (a) How many people died in Australia from drowning?
   (b) Which age group was overrepresented in this figure?
   (c) What location had the highest number of drowning deaths?
   (d) Explain the trend in drowning in Australia over the past 20 years.
   (e) Which recreational activity was involved in the highest number of drownings?
   (f) List three recommendations to reduce drowning.

on Resources

Interactivity: Aquatic survival skills (int-5457)

Weblink: Australia's drowning report

8.9 Check and challenge

Explain

1. What is the most important thing to remember when attempting a rescue in the water?
2. When swimming outdoors, list six things you can do before you even get in the water to ensure you will be safe.
3. What is the best way to alert a lifeguard if you get into trouble?

Elaborate

4. Investigate and describe the best way to avoid and escape a rip in open water.

Evaluate

5. Of the six rescue methods listed in activity 2, which do you think is the most effective? Why?

8.10 A plan of action

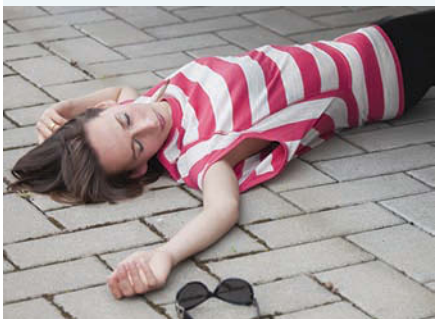
Having a plan of action in an emergency and knowing how to administer first aid can help reduce the impact of an accident if one occurs. An emergency is considered any situation where there is a life-threatening event that requires an immediate response. In this subtopic you will learn how to respond when faced with an emergency.

8.10.1 Responding to an emergency

Imagine that, while walking home after school, you see an adult collapse ahead of you. Would you know what to do?

You can lend assistance by following the basic steps of an emergency action plan (EAP). In an emergency there is usually a lot to evaluate and there are decisions to make, so following an action plan allows you to remain calm and prioritise what has to be done first.

What would you do?



An emergency action plan

An EAP consists of the following steps:

1. Pause and plan.
   This allows for an overall assessment of the situation. Stop, think and assess the situation.
   - Are you or others at risk?
   - Do you need to call 000?
   - How many casualties are there?
   - What happened?
2. Are there potential dangers?
   - Check for hazards such as broken glass, traffic, fallen power lines, syringes, fire and leaking fuel.
   - It is essential that you remove the danger before you continue.
3. Know the Ps.
   - Call 000 and be prepared to answer the four Ps:
     - place — the location of the emergency, including street address, landmark, and so on
     - problem —what has happened
     - people — how many people are involved; predict ages and condition
     - progress — what has been done so far to assist.
4. Check for life-threatening injuries.
   - To do this, follow a sequence of actions referred to as the DRSABCD action plan.

8.10.2 DRSABCD

In an emergency — that is, when someone's life is at risk — it is critical to have a plan of action. The plan of action that is most widely used is called DRSABCD. This is used in assessing whether a patient has any life-threatening conditions and if **first aid** is required. The acronym DRSABCD stands for **d**anger, **r**esponse, **s**end, **a**irway, **b**reathing, **c**ompression and **d**efibrillation.

In an emergency, smoke and fire can be fatal to both the victim and the person helping.



Danger

When you arrive at the scene of an emergency, it is essential that you check for danger to yourself, the injured person and to bystanders. Potentially dangerous situations can arise from obstacles such as broken glass, smoke and fire.

Response

The next step is to assess if the casualty is conscious. This is done by gently squeezing the shoulder of the victim and asking 'COWS' questions in a loud voice. The COWS acronym stands for the questions, 'Can you hear me?', 'Open your eyes if you can hear me', 'What's your name?' or 'Squeeze my hand if you can hear me'. Try both hands of the victim, as a stroke may debilitate one side of the body.

A response indicates the patient is conscious and can be left in this position and treated for any other injuries. No response indicates the patient is unconscious and help is required as quickly as possible as unconsciousness is a life-threatening condition.

Send for help

If a patient is unconscious or has injuries that require immediate attention call 000 and request an ambulance, or ask a bystander to do this for you.

Airway

In some cases, simply opening the airway will be sufficient to improve the victim's level of consciousness. To do this, tilt the head backwards and lift the chin. This is performed while the victim is lying on their back, except in drowning cases (when the airway is obstructed by fluid) where the patient is placed in the **recovery position**.

To place a person in the recovery position:

1. Kneel beside the injured person and place the arm furthest from you straight out.
2. Place the closest arm across their chest and bend the closest knee up as shown at right.
3. Support the person's head and use the hip and shoulders to roll them away from you onto their side, as shown below.
4. Take care to handle the unconscious person gently so that the spine is not twisted or moved forward.

It is possible for the airway to be blocked by objects such as the tongue, vomit, false or broken teeth, or chewing gum. The easiest method of clearing the airway is to tilt the head backward and slightly down and use two fingers in a scooping action to remove whatever is causing the blockage.

Preparing a person for the rescue position



Roll the person away from you into the rescue position.



Breathing

The check for breathing should take 5–10 seconds, but certainly no longer.

Look — for the rise and fall of the chest

Listen — for sounds of breathing from the mouth

Feel — for air expelled from the mouth on your cheek

If the victim is not breathing, the rescuer should provide two rescue **breaths**. When providing a rescue breath, it is important to breathe normally and not to take a big breath or blow hard into the victim's lungs. Do not check the pulse, but rather continue to be aware of any signs of life.

Rescue breathing



To perform a rescue breath:

1. Kneel beside the victim and tilt the head back.
2. Place your thumb across the chin, the index finger underneath and then lift the chin.
3. Pinch the nostrils together with the thumb and index finger of the hand not providing the head tilt.
4. Place your mouth over the person's mouth, making an airtight seal.
5. Breathe into the victim's mouth for one second.
6. Watch for the chest to rise.

It is important for the rescuer to observe the chest following the first breath. If the chest fails to rise, the head tilt and chin lift need to be checked to ensure there is no obstruction to the airway that is preventing air from reaching the lungs. However, if there is no observable chest rise following the second rescue breath, chest compressions need to begin. If the rescue breaths are sufficient to generate signs of life (coughing, moving, breathing), place the victim into the recovery position until professional responders (such as ambulance officers) take over.

Compression

Immediately following the two rescue breaths, and if no signs of life are present, chest compressions should begin. These should be given at the rate of about 100 per minute. After each cycle of 30 chest compressions, two rescue breaths should be given. Rescuers should push hard and fast on each compression, relaxing after each downward thrust to allow the chest to return to its normal position. Chest compressions keep the blood flowing so it is important to maintain a rhythm that is interrupted only by brief rescue breaths.

To perform a chest compression:

1. Maintain the same kneeling position as required for the rescue breath.
2. Locate the breastbone (centre of the chest) at about the nipple line. Place the heel of one hand there. Your fingers should be parallel to the ribs.
3. Place the heel of the other hand on top of the first and either interlock the fingers or hold the wrist so that the arms work as one (see the figure on the right). The hands need to be positioned on the lower half of the sternum approximately across the nipple line.
4. The rescuer's shoulders should be directly above the victim's chest, allowing body weight to assist the compressions. Providing chest compressions can be exhausting, so it is important for the rescuer to use their weight, not just their arms.
5. The depth of compressions should be about one third of the depth of the chest for all age groups.

The hands need to be positioned on the lower half of the sternum approximately across the nipple line.



For infants, use only two fingers to apply compressions. In the case of children, rescuers decide between one or two hands depending on the size of the victim. If two rescuers are present, the roles should be changed approximately every two minutes because of the tiring nature of the operation. Rescuers should continue the cycle of 30 chest compressions followed by two rescue breaths until:

- signs of life return
- more qualified help arrives
- continuation is impossible due to exhaustion
- an authorised person pronounces life extinct.

This technique of rescue breathing combined with chest compressions is called **cardiopulmonary resuscitation** (CPR).

Defibrillation

Use of **defibrillators** greatly improves the chances of survival, particularly following a heart attack. An automatic external defibrillator (or AED) is a device that provides an electric shock to a patient whose heart has stopped beating. It is designed to be used by virtually anyone with little or no experience.

An automatic external defibrillator (or AED)



HEALTH FACT

Brain cells begin to die after four to six minutes of oxygen deprivation.

8.10 Activities

Emergency response

1. In pairs, practise the following skills needed for DRSABCD.
   (a) Place your partner in the recovery position.
   (b) Check and clear the airway.
   (c) Check for breathing.
2. Practise rescue breathing and CPR using resuscitation manikins.
3. Find the location of the AED in your school.
4. Find smartphone apps that automatically provide emergency services with your GPS location.
5. Use the **NSW Ambulance** weblink in your Resources section to access their fact sheets on dealing with different situations.
6. In small groups discuss the best response to the emergency situations below.
   (a) You are playing cricket with a group of friends during lunchtime and one of you is hit in the head with a cricket ball.
   (b) You are at the local pool and see someone hit their head when they jump into the pool. They don't come up again.

on Resources

Weblink: NSW Ambulance

8.10 Check and challenge

Explain

1. Should you personally use a defibrillator on an unconscious and non-responsive victim if you were staging a rescue?
2. How do you perform rescue breathing?
3. What is the first thing you must do in attempting a rescue in an emergency situation?
4. Use the **How to respond in an emergency situation** weblink and **DRSABCD** worksheet in the Resources tab to test your knowledge.

Elaborate

5. How is CPR performed differently on infants compared with adults? Why do you think this is?

on Resources

Digital doc: Worksheet 8.3 DRSABCD (doc-29380)

Weblink: How to respond in an emergency situation

8.11 Basic first aid

In the event of an accident, knowing some basic first aid principles and procedures can help save someone's life. Developing these skills through a first aid course will give you confidence to deal with emergencies.

8.11.1 Being prepared

In this subtopic, you will learn how to recognise and treat injuries and some conditions.

If you follow your plan of action, DRSABCD (see subtopic 8.10), and find that the person is breathing and does have a heartbeat but remains unconscious, injured or otherwise unwell, you should place the person in the recovery position and monitor their breathing and pulse. Always remember that it is essential to call an ambulance by dialling 000.

Do you know what to keep in a first aid kit? Use the **first aid kit** weblink in the Resources tab to find out what you should have ready and how to use the different objects.

By maintaining a first aid kit you will be equipped to provide basic first aid in all situations.



DID YOU KNOW?

You can save important health information such as medication and allergies on your smartphone using the Medical ID app. In an emergency this information can be accessed without needing your passcode. Go to the **Medical ID app** weblink in the Resources tab for more information.

on Resources

- **Weblink:** First aid kit
- **Weblink:** Medical ID for iPhone
- **Weblink:** Medical ID for Android

8.11.2 Protect yourself

Before learning about first aid treatments, it is important to understand that every first aid situation is potentially dangerous. Prevention of harm to yourself or causing further harm to others is of paramount consideration.

Be blood safe

In some first aid situations you may encounter open wounds, such as cuts and abrasions. The blood of a person may contain harmful viruses such as hepatitis B, hepatitis C and HIV (human immunodeficiency virus). Blood-borne viruses can be transmitted from one person to another through blood–blood contact as a result of open wounds. Although the risk of infection is very low, any treatment of a person who is bleeding should include wearing disposable latex gloves. Following treatment, immediately wash hands with soap and water.

8.11.3 Anaphylaxis

Anaphylaxis is a serious allergic reaction that develops rapidly, usually occurs between 20 minutes and two hours from exposure to the allergen, and may be life threatening.

The symptoms include:

- swelling of the lips, face and eyes
- bumpy, red and itchy skin
- difficulty breathing
- coughing, sneezing or watery eyes.

Food allergies account for one-third of cases of anaphylaxis. Other causes include insect stings, bites and drugs, such as aspirin. Nine foods are responsible for 90 per cent of all severe allergic reactions: peanuts, tree nuts, fish, shellfish, milk, soy, sesame, wheat and eggs.

Prevention

- Inform others of your allergy.
- Avoid exposure to known allergens.
- Be aware of those who are at risk.

First aid treatment

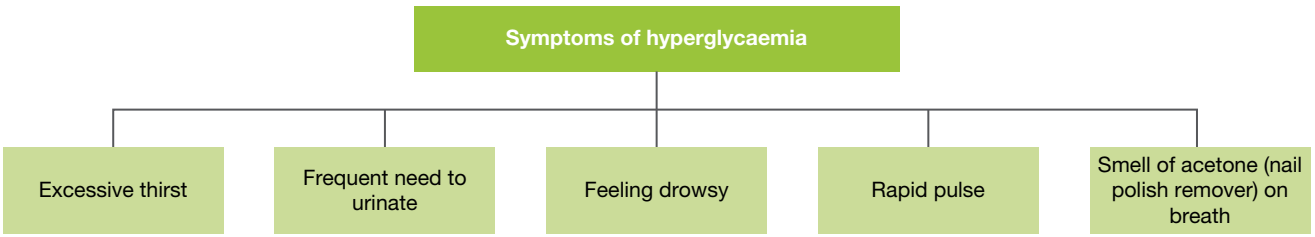
- Seek an adult's help immediately or send someone else to.
- Locate the patient's medication or get it immediately.
- Adrenaline can be injected into the outer mid-thigh using an adrenaline autoinjector (such as an EpiPen® or Anapen®). You may need to do this for the patient if their condition doesn't allow them to self-administer.
- Place the patient in a comfortable sitting position and monitor their breathing until medical assistance arrives.

An EpiPen

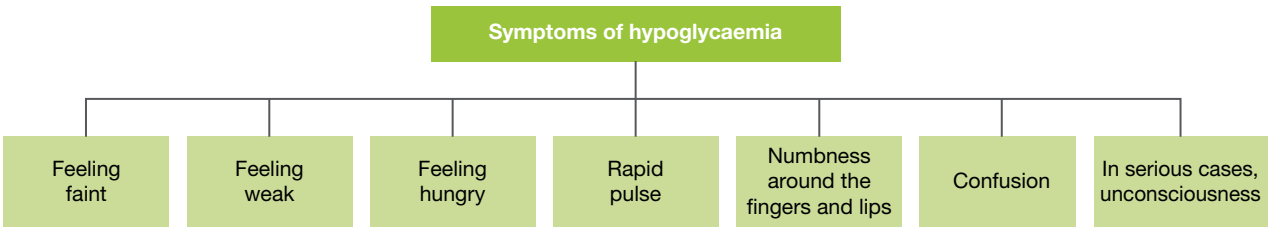


8.11.4 Diabetes

Every day, on average, 280 Australians are diagnosed with diabetes. Diabetes is a disorder of the pancreas, the organ responsible for producing insulin, which converts sugar into energy. In a person with diabetes, insulin production is impaired and the levels of sugars in the blood build up. This is called hyperglycaemia.



The more common type of diabetes is the result of the body producing too much insulin which causes very low blood sugar. This is called hypoglycaemia.



Treatment

If you are unsure whether the patient is suffering from high or low blood sugar, give them a sugar lolly or soft drink. If they do have low blood sugar this will have an immediate positive effect and if they have high blood sugar, it will not cause any serious further harm. Observe the patient.

8.11.5 Heart attack

A heart attack is not always a sudden chest-clutching experience, as depicted in movies. The signs of a heart attack can come on over minutes or hours. If you know what they are, you can help others. The symptoms of a heart attack include:

- discomfort or pain in the centre of the chest
- a tightening of the chest — 'like an elephant is sitting on it'
- discomfort or pain in the upper parts of the body, including, jaw, neck and shoulders
- cold sweat
- shortness of breath.

If you suspect a person is showing any symptoms of a heart attack, contact 000 immediately. See the **Heart attack fact sheet** weblink in your Resources section for more on identifying the symptoms of a heart attack.

on Resources

Weblink: Heart attack fact sheet

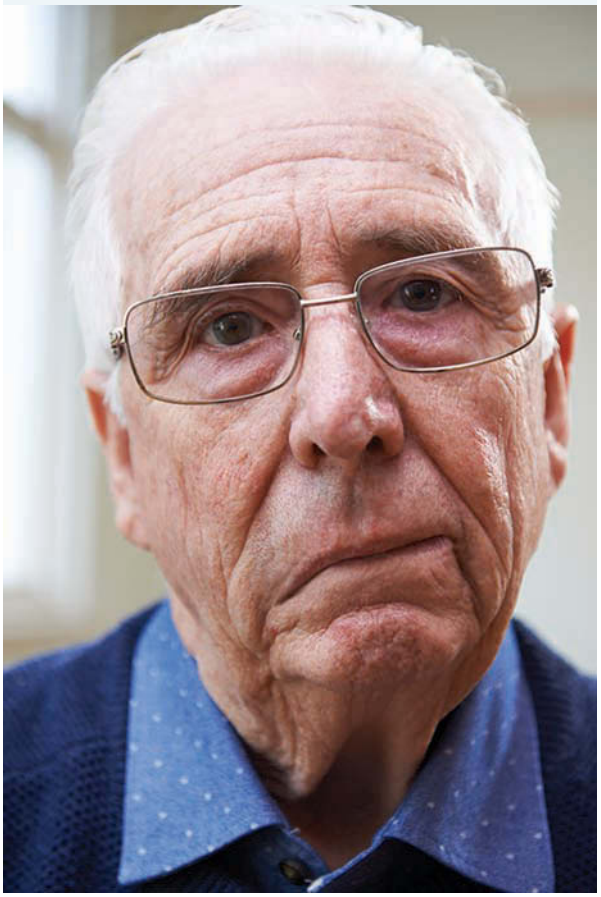
8.11.6 Stroke

A stroke is a serious medical condition requiring immediate action. A stroke occurs when the blood supply to the brain via the arteries is impaired or blocked. You can recognise the signs of stroke using the FAST acronym.

- *Face*. The mouth has dropped to one side.
- *Arms*. The stroke victim can't lift both arms.
- *Speech*. The victim's speech is slurred or difficult to understand.
- *Time*. To act fast is critical.

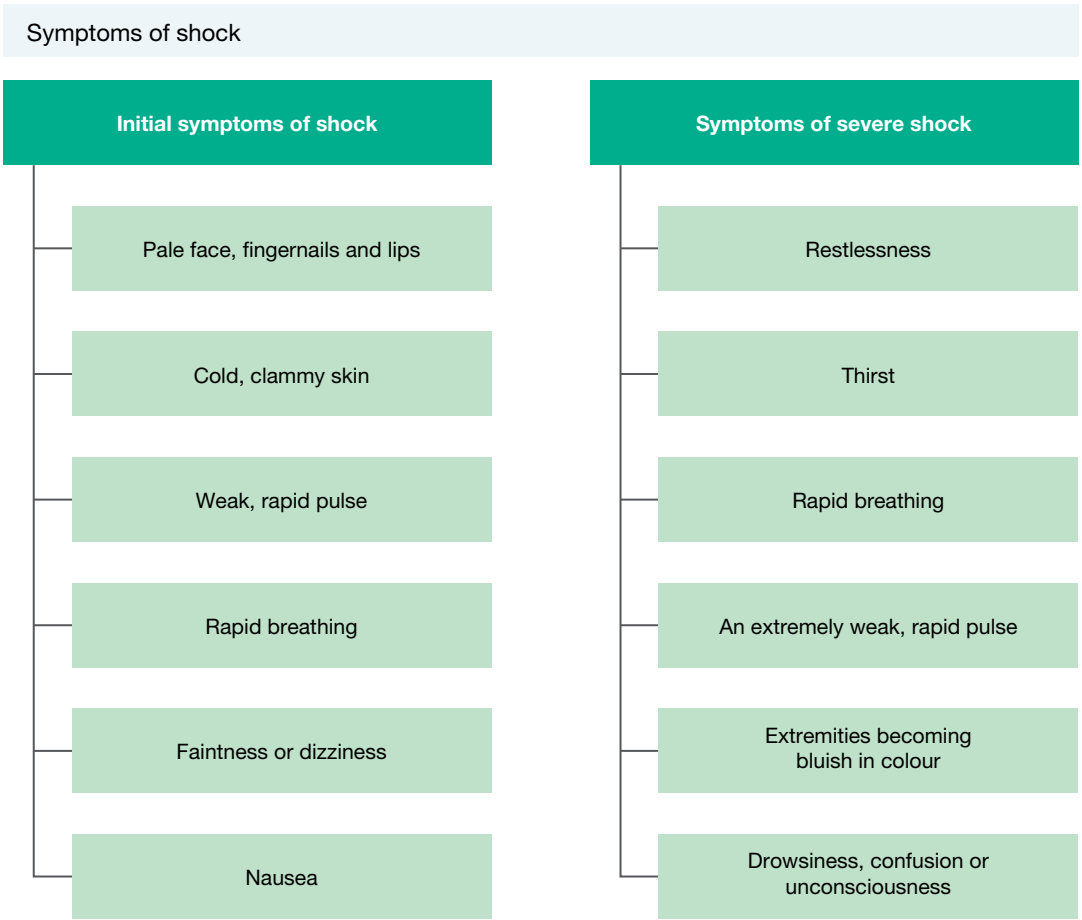
If you recognise any of these signs, call 000. Care within the first three hours of a person experiencing a stroke can have a dramatic impact on a person's recovery rate.

A visible symptom of a stroke



8.11.7 Shock

Shock is a life-threatening medical condition and occurs when there is a progressive failure of the circulatory system. It is often caused by internal or external bleeding, fluid loss from body tissues (as in the case with burns), heart damage or decreased blood pressure. **Signs** and **symptoms** will develop over time.



Managing symptoms

To manage a situation where a victim is in shock, you should:

- follow DRSABCD and control severe bleeding
- reassure the person
- seek medical aid urgently
- unless fractured, raise the victim's legs above the level of the heart
- attend to fractures, wounds or burns
- loosen tight clothing
- maintain body warmth but do not allow them to overheat
- moisten lips if the person complains of thirst, but do not give them anything to eat or drink
- monitor breathing and pulse
- maintain a clear and open airway
- place the person in the recovery position if they have breathing difficulties.

8.11.8 External bleeding

In the event of external bleeding, there are a number of steps to follow.

- DRSABCD
- Lay the casualty down if there is severe bleeding.
- Apply direct pressure with a sterile pad to the wound.
- Raise and rest the injured part of the body.
- Loosen tight clothing and give nothing to eat or drink.
- Seek medical aid urgently.

8.11.9 Asthma

Asthma is a breathing problem resulting from a narrowing of the airways. Symptoms include:

- moderate to severe breathing difficulties
- possible coughing and wheezing
- possible paleness, sweating, blueness of lips, earlobes and fingertips
- appearance of being very quiet or subdued
- possible unconsciousness.

To manage a situation where someone is having an asthmatic episode the Better Health Channel advises the following procedure:

1. Sit the person upright.
2. Give four puffs of blue or grey reliever puffer. Make sure you shake the puffer, put one puff into a spacer and get the person to take four breaths from the spacer. Repeat this until the person has taken four puffs.
3. Remember: shake, one puff, four breaths.
4. If you don't have a spacer simply give the person four puffs of their reliever directly by mouth. Wait four minutes. If there is no improvement, give four more separate puffs as in step 2. Remember: shake, one puff, four breaths.

Many people manage their asthma using a medicated inhaler.



If there is still no improvement, call triple zero (000) for an ambulance. Tell the operator that someone is having an asthma emergency. Keep giving the person four separate puffs of reliever medication, taking four breaths for each puff, every four minutes until the ambulance arrives.

If you are not sure if someone is having an asthma attack, you can still use asthma reliever medication because it is unlikely to cause harm. Call triple zero (000) immediately if the person is not breathing, if their asthma suddenly becomes worse, or if the person is having an asthma attack and there's no blue or grey reliever available.

If the person becomes unconscious, follow DRSABCD and seek urgent medical aid.

8.11.10 Burns

Burns can be caused by a number of different factors, including chemicals, flames, hot liquids and ultraviolet radiation or sunburn.

In the event of a person suffering from burns, there are a number of directions to follow.

- DRSABCD
- Remove the person from danger.
- Smother burning clothes (for example, with water for 20 minutes).
- Hold the burnt area under cold, gently running water.
- Cover the burn with a sterile, non-stick dressing.
- Seek further medical aid urgently.
- DO NOT administer ice or ice baths to the burnt area.

Burns should be held under cold, gently running water.



8.11.11 Poisoning and overdose

In the case of a drug overdose, seek medical aid urgently and contact the Poisons Information Centre by calling 13 11 26. If the person is conscious:

- do not induce vomiting unless instructed to by the Poisons Information Centre
- if vomiting has occurred, keep a sample of vomit for the hospital
- keep a sample of the drug for identification
- follow DRSABCD
- reassure them and try to find out what has been taken
- wash mouth and face with water to remove any substances remaining.

The effects of ingesting a poison will depend on which poison has been swallowed. General advice includes:

- follow DRSABCD
- seek medical aid urgently
- call the fire brigade if there are poisonous gases in the atmosphere
- contact the Poisons Information Centre for advice
- do not induce vomiting unless instructed to by the Poisons Information Centre
- do not induce vomiting for a swallowed corrosive or petroleum product.

8.11.12 Bites and stings

Many insects, spiders, snakes and sea creatures can bite or sting. Generally, pressure and immobilisation are used to stop the venom from most bites and stings spreading to other parts of the body. This is achieved by:

- applying a bandage firmly to compress the body tissue
- bandaging from the bite to the fingers or toes, then up to the armpit or groin
- bandaging as much of the limb as possible
- applying a splint to the bandaged limb by using a second bandage
- not removing the splint or the bandage, once applied, until medical assistance is received.

For information on first aid of bites and stings in a marine environment, go to the **Sting stab strike** weblink in the Resources tab.

DID YOU KNOW?

Of the 500 known species of venomous snake in the world, only 30 to 40 species have venom that is dangerous to humans. However, Australia is the only continent in the world with more venomous snakes than non-venomous ones, including eight of the 10 deadliest snakes.

In Australia, there are many types of insects, spiders, sea creatures and snakes that are venomous. Emergency first aid procedures vary according to the type of bite or sting.



Resources

Weblink: Sting stab strike

8.11.13 Seeking assistance in an emergency

Being able to evaluate when it is appropriate to seek help from others can save people's lives. In the case of life-threatening circumstances, it is essential to seek help urgently. In some situations where young people take risks, there may be hesitation to seek help — for example, in the event of a drug overdose. The consequences of not seeking medical aid will be much worse than if you tell someone about the problem. If you feel that the situation is out of your control or you are not confident, then trust these feelings and seek help.

Sources of assistance include:

- dialling 000. If using a mobile phone, you can also dial 112
- the emergency department at any hospital
- a local medical practitioner
- the Poisons Information Centre. Dial 13 11 26 anywhere in Australia; this is a 24-hour service line.

8.11 Activities

Burns and bleeding

1. In pairs, use role-play to practise the treatment of external bleeding. One person should play the victim and the other should explain aloud the steps they are following to provide treatment. If there is time, have one pair perform their role-play for the class to assess.

Stings and bites

2. (a) In pairs, use the **It just bit me!** weblinks in the Resources tab to research two of the following types of stings and bites, and describe the symptoms and management of each.
    i. Bee sting
    ii. Box jellyfish sting
    iii. Wasp sting
    iv. Scorpion sting
    v. Red-back spider bite
    vi. Snake bite
   (b) Are there any similarities in the recommended methods of treatment?
   (c) Share your findings with the class.

Emergency apps

3. Compile a list of apps that can help in an emergency.

on Resources

Weblink: It just bit me!

8.11 Check and challenge

Explain

1. List three services or people you could contact in an emergency.
2. Explain the treatment for applying first aid to burns.

Elaborate

3. In cases of shock, why should you raise the patient's legs above the level of the heart?
4. When treating bites and stings, why should you bandage as much of the limb as possible?
5. Why is it important to always reassure the patient when providing first aid?

8.12 Get active, get happy

Being active has wide-ranging benefits for our wellbeing. It affects your physical, mental, emotional and spiritual health in a positive way.

8.12.1 The benefits of physical activity

The health benefits of physical activity are well known. Staying active has positive outcomes for not only our physical health but also our mental and emotional health and self-esteem. The way we see and feel about ourselves can be improved through increased physical activity and the social connections that it can often bring.

Participating in organised sport provides opportunities for physical, social and emotional development.



Being physically active is a key element of self-management. Choosing to engage in physical activity is an important part of living a healthy life. It allows us to develop:

- physically — improving our strength, fitness levels and movement skills such as balance, kicking, throwing and running
- socially — developing **interpersonal** skills through being part of a sporting team or other fitness/activity group, such as a hiking or canoeing club
- emotionally — learning to manage our emotions and reactions when participating in competitive sports, building our self-esteem and positive body image and, importantly, helping to manage our experience of stress in our daily lives.

Research shows that regular physical activity also helps reduce the risk of a range of illnesses, obesity and injury throughout our lives and can alleviate depression and anxiety and enhance our mental alertness.

No matter where you live, the options for physical activity are many and varied. Most towns and cities have a range of sporting and activity-based clubs and facilities to keep you active and socially connected. These can range from casual walking or cycling groups to gym classes and outdoor recreation facilities, to highly organised competitive team sports associations. Some facilities and events may be free of charge and available to be accessed anytime (such as parks and playgrounds) while others may involve costs and specialised grounds or equipment.

Exploring the options for physical activity and discovering the things you enjoy doing can be a lifelong adventure! Your tastes and abilities may change over time, but whatever these may be, maintaining an active lifestyle has far-reaching and long-lasting benefits for all aspects of our health and wellbeing.

DID YOU KNOW?

When we exercise, chemicals called **endorphins** are released by the brain and central nervous system. These reduce feelings of pain and can produce a sensation commonly referred to as a 'runner's high', in which a person feels a sense of pleasure and a lift in mood. When we exercise regularly, we produce more endorphins. For this reason, exercise is known to be one of the best and quickest ways to manage stress.

Resources

Weblink: Guide to healthy eating

8.12.2 Body image and our health

Our body image is the way we see ourselves physically, and the thoughts and feelings we have about ourselves as a result of that physical perception. A healthy body image involves feeling generally comfortable about the way you look and not feeling that your physical appearance determines your value as a person.

Our body image can be influenced by the messages we receive from the people and images around us. Comments about our physical appearance can be difficult to ignore. These, combined with making negative comparisons between ourselves and the images we see in the media (such as magazines, television and online environments) can have detrimental effects on our body image and self-esteem. It is important to remember that these images are often manipulated using photo editing technology and present an unrealistic view of male and female bodies.

DID YOU KNOW?

In the Mission Australia National Youth Survey conducted annually from 2009 to 2018, body image was identified as one of the top three personal concerns for young Australians.

For both males and females, an unhealthy body image can lead to or be associated with other physical and mental health-related issues such as:

- dangerous dietary practices and eating disorders, such as bulimia nervosa and anorexia nervosa
- anxiety and depression
- drug use — either to assist with weight loss or to build muscle
- over-exercising — in an attempt to lose weight or build body condition.

Conversely, concern about body image may actually *discourage* some people from participating in physical activity as they fear being judged or laughed at by others. One program that aims to address such issues and encourage healthy participation in physical activity is the Australian Government's Girls Make Your Move campaign. Use the **Make your move** weblink in the Resources tab to learn more about the program.

Resources

Weblink: Make your move

HEALTH FACT

Our nutrition — what we eat and drink — is integral to the level of energy we have and to our overall health. Generally speaking, the more energy you expend through physical activity, the more energy you need to take in through food and drink. The amount and types of food and drink you consume are important in ensuring your body receives all the nutrients it needs to function at its best and in maintaining a healthy weight. A balanced diet containing a wide variety of nutritious foods from all food groups in moderation is the key. The Australian Guide to Healthy Eating, produced by the Australian Government's National Health and Medical Research Council, provides a clear outline of the sorts of foods we should aim to eat and in what proportions.

HEALTH FACT

Eating disorders can affect both males and females of any age and from any cultural or socioeconomic background. In Australia, nearly one million people are affected by an eating disorder at any given time. Of these, 64 per cent are female and 36 per cent male.

It is important to be aware of the external influences on your body image and self-esteem in order to actively combat negative, potentially damaging messages and build healthy ways of thinking about yourself. Some of the ways you can work to improve your body image include:

- focusing on a healthy lifestyle — eating well and keeping fit, but in a balanced way
- developing your own fashion style that you feel comfortable and good about yourself in
- focusing on your personal strengths, talents and skills, rather than your appearance
- practising gratitude for our body's abilities, rather than its appearance
- talking to a parent, school counsellor or other trusted adult.

Eating a healthy diet helps you to feel positive about yourself.



Remember to question the media imagery around you and focus on your and others' positive qualities. If you work to support others in feeling good about themselves, you can be part of creating a culture where people value one another for their whole selves rather than just one superficial aspect, with long-term benefits for the health and wellbeing of everyone.

8.12.3 Coping and stress

Sometimes in our lives, we may feel a sense of having too many demands being placed upon us, or having difficult decisions to make, or simply too much to do. This can create a feeling of stress.

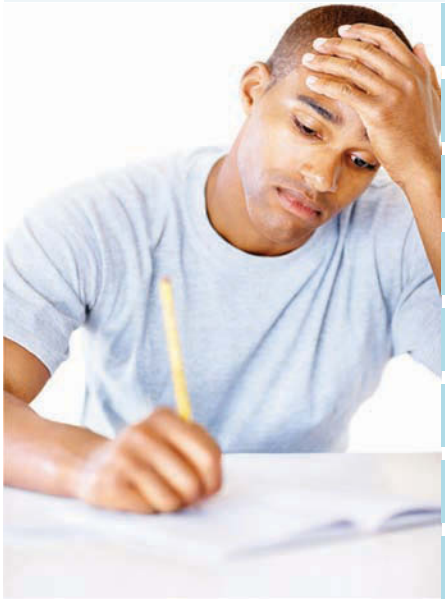
It is important to remember that not all stress is bad. Some situations, such as a job interview or performing in a school stage production may be quite stressful events but they can actually have a strong positive effect on our wellbeing — the job interview may result in you getting a new job and build confidence; if not, you have gained interview experience that you can draw on next time you find yourself in that situation. Fitting in production rehearsals with a busy school schedule can be stressful and the experience of being on stage might be a bit nerve-wracking, but the overall experience is one of growth and there is lots of fun along the way also. Being selected as a student representative or as a member of a sporting or debating team are other examples of situations where there may be added stress but with beneficial outcomes.

Adequate sleep is important for managing stress.



Stress can become a health issue when the person experiencing it feels they are not able to cope with their situation and the potential positive outcome is lost to them.

What we may experience in times of stress



- Continual or ongoing worry
- Poor concentration, indecisiveness and forgetfulness
- Physical symptoms such as an upset stomach or headaches
- Changes in sleeping habits
- Changes in eating habits
- Loss of ability to control emotions
- Withdrawing from people and social activities
- Change in behaviour from 'normal' self.

How we manage stress in our daily lives can have a big impact on our health and wellbeing so it is important to develop effective coping strategies and ways of relaxing when we feel under pressure. Some positive coping strategies might include:

- setting small achievable goals
- breaking tasks into manageable chunks
- practising positive self-talk — telling yourself, 'I can do this'
- talking to a friend, parent or other trusted person
- eating well and avoiding having too much caffeine
- getting regular exercise
- maintaining a proper sleep regime, even when busy.

There are many ways to relax and improve your mood.



Listen to music



Watch a movie



Read a book



Meditate



Get a massage

Ways to relax



Keep a journal



Yoga



Have a relaxing bath



Catch up with friends



Exercise/play sport

One of the key ways we can help ourselves to manage stress is through making healthy eating choices and exercising regularly. Our relationships with friends and family are also an important part of helping us cope with the challenges in our daily lives. In turn, being able to recognise when those around us are under pressure can enable us to offer and provide support to others.

HEALTH FACT

In a recent survey, the five most popular ways of managing stress were watching television or movies, focusing on the positives, spending time with friends and/or family, listening to music and reading. Although doing something active was not the most *popular* way of managing stress (69 per cent of respondents, compared with 85 per cent for watching television), it was reported as the second most *effective* approach (81 per cent of respondents). Spending time with friends and/or family was reported as the most effective. Clearly, physical activity and our social relationships are key to our sense of being able to cope under stress and to our general wellbeing.

8.12 Activities

Staying active

1. (a) Working in pairs and without using the internet, make a list of opportunities and facilities available in your area to help you stay active.
   (b) Now check how you went in part a by conducting internet research into these opportunities and facilities. Were there many you weren't aware of? If so, add them to your list.
   (c) Join with another pair and combine your answers. Classify your list into two categories:
   - opportunities, such as sporting competitions
   - facilities, such as sportsgrounds, playgrounds, walking tracks and gyms.

   (d) Share your findings with the class and compare with other groups. Add missing items to your list.

Stress relief

2. Spend five minutes listing as many stress relief activities/methods you can think of. Collate these with three other class members and come up with an agreed 'top ten'.

Body image

3. (a) Research body image and create an A4 poster outlining key elements of what body image is and positive ways in which it can be improved.
   (b) Use your poster as support for a three-minute presentation about body image issues.

8.12 Check and challenge

Explain

1. How does physical activity improve our health?
2. What methods of stress relief work best for you? Why?

Elaborate

3. Why isn't body shape an accurate reflection of health?
4. (a) Outline three potential effects of overwhelming stress on an individual's mental health.
   (b) Outline three coping strategies and three methods of relaxation that you would choose to help deal with stress. Describe how these could help and why they appeal to you.

8.13 Review

8.13.1 Summary

- Many factors influence adolescents, including family, peers and the media.
- Bullying is the *ongoing* misuse of power in a relationship through repeated verbal, physica*l and/o*r social behaviour that causes physical and/or psychological harm.
- Upstander behaviour is when someone witnesses and takes action against bullying behaviour.
- Violence can take various forms including physical, sexual, psychological/emotional and financial.
- Harassment is unwanted behaviour that offends, humiliates or intimidates a person.
- When faced with decisions in daily life and in managing relationships with other people, tuning in to your gut feelings will help you determine the best course of action and can help you keep yourself safe — both physically and emotionally.
- In an intimate relationship, any level of physical intimacy should be discussed and consent negotiated so that both parties feel safe and comfortable.
- To maintain our online security we must control the type of information we share.
- We should always be respectful of others when communicating online.
- Your digital identity is defined by your behaviour and by the content you post about yourself and others.
- The more information you have, the more informed your decisions can be.
- Drugs can be categorised according to how they affect the brain and nervous system. These categories are stimulants, depressants and hallucinogens.
- The use and misuse of drugs can have a negative impact on people's health.
- Tobacco and alcohol are widely abused drugs in our society because they are generally socially acceptable and easily accessible.
- The abuse of drugs can lead to physical, emotional and social health problems such as cancer, depression and breakdown of relationships.
- Taking risks on the road, including disobeying rules, is a major contributor to injury and death.
- Young men aged between 17 and 24 years are more likely to be involved in fatal road accidents because of risky behaviour.
- There are a number of strategies to reduce risks on the road, including following the road rules, keeping within the speed limit, wearing a seatbelt and wearing a helmet when riding a bike.
- You can reduce the risk of harm by making informed decisions in risky situations and planning ahead.
- Planning safe travel arrangements is an important part of making sensible decisions and reducing risk, particularly when celebrating.
- DRSABCD is an action plan used in assessing whether a patient has any life-threatening conditions and if first aid is required. It stands for **d**anger, **r**esponse, **s**end for help, **a**irway, **b**reathing, **c**ompressions and **d**efibrillation.
- First aid can assist someone who has life-threatening injuries.
- Knowing how to recognise the signs of and what to do if someone suffers a heart attack, stroke or shock can be crucial in saving their life.
- There are many health benefits of physical activity. Staying active has positive effects on physical and mental health and self-esteem.
- Good nutrition is an important part of keeping ourselves physically and mentally healthy.
- Consent must be given for any intimate interactions between individuals.
- Body image is the way in which we see ourselves. It is a reflection of our opinion of ourselves and is not an accurate measure of overall health.
- We are all road users and have a responsibility to be safe drivers, passengers, cyclists and pedestrians.
- By following the DRSABCD protocol, your safety and the safety of others is maximised.
- There are many ways to relieve stress. Many involve exercise.

ESSENTIAL QUESTION

What skills do I need to stay safe in different environments?

Evaluate your initial response to the essential question now that you have studied the topic.

8.13.2 Key terms

binge drinking drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days
cannabinoid a type of chemical that acts on particular receptors in the brain
cardiopulmonary resuscitation (CPR) an emergency life support procedure using a combination of rescue breathing and chest compressions
defibrillator a device that provides an electric shock to a patient whose heart has stopped beating
dependence reliance on or needing the drug to function; many of your thoughts, emotions and actions focus on the drug
depressant a drug that slows the activity of your nervous system
drug a substance that changes the way in which your nervous system and body work
endorphin a chemical naturally released in the brain to reduce pain, that in large amounts can make you feel relaxed or full of energy
first aid the initial care or treatment of someone who is ill or injured
first aid kit a collection of supplies such as bandages, plasters, and antiseptic wipes for use in giving help to a sick or injured person until full medical treatment is available
hallucinogen a drug that works on the brain to cause hallucinations
interpersonal a person's ability to relate to other individuals
passive smoking a non-smoker breathing in the second-hand smoke from a burning cigarette
recovery position the position in which to place someone (on their side) to protect the airway from being blocked by the tongue or by vomit
rescue breaths given to a victim who is not breathing. The breath will take one second to deliver and will make the victim's chest rise.
rip a stretch of turbulent and dangerous water at sea or in a river
sign something experienced that you and others can see or measure, such as a rash or elevated heart rate
stimulant a drug that stimulates or speeds up your brain and nervous system
symptom something experienced that is known only if you tell someone, such as a headache or blurry vision
tolerance the higher the tolerance, the more of the drug is needed for the same effect
upstander a person who witnesses or is aware of a situation where someone is being treated unfairly and takes action to correct the situation. This is usually in the form of support of the victim.

8.13 Check and challenge

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au *Note:* Question numbers may vary slightly.

Key terms quiz online only

Multiple choice quiz online only

Check your understanding

1. What forms of bullying are increasingly prevalent due to increased use of technology?
2. Explain the difference between a bystander and an upstander.

3. Why is it necessary to be safe online?
4. How do stimulants, depressants and hallucinogens affect the body?
5. Why are tobacco and alcohol so widely abused in our society?
6. What are the physical, financial, social and emotional impacts of drug abuse?
7. Why do young people take risks?
8. Which communication skills assist you to stay safe in risky situations?
9. What features of a community allow for physical activity to be incorporated into everyday lifestyle?
10. Which key aquatic skills are essential for water safety?
11. Identify behaviours that maintain young people's safety on the road, at the beach and at a party.
12. Identify the behaviours that place young people at risk of harm on the roads. How could these risks be reduced?
13. Write down the DRSABCD acronym, including what the letters stand for, and explain how it minimises potential harm to the victim and the person assisting them.
14. What similarities exist in the treatment of a range of different first aid situations?
15. Outline the relationship between body image and overall health.

on Resources

Digital doc: Worksheet 8.4 Real-life scenarios — staying safe (doc-29381)

Digital doc: Worksheet 8.5 Key terms quiz (doc-29382)

Digital doc: Worksheet 8.6 Multiple choice quiz (doc-29383)

Digital doc: Key terms glossary (doc-29384)

TOPIC 9
Healthy, safe and active communities

9.1 Overview

9.1.1 Introduction

Sport and recreation in Australia has changed considerably over the last century. The influx of different cultures has transformed the types of activities that Australians are engaged in.

Apart from cultural influences, you can look also at the type of community you live in and what opportunities for improving health are offered in the area. This might come in the form of built spaces targeted at improving a specific area of health, or outdoor spaces that offer opportunities for recreational activities such as bushwalking, cycling or swimming.

The concept of a community being 'healthy, safe and active' not only encompasses physical activity, but also a sense of connection and freedom from discrimination, in which everyone feels safe to be who they are without fear of prejudice.

Bocce is a game now played in Australia due to the influence of Italian immigrants.



on Resources

eLesson: Healthy, safe and active communities (eles-2950)

Digital doc: Key terms glossary (doc-29392)

ESSENTIAL QUESTION

What are the factors that contribute to a safe and healthy community?

SYLLABUS OUTCOMES

A student:

- recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity (PD4-6)
- investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities (PD4-7)
- plans for and participates in activities that encourage health and a lifetime of physical activity (PD4-8)
- applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. (PD4-10)

9.2 Cultural influences on physical activity

The health benefits of being physically active are huge, yet many people are not active. In this subtopic you will explore the reasons why some people are active and why others are not. In addition, you will learn new games and activities from Indigenous Australians and across the globe!

9.2.1 Factors influencing choices

The choices people make about how they spend their leisure time are influenced by a wide range of factors. Some of these relate directly to an individual, such as their family or background, while others are linked to the social and physical environment. Policy decisions can also affect physical activity behaviours. These influences can have either a positive or negative impact on being active. Negative influences are known as barriers to being active. Examples are shown in table 9.1.

TABLE 9.1 Barriers to being active

Category	Explanation	Examples
Individual factors	Relate uniquely to that person	Age, disability, injury, gender, education
Social environmental factors	External people, clubs and groups that can influence behaviour	Doctor, Physical Education teacher, sports club, culture and coach
Physical environmental factors	The external environment including weather	Weather, access to sports fields, equipment and bike paths
Policy factors	Decisions made by others that promote rules and regulations	Schools that require students to wear hats outside during recess and lunch
Socioeconomic factors	Income-related situations affecting your ability to access services	Income, job, area you live, housing

HEALTH FACT

Being physically active is linked to many health benefits. Exercise is a protective factor against conditions that are prevalent throughout the Australian population such as cardiovascular disease, cancer, high blood pressure, type 2 diabetes and obesity. In addition to the physical benefits of being active, health experts stress the major link between an active body and good mental health. There is strong evidence that during exercise the body secretes chemicals into the bloodstream that when circulated around the body enhance a person's mood. These chemicals are called endorphins. This mood enhancement continues well after the exercise is completed and can assist in the prevention and/or treatment of mental disorders such as depression.

DID YOU KNOW?

Recent research into the physical activity and sedentary behaviours (time spent inactive during the day) reveals that Australian adults spend on average 13 hours per week watching television. Australian Bureau of Statistics data from the 2011–12 Australian Health Survey also indicates that men and women spend over two months of the year sitting down engaged in sedentary behaviours.

There are many types of physical activity available in most Australian communities.



9.2.2 Cultural influences on physical activity

The **cultural influences** that exist within a community are one significant factor that can have an impact on the amount and types of physical activity undertaken within that community. These cultural influences can be described as the external factors that help shape the attitudes and behaviours of an individual or group and may include geographical location, influences of family and friends, language and religion.

Australian Rules football and Rugby League vary in popularity in different parts of Australia.



Over time, cultural influences often shape the behaviours expected within a community and shape the importance placed on things such as art, religion, family and sport. In Australia, considerable emphasis is placed on sport and it plays a significant part in our national culture. However, different cultural influences may dictate the typical sports and activities undertaken by different communities throughout Australia. For

example, Rugby League is a culturally significant part of community life in states such as New South Wales and Queensland, while AFL is more popular in other states and territories. In Australia, water sports are very popular activities as four-in-five Australians live in coastal areas. Our climate also generally allows access to sports such as surfing, water-skiing and boating activities for most of, if not all, the year round.

on Resources

Interactivity: Influences on activity choices (int-5462)

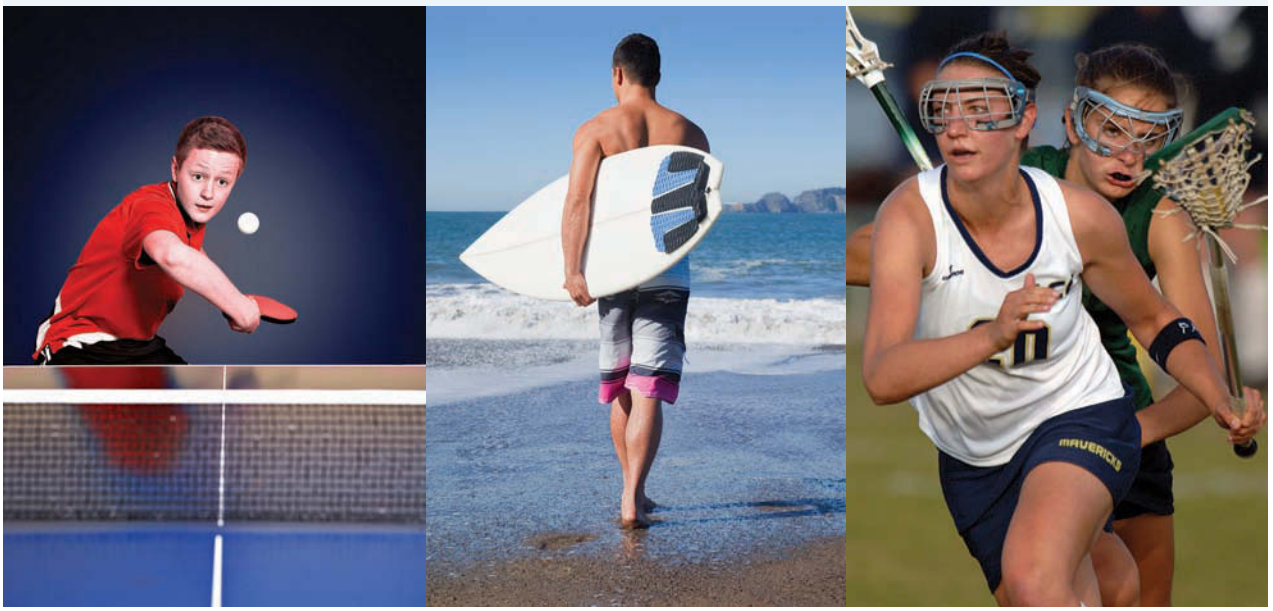
9.2.3 Change in Australia's sporting landscape

In the early 1900s the sporting landscape in Australia was dominated by culturally significant sports such as Australian Rules football, netball (first known as women's basketball), horse racing, Rugby Union and cricket. This reflected the strong cultural ties Australia had with the United Kingdom. Over the past one hundred or so years there has been a significant impact on the types of physical activity engaged in by Australians as more and more migrants have arrived here, bringing with them sports and activities from their own cultures. Examples include soccer from the UK/Europe, bocce from Italy and, since the 1970s, the growing popularity of basketball and skateboarding as US influences on our culture have increased.

Cricket has been a part of Australia's sporting culture for a long time.



Australians enjoy a wide variety of pastimes.



During this time sports such as badminton, surfing, table tennis, soccer, hockey and lacrosse have been absorbed into Australia's sporting culture and collectively play a significant role in the activities accessible to and played by Australians.

There has also been positive change in the amount of media coverage of women's sport. In the past, sporting news tended to be dominated by stories about men's participation and success in sports such as cricket and rugby league. Today, however, we are seeing an increase not only in news coverage but also in sponsorship deals; and major networks are now televising women's sport in prime-time viewing slots. As a result of this and other initiatives, there is an increase in the number of women playing sports such as Rugby Union, Rugby League, cricket and Aussie Rules football; in turn we are seeing a more equitable coverage of both men's and women's sport.

The world game

Soccer is an example of a sport that has gradually grown in popularity in Australia since its introduction in the late 1800s by English immigrants. In 1911 the first governing body for soccer was formed and the first national team played in 1922, but it wasn't until the post-war influx of immigrants that the game started to really embed itself in Australia's sporting culture. From there soccer has flourished to become an incredibly popular sport, with the Football Federation of Australia revealing that there are close to 2 million Australians, male and female, involved with this sport as players, coaches and match officials.

Australian athletes playing at international level, such as Tim Cahill, have helped increase participation levels in sports, such as soccer.



9.2 Activities

Group presentation

1. In groups of three, research and prepare a report for presentation on a culturally significant sport from the options below. Select a presentation tool that you are unfamiliar with such as **Prezi** to build your ICT skills.
   - Sepak takraw from South-East Asia
   - Lacrosse from North America
   - Gaelic Football from Ireland

Your report should contain the following:

- the name of the sport or activity
- the country or culture of origin
- details of how the game has evolved over the years
- the basic rules and regulations of the activity
- an explanation as to why you think this activity is popular in this culture
- a description of how culture has shaped the importance of this game or activity (may include the religion of the people, the environment, historical events, etc.)
- an explanation of how the game could be modified to enable the class to play safely.

Now you are ready to play!

Seprak takraw participants going head to head



Research and play!

2. Considerable research has been done on traditional Indigenous games and activities played in Aboriginal and Torres Strait Islander communities. Use the **Indigenous games and activities** weblink in the Resources tab to research and choose your game. Your task is to present to the class an activity that is unique to these Indigenous populations and able to be played by your class. Once the rules are explained the class will participate in this culturally significant activity. Note: You may 'modify' the activity so it can be safely played in your school.

Improvised game

3. Your task is to create your own game! In groups of four or five, design a game that can be played by your class at school.
   (a) Decide on the playing venue.
   (b) Based on the playing venue select the appropriate number of players per team.
   (c) What is the aim of the game? How do teams score?
   (d) In your group decide on the rules of the game. Consider ways to make the game fast, safe and fun.
   (e) Does the game enable maximum participation with the players?
   After the game has been designed it is time to try it with the class. Set up the playing area, explain the rules and scoring, then start to play. You need to stop the game if at any stage it appears that the rules you created are inappropriate for ensuring the safety of the class. After a certain time period (determined by the teacher) call the teams in and get some feedback. This could include suggestions about improving the enjoyment levels, safety, pace and rules of the game. After the suggestions are discussed and where possible implemented, try the game again.
   (f) After class write down your reflections on the game.
   - What were the strengths and weaknesses of the game?
   - How could it be improved further?
   - Did the class enjoy the game?
   - Were there participants who were not engaged?
   - Was your game influenced by cultural factors such as modifications of current games that you play and enjoy?
   - Was the game limited by the environment, such as the weather (forcing an inside game) or lack of facilities?

on Resources

Weblink: Prezi
Weblink: Indigenous games and activities

9.2 Check and challenge

Explain

1. Why are water sports such as swimming and surfing popular in Australia?
2. What does the term 'barrier' mean in relation to physical activity?

Elaborate

3. Research an activity that originally came from Asia but that has become common in Australia in the past 40 years, such as yoga (India) or karate (Japan). Suggest why they have appeal.
4. Describe the cultural influences that shape the activities that you enjoy.

Evaluate

5. Indoor activities (such as snooker and darts) are played significantly more in England than in Australia. Why?
6. Why do more Australians engage in activities such as tenpin bowling and bocce today compared to a century ago?

9.3 Impacts of nature on health and wellbeing

The natural environment comprises naturally occurring elements, both living and non-living, such as trees, beaches, rocks, mountains, rainforests, creeks and rivers, and wetlands. The natural environment is less obvious in our urbanised communities because the built environment is so dominant. Although the health benefits of being closer to nature are not new, research is now confirming what we long believed was true — that being outdoors makes us feel good. Although 'feeling good' is hard to measure, you can link it to some broad health benefits.

9.3.1 Our natural environment

Australia is fortunate to have a unique **natural environment** and local, state and federal government policies ensure responsible ways of caring for it. The natural environment provides spaces for people to connect with nature, even if they live in a **built environment**. This connection has been associated with feelings of wellbeing and positive mental health. The investment in taking care of our natural environment, such as bushland or healthy waterways, contributes to this **connectedness** and sense of wellbeing. It is also an indirect investment in our own health by ensuring the quality of the air through maintaining sufficient green spaces.

Green open spaces have a positive impact on health and wellbeing.



9.3.2 Benefits of being outdoors

Spending time outdoors is good for us, but Australians spend as much as 90 per cent of their time indoors. Spending time in front of computers and watching television takes us away from opportunities to be active. Research conducted at the University of Rochester in New York found that individuals consistently felt more energetic when they spent time in natural settings. There are beneficial effects of being outdoors for mental and physical health and wellbeing. Being outside in nature for just 20 minutes a day is enough to significantly boost energy levels. So what is it about being in touch with the natural environment that has an impact on our health and wellbeing? Some explanations are:

- Our own internal body clock, called the **circadian rhythm**, is affected when exposed to sunlight. This accounts for our body being in tune with night and day. When the optic nerve in the eye is exposed to sunlight it sends a message to a part of the brain to release the 'feel good' chemicals. People in regions where there is little sunlight for lengthy periods (for example, during Alaskan winters) have reported negative mood states associated with lack of exposure to sunlight.
- Exposure to ultraviolet rays from sunshine provides the body with the ability to produce vitamin D. Vitamin D is required for optimal functioning of the immune system. A deficiency in vitamin D is also a factor associated with low mood and depression.

- Being a part of nature and the outdoors provides exposure to fresh air and open spaces, which allows us to use different senses in this environment. It decreases feelings of exhaustion and increases feelings of alertness and wellbeing.

Providing facilities such as outdoor chess sets encourages people of all ages to make connections outdoors.



- Being outdoors in green space has connections with positive feelings as well as improvement in mental health and wellbeing.
- Being in natural settings provides opportunities to participate in physical activity, which results in the release of 'feel good' chemicals.
- The outdoors provides spaces for interacting in social groups such as at the beach, the park and playing games. This connection with family, friends and community provides support and positive mental health experiences.
- The outdoors is one of the few places where our eyes can 'exercise' over long distances. In indoor settings, they tend to be used for relatively short distance work such as reading computer screens, where **focal lengths** are relatively short. **Myopia**, or short-sightedness, is a condition in which long-distance vision is poor. Research from the University of Cambridge found that a lack of outdoor play in young children could be linked to myopia.

9.3 Activities

Outdoor circuit

1. Create a 2-kilometre walking or jogging circuit of your school/suburb that traces a path through green spaces and natural features. The start and end points should be the same. In the circuit incorporate terrain such as hills, or other features such as stairs, that provide an opportunity for further physical activity along the way. Time yourself using a tracking app and set a timed challenge for the class.

Map it out!

2. Use Google maps and identify how many natural areas are in your community. Identify areas that you use and present your findings to collate these areas as a class.

9.3 Check and challenge

Explain

1. Provide three examples of how being outdoors has a positive impact on your health and wellbeing.

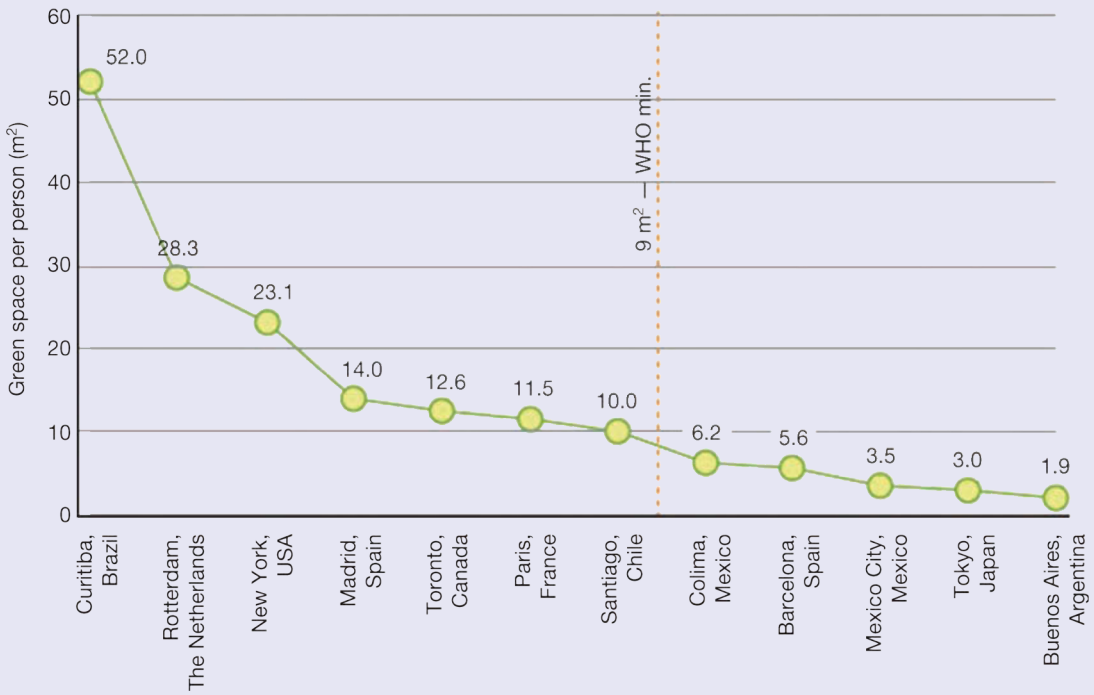
Elaborate

2. Use the **Fresh air gym weblink** in the Resources tab to read the article, then answer the following questions.
   (a) What are the health benefits of an outdoor gym?
   (b) What are both the positive and negative aspects of an outdoor gym?
   (c) Why is an outdoor gym considered 'better' than an indoor gym?
   (d) What environmental factors need to be considered before installing an outdoor gym?
   (e) What alternatives could you suggest for an outdoor gym without the expensive equipment?
   (f) What are the wider community benefits of this facility?

Evaluate

3. Complete the **Personal wellbeing** weblink in the Resources tab. How did you rate overall? How did you rate compared to the average of Australians? What did you rate yourself on feeling connected to community? What factors influenced your choice?
4. When planning new suburban housing developments, the recommended town planning ratio for green space to population is 4.3 hectares/1000 people. What does this equate to in m^2/person? Calculate the ratio of public green space to area of built environment in your local area by using a scaled aerial view map.
5. The World Health Organization (WHO), in its concern for public health, produced a document stating that every city should have a minimum of 9 m^2 of green space per person. View the graph below to find out how some major cities rate against others. As a class, discuss why you think some countries have more green space than others.

Green space per person in cities of the world



on Resources

Weblink: Fresh air gym
Weblink: Personal wellbeing

9.4 Go outdoors

Outdoor experiences are both challenging and rewarding. They provide relief from the often highly structured indoor way of life. Orienteering and bushwalking are two popular outdoor activities, but there are many others to enjoy.

9.4.1 Outdoor activities

Much of what we do is within the confines of the classroom or, later in life, within the walls of the home or office. Many of us long for open spaces, freedom and opportunities to relax. Fortunately, there are places to go to do this and adventures to be had. However, so that we have the best possible experiences, we must ensure we are well equipped and our knowledge of safety is adequate for what we intend to do.

Use the **Go surfing!** weblink in the Resources tab to watch a short video on how to surf a wave. In particular, take note of points that will help you if you haven't used a surfboard before.

Many people enjoy challenging activities because there is an element of risk-taking.



on Resources

Weblink: Go surfing!

9.4.2 Recreational activity

There are many benefits to outdoor recreational activity, including breaks from schoolwork, study and chores, and opportunities to socialise with others. In addition, outdoor activities provide relaxation, health and fitness enhancement, the chance to gain new skills and an opportunity to appreciate our abilities and express our talents.

There are many recreational and adventure activities from which we can choose. Depending on our school environment, we might have access to some of these as part of our physical education or sports programs. Access to others may be through excursions and school camps, and many more may be experienced outside of the school environment. At this stage, it is important to be aware of the range of activities available to us, participate in some and develop new skills, knowledge and behaviours so that when we choose to do activities of this nature we will be able to do so confidently and safely.

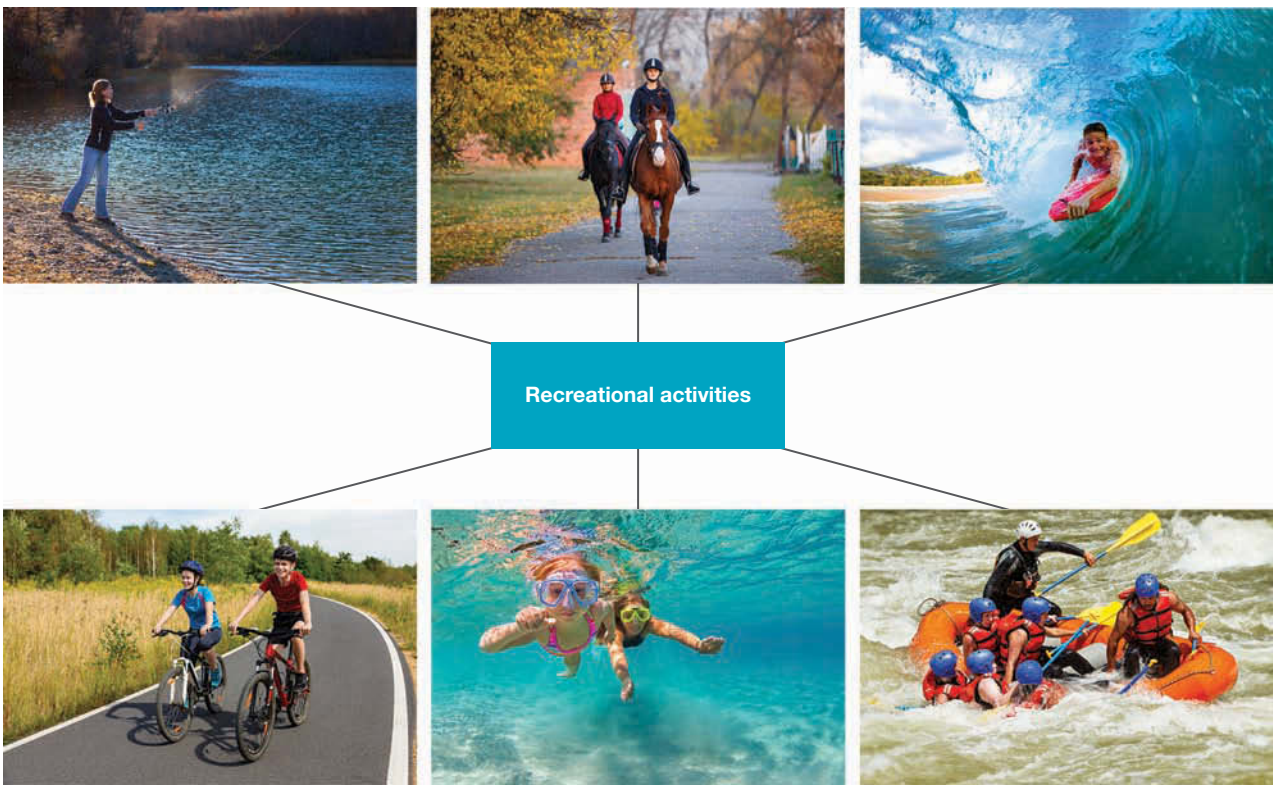
Recreational activity provides opportunity for enjoyment and personal development.



Some popular recreational activities include:

- abseiling
- bike riding
- bushwalking
- camping
- canoeing and kayaking
- caving
- cycling
- fishing
- kite flying
- orienteering
- rock climbing
- sailing
- scuba diving
- skateboarding
- skiing (cross-country and downhill)
- snorkelling
- surfing
- table tennis.

There are many recreational activities to choose from.



HEALTH FACT

Outdoor activities are known to reduce stress levels. The influence of the natural environment, together with an escape from urban life, a sense of achievement and feelings of revitalisation, lower the activity of hormones that cause stress. It is certainly a good reason to get involved in outdoor activity more often.

DID YOU KNOW?

Orienteering was invented in Sweden around 1900 for military training. Soldiers had to practise getting messages to areas unknown to them in the fastest possible time. It is now a popular outdoor activity, combining thinking and fitness into a 'cunning running' experience.

9.4 Activities

Plan an expedition

1. Form groups of four. Your task is to plan an expedition to a bush area, stay overnight and return the next day. Using the headings and questions below, develop an outline of your plan and submit it to the class. Evaluate each of the plans and choose one as a blueprint for a class expedition.
   - *Letting people know*. How long will you stay and what is your expected time of arrival home?
   - *Transport*. How will you get to the camp? What will be the cost? Are permission notes required? Is a special driver's licence required?
   - *Camp site selection*. Is permission to use the site required? If so, from whom? How much does it cost and are access keys required? Can you reach there and return in the time available? Is it a safe place to stay? Are there any fire restrictions?
   - *Equipment*. How many tents are required and how many students will there be to a tent? How will you share the transport of equipment? Do you need to buy/hire/borrow equipment such as sleeping bags, tents, torches and cooking utensils?
   - *Food*. What meals are required and what shopping is essential? Is water available? Can you carry all that you require? How will you cook your meals, especially if there is a total fire ban restriction?
   - *Clothing and footwear*. Do you have appropriate clothing and footwear for the type of terrain and the temperatures you would expect?
   - *Safety skills*. Think of safety requirements for yourself and the group. Is the route you are taking safe? Have you organised a first aid kit? Is anybody trained in first aid in case of an injury?
   - *Emergency procedures*. Have you developed a **risk management** plan? What will you do in case of accident/fire/flood/storms? Will you be able to get out? Will somebody be carrying a mobile phone? Who do you contact in case of emergency?
   - *Personal skills*. Are you personally fit enough for the challenge? What distances and terrain are involved and will you be capable of this while carrying all your equipment? What skills do you have that might be important to the group (for example, compass and map reading) and what skills might the group have that might be important to you?
2. In your group, use the internet to research environmentally sound practices of which all campers need to be aware. Use the information from all groups to assemble a class camping/bushwalking code of which everyone should be aware before going on an expedition.

Camping — a trial run

3. Now that you have everything planned, perform a trial run at school or after school on the oval. In some cases, pitching a tent can be difficult on your first attempt. It is even more difficult in the dark. Use the following activities to trial and develop your skills in expedition planning. Report back to the class on each activity and have the other students evaluate your performance.
   (a) In groups, plan a menu for the expedition. Work to a budget and plan fully what you will cook for each meal.
   (b) If tents are available, set up a camp site on the school oval or grounds. Organise a competition among groups to erect and dismantle tents in the quickest period of time.

Dealing with emergencies

4. Locate an article from a newspaper or online that features an expedition/camp where there was a mishap. Work out strategies that could be used to prevent similar occurrences.
5. While your group is walking in thick bushland, you notice that one person in your group is missing. As a group, how would you handle this situation?

Orienteering

6. Use the **Go orienteering!** weblink in the Resources tab and read the instructions for an orienteering game.

Risk management

7. Complete the **Planning for an outdoor adventure** and **Risk management** worksheets in the Resources tab to build your skills in identifying, assessing and managing risks in outdoor activities.

on Resources

Digital doc: Worksheet 9.1 Planning for an outdoor adventure (doc-29385)

Digital doc: Worksheet 9.2 Risk management (doc-29386)

Weblink: Go orienteering!

9.4 Check and challenge

Explain

1. What problems did you encounter in the Plan an expedition activity? How did you overcome these problems?

Elaborate

2. Identify five activities that could be classified under the umbrella of outdoor recreation.

Evaluate

3. Discuss the importance of safety in outdoor recreation.

9.5 Components of a balanced lifestyle

A balanced lifestyle means having a healthy balance between time spent working, at home, with family and on personal hobbies or pursuits. Having a balanced lifestyle is considered essential to good physical and mental health. Often, by making simple changes to your habits or routines, the balance can be readily shifted in favour of better personal health.

9.5.1 Lifestyle components

Analysing our lifestyles by weighing up the time we spend on the various **lifestyle components** is a valuable exercise, as the act of balancing our lifestyles can sometimes be challenging, requiring time and physical effort. The amount of time each of us spends on the different components varies from one person to another

and over time. Care must be taken not to spend too much time in one area of activity at the expense of another.

One of the biggest problems for both adolescents and adults is allocating time for physical activity. Many people do not do enough daily exercise and yet it has enormous health benefits. In this subtopic you will explore how school/work, physical activity and leisure and recreation affect your health.

Most of the pursuits we engage in every day help to keep us active. School or work require us to keep our minds active and physical activity provides us with exercise. The activities we involve ourselves in for leisure and recreation can keep both our minds and bodies active so it is important to make time for all of these types of activities every day.

Use the **Get active!** weblink in the Resources tab to investigate activities that might assist you in your everyday physical activity plans.

on Resources

Digital doc: Worksheet 9.3 Balancing my lifestyle (doc-29387)

Weblink: Get active!

9.5.2 Rest

Rest is an important lifestyle component because:

- it restores our ability to concentrate
- it provides time for the body to replenish its energy stores.

During rest, our mental activity slows down, allowing our mind to be refreshed.



Rest is important in relieving the body of some of the conditions that cause fatigue, such as intense mental activity (for example, solving a maths problem, doing assignments) and physical exertion (for example, running, competitive sports). There is even a need to rest the eyes after looking at a computer screen for a period of time. Activity causes the brain and muscles to become tired. When they are tired, the muscles are more relaxed and tend to be unable to do the work that we would like them to do. The effect of continuous mental effort creates tension in muscles, leading to a condition called **stress**.

It is important to understand that rest is different to sleep and is not a substitute for it. Sleep can last for long periods of time and has a much lower level of consciousness; rest can be quite short and may not even involve closing the eyes. The purpose of rest is to revitalise the body so it can function again at normal levels. It may be necessary to take frequent short periods of rest during days of heavy physical activity to allow our systems time to recover energy stores.

9.5.3 Sleep

Sleep is a natural process for the body — in fact, we spend almost a third of our lives asleep. Most adolescents require about eight to 10 hours of sleep per night, with this amount decreasing as we get older. There are three stages of sleep: dreaming, deep sleep and waking. Deep sleep is the most important stage and the one that best revitalises the body. Relaxation is the key to achieving deep sleep. The most useful way to ensure sound and extended sleep each night is by having adequate exercise during the day. Exercise tires the muscles and later slows brain activity. For best results, we need a balance between thinking tasks and physical activity to fatigue our bodies in preparation for sleep.

After sleep we feel refreshed and revitalised. Often, any problems we may have had previously are not as overwhelming or can be solved more readily. Sleep allows the brain to recharge, empowering it with higher levels of concentration and the ability to focus. Good sleep provides the groundwork for our performance throughout the day.

Poor or insufficient sleep, however, has the opposite effect. When we are tired, our mind is less able to cope with daily tasks. We often appear irritable; our concentration is poor and we have difficulty because the mind is unable to focus for periods of time and struggles to remember and retain key points and facts.

To feel rested and revitalised we need to experience deep sleep.



HEALTH FACT

Teenagers need as much sleep as small children. This is because the body is still growing at a rapid rate and the brain is still developing, especially the part of the brain that is responsible for memory and dealing with emotions. Sleep is important to keep the brain refreshed and able to cope with important things such as behaviour and emotion control.

It is important that we develop sensible habits to ensure proper sleeping patterns during adolescence. Late night study, for example, can cause tension and make sleep difficult. Use of effective time management strategies to plan and complete work early in the afternoon can lower stress levels. Alternatively, it might be more effective to sleep earlier and then rise sooner than you usually do and complete study in the morning; this way, the mind is fresh and will absorb much more. Also, the importance of being physically active and avoiding stimulants such as coffee and depressants such as alcohol cannot be overemphasised. Sound daily routines and good personal health practices form the foundation of a good night's sleep.

How much sleep do you need? Use the **Sleep** weblink in the Resources tab to find out.

on Resources

Weblink: Sleep

Staying active throughout the day will help you develop good sleeping patterns.



DID YOU KNOW?

The record for the longest period without sleep is 18 days, 21 hours and 40 minutes. The record-holder reported experiencing hallucinations, blurred vision, slurred speech and lapses in memory and concentration.

9.5.4 School/work

Tasks related to school and, later in life, work form the bulk of our daytime routines. Much of what we do in these roles requires thinking, concentrating and problem-solving skills. At school, we are required to write, draw, calculate, count, exchange opinions, research, analyse and debate — tasks that challenge us mentally.

Breaks during the day, such as lunch, help us to recharge our energy stores. At school, many students find they benefit from using these breaks to engage in games and physical activity. In the workforce, many who have been unable to be physically active for periods of time use breaks to stretch and exercise. This is a healthy practice because it consumes energy and relieves tension. It also has positive health benefits in terms of maintaining fitness and weight control.

School work challenges us mentally.



9.5.5 Physical activity

Sufficient **physical activity** is an important component in ensuring that our lifestyle is balanced. Sometimes, the demands of school and work can make us feel we do not have time for physical activity. In fact, lack of time is the most common excuse used by people who do not engage in sufficient physical activity.

DID YOU KNOW?

The NSW Schools Physical Activity and Nutrition Survey (SPANS) 2015 report showed that less than 12 per cent of adolescents in secondary school met the required amount of physical activity.

There are many forms of physical activity that can be built into our lifestyle.



By being conscious of when during your day you can allocate time to become more active, physical activity can readily be built into your lifestyle. Opportunities for valuable physical activity could include:

- walking part of the way to and from school rather than taking the bus the whole way
- team training
- taking stairs rather than escalators
- walking the dog
- working in the garden
- playing backyard cricket
- strolling along the beach
- going for walks
- joining activity groups such as a HIIT or Pilates class.

In fact, if we are able to mix physical activity with periods of concentration we will be a lot more productive in our work and study. A good balance for adolescents is a minimum of one hour of physical activity each day. Remember that all activity is included, not just sport.

Physical activity comes in many forms, not just sporting activities, and has many social, emotional, intellectual and health benefits. Explore the **Australian Physical Activity Guidelines** weblink and complete the **Get active!** worksheet in the Resources tab to explore the different ways you can be physically active.

Resources

Digital doc: Worksheet 9.4 Get active! (doc-29388)

Weblink: Australian Physical Activity Guidelines

DID YOU KNOW?

The average person spends about 14 145 hours at school; that does not even include time spent on homework!

9.5.6 Leisure and recreation

The inclusion of sufficient **leisure and recreational activity** in our lifestyle is important because it provides a break from work, chores and matters we must attend to, such as assignments and study.

There are many ways of spending leisure time.



Leisure time can be active or passive. During active leisure time, we engage in physical activity such as walking or cycling. This contrasts with passive leisure time, where there is little or no physical exertion. There are many good leisure activities such as reading, listening to music, gardening, playing computer games, watching television or browsing through shops. Recreation, on the other hand, usually applies to more organised activities such as camping, sailing and bushwalking. Both leisure and recreation are very important for our health because they are enjoyable.

Hobbies are excellent leisure-time activities because they appeal to our creative instincts. There are many types of hobbies but most can be categorised into:

- literary, such as reading and writing
- artistic, such as painting, drawing and modelling
- technological, such as building and designing
- scientific, such as performing experiments and conducting research.

Hobbies provide the opportunity to learn about things that interest us, to fulfil ideas, to plan and organise, to develop independence and to experience enjoyment.

HEALTH FACT

At least one in four Australian high school students are either overweight or obese. Living a balanced lifestyle that involves plenty of physical activity is the best way we can manage our weight.

Visit the **My healthy communities** weblink in the Resources tab to see how your region measures up with the national average.

on Resources

Weblink: My healthy communities

9.5 Activities

Meditation

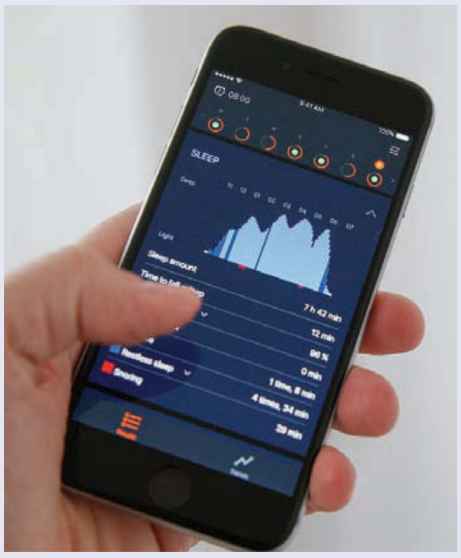
1. Meditation is an excellent way to rest the mind and body. Try the simple meditation outlined below or use an app such as Smiling Mind to guide you.
   (a) Set an alarm or ask someone to bring you out of the meditation after a designated time period (for example, 5, 10 or 15 minutes). Begin by sitting cross-legged on the floor. Straighten your spine by lifting the crown of your head directly upwards and gently pressing your hips towards the ground. Lay the palms of your hands on your thighs, facing either up or down. Close your eyes and take deep breaths through your nose, remaining as silent as possible.
   (b) When you receive the instruction to open your eyes, take a moment to silently consider how you feel. Do you feel more relaxed? Do you feel more alert? Write down some reflections on your experience of meditation. Do you think meditation is a good way to rest?

Sleep disorders

2. Insomnia involves having trouble with how well or how much you sleep, whereas hypersomnia is excessive sleepiness. Draw a chart with two columns and head the columns 'Insomnia' and 'Hypersomnia'. Use the **Insomnia** and **Hypersomnia weblinks** in the Resources tab to identify what you believe to be the best five strategies for coping with each of the conditions.

You can also use devices such as a Fitbit or sleep apps to track your sleep.





Enjoying exercise

3. (a) As a class, generate a list of sports or activities that could be played at your school and could be considered active, enjoyable and easy for everyone to do outside of school.
   (b) Choose three activities and arrange to play each. Make sure everyone is involved.
   (c) Rotate the positions every few minutes to ensure that each person has the opportunity to play both the active and less active roles. Modify the rules if necessary to ensure there are fewer stoppages. Play each game with the intent of becoming as involved as possible.
   (d) Discuss how enjoyable activity can contribute to your health.
4. Use the **Play squash!** weblink in the Resources tab to learn how to play squash. Would squash be a good active leisure activity for you to try?

Active leisure

5. (a) Have each person in the class choose an activity that they consider to fit the category of active leisure. Some suggestions might include table tennis, skateboarding, squash or tennis.
   (b) Briefly investigate how the activity is played and whether it would be possible for your class to play (for example, you may need to catch a bus to the squash courts).
   (c) Select the three most popular active leisure activities and organise to participate in them.
   (d) Discuss ways in which you can build more movement into your leisure time activities.

Participating in lifelong physical activities

6. As a class, undertake the following tasks.
   (a) Choose five lifelong physical activities and brainstorm the potential benefits of each activity.
   (b) Investigate whether these activities are available in your local community and whether it would be possible to organise an excursion to a place where they are conducted.
   (c) Participate in the activities and discuss whether the benefits were as favourable as you had suggested in the brainstorm.

Hobbies

7. Choose *five* hobbies from the following list and rank them according to personal preference. Explain why each appeals to you and how you might incorporate them into your life. Discuss your choices with the person beside you.

- Cooking
- Sculpture
- Bird watching
- Performing stunts
- Watching movies
- Knitting
- Reading
- Playing board games
- Dancing
- Pet minding
- Beach walking
- Exploring
- Windsurfing
- Sewing
- Travelling
- Playing video games
- Photography
- Horse riding
- Collecting (stamps, cards, etc.)
- Bushwalking
- Fashion design
- Playing a musical instrument
- Fishing
- Fitness activities

Promote activity!

8. In groups, design a poster to be displayed around your school or a Prezi presentation that discusses the components of a balanced lifestyle. Your poster or presentation should depict the importance of maintaining balance in your life to improve health and wellbeing.

Resources

Weblink: Insomnia
Weblink: Hypersomnia
Weblink: Play squash!

9.5 Check and challenge

Explain

1. What are the five lifestyle components?
2. What is sleep and why is it so important?
3. How can we best ensure a good night's sleep?
4. Think about your own sleeping patterns. Suggest three things you could do to improve the quality of your sleep.
5. Describe something that you would consider to be rest following a period of time working on a problem-solving exercise.
6. Describe something that you would consider to be rest following a period of intense exercise.
7. Describe how stress might affect your ability to have a good night's sleep.
8. What is the difference between active and passive leisure activities?

Elaborate

9. An analysis of your lifestyle suggests that you need to find time for an extra 30 minutes of physical activity each day. For each day of the week, suggest where this time would come from and what activities you would do.
10. Describe five ways by which we can become more active in school and work.
11. Describe a leisure activity that involves planning and one where no planning is required.
12. Describe a hobby that would be suitable, interesting and appropriate for you and your friends. Explain why it is a good choice.
13. Discuss why the need to plan might be a barrier for some people in their choice of leisure activities.
14. Identify areas you can improve on to enhance your health and wellbeing and set three goals that will enable you to successfully achieve these improvements. Use the **SMARTER goals** worksheet in the Resources tab to help you set your goals.

on Resources

Digital doc: Worksheet 9.5 SMARTER goals (doc-29389)

9.6 Valuing diversity and promoting inclusivity

Australia is a diverse nation and this may be reflected in the make-up of your local community. Diversity within your community may come from people with varying cultural backgrounds and languages; however, it can also be due to people of different ages, religions, disability, sexuality and gender. In this subtopic you will explore the individual and community benefits of diversity and discover ways that individuals can promote inclusion.

9.6.1 Diversity within Australia

Data from the 2016 Australian Census highlights the changing nature of our society. Some of the key findings are shown in the figure at the top of the next page.

Gathering data on Australians' sexuality and gender has its limitations, as people who have been treated disrespectfully in the past may be unwilling to reveal this information about themselves in formal surveys such as the Census.

Use the **Australia as 100 people** weblink in the Resources tab to learn more about the characteristics of Australian society as captured by the 2016 Census.

Australians have very diverse backgrounds as shown by the results of the 2016 Census.

1 in 5 Australians have some form of disability.

People are living longer, with 16 per cent of the population aged 65 years and over.

Australia's population has grown to over 23 million people.



Christian religions make up 52 per cent, other religions 8 per cent and no religion 30 per cent of the entire population.

Aboriginal and Torres Strait Islander peoples make up 2.8 per cent of the Australian population.

More than one-fifth (21 per cent) of Australians speak a language other than English at home.

Almost half (49 per cent) of all Australians were either born overseas or have at least one parent who was born overseas.

More than one-quarter (26 per cent) of Australia's population were born overseas.

Source: Data from Australian Bureau of Statistics, 2016 Census, www.abs.gov.au/websitedbs/censushome.nsf/home/2016

on Resources

Weblink: Australia as 100 people

9.6.2 Promoting inclusivity

Due to Australia's diverse population, we all have access to engage with and learn about a variety of cultures. Different cultures can significantly influence the languages we speak, the food we eat, the clothes we wear, the sports we play and the music we enjoy. By engaging with cultural experiences outside those of our normal day-to-day lives we give ourselves the opportunity to learn about the way others live and also learn a little bit more about ourselves in the process.

We only need to examine Australia's sporting landscape to observe how inclusion can educate people and change their previously held views of different population groups. In 1973, Rugby League player Arthur Beetson become the first Indigenous Australian to captain a national sporting team. In 1995, Ian Roberts became the first openly gay rugby player in the world. In 2011, Usman Khawaja became the first Muslim and first Pakistani-born Australian to play Test cricket for Australia. In more recent times we have also witnessed an explosion of professional women's sporting competitions (WBBL, Super Netball, AFLW, Super W Rugby Union, Women's Rugby 7s, NRL Touch Premiership, NRL Women's Premiership, to name a few) that have garnered further exposure through subscription and free-to-air television. All of these advancements in the national sporting arena have the ability to expose viewers to different cultures and population groups, which can start the conversation about inclusion and a celebration of diversity. Have you ever considered how you as an individual can work to promote inclusivity in Australian society?

Usman Khawaja representing Australia in the men's national cricket team. Meg Lanning captained the Australian women's national cricket team through the boom of professionalism.



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

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

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

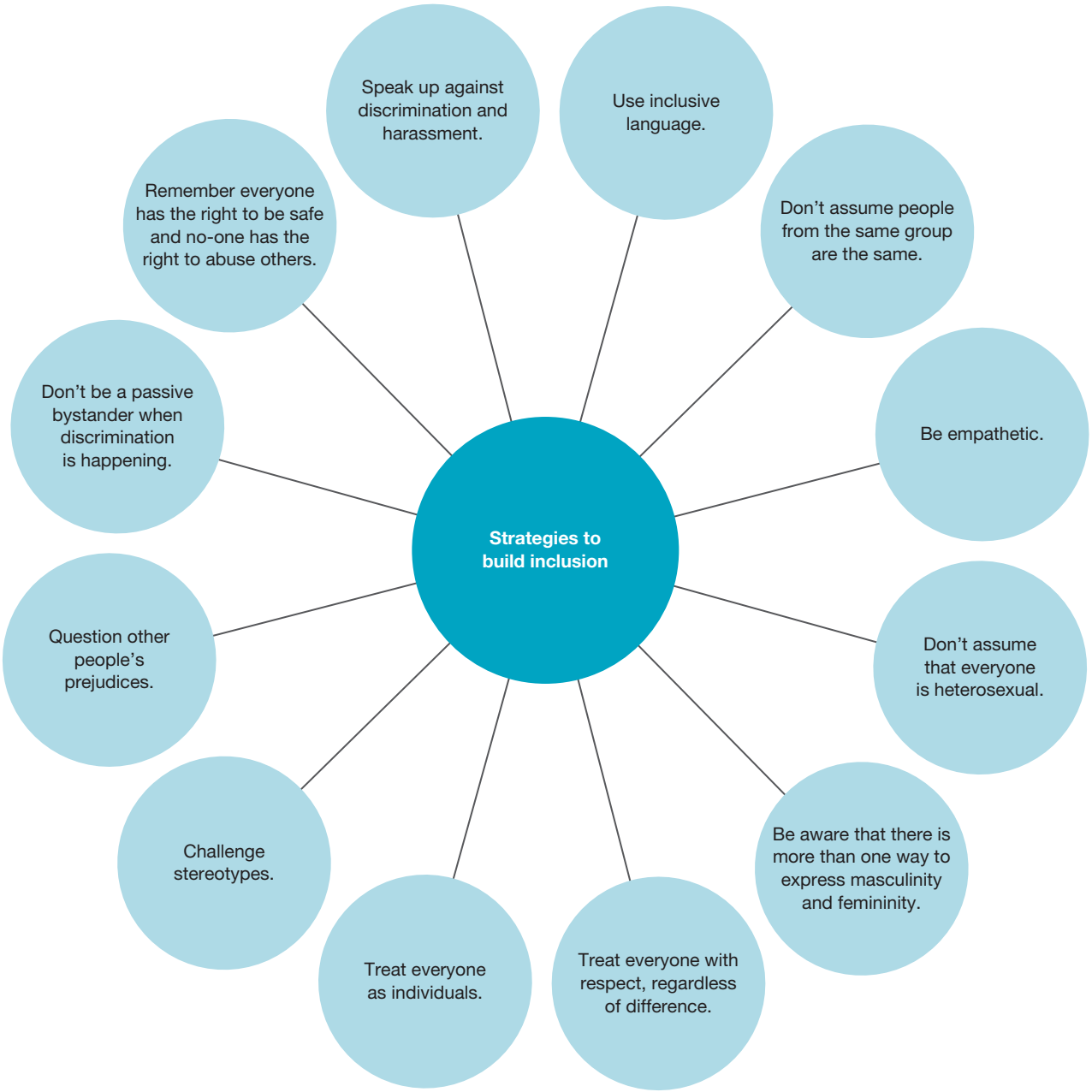
9.6.3 Stereotypes and prejudice

Stereotyping individuals or groups can have negative impacts on a person's wellbeing. You may have heard many stereotypes in the past such as 'all young people are disrespectful' or that people with a disability or mental disorder cannot look after themselves. Not only are these statements untrue, they also amount to **prejudice**. This means that the person is being pre-judged based on his or her affiliation with a specific group or because of the status of their physical or mental health. It is important for individuals and communities to challenge stereotypes and to promote positive language and attitudes about diversity.

By challenging stereotypes and prejudice we can demonstrate that we value and support everyone's right to be treated fairly and with respect.

Ways to help you challenge stereotypes and prejudice include:

- *educating yourself*. Respect and value the differences between people and understand when language or actions may discriminate against them.
- *advocating for others*. Take action to support those who are treated unfairly. For example, let bullies know that their behaviour is not right or acceptable and that you do not agree with it.
- *role modelling inclusive language and behaviours*. This means ensuring you treat others fairly and practise using respectful language. Language is very powerful and can be a great tool to change stereotypes and attitudes.



HEALTH FACT

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

On many occasions people may experience prejudice in the form of racist attitudes and comments. You may have been a bystander when a racist comment was made and felt the uncomfortable nature of the situation. It is common for people in this situation to not act for fear of being a target as well. According to the Racism. It Stops With Me campaign there are some simple strategies that individuals may be able to employ to show signs of support to people who are the target of racist behaviour. These are outlined in the box on the next page.

If you see racist behaviour in public, you could:

- say something if it feels safe. It could be as simple as saying 'Why don't you just leave him/her alone?'

If it doesn't feel safe to say something, you could:

- think about how you can support the target of the abuse. Go and sit or stand next to them and check if they're ok
- tell someone responsible such as the driver if it's happening on public transport or a security guard if it's happening in a public place such as a shopping centre
- call the police on 000 if you think that you or somebody else may be in danger.

If you see racist material online, you could:

- report it. Most social media platforms (for example, Facebook, Twitter and YouTube) have policies for and ways of dealing with offensive content
- make a complaint to the Australian Human Rights Commission, to the Office of the eSafety Commissioner or to the police
- say something. Go to the **Anti-Hate** weblink in the Resources tab to check out messages you can post in response to 'haters' online.

If you see racism directed towards a classmate or teammate, you could:

- say something. There are many ways you can respond to prejudice in any situation
- suggest they talk to someone. Most schools and sports clubs will have a policy for dealing with bullying and harassment, including racism.

on Resources

Weblink: Anti-Hate

CASE STUDY: THE IMPACT OF CONTEXTUAL FACTORS ON YOUNG PEOPLE

Muslim football star Lael Kassem breaking down barriers, eyeing Giants AFLW berth



Lael Kassem was inspired by her nine brothers to play Aussie rules and now she is motivating others to take up the sport.

Kassem is quite possibly the busiest woman in the west. She plays for the predominantly Muslim Auburn-Penrith Giants in Sydney's premier division as well as coaching their youth girl's team. She is also studying for her PhD and has just been awarded the Jesaulenko internship and is currently embedded in the Giants' coaching department.

The internship is named after Carlton Legend Alex Jesaulenko who was born in Austria in 1945 and after migrating to Australia played rugby and soccer in Canberra before taking up Aussie rules. Jezza has spoken many times about how footy helped him engage in Australian culture and Kassem is doing the same.

"Playing Aussie rules made me stronger in my identity as an Australian," Kassem said.

"It was the same for my teammates, footy allowed us to travel and meet people from Anglo-Saxon backgrounds and play against them which I would not have done without the sport. The opposition teams were very welcoming and made that integration into the broader community easier."

Kassem has been playing footy since 2011 and says her involvement has been a great vehicle to bring people from different backgrounds together. She also believes her team mates and opponents have more in common than what people might think.

"Everybody wants to categorise us and talk about our differences," Kassem said.

"Let's focus on what brings us together and what we have in common, that's footy. We all love playing Australian rules football. We can all talk the language of football.

"I'm Lebanese-Australian but I'm playing footy and integrating into Australia like everyone else."

Kassem is hoping her involvement with the Giants coaching staff will help her one day line up for GWS in the AFLW.

"I've always been interested in high performance and elite athletes," Kassem said.

"I'm still motivated to play at the highest level in the AFLW and this is inspiring me to follow that dream and is giving me a deeper understanding of the game I didn't have before."

Source: N. Cordy, 'Muslim football star Lael Kassem breaking down barriers, eyeing Giants AFLW berth', *The Daily Telegraph*, 27 July 2017

CASE STUDY:

Tyrone Gordon, Dubbo man, brings family dances back to life for a new generation

In a hidden red-dirt bush amphitheatre near Dubbo, in central NSW, dozens of fidgeting children line up for Tyrone Gordon to smear ochre on their faces, arms, legs and bellies.

It is a tradition stretching as far back as there are stories. Once painted, they will be schooled in moves every kid used to be taught: the crow, the echidna, the emu, the rowboat, the brolga, the owl. The "family dances", Gordon, 27, calls them.

"It's the important things they teach," he says. "No getting cheeky, no staying out after dark, no swimming in the river, no going to the special place that you're not allowed to. How to hunt, what season's coming up. That's what the animal dances are about." The sun is sinking, and the fires are lit. The teacher's voice rises over the dusty hubbub. "Show us your goannas, boys. Show us your kangaroos. Now everyone, show us your echidnas."

The kids swirl and contort, they stamp, they move to Gordon's instruction: his pair of clapsticks and his singing in language both ancient and modern. Not just his local Wiradjuri: some of the dances being taught are from elsewhere, reflecting the intercultural communication that went on in pre-European times, and which continues.

These classes — drawing in both black and white children who each pay $5 for the experience, as well as a bottle of water and a piece of fruit — have been going for only six weeks, but interest has exploded.

It started with a post on social media: Gordon, who as a teenager was taught the old dances by Dubbo elder Wayne Krause and has been teaching others then, advertised that "I want to do some cultural things out bush".

The first week 10 kids showed up. The next, there were 90. Many of these youth are in care; statistically, many face stiffer life challenges than other young Australians. Some of them have no direct link to the lived history of the region and their own people.

According to the 2011 census, indigenous unemployment in the NSW northwest Wiradjuri language region was at 20 per cent, compared with 4 per cent for the non-indigenous population. Year 12 completions were 22 per cent, versus 39 per cent.

By Gordon's own admission he was at risk of drifting off into the half-world of drug use and small-time criminality that social disadvantage often produces. "I've gone off the rails," he admits, simply. He says dance — and his other love, boxing — are what keep him grounded.

"A lot of programs that are run in Dubbo targeting at-risk people, or people likely to be in contact with the criminal justice system, look at sporting or other community connections," says Scott Tanner, the police inspector in charge of the local force's indigenous relations strategies. "This is one that targets culture. If a kid doesn't know where he comes from or where he belongs, it can be hard for him to know where to go."

It's about giving pride to kids who will take it from whatever direction it can come.

The session feels like footy training, with parents ringed around the dance circle on folding chairs, proudly taking photographs, and the littlest ones playing in the shadows. At one point, Gordon sends two boys off for mucking about.

"They're not just getting cultural learning," says Dubbo woman Kimmie Collins, who has brought six-year-old indigenous grandson Bailey — her ward since birth — as well of a handful of others from Narromine, half an hour away. "They're getting teaching about how to live. Here, Bailey learns his own stories."

Gordon, who also takes his traditional dance education to schools around the region, wants the endeavour to become a prosperous business, and has aspirations to take it international.

He's adamant though that it's not just entertainment. The way he sees it, what he's doing is nation-building. "Without a story, you don't know who you are, and the way you transmit those stories is through dance, through movement," he says." It's not about 'your people did this to me, your people did that to me'; it's about rebuilding from both sides."

Source: S. Fitzpatrick, 'Tyrone Gordon, Dubbo man, brings family dances back to life for a new generation', *The Australian*, 9 April 2016

9.6 Activities

Promoting inclusion

1. (a) In small groups research one of the following campaigns or events and explore how they celebrate diversity and promote inclusion.
   - Harmony Day
   - Always #LikeAGirl
   - Indigenous Rounds in national sporting competitions such as the NRL, AFL and netball
   - Bingham Cup, Rugby Union

   (b) Present your findings to the rest of the class via an oral and/or visual presentation.

Challenging stereotypes

2. (a) Complete the following table outlining a stereotype associated with each group and include a comment as to why it would be considered prejudicial.

Group	Stereotype	Comment
Young people		
Elderly		
People with a disability		
LGBTQI people		
Indigenous Australians		
Muslim people		
People with a mental illness		

   (b) In small groups, discuss your responses to part a and consider the social and emotional impacts that stereotypes may have on individuals.

   (c) In small groups, role play a scenario in which a mental health stereotype is portrayed and then challenged by the use of positive language and behaviour.

Case study

3. Read the case study in section 9.6.3, 'Muslim football star Lael Kassem breaking down barriers, eyeing Giants AFLW berth' and answer the following questions.
   (a) What are some the stereotypes usually associated with females playing a contact sport such as AFL?
   (b) How has Kassem's involvement in AFL promoted diversity and inclusivity within her community?
   (c) Discuss the positive influences a story like this could have on changing people's attitudes towards multiculturalism.
4. Explain how a program such as Tyrone Gordon's dance classes can have benefits for:
   (a) individuals
   (b) the community.

Extension activity

5. (a) Research the inclusion policies of various national sporting bodies such as the NRL, AFL, Netball Australia and Cricket Australia. Examine how policies such as these increases diversity within the sporting association and promotes inclusion of all Australians.

   (b) Design a policy for your school community that would make it a more inclusive place.

9.6 Check and challenge

Explain

1. How might we notice diversity within a community?
2. How can sport be used as an introduction to celebrating diversity?
3. What are some examples of inclusive language?

4. List five strategies that can assist in promoting inclusion.
5. What are some examples of stereotyping specific groups?
6. Define the term 'prejudice'.

Elaborate

7. How could you become a role model for people looking to challenge prejudice?
8. Aboriginal and Torres Strait Islander peoples make up what percentage of the total Australian population?

9.7 Community participation and connection

Evidence supports the close relationship between people's health and the living and working conditions that form their social environment.

9.7.1 The social determinants of health

Factors such as socioeconomic status, conditions of employment, power and social support — known collectively as the social **determinants** of health — act together to strengthen or undermine the health of individuals and communities. The WHO describes social determinants as:

> … the circumstances in which people grow, live, work, and age, and the systems put in place to deal with illness. The conditions in which people live and die are, in turn, shaped by political, social, and economic forces.

An individual's social environment includes the local community they live in, their workplace, their school and any other community groups they are involved in. It has strong links to positive wellbeing, so it is important we encourage this connection for all individuals.

9.7.2 Benefits of being in a community

Community doesn't just relate to where you live, it encompasses your shared interests, beliefs and activities. There are many places where individuals and groups can connect and be a part of a community through participation in both physical and social activities.

Community groups include:

- sporting groups
- cultural groups
- playgroups
- senior citizen groups
- recreational groups, such as Scouts and Guides
- creative arts groups such as drama or musical groups
- parenting groups
- book clubs
- environmental groups.

9.7.3 Spaces for community interaction

Having a sense of community and opportunities for **social interaction** are two key factors that contribute to physical and mental wellbeing. A sense of community refers to whether you have a feeling of 'belonging'. This belonging is encouraged by opportunities for interaction, with nature and with people. Social isolation and lack of community interaction are associated with poorer health. Any place or space that allows people who share similar interests to come together can have a positive impact. A sense of belonging brings with it

feelings of security and increased feelings of identity. For example, sporting teams, cultural groups and special interest groups such as bird watchers or skaters in a skate park all have a sense of belonging when participating together. The increase in events such as the colour run, mud runs and community fun runs have been prominent in areas across Australia and have been designed to increase the community involvement in physical activity, but in turn have a positive effect on mental health and are shown to be building strong community links These links with the broader community through social networks are important for health and wellbeing.

Community connection is important to our health and wellbeing.



There are different types of community spaces and each plays a different role in meeting the needs of all individuals and in supporting safe, healthy and connected communities; for example:

- meeting spaces — community halls, footpaths, shops, gardens
- playing spaces — fields, sports grounds, parks, beaches
- learning spaces — community gardens, libraries
- celebration spaces — places of worship, parks
- creative spaces — schools, galleries, museums
- growing spaces — spaces tended by the local community such as creeks and community gardens
- active spaces — outdoor gyms, cycle paths, stairs, open space.

DID YOU KNOW?

According to the Australian Institute of Health and Welfare (AIHW) 2011 report, nearly 72 per cent of young adults (aged 12–24 years) are involved in social or community groups. The 2014–15 AIHW report showed that around 99 per cent of Indigenous Australians were involved in sporting, social or community activities.

Communities offer places for social interactions.



9.7.4 Community connection

We can improve our relationships and social wellbeing by instructing other people through physical activity sessions or participating beside them in team sports and helping them to understand the concept of play. This might include roles such as coaching or it might mean volunteering at a local fun run. You might even be involved at school running a sport session for your classmates.

When undertaking these tasks, you are able to develop and improve interpersonal skills or attributes such as your communication skills, problem-solving skills, time management, your ability to work as a part of a team and your self-confidence.

These skills will help you work more confidently within a team and in everyday life, as well as helping to enhance your social and mental wellbeing as you improve your ability to communicate confidently with other people.

Success when working with a team brings everyone satisfaction.



9.7.5 Healthy, happy communities

The Ottawa Charter for Health Promotion (1986) outlines specific action areas to improve health for all. One of the key action areas that is essential to ensure complete wellbeing is to 'create supportive environments'. If we can create an environment that has activities to include all members of the community regardless of factors such as age and background, then we are creating a supportive environment for people to feel free to participate in whatever activities they desire.

Helping others builds a supportive environment in your community.



Ensuring community members feel included will not only benefit *their* sense of wellbeing but will also allow *you* to feel a sense of accomplishment and pride as you have helped someone else connect with their community. You are also playing a part in supporting social justice for all and making the world a better place.

There are a range of support systems you might have in place at your school that aim to build a supportive environment, such as peer support or buddy systems. There might also be particular modifications made around the school so that students with a disability are able to participate easily in whole-school activities.

9.7.6 Health benefits of well-designed built environments

A 2003 study found that those people living in highly walkable neighbourhoods spent almost twice as much time weekly (137 minutes) walking to complete local errands compared with those living in low walkable neighbourhoods, and about half as many residents were overweight. This suggests that well-designed neighbourhoods comprising safe, open spaces might deliver important social, physical and emotional health benefits.

Social health benefits

Natural spaces promote social contact by bringing people together, creating a more connected and **cohesive** community. There are many opportunities for social interaction in a natural environment. Examples include family camping trips, kicking a ball in the park with friends, going bike riding and walking to the shops. Having a strong social network, such as friends, family and peers, can promote mental health and reduce stress.

Physical health benefits

Being in open spaces provides the chance to be active. A recent, and one of the largest, Australian research studies conducted by the University of Western Sydney found that availability of green neighbourhoods encourages walking, but also encouraged more intense forms of exercise such as jogging and team sports. It showed that access to green spaces allowed for greater opportunity to do regular physical activity — more than once per week.

Emotional and spiritual health benefits

Tai chi is a Chinese martial art practised outdoors to take advantage of the energy of nature. It is used as a form of exercise to reduce stress.



Just being part of the natural environment brings with it positive mind–body benefits. Connecting with nature has a 'de-stressing' effect on the mind. As a result, your physical body experiences a reduction in muscle tension and heart rate. Natural settings provide spiritual inspiration and time for reflection. Nature can bring calmness to the body as we fill our lungs with fresh air and stretch our body.

The connection with the environment is no more evident than in Australian Indigenous culture, in which the environment provides food, culture, spirit and identity. The land is considered sacred and the people's connection with the land is the most important identity-shaping relationship. Their belief is if the land is treated well, it will provide well for you and your family. This is reflected in the saying 'if you look after Country, Country will look after you'. This connectedness and respect for the land is the way that Indigenous people 'care for Country'. This 'oneness' with country is shown by the link between the wellbeing of an individual and the wellbeing of the land.

HEALTH FACT

The OECD Better Life Index reported that Australians felt 'a strong sense of community and high levels of **civic participation**', with 94 per cent of people feeling they knew someone they could rely on if they needed help. This sense of community is a hallmark of Australian life.

9.7 Activities

Building connection

1. In small groups research what groups are available in your community for people of a variety of ages and cultures to connect through physical and social activities. As a class, share each group's findings and create a list of your local community groups.

Refining interpersonal skills

2. In small groups plan a practical lesson for your class to participate in. Discuss with your teacher to determine suitable activities. Designate a role for each member of the group. Roles may include: Team Leader, Secretary and Group Instructor. Reflect on how your group worked together during this activity.
   - What worked well?
   - What didn't work well?
   - Did you feel a sense of accomplishment?
   - What do you think could be improved for next time?

Case study

3. Read the following case studies and answer the questions that follow.
   (a) William is in Year 8. He has recently moved to Australia from China and has trouble speaking and understanding English. In China he was top of his classes and involved in a range of extracurricular sporting activities, however, since moving to Australia he has been struggling academically and hasn't been able to attend any sporting trials because he doesn't understand what is required. He feels isolated and isn't sure where to turn for help.
      i. What groups are available in your school to support William?
      ii. What could you do to help William feel more included in school?
   (b) Alex is in Year 7. She has muscular dystrophy and is now in a wheelchair. Alex loves watching sport and wishes she was able to run around with the other students.
      i. In what ways could you involve Alex in sport at your school?
      ii. In groups, devise some physical activities that individuals who use wheelchairs could participate in at school.

Regenerate a natural space

4. Identify an area or section of the school grounds or local community that is currently underused or uncared for.
   (a) Measure the dimensions of this area and convert it into an aerial scale drawing of 1:100.
   (b) Propose a plan to change this area into a useable space where individuals and groups can connect to nature or as a community by addressing the following points:
      - the proposed purpose of this space
      - the specific target audience from the school or community for which the space is designed
      - the health benefits the space will bring
      - the relevant authorities that will need to be consulted before the plan can become a reality
      - who will be responsible for caring for this space.



9.7 Check and challenge

Explain

1. What are the social determinants of health?
2. List community groups or places in your local area that offer opportunities for people to interact.

Elaborate

3. How can being involved in the organisation or planning of physical activity improve skills such as teamwork and self-confidence?
4. Explain how ensuring that all members of a community feel included and able to participate in activities they enjoy will enhance their sense of wellbeing, and in turn yours?

Evaluate

5. Research the Ottawa Charter and present your findings to the class. Your presentation should include what the Ottawa Charter is, why it was created and what the factors or determinants that make up the charter are.
6. As a class think of some community initiatives that your local area could benefit from. Draft a letter to your local council or Member of Parliament outlining your ideas and detailing how your community would benefit from these initiatives.

9.8 Review

9.8.1 Summary

- Many cultural influences affect a person's time and the type of physical activity undertaken.
- The types of activities Australians are engaged in has changed considerably over the last century as immigrants have shaped a different cultural landscape, bringing new games and activities to the Australian people.
- Natural and built environments provide opportunities for people to connect with others.
- Natural environments offer physical, social and spiritual health benefits.
- Being outdoors offers a range of health benefits including improved feelings of wellbeing, production of vitamin D and reduced feelings of exhaustion.
- Participating in community groups provides a sense of connectedness and mental wellbeing.
- Having a sense of community and opportunities for social interaction are two key factors contributing to physical and mental wellbeing.
- It is important to analyse our lifestyle by weighing up the time we spend on the contributing components. We need to make sure that we don't spend too much time in one area of activity at the expense of another.
- Rest is important in assisting the body to recover from fatigue caused by intense mental activity or physical exertion.
- It is important to understand that rest is different from sleep and is not a substitute for it.
- Deep sleep is the most important stage of sleep and one that best revitalises the body.
- Using break time at school and work to exercise is a healthy practice because it consumes energy, relieves tension and improves mental performance.
- If we are able to mix physical activity such as walking with periods of concentration we will be more productive in our work and study.
- Leisure can be active or passive.
- Health-related fitness is concerned with the level of fitness we need to maintain good physical health.
- Australia is a very diverse nation with many cultural backgrounds.
- By engaging with various cultures we learn about how other people live and this helps us to become more inclusive individuals.
- You can use inclusive language to affirm diversity and accept people from all walks of life.
- Stereotyping can have a negative impact on a person's wellbeing and can lead to discrimination.
- Social determinants of health include socioeconomic status, conditions of employment, power and social support. These determinants can strengthen or undermine the health of individuals and communities.
- Participating in community groups can have both physical and social benefits.
- Involving yourself in different aspects of community life such as coaching and being a part of a team can improve your self confidence and communication skills.
- Being able to exercise in open natural spaces can have a positive impact on not only your physical health but also your mental health.

ESSENTIAL QUESTION

What are the factors that contribute to a safe and healthy community?

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

9.8.2 Key terms

built environment the human-made structures of our communities
circadian rhythm the internal body clock that is roughly a 24-hour cycle. It is affected by external forces such as sunrise and crossing time zones (jet lag).
civic participation joining in events in your community, being involved
cohesive joined together, unified
connectedness the degree to which people come together and interact with others and their environment
cultural influences the external factors that help shape the attitudes and behaviours of an individual or group
determinants causes or reasons
focal lengths the distance from the lens of your eye to the object you are viewing
leisure and recreational activity an activity chosen for enjoyment and self-satisfaction
lifestyle components rest, sleep, school/work, physical activity, and leisure and recreation
myopia short-sightedness; the inability to see long distances
natural environment any naturally occurring environment, such as beaches, rivers and mountains
physical activity any movement where the large muscles of the body are working, such as walking, windsurfing and gardening
prejudice unfavourable opinions or feelings formed without reason, knowledge or thought
rest a state of relative inactivity during which the body uses time to restore itself
risk management identifying elements of risk, for example, bushfires
sleep a deep state of unconsciousness that, at best, is uninterrupted and continues for a long period of time
social interaction the way you talk and what you do when with other people
stereotyping applying a set of characteristics typically used to categorise a group of people
stress a physical reaction, such as sweating, that is felt in response to stimuli such as fear or nervousness

9.8 Check and challenge

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au*Note:* Question numbers may vary slightly.

Key terms quiz online only

Multiple choice quiz online only

Check your understanding

1. Describe the cultural influences that have helped shaped the activities you are interested in.
2. What aspects of a built environment allow for community connectedness?
3. What are the social, physical and spiritual benefits of being in a natural environment?
4. What features of a community allow for physical activity to be incorporated into everyday lifestyle?
5. How can being outdoors enhance our health?
6. Why is it important to incorporate rest into our lifestyle?
7. How can engaging in different cultures affect wellbeing?

on Resources

Digital doc: Worksheet 9.6 Key terms quiz (doc-29390)

Digital doc: Worksheet 9.7 Multiple choice quiz (doc-29391)

Digital doc: Key terms glossary (doc-29392)

TOPIC 10
Seeking help

10.1 Overview

10.1.1 Introduction

Everyone can make positive, responsible choices about their health. This includes knowing where to find health information and how to judge if it is reliable. In making healthy choices you need to learn how to find health professionals and what questions to ask. Not everyone has the same access to health services; where you live, education and culture all affect the health services you use. You can play a role in supporting others who need help, starting with good listening and communication skills.

Young people can access many sources of information to make decisions about their health.



on Resources

- **eLesson:** Seeking help (eles-2951)
- **Digital doc:** Key terms glossary (doc-29199)

ESSENTIAL QUESTION

What types of health information and support networks are available to me?

SYLLABUS OUTCOMES

A student:

- examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others (PD4-2)
- recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity (PD4-6)
- investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities. (PD4-7)

10.2 Empowering people to get healthy

Creating circumstances that empower young people and communities to make positive health decisions is crucial to improving health. In this subtopic you will discover that a shared approach — through both individual and community action — is needed to improve young people's health and address inequities in health.

10.2.1 A shared approach

Do you know where to find information and services to help improve your health? There are almost certainly some products and services you do not yet know about. This is why it is important that individuals and communities work together to promote the resources that will help young people develop healthy lifestyles. Although there are many things you can do yourself, you will be more successful in your efforts when you are supported by your family, friends and community.

There are many people in your life who can empower you to get healthy.





10.2.2 Individual action

For health promotion to be effective, people need to be empowered. **Individual empowerment** is the first step towards bringing about a change in people's health.

To take action to create a healthier lifestyle, young people must firstly be provided with reliable information about all aspects of their health. But people need more than information to make positive health decisions; their attitudes, values and beliefs will influence how they use their knowledge to make good decisions. Young people also need certain skills to make positive health decisions, such as:

- planning and problem solving
- communication
- assertiveness
- decision making
- time management.

These skills are best taught through learning opportunities at school, work and within the community.

Young people can make better decisions about their health when they are:

- provided with accurate information — for example, information about types of contraception
- involved in decisions about their personal health and the health issues that affect the community
- encouraged to make healthy choices
- supported by family and friends
- provided with youth-friendly services and medical support.

10.2.3 Community action

Along with your family and friends, the community as a whole has a responsibility to support you in your efforts to adopt a healthy lifestyle — but what exactly is a community? It can be defined in terms of geographical area or in terms of identified groups, such as the Indigenous community or the LGBTQI community. Communities are made up of a number of sectors that can influence health, including:

- *education* — schools, universities and other tertiary institutions
- *medical services* — doctors, hospitals and other healthcare centres
- *businesses* — clubs, legal services and food outlets
- *local government* — responsible for infrastructure such as safe roads, enforcement of local regulations such as those for sanitation and sewage, upkeep of parks and providing community recreation centres
- *health services and community centres* — women's health centres, youth health services and migrant community centres
- *sport and recreation* — sporting competitions, and outdoor and indoor recreational activities.

Different sectors of the community will employ strategies to promote health in different ways depending on local needs and the way the entire community recognises health problems and safety issues. For these reasons, **community empowerment** is very important in supporting people's health. There are many initiatives that target health issues within different communities, such as:

- local councils building bike and walking paths to encourage physical activity
- schools using the Mind Matters program to target mental health promotion
- media advertising campaigns targeting safer road use, binge drinking and healthy eating
- the Asthma Friendly Schools project.

MindMatters is a mental health initiative for secondary schools.

MindMatters
Whole school mental health

This effective Road Traffic Authority speeding campaign targeted young males.



10.2.4 Advocating for positive health

Individuals have the power to influence the health choices of others positively through **advocacy**. Students can advocate for issues within their school, such as healthier food in the school canteen or safer playgrounds and recreational areas. Can you think of others?

You can advocate for a cause by:

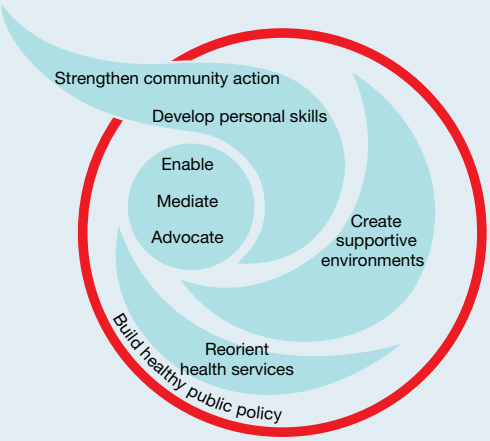
- writing to your local newspaper about a public health concern
- holding or attending a public forum or local community meeting
- creating a Facebook page or website to support your cause
- formulating a petition and asking people to support your cause by signing it, then sending it to your local Member of Parliament
- participating in protest walks to support community issues

- forming a leadership group (for example, a student representative council) within your school to represent the views of students
- meeting with your principal to state your concerns and suggest reasonable solutions
- speaking at your school's parents and citizens meetings to advocate support for a school health issue, such as more outdoor shade areas.

DID YOU KNOW?

The Ottawa Charter for Health Promotion was developed in 1986 as an action plan to promote access to health opportunities for all members of the community. It is still used by health promotion advocates today. The following were identified as fundamental conditions and resources for health:

- peace
- shelter
- education
- food
- income
- a stable eco-system
- sustainable resources
- social justice and equity.



10.2 Activities

Individual action

1. Identify some aspects of your health you can improve. Consider mental health, physical health, sexual health and social health.
2. Identify the skills and information you need to make better decisions about these aspects of your health.
3. (a) Make a list of sources available to you in your local area regarding young people's health. You might include, for example, your doctor or school counsellor.
   (b) Which sources would be useful for you to obtain information about the aspects of your health you identified in question 1?
4. (a) Identify any barriers that you may encounter when trying to improve your health; for example, you may not know where to ask for help, or you may feel embarrassed or uncomfortable asking for help.
   (b) List some strategies you could use to overcome these barriers. These strategies should promote healthy and safe behaviour.
5. Identify several ways in which you could support the health of your friends if they had similar concerns to you.

Advocating at school

6. (a) In groups of four, think of an issue affecting young people that has been addressed at your school. Examples may include speakers at the school assembly or programs that run at your school such as the Salvation Army's Red Shield Appeal or Movember and their efforts to address male mental health. Make a list and as a class discuss the positive effects each has for the school or community. Decide on one that your class is going to concentrate on.
   (b) Create two mind maps. The first one should explore the issue you have chosen in part (a); include your thoughts about how it became an issue and who it affects. The second mind map should show all the strategies you can think of that have been used to resolve the issue, plus additional ones you think may be helpful in the future.
   (c) Choose three of the strategies on your second mind map and develop realistic plans of action. If your plans include strategies such as forming a leadership group and suitable ways to draw attention to the issue clearly explain how these strategies would help address the health issue. Present your plan to the class, using drawings, role-playing or other means to supplement your written material.

Health promotion campaign

7. Mission Australia's Youth 2017 survey identified the top concerns for young people aged between 15 and 19 years. In order of concern, these are:
    1. coping with stress
    2. school study problems
    3. body image
    4. depression
    5. family conflict
    6. bullying/emotional abuse
    7. personal safety
    8. suicide
    9. discrimination
    10. drugs
    11. alcohol
    12. gambling.

    (a) In groups of four identify the health issues that are of major concern to your age group. You could use an online survey tool to create a class survey ranking health concerns and distribute for completion.
    (b) Are the class results similar to or different from those of the Mission Australia survey rankings?
    (c) Select one health issue that is particularly relevant and that you feel could be promoted in your school. Undertake a campaign to promote this issue and identify a strategy that you will use. This health campaign could take many forms including a website, a game, a 45-second advertisement, training others in skills that promote positive health, creating a magazine article, a week-long health promotion campaign, or simply a three-minute presentation to the school.
    (d) Outline why your selected strategy will work for the target audience.

How happy are you?

8. Use the **Bite Back** weblink in the Resources tab to take the Gratitude Quiz. Compare your results over a period of time and note any changes.

on Resources

Weblink: Bite Back

10.2 Check and challenge

Explain

1. How can individuals improve their ability to make smart decisions about their health?
2. How can communities support people's health?
3. (a) Explain what the term 'charter' means, by reference to the Ottawa Charter.
    (b) Provide another example of a charter.

Elaborate

4. Research the Ottawa Charter and identify its five action strategies for health promotion.
5. (a) What is advocacy?
    (b) Provide an example of advocacy that supports positive health.
6. Why is it important to advocate for health issues?

Evaluate

7. How does your school community support you in making positive health decisions? List five examples.

10.3 How to assess health information, products and services

Once you have researched health information, products and services, you should analyse and evaluate what you have found. Can you tell whether using the product or service is in your best interests? Many products may be beneficial for some people but not for others. In this subtopic you will develop the skills needed to evaluate information about the health products and services you may be interested in using.

10.3.1 Evaluating and analysing information

To evaluate information effectively, we need to develop certain skills so that the decisions we make are good ones. Asking ourselves the following questions before we purchase health products will help us be more discerning consumers.

- Do I need it?
- Are its promised health benefits reasonable or realistic?
- Can I find information from other sources, for example, family or your general practitioner (GP), to support or contradict its claim?
- Are there any health risks of which I need to be aware?
- Are there similar products that are possibly cheaper, more effective or that have fewer health risks?
- Is there something I can do if I am not satisfied with the product or service? For example, is there a warranty or guarantee of some kind?
- Is there ongoing support provided while I am using the product?

It is important to analyse health information, products and services we see and hear about through advertisements.



We can assume that information originating from government organisations like New South Wales Health or well-known organisations like the Heart Foundation is generally accurate and in our best interests. However, we should be cautious of health information that originates from many other widely-used sources, including:

- radio and television
- the internet
- print media (books, magazines and newspapers).

10.3.2 Establishing the reliability and accuracy of health information and products

As health consumers, we need to investigate a product fully before purchasing or using it. Our first stop in the search for accurate information could be the Australian Consumers' Association, which compares many items' suitability and effectiveness, and reports its findings to the public through its magazine *Choice*.

Use the **Choice** weblink in the Resources tab to visit the Australian Consumers' Association's *Choice* website. Can you find a review for a product you use regularly?

On Resources

Weblink: Choice

Evaluating health information online

The internet is often a preferred source of information because it is convenient, efficient and, through it, relatively easy to identify a wide range of products and services. There are also many social media 'influencers' or celebrities who promote 'healthy' products. But how do we know whether the site we are accessing is genuine and that the information, product or service is reliable? To assist us, we need to ask the following questions.

- *Who runs the site?* Look for something like a logo to indicate the credibility of the site; for example, is it run by the government or a reputable organisation?
- *What is the purpose of the site?* Is it just providing information, or is it selling a product or trying to sign you up for something? Be sure not to sign up for or purchase anything until you have made a full investigation.
- *Is there evidence to support claims made?* Most reputable sites will support claims/information with evidence that you will be able to research independently.

We need to ask many questions before accepting the validity of health products advertised online.



- *Is the information current?* Check that the site is regularly updated and the information it contains continues to be valid.
- *Does the site collect information about you?* There is always a risk involved in giving out your personal information online. Be sure you fully understand the implications before subscribing or providing your information, and always check to see that the site has a privacy policy.
- *Does the site use fake medical language or make claims that are impossible to measure or prove?* Claims about products that will 'detoxify', 'instantly' repair damage or change you 'overnight' are unlikely to be true and should be disregarded.
- *Does the site appeal to your emotions and use persuasive language to convince you that you need its product?* For example, it may ask whether you are feeling tired, run-down or lacking in energy and then promote vitamins or supplements as a medical solution. In most cases, people who get enough sleep and eat a well-balanced diet do not need supplements.
- *Does the person promoting the product have qualifications?* Check to see if the individual promoting the product or providing information has appropriate qualifications relevant to the product they are endorsing. If not, chances are they are simply promoting the product for monetary gain; its benefits may be overstated in order to drive sales.

Complete the **Health on the net** worksheet to learn about evaluating health information online.

On Resources

Digital doc: Worksheet 10.1 Health on the net (doc-29190)

Evaluating printed health information

Many newspapers and magazines regularly feature health segments, particularly in relation to diet, body image, sexuality and adolescent interests. When evaluating this type of information, you should consider the following questions.

- Has the column or article been written by a qualified health professional?
- Is the solution offered in the article specific to the problem or a general remedy?
- Does the column use bogus medical jargon? Do you understand the language it uses?
- Is the article objective or is it trying to convince people to purchase a product?
- Can you be sure the article has provided accurate information? Has it quoted reputable sources or studies?
- Does the magazine depict a certain stereotype of a particular gender to sell their product?
- Have you ever heard of the contents or the ingredients in the product being sold?
- Is it a quick fix or a lifestyle change?
- Is it from a credible source? For example, not a Facebook ad or celebrity endorsement?

Complete the **Becoming a critical health consumer** worksheet to learn about evaluating printed health information.

Magazines provide enjoyable reading; however, they are paid for by the advertisements inside and some of these can be quite persuasive.



on Resources

Digital doc: Worksheet 10.2 Becoming a critical health consumer (doc-29191)

10.3.3 Evaluating products and their health claims

Food labels can be very confusing and hard to understand. Usually we don't have time to spend trying to figure out what they mean and how to use them.

On average there are 40 000 products on the shelves of most Australian supermarkets. You can understand why people are often confused about which products are a healthier choice because they don't understand the information on packaging; that, and there are so many products to choose from. If you visit your local supermarket, you will notice that there is a huge variety of, for example, cereal products; even in the health-food section it can be confusing to know which healthfood and which health claim is actually right for you.

Food labels include not only what ingredients are in the product, but must also include information for people with food allergies, what food additives have been included and how to store the product to ensure it stays fresh.

Food labels can carry many different types of information but the main thing to focus on when choosing healthy food is the Nutrition Information Panel. This shows the different nutrients in food such as saturated/unsaturated fat, salt (sodium), sugar, fibre and kilojoules. With the large amount of information available, which can be hard to decipher, it is important that you are able to make an informed choice. The Nutrition Information Panel also shows the ingredient list. When looking at the ingredient list, note that the foods listed first are the main ingredients in that product.

Food labels should contain nutrition information.



More often than not you will see labels that have nutrition content claims like 'low fat', 'reduced salt' or 'high fibre'. These claims can only be used if the food meets certain criteria. For example, with a 'good source of calcium' claim, the food must contain more than a set amount of calcium. For example, adolescents aged 12 to 18 years should include 1300 mg of calcium in their diet every day. Table 10.1 identifies foods that are high in calcium.

TABLE 10.1 The calcium content of selected foods

	Calcium/serve (mg)	Std serve	grams/ serve	kJ/serve
Milk, reduced fat calcium fortified	520	1 cup (250 ml)	-	382
Skim milk	341	1 cup (250 ml)	-	382
Reduced fat milk	367	1 cup (250 ml)	-	551
Regular milk	304	1 cup (250 ml)	-	762
Reduced fat evaporated milk	713	1 cup (250 ml)	-	908
Regular soy milk	309	1 cup (250 ml)	-	660
Reduced fat soy milk	367	1 cup (250 ml)	-	702
Low fat soy milk	367	1 cup (250 ml)	-	606
Tofu firm	832	1 cup (250 ml)	260	1378
Regular natural yogurt	386	1 tub	200	734
Low fat natural yogurt	488	1 tub	200	498
Cheddar cheese	160	1 slice	21	349
Reduced fat Cheddar cheese (15%)	209	1 slice	21	233
Shaved parmesan	204		21	355
Edam cheese	176	1 slice	21	312
Pecorino	156	1 slice	21	318

	Calcium/serve (mg)	Std serve	grams/ serve	kJ/serve
Reduced fat mozzarella	200	1 slice	21	258
Camembert	121	1 wedge	25	322
Sardines, canned in water, no added salt	486	1 can	90	649
Sardines, canned in oil. drained	330	1 can	90	824
Pink salmon, canned in water, no added salt	279	small can	90	552
Pink salmon, canned in brine	183	small can	90	575
Red salmon, canned in water, no added salt	203	small can	90	734
Red salmon, canned in brine	175	small can	90	688
Mussels, steamed or boiled	173		100	503
Snapper, grilled, with olive oil	163	1 fillet	100	635
Oysters, raw	132		100	303
Tahini	66	1 tablespoon	20	543
Almonds, with skin	30	10 almonds	12	300
Dried figs	160	6 figs	80	866
Dried apricots	32	6 apricots	45	399
Brazil nuts	53	10 nuts	35	1010
Curley parsley, chopped	12	1 tablespoon	5	6
Mustard cabbage, raw	91	1 cup, shredded	70	54
Bok choy. raw	65	1 cup	75	61
Watercress, raw	60	1 cup	70	77
Silverbeet, boiled	87	1/2 cup	100	82
Lebanese cucumber, raw	68	1 cup sliced	120	61
Celery, raw	31	1 cup, chopped	70	45
Broccoli, raw	15	2 florets	45	56
Baked beans in tomato sauce	43	1 cup	120	426
Chickpeas, canned	90	1 cup	200	898
Soy beans, canned	106	1 cup	200	844
Boiled egg	21	medium	55	321
Carob bar	56	1 bar	15	323
Licorice	34	1 stick	12	114
Vanilla ice cream, reduced fat	48	1 scoop	50	176
Vanilla custard, reduced fat	130	1 tub	100	359
Cheesecake	163	1 slice	125	1786

It is important to always check the Nutrition Information Panel on a product to help you decide whether a claim is valid and reliable. For example, products that claim to be 'low fat' may actually not be as low in kilojoules as a product without this claim.

There are also many products with claims that consuming it will improve your health. It might be a general claim and link a nutrient to its health function such as calcium and its importance for healthy bones and teeth. On the other hand, some products might be showcasing a higher level claim such as 'diets high in calcium may reduce the risk of osteoporosis in people 65 years and older.'

When looking at a new product ask yourself:

- *Is the brand well known?* It is important to know your brands, whether it is Australian or imported, so you know where the product is from and the safety of the product.
- *Could the claim be valid?* Could eating the food actually produce the claimed result or is the claim just something used to make your buy the product?
- *What nutrients does the product contain that will benefit me*? Knowing your nutrients and what each nutrient does for your body will help you decipher the benefits of new products.
- *What percentage of the claimed nutrient does the product include?* Is it high on the ingredient list or one of the last ones? The higher on the ingredient list, the more prominent it is in the product.

There are many claims on various food packaging aimed to help individuals lose weight or lead a healthier lifestyle. Such claims might include '90% less fat' but then when you read the label, there may be a high percentage of sugar, which has been used to enhance the flavour when the fat is gone.

Fat is actually good for us, as long as we consume the right types. Sugar is also okay provided it is in moderation. It is important to understand food labels so we can make the right choice for our bodies.

10.3.4 Evaluating media messages

The media plays a significant role in creating social norms, as the media — print, television, film and online — is present almost everywhere in contemporary culture. As an example, gender roles exist because society accepts them, but also because they have been and continue to be spread by the media. It is important that you are aware of what messages the media is presenting to make your own judgements.

Gender stereotypes are often portrayed through books, film and television series. According to a study by the Center for the Study of Women in Television and Film at San Diego State University, just 29 per cent of the leads in the top 100 grossing films of 2016 were women. This is up 7 per cent from 2015, an improvement but still a long way to go. Recent years have seen an increase in strong female leads, demonstrating that women are just as capable as men and display strength and resilience.

There is a rise in female leads portrayed in movies, but it still has a long way to go.



Television is one of the primary avenues for individuals to receive media messages. In Australia, gambling has been a major issue and its advertisement is now restricted; however, it is always promoted during sport games. There are also many ads for fastfood chains, frequently appearing on television and billboards, which may encourage people to eat these types of food thus affecting their health and their body image.

Another major contributor to how people perceive themselves is social media. On social networking sites such as Facebook and Instagram you see not only see posts from your friends but also advertisements and many posts from celebrities that can be either a positive or negative influence on individuals, particularly adolescents who can be more impressionable. For example, you might see posts from a body-positive celebrity like Jessica Sepel, who advocates a positive body image, eating a range of foods and not cutting anything out while also having a healthy relationship with exercise, to promote the idea that nourishment and exercise should be a positive experience you enjoy not something viewed to punish your body.

10.3 Activities

Doctor Know-It

1. Divide the class into two groups and allocate one of the two letters below to each group, then complete the following tasks.
   (a) In your group, read and evaluate the letter you have been allocated, read Doctor Know-It's response and then write your own reply.
   (b) In your group, discuss whether you think reading articles like this broadens your health knowledge or simply confuses the issue.
   (c) Report back to the whole class and discuss each letter and reply.

STRESSED TO THE MAX!
Why do I feel so unhappy? I am completely depressed about my life — my family, my schoolwork and my job all seem too much. And I can't talk to anyone about it. I don't think anyone understands how much I hate living like this. Why is it so hard to be happy?
Unhappy, Dubbo

DOCTOR KNOW-IT
Being able to state how you're feeling is a great first step towards getting your wish to be happy. Depression is a common illness; you may or may not be suffering from it. Sometimes, life can cause incredibly high stress without you actually having depression. But you should ask a doctor to check it out for you. Depression is feeling down and unmotivated and that life isn't worth living. It can also interrupt your sleep, change your appetite and produce other physical symptoms like lethargy or constipation. Perhaps start by talking to an adult who you trust, maybe a teacher or the school counsellor. Your doctor could assess your symptoms and perhaps offer treatment. Or you could look in the White Pages for young people's service telephone help lines and youth health centres.

SCARED OF AIDS
I just started seeing a girl whose father has AIDS. We're both 17 and thinking about sleeping together, but I'm worried that I could get AIDS from her. Is that possible?
Scared, Parramatta

DOCTOR KNOW-IT
AIDS is caused by a virus called HIV. You can only catch HIV from someone who is infected with it. Your girlfriend may not have AIDS just because her dad has it. You should discuss this with her openly and ask whether she has been tested for HIV. To catch the virus from an infected person, you would have to engage in behaviours that put you at risk, such as having sex without a condom, sharing needles or exchanging blood or bodily fluid. Regardless of whether your girlfriend has HIV or not, you should always use condoms for protection during sex or you could risk catching many other infections, such as Chlamydia, warts or herpes.

What the health?!

2. Research three health products or sources of health information. Identify whether they are reliable sources of information or simply trying to sell a product that provides few health benefits. Explain the reasons for your view about each product.

Food Labels

3. Use the **Understanding food labels** weblink to answer the following questions.
   (a) What determines the order of the ingredient list on the food label?
   (b) What is considered a 'good' range for the amount of sodium included in a product?
   (c) Is sugar bad for you? When should you be aware of the amount of sugar and how will you know if it has been added to a product?
   (d) Which column in the Nutrition Information Panel do you use to compare nutrients?
   (e) How many grams per 100 g should you consider to be 'good' when looking at the amount of fat in a product?
4. Find two different food labels for the same product type that make different claims to analyse which is better for you. For example, two different brands of flavoured milk or two different types of yoghurt.
   (a) Are there any food claims for the specific product?
   (b) List the fat, sugar and salt content for each product including per serve and per 100 g.
   (c) Which one would you consider to be the 'better' product? Why?
   (d) Present your findings to the class.

Evaluating Influencers

5. Use the **Celebrity endorsement** weblink to read about how Kim Kardashian promoted appetite suppressing lollipops on her Instagram and answer the following questions.
   (a) What audience do you think this is targeting?
   (b) Do you think it is safe?
   (c) How reliable do you think something that an 'influencer' like Kim Kardashian is endorsing would be?
   (d) What are the negative effects of this kind of celebrity posting?

On Resources

Digital doc: Worksheet 10.3 Being a smart consumer (doc-29192)

Digital doc: Worksheet 10.4 Locating accurate, reliable information on the internet (doc-29193)

Weblink: Understanding food labels

Weblink: Celebrity endorsement

10.3 Check and challenge

Explain

1. List three questions you should ask when assessing health information.

Elaborate

2. Why is it important to assess or evaluate our health information, products and services?
3. If you are lacking in energy, does this mean you should take health products that promise to improve your energy levels? Why or why not?

Evaluate

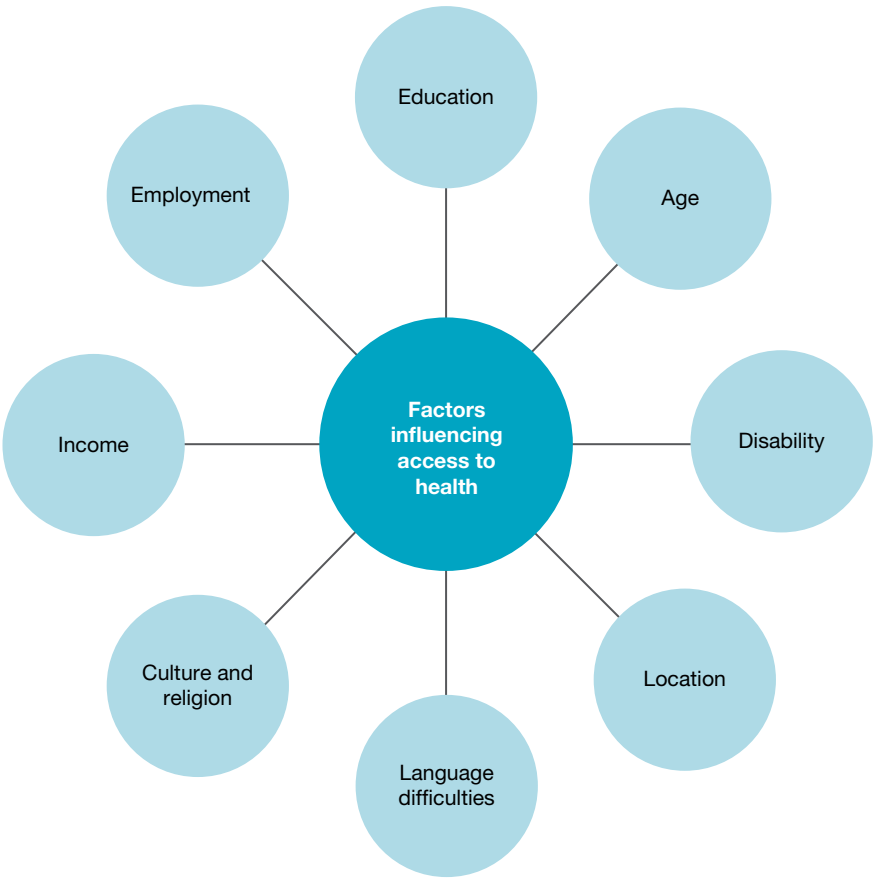
4. Why is a website that is trying to sell a product less reliable than one that is simply offering information?
5. How can you check whether the information provided in a magazine article is correct?
6. Why is the internet a valuable resource for finding health information, products and services?

10.4 Factors influencing young people's access to health

In this subtopic, you will learn about some of the factors that affect the degree to which we are able to access health information. These factors include education, income and employment, culture, religion, isolation, age and disability.

10.4.1 Unequal access to health

Despite the array of health information, products and services that are generally available, accessing them can sometimes be a challenging task for young people. A number of factors sometimes block or hamper young people from accessing and using the full range of services and products that exist.



Some groups of people are more prone to health problems because of a lack of access to health services. These groups include:

- people who live in poverty
- people who are less educated
- Aboriginal and Torres Strait Islander peoples
- people who live in isolated rural and remote communities
- people with cultural differences who experience language difficulties
- elderly people
- people with mental or physical disabilities.

Can you explain why such people may have difficulty accessing health services?

10.4.2 How do these factors influence people's access to health?

Education

When we possess fundamental skills such as reading, writing and the ability to analyse information, it makes it easier to access and understand health information. In addition, in Australian schools, health and physical education is part of the prescribed curriculum, so most students are educated about topics such as nutrition, the importance of physical activity, and the stages of human development. Because of this, they have a higher level of health literacy and are more likely to be able to make informed decisions about their own health.

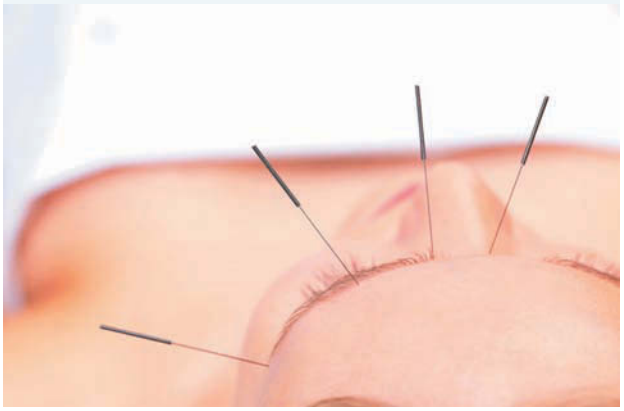
Employment and income

Being employed provides people with money to purchase health-related products such as sunscreen, to pay for water and electricity, to access information services such as the internet and to purchase medicines. People on low incomes or who are unemployed may sometimes struggle to pay for necessities such as healthy food, warm clothing and shelter and may not be able to afford things such as internet access or private health insurance, thus potentially limiting their access to information and services and making it harder for them to make good health choices.

Cultural and religious beliefs

Culture and religion influence an individual's attitudes and beliefs and therefore play a role in the selection of health products and services. Some cultures promote traditional remedies, such as acupuncture or herbal medicines, over pharmaceutical drugs. Certain religious or cultural beliefs and practices prevent the use of particular products or services; for example, devout members of the Jehovah's Witness faith may refuse blood transfusions or blood products, even in the face of severe illness. It is important that you discuss your religious or cultural beliefs with your health practitioner to enable them to understand and be sensitive to your needs. For some people, language difficulties may limit their understanding of what is available, as well as their ability to choose from these services and products.

Acupuncture is a traditional remedy that involves the insertion of very fine needles into specific points on the body to restore and promote good health.



HEALTH FACT

In the Buddhist religious tradition, the art of meditation is used to promote mental health, and to reduce stress and lower blood pressure.

Location

For economic reasons, major hospitals and some health services tend to be located in cities and large country towns. People who are relatively isolated, living in remote rural communities or on properties, may have some difficulty accessing healthcare and information when they need it. Furthermore, for some people in rural and remote locations, the closest grocery store may be well over an hour away and it may receive less frequent fresh produce deliveries, which can affect people's access to healthy fresh foods and influence their food choices.

Age and disability

As people get older, they tend to become more dependent on health services to maintain quality of life. Increasing age, however, is also often associated with lack of mobility, meaning older people become dependent on others to help them access health services. Some older people might also be less comfortable using technology such as the internet to access health information because it is less familiar to them or something they use only occasionally.

Many older people depend on others to help them access health information.



10.4.3 Knowing your rights to healthcare

If young people are concerned about confidentiality, payment or being judged, misunderstood or ignored, this can affect their willingness to access health information, products and services. But if you know what to expect and what you are entitled to, you will find it easier to seek support and talk openly about the issues that concern you.

Confidentiality

Knowing that your health professional will provide you with **confidentiality** by respecting your privacy and understanding and listening to your needs is an important part of establishing a good relationship with them. This knowledge will enable you to speak openly about your personal problems and concerns. Health professionals, 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 others is at serious risk. A health professional will usually tell you about any limitations to confidentiality at the beginning of your appointment; however, if you are concerned that something you say may have to be reported, ask them about the types of situation that must be reported and to whom.

10.4 Activities

Location, location

As a class, use a map of your state to choose an area that is socioeconomically different from your own. For example, if you live in Sydney, look for a small township or rural area. If you live in a remote area, choose an urban area where there will be some cultural diversity.

1. Use the internet, street directories, the library and the **Where you live and your health** weblinks in the Resources tab to research your chosen area. You may like to split into small groups to find information on:
   (a) the health services to which the community has access, such as pharmacies, hospitals, fitness centres, dentists, health clinics, lifesaving clubs or Meals on Wheels
   (b) the health services to which the community has limited or no access
   (c) the extent to which the community, or groups within the community, are disadvantaged and how this affects their access to health services; for example, whether many charities for the homeless operate in this area
   (d) the strategies that could be utilised to improve access to health information, products and services.
2. As a class, examine strategies that could be developed to help those with limited access to health services.

Resources

Digital doc: Worksheet 10.5 What I want from my healthcare provider (doc-29194)

Digital doc: Worksheet 10.6 Where can I find accurate health information? (doc-29195)

Weblink: Where you live and your health – True Local

Weblink: Where you live and your health – Yellow Pages

10.4 Check and challenge

Explain

1. How does employment and income influence our access to health?
2. How does confidentiality help us establish a good relationship with a healthcare professional?
3. Why might language difficulties limit some people's access to health?

Evaluate

4. How does location influence your personal access to health?

Elaborate

5. What might be some examples of information that a healthcare professional would be required to pass on to other people? Who might these other people be?

10.5 What health choices do I need to make?

Considering the many health products, services and personnel available to you, it is important to think critically about the choices you make about your health. In this subtopic you will learn about some of the types of medication you can buy, the services that could provide you with appropriate care, and the types of health professionals you may like to talk to.

10.5.1 Products, services and health personnel

Most health choices that people need to make are in relation to:

- the products available
- the services needed
- the people to contact.

If you are unwell or have suffered an injury, what decisions do you and/or your parents need to make?

What products, services or people could help you if you were unwell?



10.5.2 Health products

The most important health products we need to be aware of fall into two categories:

1. prescription medication
2. over-the-counter medication and products.

Prescription drugs

To be allowed to purchase certain types of medication, you need to be given a **prescription** by a qualified medical practitioner, such as a GP. Pharmaceutical companies conduct a great deal of research to ensure the prescription medications they produce and sell are safe and effective, and these products are also regulated and monitored by the Australian government's Therapeutic Goods Administration. Most prescription drugs cost much more than the amount we actually pay for them at the chemist. The difference between their actual cost and what the user pays is paid by the government under the Pharmaceutical Benefits Scheme (PBS), which helps to make these drugs more affordable.

With prescription drugs — particularly antibiotics — you will usually need to take the full course (i.e. finish all the tablets in the packet, as prescribed) for them to be effective. If you experience side effects your doctor did not warn you about, you should contact your doctor as soon as possible. Leftover prescription drugs should not be kept after the illness has passed as they can become ineffective and even harmful as they deteriorate over time. Also, it is not advisable and can be very harmful to take someone else's prescription medication, even if your illness may appear to be similar.

DID YOU KNOW?

You should never share prescription medications; these are specially formulated, and doctors prescribe doses that vary depending on the age and body weight of the individual. A dose that is suitable for an adult male, for example, could seriously harm a younger person.

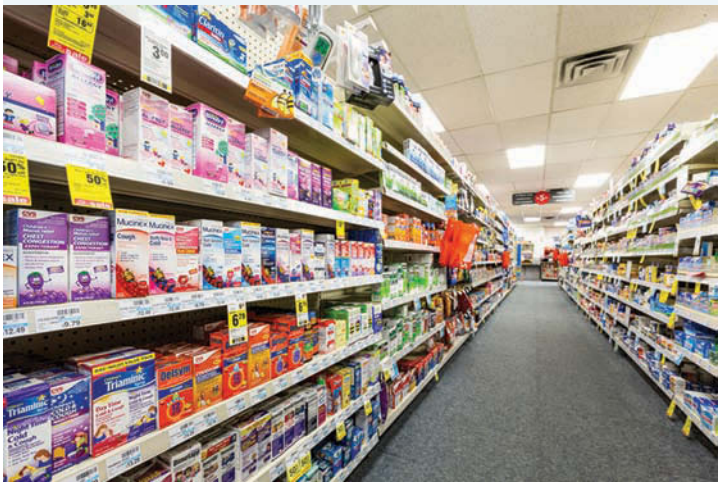
HEALTH FACT

The PBS subsidises the cost of over 80 per cent of all drugs. In 2017, this meant that people did not pay any more than $38.80 for most medications covered by the scheme; the government contributed $7 billion to cover the cost of medications. The amount the government contributes increases every year.

Over-the-counter drugs and products

People buy **over-the-counter (OTC) medication** and products usually to treat minor problems they sometimes may have diagnosed themselves, and so the range of OTC drugs and products is much larger than prescription drugs. Examples of OTC drugs and products include cold and flu tablets, analgesics (pain relievers), vitamins, sunburn lotions, some contraceptive products such as condoms, sleeping aids and sports injury prevention devices such as ankle braces. Generally, OTC products are not harmful if used according to the directions on the label; however, if the symptoms do not go away, you should consult your doctor. It is important to remember that all drugs can be harmful, as every individual reacts differently to them. We must always follow the dosage

Over-the-counter drugs and products can be purchased from many places.



advice provided on the label of all health products, as overdoses are harmful and can even be fatal. Over-the-counter drugs should only be used for minor problems and for short periods of time, as they may disguise other more serious conditions.

DID YOU KNOW?

Over-the-counter medicines are generally safe when taken as directed; however, they can cause serious and potentially fatal side effects, such as liver and kidney damage, if misused.

10.5.3 Health services

Hospitals

The most significant health service in Australia is our hospital system. There are two types of hospitals: public and private. Public hospitals are funded by the government and if you are admitted to a public hospital you will be put in a ward under the care of a doctor (you will not be given a choice of doctors). The accommodation and service is free of charge. Private hospitals are owned by private groups such as doctors, community groups or corporations, but must comply with government health regulations. If you are admitted to a private hospital, you will need to pay for the services that the doctor/specialist provides but you will be able to choose your doctor. Most people who choose a private hospital have **private health insurance**, which covers a considerable portion of the cost.

Public and private hospitals cater for more serious and urgent health needs.



Medicare and health insurance

The treatment and services for serious medical problems can be very expensive and so the Australian government funds **Medicare**, a national health insurance scheme that all taxpayers contribute towards by paying a levy of 2 per cent of their taxable income. All Australian citizens who are legal, permanent residents can enrol in Medicare and receive a Medicare card. You need to have this card with you for all hospital, specialist, general practitioner and **paramedical services**, as well as when you buy prescription drugs at the chemist. You are probably listed on your parents' Medicare card.

All Australian residents and eligible visitors are entitled to Medicare cover.



Some people choose to 'top up' their Medicare benefits by making extra payments to a private health insurance scheme. The advantages of private health insurance are:

- You do not have to wait for most types of surgery.
- You get the doctor of your choice.
- Your private funds contribute to hospital cover and can provide additional benefits such as dentistry or physiotherapy.
- Use of private hospital services relieves the strain on the public hospital system.

DID YOU KNOW?

If you are aged 15 years or over, you are entitled to apply for your own Medicare card.

on Resources

Digital doc: Worksheet 10.7 Touch with Medicare (doc-29196)

HEALTH FACT

In December 2017, only 45.6 per cent of Australians had private health insurance covering hospital treatment. Lifetime Health Cover (LHC) was introduced in July 2000 and involves a penalty for people aged over 30 who do not hold private health insurance hospital cover. For each year over the age of 30 you are, a 2 per cent loading (cumulative) is added to the cost of the private health insurance premium, up to a maximum of 70 per cent. The loading is removed after 10 years of continuous hospital insurance cover. People born before 1 July 1934 are exempt from the penalty.

Health-related organisations

There are a number of health-related organisations, many of which exist within your local community. These organisations might be run by the government (Commonwealth, state or local), receive some government assistance, or be private companies or non-profit charities. These health-related organisations assist your health needs by providing information, running courses, conducting research and offering direct support such as hotlines and internet services. Some health-related organisations you might be familiar with are shown below. Can you think of others?

Health-related organisations provide a valuable service.



Health-related organisations



Healthcare centres and clinics

Healthcare centres and clinics provide advice, treatment, counselling, support and preventative information in areas where communities have a special need. For example, there are many specialist rehabilitation centres that treat adolescent concerns, such as drug abuse, addictions and eating disorders. They are often staffed by doctors, specialists and counsellors who are qualified in a particular field. Some examples of specialist clinics include:

- drug rehabilitation centres
- mental health services, such as headspace and beyondblue
- family planning clinics
- sexual health clinics
- rape crisis centres.

10.5.4 Health personnel

Generally, the local doctor (GP) is the first point of call when we are concerned about illness but there are many types of health professionals including nurses and **specialists** who have the expertise to:

- diagnose problems, for example, asthma
- treat conditions, for example, by prescribing certain drugs
- provide advice about health concerns, for example, contraceptive methods

- prevent illness, for example, by vaccinating against diseases like polio
- suggest remedies for prevention, for example, suggesting exercise programs to help with weight control
- counsel on mental health issues such as depression and anxiety
- provide advice about rehabilitation programs for both physical conditions (e.g. physiotherapy after an accident) and mental health issues (e.g. recovering from an eating disorder).

If a family doctor feels the issue is beyond his or her general treatment skills, a referral is made to a specialist. Some types of specialists include:

- *cardiologists*, who treat diseases of the heart and circulatory system
- *dermatologists*, who treat skin conditions
- *gynaecologists*, who treat disorders of the female reproductive system
- *obstetricians*, who specialise in delivering babies and treating pregnant women
- *orthopaedic surgeons*, who treat fractures and diseases of the bones, joints and muscles
- *pathologists*, who specialise in examining body tissue
- *psychiatrists*, who diagnose and treat disorders of the mind
- *radiologists*, who perform scans and X-rays to diagnose diseases of the bones and internal organs, and locate fractures and other injuries
- *dietitians,* who advise on the correct food and drink for individuals in improving both health and disease.

Nurses provide valuable care and assistance by administering drugs, bandaging wounds and preparing for surgeries. They are also responsible for patient care and comfort following treatment. Use the **Healthdirect** weblink in the Resources tab to learn more about this free Australian health service that uses the expertise of registered nurses.

on Resources

Weblink: Healthdirect

10.5 Activities

Over-the-counter drugs and products

1. In groups of four or five, make a list of OTC drugs and products that can be purchased in supermarkets and pharmacies without a prescription. Use categories such as pain relievers, laxatives (to prevent or relieve constipation), vitamins and cold tablets. Report back to the class and compile a list on the board.
2. Discuss the following questions.
   (a) Why do we allow easy access to some drugs and products?
   (b) What are some problems that easy access can lead to?

Identifying health services

3. (a) Search online to identify a health service that is active in one of the following areas:
   - mental health
   - nutrition
   - drug use
   - sexual health
   - road safety.

   The **Health organisations** weblinks in the Resources tab may help you find information about your chosen health service.
4. Using the **Prezi** weblink for guidance, create a 'prezi' outlining key information about the service. Be sure to include the following:
   - why the organisation was formed
   - the service it provides
   - the types of problems it seeks to address
   - the extent to which it uses voluntary staff or professional staff
   - whether it relies on donations, has fees or receives assistance from the government.

Investigate the success of the organisation within the community. Present your findings to the class.

Resources

- **Weblink:** Health organisations – iwannaknow
- **Weblink:** Health organisations – Dr YES
- **Weblink:** Health organisations – Ride2School
- **Weblink:** Prezi

10.5 Check and challenge

Explain

1. What is the difference between prescription and OTC drugs?
2. (a) Who is entitled to Medicare coverage?
   (b) At what age can you apply for your own Medicare card?
3. How do health-related organisations assist your health needs?
4. Describe the role of doctors.

Elaborate

5. How is Medicare different from private health insurance?
6. Choose one type of healthcare centre or clinic and describe the services it provides to the community.

Evaluate

7. What are the advantages of having private health insurance?

10.6 My rights and responsibilities as a health consumer

As a health consumer, you have the right to have your safety and interests protected by those providing you with health information, products and services. However, with these rights come certain responsibilities. It is through this combination of rights and responsibilities that you can reach and maintain your optimal health.

10.6.1 Protecting our interests

Do you know what your rights and responsibilities as a health consumer are? Our main rights concern our safety when choosing health information, products and services. These rights are upheld by organisations that provide product reviews and reliable information to the public. Our responsibilities require us to communicate openly and work in partnership with the healthcare provider so that we receive the best care.

You have the right to choose from a range of health products in the knowledge that they are all safe and of a high standard.



10.6.2 Consumer protection

Australia supports a United Nations agreement that has broad guidelines to ensure that the interests of health consumers are protected. The guidelines are:

- *the right to safety* — to be protected against products and services that may be hazardous to your health
- *the right to be informed* — to be given correct information so you can make the best possible choice

- *the right to choose* — to select from a range of products and services with the assurance of the quality of each
- *the right to redress* — to receive fair settlement of just claims, including compensation for poor quality goods or unsatisfactory services.

A number of agencies provide accurate information about health products and services for young people and ensure their rights as consumers are protected. Some of these agencies are:

- *Australian Competition and Consumer Commission* — promotes competition and fair trading and provides information on a range of health and other issues
- *Australian Consumers' Association* — provides a wide range of reviews and reports on topics such as health, food, lifestyle and your rights
- *consumer protection agencies* — provide information and education on the rights and responsibilities of businesses and consumers, resolve disputes and ensure compliance with the law. They also provide advice for consumers on buying products and services. The names of these agencies vary from state to state; in New South Wales the agency is called Fair Trading. Use the weblink in the Resources tab to find out more about this consumer protection agency.

on Resources

Weblink: Australian Competition and Consumer Commission
Weblink: Choice
Weblink: NSW Fair Trading
Weblink: Consumer authorities
Weblink: Consumer online

10.6.3 Your health responsibilities

Along with your rights as a health consumer, you need to accept some responsibilities to ensure you receive the best service. It is your responsibility to:

- know your medical history and inform your doctor about any health treatments you are using or allergies you have. If you smoke, drink or have recently used illegal drugs, you should let your health practitioner know
- be honest and open in your answers even though you may feel embarrassed or uncomfortable discussing topics like drug use or sexual orientation. Your health professional needs a clear and accurate picture of your health and any behaviour that may affect it
- be actively involved in your healthcare by asking questions. If you are diagnosed with a condition, try to be fully informed about the condition and treatment options. Do your own research by asking the doctor for reading material, using reliable websites or the library
- take medication only according to the instructions provided by your doctor and follow the treatment plan that is developed for you. If this treatment causes you any unpleasant or unexpected side effects make sure that you tell your doctor immediately.

It is important to be honest and open when talking to your health practitioner.



10.6.4 Communicating health concerns

Communicating health concerns can be difficult, but it can make a big difference to how we feel about our health and wellbeing. If a health concern presents a challenge you may need to consider talking to other people about it. Assertive communication may be necessary to communicate your concern clearly and succinctly.

While your friends are great emotional support and need to know if something is bothering you, ultimately your health concern may need to be resolved by specialist health practitioners such as a GP, nurse or psychologist.

10.6 Activities

Being a responsible health consumer

1. With a partner, read the scenarios below, then discuss and answer the questions that follow.

   Dipesh was feeling unwell, so he went to see his family doctor. His doctor asked him a range of basic questions to try to get a picture of his lifestyle, including asking Dipesh whether he uses drugs. Dipesh was worried that the doctor would disapprove if he told her that he had used marijuana a few times recently, so he told her that he had never used drugs.

   Eva had been feeling unhappy and tired almost all the time. After talking to her friend Charlotte, who had recently been diagnosed with depression, Eva began to think she might also have depression. Charlotte offered Eva some of her anti-depressant medication in the hopes of helping her friend feel better, as they had similar symptoms and the medication really helped Charlotte.

   Scott had recently been diagnosed with epilepsy. When his doctor was explaining this illness to him, Scott became concerned that his friends would treat him differently if he told them he had a disability. So, Scott researched the condition with the help of his parents and doctor, and created a fact sheet for his classmates about epilepsy.

   (a) How could Dipesh's lie to his family doctor negatively affect his health?
   (b) Was sharing anti-depressant medication the responsible thing for Eva and Charlotte to do? Explain your answer.
   (c) Who else could Eva have talked to about her symptoms?
   (d) What kind of questions would you ask your doctor if you had been diagnosed with epilepsy? List four examples.
   (e) Why is Scott a responsible health consumer?
   (f) Use the **What is epilepsy?** weblink in the Resources tab to create a fact sheet about epilepsy for your classmates.

Communicating health concerns

2. In pairs, practise communicating the following health concerns to a fellow classmate who is the 'listener'. Select a concern below that you feel comfortable to role-play.
   - You are being bullied.
   - You feel anxious when faced with large assignment tasks and don't know where to begin.
   - Your boyfriend takes drugs and he just broke up with you because you weren't prepared to do the same.

In communicating your concerns include:

- the nature of your concern
- how this concern has affected your health
- how long it has been happening
- how often this concern affects your health
- what you have already done about this concern.

After you have completed your role play, identify how it felt communicating with people taking on different roles and what skills it requires. Swap roles and choose another health issue to communicate.

on Resources

Weblink: What is epilepsy?

10.6 Check and challenge

Explain

1. What does it mean to have the right to be informed?
2. What is the role of organisations like the Australian Consumers' Association and consumer protection agencies?
3. Why is it important to be honest and open with your doctor?

Elaborate

4. Suggest two consequences of not following the treatment plan your doctor has developed for you for a course of antibiotics.

Evaluate

5. List five ways you can be actively involved in your own healthcare.

10.7 Looking after yourself

There is a wealth of health information available from a variety of sources. It is important to understand that looking after yourself entails more than just eating well and exercising. It is important to view health holistically to ensure every aspect of you is well.

The World Health Organization (WHO) defines health as 'a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity'. The concept of health and wellbeing is covered further in topic 7.

10.7.1 Self care

Self care involves looking after your own physical, psychological, emotional and spiritual wellbeing. It is a personal thing — everyone will have their own approach and there is no 'one size fits all' way of doing things. Below are some ideas for how you can care for yourself across the range of wellbeing dimensions.

Physical self care

Physical self care involves undertaking activities to help you stay fit and healthy and give you enough energy to meet your daily requirements. Things you can do for physical self care include:

- having a regular sleep routine
- maintaining a healthy diet
- exercising regularly, even if it is just a walk.

Psychological self care

Psychological self care involves undertaking activities that allow you to feel clear-headed and function at school and/or work. These might include:

- keeping a journal
- turning off your phone at various points in the day (and at night)
- talking to someone, whether it be a friend, someone else you trust or a professional counsellor.

Emotional self care

Emotional self care involves allowing yourself to safely experience a range of emotions. Things that will help support emotional self care include:

- developing supportive friendships
- using a gratitude journal, for example, record good things that have happened
- playing sport or participating in physical activity
- doing something fun in a social setting.

Spending time in the natural environment is one way to practise self care.



Spiritual self care

Spiritual self care involves having a sense of perspective about life and may include activities such as:

- meditation
- going on a bush walk or nature walk
- attending church or a religious group if that is of interest to you
- practising mindfulness.

Use the **Smiling Mind** weblink in the Resources tab to access some mindfulness podcasts.

on Resources

Weblink: Smiling Mind

10.7.2 Highway to health

Our overall wellbeing depends upon us adopting a range of strategies to look after both our mental and our physical health. In fact, these two health elements are deeply connected, so adopting healthy physical activity and nutrition habits benefits us in more than just a physical sense. The benefits of incorporating healthy eating and regular physical activity in our lives include:

- social benefits such as having fun with friends
- development of cooperation and teamwork skills
- improved self-esteem and confidence
- stress and anxiety management
- improved concentration
- healthy growth and development, including strong muscles and bones
- improved coordination and muscle strength
- reduced risk of disease and unhealthy weight gain.

Nutrition Australia recommends the following food servings per day for adolescents.

Adolescents	Vegetables and legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, nuts, seeds, legumes, beans	Milk, yoghurt, cheese & alternatives	Allowance for additional serves from any food group*
Girls 12–13 years	5	2	5	2.5	3.5	0–2.5
Girls 14–18 years	5	2	7	2.5	3.5	0–2.5
Boys 12–13 years	5.5	2	6	2.5	3.5	0–3
Boys 14–18 years	5.5	2	7	2.5	3.5	0–5

Additional serves are allowed for taller or more active people. Nutrition Australia encourages people to choose additional extra serves from the five core food groups, and to limit serves of 'discretionary foods' to a maximum of one serve per day (approx. 600kJ).

The guidelines below provide information about recommended food intake, physical activity and sedentary behaviour limits for young people. You can access more information about adopting healthy behaviours by using the **Nutrition Australia** and **Department of Health: Make your move** weblinks in the Resources tab.

AUSTRALIA'S PHYSICAL ACTIVITY AND SEDENTARY BEHAVIOUR GUIDELINES FOR YOUNG PEOPLE (13–17 YEARS)

Physical activity

- For health beneits, young people aged 13–17 years should accumulate at least 60 minutes of moderate to vigorous intensity physical activity every day.
- Young people's physical activity should include a variety of aerobic activities, including some vigorous intensity activity.
- On at least three days per week, young people should engage in activities that strengthen muscle and bone.
- To achieve additional health benefits, young people should engage in more activity — up to several hours per day.

Sedentary behaviour

- To reduce health risks, young people aged 13–17 years should minimise the time they spend being sedentary every day. To achieve this:
  - Limit use of electronic media for entertainment (e.g. television, seated electronic games and computer use) to no more than two hours a day—lower levels are associated with reduced health risks.
  - Break up long periods of sitting as often as possible.

on Resources

Weblink: Nutrition Australia
Weblink: Department of Health: Make your move

10.7.3 Protect yourself

As you get older it is important you are aware of measures you can put in place to help prevent and/or treat any health issues that you may encounter — from the common cold to diseases such as blood-borne viruses or sexually transmissible diseases.

Being aware of safe health practices is the best way to protect yourself. In addition to the many reputable resources available online, your family doctor is a valuable and reliable resource for your health queries and concerns. You can see your GP and ask whatever questions you may have — remember it is important to be honest so they can give you the information best suited to you. From the time you are 14 you can see your doctor by yourself and consent to most medical treatment if your GP believes you are fit to do so.

Other ways that you can take initiative and actively safeguard your health include:

- being honest with health professionals about your circumstances, for example, any risky health behaviours you may engage in, such as alcohol or drug use, smoking, unsafe sexual practices
- informing your health professional if you stop or change prescribed treatment
- taking an active part in healthcare discussions and decisions and asking questions if you aren't sure what's happening to you or if you are unsure about any aspect of what is being recommended for you.

Use the **Teenage healthcare** weblink in the Resources tab to learn more about your rights and responsibilities in relation to your health.

On Resources

Weblink: Teenage healthcare

10.7 Activities

Creating positive mental health

1. (a) As a class, list techniques you know of that help foster positive mental health.
   (b) Split into small groups and choose one of the practices or techniques identified in part (a). Research what is involved in this practice. Find information about who conducts this practice, the cost, what is involved and its effectiveness. Choose a representative from your group to present your findings to the class.

Improving nutrition and physical activity

2. Split your class into four groups. Using what you have learned in this topic, together with information you found on the internet via the weblinks, construct a week-long plan for a teenager to improve their nutritional choices and physical activity. Include details of all meals and what activity they should do each day. Ensure it is achievable and something *you* would do too.

10.7 Check and challenge

Explain

1. What is the WHO's definition of health?

Elaborate

2. Suggest two ways you can protect yourself against diseases

Evaluate

3. What are the advantages to having a healthy diet and active lifestyle?

10.8 Review

10.8.1 Summary

- Young people can make better decisions about their health when they are provided with accurate information.
- Both individuals and communities need to be empowered for young people to make the best decisions about their health.
- Young people can use advocacy to improve their own health and the health of others.
- Young people can help support their friends in tough times by listening, giving emotional support and helping find professional help.
- To be allowed to purchase certain types of medication, you need to be given a prescription by a qualified medical practitioner, such as a doctor.
- People can buy over-the-counter (OTC) drugs and products to treat a lesser problem that they have diagnosed themselves.
- Education enables us to perform basic skills like reading, writing and analysing information, making it easier for us to access and understand health information.
- You are responsible for being open and honest with your doctor and being actively involved in your healthcare by asking questions.
- Nutrition, physical activity and self care all play a vital role in ensuring each individual, no matter what age, stays healthy.

ESSENTIAL QUESTION

What types of health information and support networks are available to me?

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

10.8.2 Key terms

advocacy the act of championing or arguing for a particular issue or cause
community empowerment individuals and organisations working together to address an identified problem
confidentiality a patient's right to have the information they have given to their health care professional kept private
individual empowerment an individual's ability to make decisions about, or to have control over, their health and life
Medicare Australia's national health insurance scheme
over-the-counter (OTC) medication considered low-risk drugs when taken in accordance with their directions and can be purchased at pharmacies and supermarkets without a prescription
paramedical services special health care services that support the medical profession; for example, an optometrist, who treats vision problems
prescription a formal instruction from a doctor to a chemist to provide a drug to a patient
private health insurance insurance that covers all or some of the costs incurred for a medical treatment that are not covered by Medicare
specialists doctors who diagnose and treat medical problems in selected areas; for example, the heart or bones

10.8 Check and challenge

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au *Note:* Question numbers may vary slightly.

Key terms quiz online only

Multiple choice quiz online only

Check your understanding

1. What are the two categories for health products?
2. Suggest four conditions that can be treated with over-the-counter drugs.
3. Explain the differences between public and private hospitals.
4. What are the factors that influence our access to health information, products and services?
5. What are four rights of health consumers that ensure our best interests are protected?
6. List two things you are responsible for doing in order to maintain your optimal health.
7. What is the recommended intake of fruit and vegetables for adolescents aged 13–17 years?
8. What are the recommended physical activity guidelines for adolescents aged 13–17 years?

on Resources

Digital doc: Worksheet 10.8 Key terms quiz (doc-29197)

Digital doc: Worksheet 10.9 Multiple choice quiz (doc-29198)

Digital doc: Key terms glossary (doc-29199)

TOPIC 11
Fit for life

11.1 Overview

11.1.1 Introduction

Fitness can have an immense effect on your quality of life. Being fit isn't limited to being a certain weight or being able to swim the fastest, run a marathon or play a particular sport. Fitness incorporates a number of components that can be specifically measured and trained. Some of these components are more closely related to sports performance and some are related to everyday health and wellbeing. There are many advantages to being fit. 'Being fit' allows you to meet the physical and mental demands of daily life, as well as enjoy a range of activities that enhance your sense of wellbeing and enjoyment of life.

Being fit, no matter our age, helps our bodies function better, helps us feel better and can be fun!



on Resources

eLesson: Fit for life (eles-2331)

Digital doc: Key terms glossary (doc-29207)

ESSENTIAL QUESTION

What does it mean to be fit and how can I improve my fitness?

SYLLABUS OUTCOMES

A student:

- investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities (PD4-7)
- plans for and participates in activities that encourage health and a lifetime of physical activity. (PD4-8)

11.2 Fitness — what is fitness?

There are enormous advantages to being fit. Fitness provides you with a physical platform from which to engage in activities that you find interesting. Not only is fitness beneficial to your physical health but also to your mental, spiritual, social and emotional health.

11.2.1 Fitness enhances people's lives

Fitness has an enormous effect on our quality of life. Being fit allows us to engage in activities that interest us. It also has a positive effect on our sense of self and improves our general level of health.



We know that being fit can have a positive impact on your health but what does 'being fit' mean? What does being fit look like? Does being fit mean different things to different people?

Consider the above questions and discuss your ideas with a partner, then share with the rest of the class to gain an appreciation of different views.

11.2.2 What is fitness?

Physical fitness is a measure of our ability to perform daily tasks and activities. During most days we perform many general movements, notably walking and running. Other days we may choose or be required to perform additional activities such as jumping (for example, in basketball), cycling, surfing, climbing, swimming or skateboarding. The degree to which we can comfortably meet our daily physical demands is an indication of our level of physical fitness.

If we are unable to do the activities we would like to or if physical activity causes us discomfort — and if we are not injured or ill — we are probably lacking in fitness. When we are fit, we live a certain quality of life; we are able to perform our daily activities without undue fatigue. We can also choose to be involved in additional activities we enjoy because we have sufficient energy in reserve for these activities. All this adds up to feeling good and being able to approach each day in a positive way and with enthusiasm.

Physical fitness encompasses both health- and skill-related components. Health-related fitness relates to the level of fitness we need to maintain good physical health during our daily activities. Skill-related fitness relates to the level of fitness we need for involvement in physical activities like sport.

Fitness has both health-related and skill-related components.

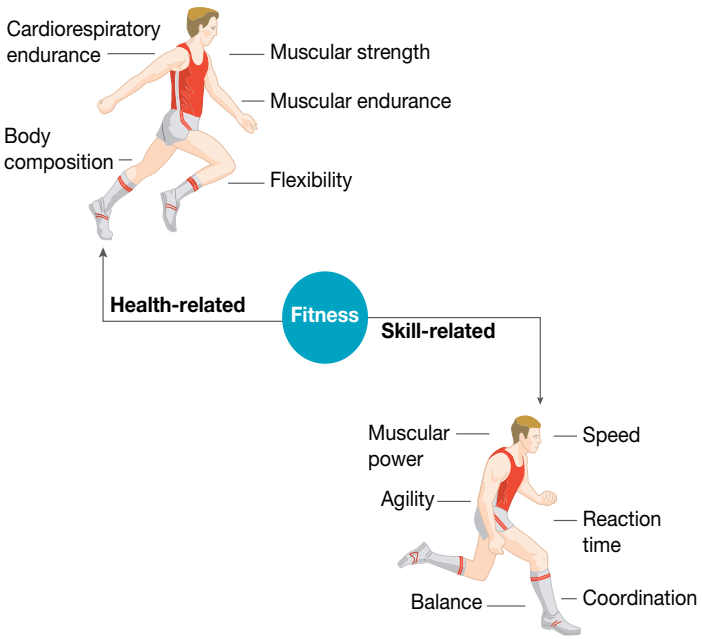


Table 11.1 outlines the various aspects of physical fitness and provides some examples of how these aspects are involved in day-to-day and sporting activities.

TABLE 11.1 The various aspects of physical fitness

Component	Health- or skill-related	Definition	Sporting/day-to-day example
Cardiorespiratory endurance (aerobic capacity)	Health	The body's ability to sustain prolonged exercise with the use of oxygen. It is also known as aerobic fitness, aerobic capacity or aerobic endurance.	Running a marathon Building a new farm fence
Muscular strength	Health	The ability of muscles to exert force	Holding someone down in a wrestle Undertaking farm work such as lifting hay bales or attaching farm implements to tractors
Muscular endurance	Health	The ability of the muscle or muscle group to sustain (isometric) or repeat (isotonic) contractions for a long period of time	Repeated actions by the legs while cycling Farm work such as flipping sheep
Flexibility	Health	The degree of movement around a joint	Bending down to pick up an object from the ground
Body composition	Health	Describing body shape or type with reference to the ratio of muscle tissue in the body compared to fat	Muscular body type suited to explosive activity such as sprinting
Muscular power	Skill	A combination of speed and strength. When strength is exerted explosively it is called power.	High jumper
Speed	Skill	The ability to get from one point to another as quickly as possible	50 m swimmer/100 m sprinter Sprinting to score a try or chase down an opponent
Agility	Skill	The ability to change direction quickly with speed and balance	Dodging an opponent
Reaction time	Skill	The time it takes to initiate the first response to a stimulus	Responding to the starting signal in a sprint
Balance	Skill	The ability to control our centre of gravity while stationary or moving	Diver on the edge of the 10-metre platform in a static handstand
Coordination	Skill	The ability of body parts to work together resulting in smooth flow of efficient movements	Tennis serve

To be considered physically fit, a person needs to attain a particular standard when tested for each of the components. Even then, some components are more important than others. **Cardiorespiratory endurance** (or **aerobic fitness**) is the most important component of all because it directly affects our health, such as our **cardiovascular** health, cholesterol levels and lung function. It is also important for participating in sustained physical activity and promoting recovery processes.

DID YOU KNOW?

Exercise improves heart function. When you begin an aerobic exercise program, expect your resting heart rate to decrease by about one beat per minute every week during the first few weeks. This indicates that your heart is becoming more efficient and pumping more blood each beat. Highly trained Olympic endurance athletes have had resting heart rates recorded at just 28–40 beats per minute, while the average Australian adult has a resting heart rate of 60–100 beats per minute.

11.2 Activities

Views about fitness

1. Fitness means different things to different people. Allocate the following occupations or roles to pairs within the class and create a list identifying how you think that person might view fitness. Have a representative of each pair report to the class on why that person would view fitness that way. The occupations or roles are:
   (a) farmer
   (b) dentist
   (c) surfer
   (d) chronically ill person
   (e) triathlete
   (f) body builder
   (g) elderly person
   (h) police officer
   (i) nurse
   (j) office worker
   (k) obese person.
2. Why do people view fitness differently?
3. Which of the people in activity 1 would you consider to be the fittest? Why?
4. What factors affect an individual's optimal level of fitness?

Identifying fitness components

5. In pairs, discuss and justify the most important fitness components (at least three) for each of the following athletes/occupations. Share and compare different groups' responses. Analyse how the components are developed through the activity.
   - Sprinter
   - Long-distance swimmer
   - Pole vaulter
   - Nurse
   - Farmer

Analysing fitness components

6. Copy and complete the following table.

Activity	Health- or skill-related	Definition	Sporting example
Jumping as high as you can			
Completing five minutes of step-ups			
Touching your toes while sitting with legs straight			
Alternating hand toss with tennis ball			
Weaving around a set of five cones			
Completing a prone hold for one minute			
Standing on one foot with your hands above your head and holding for as long as possible			

11.2 Check and challenge

Explain

1. Define the term ‘physical fitness’.
2. Distinguish between health-related and skill-related components of fitness.
3. Identify the health-related components of fitness.
4. Identify the skill-related components of fitness.
5. Why is cardiorespiratory endurance the most important element of fitness?
6. Explain why being able to run for a long time doesn’t necessarily mean you will be successful in other sports.

Elaborate

7. Discuss why views about fitness differ from one person to another.
8. Research and suggest a sport that requires the greatest number of fitness components. Explain your choice.

Evaluate

9. Evaluate your performance in health- and skill-related fitness components. What are your strengths and weaknesses? Why do you think this is the case?

on Resources

Digital doc: Worksheet 11.1 Fitness components (doc-29200)

11.3 Health-related fitness components — how can I measure them?

Cardiorespiratory endurance, muscular strength, muscular endurance, body composition and flexibility are all important components of our health. It is important to understand and know how to measure these factors, so that you can gauge improvement and modify your activity appropriately to build fitness levels.

11.3.1 Measuring health-related fitness components

The health-related components of fitness can be measured using a range of recognised tests, which are listed in table 11.2.

TABLE 11.2 Methods of measuring health-related fitness components

Component	Measurement method
Cardiorespiratory endurance	Beep test or yo-yo test
Muscular endurance	60-second push-up test
Muscular strength	Hand-grip dynamometer test
Body composition	Skinfold test or BMI (body mass index)*
Flexibility	Sit and reach test

* ***Note:*** The skinfold test should be conducted by a health professional to give an accurate and informative reading.

Use the **Trunk flexion test** weblink in the Resources tab to access a simple test that you can use to track the improvements in your flexibility.

Resources

Weblink: Trunk flexion test

11.3.2 Importance of health-related components

The health-related components of fitness target essential body functions that have a direct impact on our health. Improved cardiorespiratory endurance, muscular strength, flexibility, local muscular endurance and body composition all positively affect our health.

Developing cardiorespiratory endurance is an important part of health-related fitness.



Regular exercise strengthens bones and muscles, which give shape to the body. Physical activity promotes healthy bone growth, which is important to support our weight as well as enabling basic motor skills such as carrying objects. Exercise strengthens the heart, making it a more effective pump in supplying the body with oxygen and nutrients. The heart muscle needs to remain strong so that it can pump blood every day for ourentire lives. Exercise increases the heart's ability to contract forcefully, allowing it to pump more blood into our circulatory system with each beat.

Activity also improves our breathing and the ability of the lungs to extract oxygen. The harder we work, the more oxygen we need to deliver via the blood to the working muscle. This is why we breathe more rapidly during exercise sessions.

Body composition is an important health-related component. This relates to the make-up of our body in terms of muscle and fat. Unused energy is stored in the body as fat. We need to balance our intake (food) with our output (**metabolism** and exercise) to control our weight. It is better to monitor weight and maintain a healthy weight range than to let our weight fluctuate. Activity has the advantage of increasing our metabolism and keeping it elevated for hours after we have finished, so that we continue to burn more fuel even as we recover.

Flexibility is another important health-related component as it can help us prevent injury. Flexibility also helps improve posture, decrease back pain, maintain healthy joints and improve balance during movement.

Finally, exercise strengthens muscles, making them respond quickly and forcefully. This helps us to run faster, be active for longer and control our bodies with greater precision in activities such as dance, gymnastics and sports games.

The activities for this subtopic include a series of tests designed to measure the levels of some of your health-related fitness components. It is very important that the tests are carried out as instructed for accurate results. Remember, these results are a reference point only. They are not meant to grade your fitness ability; rather, they can be used to highlight areas in which you can improve. You can then choose appropriate activities to help you develop these areas, while also maintaining your strengths.

11.3 Activities

Pulse rate — an indicator of fitness

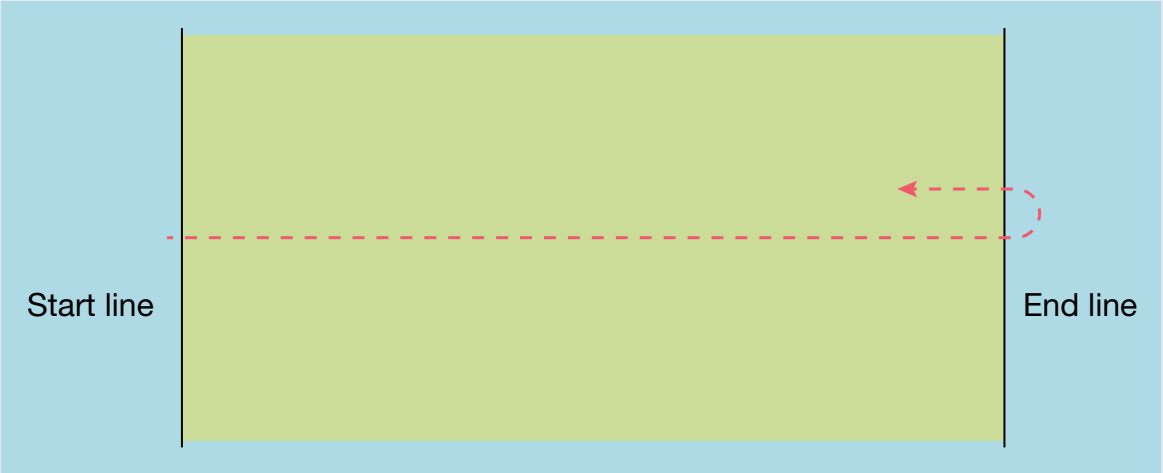


1. Learn to take your pulse rate accurately.
   (a) Place your index and middle finger on the thumb-side of your wrist as indicated in the photo and count the pulse for 20 seconds.
   (b) Multiply by 3 to convert to a reading for a minute.
   (c) Repeat the exercise two more times and then average the reading. You have now established your resting pulse in beats per minute.
   (d) An average resting heart rate is about 72 beats per minute. As your fitness level improves, your resting pulse rate will decrease. You can also measure your pulse rate using a heart rate monitor, which is worn during physical activity.
2. Use the **Heart rate levels** weblink in the Resources tab to find out how hard your heart needs to work for activities of varying intensity. Calculate your maximal heart rate by subtracting your age from 220.

Measuring aerobic fitness using the multistage fitness test

Equipment: Multilevel fitness test audio, firm surface with two lines marked 20 metres apart

The multistage fitness test



3. (a) Form a group of no more than 10 subjects to one supervisor.
   (b) Divide the group into two. Half the group is to perform the test while the remaining half observes and records the results.
   (c) Perform a general purpose warm-up including leg-stretching exercises before commencing this test.
   (d) The subjects in Group 1 should move to the start line and listen to the introductory remarks on the audio, which tell them when to start and how to judge pace.
   (e) Subjects begin by walking to the end line, aiming to reach it on the 'beep'. Both feet must cross the line. They then turn and walk back, aiming to reach the start line on the next 'beep'. Gradually the tempo is increased, necessitating a jog and then a run to reach the other line by the sound of the 'beep'. When subjects fail to stay in time with the 'beep' they are given a warning. Failure to catch up or a second warning means the subject must stop the test.
   (f) Recorders should note the level at which their subject was unable to continue the test. Record the level and the fitness rating using table 11.3(a) and (b).

TABLE 11.3 Beep test fitness rating for 14-year-old (a) boys and (b) girls

(a)

Level	Number of shuttles	Rating (boys)
1		Very poor
2	5	
2	6	Poor
3		
4	5	
4	6	Fair
5		
6	1	
6	2	Average
7	4	
7	5	Good
8	9	
8	10	Very good
9		
10	9	
10	10	Excellent
11		
12		
13		
14		
15		

(b)

Level	Number of shuttles	Rating (girls)
1		Very poor
1	5	
1	6	Poor
2		
3	5	
3	6	Fair
4		
4	1	
5	2	Average
5	4	
6	5	Good
6	9	
7	10	Very good
7		
8	9	
9	10	Excellent
10		
11		
12		
13		
14		
15		

Measuring muscular strength using the hand-grip dynamometer test

Equipment: Hand dynamometer

4. (a) Pick up the dynamometer and push the arrow back to zero.
   (b) Let your arm hang vertically with the dynamometer comfortably gripped in your hand.
   (c) Gradually lift the dynamometer to shoulder height, squeezing the grip as hard as you can with your arm extended.
   (d) Read the result and record it in table 11.4. Repeat with your other hand.
   (e) Allow three tests on each hand and record the best result. Determine your rating using table 11.5.

TABLE 11.4 Results for muscular strength using a hand dynamometer

	Result (kg)	Rating
Right hand		
Left hand		
Best result		

TABLE 11.5 Ratings for muscular strength using a hand dynamometer (13–15-year-olds)

	Strongest hand (kg)	
Classification	Boys	Girls
Excellent	≥ 36	≥ 29
Good	31–35	25–28
Average	26–30	21–24
Fair	21–25	16–20
Poor	≤ 20	≤ 15

Measuring muscular endurance using the sit-up test

Equipment: Stopwatch, recording sheet

5. (a) Work in pairs. Nominate who will be the first subject and who will be the first counter.
   (b) The subject should lie on the floor with the knees bent and feet flat on the floor. Arms are folded across the chest. Palms are open and rest on the front of the shoulders. Elbows are close together. The counter should hold their partner's feet firmly on the floor. The angle at the knees should not be less than 60°. In the sit-up, the trunk is raised and the elbows brought to a position between the knees. The body then returns to the floor. The total movement counts for one sit-up.
   (c) Practise several times to warm-up and ensure the technique is correct. Disallow any sit-ups performed incorrectly.
   (d) Perform the test, counting the number of correctly executed sit-ups in one minute.
   (e) Change roles and repeat the process.
   (f) Determine the rating for each person, using table 11.6.

TABLE 11.6 Muscular endurance ratings for sit-ups (13–15-year-olds)

	Number of sit-ups	
Classification	Boys	Girls
Excellent	≥ 46	≥ 36
Good	41–45	31–35
Average	33–40	26–30
Fair	26–32	21–25
Poor	≤ 25	≤ 20

The sit-up test

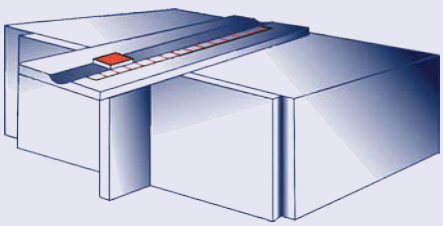


Measuring flexibility using the sit-and-reach test

Equipment: Sit-and-reach measuring device, box for mounting

6. (a) Divide into pairs. Set up the box with a sit-and-reach measuring device placed horizontally on top.
   (b) The first subject sits on the floor with both legs straight, as shown on the next page.
   (c) The second subject holds the first subject's knees firmly on the floor and sets the markers.
   (d) The first subject should reach forward slowly (no jerky movements allowed) and push the markers forward as far as possible with the fingers. Fingers remain extended with palms down.
   (e) The best of three attempts should be recorded.

Sit-and-reach measuring box



Sit-and-reach test

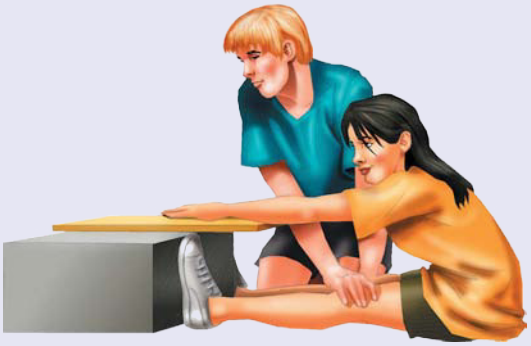


TABLE 11.7 Sit-and-reach ratings (13–15-year-olds)

	Reach (cm)	
Classification	**Boys**	**Girls**
Excellent	≥ 33	≥ 36
Good	29–32	32–35
Average	25–28	28–31
Fair	21–24	23–27
Poor	≤ 20	≤ 22

Analysing your results

7. Use the **Analysing health-related fitness components** worksheet in the Resources tab to collate your results and analyse your health-related fitness.

Resources

- **eLesson:** Heart exercise (eles-0220)
- **eLesson:** Measuring fitness (eles-0764)
- **Digital doc:** Worksheet 11.2 Analysing health-related fitness components (doc-29201)
- **Weblink:** Heart rate levels

11.3 Check and challenge

Explain

1. Explain how regular exercise improves the health-related components of fitness.
2. Explain how muscular endurance can be improved.
3. Explain the advantage of good flexibility in sport and game situations.

Elaborate

4. What was your rating in the multistage fitness test? Suggest what you can do to maintain (if satisfied) or improve this rating.
5. Were you satisfied with your muscular strength rating? Do you feel that this reflected your overall body strength?
6. When in your daily life is adequate strength important?
7. Choose any five sports and describe how muscular endurance is essential for good performance in each.

Evaluate

8. Analyse your level of muscular endurance in terms of the ratings provided.
9. Evaluate your level of flexibility in terms of the ratings.
10. Evaluate your level of flexibility in terms of exposure to injury in the sports or activities that you participate in.

11.4 Health-related fitness components — how can I improve?

While it is important to maintain a good level of fitness and ensure you stay healthy, you should also ensure that you aim to improve your health-related fitness components. Improving cardiovascular endurance will increase the working efficiency of your heart. Training for muscular endurance, muscular strength and flexibility will allow you to participate fully in day-to-day activities. Finally, enhancing these components will have positive impacts on your body composition which could also have a positive effect on your mental health. In this subtopic we will explore ways in which you can improve these components.

11.4.1 How do I rate?

How fit are you? The best measure of cardiovascular endurance fitness is maximal oxygen uptake or VO_2 max. After running the beep test, you can predict your maximal oxygen uptake by using the **VO_2 max** weblink in the Resources tab. The higher the value, the fitter you are. Knowing how you rate in health-related fitness components such as aerobic fitness, strength, endurance and flexibility is just the start. Different sports require different components and different activities will require focus on certain components.

In pairs make a list of the health-related fitness components you tested in section 11.3. Describe each component using at least two key words. Use the **Women's Rugby Sevens** weblink in the Resources tab, or watch a team sport of your choosing, and identify the use of the health-related fitness components. Explain why they are important in this sport.

A sport such as soccer involves many health-related and skill-related aspects of physical fitness.



DID YOU KNOW?

The highest VO_2 max ever recorded for a man was 96 mL/kg/min and 77 mL/kg/min for a woman. Both these people were cross-country skiers. Cross-country skiing requires a very high cardiorespiratory endurance due to the length of the event and because the event is held at high altitude. At high altitudes less oxygen is available, so these athletes must be able to take in, transport and use oxygen very efficiently.

on Resources

- **Weblink:** VO_2 max
- **Weblink:** Women's Rugby Sevens

HEALTH FACT

Our maximal heart rate during exercise varies from person to person. To get a rough indication, subtract your age from 220. For example, the maximal heart rate for a 14-year-old would be 206 beats per minute (220 – 14 = 206). However, the heart has been known to race at speeds of 300 beats per minute or more under certain medical conditions.

11.4.2 Training to improve

The key to training cardiorespiratory endurance/aerobic fitness is stressing the whole body over longer periods of time at a moderate intensity. By improving your cardiorespiratory endurance not only will you be able to work for longer, but you will also recover faster.

To train muscular strength you need to stress the body using weight, usually with added weights or resistance. Due to the increased load you should not be able to complete many **repetitions**.

To train muscular endurance you need to stress a muscle/group of muscles at a moderate intensity for many repetitions.

To train **flexibility** you need to stretch a muscle beyond its resting length. Body composition can be changed by decreasing body fat, increasing muscle tone or both at the same time. The activities for this subtopic will help you to develop the various components of health-related fitness.

DID YOU KNOW?

To improve your fitness you actually need to 'stress' your body so that it can recover and grow. This can include small muscle tears that can then repair and grow to be bigger.

11.4 Activities

Training cardiorespiratory endurance/aerobic fitness — Parlouf relay

1. In pairs, person 1 runs a lap of the oval while person 2 completes star jumps. When person 1 returns to the start, person 2 runs a lap while person 1 completes star jumps. Repeat at least three times.

Training muscular strength

2. In a slow and controlled movement, perform eight repetitions (excluding prone hold) of the following exercises.
   - Lunges
   - Ab crunch
   - Push-ups
   - Squats
   - Prone hold for 30 seconds

   Complete three sets.

Training muscular endurance

3. Complete as many repetitions of the following exercises as you can in 60 seconds.
   - Lunges
   - Ab crunch
   - Push-ups
   - Squats



Lunges

Push-ups

Squats



Ab crunches



Prone hold

Training flexibility

4. Participate in a yoga or Pilates class. If you cannot access one of these classes, as a group conduct a stretching session before or after your next practical class. Use the **Yoga for beginners** weblink in the Resources tab to watch a yoga class.



on Resources

Weblink: Yoga for beginners

11.4 Check and challenge

Explain

1. Explain the difference between training activities for muscular strength and muscular endurance.

Elaborate

2. Create a training session aimed to develop:
   (a) cardiorespiratory endurance
   (b) cardiorespiratory endurance that does not involve running
   (c) muscular strength
   (d) muscular endurance
   (e) any three health-related fitness components.

Evaluate

3. Evaluate the use of the VO_2 max test for a long-distance swimmer.

11.5 Skill-related fitness components — how can I measure them?

The skill-related (or performance-related) components of fitness are muscular power, speed, agility, balance, coordination and reaction time. In this subtopic we will explore the uses of these components and learn how to measure them so that you can identify areas for improvement.

11.5.1 Measuring skill-related fitness components

Some fitness components are more directly related to sports performance. These are called skill-related fitness components because an improvement in these areas will enable us to perform movements safely and with greater skill in a range of sporting and recreational activities. People who have adequate development of skill-related fitness components perform better, both in individual sports such as tennis, and team sports such as netball, because their movements are skilful, practised and controlled.

In the activities for this subtopic, you will carry out specific tests that will measure your skill-related components of fitness.

on Resources

Weblink: Test your balance

HEALTH FACT

Due to different hormone levels, females tend to have greater elasticity in their tendons, muscles and ligaments and less muscle around joints than males; all these factors combine to make females generally more flexible than males.

11.5.2 Importance of the skill-related components of fitness

Muscular power is an important skill-related fitness component because it determines the 'explosiveness' of our movements. This affects skills such as rebounding in basketball, marking in AFL and sprinting in rugby. Strength and power are closely related. As we increase our strength, we simultaneously and indirectly increase our power. We can further develop power through the use of **plyometric** activities, which involve springing-, landing- and bounding-type movements.

Speed is probably the most important of the skill-related components. There are very few sports or activities in which speed is not an advantage. Although speed is essential in track events, it can also be a decisive element in games like hockey, rugby, basketball and soccer. This ability provides positional advantage in attacking strategies and also enables defenders to cover a wider area.

Agility is related to speed and is important in most sports, particularly team sports where you must move around opponents and teammates. An agile person can manoeuvre themselves better, take evasive action and wrong-foot opponents more easily than players who lack agility.

All activities, from the simplest to the most complex, require balance. For example, running requires us to balance our body weight on one foot momentarily and then shift weight and balance to the other foot. Good balance improves performance in all activities, particularly in fast-moving ones such as snowboarding, surfing, skating and skiing. It is also important, however, in activities such as gymnastics, golf and wrestling, where establishing a solid platform on which to perform a skill or movement is critical. Use the **Test your balance** weblink in the Resources tab to gauge your balance skills.

Coordination is the ability of body parts to work together, resulting in smooth, efficient movements. Coordination is developed with practice.

The ability to respond quickly is called reaction time. It is important at the start of events like running and swimming and used constantly in games such as rugby, soccer or table tennis.

Balance is an important fitness component in most sports.



DID YOU KNOW?

The standing long jump and standing high jump were Olympic events until 1912. The world record for the standing long jump was 3.47 metres and the standing high jump was 1.65 metres. They were both held by the same person, Ray Ewry, a US athlete who competed in the Olympic Games in 1900, 1904 and 1908. Nicknamed 'the human frog' for his incredible leaping ability, Ewry's feats were even more incredible considering he was confined to a wheelchair as a boy because of polio. He followed a rigorous jumping program to develop his leg strength and overcome muscle weakness brought on by the disease.

11.5 Activities

Measuring muscular power using the vertical jump test

Equipment: Vertical jump board or tape measures attached to wall, Blu-Tack

1. (a) Divide into pairs. One person is the subject and the other is the recorder.
   (b) The subject should take some Blu-Tack, face the wall, extend both hands upwards and make a mark. Record the height of the mark in centimetres.
   (c) The subject should then turn sideways to the wall, spread their feet, take a deep squat and jump vertically. No feet movements are allowed in preparation for the jump.
   (d) At the height of the jump, the subject should mark the wall with their Blu-Tack. Record the difference between the first and second marks.
   (e) Allow three jumps and record the best attempt.
   (f) The subject and recorder should now change roles and repeat steps b–e.
   (g) Take the best jump for each person and determine their power rating using table 11.8.

TABLE 11.8 Muscular power rating (13–15-year-olds)

	Height (cm)	
Classification	**Boys**	**Girls**
Excellent	≥ 50	≥ 41
Good	41–50	31–40
Average	31–40	21–30
Fair	21–30	11–20
Poor	≤ 20	≤ 10

Measuring agility using the Illinois agility test

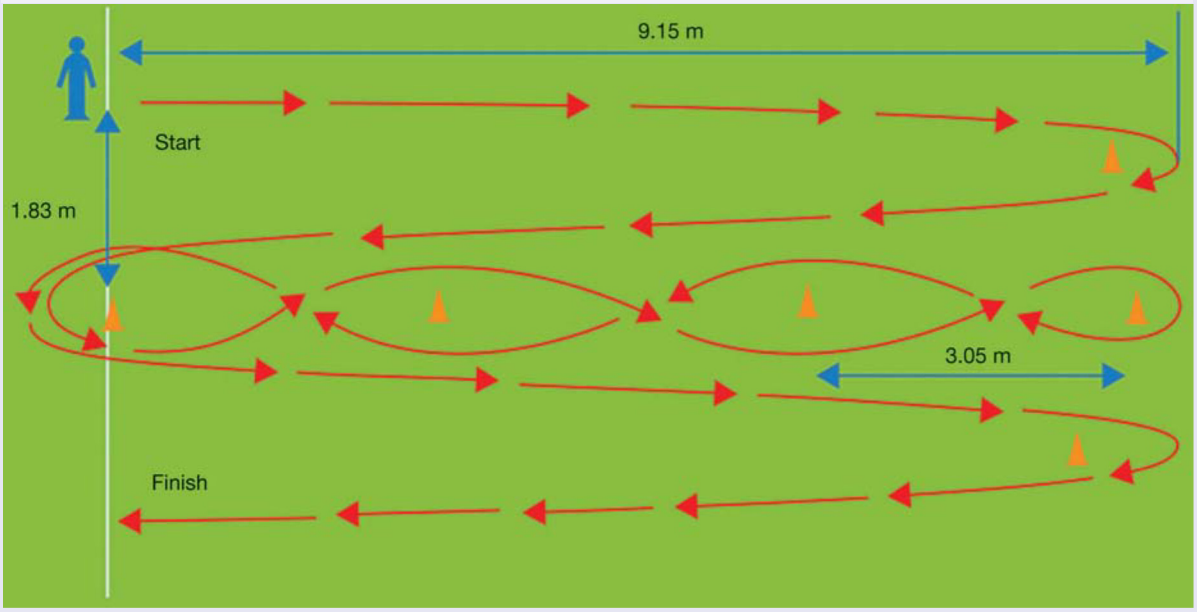
Equipment: Tape measure, four markers (chairs or cones), stopwatches, recording sheets

2. (a) On a football field or suitable flat surface, mark two parallel lines 9.15 metres apart. Place four witches' hats 3.05 metres apart as illustrated in the figure on the next page. Place two cones 1.83 metres each side of the first line marker to indicate start and finish.
   (b) Divide into pairs. One person is to complete the course and the other is to time and record the results. Ensure that you warm up and stretch before you begin.
   (c) The first person from each pair must lie face down in a push-up position just behind the line at the start.
   (d) On the instruction 'go', that person:
      i. runs to the end line, around the marker and back
      ii. weaves around the markers to the end line and back
      iii. then runs to the end line, around the marker and back to the finish.
   (e) During the run, each end line must be crossed. The marker cannot be jumped or knocked.
   (f) The other person records the time for completion of the course.
   (g) Allow two attempts, with recovery time between each. Then repeat the test for the other person.
   (h) Check your agility rating using table 11.9.

TABLE 11.9 Agility rating (13–15-year-olds)

	Time (seconds)	
Classification	**Boys**	**Girls**
Excellent	≥ 16.9	≥ 16.9
Good	17.0–17.9	17.0–18.9
Average	18.0–18.9	19.0–20.9
Fair	19.0–19.9	21–22.9
Poor	≤ 20	≤ 23

The Illinois agility test



Measuring coordination using the alternate ball toss

Equipment: Tennis ball, measuring tape, a marker, wall, recording sheet

3. (a) Mark a spot 1 metre from the wall.
   (b) Stand behind the line, facing the wall.
   (c) Throw the ball from one hand in an underarm action against the wall and attempt to catch it with the opposite hand.
   (d) Throw the ball back against the wall and catch with the first hand. Continue for 30 seconds.

Table 11.10 lists general ratings for the wall toss test, based on the score of the number of successful catches in a 30-second period.

TABLE 11.10 General ratings for the wall toss test

Rating	Score (in 30 seconds)
Excellent	>35
Good	30–35
Average	20–29
Fair	15–19
Poor	>15

Measuring reaction time using the Latham reaction time test

Equipment: Two one-metre rulers, desk and chair, recording sheets

4. (a) Divide into pairs. Nominate one person to be the subject and the other to conduct the experiment and record the result.
   (b) The subject sits at a desk and places their forearms across the desk so that the hands are beyond the far edge of the desk. Fingers and thumbs point away and have a gap between them, approximately two centimetres wide.
   (c) The recorder stands beside the subject's hands and suspends the rulers just beyond the far edge of the desk. The bottom edges of the rulers should be level with the thumb and index finger of the subject.
   (d) Any time after the recorder says 'ready', the rulers should be dropped, but not at the same time. However, the rulers must be dropped within 10 seconds of each other.

(e) The subject should try to catch each ruler. The score is read in centimetres and is the point at which the thumb and index finger grasp the ruler. Combine the scores for each hand and average the result.
(f) Allow three trials prior to testing and then five attempts during the test. Record the best result.
(g) Repeat the test for the second subject.
(h) Use table 11.11 to determine your reaction time rating.

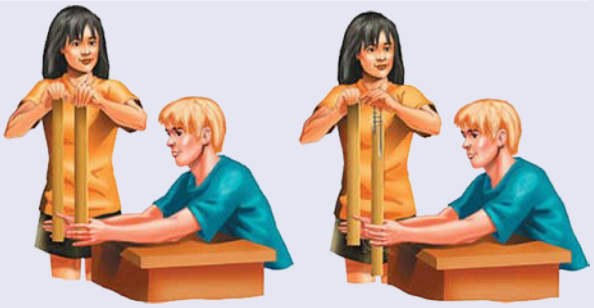
TABLE 11.11 Reaction time rating

Classification	Ruler reading (cm)
Excellent	< 6
Good	7–10
Average	11–15
Fair	16–21
Poor	> 22

Analysing your results

5. Use the **Analysing skill-related fitness components** worksheet in the Resources tab to collate your results and analyse your skill-related fitness.

Conducting the Latham reaction time test



Resources

Interactivity: Fitness components (int-5468)

Digital doc: Worksheet 11.3 Analysing skill-related fitness components (doc-29202)

11.5 Check and challenge

Explain

1. Define muscular power.
2. According to the ratings chart, how was your level of agility classified? How could it be improved?
3. Identify five sports or activities in which above average levels of agility are essential.
4. What is reaction time?
5. Identify three activities where reaction time is important.

Evaluate

6. What was your muscular power rating? Is your power sufficient to be able to perform sporting movements as well as you would like?

Elaborate

7. Describe aspects of daily life where muscular power is an advantage.
8. Comment on your coordination as indicated by your measurement. Do you think this was an accurate measure? Suggest ways you could improve your coordination.
9. Discuss a range of activities that could be used to improve reaction time.

11.6 Skill-related fitness components — how can I improve?

Maintaining muscular power, speed, agility, balance and coordination helps you stay at the top of your game. In this subtopic, we look at how to improve these skill-related fitness components.

11.6.1 Maintaining skill-related fitness components

We know skill-related fitness components can have a big impact on our sporting performance. In subtopic 11.5 you identified your benchmarks for these components; the next step is to learn how these can be maintained and improved.

In pairs list the skill-related fitness components and at least two key words to describe each component. Use the **USA vs Aus basketball** weblink in the Resources tab, or watch a team sport of your choosing, and over a period of three to five minutes identify the use of the skill-related components in this sport. Explain their importance.

Skill-related fitness components are key to optimum sporting performance.



on Resources

Weblink: USA vs Aus basketball

11.6.2 Improving skill-related fitness components

The key to developing muscular power is completing explosive efforts. This can be done through plyometric training. When completing these activities you should always start with low-impact activities such as skipping and build up to high-stress activities such as the hop, step and jump.

To develop speed you need to work at maximal intensities over shorter distances, but also focus on technique.

The key to developing agility is combining speed training with changes in direction such as weaving around cones.

Improving coordination, balance and reaction time generally need to be more specific to the sport. For example, a rugby player requires hand–eye coordination, but a soccer player requires foot–eye coordination. These are best developed using sport-specific drills; for example, a 100-metres sprinter may practise both balance and reaction time by performing drills using starting blocks where their focus might be balance in the blocks and a quick and efficient reaction to the starting signal.

DID YOU KNOW?

High jump requires power, flexibility and agility. Before 1965, most high jump records were made using the scissor-kick technique, as opposed to the Fosbury Flop that became popular in the late 1960s.

11.6 Activities

Training power — plyometrics

1. Over 20 minutes, complete at least two sets of 10 repetitions of the following exercises.

Plyometric exercises

Low-impact plyometric drills



Light medicine ball throw



Side jumps



360° jumps



Skipping



Low hops



Steps



Jumps



Throwing a ball

High-impact plyometric drills



Jumps onto, over and from 35-cm benches





Hop, step and jump



(a) Rank the exercises from easiest to hardest.
(b) List three sports that might use these exercises as part of their training.
(c) Create two different plyometric exercises for the upper body.

Training speed — speed training

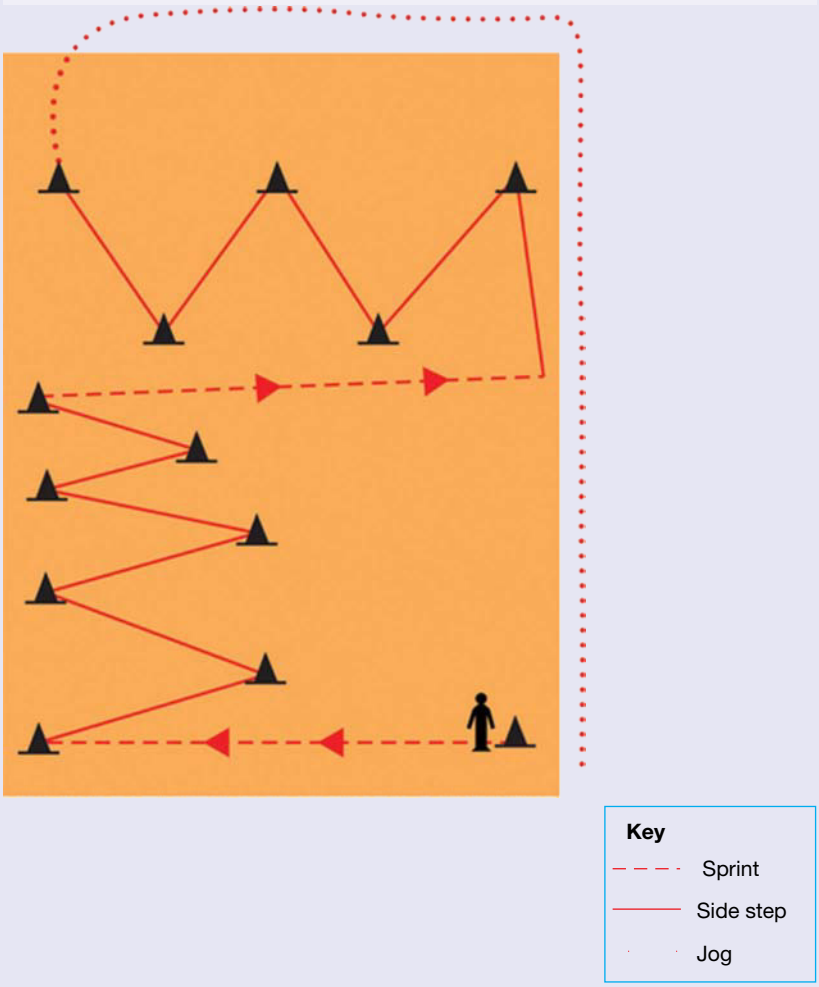
2. Use the **Speed training drills** weblink in the Resources tab to access the speed training drills.
   (a) Rank the exercises from easiest to hardest.
   (b) List three sports that might use these exercises as part of their training.
   (c) List two factors that may impact your ability to complete these exercises.

Training agility — agility circuit

3. In groups or as a class, use cones to set up the station depicted in the diagram below. The different line styles in the diagram represent different ways of moving to get to each cone. Your task is to move through the circuit from cone to cone either sprinting, side stepping or jogging, as shown in the diagram. Have a partner time you from start to finish.

   For an extra challenge you might want to try and complete the circuit as fast as possible *or* introduce throwing and catching at certain points in the circuit!
   (a) List three sports that might use these exercises as part of their training.
   (b) List two factors that may affect your ability to complete these exercises.

Agility training circuit



on Resources

Weblink: Speed training drills

11.6 Check and challenge

Explain

1. Define power.
2. Define speed training.
3. Define agility training.
4. Explain the difference between training activities for speed and agility.

Elaborate

5. Create a training session aimed at improving power.
6. Discuss how the session in question 5 could be made more specific for a tennis player.
7. Create a training session aimed to improve speed.
8. Create a training session aimed to improve agility.
9. Using a sport of your choice, create a specific activity that could be used to develop balance, coordination and reaction time.

Evaluate

10. Identify how the need for balance and coordination would differ for a diver and for a rugby player.
11. (a) Consider the following basketball training session and predict which fitness components are likely to be developed.
    - Warm up — 5-minute jog at 55 per cent maximal heart rate
    - 10 repetitions — sprint 10 metres and walk back
    - 5 repetitions — sprint 15 metres and walk back
    - 10 repetitions of the following exercises with rest between each:
      - skipping
      - bounding
      - lateral jumps
      - lateral hops
      - squat jumps (as high as you can)
      - squat jumps (as far as you can)
    - 5-minute cool down

    (b) Modify the above session to develop the same fitness components, but make it more specific to the sport of your choice.

11.7 FITT — the formula for fitness

When you have a goal you want to achieve, you need to form a plan to ensure success. When looking to improve fitness or sporting performance, the basis of your plan can be the FITT principle – an improvement plan formulated around four key exercise elements: frequency, intensity, time and type.

11.7.1 Achieving fitness success

There are many ways to improve our fitness. Ideally, the measures we take should be well planned, involve a variety of enjoyable activities, be challenging and target the components most in need of attention.

All competitive athletes must have a plan. Plans will differ based on the number of events and the recovery time required. Some sports have seasons that require building up to and then recovering from one high-intensity game a week, such as rugby. Others, however, such as many Olympic sports, have only one or two major events in a year. Discuss how you think this would change their training programs.

Training programs vary across different sports.



DID YOU KNOW?

It takes 6–12 weeks for training effects to become evident. After only two weeks without training you can lose up to half of any gains you had made.

11.7.2 How the FITT principle works

Whatever the sport, an effective performance maintenance and improvement plan can be structured around the FITT principle, with specific targets set for each of its four elements.

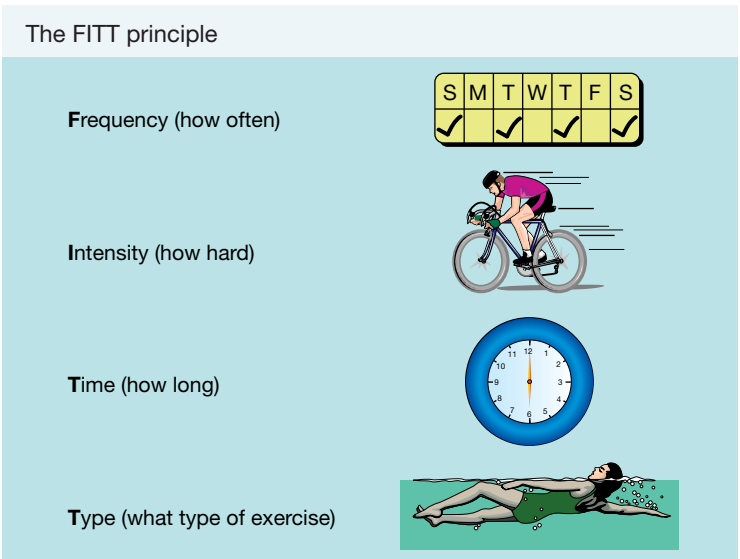
Frequency

Frequency relates to how often we engage in the program. To improve cardiorespiratory fitness, three or four days per week is the minimum, with five or more being preferable.

Intensity

Intensity is a measure of how hard we are working. The level of intensity may be indicated by our heart rate. When we are at rest, our muscles require less oxygen as they are not working very hard, so our heart rate is relatively slow (around 70 beats per minute). When we move (work), our heart rate increases. There is a limit to how fast our heart can beat during physical activity. This is called the **maximal heart rate (MHR)**.

The FITT principle

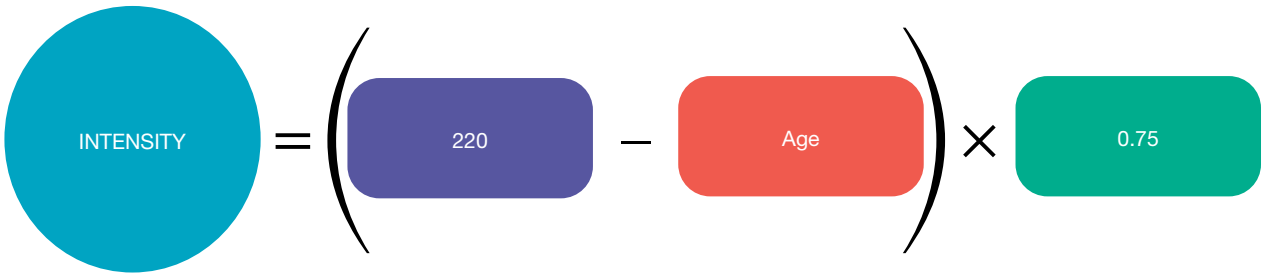


To improve our aerobic fitness, the pace at which we exercise must be hard enough to make the heart work at between 70 and 85 per cent of its maximum rate. Somewhere between these two values lies our **target heart rate**. When we begin an exercise program, we should aim for a target heart rate that is around 70 per cent of our maximal heart rate. As our fitness improves, we should lift our target heart rate to 75 per cent MHR,

and higher again with continued improvement. A progressive lowering of our resting heart rate indicates an improving level of fitness.

How then do we estimate our target heart rate? The easiest method is to subtract your age from 220 and multiply by the level you are aiming for, in this case, 70 per cent MHR. For a 14-year-old, for example, this would be $(220 - 14) \times 0.70 = 144$ beats per minute (to the nearest whole number). The 14-year-old person should then aim to keep their heart rate around the target heart rate for a sustained period of time. This general area is called the **target heart rate zone**. When they are comfortable with this level of intensity, the target heart rate could be lifted to 75 per cent MHR, or 154 beats per minute.

Calculating the target heart rate for 75 per cent of maximal heart rate (MHR)



Another indicator of intensity can be **respiratory rate (RR)**. As we increase our intensity our respiratory rate will increase in order to supply increased levels of oxygen to our muscles. The harder you work the more oxygen your muscles will require; therefore, your respiratory rate will also increase.

The higher your respiratory rate, the harder it can be to talk. It is very difficult to talk when you are working at maximal intensities. The talk test is a very easy method of indicating intensity.

The talk test is easy to implement, but it is not as accurate as measuring heart rate.

Low–moderate intensity	You can hold a conversation with ease, maybe even sing.	
Moderate intensity	You can talk with possible pauses between sentences, but you cannot sing.	
Vigorous intensity	You cannot say more than one or two words without pausing to take a breath.	

DID YOU KNOW?

A normal breathing rate for an adult at rest is 8 to 16 breaths per minute. For an infant, a normal rate is up to 44 breaths per minute.

Rate of perceived exertion (RPE)

Another way to calculate the intensity of a workout is by using the RPE, or rate of perceived exertion. This scale can assist coaches and trainers effectively gauge and monitor cardiovascular exercise intensity. The scale is based on how your body feels to you during exercise. This means that how you feel during an exercise might be completely different to how the person sitting next to you feels, therefore, your rate of perceived exertion will be different. It relies on your body's sensations such as fatigue, breathing rate, heart rate and how much you sweat.

When using this scale, moderate intensity might be considered to be somewhere between 11 and 13, and vigorous intensity above 14 or where an individual might perceive the activity as being difficult. For example, you might begin training at an intensity of 11–13 but as your fitness improves you might be able to train anywhere from 14–16, at a hard intensity, by incorporating some more vigorous exercise into your training regime.

TABLE 11.12 Rate of perceived exertion

RPE scale	
6	Very very light
7	
8	
9	Very very light
10	
11	Fairly light
12	
13	Somewhat hard
14	Hard
15	
16	
17	Very hard
18	
19	Very very hard
20	

Time

Time refers to the length of a session or program. For a training session targeting aerobic capacity (or aerobic fitness as it is also known), time refers to the minimal amount of time that we should spend with our heart rate in the target heart rate zone. Twenty minutes should be the minimum, with 30 minutes or longer being ideal.

Type

Type refers to the best kind of exercise that is appropriate to our fitness needs. To develop cardiorespiratory fitness, aerobic-type exercises such as cycling, jogging and swimming are best. To develop power, the best exercises are plyometrics.

DID YOU KNOW?

There are many gym classes available, such as 'body pump', 'cycle' or 'spin' classes and cross-fit gyms that will develop a range of health- and skill-related components, aiming to develop strength, endurance, cardiorespiratory fitness and flexibility. Have a look what is in your area!

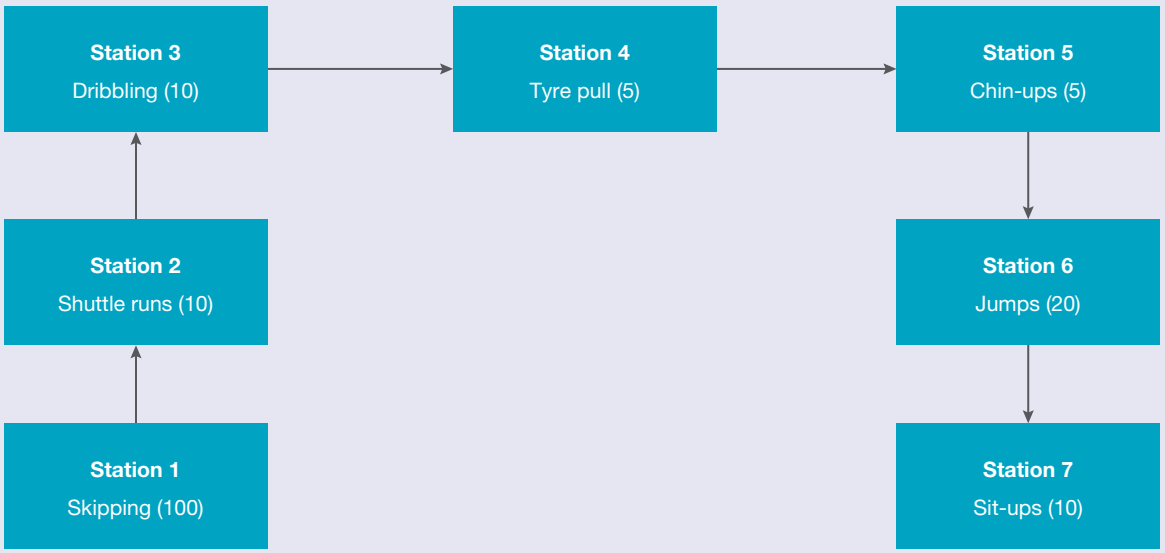
11.7 Activities

Choose some of the following activities to improve your fitness in a fun and challenging way.

Fitness circuit

1. A fitness circuit is a series of stations where different exercises are performed. The aim is to complete the circuit in the shortest possible time. Some examples of activities that may be included are skipping, shuttle runs, dribbling between markers, running while pulling tyres, chin-ups, jumps and sit-ups. Organise these into a circuit and make signs that display the number of times that an activity needs to be performed by each individual (illustrated on the next page). Allocate people to a starting position and complete two laps of the circuit, recording the time it takes. Rate your intensity using the talk test after each activity. Repeat the exact circuit in following lessons to see if you can improve your time.

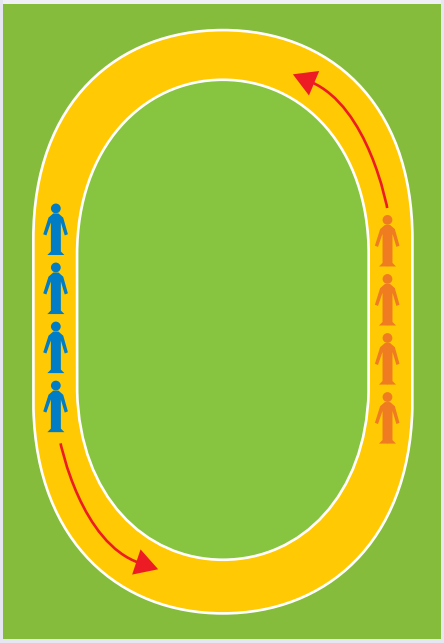
A fitness circuit



Pursuit

2. Organise the class into four teams of roughly equal endurance fitness ability. The aim is to engage in a game of pursuit where teams run around a 200-metre (or approximate) circular track trying to overtake the other group. Teams begin on opposite sides of the track and must stay as a unit (illustrated on the right). They may use any tactics to help their own group such as carrying or assisting slower runners, so long as they do not interfere with another group. When a team catches and passes the last person in the group ahead, it is declared the winner. The other two teams compete in the same manner, with winners advancing to the finals.

Pursuit



Relay carnival

3. Organise the class into four teams of equal running ability and assemble on a 60-metre track. Conduct relays in which each stage is a different activity. The first relay, for example, might consist of running, skipping, running backwards and hopping. Another relay might include stages for sack racing, three-legged sprints, car-tyre pull and skipping-rope run. As a class, discuss ideas for other activities that could be included. Plan your relays in advance to ensure you have all the necessary equipment. Conduct the relay carnival and have a class presentation.

Health hustle

4. Divide the class into small groups, each of which is responsible for organising an activity for the health hustle. Each group is allocated a phase such as warm-up, stretching, strengthening, cardio-work and cool-down. One group is given the responsibility for equipment and supplying music. Groups demonstrate their activity to the class and then organise the activities into a sequence. Finally, perform the health hustle with each group leading the activity it organised.

Ironman/ironwoman contest

5. As a class, suggest activities that could be included in an ironman/ironwoman contest. If possible, organise the inclusion of swimming and beach sprint events. If facilities like these are unavailable, improvise using activities like modified cross-country, skipping, a 50-metre medicine ball roll and jumping races to make up the contest. Conduct the event and determine the ironman/ironwoman for the class.

What does your body say?

6. (a) Perform the activities in table 11.13 for one minute each. Measure your heart rate, breathing rate and ability to talk after each activity. (For breathing rate, breathing in and out counts as one completed cycle.) Record your results in the table.

TABLE 11.13 Measuring intensity

Activity	Heart rate	Breathing rate	Talk test (indicate intensity)
Lying down			
Sitting up			
Standing			
Walking			
Slow jog			
Running			

(b) Describe the effect of physical activity on your heart rate and breathing rate as you performed each activity. Which type of exercise had the greater effect on your ability to talk? Why do you think this is?

A personal fitness plan

7. Use the FITT principle to plan a personal fitness plan. Complete and then review the **Weekly training plan** worksheet in the Resources tab to track your progress. Does anything need to change? What were some of the barriers you faced? How did you overcome these?

on Resources

Digital doc: Worksheet 11.4 Weekly training plan (doc-29203)

11.7 Check and challenge

Explain

1. Explain the FITT principle.
2. Demonstrate your knowledge of how intensity is measured.
3. Clarify the difference between maximal heart rate and target heart rate.
4. Develop a fitness circuit and describe the activities you would include and why.

Elaborate

5. Discuss some other possible measures of intensity and rank them from most accurate to least accurate. Justify your response.

Evaluate

6. (a) Evaluate all the activities in this subtopic in terms of their potential to improve your fitness.
   (b) Which do you think was the most effective activity? Why?
   (c) Not all fitness activities require specialised equipment or a formal plan to be effective. Use the **Exercise that doesn't feel like exercise** weblink in the Resources tab and identify some of the ideas you would find useful. Suggest another way of doing 'exercise that doesn't feel like exercise'.

on Resources

Weblink: Exercise that doesn't feel like exercise

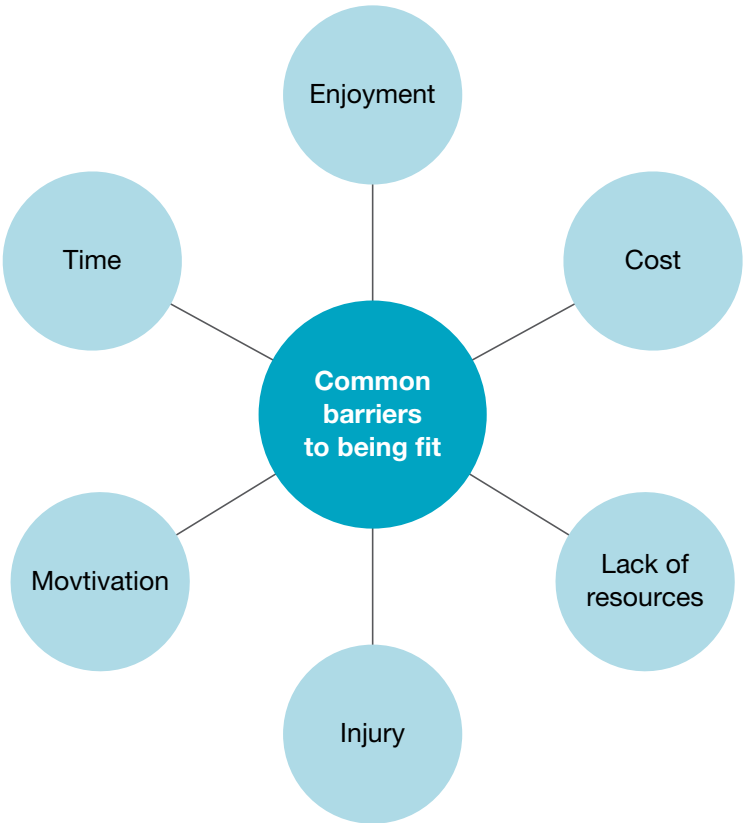
11.8 Fit for life — overcoming barriers to fitness

Fitness can be described as a state of good health that has been achieved through a combination of healthy diet and regular physical activity, which allows the body to function efficiently. Fitness is important at every age — from ensuring healthy development through childhood and adolescence to enabling vitality and mobility in later life. Recognising and overcoming barriers to fitness is essential to ensure you are able to obtain and maintain a level of fitness that will optimise your health and wellbeing throughout your life.

11.8.1 Staying fit for life

There are many ways to improve your fitness, health and wellbeing. The more enjoyable you make the process, the keener you will be to continue with your exercise and the more likely you will be to succeed in achieving your ideal level of fitness.

Consider the image below. List any barriers or excuses you have faced when trying to improve your fitness. With your partner, compare your lists. As a class, discuss the most common barriers. Do these barriers differ for boys and girls? Would these barriers be the same for 7-year-olds, 18-year-olds or the elderly? Why or why not?



11.8.2 SMARTER goals

Setting short-term and long-term goals can be an effective way to overcome some of the common barriers. When setting goals it is suggested you follow the SMARTER rule. SMARTER stands for:

- **s**pecific
- **m**easurable
- **a**chievable
- **r**ealistic
- **t**imely
- **e**valuate
- **r**eward.

Setting SMARTER goals can increase your chance of overcoming barriers and achieving success.

A SMARTER goal does not say 'I want to be more active, or a better tennis player or runner'. Vague goals are not motivating, nor can you track your progress, so there is a good chance you will not achieve your goal. A SMARTER goal is broken down into small achievable parts that you can measure against specific times and dates. For example, instead of hoping 'to run faster' you set the goal of 'I want to run 5 kilometres in 30 minutes by 30 June'. This is more motivating because you can easily track your progress and work out exactly what you need to do to achieve success. Complete the **SMARTER goals** worksheet in the Resources tab to practise identifying and setting SMARTER goals.

on Resources

Digital doc: Worksheet 11.5 SMARTER goals (doc-29204)

11.8.3 Ways of making fitness fun

Training at the elite level is different from the way we need to work to achieve a general level of fitness. Much of what we see at rugby training, for example, is geared towards toughening players in preparation for contact sport. If we are more interested in health-related fitness rather than skill-related fitness, we need a different approach to exercise. With some creative thinking, we can make getting fit fun — so much so that we can actually improve our fitness without noticing small discomforts experienced in the process. Some suggestions for making fitness an enjoyable experience are listed below. Can you think of others?

- Play field games/activities such as beach volleyball and frisbee whenever you can.
- Do aerobic exercises such as power walking, jogging and cycling with a friend so you can socialise at the same time. This takes your mind off what you are doing and often encourages you to exercise for longer than you might by yourself.
- Plan enjoyable outdoor activities such as hikes, cycling, walks and backyard games.
- Enter fun runs and community adventure activities whenever you get the chance.
- Look for new activities that challenge you mentally as well as physically, such as dancing, water sports, badminton, golf, karate, rope climbing or skating.

How can I make fitness fun?



- Devise cross-training programs that include a range of exercises such as running, stretching, strength work, skipping and jumping. Challenge yourself by creating new activities to keep you interested. Test for improvement and monitor your progress to keep motivated.
- Make choices that favour activity over inactivity. Walk to the shops if you can and choose stairs rather than escalators.
- Join a gym or centre where you can learn something new and different such as Pilates, yoga or aqua aerobics.
- Work with friends who are also keen to be active and maintain their health and fitness to achieve common goals.
- Reward yourself when you achieve your fitness goals.

11.8 Activities

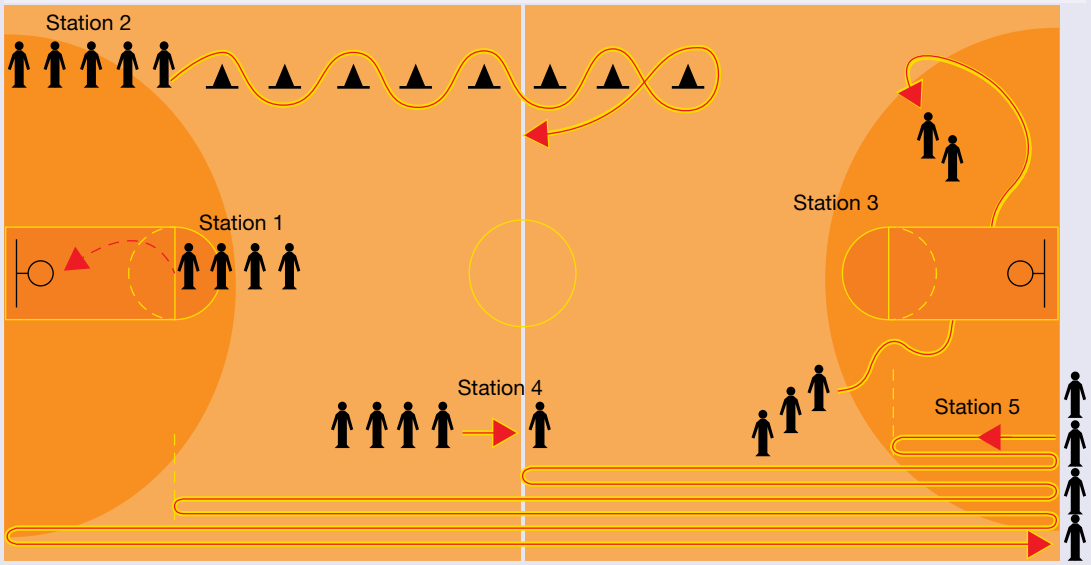
Try two or three of the following activities. They will help improve your fitness and hopefully you will enjoy them at the same time.

Basketball tabloid

***Equipment*:** Court, basketballs, markers, skipping rope, station cards, whiteboard, markers

1. A tabloid is a fun activity where teams compete against one another by completing simple skills in a set period of time. Points are awarded to teams for the number of times an activity such as passing the ball is completed. At the end, the team that gains the most points is the winning team.
   (a) Set up the basketball court with stations spaced well apart, as illustrated below.

Basketball tabloid



   (b) Divide the class into five teams and allocate a leader/scorer for each team. Demonstrate the activity that is required at each station.
   - *Station 1: Free throws*. Team members line up on the free throw line with a basketball in the hands of the team leader. Each person in turn has a shot for goal. One point is scored for each successful goal. The thrower returns the ball and goes to the end of the line until his/her turn comes again.
   - *Station 2: Skip and dribble*. Team members complete 20 skips with the skipping rope and follow this with a dribble in and out of the cone markers and back to the line. Members gain one point for each completed skip and dribble.
   - *Station 3: Lay-ups*. A team divides into two lines — a shooting line and a rebounding line. Players in the shooting line dribble towards the basket and do a lay-up. If successful, the team gains one point. The first person in the rebounding line gathers the ball, passes to

the next person in the shooting line and runs behind the shooting line. The shooter goes to the end of the rebounding line.

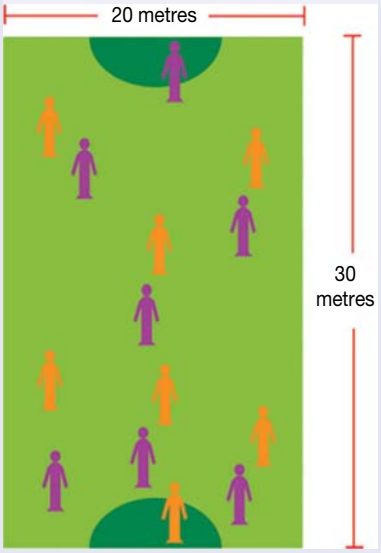
- *Station 4: Captain ball*. The team leader faces the group and, from a distance of three metres, passes to each of the team members. Once team members have passed back to the leader, they duck to allow the pass to go to the next person in the line. The end person runs up and replaces the leader who then goes to the front of the line. The team gains one point for each rotation made.
- *Station 5: Dribble conditioner*. Team members line up on the end line. The leader dribbles the ball to the quarter-line and back, to the halfway line and back, to the three-quarter line and back and finally to the far end line and back. This completes one dribble conditioner and gains one point for the team.

Try

Equipment: Field, rugby ball, bibs

2. (a) Divide the class into teams of seven players and allocate the following positions within each team — goal scorer, three defensive players and three forwards. Allocate bibs to identify players in their respective teams. On a field measuring approximately 30 metres × 20 metres, mark out a 5-metre semicircle at each end to indicate the try area. Only the goal scorer is allowed in this area. This is illustrated ensure this is correct according to any changes; may be 'on the right'.
   (b) Use a rugby ball and begin the game with a toss. The team that gains possession attempts to pass the ball to their goal scorer who, after receiving the ball, puts it on the ground for a try, which is worth one point. The defensive side is allowed to intercept. Body contact (foul), however, is not allowed. If a person incurs five fouls, they must leave the field. The offensive side loses the ball if they take more than two steps with the ball or hold it for more than three seconds. The winning team is the team that scores the most tries in the time period.

Try

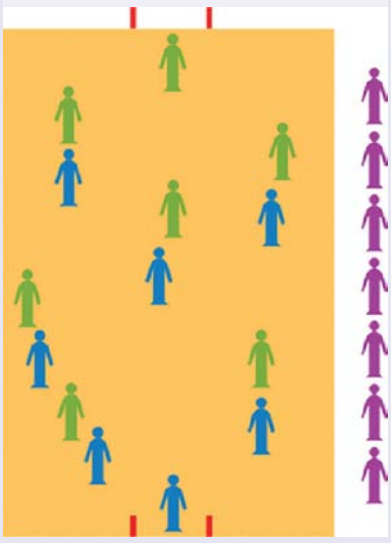


Slide hockey

Equipment: Hockey sticks, puck, bibs, markers

3. Play a game of slide hockey on an indoor surface or outdoor sealed area where the puck will slide easily. Divide the class into three teams. Mark an area approximately 20 metres × 10 metres and use markers to indicate goals that are one hockey stick wide. This is illustrated below.
   One team begins with the puck, which must be pushed, not hit, to teammates. The offensive team can push the puck with either side of the stick but loses possession if responsible for the puck going over the sideline or end line. The defensive team is able to intercept the puck. When a team scores, the losing team leaves the field and is replaced by the team waiting on the sideline.

Slide hockey



Design your own tabloid

4. Go online to research some ideas for making fitness fun. Using equipment available to you, create your own fun fitness tabloid. As a class, decide on the best ideas and use them in your next lesson.

11.8 Check and challenge

Explain

1. Why is it important to ensure that the process of improving fitness is a fun activity?
2. Why is it important to have variety in fitness programs?
3. Describe three activities that could be used to improve aerobic fitness.
4. Describe three activities normally conducted in gyms that could be used to improve fitness.
5. Create a soccer tabloid based on the 'Basketball tabloid' activity. Explain each station of your tabloid and use a diagram to illustrate progression from one activity to the next.
6. Identify the fitness components that are improved by participation in the 'Slide hockey' and 'Try' activities.

Elaborate

7. Predict the potential of the activities in this subtopic to improve fitness.

Evaluate

8. Evaluate tabloid activities in terms of their ability to improve fitness in a fun way.

11.9 Review

11.9.1 Summary

- Fitness is good for us because we feel better, look better and perform better.
- Physical fitness is a measure of our ability to perform daily tasks and activities.
- Health-related components of fitness include cardiorespiratory endurance, body composition, muscular strength, muscular endurance and flexibility.
- Skill-related fitness components include muscular power, agility, speed, agility, balance, coordination and reaction time.
- A progressive lowering of our resting heart rate indicates an improving level of fitness.
- Regular exercise strengthens muscles, promotes healthy bone growth and helps the heart to transport blood more efficiently.
- There are recognised tests available for measuring both health-related and skill-related components of fitness.
- FITT stands for frequency, intensity, time and type.
- The FITT principle is an exercise prescription that guides us through developing and monitoring our fitness program.
- Target heart rate is the number of beats per minute that we want the heart to work at during exercise to achieve aerobic benefits.
- The target heart rate zone is the general range of the target heart rate.
- Respiratory rate (RR) and your ability to talk while exercising can be an indication of exercise intensity.
- Setting SMARTER goals can assist in setting up and maintaining a fitness program.
- There are many barriers to being fit, but the more enjoyable you can make getting fit the more likely you are to overcome these barriers.

ESSENTIAL QUESTION

What does it mean to be fit and how can I improve my fitness?

Evaluate your initial response to the essential question now that you have studied the topic.

11.9.2 Key terms

cardiorespiratory endurance/aerobic fitness the body's ability to sustain prolonged exercise using the large muscles of the body; also known as aerobic stamina/endurance
cardiovascular refers to the heart and its blood vessels
flexibility the degree of movement around a joint
intensity how hard we work
maximal heart rate (MHR) the assumed maximum at which the heart can beat is calculated by subtracting your age from 220
metabolism the rate at which the body burns up the energy provided by the food we eat
physical fitness a measure of our ability to perform daily tasks and activities
plyometric a training method in which a muscle is lengthened before being rapidly shortened to develop explosive power; for example, jumping on to and off a box
repetitions a training activity that is repeated. The number of times it is repeated represents the number of repetitions. Usually used in flexibility and weight training.
respiratory rate (RR) the number of breaths taken per minute
target heart rate the number of beats per minute that you want the heart to work at during exercise
target heart rate zone the general range around the target heart rate

11.9 Check and challenge

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au *Note:* Question numbers may vary slightly.

Key terms quiz online only

Multiple choice quiz online only

Check your understanding

1. Describe the benefits of fitness.
2. Explain the difference between health-related and skill-related fitness components.
3. Define cardiorespiratory endurance.
4. Explain why views about fitness differ from person to person.
5. Describe three ways to make getting fit a fun activity.
6. What is a tabloid and how can it be used to improve fitness?
7. Describe a test used to measure a health-related component of fitness.
8. Describe a test used to measure a skill-related component of fitness.
9. Explain how the FITT principle is used to develop and monitor a fitness program.
10. Explain how intensity is calculated.

on Resources

Digital doc: Worksheet 11.6 Key terms quiz (doc-29205)
Digital doc: Worksheet 11.7 Multiple choice quiz (doc-29206)
Digital doc: Key terms glossary (doc-29207)

GLOSSARY

active constructive describes a response that shows genuine enthusiastic support
active defence defence that pressures the attack, intercepts the ball and/or frustrates the flow of play
Adam's apple a projection of the thyroid cartilage at the front of the neck
adolescence the time during which we mature from a child to an adult
advocacy the act of championing or arguing for a particular issue or cause
aggressive expressing your viewpoint in ways that deny another person's right to be treated with respect
agility the ability to change direction quickly with speed and control
angle of release the angle at which a projectile is released into the air
anticipation the ability to expect or predict a particular action
assertive having or showing a confident and forceful personality
balance the ability to control our centre of gravity while stationary or moving
belonging a sense of knowing where you fit and having meaningful relationships
binge drinking drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days
body control the ability to coordinate movements with precision
built environment the human-made structures of our communities
bully, bullying using power over another person to cause harm or to scare them
cannabinoid a type of chemical that acts on particular receptors in the brain
cardiopulmonary resuscitation (CPR) an emergency life support procedure using a combination of rescue breathing and chest compressions
cardiorespiratory endurance/aerobic fitness the body's ability to sustain prolonged exercise using the large muscles of the body; also known as aerobic stamina/endurance
cardiovascular refers to the heart and its blood vessels
cardiovascular disease any disease that affects the heart or blood vessels, including stroke and high blood pressure
circadian rhythm the internal body clock that is roughly a 24-hour cycle. It is affected by external forces such as sunrise and crossing time zones (jet lag).
civic participation joining in events in your community, being involved
cognitive relating to the mental processes of perception, memory, judgement and reasoning
cognitive health refers to our ability to think and reason and to make good decisions.
cohesive joined together, unified
communicable disease can be passed from one person to another
community empowerment individuals and organisations working together to address an identified problem
conception the union of a female's egg and a male's sperm
confidentiality a patient's right to have the information they have given to their health care professional kept private
connected having a feeling or sense of belonging to someone, a group of people or a place
connectedness the degree to which people come together and interact with others and their environment
cultural influences the external factors that help shape the attitudes and behaviours of an individual or group
culture where we come from or the group with whom we identify. It is the 'way of life' of societies.
defibrillator a device that provides an electric shock to a patient whose heart has stopped beating
dependence reliance on or needing the drug to function; many of your thoughts, emotions and actions focus on the drug
depressant a drug that slows the activity of your nervous system
determinants causes or reasons

diverse varied or different
drug a substance that changes the way in which your nervous system and body work
dynamic balance the ability to maintain balance while moving
ejaculation the release of semen from the penis
emotional refers to our feelings
emotional health relates to how we feel about who we are, how we express our emotions and how we react when stressed
emotional maturity being able to recognise and respect differences in opinion, beliefs and values without becoming angry or upset
endometrium the lining of the uterus. It is made of hormones, mucus and blood, and nourishes a foetus.
endorphin a chemical naturally released in the brain to reduce pain, that in large amounts can make you feel relaxed or full of energy
erection stiffening and enlargement of the penis
ethical deciding right from wrong
ethically sound doing something the correct way according to the morals or principles involved
extreme weather events unexpected, severe or unseasonal weather such as drought, flood or cyclone
feedback the systematic process of giving and receiving information about the performance of a task with the aim to improve.
first aid the initial care or treatment of someone who is ill or injured
first aid kit a collection of supplies such as bandages, plasters, and antiseptic wipes for use in giving help to a sick or injured person until full medical treatment is available
flexibility the degree of movement around a joint
focal lengths the distance from the lens of your eye to the object you are viewing
follicles small clusters of cells. Human egg cells develop in follicles on the ovaries (and your hair grows in the follicles on your head).
fundamental movement skills the foundation skills of movement
game sense the ability to 'read' the game; helps us use known fundamental and specific movements, skills and understandings to make the learning of related activities easier
gender an individual's sense of who they are, as opposed to what their sexual characteristics indicate. Gender can also be based on how a person feels inside and how they express their gender. For example, societal and cultural expectations usually depict that men should act and look 'masculine' and women, 'feminine'.
genes the biological units through which we inherit traits from our parents
grief the response we have to a significant loss in our lives
grieving the process we go through in coming to terms with changes that are happening in our lives, and learning to cope with the gaps that the loss has created
growth hormone causes a rapid growth spurt
hallucinogen a drug that works on the brain to cause hallucinations
harassment a kind of bullying. It is any form of behaviour that is not wanted, or is offensive, humiliating or intimidating.
health agencies organisations that assist in health matters by providing services, products and information
health consumers people who buy health products or use health services
health information knowledge about a health product or service you may need, want, buy or receive
health resources include items designed to improve one's health, such as toothpaste, sunscreen or vitamins
health services something that helps people maintain or improve their health, for example, ambulance services, internet advice or health care hotlines
heart attack a blockage in the blood flow in or to the heart
homophobia an irrational fear, aversion to or discrimination against people who are homosexual, or same-sex attracted. It can also refer to stigma arising from social ideologies about homosexuality.
homophobic bullying discriminating against people who are, or who are thought to be, same-sex attracted

hormone a substance in our bodies that affects how our bodies work and grow. Hormones are produced by glands.
identity sense of self in terms of characteristics, beliefs, qualities, etc.
individual empowerment an individual's ability to make decisions about, or to have control over, their health and life
initiative an ability or attitude required to create or start something, or adapt to a situation
intensity how hard we work
interpersonal a person's ability to relate to other individuals
kilojoules energy value of food
kinaesthetic feedback information we receive from the systems inside our bodies
kinaesthetic sense awareness of where our body and its parts are in relation to objects, such as surrounding players or pieces of equipment, and the environment
legumes vegetables such as beans, peas and lentils
leisure and recreational activity an activity chosen for enjoyment and self-satisfaction
lifestyle components rest, sleep, school/work, physical activity, and leisure and recreation
loss temporarily or permanently losing touch with someone we are close to, or something important to us
manipulative skill the ability to control objects with precision
maximal heart rate (MHR) the assumed maximum at which the heart can beat is calculated by subtracting your age from 220
Medicare Australia's national health insurance scheme
menstruation the process of the shedding of the uterus lining (also known as a period)
mental health how we think, feel and express our emotions
metabolism the rate at which the body burns up the energy provided by the food we eat
myopia short-sightedness; the inability to see long distances
natural environment any naturally occurring environment, such as beaches, rivers and mountains
nocturnal emission (wet dream) an ejaculation of semen when a male is asleep
non-assertive avoiding expressing your viewpoint because of a lack of self-confidence and a belief that someone else's viewpoint is more important than yours
non-communicable disease cannot be passed from one person to another
non-locomotor movements requiring little or no movement
non-psychotic illnesses a group of disorders where the person feels high levels of anxiety most of the time
nutrients chemical substances in food that nourish the body in specific ways; for example, carbohydrates provide energy
obesity the presence of excess fat tissue in the body, having a body mass index (BMI) over 30
object control the ability to move or receive an object with accuracy and control
oestrogen female reproductive hormone, produced in the ovaries
ovaries part of a girl's reproductive system. Girls have two ovaries, which produce oestrogen and ova.
over-the-counter (OTC) medication considered low-risk drugs when taken in accordance with their directions and can be purchased at pharmacies and supermarkets without a prescription
ovulation the process of the ovary releasing an ovum
ovum the egg produced by the ovaries. The plural of ovum is ova.
paramedical services special health care services that support the medical profession; for example, an optometrist, who treats vision problems
passive smoking a non-smoker breathing in the second-hand smoke from a burning cigarette
peer someone who is of similar age or shares common interests
peripheral artery disease reduced blood flow to the legs and feet
personal growth the growth and enhancement of all aspects of an individual
physical refers to our body; in particular, its movements, systems (such as the muscular system) and structures (such as our bones and joints)

physical abuse abuse using power to be physically violent towards another less powerful person
physical activity any movement where the large muscles of the body are working, such as walking, windsurfing and gardening
physical environment our physical surroundings, such as housing and land; our natural resources, such as clean water
physical fitness a measure of our ability to perform daily tasks and activities
physical health refers to the health of the body
pituitary gland a gland located in the brain. It produces a number of different hormones.
plyometric a training method in which a muscle is lengthened before being rapidly shortened to develop explosive power; for example, jumping on to and off a box
power the ability of the muscles to contract rapidly
power the ability to do something or make something happen in a relationship
prejudice unfavourable opinions or feelings formed without reason, knowledge or thought
prescription a formal instruction from a doctor to a chemist to provide a drug to a patient
primary sex characteristics the characteristics directly necessary for reproduction; the ovaries and the testes
private health insurance insurance that covers all or some of the costs incurred for a medical treatment that are not covered by Medicare
progesterone a hormone produced by the ovaries that plays a key role in sustaining pregnancy
protective factors factors that protect children and young people from difficult or harmful events
psychotic illnesses severe mental disorders that cause abnormal thinking and perceptions
puberty the time during which our bodies change physically so we can reproduce
Ramadan Muslim practice involving fasting from dawn until sunset and increased prayer
reasonable degree of risk the potential for a positive outcome is much greater than for a negative outcome
recovery position the position in which to place someone (on their side) to protect the airway from being blocked by the tongue or by vomit
repetitions a training activity that is repeated. The number of times it is repeated represents the number of repetitions. Usually used in flexibility and weight training.
rescue breaths given to a victim who is not breathing. The breath will take one second to deliver and will make the victim's chest rise.
resilience an individual's ability to properly adapt to stress and adversity
resilient possessing the ability to 'bounce back' when things get tough
resolve determination or a resolution to follow a course of action
respiratory rate (RR) the number of breaths taken per minute
responsibilities your obligations; for example, you have a responsibility not to harm other people
rest a state of relative inactivity during which the body uses time to restore itself
rights something that everyone should have; for example, everyone has the right to feel safe
rip a stretch of turbulent and dangerous water at sea or in a river
risk the chance for potential injury or loss
risk management identifying elements of risk, for example, bushfires
role model a person who might influence your behaviour through their actions and examples
roll a pivot towards the ball followed by a movement towards the basket
same-sex attracted people who are emotionally and sexually attracted to people of the same sex. They often identify themselves as being gay or lesbian.
screen taking a position that blocks the path of an opponent
secondary sex characteristics traits that distinguish females from males but are not directly part of the reproductive system
self-talk the internal statements we use relating to/describing our self
semen a whitish fluid released by the prostate gland, which may contain sperm
sexual abuse abuse using power to involve another person in sexual activity against their wishes

sexual characteristics an individual's identity based on their genes, hormones and physical characteristics, for example, having a vagina, breasts, penis or beard; can also be referred to as biological or physical sex
shame Aboriginal and Torres Strait Islander term meaning embarrassment in certain situations, due mainly to the circumstances or attention rather than the result
sign something experienced that you and others can see or measure, such as a rash or elevated heart rate
skills a special ability enabling a person to perform a movement to a high standard
sleep a deep state of unconsciousness that, at best, is uninterrupted and continues for a long period of time
social refers to our interactions with other people
social health refers to our social interactions and how we relate to others
social interaction the way you talk and what you do when with other people
social network the social relationships an individual has developed
social rejection occurs when an individual is deliberately excluded from a relationship or group interaction
socioeconomic environment determined by a person's income, education and employment
specialists doctors who diagnose and treat medical problems in selected areas; for example, the heart or bones
sperm the male reproductive sex cell. It is produced in the testes.
spiritual health refers to having a sense of purpose and meaning in our lives.
spontaneous performed or occurring as a result of a sudden impulse or inclination and without premeditation or external stimulus
stereotype a set of characteristics typically used to categorise a group of people
stereotypes widely held but overly simplified view of a particular individual or group based on their affiliation to a particular section of society
stereotyping applying a set of characteristics typically used to categorise a group of people
stimulant a drug that stimulates or speeds up your brain and nervous system
strength the ability of muscles to exert force
stress a physical reaction, such as sweating, that is felt in response to stimuli such as fear or nervousness
stroke a blockage in the blood flow in or to the brain
subjective evaluation a judgement based on our own feelings or impressions
sub-skill a smaller part of a major skill
support network a group of people you trust and can talk to when you need help
sustainable able to be maintained or sustained a certain rate or level
symptom something experienced that is known only if you tell someone, such as a headache or blurry vision
tactics and strategies planned moves used to out-manoeuvre opponents, providing your team with an advantage. They can be used in both attacking and defensive situations.
target heart rate the number of beats per minute that you want the heart to work at during exercise
target heart rate zone the general range around the target heart rate
teamwork the combined action of a group, especially when effective and efficient
technique the method used for performing a skill
testes part of a boy's reproductive system. Boys have two testes, which produce testosterone and sperm.
testosterone male reproductive hormone. It is produced in the testes.
the magic ratio of 5:1 for every one negative interaction or feeling between people, there must be five positive interactions or feelings for the relationship to be positive and in balance
timing the way the parts of a movement flow together
tolerance the higher the tolerance, the more of the drug is needed for the same effect
transfer using the skills, strategies and tactics learned in one game to play other games
transphobic bullying negative attitudes, feelings or actions towards transgender or transsexual people, or towards transsexuality
type 2 diabetes high blood glucose levels as a result of not making enough insulin or because the insulin produced is not working effectively

unique one of a kind

unsporting conduct violating a sport's generally accepted rules of sportsmanship and participant conduct

upstander a person who witnesses or is aware of a situation where someone is being treated unfairly and takes action to correct the situation. This is usually in the form of support for the victim.

visual feedback information we receive as we see our own performance

vulva the external female genitalia

wellbeing a combination of a person's physical, mental, emotional and social health factors. Wellbeing is strongly linked to happiness and life satisfaction.

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