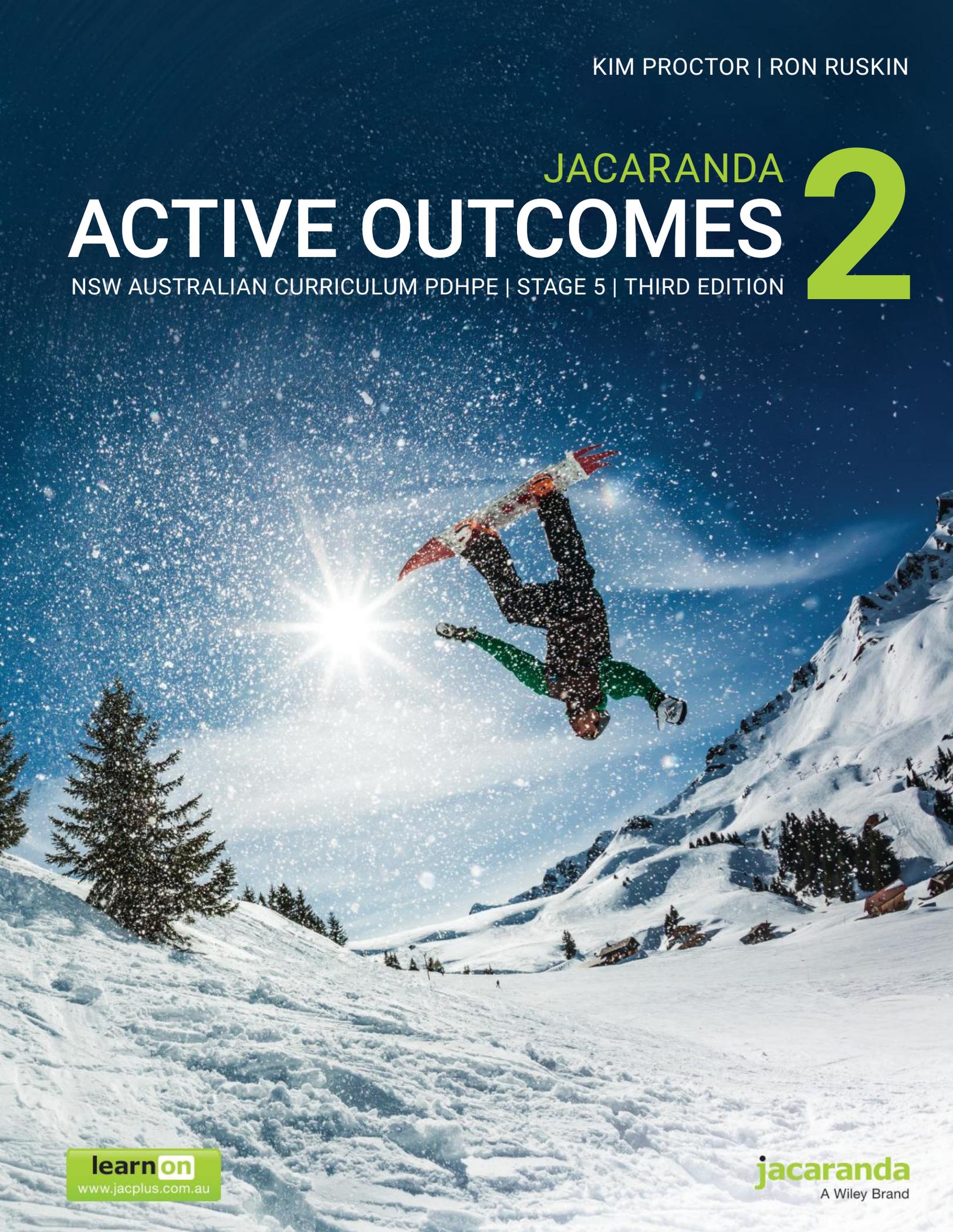KIM PROCTOR | RON RUSKIN

JACARANDA
ACTIVE OUTCOMES
2
NSW AUSTRALIAN CURRICULUM PDHPE | STAGE 5 | THIRD EDITION

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JACARANDA
ACTIVE OUTCOMES 2
NSW AUSTRALIAN CURRICULUM PDHPE | STAGE 5 | THIRD EDITION

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All activities have been written with the safety of both teacher and student in mind. Some, however, involve physical activity or the use of equipment or tools. **All due care should be taken when performing such activities**. Neither the publisher nor the authors can accept responsibility for any injury that may be sustained when completing activities described in this textbook.

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 2 NSW Ac PDHPE Stage 5, 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.

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.

ACKNOWLEDGEMENTS

Text

TOPIC 1
Developing my identity

1.1 Overview

1.1.1 Introduction

Many factors can influence and affect your sense of identity. Your relationships with others, including family and friends, your personal values and beliefs, the media and your community can all have a significant impact on your identity throughout adolescence.

A positive sense of identity impacts on your health and wellbeing by influencing your decisions and **behaviours**. Strategies such as goal setting and positive self-talk can assist in challenging negative thinking and helps to minimise the impact of bullying and stereotypes, such as those associated with gender. It's all about developing the best version of you!

In this topic you will explore the importance of supporting your own and others' sense of identity, and developing self-management skills enabling you to respond positively to challenges and effectively manage complex situations.

Having a positive sense of identity is important during adolescence and throughout life.

On Resources

🎞 **eLesson:** Developing my identity (eles-2963)

📄 **Digital doc:** Key terms glossary (doc-29281)

ESSENTIAL QUESTION

How can I develop my own identity to be the best version of me and support the identity of others?

SYLLABUS OUTCOMES

A student:
- assesses their own and others' capacity to reflect on and respond positively to challenges (PD5-1)
- assesses and applies self-management skills to effectively manage complex situations. (PD5-9)

1.2 Values, beliefs and independence

Who are you? Why are you important and unique? Where do your values come from and who has the most influence on developing these personality characteristics? In this subtopic you will explore the traits of an individual that help to define their identity, beliefs and personal values.

1.2.1 Knowing yourself

Each of us has many unique characteristics. Every person is different, and we all have our own personal identity. This individuality makes interactions with other people exciting and interesting, but also challenging. Our identity is shaped by our values, beliefs, life experience and relationships.

What is your personality?

Do you know how you are perceived by others? Try this activity to find out. Take a blank piece of paper and trace your hand print. Clearly print your name so this handprint can be identified as yours. Everyone in the class passes their handprints around. As you receive each classmate's handprint, use positive words to write down one strength or characteristic of that classmate. For example, you might write 'easy to talk to' or 'good listener'.

When your handprint is returned to you, reflect on your classmates' responses. Circle the three you think best represent you. Why have you chosen those three characteristics? Are there any characteristics listed that you do not agree with? Reflect on why you disagree with them and why you think your classmates see those characteristics in you.

1.2.2 Personal identity

Our **personal identity** is made up of physical characteristics, skills and attributes, but, more importantly, it is related to the way we feel about ourselves. How we value ourselves, our achievements and our personal goals all affect our future success and happiness in life.

Factors that shape identity

As you get older and your life experience increases, your personal identity is bound to change as a result. The way your identity changes could be influenced by:

- your relationships with family and friends
- community
- society
- personal experiences
- culture
- gender
- the media
- your sexual identity.

Complete the **My identity** worksheet in the Resources tab and evaluate the factors that shape and influence your identity.

'MY PERSONAL IDENTITY'
Who I am
What I think
What I say
How I behave
The goals I have achieved
My attitudes
'ME!'
My past experiences
The goals I set
What's important to me
My feelings
My beliefs
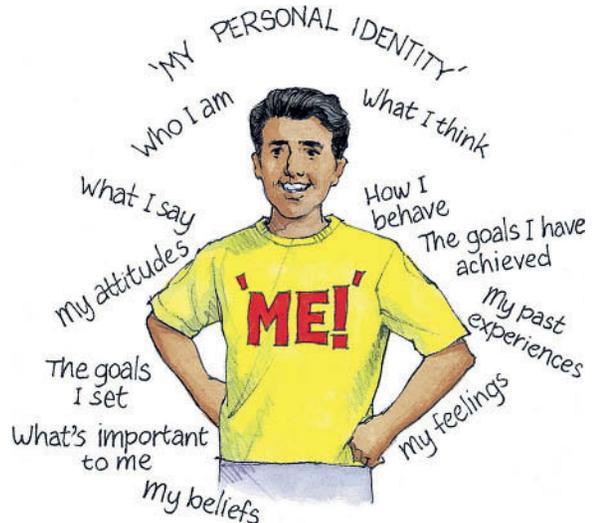
On Resources

Digital doc: Worksheet 1.1 My identity (doc-29270)

1.2.3 Who shapes our identity?

What happens in everyday life can affect our **sense of identity**. This is because identity is created and developed in social relationships. Even seemingly unimportant day-to-day contacts have important effects on a person's sense of who they are. So, who shapes your identity and what impacts do they have on you?

Family

Family is one of the biggest influences on your identity. How does your family support your individual identity? Families can teach you about challenging stereotypes; they may role model certain behaviours and teach you about tolerance and respect; they can expose you to diversity and different experiences and encourage friendships; they can teach you to have pride in your own cultural identity and help you to cope with prejudice. Our families are very influential when we are younger and are more dependent on them. Our parents may provide more traditional **values** about manners, morals and behaviour. They may teach us tolerance, awareness and respect for different **beliefs**.

Friends/peers

Our peers have a greater influence on us as we mature and become more independent. Your choice of fashion, music and language are likely to have been influenced by your friends. Our peers can also influence how we behave and the decisions we make.

Societal values

People's common beliefs bind them together as a group and influence their actions. This is true of parents, coaches, teachers, sporting associations, religious groups and environmental groups.

Our peers can have an influence on our identity.

TABLE 1.1 How the values of groups in society may influence you	
Groups within society	**May influence your beliefs about (but not limited to):**
Peers	• clothes • where you go and your use of leisure time • the language you use • your body • types/amount of food you eat
Parents	• where you can go • what time to be home • family responsibilities • behaviour
Coach	• fitness • teamwork • commitment • body image

(Continued)

TABLE 1.1 How the values of groups in society may influence you (*Continued*)

Groups within society	May influence your beliefs about (but not limited to):
School teachers	• learning • work ethic • behaviour • uniform and appearance • punctuality
Community laws	• road rules • vandalism • stealing • trespassing • littering • smoking and drinking in public places
Activist groups	• issues such as the environment or politics
Religious groups	• the way you treat others • social conscience • the role of gender in society • the acceptance of same-sex attraction • pre-marital sex • the meaning of marriage

Complete the **Who affects your identity?** worksheet in the Resources tab to explore the influences on your identity.

ON Resources

📄 **Digital doc:** Worksheet 1.2 Who affects your identity? (doc-29271)

1.2.4 What shapes our identity?

Body image/self-esteem

We live in a world that sends us all sorts of messages about the 'perfect' body. It is not surprising then, that instead of embracing and celebrating diversity in all body types, we often concentrate on what can be physically unattainable perfection. The reality is that both males and females come in different shapes and sizes, so it is unrealistic to represent only one body type as beautiful. With so many physical and emotional changes occurring during puberty, it is normal throughout this time for youth to be more self-aware. How does your body image shape who you are?

We all come in different shapes and sizes and there is no 'perfect' body type.

Unrealistic standards about body image and physical appearance

Having unrealistic standards about body image and physical appearance can often negatively affect our identity. Examples of negative effects include the development of mental health issues and eating disorders such as bulimia and anorexia. Having unrealistic standards about what your body should look like can also lead to poor self-esteem, which has a negative effect on identity.

The media can expose adolescents to unrealistic images of appearance through magazines and social media.

It is important to develop positive ideas and feelings about body image and physical appearance in order to enhance our identity

Body image and physical appearance have a large influence on identity.

positively and contribute to positive self-esteem. Being healthy, safe and having positive wellbeing is important in contributing to a positive identity. How can you develop positive ideas about body image and physical appearance?
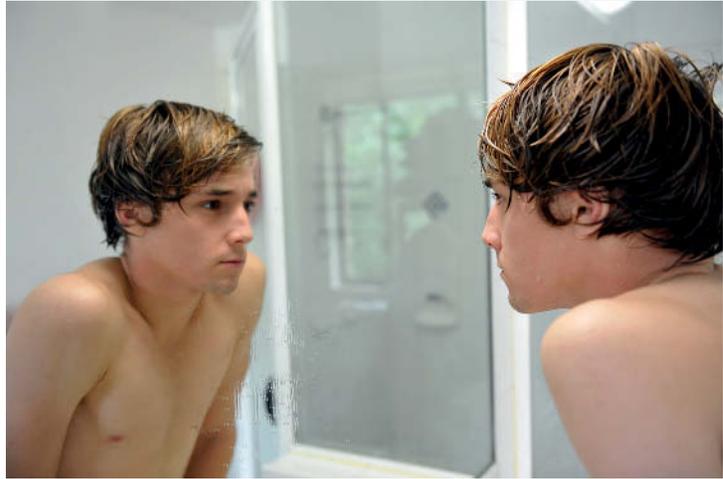
on Resources

🔗 **Weblink:** Dove: Evolution of a model

Culture and community

The culture a young person grows up in affects the way they see themselves, including how they grow and move into adulthood. Some cultures have formal celebrations to mark the beginning of adulthood, such as the Jewish celebration of Bar Mitzvah, when a boy turns 13 years old. Complete the **Cultural differences** worksheet in the Resources tab to investigate how and when other cultures celebrate the transition into adulthood. In other cultures, a sense of place influences the identity of individuals and communities. For example, in Aboriginal and Torres Strait Islander cultures, a connection to country is important in shaping a sense of self, reflecting a deep spiritual connection that influences identity.

A person's understanding of their own and others' cultural identity develops from birth and is shaped by the values and attitudes found at home and in the surrounding community. This identity becomes more complex over time as people develop allegiances to different groups within the broader society. Cultures develop and change as the belief systems and ways of life of different groups adapt under other cultural influences, including mass media and popular culture, to create new identities.

In a culturally diverse society like Australia, individuals may have multiple identities through identification with several different subcultures. These may include identity based on cultural heritage, family or birthplace; religious or social identity; gender identity; and identity as members of Australian society. It is not uncommon to be a part of several communities at the one time. You might be part of a sporting community and at the same time part of a multicultural community, a school community and a rural community. So how might these different communities affect our sense of identity? Being part of a group generally involves being part of that group's particular culture, which could influence factors such as how you act, how you speak or dress, and the types of people you associate with and are influenced by. These factors shape each individual's identity within that community.

People develop different identities within different communities.

Think of a sporting or cultural community you are associated with. How could this group influence your identity? Take into account factors such as:

- the types of role models in the group
- the expectations on you as a member of the group
- what is acceptable and unacceptable behaviour
- the types of people that are part of the group
- what happens when you don't comply with the 'rules' of that community.

Media influences

In our society, the media holds a key role in influencing ideas, behaviours and social norms. It is important to bear in mind that often the media's job is to sell something — a story, **attitude** or product. Can you think of a situation where you have been influenced by the media?

Very often, the pressures to look or behave like somebody else are very strong. These pressures may be harmful to our physical and emotional health. Conversely, sometimes making minor changes to our image — for example, changing our hair colour or style, buying new clothes or starting a fitness regime — can make us feel better about ourselves and have a positive impact on our sense of wellbeing.

Advertising and media representation of sexual behaviour and **gender stereotypes** can have a strong influence on our attitudes towards our own personal

Personal identity may be influenced by the media. How are we influenced by headlines like these?

Teen sex on the rise

Police worried by youth death toll rise

No water left by 2020

Divorce rocks superstars

Alcohol fuels violence in streets

Cigarettes not so cool
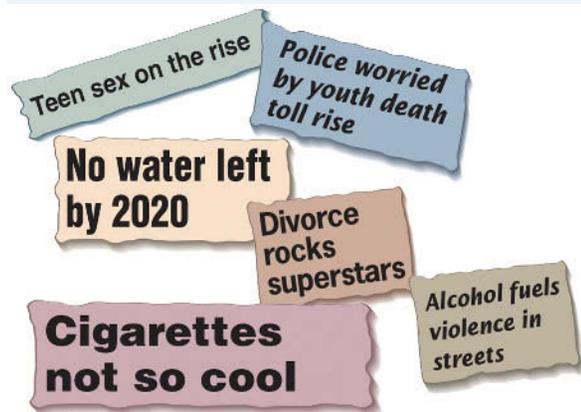
identity. Images that are inappropriate or unachievable for most people are portrayed as normal and can make us feel inadequate or unhappy with ourselves.

How do you feel gender is represented in the media? What messages do the media give out about what it means to have a good time and be fun to be around? How can these images be interpreted in respect to personal identity?

It is also important to examine how **diversity** is represented in the media and the influence these representations have on individuals' identities. Is enough being done to portray minorities accurately and fairly on television or within the media? While there has been some improvement, minorities are still not fully represented in the Australian media and as a result are often **stereotyped**. A truly diverse media allows for the voices of minorities — Indigenous peoples, seniors, people with disabilities, cultural groups — and all Australians to be heard and accurately depicted.

Investigate how young people are portrayed in the media using the **Media messages** worksheet in the Resources tab.

Messages the media send can influence attitudes within the community. Often opinions and stereotypes are formed and communities adopt certain rules and guidelines that we are all expected to abide by. Have you ever thought that older Australians should act in a particular way? Is it acceptable to be a stay-at-home dad while the mother is the breadwinner? Can a male be a make-up artist, or is that a job reserved for women?

What happens when someone challenges the community's ideas of gender and diversity? Discuss with your class some ways the communities you are a part of expect you to act, based on factors such as your age, gender and position in the group. How are diversity and gender catered for in the communities you are a part of?

Socialisation

From a young age, we are dressed, spoken to and expected to behave in ways that identify us as girls or boys. This is part of **socialisation**. Traditionally, these boundaries of being feminine or masculine have been well defined and socially accepted. For example:
- young girls wore dresses, played with dolls, didn't get dirty, and behaved in a gentle and quiet manner
- young boys behaved boisterously, were more adventurous and active, took more physical risks, got dirty and played with toys such as trucks, trains and cars
- adult females were nurturing, were interested in friends and family, liked pretty things and were concerned with domestic duties
- adult males were competitive, were expected to provide for their families, did outdoor chores and did not show emotion in public.

Children are often socialised into stereotypical behaviours as either 'boys' or 'girls'.

Although such rigid expectations of masculine or feminine behaviour are no longer as common, there are still people who adhere to the traditional stereotypes and expect males and females to behave in particular ways. This can be very confusing for some young people who just want to be 'normal'.

Have you ever considered how children's toys reinforce gender stereotypes? Use the **Not happy about gendered toys** and **Toys and gender** weblinks in the Resources tab to analyse how advertising and toys can affect a child's perception of male and female behaviour.

On Resources

📄 **Digital doc:** Worksheet 1.3 Cultural differences (doc-29272)

📄 **Digital doc:** Worksheet 1.4 Media messages (doc-29273)

🔗 **Weblink:** Not happy about gendered toys

🔗 **Weblink:** Toys and gender

1.2.5 Personal views, beliefs and values

What we feel and believe about a range of issues is part of our personal identity. These issues are diverse and may include fashion, music, drugs and alcohol, diet, sexuality, leisure pursuits and politics. Opinions about such issues affect the decisions we make and the way we behave.

Our values, beliefs and attitudes are the products of our own individual circumstances and experiences. They are influenced by a range of people and groups, and reflect our views on morality, respect, loyalty and honesty. As we gain independence and establish an individual identity, we may develop stronger or different values. These may be similar to our peers, because we often choose to be friends with people who have values that complement our own. This allows us to work together to establish common interests. However, as we develop our **independence**, we should also become more open to understanding the values of others.

Conflict can arise when there is disagreement between an individual's personal values and those of society. This happens when different individuals do not place the same level of importance on certain values. For example, conflict occurs at school when an individual student does not value the school's code of behaviour. It may be that the student values socialising more than learning. However, to function effectively in the school community, the student needs to respect the codes of the school. Sometimes when there is conflict, it is important not to give in and accept something with which you do not agree.

At times, our personal values can be in conflict. For example, if a person values his or her family's trust but he or she also values having fun with friends, difficulties may arise. Imagine having to make a decision to leave a great party so you are home in time for your curfew. In cases such as this, you need to weigh up the possible consequences of your actions and decide the best approach so that you do not compromise your most deeply held values.

Compromise and acceptance of others' opinions is important for building strong relationships.

1.2.6 Shaping our personal identity: goals and achievements

Personal identity is shaped by our past achievements and future goals:

- *past achievements* — The things we have achieved and the success we have had in the past help to form our current view of ourselves. Our perceived abilities affect what we think we can achieve and cope with in the future. These are influenced by our history, heritage and upbringing.
- *goals for the future* — The goals we set for our future are a way of defining ourselves and who we want to be. These goals may relate to relationships, career pathways, health, sport, education and travel. They affect our present view of ourselves and reflect our values, beliefs and attitudes.

Goals are personal expectations, so think carefully and choose positive influences to help.

Making your goals SMARTER can help you achieve success.
- **S** – Make your goals *specific*; keep them short and to the point.
- **M** – Goals should be *measurable* to allow you to assess how successful you have been.
- **A** – *Achievable* goals make it easier to be *accountable* for improvement.
- **R** – A *realistic* goal is something you can achieve and *reduces* the chance of disappointment.
- **T** – Place a *timeframe* on your goals so you have a target to aim for.
- **E** – Periodically *evaluate* your progress.
- **R** – Give yourself a *reward* when you are successful.

Alana Boyd's belief in herself helped her to overcome two failed attempts and take out the gold medal in the women's pole vault at the 2014 Commonwealth Games in Glasgow. She claimed the gold medal on her third and final vault.

1.2 Activities

Goal setting

1. When setting goals, it is a good idea to first consider your past achievements before deciding how you wish to build on them or what new directions you wish to pursue. List some of your past achievements, ensuring you include things that have made you feel good about yourself. Consider the things that you have done for your family, friends, in sport, at school and in the local community.

2. Goal setting gives you control of your future. Complete the **Set your goals** worksheet in the Resources tab to set some goals. Make sure they follow the SMARTER guidelines outlined in this subtopic.

3. Using the **Set your goals** worksheet, write about how setting and achieving goals can positively contribute to your identity and overall wellbeing.

Communicating personal values

4. (a) In small groups, choose a controversial issue about which you all have the same opinion. You may choose a specific issue from one of the following general topics or choose one of your own (check with your teacher first).
   - Underage smoking
   - Literacy levels
   - Dress codes
   - Unemployment
   - Abortion
   - Video games
   - Teenage pregnancy
   - Pornography
   - Stereotypes and/or racism
   - DVD or CD piracy

   (b) Write down your group's opinion on this issue.

   (c) What values underpin your group's chosen point of view? Does gender, culture or your community's values affect your views?

   (d) Write your issue up on a large sheet of paper and place it on the wall.

   (e) Walk around the room and add your own opinions and comments to each group's graffiti sheet. You are assisting the other groups to include all points of view and opinions on their chosen issue, and the other groups are helping you in the same way. Consider this your 'local' community view on the issue.

   (f) Using newspapers, magazines and internet articles, collect public comment and debate about the issue. Describe the types of language the writers use to get their point across. Collect this information before your next lesson. Consider this your 'global' community view on the issue.

   (g) Think of ways of clearly organising your findings, such as using a mind map or analytical report. Compare your own group view with the local and global community views you have gathered. Discuss whether all the global community views were raised in the graffiti sheets. Why or why not?

   (h) Present your findings to the class.

Responsible or irresponsible?

5. The following decisions have been made. Discuss whether they are responsible or irresponsible. If you need more information to decide, identify what factors might affect whether the decision was a responsible one or not.
   - To drink alcohol at a party
   - To complete all schoolwork by the due dates
   - To ignore the curfew time set by my parents
   - To have sexual intercourse
   - To never get into a car with a drunk driver
   - To respect my parents' right to expect cooperative behaviour from me
   - To get a part-time job
   - To break up a long-term, intimate relationship via text message

   Discuss your justification with a partner and then choose your best response to share with the class.

Expectations of teenagers

6. (a) Design a survey to investigate family and community expectations of teenagers. You could investigate levels and issues of independence, values and attitudes of young people, or specific influences on young people.
   (b) Record your own answers to the questions you have developed.
   (c) Choose a range of people to survey, including at least three community members and three family members. To perform the survey, you may use photocopies of a prepared survey form, send the survey by email or record survey responses using a video camera.
   (d) Using the information gathered from your survey, comment in writing on the following statement: 'Our families and the community have a strong influence on us as we develop personal identity and independence'. Alternatively, you could present your findings to the class in the form of a class debate.

Body image and physical appearance

7. Use the **What is body image?** weblink in the Resources tab to answer the following questions.
   (a) What do 'healthy' and 'unhealthy' body image mean?
   (b) What can you do to have positive feelings about body image and physical appearance?
   (c) Create a campaign to show how you can challenge the unrealistic images of body image portrayed in the media.

Express your opinions

8. You have views about a lot of things. Choose three issues that you feel strongly about and then complete the **Express yourself** worksheet in the Resources tab. Use the list of ideas below to help you choose your topic.
   - Children
   - Community laws
   - Consumer rights and responsibilities
   - Drugs
   - Families
   - Food
   - Gender roles
   - Money
   - Music
   - Pets
   - Racism
   - Relationships
   - Right and wrong
   - School
   - Sex
   - Sports
   - STIs
   - Work
   - Your rights and responsibilities

on Resources

Digital doc: Worksheet 1.5 Set your goals (doc-29274)

Digital doc: Worksheet 1.6 Express yourself (doc-29275)

Weblink: What is body image?

1.2 Check and challenge

Explain

1. What do you think influences people to have unrealistic expectations of body image and appearance?
2. Who or what has the most influence on your life? How and why do they have this influence?

Elaborate

3. When you reflect on a decision you made, do you often congratulate yourself on making a 'wise' decision or chastise yourself when you regret the decision? Why?
4. How do your peers positively and negatively influence your identity?
5. Explain why some cultures celebrate the transition to adulthood with a formal event.

Evaluate

6. With increasing independence comes change. Identify three things that, because of increasing independence, may bring about a change in:
   (a) a friendship
   (b) a family relationship
   (c) an intimate relationship
   (d) your sense of self or personal identity.
7. Why is it important to set short-term and long-term goals?

1.3 Norms, stereotypes and expectations

A stereotype is a commonly held belief about a specific group or type of individual. Stereotypes are often based on assumptions rather than facts and can be directly influenced by the values, beliefs and attitudes of a community. Norms reflect the patterns or standards of behaviour that a particular society consider normal.

1.3.1 What are stereotypes?

Social behaviour, employment expectations, notions about child rearing and family responsibilities are all closely related to gender stereotypes in traditionalist societies. Today, all young people in Australia have choices to make regarding their future, such as their career, study, marriage and having children. Although limits are placed on these choices (for example, financial, cultural and religious expectations, and family pressure), the range of possibilities for both men and women has widened considerably since our parents and grandparents were young.

Do all teenagers spend their spare time playing video games?

What are the stereotypes of young people presented in the media? Collect catalogue ads and newspaper reports, or research some blogs, and then classify them under different stereotyped headings (for example, cool jock, digital native or out-of-control delinquent). What do your categories show about stereotypes? Are young people often shown in the media as carefree, having fun, acting dangerously, lucky or lazy?

1.3.2 Gender roles and stereotypes

Historically, certain personal characteristics have been strongly associated with gender: females have been expected to behave in a gentle, nurturing and subordinate manner; their main role in life was to be a good wife and mother. Women who strayed outside these expectations to pursue a career or live a single life were regarded as eccentric or lacking in femininity. Conversely, males have traditionally been expected to be strong, domineering, physical and lacking in emotion. Their main role in life was to be the money earner for the family and to provide stability and status. Men who chose to be nurses, dancers or other professions generally considered to be 'feminine' were regarded as unusual by people who adhered to the traditional model of behaviour.

Gender identity can be influenced by society's views and stereotypes.

Gender roles and stereotypes can sometimes cause problems in relationships because there is an imbalance in power. In a healthy relationship, both people involved should have a say in decision-making. This includes everything from where to go on a date to whether to start or continue a sexual relationship. As we develop independence and make important decisions, we should think carefully about our role in a relationship.

1.3.3 Gender and sport

In recent years there have been signs that traditional gender stereotypes and the boundaries they have created are breaking down. In sport, there have been changes in the traditional sporting activities pursued by men and women; for example, female weightlifters are now recognised as athletes in their own right.

Although there is still a significant difference in the media coverage of male and female sports the situation is improving. Events such as the Rebel Women's Big Bash League for cricket, the women's AFL season and Australian Netball matches are now televised more widely.

Females can participate in previously male-dominated sports such as rugby and V8 supercars if they are willing to search for them, but often not at the same professional level. Have sporting stereotypes limited the opportunities for women to have careers in sport?

The barrier between traditional 'male' and 'female' sporting activities is being broken down, as demonstrated by this female Chinese weightlifter.

DID YOU KNOW?

'Sexploitation' is a word used to describe the marketing or promotion of an athlete by using their sexual attributes, such as their physical appearance. At times, the value of an athlete is judged in terms of their body type and appearance, rather than their sporting ability and skill.

1.3.4 Gender and our bodies

Males and females often have different perceptions of their bodies and how they want to look. Females often want to lose weight and be thinner, whereas males want to be taller, stronger and have more muscles. In response to these body image perceptions, specific genders are often targeted in particular marketing campaigns. One example of this gender-stereotyped marketing is food. Are there specific foods you eat that the opposite sex wouldn't? Complete the **Food gendering** worksheet in the Resources tab to explore typically 'masculine' and 'feminine' foods, and how food gendering developed.

> **On Resources**
>
> 📄 **Digital doc:** Worksheet 1.7 Food gendering (doc-29276)

1.3.5 Teenage stereotypes

Teenagers are not all hormone driven, rude, moody and sullen. Yet some people believe that the typical teenager going through their developmental years demonstrates each of these characteristics regularly. Is this a fair judgement? Are all teenagers the same? The answer is a resounding 'no'. Each individual will develop through the values, beliefs and attitudes they consider most important. However, this is greatly influenced by society's stereotypes. Use the **Teenager stereotypes** weblink in the Resources tab to watch a video that debunks common myths about teenagers.

What does it mean to be a teenager?

> **On Resources**
>
> 🔗 **Weblink:** Teenager stereotypes

1.3 Activities

Stereotypical behaviours

It is claimed these tips were first published in a 1955 edition of *Housekeeping Monthly* magazine in the USA. While the legitimacy of the article is in doubt, the text does reflect widely-held beliefs of that time.

> **Tips to look after your husband (1955)**
> - *Have dinner ready:* Plan ahead, even the night before, to have a delicious meal on time. This is a way of letting him know that you have been thinking about him and are concerned about his needs. Most men are hungry when they come home and the prospects of a good meal are part of the warm welcome needed.
> - *Prepare yourself:* Take 15 minutes to rest so that you will be refreshed when he arrives. Touch up your make-up, put a ribbon in your hair and be fresh looking. He has just been with a lot of work-weary people. Be a little gay and a little more interesting. His boring day may need a lift.

- *Clear away the clutter:* Make one last trip through the main part of the house just before your husband arrives, gathering up school books, toys, papers, etc. Then run a dust cloth over the tables. Your husband will feel he has reached a haven of rest and order, and it will give you a lift too.
- *Prepare the children:* Take a few minutes to wash the children's hands and faces (if they are small) and comb their hair and, if necessary, change their clothes. They are little treasures and he would like to see them playing the part.
- *Minimise all noise:* At the time of arrival, eliminate all noise of washer, dryer, dishwasher or vacuum. Try to encourage the children to be quiet. Be happy to see him. Greet him with a warm smile and be glad to see him.
- *Some don'ts:* Don't greet him with problems or complaints. Don't complain if he's late for dinner. Count this as minor compared with what he might have gone through that day.
- *Make him comfortable:* Have him lean back in a comfortable chair or suggest he lie down in the bedroom. Have a cool or warm drink ready for him. Arrange his pillows and offer to take off his shoes. Speak in a low, soft, soothing and pleasant voice. Allow him to relax — unwind.
- *Listen to him:* You may have a dozen things to tell him but the moment of his arrival is not the time. Let him talk first.
- *Make the evening his:* Never complain if he does not take you out to dinner or to other places of entertainment. Instead, try to understand his world of strain and pressure, his need to be home and relax.
- The goal: Try to make your home a place of peace and order where your husband can renew himself in body and spirit.

1. How have things changed in homes since the 1950s?
2. What has influenced a change in attitudes and expectations within the home?
3. Do you think some people still live by these values and expectations? Why?
4. Develop three tips for looking after your relationship with your partner that are relevant to today's values.

In the 1950s, many women were expected to perform only domestic duties. Women now have the opportunity to pursue careers. However, because of stereotyped gender roles, they are often still expected to take responsibility for raising a family.

Famous faces

5. List two famous men and two famous women whom you admire (they may be contemporary or historical figures) from each of the following categories:
   - sportsperson
   - actor or musician
   - inventor, artist or explorer
   - politician or statesperson.
       - (a) Which categories did you struggle with?
       - (b) Why do you think some categories were more difficult to choose from than others?
       - (c) Why do you admire the people you have listed?

Choosing a birthday present

6. (a) Choose a birthday present for:
       - a newborn girl and boy
       - a girl and boy turning five
       - a girl and boy turning 15
       - a girl and boy turning 21.
   (b) Do your choices tend to be gender-specific or gender-neutral?
7. Look at a toy catalogue from a major department store or a large toy retailer.
   (a) Is the catalogue helpful in providing a wide range of gifts for boys and girls?
   (b) Are there many gender-neutral choices?
   (c) Do the advertised toys reinforce stereotypes about boys and girls?
   (d) Personally reflect on your own thoughts about reinforcing stereotypes at such a young age. Predict some issues that may arise when young children are sent such strong messages.

Teen movies

8. (a) List five stereotypes popular in teen movies (for example, geek or jock).
   (b) Describe what characteristics are common to the stereotypes.
   (c) As a class, share your descriptions and compare the similarities between the stereotypes.

Occupations

9. (a) Compare three occupations you think are dominated by men and three you think are dominated by women. In your comparison, discuss why you think men and women choose to follow these different career paths. Consider some of the following aspects of work:
       - peer acceptance
       - nature of the occupation (for example, physical work or highly social)
       - salaries and status.
   (b) Where do these opinions on careers come from?
   (c) What effects do these opinions have on a young person's goal setting and career choice?

1.3 Check and challenge

Explain

1. Describe the effects stereotypes can have on people's sense of identity.
2. How can stereotypes influence people's expectations?

Elaborate

3. Why do norms exist?
4. Where do stereotypes come from and who do you think has the most influence over them?

Evaluate

5. In what situations can stereotypes be useful or positive?

1.4 Sense of identity, health and wellbeing

Understanding your sense of identity is important for your personal health and wellbeing. The better you are able to know and accept yourself, the better your chance of being able to enjoy a happy and meaningful life.

1.4.1 Getting to know our sense of identity

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

On Resources

🔗 **Weblink:** Personality quiz

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

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

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

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

How you see yourself is influenced by a range of factors.
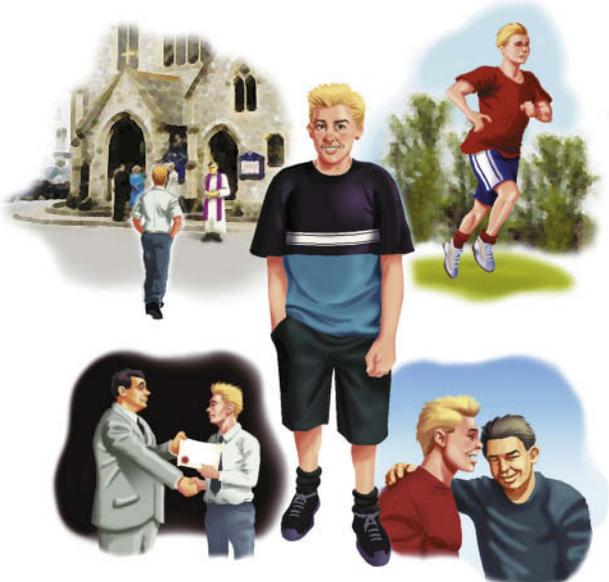
Our sense of identity affects our interactions with others.

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

- speak up when they don't agree with something
- assert their opinions and beliefs
- be motivated to exercise regularly
- challenge negative peer pressure and say 'no' when they are being pressured to do something they don't want to do
- choose not to smoke or experiment with drugs
- use healthy methods of stress release
- make an effort to maintain a healthy weight by doing physical activity and eating a nutritious diet
- adopt positive anger management strategies
- express emotions in a positive way
- be realistic about their abilities and seek to improve themselves.

HEALTH FACT

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

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

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

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

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

DID YOU KNOW?

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

1.4 Activities

Exploring your sense of identity

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

Exploring a person's sense of identity

5. Read the scenario in the 'Our sense of identity affects our interactions with others' figure and then answer the following questions.
   (a) Describe what each character is thinking and feeling.
   (b) Explain what you think their self-beliefs are.
   (c) Explain how their beliefs could impact on their sense of identity.
   (d) Describe how their thoughts have influenced their actions.
   (e) Rewrite the scenario so the characters' thoughts and beliefs result in more positive actions. Share your scenario with a partner and discuss the reasons behind your changes.
6. (a) With a partner, discuss what decisions a young person with a positive sense of identity would most likely make in each of the following scenarios:
   • being in a car where friends are drunk and distracting the driver
   • being in a relationship where their partner is pressuring them to have sex
   • being a bystander in a bullying situation
   • being offered cannabis.
   (b) As a class, discuss each scenario.

Our values and influences on health issues

7. In groups, choose a health issue from the options below and using the **Teenage Health** weblink in the Resources tab, complete the table outlining how our values may impact our attitudes and behaviours. Health issues:
   - Alcohol
   - Body image
   - Bullying
   - Smoking
   - Illicit drugs
   - Sexual relationships

Personal values regarding the health issue (Include both positive and negative)	Positive effects on attitudes and behaviours regarding the health issue	Negative effects on attitudes and behaviours regarding the health issue

on Resources

🔗 **Weblink:** Teenage Health

1.4 Check and challenge

Explain

1. Explain the interdependence between a person's sense of identity and their health. Provide examples to support your explanation.
2. Explain the relationship between school, employment, leisure and a sense of identity.

Evaluate

3. Analyse your own sense of identity and how it has influenced decisions that have impacted on your level of health.

Elaborate

4. Describe factors that influence the formation of our sense of identity.

1.5 Ways to support yourself and others

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

1.5.1 Supporting myself

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

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

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

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

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

Another strategy is positive **self-talk**. This involves interpreting our thoughts, opinions and reflections about ourselves in a positive way. Self-talk can be negative or positive. A positive self-talk statement might be 'I know I can do better with a little more effort'. A negative

Bullying can have a negative effect on our identity.

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

self-talk statement might be 'I'm no good at anything'. When young people use negative self-talk every day, it is difficult for them to feel good about themselves. They are more likely to adopt negative health behaviours and be unmotivated to participate fully in what life has to offer.

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

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

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

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

> CAN YOU PHONE MY PLACE AND TELL MUM THAT I JUST ARRIVED AT YOUR HOUSE AND WILL BE STAYING THE NIGHT?

> WHERE ARE YOU?

> I'M GOING TO A PARTY WITH TOM.

> NO, IT'S YOUR RESPONSIBILITY TO LET YOUR MUM KNOW. I'M NOT COVERING FOR YOU.

DID YOU KNOW?

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

On Resources

Digital doc: Worksheet 1.8 Reframing thinking (doc-29277)

Digital doc: Worksheet 1.9 Supporting myself (doc-29278)

1.5.2 Supporting others

All of us need support in one way or another. Providing support to those who need it is good for our sense of identity and also for those who receive our support. Supporting others can assist in developing an individual's positive sense of identity.

Using positive self-talk in the company of family, friends and peers can help support these individuals through difficult times.

It is also important to be observant of the needs of others and when to reach out and help. Listening and talking to someone going through a difficult time can assist that person to feel supported and cared for. This will contribute to an individual's overall wellbeing.

Supporting our friends contributes to positive identity and wellbeing.

1.5 Activities

Self-talk

1. Consider each of the following scenarios and your thoughts about each one, then complete the tasks below.
   - Asking out someone you are attracted to for the first time
   - Applying for a part-time job
   - Receiving a compliment about your looks
   - Participating in a performance at a school assembly
     - (a) Describe the self-talk that you would most likely engage in in each of the situations.
     - (b) Explain how your self-talk would affect how you felt in each situation and what you would do.
     - (c) Identify if your self-talk is positive or negative.
     - (d) Rewrite negative statements into positive self-talk.
     - (e) Discuss your answers with a partner and examine each person's positive self-talk statements to determine if they would be helpful in each scenario.

Challenging negative thinking

2. Using the **Challenging negative thinking** weblink in the Resources tab, complete the following questions.
   - (a) What are some strategies you could use to challenge negative thoughts about a situation?
   - (b) Find and note down some positive affirmations or inspirational quotes that you could use when you're feeling down. You might like to create a series of cards or a poster with these statements to stick on your wall at home or to post around the classroom.

Stop bullying!

3. Using the **Stop bullying!** weblink in the Resources tab as a reference, in small groups create an advertisement that targets bullying. Your advertisement should include strategies to stop bullying and help support others experiencing bullying. Present your advertisement to the rest of the class.

How to check if a friend is ok

4. Using the **How do I ask a friend if they're OK?** weblink in the Resources tab as a reference, in groups, create a digital brochure with strategies someone could use to check on the wellbeing of a friend.

How we can support our friends

5. Using the **5 practical ways you can be a supportive and caring friend** weblink in the Resources tab, answer the following questions.
   - (a) Identify ways that you can be a supportive and caring friend.
   - (b) Explain why the suggested strategies would help a friend.
   - (c) How can being a supportive and caring friend contribute to our own positive identity and the identity of others?

Life challenges

6. Using the **Tough times** weblink in the Resources tab, complete the following questions.
   - (a) Identify examples of tough times that adolescents may experience.
   - (b) Choose one example and provide reasons why the situation would be challenging.
   - (c) What strengths would someone need to get through the life challenge?
   - (d) In what ways could someone have personal growth from experiencing a challenging life situation?

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on Resources

🔗 **Weblink:** Challenging negative thinking

🔗 **Weblink:** Stop bullying!

🔗 **Weblink:** How do I ask a friend if they're OK?

🔗 **Weblink:** 5 practical ways you can be a supportive and caring friend

🔗 **Weblink:** Tough times

1.5 Check and challenge

Explain

1. Explain what a 'put-down' is and how put-downs can influence a person's sense of self.
2. Explain why self-talk can be an effective strategy to support your own sense of self.
3. Explain how you could support a friend who is going through a difficult time.

Elaborate

4. Describe strategies that you could adopt when others use 'put-downs' towards you and your friends.

Evaluate

5. Evaluate the issues in accepting responsibility for telling your friend's parents that they are with you when they are actually going out on a date.

1.6 Review

1.6.1 Summary

- Our sense of identity is how we see ourselves and what we believe about ourselves.
- Self-esteem refers to how much we value or accept ourselves for who and what we are.
- Physical, social, emotional and spiritual factors all impact on our level of health.
- A positive sense of identity impacts on our health and wellbeing by influencing our decisions and behaviours.
- Engaging in life's experiences is important in achieving a productive lifestyle.
- Having positive expectations about body image and physical appearance is important in contributing to a positive sense of identity.
- Personal values can influence our attitudes and behaviours in relation to a variety of health issues.
- A stereotype is a commonly held belief about a specific group or type of individual.
- Stereotypes are often based on assumptions rather than facts and can be directly influenced by the values, beliefs and attitudes of a community
- Dealing with 'put-downs', thinking positively, utilising stress management techniques, managing anger, expressing needs and feelings, and taking responsibility are important strategies to help support ourselves.
- Positive self-talk is important to challenge negative thoughts and opinions from others.

ESSENTIAL QUESTION

How can I develop my own identity to be the best version of me and support the identity of others?

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

1.6.2 Key terms

attitude an outlook on something; a way of thinking or behaving; what a person thinks; shown in a person's way of behaving
behaviour the way in which we behave
beliefs a philosophy or viewpoint on issues
conflict a difference of opinion
disengage to withdraw from or be passive in life

diversity the differences between people and groups of people, including those of culture, race, religion, gender, and life experience. Diversity means understanding that each individual is unique, and recognising our individual differences.

engage to be active in creating a happy and meaningful life

gender stereotypes generalisations (not necessarily accurate) of how individuals of a certain gender should behave or conduct themselves

independence the ability to think, decide and act for yourself, giving consideration to, but without being adversely influenced by, other factors, pressure, coercion or opinions

interdependent individual factors have the potential to have an impact on or influence each other

personal identity the qualities, skills, attitudes and beliefs that make each individual unique

put-down a comment, attitude or behaviour that is intended to make another person feel bad

responsibility meeting your obligations towards yourself and others

self-esteem the way you feel about yourself. High self-esteem means you feel good about yourself and you are confident in your abilities.

self-talk the thoughts that people have about themselves and their lives

sense of identity who you are, the way you think about yourself

socialisation the way we are brought up and expected to behave in society, often based on gender

stereotyped a standardised mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgement.

values beliefs about what is important, and what is right or wrong

1.6 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

Multiple choice quiz online

Check your understanding

1. Explain what is meant by a person's 'sense of identity'.
2. What is meant by the interdependence of sense of identity, health and wellbeing?
3. Explain how sense of identity impacts on health.
4. Explain how health impacts on sense of identity.
5. Describe how positive thinking can improve your concept of sense of identity.
6. How can you use positive thinking for challenges in your life?
7. Set five goals for yourself and explain how they will help contribute to being the best version of you.
8. How can you support a friend who is experiencing bullying?

ON Resources

Digital doc: Worksheet 1.10 Key terms quiz (doc-29279)

Digital doc: Worksheet 1.11 Multiple choice quiz (doc-29280)

Digital doc: Key terms glossary (doc-29281)

TOPIC 2
Responding positively to life's challenges

2.1 Overview

2.1.1 Introduction

During life you will encounter many changes and challenges. Some of these may be quite overwhelming as you grow, establish relationships and try to make your own way in life. It is important for your safety, health and wellbeing that you meet and deal with these challenges in a positive manner. In this topic, you will investigate ways of doing this, as well as the importance of developing resilience and the ability to bounce back from negative situations.

As you progress towards adulthood, you will start to become more independent and new challenges such as applying for a job and moving out of home will arise. You will consider these changes and some positive strategies that you might adopt to help deal with them effectively and to seize opportunities that come your way.

Drawing on our support networks can help us respond positively to life's challenges.

on Resources

🎞 **eLesson:** Responding positively to life's challenges (eles-2964)

📄 **Digital doc:** Key terms glossary (doc-29306)

ESSENTIAL QUESTION

How do we turn challenges into opportunities and deal with issues or problems in a positive manner when things don't turn out quite the way we expect?

SYLLABUS OUTCOMES

A student:
- assesses their own and others' capacity to reflect on and respond positively to challenges (PD5-1)
- researches and appraises the effectiveness of health information and support services available in the community (PD5-2)
- assesses and applies self-management skills to effectively manage complex situations. (PD5-9)

2.2 Life's challenges

All people experience challenges throughout their lives. These challenges are unique to each individual because everyone's situation and circumstances are different. Wellbeing is enhanced when challenges are treated as opportunities rather than hurdles.

2.2.1 Challenges and positive life experiences

Young people may sometimes feel they are alone in dealing with the challenges of adolescence. The reality is that most people face a number of challenges during adolescence and throughout life. Sometimes we manage these well; sometimes we have to be content to learn from our mistakes! At other times, we may struggle to manage the challenges before us and need to seek help to work our way through them. Learning how to cope, effectively manage change and deal with challenges is essential to positive health and wellbeing.

Organisations such as Mission Australia work with young people who are struggling greatly to manage the changes in their lives. Use the **Mission Australia Youth**

Seeking help when we need it is an important part of dealing with life's challenges.

weblink in the Resources tab to learn about one young man's journey. As a class, discuss the challenges he experienced and how he dealt with these to create a more positive existence.

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on Resources

🔗 **Weblink:** Mission Australia Youth

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

You are likely to experience some, if not all, of the following challenges during adolescence:
- finding your place in your peer group
- negotiating your independence from your parents
- managing conflict with parents or friends
- experiencing peer pressure to engage in activities that are risky
- finding a balance between the demands of study, work and leisure
- negotiating intimate relationships
- being different to gender stereotypes or others' expectations
- changing relationships
- negotiating responsibilities in sexual relationships
- coming to terms with your sexual identity
- managing intense feelings and emotions, or new feelings
- managing greater levels of responsibility at home, school and in employment
- managing stress
- learning to take financial responsibility for yourself.

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

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

Challenges people may face as they move through life

Making decisions about further study or career choices	Living with others
Dealing with colleagues in the workplace	Having children, balancing a career and a family
Finding employment and starting a new job	Managing cultural and family expectations
Starting university or TAFE	Losing someone close
Leaving home	Managing negative or abusive relationships
Changing relationships and relationship breakdowns	Meeting new people and establishing new friendships
Managing finances — paying bills, rent/mortgage and other living expenses	Maintaining positive health

Some of life's possible future challenges

2.2.2 Dealing with life's challenges

Each challenge, whether it is now or in the future, will provide you with opportunities for **personal growth**. Consider your interactions with your family and peers now. Some of these relationships may be difficult because you have had disagreements, or the other person has done something that is hurtful or disrespectful. Consider how you managed the situation, if there was a positive outcome and what you learned from the situation. By analysing how you manage the challenges you face, you will be able to learn what was beneficial

and what wasn't, how you reacted emotionally and how best to manage your emotions, and also more about your own value system and needs. Talking to someone you trust can provide you with an objective perspective, and help you identify positive outcomes and things you could have done differently for a better outcome.

As you grow older, interactions and relationships will present new challenges, and you will learn from these experiences.

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

DID YOU KNOW?

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

—*Wesley Woo*

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

Statistics reveal that young males are involved in more fatal road accidents than young women. This can be attributed not only to their inexperience, but also to poor decision-making, which may be linked to a perceived need to 'prove their masculinity', as influenced by gender stereotypes.

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

2.2.3 Seeking help

When going through challenging times it is important to seek help and turn to people for support. Help may be sought from family and friends, school counsellors, teachers, coaches or websites and phone support services such as ReachOut and Kids Helpline. These forms of support may provide helpful advice to assist you in dealing with challenges or may simply be an understanding and reassuring shoulder to lean on.

Despite the importance of seeking help, there are various social and cultural influences that may deter some people from doing so. Social influences may include peer pressure and gender-stereotyped media messages, which suggest that individuals should be able to cope with whatever challenges come their way. These stereotyped messages may draw on the idea of males being strong, capable and dependable (and therefore not needing help), and more recently, ideas such as the 'super mum' or 'super woman', able to cope with an increasingly hectic and responsibility-filled life. It is important to challenge these stereotypes and influences in order to ensure that people can recognise their needs and feel comfortable in asking for help whatever their circumstances may be.

In the past, there has also been a degree of social stigma attached to mental illness and many people felt reluctant to admit they were struggling with mental health issues and did not feel empowered to seek help. Thankfully, this stigma is being broken down and there has been a significant shift in attitudes towards help-seeking in this area. The establishment of dedicated mental health agencies such as headspace and beyondblue and various media campaigns have helped to educate people and reduce the stigma associated with mental illness. For example, 'R U OK? Day' is an awareness campaign to encourage people to seek help and to be there for others who are struggling.

Seeking help and support is important for young people experiencing challenging times.

An individual's cultural background may also influence their help-seeking behaviours. For example, in some cultures the whole family may be involved in certain decisions rather than it simply being the particular individual's decision; this may act in some cases as a deterrent and in other cases an incentive to seeking help. Some cultures may avoid talking about challenges and see seeking help and support as a sign of weakness. Conversely, some cultures may provide extensive support to help family members or friends through challenges.

DID YOU KNOW?

Life's challenges are not supposed to paralyze you, they're supposed to help you discover who you are.

—*Bernice Johnson Reagon*

2.2.4 Positive life experiences

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

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

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

2.2 Activities

Challenges and opportunities

1. Think of a recent experience that you found challenging and complete the following:
   (a) Explain why it was challenging.
   (b) Describe what you felt and how you managed the challenge.
   (c) Explain what you learned from the experience and the things you would do differently, if any.
   (d) Share your experience with a partner and discuss other ways you could have managed the challenge.
   (e) With your partner, brainstorm a list of future life challenges, how you might manage them and the opportunities they present for you to learn and grow.

Positive life experiences

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

Seeking help

5. Identify the social and cultural influences that may affect seeking help for the following:
   - anxiety
   - stress at school
   - bullying
   - friendship issues.

2.2 Check and challenge

Explain

1. Explain why adolescence is a challenging time for young people.
2. Explain why people approach life challenges differently.

Elaborate

3. Describe three positive experiences in life.
4. Your friend appears overwhelmed as she prepares to leave her school and relocate to another state. Use the **Developing coping strategies** weblink in the Resources tab to research support sites and create a mind map with information to help your friend cope with the experience.

Evaluate

5. Evaluate strategies you could undertake now to better prepare yourself for a future career.

on Resources

Digital doc: Worksheet 2.1 Planning to be safe (doc-29301)

Weblink: Developing coping strategies

2.3 Life's opportunities

With challenge comes opportunity. The way you use your skills and experiences is important in helping you to grasp opportunities, many of which may never come again. The ability to harness and build on the positive experiences and to learn from the more challenging experiences you have will shape your future and determine your pathway through life.

2.3.1 Responding to life's challenges

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

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

on Resources

Weblink: Inspirational quotes

We all deal with change and challenges in different ways and for many reasons, including:
- past experience
- personality
- personal skill level — for example, problem-solving and communication skills
- the support network available to us
- the circumstances of the situation (for example, being under the influence of alcohol)
- your understanding of the problem or situation
- cultural and family influences
- peer pressure
- gender stereotypes.

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

The diagram on the right shows the skills needed to effectively respond to life challenges. These skills take time to develop; however, situations arise daily where their development can be fostered — for example, being prepared to negotiate a conflict rather than taking the easiest way out.

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

Table 2.1 shows a range of strategies — some positive and some negative — that are used by people to cope.

School work can often lead to stress.

TABLE 2.1 Positive and negative coping strategies

Positive strategies	Negative strategies
• Practising positive self-talk	• Ignoring the problem
• Working harder	• Avoiding work
• Asking others for advice	• Asking others to solve the problem
• Imagining successfully dealing with the problem	• Not talking to others about feelings
• Socialising or playing sport with friends	• Being withdrawn

Coping with stress

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

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

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

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

Coping with loss and grief

There may be times during our lives where we experience loss; for example, when we lose a family member or friend. The feeling of loss means that something of importance to you is either taken away or no longer accessible to you. Grief is the way you deal with and express your emotion about the loss. There are some things that can make the grieving process a little easier:

- taking time to go through the process of grief
- connecting to support networks
- talking to someone; for example, a close family member or friend, school counsellor or Kids Helpline
- physical activity and exercise
- writing in a journal
- meditation
- participating in a favourite hobby.

Talking to a friend can help the grieving process

Responding to challenging and unsafe situations

Throughout our lives we may deal with potentially challenging and unsafe situations, such as bullying, abuse and violence. These situations can affect our safety, health and wellbeing in a negative manner. It is important that we recognise the warning signs and deal appropriately with these situations if and when they arise.

Some external warning signs of an unsafe situation may include the following:

- controlling behaviour from a family member, friend or partner
- physical abuse; for example, violent behaviour such as hitting
- verbal abuse such as yelling, screaming and swearing.

Yelling can be an external warning sign.

Our bodies also have a way of letting us know when a situation feels unsafe, through physical and emotional signals. These are outlined in table 2.2, along with some social indicators to be aware of.

TABLE 2.2 Indicators of unsafe situations

Physical	Emotional	Social
• Increased heart rate	• Feeling worried and confused	• Feeling isolated and unsupported
• Sweating	• Feeling scared, worried and/or nervous	• Not being allowed to see friends or family
• Feeling tense	• Feeling isolated	
• Butterflies in tummy	• Feeling sad and depressed	
• Feeling shaky	• Feeling fearful	

If we see any of the external warning signs or notice any of the table 2.2 indicators, whether in relation to ourselves or someone we care about, it is important that we seek help from a trusted family member, friend or external support such as a counsellor, the police or Kids Helpline.

There are skills you can learn to manage challenging and unsafe situations, such as refusal skills, emergency plans, risk assessment and the 'talk, trust, take control' strategy. These are outlined below.

- *Refusal skills:* These include the ability to say no and stand up for your needs and what you believe in. Your values and beliefs are important when making decisions. If you feel a situation is unsafe, refusing to be involved is important to protect your safety, health and wellbeing.
- *Emergency plans:* These may include strategies to remove yourself from an unsafe situation. For example, having an emergency evacuation plan if there is a fire or having an emergency contact list of trusted people to call if you are feeling unsafe and need help.
- *Risk assessment:* A **risk assessment** is important when determining the safety of a particular activity. For example, if going on a bushwalk or a bike ride, there may be certain risks involved such as getting lost or injured. Being aware of these risks can help in determining what safety strategies are needed and in deciding whether the activity is safe to participate in.
- *'Talk, trust, take control' strategy:* This strategy involves:
  - being able to talk to someone about challenges you may be experiencing, for example, talking to a family member or friend when needing support
  - acknowledging and trusting your feelings and knowing when to seek help
  - taking control of a situation in order to keep yourself safe. It is important to acknowledge and take action to ensure your safety, health and wellbeing are maintained. Examples of taking control may include seeking help from an external source such as a counsellor, Kids Helpline or the police.

Feeling isolated and unsupported are indicators of unsafe situations.

Your safety, health and wellbeing are important and need to be a priority. When dealing with challenging and unsafe situations, it's important to make the right decisions to keep yourself and others safe.

2.3.2 The choices you make

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

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

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

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

2.3 Activities

Responding to the challenges of adolescence

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

Coping strategies

3. In groups of three, complete the following tasks:
   (a) Complete the **Positive and negative strategies** interactivity in the Resources tab by grouping the coping strategies listed into positive, neutral or negative.
   (b) Identify and discuss the coping strategies that high school students would most likely use.
4. As a class, discuss the following questions:
   (a) Why might boys and girls use different strategies to cope in stressful situations?
   (b) Which group is least likely to seek help? Why?
   (c) What needs to happen to change the negative ways in which boys and girls cope?

Factors that can influence your future plans

5. Read the cartoon about family expectations in section 2.3.2 and answer the following questions.
   (a) Identify the barriers that the young person is facing in planning for the future.
   (b) Describe strategies that the young person could use to address the problems. Justify your choice of strategies.

on Resources

Interactivity: Positive and negative strategies (int-2384)

2.3 Check and challenge

Explain

1. Explain why it is important to plan for the future.
2. Explain factors that influence the way we respond to life's challenges.

Elaborate

3. Describe skills necessary to effectively respond to challenges.

Evaluate

4. Evaluate the identified coping strategies for boys and girls from question 3b in the activities, in terms of whether they are positive or negative.

2.4 Bouncing back

You are likely aware that not everything in life goes to plan. In fact, you may often feel that what happens to you is completely unfair. Regardless of this, life goes on. By developing particular skills, you can become more resilient, enabling you to enjoy life rather than be constrained by its difficulties.

2.4.1 Developing the ability to bounce back

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

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

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

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

on Resources

🔗 **Weblink:** Images of resilience

2.4.2 Characteristics of resilient people

There are various characteristics that people who are resilient show. These include determination, positive thinking and being supportive. It is important to be aware of these characteristics and practise developing them in order to build and strengthen your resilience.

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

HEALTH FACT

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

2.4.3 Skills that enhance resilience and wellbeing

There are a number of measures you can take to improve your resilience. Initially, you can improve the way you deal with change and challenge in your life. To do this, you must work at developing the skills needed to deal with change, and be conscious of your abilities and responses to situations. The following five factors can enhance your ability to cope with and manage challenging situations, and 'bounce back' in difficult times.

1. *Developing skills* — Skills such as problem-solving and positive communication help you to manage situations. When faced with a challenge, think about what you can do to manage it. Talk to people who have experience in similar situations, whom you trust and who can help you find ways to solve problems.
2. *Self-monitoring* — This is an important skill to help you be aware of your feelings and emotions. Knowing when you are feeling worried or nervous about a challenging situation can help you address these emotions in a positive manner before they get out of control. By **self-monitoring**, you can become aware of these feelings and take action to enhance your resilience.
3. *Self-regulation* — This involves taking action, thinking and doing things that help to enhance your resilience. For example, thinking positive thoughts, meditation, physical activity or talking to someone.
4. *Maintaining a realistic perspective* — This is important as sometimes we can overanalyse situations, making something into a bigger issue than it actually is. For example, we worry about something that may not happen. Being realistic can help us to keep an open mind and stay calm about certain situations.
5. *Attitudes to change* — During our lives, we will experience many changes, some of which may be positive, such as getting a new job, moving out of home or moving overseas; others may be negative, such as breaking up with a partner or losing a job.

It is important when experiencing various changes that you keep an open mind and try to think positively, accepting that while some changes may be difficult, some may bring about positive outcomes. Through having a positive attitude, we can manage these changes in a more effective manner.

2.4.4 Overcoming adversity

There are many individuals who have had to overcome **adversity**, such as illness, injury, disability or financial hardship, in pursuit of their dreams. Some of these are well-known individuals such as Anh Do, Jessica Mauboy and Kurt Fearnley.

These individuals show various characteristics and qualities which have assisted them in overcoming their challenges. These include:

- **determination**
- positive thinking
- a willingness to accept help from others
- grit and a hard work ethic
- never giving up
- keeping their dreams alive.

These characteristics enable individuals to persist in the face of challenges and continue to work towards their goals.

Jessica Mauboy has overcome adversity, including anxiety, to achieve her dreams.

2.4 Activities

Dealing with change

1. Use the **7 tips for dealing with change** weblink in the Resources tab to answer the following:
   (a) Identify the seven tips for dealing with change.
   (b) Explain why these tips are effective when dealing with change.
   (c) How could you use these when dealing with changes in your life? Provide examples.

Case studies

2. Each of the following individuals has experienced challenges and overcome adversity to achieve their dreams.
   - Jessica Mauboy
   - Anh Do
   - Kurt Fearnley

   Choose one of these people and use the associated weblink in the Resources tab to learn about their experiences and answer the following questions.
   (a) What is the individual famous for?
   (b) What challenges have they had to overcome?
   (c) What characteristics and qualities of resilience have they shown?
   (d) Who has helped them overcome some of their challenges?
   (e) What have they achieved?

Connectedness and belonging

3. In small groups, discuss the following:
   (a) What makes young people feel connected to their family, school and peer group?
   (b) How would it feel to be excluded from a group?
   (c) How can young people make others feel included?
   (d) Some young people really want to fit in with their peer group but are scared they might be rejected. Do you think this might influence young people to make inappropriate decisions to fit in? Explain.

(e) Why is having a sense of belonging to a group important for young people's resilience?

(f) Brainstorm a list of things that you can do or say to help others feel included.

(g) In your group, role-play one or more of the following scenarios:
- welcoming someone to your group
- meeting your partner or friend's family for the first time
- welcoming a new class member who comes from another country.

ON Resources

🔗 **Weblink:** 7 tips for dealing with change

🔗 **Weblink:** Anh's Brush with fame — Jessica Mauboy

🔗 **Weblink:** Kurt Fearnley

🔗 **Weblink:** Anh Do

2.4 Check and challenge

Explain

1. Explain why resilience is important.

Elaborate

2. Melbourne Cup-winning jockey Michelle Payne has had to overcome significant challenges in life. Use the **Michelle Payne** weblink in the Resources tab to listen to her story. What is your opinion of Michelle as a resilient person? Discuss ways in which you think she is resilient and the importance of the people who supported her.

Evaluate

3. Use two or three examples from your own life to evaluate your ability to 'bounce back' in hard times.

ON Resources

📄 **Digital doc:** Worksheet 2.2 Being resilient (doc-29302)

🔗 **Weblink:** Michelle Payne

2.5 Towards independence

Becoming independent is a change that all adolescents will go through as they approach adulthood. Along the way you will encounter many changes and transitions; it's important to learn and develop the skills you need in order to manage these changes effectively and in a positive manner.

2.5.1 Managing change and transition

There are many changes and transitions during adolescence on the path towards independence, and these will continue throughout adulthood. It's important to develop the **self-management** skills that will enable you to become more independent and to manage the demands of adult life. In this section, we will look at some of the challenges you will encounter, such as moving out of home, completing a tax return and obtaining a Medicare card.

Moving out of home

Moving out of the family home is a big change for many young adults. This change is one of the key steps towards independence and can create many feelings of excitement and happiness along with nervousness and worry. Reasons for moving out of home include moving location for university or work, or moving out to share a home with friends or a partner.

Moving out of home can be an exciting change.

Completing a tax return

A tax return is a form that declares your earnings and enables the Australian Taxation Office (ATO) to determine how much, if any, income tax you are liable to pay. If you are an Australian resident and earn less than $18 200 a year, you are exempt from paying income tax. This is known as the tax-free threshold. If you earn above this amount, you will be required to pay tax. Tax is generally deducted from your wages by your employer and paid to the ATO in instalments over the course of the financial year. If you have a part-time job and are earning an income, it is important to be aware of whether you have had tax deducted and whether you are required to complete a tax return. You may be entitled to a tax refund if the amount of tax deducted exceeds the amount of tax you were actually required to pay. You can obtain this refund by lodging a tax return. The ATO website provides extensive information about your rights and responsibilities as a tax payer. Use the **ATO** weblink in the Resources tab to learn more.

Obtaining a Medicare card

Looking after your health is important and at times you will need to access health services such as a doctor or dentist. A Medicare card allows you to receive free or cheaper health services as well as receiving cheaper medicines if your prescriptions are covered by the **Pharmaceutical Benefits Scheme (PBS)**.

You can apply for your own Medicare card at 15 years of age, however, you may still choose to use your parents' card until you become more independent. See the **Obtaining a Medicare card** weblink in the Resources tab for more information.

on Resources

🔗 **Weblink:** ATO
🔗 **Weblink:** Obtaining a Medicare card

2.5.2 Finding the right job

One of the changes during adolescence when heading towards independence includes obtaining a job. This may be a part-time job while you are still at school or university, followed by full-time employment after you have graduated. However, some adolescents may choose full-time employment after school instead of going to university or TAFE, depending on their interests and work desires.

It is important, however, to think about your future career as well as part-time job opportunities. Your part-time jobs and future career should follow a path that matches your interests and skills. You can secure your dream job by learning how to apply for a job and how to prepare for an interview.

To prepare for future employment it is necessary to:

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

The skills required to apply for a job include:

- developing a **résumé**
- seeking and analysing job advertisements
- completing a job application
- investigating and practising interview techniques.

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

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

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

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

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

2.5.3 Preparing for an interview

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

At the interview, do your best to be calm, friendly and confident. Introduce yourself and shake hands with the people who will be interviewing you. Answer questions as best you can and do not be afraid to ask for clarification if there is anything you do not understand. It is important to take your time in responding to questions. At the conclusion, thank the interviewers for the opportunity to meet with them. We often think we did badly at interviews, particularly our first. However, we need to look at the positives, and consider what we can learn from the experience. Even if you don't get the job, you will have gained valuable experience that you can use to help you prepare for your next interview. Reflect on what went well and what you think you could have done differently; write down some notes that you can refer to in the future. In this way, you can build your interview skills and increase your chances of landing the next job you apply for!

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

Look professional — choose appropriate clothes.

Plan to arrive early at the interview.

Prepare your résumé.

Ask any previous employers for references.

Prepare for the interview by:
• finding out about the company
• rehearsing what you will say about your skills and abilities.

2.5.4 Employment for life

Employment is a very important part of a person's life. It not only provides a source of income to pay for the things we need and want in life, it also provides us with the opportunity to learn new skills, improve our knowledge, meet new people and develop interpersonal skills. For some people, employment also offers other opportunities, such as working to improve the lives of others, travel, expression of artistic talents or the development of a public profile.

Being employed gives people a sense of belonging to either a group or a culture. People who are employed have a greater sense of purpose in life as they feel they have something meaningful to do each day, and they have a place where they can meet other people. For some people, their job means more than just a source of income — it is a way of supporting others and advocating for social justice. This can provide a sense of community spirit and self-fulfilment.

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

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

Once you have embarked on your plans for the future, it is essential that you keep things in check; this means balancing your commitments. By over-extending yourself and taking on too much, you can become stressed, and this can have a negative effect on your health. Remember to be realistic and keep things achievable. If you are not coping with challenges, seek help from your family, friends, teachers, boss or other people you trust and who are in a position to support and help you. By doing this, you can enjoy the many positive benefits of being employed and continue to grow and develop the self-management skills that will help you respond to life's challenges and seize its opportunities whenever they arise.

2.5 Activities

Moving out of home

1. Use the **Moving out of home tips** weblink in the Resources tab to help you complete the following questions.
   (a) What are some reasons for moving out of home?
   (b) What are some issues to consider?
   (c) What are some helpful tips?
   (d) What should you do if you are not supported during this change?
2. Prepare a budget for living out of home. Have your teacher set a weekly amount, or use the **Centrelink** weblink in the Resources tab to search for a payment amount from Centrelink. You will need to do the following:
   • find somewhere to live and work out the weekly rent
   • pay for bills such as water, gas, electricity
   • pay for transport
   • pay for food
   • find out what other expenses might be involved.

Preparing for employment

3. An important aspect of working towards gaining employment is learning the skills to apply for a job. In your workbook, complete the following tasks:
   (a) Use the **Seek** weblink in the Resources tab to find three examples of advertisements for jobs that interest you. For each of the jobs, identify:
      • the skills needed for the job
      • the qualifications required
      • the experience required
      • any other requirements.
   (b) Choose one of the advertisements and prepare an application for the role. Include a covering letter and your résumé.
   (c) Share your covering letter and résumé with a partner and provide feedback for each other on the following aspects:
      i. Does the résumé provide a clear picture of the applicant?
      ii. How could the résumé be improved?
      iii. Do the covering letter and résumé address the job requirements detailed in the advertisement and clearly outline previous work experience?
      iv. How could the covering letter be improved?

Preparing for an interview

4. Use the **Interview techniques** weblink in the Resources tab and read the tips provided. Divide into groups of six. Appoint one person as the employer, two as interviewers, two as job seekers and one as an observer. The role of the employer is to name a position and establish qualities, skills and knowledge requirements. The interviewers will set three questions each, deicide criteria for hiring and conduct the interview. The job seekers will present for their interviews, one at a time. The observer will evaluate each job seeker in terms of presentation, ability to answer questions, clarity, listening skills, asking questions and non-verbal communication.

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

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on Resources

eLesson: Careers counsellor (eles-0231)

Digital doc: Worksheet 2.3 Preparing a résumé (doc-29303)

Weblink: Moving out of home tips

Weblink: Seek

Weblink: Interview techniques

Weblink: Centrelink

2.5 Check and challenge

Explain

1. Describe opportunities (such as good subject choices) that might assist you in developing skills necessary for work.
2. Describe your skills, interests and other attributes that might be valuable to an employer.
3. Describe ways of turning an interview into a positive experience.
4. Outline opportunities that might be offered by employment.
5. Explain how employment can contribute to better health.

Elaborate

6. Use the **Interview techniques** weblink in the Resources tab to read more on interview techniques. Suggest five points that you consider to be important in making for a better interview.

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on Resources

🔗 **Weblink:** Interview techniques

2.6 Review

2.6.1 Summary

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

ESSENTIAL QUESTION

How do we turn challenges into opportunities and deal with issues or problems in a positive manner when things don't turn out quite the way we expect?

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

2.6.2 Key terms

adversity misfortune or difficulty

coping the thoughts, feelings and actions we use to manage concerns and problems

determination the quality that you show when you have decided to do something and you will not let anything stop you

interview a formal meeting in which an applicant is asked questions to determine their suitability for a particular job

personal growth the growth and enhancement of all aspects of an individual

Pharmaceutical Benefits Scheme (PBS) a program of the Australian Government that provides subsidised prescription drugs to residents of Australia

protective factors things that prevent or reduce the chances of something we don't want happening to us

referee a person willing to testify verbally or in writing about the character or ability of someone, especially an applicant for a job

resilience the ability to learn from difficulties and bounce back following misfortune

résumé formal presentation of a job applicant's education, skills, and work experience

risk assessment the process of evaluating the potential risks that may be involved in an activity or undertaking

self-management the taking of responsibility for one's own behaviour and well-being

self-monitoring observing and regulating one's own behavior in a social context

2.6 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]

Multiple choice quiz [online]

Check your understanding

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

ON Resources

Digital doc: Worksheet 2.4 Key terms quiz (doc-29304)

Digital doc: Worksheet 2.5 Multiple choice quiz (doc-29305)

Digital doc: Key terms glossary (doc-29306)

Weblink: Dealing with changes and challenges

TOPIC 3
Creating inclusive, equal and respectful relationships

3.1 Overview

3.1.1 Introduction

Relationships are a major part of your life; it is important that you develop relationships that are inclusive, equal and respectful. You need to practise a variety of skills such as empathy and active listening in order to nurture such relationships.

Other relationship skills include conflict resolution, negotiating consent, seeking help, providing feedback and asserting a stance in various situations. At times you may need to use these skills to help others.

You may sometimes encounter disrespectful relationships, which may affect you or someone you are close to. Disrespectful relationships may involve abuse, such as in the case of domestic violence situations. You need to have knowledge of and adopt protective practices when exposed to these relationships, ensuring that you are able to take control to keep yourself and others safe.

Supporting others, promoting diversity and being aware of and avoiding discriminatory practices are all important factors in building and maintaining relationships that are inclusive, equal and respectful.

Everybody needs inclusive, equal and respectful relationships in their lives.

On Resources

📽 **eLesson:** Creating inclusive, equal and respectful relationships (eles-2965)

📄 **Digital doc:** Key terms glossary (doc-29316)

ESSENTIAL QUESTION

How can we create inclusive, equal and respectful relationships for ourselves and others?

SYLLABUS OUTCOMES

A student:
- assesses their own and others' capacity to reflect on and respond positively to challenges (PD5-1)
- analyses factors and strategies that enhance inclusivity, equality and respectful relationships (PD5-3)
- assesses and applies self-management skills to effectively manage complex situations (PD5-9)
- critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts. (PD5-10)

3.2 Relationships

Your relationships are important components of your life. They help influence who you are and who you will become. During your life you will have many different relationships, from family, friends, peers, work colleagues and intimate relationships such as boyfriends/girlfriends. You need relationships to help fulfil your social, intellectual, spiritual, emotional and physical needs. There are a variety of interpersonal skills such as empathy and communication which are required to create **inclusive**, equal and respectful relationships.

3.2.1 What is a relationship?

Relationships are associations or attachments formed either by choice (school friends, neighbours, teammates) or because you are part of a family (siblings, parents and other relatives). Relationships exist between all sorts of people, such as mother and child, brother and sister, and girlfriend and boyfriend. As we mature, we place different importance on interactions with some people and our relationships change.

Relationships serve many purposes and may fulfil one or more of our social, intellectual, spiritual, emotional or physical needs. Depending on whether the relationship is with a family member, a partner, a teacher, a neighbour or someone else, these needs will vary.
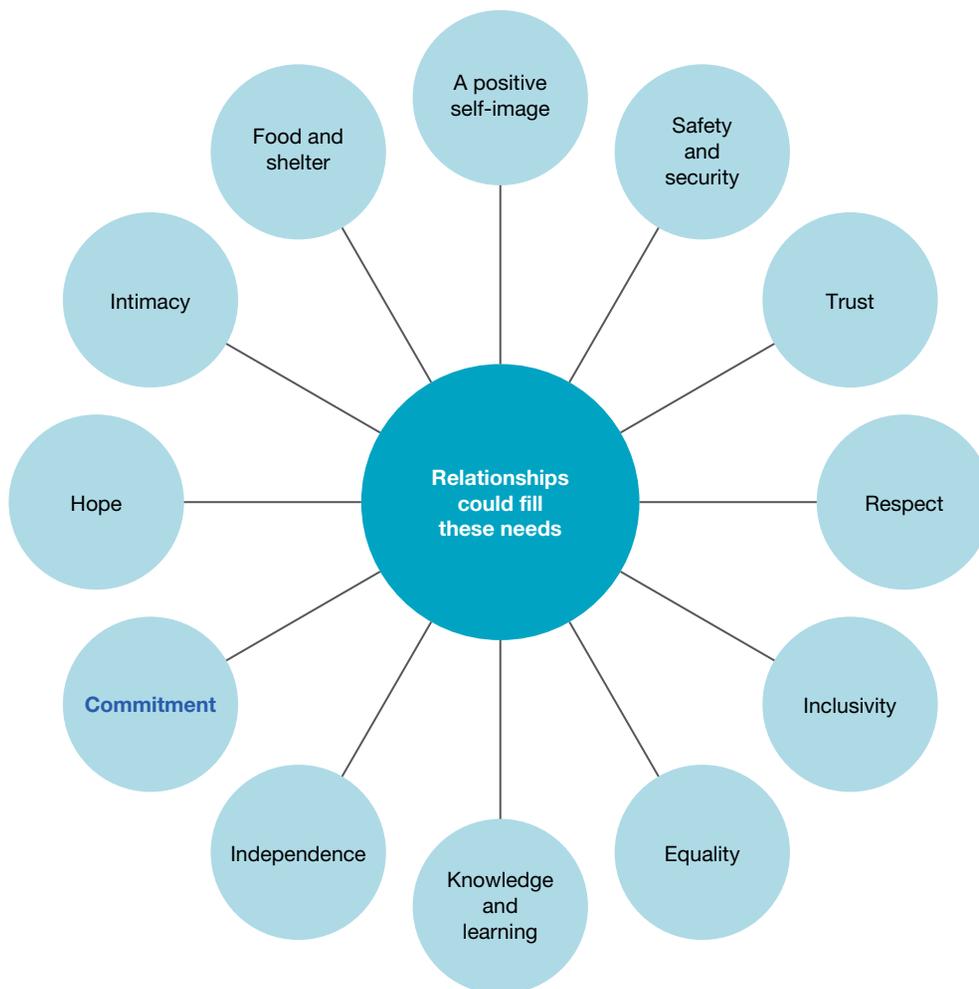
3.2.2 Components of inclusive and equal relationships

In order for a relationship to be inclusive and equal, all parties within the relationship need to feel included and supported. Thoughts, feelings and ideas need to be considered equally as everyone has a role to play in developing and maintaining the relationship.

Some components of inclusive, equal and respectful relationships include respect, trust, honesty, equality, safety, consistency and empathy.

Empathy

Empathy is the ability to relate to or identify with another person's feelings or situation — to be able to 'put yourself in someone else's shoes'. Empathy helps strengthen relationships and creates openness between people — it is a key tool in relationships. When empathy is absent, there is likely to be less consideration of each other's needs and feelings in the relationship; when it is present, people feel listened to and understood.

Empathy is important in supporting the balance of power between two people. Listening to the other person and allowing them to express their thoughts and feelings will help you understand how that person is feeling. This can help you also understand how your behaviour might affect them. You can then adapt your behaviour so you both feel valued and supported.

3.2.3 Relationship expectations

Everyone has the right to feel safe, to be treated with fairness, to be valued and to feel accepted for who they are. Respectful relationships are important because they contribute to your growth and sense of self-confidence; they promote healthy self-expression and awareness of yourself and others, and they enable you to feel accepted and free to be yourself.

Being in a respectful relationship doesn't mean that you won't have differences of opinion or disagreements. However, in respectful relationships when differences occur they are dealt with in ways that lead to a resolution or understanding. Conflict or differences occurring in respectful relationships can be worked out and do not have to damage the relationship.

People can have different expectations and needs in a relationship and can show their feelings in different ways. These expectations may affect their interactions. We need to recognise our different needs, reactions and expectations when in a relationship. **Communication**, empathy and active listening are essential. Communicating our expectations and feelings allows the relationship to be an effective and supportive one.

Everyone needs people they can trust and communicate with.

How we behave in certain relationships can determine whether we have a healthy, balanced relationship or not. Complete the **Behavioural expectations in relationships** worksheet in the Resources tab to explore the behaviours expected by individuals in different relationships.

On Resources

📄 **Digital doc:** Worksheet 3.1 Behavioural expectations in relationships (doc-29307)

DID YOU KNOW?
Research shows spending time with friends and family can increase your life expectancy. The more positive relationships a person has, the more likely he or she will enjoy a healthy lifestyle.

3.2.4 Influences on relationships

There are many influences on our relationships, which may be positive or negative. These influences include our family, friends, peer groups, intimate relationships, religion, gender and sexuality.

Family

When you are young, getting on with your parents can sometimes be a challenge. As you form your own personal identity, you may think differently from your parents and have different values and beliefs, which can lead to conflict at home or breakdowns in communication. As a teenager you want to be more independent and think and speak for yourself. This can be hard for parents to get used to. Parents can continue to be protective of you and want to influence what you do and how you do it. Ultimately this is because they want what is best for you, but this can sometimes feel overbearing.

Family can influence us in many ways.

Friends

Friendships we establish are usually based on common interests, such as hobbies and sports. Similarly, friends may drift apart because their interests and situations change and there is less to talk about or they have less in common. This situation is not necessarily negative; it shows that individuals are maturing and reassessing their interests.

We gain much support and confidence from friendships that are positive, enduring and meaningful. Loyalty, trust, respect, confidentiality, equity, acceptance, empathy and understanding are components of sound and ongoing friendships. We share fun, experiences, humour and memories with our friends. Even when situations occur that challenge the strength of a friendship, there is sufficient depth and support to enable it to survive. We find it easy to defend our friends when the bond of friendship is strong and intact. However, friendships are dynamic, and things change over time or as a result of circumstances. Friendships don't just happen; they must be worked on.

Just as a friendship can be a rewarding part of life, life can also be stressful when the friendship starts to falter. We may feel anxious, guilty, hurt or even jealous at these times. Not all friendships are healthy. Some friendships can be destructive, especially if people have different values or become too dependent on their friends. Negative peer pressure can influence decision-making and impact on the lives of all involved.

Anger and resentment are common negative feelings we encounter when friendships unexpectedly fall apart. It is difficult to remain objective and separate the problem from the person in these situations. We need to think carefully about the *reasons* behind the breakdown and work out ways to restore the friendship or, as painlessly as possible, to continue without that person in our life. Often, a lack of communication — the inability to listen to and be honest with friends — causes breakdowns in a friendship.

A lack of communication may cause a breakdown in a friendship.

Are you a good friend? Use the **What kind of friend are you?** and **Making friends** weblinks in the Resources tab to take a quiz and assess what type of friend you are. How accurate do you believe these kinds of quizzes are? What might be a better indication of your friendship skills? Think of ten characteristics you believe a good friend should have.

Peer groups

A **peer group** is a group of people who are roughly the same age as you and are from a similar background. We tend to relate well to our peers because of these two factors and we value their comments and attitudes. A peer group can be an influential and powerful aspect of our lives.

Peer groups exert pressure because belonging is an important human need.

Belonging to a peer group has many benefits. We can feel secure and confident in the knowledge that our peers will assist us, accept us and support us through thick and thin. We trust the members of the group and experience enjoyment through the activities we have in common and the personal qualities we appreciate in each other.

Sometimes there is a leader who directs the group, perhaps subtly, into 'acceptable' activities and behaviours. If this leader is well respected or asserts power in certain ways, then it is likely that the rest of the group will follow their actions. If members of the group are doubtful about becoming involved in any activity, then tension or conflict may develop within the group. This can become a very difficult and stressful situation, where group members need to make decisions regarding the appropriateness of the activity. Pressure from the leader or other group members may add to the dilemma of individuals trying to make sound decisions.

There are times when you may feel pressured by your peer group into doing something with which you are uncomfortable, but you may also feel the desire to still be accepted and part of the group. The decision about what to do will depend upon the strength of your own convictions, personal confidence and assertiveness. Family and/or cultural expectations and perhaps a sense of moral obligation may also play a role. The combination of these factors will lead you to a decision.

Intimate relationships

A relationship with a very close friend is an **intimate relationship**. There is a high level of sharing, trust, affection, understanding and personal disclosure of information in such a relationship. Sexual attraction may also be a feature. **Sexual activity** or intercourse may form part of an intimate relationship, but you can have intimacy without being physically intimate.

Affection can be shown in many ways.

Religion

Religion can influence inclusivity, equality and respect within relationships. If we are connected to a particular religion, the particular values and beliefs may influence how we interact with others. Some religions have certain values relating to the rights and responsibilities within relationships. For example, many religions place importance on a couple marrying before living together or having children.

Gender

Existing gender stereotypes may influence the inclusivity, equality and respect within relationships. Ideas about how males and females are supposed to act may impact certain behaviours. For example, males are often stereotyped as being less communicative about their thoughts and feelings than females are, which may place pressure on females to be the main communicator in the relationship. In respectful relationships, both males and females need to be open communicators and play equal roles in order to ensure that both parties' needs are understood and met.

Sexuality

Sexuality refers to who we are attracted to, whether this be males and/or females. It is important that we respect and support our friends and family members regardless of their sexuality. Inclusivity and equal treatment is important in supporting and fostering respectful relationships.

Every relationship in your life should be respectful.

3.2.5 Rights and responsibilities in relationships

Positive and respectful relationships are built on equality, respect and accountability. Each individual in a relationship has both rights and responsibilities. In any relationship you have the right to express your feelings and opinions, make decisions about yourself and have equal decision-making power, and feel safe and supported. In any relationship you have the responsibility to respect the other person's values, feelings and beliefs, communicate clearly and honestly, compromise and be considerate.

People in respectful relationships acknowledge that others may have a different view to them. Decisions and actions may differ between people. Have you ever known someone that changed their mind after they made a particular decision that also affected you? How did it make you feel? Have you ever made a decision and then changed your mind?

Complete the **Relationships — rights and responsibilities** worksheet in the Resources tab to explore what rights you have in certain relationships, and the responsibilities you need to deliver to others in those relationships.

3.2 Activities

Friendship strengths

1. Choose one of your friendships. Use the following questions to describe this relationship and to illustrate its unique nature.
   (a) What makes the relationship special?
   (b) What qualities or common interests do you and/or your friend have that make your friendship valuable?
   (c) What happens when an incident arises that challenges the friendship, such as accusations, jealousies, misinformation or gossip?

Relationship networks

2. (a) Create a list of all the relationships in your life. It may help to categorise them using a tree diagram or mind map.
   (b) Analyse how your personality, behaviour and role changes in each of these relationships.

Respectful relationships

3. With a partner, discuss how you create and maintain respectful relationships, then answer the following questions.
   (a) Which of your current relationships would you say are the most respectful?
   (b) Why is this?
   (c) What characteristics make these relationships respectful?
4. In order to be aware, balanced and make healthy choices, you need the building blocks of communication, trust and respect. These are the keys to a respectful relationship. What can you do if a relationship you are in is not respectful?

3.2 Check and challenge

Explain

1. What is a relationship?
2. How can relationships be inclusive, equal and respectful?
3. What role do family and peers have in our relationships?

Elaborate

4. What are rights and responsibilities in relationships?
5. Provide examples of key features in rewarding, meaningful and positive relationships.

Evaluate

6. Why are respectful relationships important?

3.3 Relationship skills

In relationships, there are various skills that are important in fostering respect. Communication, seeking help, understanding and seeking informed consent, providing feedback, negotiating needs, asserting a stance on an issue, resilience and conflict resolution are all important relationship skills you need to develop.

3.3.1 What are relationship skills?

Relationship skills are important in any relationship and are needed in order for us to develop and maintain positive relationships. It is important for individuals to use skills such as communication, negotiation and providing feedback. Communication is a key skill and often we need to use different types of communication to assist in developing inclusive and respectful relationships.

Communication

Communication involves both talking (clearly conveying a message) and listening (understanding the message). Positive communication shows interest in and respect for others, and is important for positive relationships. Chatting about general events and greeting acquaintances (for example, teachers, friends' parents or classmates) develops positive relationships or goodwill with people in your wider social network.

Eye contact is an important aspect of communication. Communication involves both talking and listening.

Effective communication allows you to:
- maintain friendships
- be part of valuable family relationships
- limit the misunderstandings that you have with people
- solve problems.

Communication is a skill that requires practice. We need to be sure that the words we use convey the messages we intend and express our feelings. Some people find it easier to write down what they would like to say, as this may be less threatening than face-to-face contact. It allows them to make sure that their intended message is conveyed effectively. When you need to talk to someone in person about a difficult topic, it helps to be prepared before you speak to the person.

When communicating, your **body language** conveys non-verbal messages about what you are saying. The way you stand, your gestures, the placement of your arms, the look on your face and the eye contact you make all reinforce the words you use to communicate. Verbal cues such as tone, volume and pitch also contribute meaning to the words you use. Sometimes, your body language can work against you. For example, when you are trying to be open with someone but have your arms crossed, it may give the impression that you are closing yourself off. Body language is also dependent on culture, so what may be okay in your culture may be offensive in another.

Seeking help

It is important to seek help in relationships if needed. We all experience difficult times in our lives and when we do, we often turn to those we are closest to and trust the most. When seeking help, it is important that the person you turn to is supportive. Seeking help is an important skill in a relationship and one that requires and encourages respect.

Providing feedback

Often in relationships, providing feedback to our friend, family member or partner is required. Feedback is essential in providing guidance and advice on a matter. In order for relationships to grow and develop, ongoing feedback is important. For example, when asking for advice about a difficult situation, providing some helpful feedback for that person is important.

Informed consent

The concept of 'informed consent' involves individuals fully understanding the nature of and agreeing to participate in a particular activity. For example, people typically talk about consent in the context of some kind of sexual or physical activity with a partner. In a healthy relationship, partners are able to openly talk about and agree on what kind of activity they would like to engage in. Whether it is holding hands, kissing, touching, intercourse, or anything else, it is essential for everyone in the relationship to feel comfortable with what's happening.

Negotiating needs in relationships

We all have different needs at different times and, in relationships, it helps to give and take in terms of each other's needs. This is the case in all relationships, including friendships, family relationships and partner relationships. So, how are these needs and differences negotiated in a respectful relationship? Respectful relationships acknowledge and consider everyone's needs, are flexible about individual choice, and acknowledge differences and strive to accommodate them.

When you are in a respectful relationship, one person doesn't need to put their needs aside for the other. It may mean communicating how you feel and being flexible at times, but it also means being true to yourself. It is not about trying to change someone, but rather striving to understand things from their perspective, even if your perspective is different.

Asserting a stance on an issue

Assertiveness is the ability to state your case without making someone else feel attacked. Generally, this is determined by the way something is said. Using 'I' statements is a good way to express your feelings about an issue. Such statements outline your view or feelings but also provide an opportunity for further discussion — they are not presented as statements of fact or ultimatums about what needs to happen for a resolution of the issue. For example, you might state your opinion in this manner:

'When (*a particular event happens*), I feel (*a certain feeling*). What I'd like is (*possible solution*).'

Often in relationships we need to take a stance on an issue we may feel strongly about. For example, standing up for yourself if there is an activity that you don't want to participate in.

Asserting a stance on an issue is a skill that takes practice; however, with practice, we can focus on:
- allowing both sides to be heard
- not being judgemental
- keeping confidentiality
- moving forward in a positive way
- not taking sides or laying blame
- attempting to achieve an outcome that is acceptable to both parties.

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

Sometimes it may seem easier to be passive in a conflict; however, if you find yourself being manipulated, bullied or forced into certain behaviour, it may affect your self-esteem and leave you feeling as if you have no control in the situation.

Conversely, being aggressive or having little or no respect for the feelings of others can build resentment and may have negative repercussions for your relationships. You may find that people lose respect for you

personally, or do not respect your decisions. You may also find that people become frightened of you rather than feeling that they can communicate openly to resolve issues.

Complete the **Being assertive** worksheet in the Resources tab to look at situations where assertiveness is important.

Resilience

We show resilience when we bounce back from difficult situations. Generally, the more resilience someone has, the better they can cope with unexpected changes and challenges.

Resilience is an important skill to have when faced with relationship challenges, for example, following arguments with friends or family. Keep working on your strengths.

Having a strong sense of self-worth is important for resilience.

3.3.2 Conflict resolution

All relationships will experience conflict to some degree. Conflict sometimes occurs when people hold different views. Conflict is an inevitable part of life. People grow, adapt, and clarify their beliefs and values by learning to resolve conflict.

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

Conflict can make people feel uncomfortable, guilty, frustrated, bitter and frightened. These feelings occur when people believe there is a right and wrong way of looking at things. We need to recognise that we all have different thoughts, feelings and experiences and, therefore, perceive things differently. It is normal for people to hold widely differing points of view. Usually, they simply 'agree to disagree'.

Conflict can cause heightened emotions. When you are confronted with a conflict situation, you will probably experience emotions such as feeling upset, disappointed, angry or frustrated. The ability to resolve conflict and achieve the best possible outcome requires considerable skill. While it is true that unresolved conflict will erode a relationship, it is also important to remember that effective conflict resolution will in fact strengthen it.

It is a good idea to work through a process to resolve the conflict. The following list may provide a helpful model:

Conflict can cause heightened emotions.

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

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

Conflicts need to be worked through. It is not healthy for people to ignore a conflict situation, hoping it will go away. Unresolved feelings and issues may emerge later in the relationship and

become more destructive. When two people are able to resolve conflicts effectively, their relationship is often enhanced, or strengthened, as a result.

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

Conflict can be resolved through negotiation that aims to satisfy everyone. Some misunderstandings may be solved through effective communication; that is, by talking and listening to one another. Other conflicts may require some compromise to solve the problem. This may involve adjusting an opinion. Conflict resolution is a learned skill and, like any skill, improves with practice.

When you experience conflict, try to use the following conflict resolution skills:

- Focus on solving the problem, not attacking the people involved.
- Recognise that other people may perceive the problem differently.
- When expressing your view, use only 'I' statements, such as 'I think … ', 'I feel … ' and 'I want … ', rather than 'you said … ' or 'you did … '.
- Listen to what each person is saying and check that you have understood their point of view.
- Look for a solution that will satisfy everyone — often, compromise is needed.

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

Practise solving a small conflict in groups of three. One person takes on the role of the observer and can then inform the other two how well they used conflict-resolution skills. For more practice, complete the **Conflict resolution** worksheet in the Resources tab.

on Resources

📄 **Digital doc:** Worksheet 3.3 Being assertive (doc-29309)

📄 **Digital doc:** Worksheet 3.4 Conflict resolution (doc-29310)

🔗 **Weblink:** Avoiding conflict

3.3 Activities
Role-playing relationships

1. In pairs, role-play each of the following scenarios, making sure you use open body language and effective communication skills. Practise choosing the right words so you convey the message that you want the other person to receive.

▶

- *Mother and daughter.* The daughter is considering becoming sexually active and would like to use the pill but feels that she needs to discuss this with her mother and seek her advice.
- *Girlfriend and boyfriend.* The time seems to be right to consider sexual activity. You need to talk about the way you are feeling and discuss safe sex and contraception options with each other.
- *Teenager and parent.* You feel that you have no independence or freedom and are not appreciated at home. You seem always to be in trouble for doing the wrong thing and feel that you can do nothing right. You need to discuss the way you are feeling with your parent.
- *Two good friends.* You have been friends for a long time. You are beginning to feel intimate feelings for the other person, but are not sure what your friend feels. You need to talk to each other about how things have changed and the way you now feel about each other.
- *Couple in a relationship.* You have been going out for a long time but your relationship has deteriorated. You are both unhappy and are unintentionally hurting each other. You need to talk about how you are feeling and find a solution that is best for everyone involved.
- *Girlfriends or mates.* You have been friends for a long time and know each other very well. However, you feel that you are drifting apart as you begin to mix with different peer groups and reassess your values. You are feeling isolated and guilty. You need to tell your friend how you are feeling.
- *Same-sex partners.* You have been going out for a short time but you are happy about your relationship and want to talk to your friends about it. Your partner, however, does not want others to know about the relationship, for various reasons. You need to talk to your partner about what you are going to do.

Conflict resolution

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

3.3 Check and challenge

Explain

1. List five ways you can express your feelings in a relationship without words.
2. What personal characteristics do you think are important for both people to possess in an intimate relationship? Why?
3. What elements are important in fostering positive and respectful relationships?
4. What is the difference between rights and responsibilities in relationships? Give an example of each.
5. Identify and explain three areas in relationships where conflicts might occur.

Elaborate

6. Describe a situation where a sense of empathy would improve the relationship.
7. Describe ways of resolving conflict.
8. Why is communication so important in a relationship?

Evaluate

9. In what circumstances might you need to enlist conflict resolution skills?
10. Evaluate the role of mediation in conflict resolution.

3.4 Developing respectful relationships

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

3.4.1 Setting ground rules and boundaries

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

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

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

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

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

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

Setting ground rules at the start of a new relationship can help make it a positive experience for both people.

Building respectful relationships takes hard work and skill.

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

HEALTH FACT

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

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on Resources

🔗 **Weblink:** Setting ground rules

3.4.2 Decision-making in relationships

How do we make responsible decisions? These can be difficult to make because we often feel we have to sacrifice or compromise things we enjoy in order to be responsible. When facing a difficult decision, ask yourself the following questions.

- What do I need to make a decision about?
- What are the options?
- What other information do I need to help me make the right decision?
- What things are influencing my decision? Are my family, friends, school, culture or religion expecting a particular decision from me?
- What effect will my decision have on me and on other people?
- Who can help me with this decision? Do I have a support network made up of parents/guardians, friends, GPs, school counsellors and teachers who can give me advice or guidance?

Making good decisions can keep you safe.

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

When making a decision, it is important to examine all the alternatives available. For each alternative, consider the consequences and how they could impact on your health and safety. If the decision impacts on another person, consider the alternatives from the other person's perspective and the consequences for both of you. The decision you make needs to support your health and safety and that of others involved. Before you act, review your decision. If you find that you are not comfortable with any aspect of it, think it through again. Clear thinking and trusting your feelings will help you make the right decision for yourself and those around you.

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

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

DID YOU KNOW?

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

—*Theodore Roosevelt*

On Resources

📄 **Digital doc:** Worksheet 3.5 Relationship rules! (doc-29311)

3.4.3 Active listening

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

- 'Do you mean … '
- 'I'm unsure of what you are trying to tell me, can you explain … '

To show that they are paying attention the listener can also show physical signs of attention such as maintaining eye contact, giving small smiles of agreement, nodding their head occasionally to show understanding, leaning towards the speaker and avoiding becoming distracted by things like the time, a phone or other people.

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

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

Active listening and empathy are important relationship skills.

3.4 Activities

Negotiating a win–win

1. Read the scenario below and then answer the following questions.

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

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

Improving your active listening ability

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

Appropriate use of personal power

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

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

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

(a) Discuss ways in which each person with the power could use their power in a positive way.

(b) Choose one scenario and role-play the situation so the use of power contributes positively to the relationship. Alternatively, devise your own scenario and role-play it.

(c) As a class, discuss each group's role-play and determine how power was used and how it contributed to positive relationships.

on Resources

🔗 **Weblink:** Listening game

3.4 Check and challenge

Explain

1. What is meant by 'equal and respectful' relationships?
2. Why is it important to set rules and boundaries at the start of a new relationship?
3. Explain, using examples, how people can use their personal power to build positive relationships.

Elaborate

4. Identify and describe the skills necessary to build an equal and respectful relationship.

Evaluate

5. Evaluate the role of active listening in positive communication.
6. Evaluate the importance of understanding in effective negotiation.
7. Use the **Apollo 13** weblink in the Resources tab to view the clip on decision-making. Describe examples about when you may have to make quick decisions in relationships which will impact on you and the other person.

on Resources

🔗 **Weblink:** Apollo 13

3.5 Disrespectful relationships

In your life you may at times need to deal with relationships that are disrespectful. This may include situations where someone exerts more power over you, bystander behaviour, cyberbullying, family/domestic violence, dating violence, harassment and sexual harassment. In these situations, it is important to deal with them in a positive manner and seek help from others.

3.5.1 Dealing with disrespectful relationships

Sometimes people can treat us disrespectfully no matter what we do. At times, it is not possible to influence how others behave towards us, despite our best efforts. If you feel you are being treated disrespectfully, where possible let the person know how you are feeling, in case they aren't aware of their impact on you. If this doesn't help, you can try to remove yourself from them. If you cannot move away from someone who is hurting or disrespecting you, seek help or talk to someone you trust. When you seek help, you are showing respect for yourself.

To practise how to deal with challenging or unsafe situations, complete the **Challenging or unsafe situations in relationships** worksheet in the Resources tab.

Balance of power in relationships

Having a balance of power in a relationship means that the relationship is not one-sided: one person does not have more control or power than the other. Communication is the key to staying in balance. Both parties need to talk about what the other person wants and listen to what the other person has to say. Both of you will have your own opinions, and that means you have to work together to balance what you both want.

You and your friends probably have similar interests, but you are not completely the same. Likewise, you may share common interests with family or your partner, but that doesn't make you the same person. You can certainly do things together, but remember that you can have different interests, too. Make sure you and your partner/friend have time to pursue your own interests as well. If you change in a relationship and adopt all of the other person's favourite things, hobbies and lifestyles, the relationship becomes unbalanced.

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

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

The following are examples of using power negatively:
- family and domestic violence
- bullying, including cyberbullying.

'Upstander' behaviour

We all need help sometimes and part of being in a respectful relationship is to help others when they need it. In particular, it is important to demonstrate appropriate **bystander** behaviour if you see someone being treated negatively. A bystander is someone who sees or knows about bullying or other forms of violence that is happening to someone else. Bystanders can be either part of the bullying problem or an important part of the solution to stop bullying by being an 'upstander' who speaks up against the bullying and supports the victim.

Sometimes people who witness bullying choose not to intervene for a number of reasons, including the fear of becoming the next target or not wanting to make the situation worse; this person is called a passive bystander. In situations where bullies face no opposition, they may interpret silence as encouragement to continue behaving badly. It is important for bystanders to judge how they can safely intervene to support a target; this is called being an upstander.

Upstanders can play an important role in influencing the outcome of a bullying situation. Their decision to step in and help someone has a greater chance of stopping

Bystanders should become upstanders to help stop bullying.

the bullying than if they were to do nothing. Not all bullying incidents are the same, and sometimes it can be difficult for bystanders to know how to intervene safely without making the situation worse for themselves and the target.

Cyberbullying

Think about a time when you may have seen instances of **cyberbullying** online. What is something positive you could do, or the option that you would feel safest in doing, if you witness:

- someone repeatedly sending abusive text messages to another person
- an inappropriately tagged photo of someone in your year group — the photo is humiliating and has attracted many hurtful comments
- a friend excluding a member of your friendship group from a party posted online.

List any of the tips you have used yourself in a cyberbullying situation. If you haven't been involved in a cyberbullying situation, what do you think you would do? What steps would you take?

Have you ever been a passive bystander — you knew cyberbullying was occurring but you did nothing about it? If so, what were your reasons for keeping it to yourself?

Who would you talk to in the following situations?

- You tagged a photo of someone else without permission and now you regret it.
- You received a 'sext message' from someone at another school.
- You hear a group discussing some explicit content they shared on Facebook about another classmate.
- Someone tagged you in a photo and you did not give permission, and you know who it was.
- Two students in your year level have been sexting each other.

What can you do?

If you know cyberbullying is occurring, take the following steps to ensure you are being an upstander.

- Don't take part or join in — that means not commenting on posts, photos or videos about other people if it will be hurtful.
- Don't share information online, unless the person gives you permission — no forwarding of images, videos or posts.
- Leave groups or conversations that are negative.
- Tell someone who can help/do something about the situation.
- Support the person being bullied — let them know it is not okay and you are there for them.
- Tell the bullies to stop (if you have the confidence and feel safe to do so!).

Remember, upstanders have an important role to play in cyberbullying situations. Their actions can help to stop the behaviour. If you are not part of the solution, you are part of the problem, so let's put an end to cyberbullying.

3.5.2 Ethical and responsible use of social media

Social networking sites are a big part of a teenager's social life. Social media is used to interact with peers, form communities and build connections with others who share common interests. Research shows that when teenagers get positive feedback on social networking sites their self-esteem is boosted, but when they get negative feedback, it lowers their self-esteem. So, it is essential to ensure we use social media in positive ways so we are not affecting others negatively.

Online relationships need to be treated respectfully as with offline relationships and

Self-esteem can be affected, both positively and negatively, by social media.

social media needs to be used responsibly and ethically. Sharing material online, such as photos and information, should be done in a safe and respectful manner, without sharing anything inappropriate or offensive.

Does your school or sporting club have a social media policy? Why is it important that everyone abides by the guidelines? Discuss with your class the reasons for having policies around the use of social media. What would you include on your policy and why?

3.5.3 Types of abusive relationships

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

Unfortunately, relationships are not always positive. In unsafe relationships, there is an abuse of power. One person uses their power to control, dominate or hurt the other person. Abuse in relationships can take many forms, including physical abuse, sexual abuse and emotional abuse. Abuse can occur in many settings including within families, within intimate relationships or when dating, and as sexual harassment through jokes, comments, internet and physical contact. To prevent relationships becoming abusive, we must first understand the nature and extent of abuse.

Use the **Identifying abusive behaviour** weblink in the Resources tab to identify examples of abuse and the qualities that are recommended for positive relationships.

On Resources

📄 **Digital doc:** Worksheet 3.6 Challenging or unsafe situations in relationships (doc-29312)

🔗 **Weblink:** Identifying abusive behaviour

Research shows that in most relationships, males are more likely to be the abusers and females are more likely to be the people being abused. This can be attributed to many factors, but the most significant is the impact of gender stereotypes in society. Traditionally, males are expected to be strong and tough. This expectation often leads to males believing they have to dominate girls in relationships. This can lead to abusive relationships. However, abuse takes many forms and anyone can experience it; the key is being able to recognise abusive behaviours.

Abuse of power in relationships

Physical abuse	Sexual abuse	Emotional abuse
Examples	*Examples*	*Examples*
• Hitting	• Unwanted touching	• Repeated insults
• Biting	• Unwanted sexual activity	• Put downs
• Kicking		• Lack of affection
• Punching		• Financial abuse
		• Social isolation
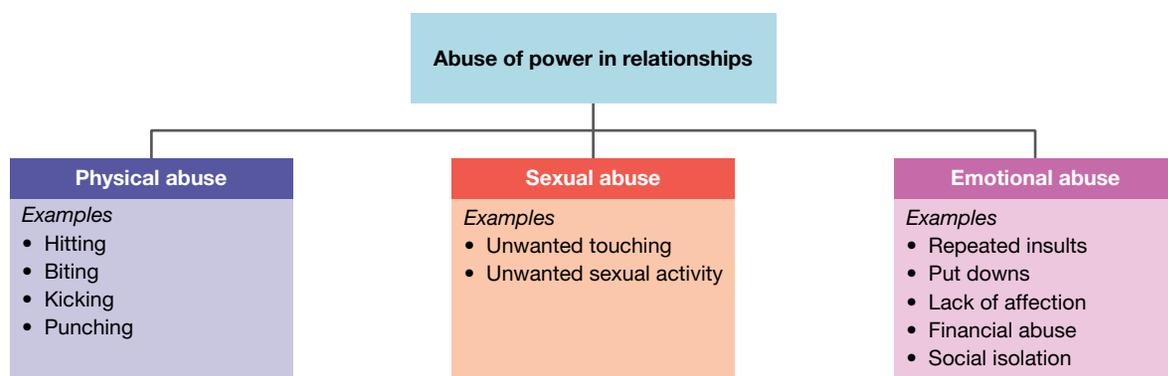
Abuse can occur in all types of relationships. It can be between a married couple, a **de facto** couple, a same-sex attracted couple, between friends, family members, a boss and an employee, or a coach and an athlete. It is essential that young people keep track of how they feel and monitor how others are treating them so they can recognise when a relationship is abusive. This may be difficult because the person doing the abuse may be someone who is supposed to provide care, love and support, such as a parent, family member, friend or partner.

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

Abuse can occur in many different situations.

3.5.4 Family and domestic violence

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

Family and **domestic violence** is an abuse of power within a relationship (married or de facto) or between partners or former partners. Examples of domestic violence include:

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

Even in families that seem close and supportive, family violence may occur.

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

HEALTH FACT

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

3.5.5 Dating violence

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

Young people may need support to change their abusive behaviour.

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

3.5.6 Harassment and sexual harassment

Harassment is any unwanted behaviour that is intended to upset. This may involve yelling, pushing or shoving. It is important to take a stand if experiencing harassment in a relationship as it can sometimes turn into more violent behaviour.

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

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

DID YOU KNOW?

Australian statistics show that violence is a significant problem in our community. A quarter of young people have witnessed violence in their homes, women are more likely to be abused by a partner than a stranger and men are more likely to experience violence from strangers. For young women, the risk of violence is three to four times higher than the risk for women overall.

3.5 Activities

Power, conflict and cooperation

1. Read the following three scenarios and then answer the questions below.
   - A group of popular Year 9 girls has volunteered to be mentors for the incoming Year 7 students. They take time to talk to them and show them around the school. Often they take turns to mediate when there is conflict between the Year 7 students.
   - An employer hires two 16-year-old boys to work as kitchen hands in his café. He promises them a promotion to waiter positions, where they will earn more money and tips, if they work hard. Both young people are always on time for work and do everything they are supposed to and work well. However, the employer hires other people for the waiter positions. The boys are really annoyed and get into an argument with their employer. He fires them.
   - A 15-year-old girl asks her dad if she can go shopping with some friends. Her dad asks her if she has done her homework and tidied her room. This is a long-standing agreement between them. She says she has completed these tasks so he lets her go. While she is out, her dad goes to put some clean clothes in her room and realises she has lied: the room is a mess. He is furious and calls her mobile, telling her to come home immediately.

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

Take a position

2. (a) In groups of six, read each of the following statements and decide whether you agree or disagree with the statement, or if you are undecided.
      i. When it comes to sex, 'no' means 'no'!
      ii. Young men are more highly sexed than young women.
      iii. All boys who aren't good at sport are probably gay.
      iv. Jokes based on sex are not offensive.
      v. It's okay to pressure your partner to be sexually active with you.
      vi. Dating violence only happens in heterosexual relationships.
      vii. If she doesn't say 'no', then she wants sex.
   (b) Take it in turns to choose one statement and explain to the group why you agree or disagree, or if you found it difficult to take a position either way.
   (c) As a class, discuss each statement and identify why some people sexually harass or are sexually abusive towards other people.

Ethical online behaviour

3. Use the **Sexting** and **Social networking** weblinks in the Resources tab to read information about safe online behaviour and answer the questions below.
   (a) What is sexting and how can you keep yourself safe?
   (b) What do you need to do for safe social networking?
   (c) How can you control your privacy settings?
   (d) What are the risks of social networking?

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on Resources

🔗 **Weblink:** Sexting
🔗 **Weblink:** Social networking

3.6 Actions to stay safe in relationships

Experiencing an abusive relationship can permanently affect your ability to develop and sustain positive relationships. However, there are measures that you can take to reduce the risk of harm in unsafe situations.

3.6.1 Impacts of abuse

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

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

Someone experiencing abuse may lose interest in school and other activities.

For children growing up in an abusive environment, one of the impacts of this abuse is the potential to learn abusive behaviours themselves as a way of dealing with issues and interacting with others. Use the **Learning abusive behaviours** weblinks in the Resources tab to find out how children can learn abusive behaviours from their parents. How do you think we can break the cycle of abuse in families?

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

on Resources

🔗 **Weblink:** Learning abusive behaviours 1
🔗 **Weblink:** Learning abusive behaviours 2

3.6.2 Staying safe: trust, talk, take control

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

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

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

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

Strategies to reduce the risk of harm.

Taking notice	This is about being aware of your surroundings. If you are at a party, for example, keep track of your friends and be aware of people getting drunk or abusive.
Staying away	This is about avoiding or leaving situations that you know are unsafe for you. For example, deciding not to get into a car alone with someone you don't know well, or who is bigger and stronger than you.
Reducing the risk	This is about taking action to reduce the risk in unsafe and harmful situations. Sometimes it is helpful to plan ahead. For example, plan a number of options to get home safely when you are out at night with friends.
Stepping back	This is about choosing not to get involved in situations that are risky. You may need to leave the situation or choose not to get involved physically or verbally in potentially dangerous situations. For example, leave a party if people start to get aggressive or violent.
Speaking up	This is about being assertive. Say 'no' and stick up for your rights in a way that is respectful of others. Say 'no' to your partner, for example, if they are pressuring you to do something you don't want to do.

DID YOU KNOW?

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

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

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

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

Who is in your support network?

3.6 Activities

Keeping safe in a domestic violence situation

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

Trust, talk, take control

2. In pairs, read the three scenarios below, then use the 'trust, talk, take control' strategy to discuss and write answers for the questions that follow.
   - A group of friends are going to a beach party on Saturday night. Lisa hears a Year 12 guy say to his mates that it will be easy to get some action with Lisa's friend Cherie at the party, because she likes drinking and will probably be drunk.
   - Karina and her friends are planning to go to an all-night dance party for the end-of-school celebration. Thousands of tickets have been sold. Karina has heard that at last year's party there were a lot of older guys.
   - Susanne and Lucas have been going out for 10 months. Lucas gets angry if Susanne doesn't let him know what she is doing or who she is with when they're not spending time with each other. One time, Lucas punched a wall when Susanne spent the night at a friend's house.
   (a) What is the level of risk in each situation? Explain.
   (b) What might each person feel and think in each situation?
   (c) Who might each person talk to for help or advice? Why are they suitable people?
   (d) What strategies could each person use in planning to keep safe in these situations?

Protective strategies

3. Using the **Reachout – Domestic violence**, **Bullying** and **Sexual harassment** weblinks in the Resources tab, propose a variety of suitable protective strategies for the following neglect and abuse situations:
   - family and domestic violence
   - bullying
   - sexual harassment.

on Resources

🔗 **Weblink:** Reachout – Domestic violence
🔗 **Weblink:** Reachout – Bullying
🔗 **Weblink:** Reachout – Sexual harassment

3.6 Check and challenge

Explain

1. Explain why some relationships are abusive.
2. Identify and explain some personal safety strategies you could use in an abusive relationship.
3. Explain why it is important to plan for your safety.
4. What are support networks and why are they important?
5. Devise and explain a list of five strategies that young people could use to protect themselves from dating violence.

Elaborate

6. Why is domestic violence harmful to everyone?
7. Describe the impact that violence and abuse can have on an individual and their relationships.
8. Describe how a lack of cooperation in a relationship leads to conflict. Provide an example to support your explanation.

Evaluate

9. Identify and evaluate two situations in which abuse may occur and provide strategies to help reduce the risk and keep the person safe.
10. Technology abuse is a very serious form of abuse. Use the **That's not cool!** weblink in the Resources tab to identify types of technology abuse by trying the activities provided.

on Resources

🔗 **Weblink:** That's not cool!

3.7 Discrimination

Discrimination occurs at all levels of society. Whether it is direct or indirect, discrimination in all forms is against the law and is seen as an abuse of power. Identifying discriminatory behaviours and practices is the first step in prevention. For relationships to be respectful, discrimination should be avoided in order for everyone to be supported and treated equally.

3.7.1 Discrimination in society

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

> **DID YOU KNOW?**
>
> I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.
>
> —*Martin Luther King*

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

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

According to the Anti-Discrimination Board of NSW, under the state *Anti-Discrimination Act 1977*, it is against the law to discriminate on the following grounds:

Anyone could experience discrimination

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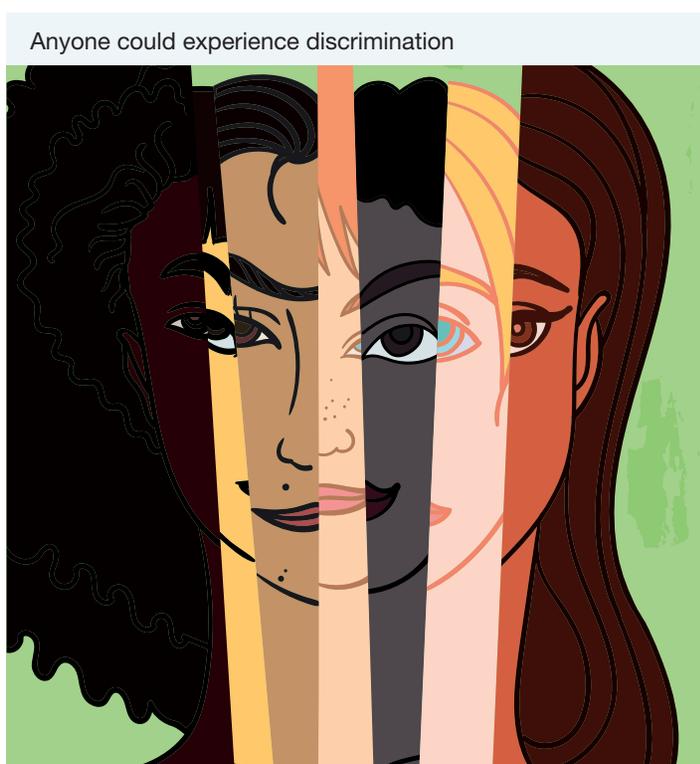
DID YOU KNOW?

The fight for equal pay for women and men was a major issue in the 1960s. At the start of 2018 Australia's gender pay gap for full-time work was 15.3%.

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

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

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

Vilification is a rude expression or behaviour that is intended to offend. The following are examples of vilification:
- graffiti
- speeches or statements made in public
- abuse that happens in public
- statements or remarks in the media (newspaper, television, journals or radio)
- wearing badges, symbols or clothing that are racist, homophobic and so on
- gestures made in public
- posters or stickers in a public space.

Unfortunately, discrimination still exists in many areas of Australian society. There are many groups of people who are not treated fairly or valued the same as other groups. The health of Indigenous Australians is often worse than that of non-Indigenous Australians which can be attributed to unfair treatment of Indigenous Australians, both now and in the past.

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

Discrimination negatively affects health and wellbeing.

- *images presented in the media* — World events such as war and terrorism, when reported in the media, can have the effect of heightening emotions and reinforcing stereotypes. This can lead to discrimination against people because they belong to a particular culture or they were born in a different country.
- *lack of understanding* — People who have not experienced or interacted with a range of people who are different from them may be narrow-minded.
- *stereotypes* — People may judge others based on narrow understandings of particular groups of people. Some have the absurd belief, for example, that all Muslims are potential terrorists.
- *lack of anti-discrimination legislation* — There is inconsistency in anti-discrimination legislation. For example, in public education institutions it is illegal to discriminate against people who are homosexual, but this law may not apply in religious education institutions.
- *gender expectations* — Some men believe that if you are gay or if you don't display stereotypical male characteristics, you are not a 'real' man. This belief leads some males to harass and vilify others.

- *cultural beliefs* — There are some cultures that see males as superior to females. In these groups of people, females are not treated as equal.
- *unequal legislation* — Some people believe that there should be differences in legislation based on gender. For example, payment in the workplace or in sport. Men are often paid more in the workplace than women which results in a gender pay gap.
- *sexism* — Some people believe that women are not as strong and capable as men and that they are inferior. Such beliefs could lead to women not being hired for certain types of employment, such as in the construction industry.
- *socioeconomic circumstance* — Inequities exist in our society in relation to people's ability to access services because of their financial status. For example, many people on low incomes cannot afford private health insurance.

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

on Resources

Digital doc: Worksheet 3.7 Discrimination, harassment and vilification (doc-29313)

Weblink: No more discrimination

3.7 Activities

Discrimination in your community

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

Know your rights

2. Explore the **Know your rights: Aboriginal and Torres Strait Islanders** weblink in the Resources tab and discuss how you can prevent discrimination and promote respectful relationships for Aboriginal and Torres Strait Islander peoples.

Against homophobia and transphobia

3. Use the **Against homophobia and transphobia** weblink in the Resources tab to read the information provided. In pairs, answer the following:
   (a) What are some inappropriate behaviours regarding homophobia and transphobia?
   (b) What are some protective strategies that you can use to help prevent this behaviour?

on Resources

Weblink: Know your rights: Aboriginal and Torres Strait Islanders
Weblink: Against homophobia and transphobia

3.7 Check and challenge

Explain

1. Outline the forms of discrimination covered under the New South Wales *Anti-Discrimination Act*.
2. Identify examples of negative views that exist within your community in relation to difference and diversity. Explain why you think they exist.
3. Why is it important to challenge discrimination, harassment and vilification?

Elaborate

4. Describe the impact that discrimination, harassment and vilification can have on marginalised groups of people, such as people from non–English-speaking backgrounds, poor people and same-sex attracted people.
5. Use the **Gender discrimination** weblink in the Resources tab to watch the clips on gender and religious-based discrimination. Now imagine you are the boss of a big Australian company. Describe strategies you could put in place in your workplace to protect individuals from discrimination.

on Resources

Weblink: Gender discrimination

3.8 Diversity is something to celebrate

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

3.8.1 Affirming diversity through inclusion

The first step in developing respectful relationships with people who are different from you is taking time to get to know them, not judging them because they belong to a particular group, being empathetic and showing ethical behaviour. Having an understanding of people's lives, their culture and beliefs can help you to appreciate the differences that exist between people and groups of people. How much do you know about the cultural background of those in your class? Consider how often you eat food that originates from other cultures during a normal week. How does variety and multiculturalism enrich your life?

Diversity provides us with different perspectives and choices in life.

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

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

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

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

Imagine what it would be like if everyone you met put you down or thought you were worth less than them because you were different from what they thought was 'normal'. When people belong to a particular culture, speak a different language, have different coloured skin or a disability, are poor, gay or Indigenous, they are more likely to be discriminated against. One of the significant factors contributing to this discrimination is the existence of stereotypes, which can lead to people having preconceived ideas about individuals based on the particular group or groups to which they may belong. But it is important to remember that even within these groups, there is great diversity.

HEALTH FACT

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

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

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

Not assuming that everyone is heterosexual	Using inclusive language	Not assuming people from the same group are the same	Treating everyone as an individual
Not assuming that everyone has the same abilities			Questioning other people's prejudices
Challenging stereotypes	**Strategies to build inclusion, empathy and compassion**		Being an upstander when discrimination is happening
Treating everyone with respect, regardless of difference	Remembering everyone has the right to be safe and no-one has the right to abuse others	Being aware that there is more than one way to express masculinity and femininity	Speaking up against discrimination and harassment

3.8.2 Demonstrating empathy and compassion

Demonstrating empathy and compassion is important in appreciating difference and diversity. We need to be supportive of other cultures, individuals and groups such as Aboriginal and Torres Strait Islanders in order to promote and foster equal and respectful relationships within Australian society.

National 'Sorry Day' was first held in 1998 as a step towards reconciliation and as a way to reflect on the history of the Stolen Generations. This day is held each year and is an important part of promoting positive relationships between Indigenous and non-Indigenous Australians.

3.8.3 Advocating diversity

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

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

3.8 Activities

Difference and diversity

1. In groups of four, undertake the following tasks:
   (a) Using the image in section 3.8.1, brainstorm a list of differences you think exist between the people in the photo.
   (b) Suggest how these groups of people are valued in our society; for example, variety in restaurant menus.
   (c) Why are some groups of people not valued and often marginalised?
   (d) Give examples of negative community values related to diversity. What could you do as individuals, or as a group, to challenge these?
   (e) What is the impact on individuals and the community when groups are marginalised?
   (f) As a group, brainstorm a list of reasons why all people and groups of people should be valued by society. Why does diversity offer opportunities?

Challenging stereotypes

2. (a) As a class, brainstorm a list of words that people associate with each of the following groups:
   - Aboriginal and Torres Strait Islander peoples
   - gay people
   - Asian people
   - Muslims
   - people with a disability.
   (b) Discuss the stereotypes associated with each group. Identify the words on your list that are associated with stereotypes. Are they positive or negative?
   (c) As a class, discuss why stereotypes are a barrier to affirming diversity.
   (d) Identify strategies that individuals and groups could use to affirm difference and diversity.

Advocacy strategy

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

3.8 Check and challenge

Explain

1. What are the benefits of living in a diverse community?
2. Explain how you can build inclusion.
3. How can you challenge negative community values and images regarding diversity?

Elaborate

4. What advice would you give someone who finds it difficult to accept difference and diversity?
5. Are your values supportive of difference and diversity? If not, how could you become more supportive?

Evaluate

6. Evaluate why it is important to value difference.
7. Describe your attitudes, feelings and behaviours towards people or groups of people who are different.

3.9 Supporting others

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

3.9.1 How to promote diversity, equity and inclusiveness

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

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

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

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

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

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

HEALTH FACT

The life expectancy for Indigenous Australians is around 10 years less than for non-Indigenous Australians. Indigenous males can expect to live to 69 years while Indigenous women can expect to live 73 years. Indigenous death rates are highest for ages 25–64 years in comparison with non-Indigenous rates.

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

Processes to help you challenge inequities include the following:

- *recognising inequities* — This means being conscious of the differences between people and being aware of attitudes, behaviours and language used by others to highlight differences in a negative way; an example is recognising homophobic bullying.
- *advocating for others* — This means taking action to support others who are discriminated against; for example, letting bullies know that their behaviour is not right or acceptable and that you do not agree with it.
- *role modelling inclusive language and behaviours* — This means ensuring you are equitable in how you treat others and the language you use. Do not use words that stereotype people. Accept people for who they are, not for the group to which they belong.

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

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

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

Inclusive language ensures others don't feel isolated.

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

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

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

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

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

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

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

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

DID YOU KNOW?

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

3.9 Activities

Identifying and challenging inequities

1. In pairs, undertake the following tasks:
   (a) Identify and discuss inequities that exist between people or groups of people in your school or local community.
   (b) Suggest why such inequities have developed.
   (c) How can these inequities influence a person's sense of self?
   (d) What could you do to advocate for the rights of people who are not being treated fairly, or who are being discriminated against within your school and the wider community?

Finding appropriate community support

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

▶

(a) what the service provides (for example, medical service, counselling, creative arts and health programs, written information, financial assistance, legal assistance, support groups and friendship groups)

(b) the contact details, location and costs

(c) the group they cater for (for example, young parents, same-sex attracted young people, homeless young people, young people who have been, or are being, abused, Indigenous young people, young people being harassed in the workplace or with mental health problems or those who have dropped out of school and are unemployed).

3.9 Check and challenge

Explain

1. Explain why some people discriminate against others.
2. Explain what the term 'valuing diversity' means. Why is it important?
3. Explain what it means to be 'inclusive'.
4. Do you think adopting inclusive behaviour and language in your interactions with others will support their sense of self? Explain your thoughts.

Elaborate

5. Describe the effect that discrimination can have on people's sense of self.

3.10 Review

3.10.1 Summary

- To ensure relationships are respectful, it is essential to set ground rules and boundaries when forming new relationships.
- Respectful relationship skills include active listening, negotiating, working through conflict, empathy, informed consent, providing feedback and asserting a stance on an issue.
- In relationships that are not safe, there is an abuse of power.
- There are many types of abuse in relationships including physical, sexual and emotional.
- Sexual assault includes any sexual activity carried out against the will of the victim by coercion, intimidation or violence.
- Dating violence occurs when one person in a relationship abuses their power using force, manipulation or coercion to dominate the other person.
- There are many strategies we can use to affirm diversity including the language we use, treating people as equals, speaking up against discrimination and showing respect.
- Discrimination means treating someone unfairly because they belong to a particular group of people.
- It is against the law to discriminate on grounds of sex, race, age, marital status, homosexuality, disability, transgender and carer's responsibility.
- Diversity refers to the broad range of differences that exist between people and communities, including aspects of gender, race, geographic location, culture, socioeconomic background, abilities and interests, age, disability, religion and sexuality.
- Demonstrating empathy and compassion is important in appreciating difference and diversity.
- We can help all people to feel valued by accepting other people, and groups of people, for who they are, and seeing their differences as something that can add to our society.

3.10.2 Key terms

active listening one component of positive communication where the listener reflects back what is being said to clarify the speaker's message or to let the speaker know that they understand the message

advocating diversity actively promoting the interests of the diverse groups that exist in our society

assertive self-assured; able to ask for what one wants in a respectful way; stating a feeling, belief or opinion clearly and confidently

AVO a court order placing certain restrictions on a potentially offending party

body language non-verbal cues that can be read from the way a person holds his or her body

bystander person who is aware that a bullying situation is occurring but is not directly involved in it

commitment committing to and believing wholeheartedly in a cause, be it a viewpoint, opinion, event, course of action or person

communication the skill of being able to talk to and listen to others

cyberbullying bullying that takes place using electronic technology such as mobile phones, computers, etc.

dating violence any intentional sexual, physical or psychological attack on one partner by the other in a dating relationship

de facto existing, but not legally recognised

direct discrimination when a person is treated less favourably in an obvious way, on any of the grounds listed under the *Anti-Discrimination Act*

discrimination treating someone unfairly or 'less favourably' because they happen to belong to a particular group of people

diversity dissimilarity or the condition of being different; the broad range of differences that exist between people and communities, including aspects of gender, race, geographic location, culture, socioeconomic background, age, disability, religion and sexuality

domestic violence an abuse of power, in most cases by men against women, within an intimate relationship or between former partners

empathy having an understanding of how another person is feeling

harassment any form of behaviour that you do not want, or that offends, humiliates or intimidates you

inclusive using language and behaviours that don't make others feel isolated or inferior

indirect discrimination when a rule, practice or policy that is the same for everyone has an unequal effect on or result for a person or a group of people

inequity lack of equality

intimate relationship close relationship with a high level of sharing, trust and understanding

monogamous to have a sexual relationship with only one person

negotiation listening to and understanding both people's opinions and points of view, and working towards a compromise that is a win–win situation for both people

peer group group of friends of a similar age with similar interests, often from a similar social background

prejudices unfavourable opinions or feelings formed without reason, knowledge or thought

sexual activity sexual behaviour; usually involves contact with the genitalia

sexual assault includes any sexual activity carried out against the will of the victim by coercion, intimidation or the use of violence, even if the activity did not end in penetration

support network includes people you can rely on for information, advice and assistance

transgender the term given to people who live or seek to live as a member of the opposite gender (sex) to their birth gender

vilification any act that happens publicly, as opposed to privately, and that could incite others to hate, have serious contempt for, or severely ridicule a person or group of people

3.10 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 relationships be inclusive, equal and respectful?
2. Why is it important to establish ground rules in relationships?
3. Identify skills that are important in relationship building.
4. Explain what is meant by being empathetic.
5. Describe situations where abuse occurs.
6. Explain the difference between sexual harassment and sexual abuse.
7. Why is diversity something to celebrate?
8. How does inclusion affirm diversity?
9. Explain the types of discrimination.
10. Explain what is meant by vilification.

on Resources

Digital doc: Worksheet 3.8 Key terms quiz (doc-29314)

Digital doc: Worksheet 3.9 Multiple choice quiz (doc-29315)

Digital doc: Key terms glossary (doc-29316)

TOPIC 4
Movement skills, strategies and tactics

4.1 Overview

4.1.1 Introduction

There is a strong link between proficiency of movement and quality of performance. The fundamental skills learnt as a child form the basis of the more complex skills needed to complete specialised activities that are specific to a sport or recreational pursuit. Successful performers have common characteristics in their skill execution; their movement is smooth flowing and performance consistent. There are different methods used to evaluate performance, including subjective observation and criteria checklists. The type of skill performed and the environment in which it is performed will determine the most appropriate method of evaluation. Feedback using performance measures, practice and a knowledge of biomechanics can help build skills and improve your technique.

Tennis champion Roger Federer is renowned for his exemplary technique and movement around the court.

On Resources

📽 **eLesson:** Movement skills, strategies and tactics (eles-2966)

📄 **Digital doc:** Key terms glossary (doc-29292)

ESSENTIAL QUESTION

Why is it important to identify and measure the proficiency of movement in athletic performance?

SYLLABUS OUTCOMES

A student:
- adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts (PD5-4)
- appraises and justifies choices of actions when solving complex movement challenges (PD5-5)
- refines and applies movement skills and concepts to compose and perform innovative movement sequences. (PD5-11)

4.2 Fundamental movement skills

As you grow and develop, with practice, you build and refine your movement performance. This increase in skill proficiency is observable in the physical characteristics of the skill and the quality of your performance.

4.2.1 Building on basic skills

All advanced skills and techniques in sport evolve from the fundamental skills developed during childhood and adolescence.

Fundamental movement skills are basic motor skills, which are foundation skills aiding development of movement patterns and more complex skills, known as sport-specific skills. Children learn to crawl, walk, run, skip, throw, catch, bounce, hit and jump. These basic skills lead to the more specialised skills required in games, dance, gymnastics and other sporting and recreational pursuits.

Use the **Basic skills** worksheet in the Resources tab to link basic skills to more complicated ones.

What basic skills form the foundation for rock climbing?

on Resources

📄 **Digital doc:** Worksheet 4.1 Basic skills (doc-29282)

4.2.2 Proficiency and quality of movement

The link between **proficiency of movement** (or **skill proficiency**) and the quality of performance is very strong. The characteristics of proficient movement are:

- certainty of achieving the movement goal
- minimising energy expenditure during the performance
- minimising the movement or performance time (in activities where speed is essential).

Fundamental movement skills instruction and its effect on the performance of sport-specific skills

Javelin throw, baseball pitch, badminton clear, tennis serve, gridiron pass, over hand volleyball serve

Golf swing, hockey drive baseball swing, forehand drive, cut shot

Sport-specific skills

Sport-specific skills

Overhand throw

Two-hand side-arm strike

Fundamental motor skills

Rudimentary movement skills

Infant reflexes and reactions
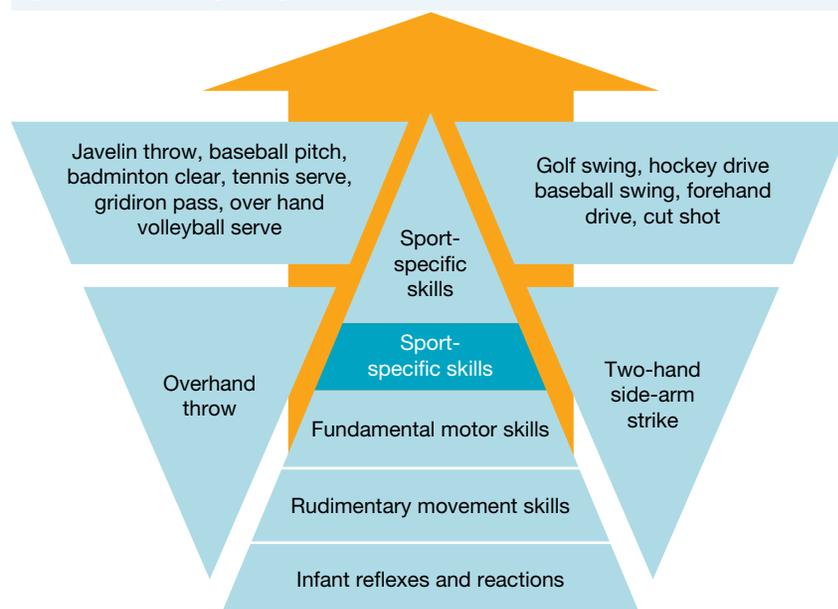
4.2.3 Specialised sporting skills

Specialised sporting skills are found in a wide variety of games and sports played throughout the world. Moving from the fundamental skills to these more specialised skills involves a process similar to assembling building blocks. The fundamental skills constitute the foundations upon which more specialised skills are developed. For example, the catch, strike and overarm throw form the basis of the more specialised sport-specific skills employed in cricket, baseball and softball.

Relationship between fundamental movement skills and specific sport skills (overarm throw)

4.2.4 Judgement of movement

When we view movement performances, we often make judgements about them. When judgements are based on our feelings or impressions, they are **subjective judgements**. Such evaluation is fine when we are spectators; however, subjective judgements can have a low degree of accuracy. To improve the quality of the judgement, a good understanding of what constitutes proficiency in terms of the movement performance is required. This can be done by using consistent methods, techniques or tools for appraising the proficiency of the movement. This makes the judgement more objective in nature, which increases the accuracy of the feedback. These are called **objective judgements**.

4.2.5 Maximum certainty of goal achievement

One quality of skill proficiency is movement certainty. To be 'skilled' implies that the individual can achieve the movement or performance goal consistently and with limited variation in movement. Individuals who can demonstrate these characteristics are considered to have attained mastery.

AFL forward Lance Franklin has achieved a high level of goal-kicking accuracy.

4.2.6 Minimum energy expenditure

Spending less energy when performing repeated actions limits fatigue and enhances performance. Mastery of skill technique eliminates unnecessary movements, making individuals more efficient; this quality is often observable — skilled performers often appear to be performing the activity easily, looking coordinated and requiring less energy with each skill execution.

4.2.7 Minimum movement time

Skilled performers in many activities execute their movements quickly and efficiently. We often hear of skilled performers seeming to have 'more time' in which to perform the skills of their chosen sport. This is often a function of their ability to perform movements in a reduced timeframe.

Elite gymnasts perform their routines with a minimum of unwanted or unnecessary energy expenditure.

Skilled cricketers like Usman Khawaja seem to have 'plenty of time' to play their shots — a sign of a skilled performer.

4.2 Activities

A+ sport

1. Use the **Skilled performance** weblinks in the Resources tab to watch several skilled sporting performances. Evaluate them in terms of the characteristics of proficient movement.

on Resources

🔗 **Weblink:** Skilled performance 1: AFL
🔗 **Weblink:** Skilled performance 2: Netball
🔗 **Weblink:** Skilled performance 3: Skiing
🔗 **Weblink:** Skilled performance 4: Soccer

4.2 Check and challenge

Explain

1. What is meant by the statement 'skilled performers always seem to have more time to perform the skills'? Why is this statement often true?

Elaborate

2. Refer to the 'Fundamental movement skills instruction and its effect on the performance of sport-specific skills' diagram in section 4.2.2 and describe in your own words what it illustrates. Provide an example, other than the ones given in the diagram, that illustrates how basic skills can be transferred to more specialised skills.

Evaluate

3. Think of ten sports and evaluate what level of skill you have attained in each of them.

4.3 Appraisal of movement proficiency

Analysing or measuring proficiency of movement is used to provide feedback to individuals as well as give rankings or scores to competitors. The type of analysis used will be dictated by the nature of the task and the context in which it is performed.

4.3.1 Measuring proficiency

Movement skills can be measured for proficiency by assessing the quality, efficiency and outcome of the performance.

Movement proficiency can be analysed and measured in a number of ways. These include:

- observing the performance live
- judging or scoring the performance
- measuring the outcome of the performance
- comparing the outcome with the percentile charts
- data collection and movement analysis
- criteria checklists
- skill tests.

Not all these methods can be applied to all types of movements or skills. In this subtopic, each method will be described, and an opportunity to use each method for measuring performance will be provided.

Use the **Explaining gymnastics judging** and **Kids gymnastics** weblinks in the Resources tab to watch some performances. Which method from those listed above would you use to appraise the performances?

In gymnastics, would you rather be judged subjectively or objectively?

on Resources

🔗 **Weblink:** Explaining gymnastics judging
🔗 **Weblink:** Kids gymnastics

4.3.2 Appraising movement proficiency

It is possible to assess movement or skill proficiency in terms of both its process (for example, the quality and efficiency with which the elements of the skill are performed) and its outcome (for example, a result, such as a goal, or some form of measurement, such as a distance achieved).

To appraise movement proficiency, some method, technique or tool for assessing the level of performance is necessary. These are called **performance measures**. However, before applying performance measures, a number of factors need to be considered. These factors can affect our judgement of the movement performance, and include:

- individual characteristics of the performer, such as age, size, body type, fitness level and experience
- level of performance, for example, novice or elite, club, state or national competition
- performance context, for example, practice as opposed to a game situation
- environmental conditions such as weather, or other opponents.

We also need to consider who determines the criteria for appraisal and who sets the standards upon which to assess the movement. In many national and international sporting competitions (such as gymnastics and figure skating), movement requirements, categories, deductions and degrees of difficulty are all determined by sporting bodies and federations, who use experts to determine what constitutes a skilled performance.

It is also important to realise that, while most athletes will largely adhere to the principles that underpin proper technique, some will modify their style to suit themselves. This explains why there are many variations of the accepted technique. For this reason, it is important to determine whether any particular variation is basically sound or inherently weak, as distinct from labelling anything as 'right' or 'wrong', or attempting to get every player to adhere to an identical technique.

4.3.3 Performance measures

The appraisal of performance can be a very complex task; therefore, a range of performance measures are frequently used.

Observation

Observation of performance can be used to appraise both the level of skill proficiency during the performance and the outcome or result of the performance. Observation can be seen as a continuum from 'highly objective' to 'highly subjective'.

Performance criteria, checklists, rubrics and rating scales

Observations of performance can be made more objective by focusing on the specific criteria, qualities and/or desirable aspects of a performance, and assigning them categories (for example, excellent, good, average, fair, poor) and/or rating scales (for example, 5, 4, 3, 2, 1). To develop criteria to be used in the appraisal of movement performance, follow the three steps below:

1. *Specify the nature of the movement or skill* — ascertain exactly what it is you want to appraise.
2. *Establish the performance criteria you want to use* — determine and list the particular aspects of the movement or skill that you will be appraising and making judgements about.
3. *Practise applying the criteria* — to develop the analytical skill to appraise movement performance, it is necessary to practise.

Checklists and rubrics are usually developed from performance criteria. If a particular part of the movement or skill is performed correctly, a tick or rating is given to it. This information can be used to help the performer rectify faults or errors and thereby improve his or her level of skill proficiency. Checklists, rubrics and rating scales can allow for self-appraisal, peer appraisal, and teacher or coach appraisal of performance.

Skill tests and performance achievements

Skill tests provide an indication of the outcome rather than the skill or movement process. There are many tests used to measure skill performance. An example is the vertical jump test, which is used to assess leg power and jumping technique. It is possible to utilise a range of performance achievements to measure aspects of a movement performance. These measures can include speed, distance, time, height, weight and accuracy, and are often expressed numerically. For example, 'Lachlan ran 13.5 seconds in the 100-metre sprint'.

To be fair to all contestants, judges of dance competition look for established moves performed 'correctly' and evaluate contestants' level of proficiency.

Norm- and criterion-referenced standards and percentile ranks

Norm-referenced standards (or normative scales) allow an individual's score or result to be compared with the performance of a representative group (usually a reference group, such as a nationwide sample of students of similar age and gender) in the same task or test and are competitive.

Criterion-referenced standards interpret an individual's score or result compared to others of similar age or gender, etc. The focus is normally achieving mastery or competency rather than a ranking.

Percentile ranking is common in norm-referenced standards. Percentiles indicate the percentages of a reference group that score above or below a given score on the scale. For example, 'Siobhan achieved a score that put her at the 85th percentile'. This indicates that she has scored higher than 84 per cent of those taking the test, in other words, in the top 15 per cent of the compared population.

Statistical information

Statistical information obtained from an **activity analysis** (or games analysis) can also be used to appraise performance. The most common statistical data obtained from games analysis includes:

- possession skills, for example, passes received in rugby
- disposal skills, for example, kicks and handballs, including the effectiveness or otherwise of these in Australian Rules football
- successful and unsuccessful scoring attempts
- movement patterns that indicate the type of movement such as running, side stepping, jogging and shuffling backwards
- GPS data that indicates time spent in different speed zones. This gives the coach and athlete an understanding of time spent at different intensities.

4.3.4 Performance appraisal of selected motor skills

In this section, we consider the appraisal of movement proficiency in a number of motor skills, ranging from fundamental movement skills to more specific sporting skills. In each case, use the video **eLessons** in the Resources tab to access a criteria checklist, rubric or table as the means of appraising the movement proficiency related to the particular skill.

The NSW Department of Education produce a guide to the development of a fundamental motor skills program for children in primary school. The *Fundamental Movement Skills in Action* and accompanying instructional teaching cards provide a list of skill components for each of the core skills. These provide an excellent template for the development of similar skill components for other, more complex, sports-specific skills.

Skill components for the catch, overarm throw, and kick are listed below.

Skill components for the catch

1. Eyes are focused on the object throughout the catch
2. Preparatory position, with elbows bent and hands in front of body
3. Hands move to meet the object
4. Hands and fingers positioned correctly to catch the object
5. Catch and control the object with hands only
6. Elbows bend to absorb the force of the object

Fundamental motor skill of the catch
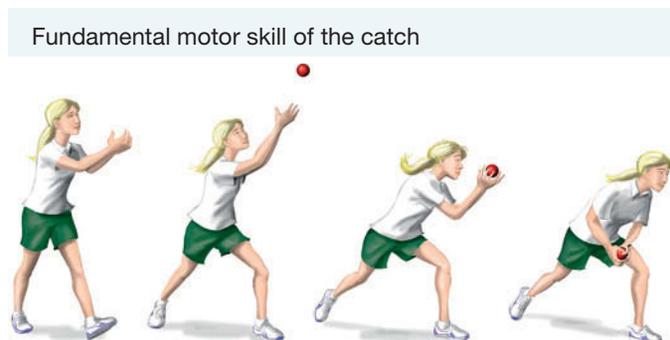
Skill components for the overarm throw

1. Eyes are focused on the target throughout the throw
2. Stand side-on to the target
3. Throwing arm nearly straightened behind the body
4. Step towards the target with foot opposite throwing arm during the throw
5. Hips then shoulders rotate forward during the throw
6. Throwing arm follows through, down and across the body

Fundamental motor skill of the overarm throw
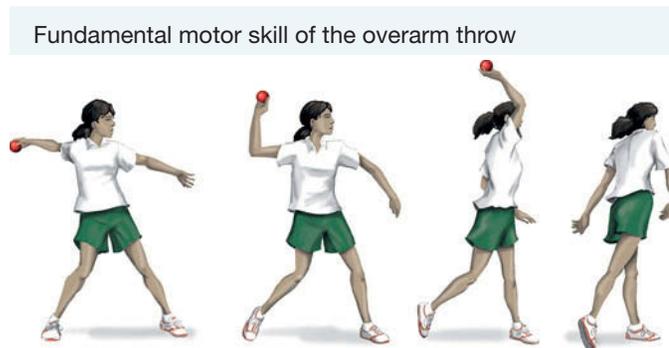
Skill components for the kick

1. Eyes are focused on the ball throughout the kick
2. Forward and sideward swing of the arm opposite the kicking leg
3. Non-kicking foot is placed beside the ball
4. Bend the knee of the kicking leg during the backswing, at least 90 degrees
5. Top of foot or instep makes contact with ball
6. Follow through of kicking leg towards target area

Other specific sporting skills

Skill components for the golf swing, javelin throw, drop punk kick and soccer throw-in can be accessed by using the video **eLessons** in the Resources tab.

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on Resources

- **eLesson:** Catching (eles-0750)
- **eLesson:** Golf swing (eles-0755)
- **eLesson:** Javelin throw (eles-0754)
- **eLesson:** Overhand throw (eles-0751)
- **eLesson:** Drop punt kick (eles-0752)
- **eLesson:** Soccer throw-in (eles-0756)

4.3.5 Qualitative analysis of human movement

Observing, analysing and appraising human movement performance through the use of performance criteria and checklists is a form of **qualitative analysis**. Coaches and teachers need to be skilled in qualitative analysis to be able to provide the most appropriate interventions for improving the performance. Qualitative analysis usually involves four key phases.

| Preparation | → | Observation | → | Evaluation | → | Error correction |

The preparation phase involves the coach or teacher determining the goal of the analysis as well as identifying key components of the performance that will be critiqued. They must also familiarise themselves with

common errors that performers exhibit. They gather this information from scientific research, expert opinion and personal experience.

Observation involves watching the performance live or recording then watching the performance. Observers often break down the movement into three phases: preparation phase, execution phase and follow-through phase. Movement phases can be further divided into **key elements**. Key elements are distinct actions that join to make up a phase. For example, in the execution phase of a golf drive, the key elements are the weight shift, hip rotation, head position, and arm and club extension. Phases and elements samples can be seen in the skill criteria and checklists previously described in this topic.

The third aspect of qualitative analysis involves the evaluation of the desirable (strengths) and undesirable (weaknesses) aspects of the movement or skill performance.

The final task in qualitative analysis is error correction. This involves providing feedback, usually while practising, and could be verbal, through identification of key areas of focus, or visual, through demonstration. It also involves creating activities or strategies that will lead to improved performance by addressing deficiencies in skill execution.

DID YOU KNOW?

Skills can only improve if the athlete is given specific feedback about their performance. Elite athletes and coaches are dependent on teams of people who gather data from the performance of the individual, the team and opponents. This data is used to fine tune and, at times, change an athlete's technique, the team tactics, or match up players to effectively counteract opposition strengths.

4.3.6 Video analysis software

An important tool in qualitative analysis is the use of video analysis software. This allows for the observation of greater movement detail, the unlimited capacity to replay and observe the movement over again, as well as split-screen comparisons and overlays of performance. Some software products allow the placement of graphics and drawings on the video to illustrate key features and aspects of the performance.

Recent advances in integrating video and computer technologies have made many video analysis software programs affordable. Several companies have programs and packages especially designed for use by teachers and students. Two examples are Webbsoft Technologies' 'Swinger' software and Dartfish's 'DartTrainer' software. There is also a range of applications (apps) that can be used on digital platforms such as iPads and Android devices.

Video analysis software can be an important aid in qualitative analysis and performance appraisal.

4.3 Activities

Appraisal

1. Suggest which method of appraisal (subjective or objective) is best suited to each of the performances below and explain your reasoning.
   - Tower diving
   - Tennis rally
   - Hockey penalty stroke
   - 100-metre sprint

Measuring performance and skill proficiency

2. Test yourself and a partner on the following skill proficiency tests. Use the **Performance and proficiency** worksheet in the Resources tab to record your results and those of your partner. Alternatively, draw up a recording table of your own. Note that the following basketball tests can easily be adapted to other sports, such as netball or soccer.

   Basketball goal shooting:
   (a) Set out eight cone markers around the vicinity of the key, as shown.
   (b) Begin at cone 1 and have three shots at goal. Count the number of successful shots and then record this score.
   (c) Proceed to the rest of the marker cones in sequence and repeat the three shots at goal. Record the number of successful attempts at each cone and the number of successful attempts in total.
   (d) Additionally, or alternatively, you can begin at cone 1 and attempt to shoot a goal. Continue taking shots until you are successful and then move on to the next cone and repeat. Count and record the total number of shots it takes you to score a goal successfully at each cone marker and in total.

   Basketball free throw shooting:
   (a) Have 10 shots at goal from the free throw line.
   (b) Repeat three times, recording the number of successful shots in each set of 10 shots, as well as the total number that were successful.

   Basketball ball handling and dribbling:
   (c) While dribbling the ball, run in a figure-eight shape twice around two marker cones placed 10 metres apart. Record the time taken to complete the task.
   (d) Repeat, but this time, run and dribble in the opposite direction around the cones. Record the time taken to complete the task.

Basketball goal shooting set-up
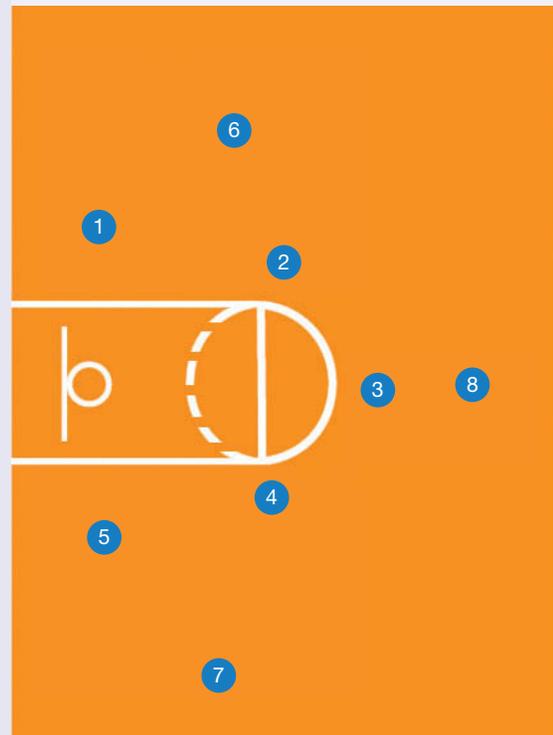
Comparing tests

3. (a) Compile the whole class's results from activity 2 and calculate the group's average scores as a benchmark proficiency in each test.
   (b) Based on the benchmark proficiency score for each test, how did you perform?
   (c) Which skill did you perform best?
   (d) Which skill do you need to work on the most?
   (e) Using these results, collaborate with a peer to set some personal goals.

Set the test

4. Design three other simple skill proficiency tests that could be used in a sport of your choice. Be prepared to explain these tests to the rest of the class.

Performance appraisal by activity analysis

5. (a) In groups of three, undertake an activity analysis of a player engaged in a sport of your choice. This can be done by observing your class engaged in playing sport, by observing a match played locally, by attending an elite level match or by viewing a video of a match.
   (b) Record your data using the sample tables provided in the **Activity analysis** worksheet in the Resources tab.

Performance appraisal of selected motor skills

6. Over a period of three to five sessions, teach one of the fundamental motor skills to a small group of younger children, and assess their motor skill proficiency by the end of the instructional period. If they are showing strong skill execution, consider making some variations to the skill; for example, increasing the space over which the ball is thrown or using a different size ball. Use the **Fundamental appraisal** worksheet in the Resources tab to help you.

Using technology for feedback purposes

7. Research the use of technology in sport and how it can help an athlete improve performance via feedback. Come up with two types of technological tools that can help provide athletes and their coaches with appropriate feedback to modify and improve performance. This may include video analysis, computer software or use of 'applications' via smartphones. Discuss the advantages and disadvantages of the two tools selected. Finally, decide on the one that would be most appropriate for you. Justify your response.

On Resources

Digital doc: Worksheet 4.2 Performance and proficiency (doc-29283)

Digital doc: Worksheet 4.3 Activity analysis (doc-29284)

Digital doc: Worksheet 4.4 Fundamental appraisal (doc-29285)

4.3 Check and challenge

Explain

1. Explain why athletes seek feedback from a teacher or coach who will help them improve their technique and performance.

Elaborate

2. Discuss the merit of using performance criteria to evaluate a skill in comparison to using only the outcome of the performance as a measure of success.

Evaluate

3. How should your movement proficiency be assessed in a school situation? Think about which of the methods of assessing movement proficiency is the most practical in a school situation and why. Which method of assessing movement proficiency is most accurate? Explain your answer.

4.4 Skill acquisition

Skill acquisition is the process by which you learn motor skills. Through the learning process, you will demonstrate different characteristics, depending on which stage of progression you are in. Skills themselves are characterised according to the environment and their complexity. This assists coaches or teachers in creating the most appropriate learning environment.

4.4.1 The stages of skill learning and types of skills

When learning a new skill, you need time and practice to develop distinct stages of progression: the cognitive stage, the associative stage and the autonomous stage. Skills may be grouped according to their characteristics,

or how they are performed. They may be either open or closed, depending on the environment and may be discrete, serial or continuous, depending on their complexity.

Skill acquisition is a staged process and can be achieved rapidly or more slowly, depending on the type of skill, the complexity of the task, the quality of feedback, amount of practice time and ability of the performer. A teacher or coach is vital to learning new skills as they provide the activities, feedback and instructions that enable the skill to be mastered. In this subtopic, we will look at all the elements of skill acquisition.

Can you remember when you first learned to ride a bike? In pairs, discuss the stages of learning for this skill.

How does a beginner become an athlete?

4.4.2 Skill acquisition

Skill is the learned ability to bring about predetermined results with maximum certainty, often with minimum outlay of time or energy or both.

4.4.3 Stages of skill learning

Whenever an individual is learning a new skill, the teacher or coach should understand the stages of learning and be able to recognise the characteristics of each stage.

The three stages of learning

Cognitive stage (or beginner stage)	→	Associative stage (or practice stage)	→	Autonomous stage (or automatic stage)
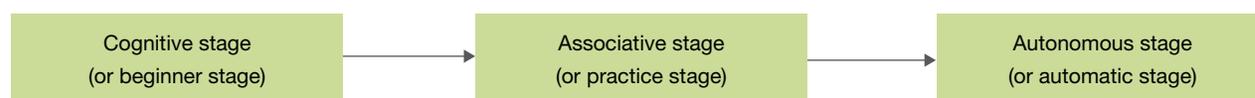
Cognitive stage

Individuals who are at the **cognitive stage** of skill learning think carefully about the skill before they execute it. Their movement is often jerky and lacking in coordination. Learners in this stage make frequent errors and are unable to detect their errors; they require feedback from coaches or teachers to improve.

These learners need minimal verbal information; two or three key points to focus on will suffice or they will become overwhelmed. A visual demonstration is a powerful teaching tool.

A coach should demonstrate the skill so the player can visualise it and then have the player practise it. After allowing the person to practise the skill for a while, the coach should point out their errors, re-emphasise and demonstrate the key points and then have the learner practise the skill again.

Associative stage

During the **associative stage**, the individual is beginning to get the feel of the movement and fewer errors are made. Demonstrations and feedback in this stage can help individuals to gain confidence and refine their skills. It is important to note that the time spent in this stage will depend on a number of factors, such as the complexity of the skill, the motivation of the individual, the ability of the coach to detect errors and to provide accurate feedback, and the individual's abilities and past experiences. Some people may never progress beyond this stage; it requires time, commitment and persistence to progress.

Autonomous stage

In the **autonomous stage**, the individual is able to complete the skill with little conscious effort. Smooth-flowing movement is observed and the individual will be able to detect and correct their errors. The skill could be sped up or slowed down, depending on the requirements of the situation. Other information can now be taken in, such as the opponent's moves, the weather conditions and other external factors that may affect the skill. At this stage an athlete can experiment with slight technique modifications, such as application of different degrees of force or spin.

DID YOU KNOW?

Most people are able to move to the associative stage of skill learning quite quickly; however, entering the autonomous stage may take months or years of practice, and some people may never be able to progress to the autonomous stage. The younger a person is when developing a skill, the more likely it is they will progress through to the autonomous stage.

4.4.4 Classification of skills

The teacher or coach should be knowledgeable about the different types or classifications of motor skills, as these have implications in terms of skill acquisition and practice. A common classification is to consider the environment and categorise skills on an open and closed continuum.

Skill classification continuum

Closed ← → Open

Closed skills

Closed skills are performed in an environment that is stable, predictable and allows performers to plan their movements in advance. Performers executing a closed skill are in full control of the timing or speed of the skill; that is, it is internally paced. Examples of closed skills are a golf swing, a gymnastics routine, taking a free throw in basketball and swimming in a pool. Closed skills can usually be mastered more easily because the skill performance is the sole focus point and other variables do not influence how the skill is executed.

Open skills

An **open skill** is a skill performed in an environment that is variable and unpredictable. Open skills are usually externally paced and performed in a constantly changing environment. Performers therefore need to be aware of these changes and adjust their movements to suit. Examples of open skills are batting in cricket, softball or baseball, and playing team sports that have opposition, such as football, netball and hockey.

Open skills are often more difficult to perform, as more decisions need to be made before executing the skill. For example, receiving a pass in netball requires you to make decisions on where to move to receive the ball, at what height and speed the ball will come at you, where your opponent will be and what you will do when you catch the ball. When learning skills, it may be possible to 'close' the skill down, then gradually 'open' the skill over time. Using netball as an example, passing and catching the ball can be done in a closed environment by passing it to a stationary player. When that is mastered, you can open the skill by receiving the ball on the move, then adding passive opposition, followed by full opposition, a lead-up game and, finally, a full game.

Champion Australian basketballer Lauren Jackson shoots from the free throw line, an example of a closed skill.

Taking a contested mark in Australian Rules football is an example of an open skill. Opposition and the weather can affect skill performance.

Discrete, serial and continuous skills

Another method of classifying skills is according to the way in which the timing of the movements is organised. Skills classified in this way are referred to as discrete, serial or continuous skills.

Discrete skills involve movements of brief duration, and they have a distinct beginning and end. Examples include throwing and kicking a ball.

Sometimes, discrete skills are linked to form more complicated actions. These types of skills are classified as **serial skills**. The duration of serial skills is longer, and each individual movement in the series has a definite beginning and end. However, the order of the elements that make up the total skill is often crucial to performance success. Performing a tumbling run in gymnastics is an example. Such skills are best acquired by breaking the skill down into its component parts and then linking them back together.

Continuous skills have no distinct beginning or end. These skills or movements are often repetitive or rhythmic in nature and may continue for several minutes. Examples include running, cycling and swimming.

A final way of categorising skills is in relation to the degree of muscle force required for successful outcomes. At one end of the spectrum, some skills require the involvement of all muscles, activated by strong and continuous messages sent via the nervous system. These movements are referred to as **gross motor skills**. Examples include lifting a heavy weight and throwing a javelin. Conversely, some sports require the use of few muscles, activated by a small number of nervous impulses. These are referred to as **fine motor skills**. Examples in sport of fine motor skills include darts, billiards, shooting and archery.

Skills classification				
Closed	**Open**	**Discrete**	**Serial**	**Continuous**
• Stable and predictable environment • Internally paced or timed • *Examples:* Golf swing, a gymnastics routine, taking a free throw in basketball	• Variable and unpredictable environment • Externally paced • *Examples:* Batting in cricket and team sports that have opposition	• Movements of brief duration • Distinct beginning and end • *Examples:* Throwing and kicking	• Combination of several discrete skills to form a more complicated action • *Examples:* Performing a gymnastics routine	• No distinct beginning or end • Rhythmic flowing movements • *Examples:* Running, cycling and swimming

4.4 Activities

The open–closed continuum

Equipment: One basketball per group of three

1. (a) Set up using a quarter of a basketball court, one player with the ball at the end of the quarter and one in the middle, as shown in the diagram on the right. The third player is initially an observer.

    The player with the ball performs the serial skill sequence of bouncing on the spot then throwing to the mid-court player. This is a closed skill. Follow each of the steps below to progressively open up the skill.

Key

⬈ Throw

┊ Walk/run

X Player 3
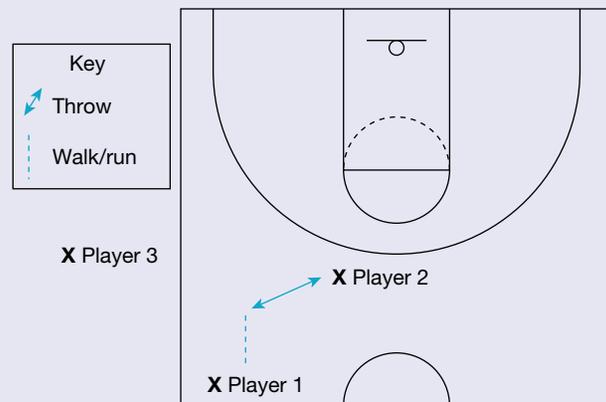
X Player 2

X Player 1

- Dribble the ball while walking, throw the ball to the middle player then receive the ball while stationary.
- Dribble while running, throw the ball to the middle player then receive the ball while running.
- Add in the third player as a stationary defender, then as an active defender.

(b) Consider three different changes you could make to the sequence to make it even more challenging.

(c) Discuss as a group how the variables opened up the skill (movement context) and made it more challenging to perform.

Summarise

2. The stages of skill learning are clearly described in this subtopic. Complete the table below to summarise the three stages of skill acquisition.

Stage	Characteristics	Examples in sport
Cognitive		
Associative		
Autonomous		

Continuum

3. Create a continuum with closed skills at one end and open skills at the other. In pairs, discuss where each of the following activities would sit. Give reasons for your answers.
- 100-metre sprint
- Archery
- Marking in Australian Rules Football
- Motor car racing
- Receiving a pass in netball
- Serving in tennis
- Vault in gymnastics
- Tenpin bowling

4.4 Check and challenge

Elaborate

1. For each of the five categories of skills, list three skills or activities that exhibit the characteristics of that type of skill.

Evaluate

2. Which of the stages of skill learning do you think requires the most input from a coach? Why?
3. Which of the five categories of skills do you believe would be the most difficult to teach or learn? Which would be the easiest? Justify your answers.

4.5 Factors affecting skill acquisition

Increasing your skill proficiency is important to be able to cope with changing movement contexts and to achieve a higher level of performance. It is influenced by the amount and type of practice you undertake. Receiving the appropriate feedback is also vital in order to improve skill execution.

4.5.1 Practice, feedback and transference

Skills are learned by practising in a range of ways. Practice is important, but so too is feedback about the performance. This is often provided by a teacher or coach, who should understand that a number of factors can influence skill learning. These factors include practice, feedback and transference.

An instructor may provide specific information, tutoring or training, but regular practice is imperative to improve movement skill.

Skills can be practised as a whole or broken down into parts. In a sample week, practice can be spread over a number of sessions or be completed in one intense block. Which of these methods is best for learning a new skill? In this subtopic, each of these methods is investigated and you will be able to make a decision about which is best.

4.5.2 Practice

Practice is essential for the acquisition and development of movement and sport-specific skills. The teacher or coach should be aware of the different types of practice and should select the method that optimises the individual's ability to learn.

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

The main types of practice

| Massed and distributed practice | Whole or part practice | Mental and physical practice |
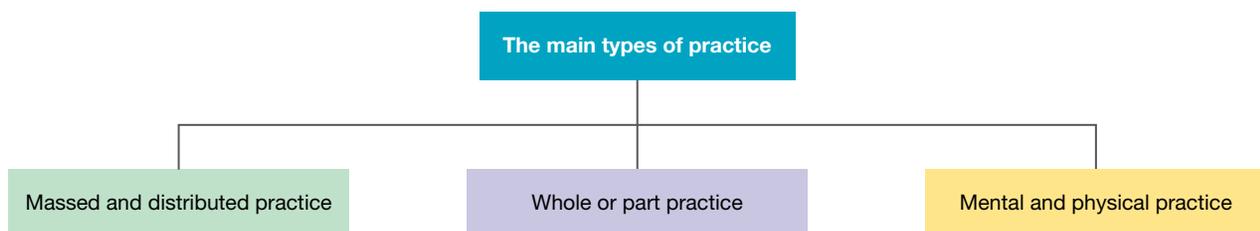
Massed and distributed practice

Massed practice involves practice for an extended period of time. This type of practice is most suitable for highly skilled and motivated performers. An example would be practising 50 tennis serves in succession.

Distributed practice involves short sessions interspersed with periods of rest, during which either feedback is provided, or another skill is practised. Distributed practice is more suitable when the athlete is learning a new skill, when the skill is complex and/or physically demanding or when the learner's motivation is not high.

Practising is an important part of skill learning.

Whole or part practice

Whole practice involves practising a skill in its entirety, whereas **part practice** involves breaking down the skill to practise it in parts. Some skills are best practised in their entirety; for example, a golf swing. Other more complex serial skills, such as a basketball lay-up, might best be broken down into component parts, with each part practised in isolation, before the parts are combined and practised as a whole. In this example the dribbling and shooting components would be practised in isolation before they are combined for the lay-up.

Physical and mental practice

Most of us are familiar with **physical practice**, which involves actually performing a skill. In contrast, **mental practice** or visualisation is a form of practice commonly used by elite athletes. This type of practice involves visualising a sporting scenario and imagining successful performance in your mind. It involves imagining through all the senses: seeing the performance executed, hearing noises such as the crowd, feeling objects that are being manipulated and the way the body is moving through space. The key to effective mental practice is to visualise the correct and successful execution of skills. When this is supported by physical practice, skills are learnt more effectively and rapidly. Good practice relies on using both mental and physical techniques.

Best practice incorporates both physical and mental techniques.
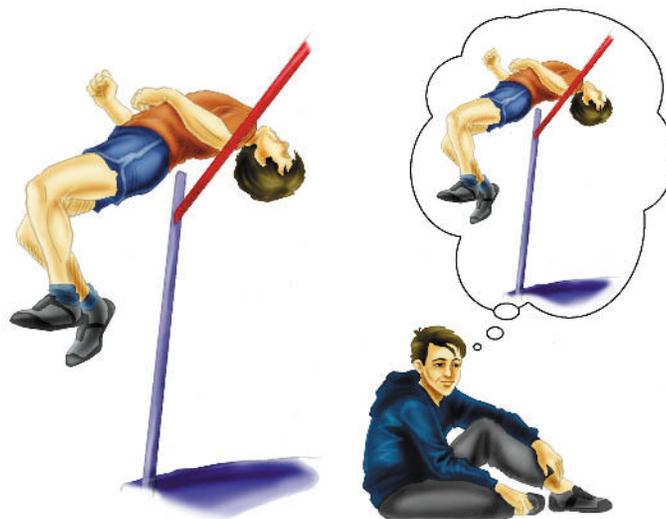
4.5.3 Feedback

Feedback provides us with information about the quality of our performance. This is usually in the form of knowledge of performance or knowledge of results.

Knowledge of performance is information about the actual quality of performance itself; for example, was the skill performed with the correct technique? This feedback may be provided by an external source, such as the coach, or it may come from the individual performing the skill who has a 'feel' for the quality of the performance.

Knowledge of results is feedback about the outcome of the movement or performance; for example, whether a serve in tennis was in or out.

There are other types or forms of feedback. Internal or **kinaesthetic feedback** is about the 'feel' of the movement. For example, a golfer can often feel whether the shot was a good one by the way the movement felt and the way his or her body flowed during its execution. On the other hand, external or **augmented feedback** can be provided by visual, verbal or aural (hearing) signals. For example, a golfer can tell that he or she hit the ball well by the sound made on contact, by seeing the ball flying down the fairway or by being told that the shot was a good one.

Feedback is very important if players are to improve. For feedback to be effective, it is best given as soon as possible during or after the performance and it should be constructive rather than negative. People are much more receptive to feedback that is positive in nature. It is likely to motivate more, increasing the likelihood of the performer practising more, increasing their success, which then serves as a further motivational tool. The precision of the feedback given is also very important. General feedback such as 'well done' is good for encouraging beginners. Feedback such as 'you need to follow through more at the end of your throw' followed by 'try putting your throwing hand in your back pocket

A coach can provide valuable feedback to an athlete about his or her performance.

after you have released the ball' is more specific and valuable for the learner. It is vital that a teacher or coach moves around and provides feedback to as many individuals as possible within a group. It is important to respond to feedback effectively so that individuals and teams can optimise their performance.

DID YOU KNOW?

People are able to process only two or three pieces of information at once. Feedback regarding performance should be limited and should be given as soon as possible upon completion of the skill.

4.5.4 Transference

Skill transference occurs when the learning or development of one skill can be used in the acquisition and development of another skill. This is possible because we are able to withdraw past experiences from our skills bank and transfer them to similar movements and skills. For example, there are certain similarities and basic principles that apply to all methods of kicking, regardless of whether it is in rugby, Australian Rules Football or soccer. Transference can also relate to the way individuals think about rules, space, time, tactics and strategies. Familiarity with the use of space and time in soccer when leading for the ball, for example, can be beneficial to hockey and lacrosse. Use the **Transferring skills** weblink in the Resources tab to see how the skills of AFL football can be applied to a wide range of sports. Discuss examples of the high level of

skill evident in the clip. Consider the types of training and learning environments these individuals may have experienced.

Transference also enables a player to adopt movement strategies and elements appropriate for a game or performance. This includes athletes being aware of their own body in relation to space, such as in a diving or gymnastics routine. This spatial awareness is vital in team games, as performers need to be aware of other players and their movements. An understanding of the elements of space and time are vital for an athlete to thrive in sport. The use of time and space can be manipulated by skilled performers to improve the chances of a successful outcome. Examples include:

- use of space — space can be used by a team to enable a performer more time while in possession of a ball, increasing the likelihood of an accurate pass. This can be achieved in a sport such as soccer where a ball is passed to a player on the other side of the field. Conversely, defenders attempt to close down space, to apply pressure on the ball carrier and reduce their time in possession.
- use of time — time can be used to advantage. A basketball team playing against another who has poor speed may increase the speed of play and therefore effort to reduce the time available for the opponents to defend the ball, increasing the chance of success.

Skill transference occurs when the learning or development of one skill can be used in the acquisition and development of another skill.

4.5 Activities

Do it

1. Complete the laboratory activities in the **Feedback** worksheet in the Resources tab and comment on the effect of feedback on performance.

Transfer

2. Organise the class to play a game of netball and a game of basketball. Complete a table, such as the one below, listing skills that are transferable between the two sports and those that are specific to each sport.

Transferable skills	Netball-specific skills	Basketball-specific skills

on Resources

📄 **Digital doc:** Worksheet 4.5 Feedback (doc-29286)

🔗 **Weblink:** Transferring skills

Explain

1. List three key factors that affect skill learning.
2. Use an example to illustrate the difference between internal and external feedback.

Evaluate

3. Evaluate how open and closed environments affect the learning of skills.
4. What type of feedback is most useful for your learning?

Elaborate

5. Explain who would benefit from distributed practice.
6. How is skill transference important for achieving and promoting an active lifestyle?
7. Describe an open skill from a sport of your choice and explain how you would 'close it down' when teaching it to a beginner, and then gradually 'open' the skill when success has been achieved at the previous stage.

4.6 Biomechanics

Biomechanics is an area of sports science that applies the laws of physics and mechanics to promote performance in sport. Principles of biomechanics are concepts that can be applied to increase skill proficiency and by learning these principles, you can adapt movement skills and sequences. As principles have common laws, they are often learned in one skill or sport then transferred to another similar sport. Additionally, biomechanical principles can be applied to assist injury prevention and modify equipment or clothing to further enhance your performance.

4.6.1 Using biomechanics to produce better results

Knowledge and application of biomechanics can assist athletes and coaches to produce better results. In this subtopic several key biomechanical concepts will be presented to help explain how each can be applied to improve performance. When combined with good technique, the skill is likely to be smooth flowing, require little energy expenditure and have a high level of accuracy. The concepts to be presented are:

- application of force
- projectile motion
- balance and stability.

Sumo wrestlers try to maximise their stability against an opponent who is attempting to knock them off balance.

The Fosbury Flop is a high jump technique pioneered by Dick Fosbury at the 1968 Olympic Games. Fosbury was successful in clearing 2.24 metres because this technique allowed him to clear the bar in an arched position while his body's centre of mass passed under the bar. This is an excellent example of how biomechanical principles can be applied to improve athletic performance. Fosbury's technique is still used today by all elite high jumpers.

Use the **Fosbury Flop** weblink in the Resources tab to see footage of Dick Fosbury's performance at the 1968 Olympic Games.

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on Resources

🔗 **Weblink:** Fosbury Flop

4.6.2 Application of biomechanics

Biomechanics studies the forces and their effects on and within the human body and objects such as a ball or bat. Understanding biomechanics can produce the following benefits for coaches, teachers and athletes:

- optimisation of skill performance and proficiency by developing the most efficient and effective technique
- enhance the design and development of improved equipment and materials to maximise sports performance, as well as the development and modification of sports equipment to enhance the participation experience; for example, junior-sized equipment allows participation at a younger age
- transference of skills from the practice field to the playing field; for example, batting tees, ball-throwing machines, swimming flumes, and video and computer software allows athletes to enhance technique in practice and apply this in competition
- prevention and reduction of injuries through an understanding of the causes of injury and the development and application of proper technique and equipment and therefore the speed of the athlete.

4.6.3 Force production and application

The performance of all movement and motor skills — including running, jumping, throwing, kicking and striking — requires internal muscular force being produced and applied. How effectively the force can be developed and applied often goes a long way towards determining the proficiency with which the skill is performed. The following biomechanical principles are important factors to consider in force production and application.

Summation of forces

Summation of forces is necessary when a maximal effort is required, such as kicking a football for distance, throwing a javelin, fast bowling a cricket ball, performing the high jump or performing a vault in gymnastics. This summation means the adding of different body parts to accumulate a greater overall force via the contribution of all these parts. To achieve the best results, the individual must combine movements of these different body parts into a coordinated sequence of movements. Summation of force can occur in two ways: the sequential summation of force or simultaneous summation of force.

Sequential summation of force is when a sequence of body movements takes place, starting with the larger, more powerful body parts to produce the initial force, and then transferring this force to the next moving part and eventually finishing with the smaller, lighter body parts. To achieve the greatest possible force, each segment must contribute by developing its greatest force before the next body part comes into action. As well as developing the maximum force of each preceding body part, each subsequent body part needs a stable base to summate the force effectively.

Timing of sequential summation of forces

Summation of forces

Force

Forearm · Forearm · Forearm
Arm · Arm · Arm
Body · Body · Body

Timing

Too late · Too early · Well timed
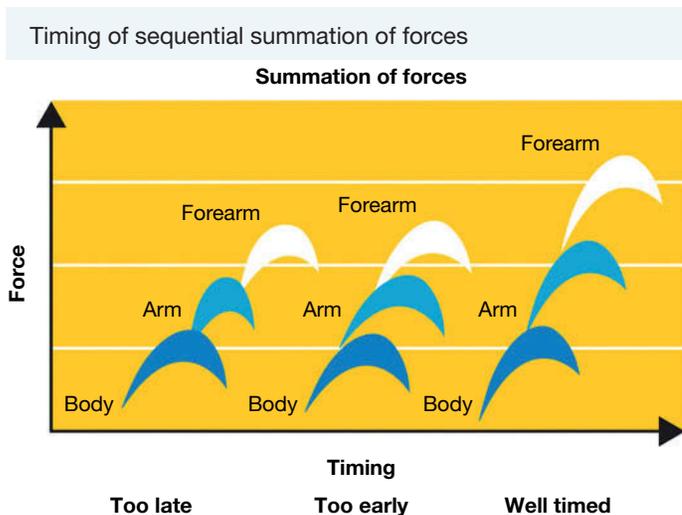
Fast bowling in cricket is a good example of sequential summation of force. In the delivery action, there is a sequence of body movements beginning with the larger, heavier body parts (legs, trunk) and finishing with the smaller, lighter body parts (wrist, hand).

1. The first part of the delivery action is the step forward onto the front foot.
2. This then provides a stable platform for the rotation of the hips and trunk.
3. Momentum is then transferred to the shoulder and the arm swing, followed by wrist flexion and the release of the ball from the hand and fingers.

The figure below illustrates the concept of sequential summation of force in bowling.

The delivery action in fast bowling in cricket showing the sequential summation of force

| 1. Draw back | 2. Step forward | 3. Rotation of hips | 4. Rotation of shoulders | 5. Arm swing | 6. Wrist flexion |
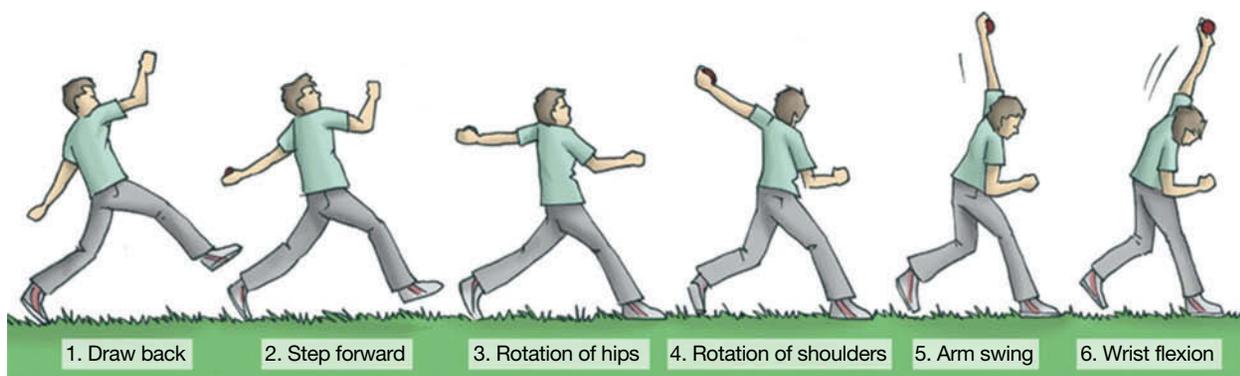
Players who cannot throw a ball as far as expected may not be carrying out summation of forces correctly. You may need to ask yourself when analysing the movement or skill:

- Are as many body parts as possible being used to contribute to the desired outcome?
- Are the body parts that are larger and stronger operating before the smaller, faster muscles?
- Are the body parts being used accelerating in the correct order, so that each body part contributes to an optimal level before the next body part comes into operation?
- Is each body part stabilising around a solid base to enable each following action to accelerate optimally?
- Are the body parts that are lighter but that move more quickly used at the point of release? You may like to apply this to other skills such as a badminton clear or a javelin throw.

Simultaneous summation of force takes place when an individual performs a skill such as the high jump or a gymnastics vault. The performer carries out an explosive action with maximum force over a very short period of time. The aim of this type of force production is to develop vigorous and powerful movements of the arms and legs to produce a powerful take-off.

Impulse

Another means of increasing the amount of force production or momentum imparted during a movement is by applying the force for a longer period of time. This is the principle of **impulse**. Impulse is important in many sports, including the start of the 100-metre sprint in athletics, leaving the blocks in swimming, pitching in softball and baseball, the discus throw and performing the push pass in hockey. For example, in discus, it is beneficial to perform a circular spin before releasing the discus, rather than throwing from a standing position; this allows the athlete more time to generate muscular force.

In the 100-metre sprint, two techniques are used at the start of the race to generate greater impulse:

1. pushing from the blocks to maintain a strong forward force for as long as possible
2. taking short, sharp steps over the first 10–20 metres, which allows the feet to push repeatedly against the track and magnify the force applied and therefore the speed of the athlete.

Absorption of force

Just as a person can generate force by applying it over a period of time, the same principle can be used to absorb force. This is important in instances such as catching a ball. Absorbing the force means that the object that is in motion is being slowed or stopped. The longer the force is absorbed the less impact the object has and the easier it is to slow down. This absorption of force can be achieved via a number of ways. Examples include altering the technique of a skill or by using equipment that can absorb the impact for a period of time. Some examples are listed in table 4.1.

TABLE 4.1 Examples of absorption of force

Absorption of force by altering technique	Absorption of force via use of equipment or material
A cricketer attempting to catch a hard cricket ball will let the ball hit their hands and move their hands in the direction the ball is going, enabling the force to be absorbed over time.	A high jumper performing the Fosbury Flop will have their force absorbed by a thick high jump mat. The thicker the mat, the longer the force can be absorbed and the easier it is for the jumper to slow down safely, with the mat absorbing the force instead of the jumper.
A netballer who jumps up to receive a pass will land and attempt to absorb the force over a long period of time. This is achieved by bending their knees when landing and continuing to do so until the force is absorbed.	A diver entering the water in a vertical position will have their force absorbed by the water due to the length of time spent entering it. If the diver were to land on their stomach, all the force would be felt instantaneously, and the landing would be painful.

Accuracy

In some sports, maximum force is not required; rather, accuracy is more important. Accuracy in throwing and striking can be improved by 'flattening the arc'. This is achieved by moving the axis of rotation (the shoulder joint) forward in the direction of the throw just prior to the time of release of the ball. The arm should straighten as the shoulder moves forward because of the transfer of weight onto the front foot and the rotation of the trunk.

The correct trajectory is obtained by striking the ball at point B; this is called flattening the arc.

When a player serves in tennis (see the figure at right), he or she creates a flattened arc of the racquet head by the shift of body weight forward and the rotation of the body prior to the moment of contact. When a player hits a softball, the arc is flattened due to the rotation of the trunk, which moves the shoulders forward, and the transference of weight onto the front leg just prior to contact.
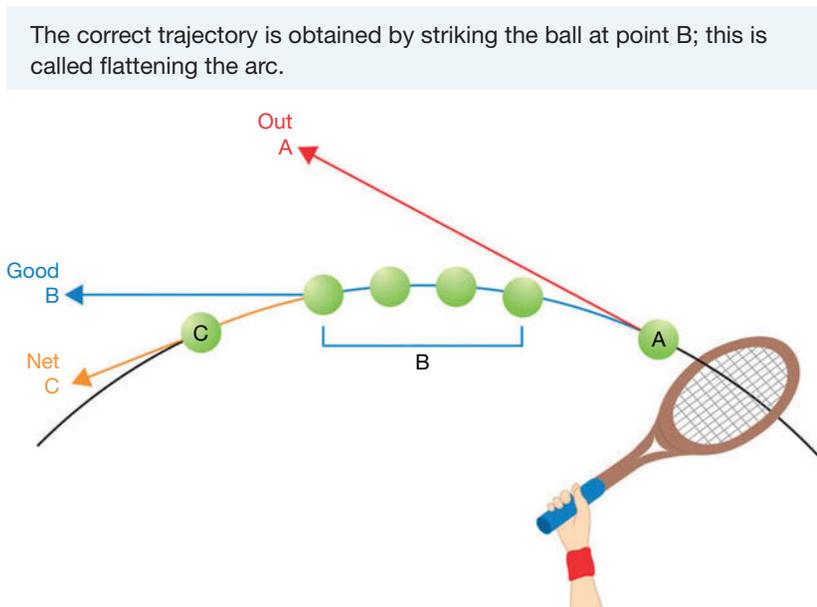
on Resources

Interactivity: Cricket: fast bowling (int-5484)

4.6.4 Projectile motion — velocity of release and angle of release

Throwing, striking and kicking skills all involve objects such as balls and implements (for example, discus or javelin) being projected into the air. In biomechanics, this is known as **projectile motion**, where the object moving through the air is referred to as a **projectile**. A projectile's flight path (trajectory) is influenced by a number of factors, of which velocity of release and angle of release are the most important.

Velocity of release

Velocity of release is the most important factor for achieving maximum distance of a projectile. The greater the velocity of release, the greater the distance achieved. Velocity of release is largely determined by the principles of force production (summation of force and impulse) discussed previously.

Angle of release

When attempting to achieve maximum distance in throwing and kicking skills, the optimal **angle of release** of a projectile is 45 degrees for any given velocity of release. This angle of release provides equal components of vertical and horizontal force. However, this applies only when the height of release and height of landing are the same, and when spin and air resistance are not present. Given that this is rarely the case, the optimal angle of release for achieving maximum distance in most sporting activities is usually less than 45 degrees, with an angle of between 35 and 45 degrees being most common. The figure below shows the optimal angles of release for various sporting skills. When height is required, the angle of release increases, such as during a pole vault or high jump.

Optimal angles of release and associated trajectories for various sporting skills
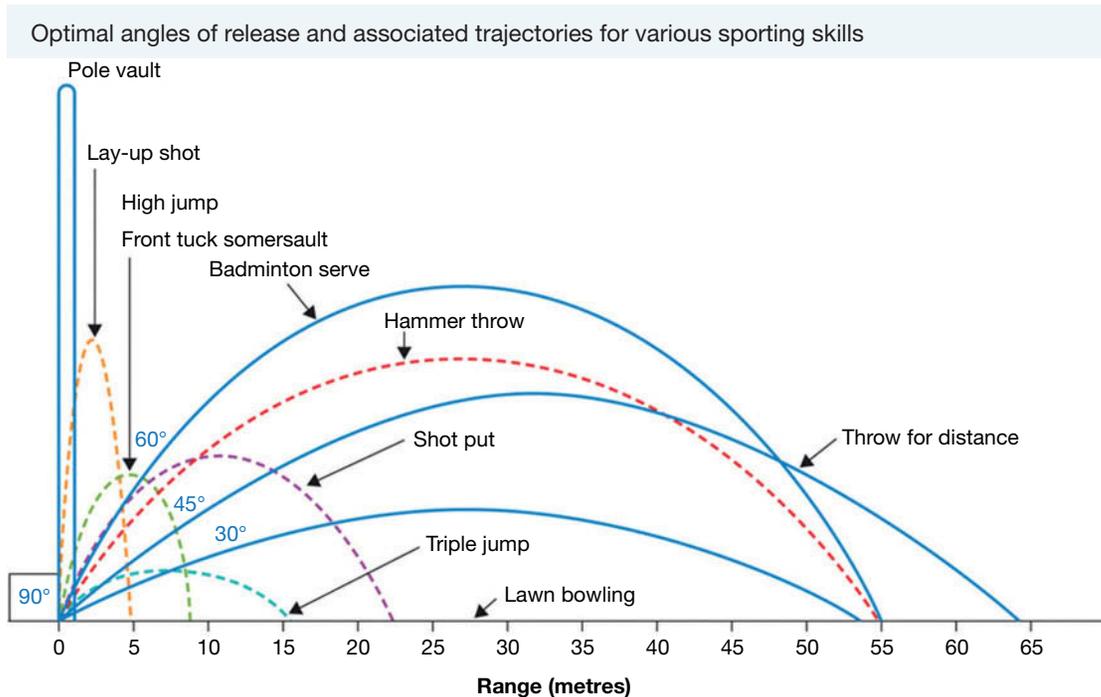
4.6 Activities

Summation of forces

1. Use the **Summation of forces** worksheet in the Resources tab and complete the activity.

Projectile motion

2. Use the **Projectile motion** worksheet in the Resources tab and complete the activity.

3. In pairs, use the **Video analysis software** weblink in the Resources tab or similar software on your laptop, tablet or smartphone to record a partner bowling a cricket ball. After recording this action, compare it to the action found in the bowling illustration in section 4.6.3. Based on these comparisons, make suggestions about how the performer can generate more force. Swap over on completion.
4. Describe the benefits of using digital tools in helping to analyse a particular movement, such as a bowl in cricket. What feedback can be provided that a coach cannot provide? Describe the link between feedback and improved performance, using this activity as a guide.

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on Resources

📄 **Digital doc:** Worksheet 4.6 Summation of forces (doc-29287)

📄 **Digital doc:** Worksheet 4.7 Projectile motion (doc-29288)

🔗 **Weblink:** Video analysis software

4.6 Check and challenge

Explain

1. Explain the concept of impulse and its relationship to the amount of force or momentum that can be generated during the performance of a skill, such as throwing or kicking for distance.

Elaborate

2. Outline the difference between simultaneous and sequential summation of force.
3. Identify the three sporting skills that require sequential summation of forces and three that require simultaneous summation of forces?

Evaluate

4. Identify the benefits that a knowledge of biomechanics can provide for coaches, teachers and athletes?
5. Select one of the following activities and then identify the biomechanical principles which can be applied to it. In each case, describe how the principle operates for the activity you have chosen.
   (a) Javelin throw
   (b) Tennis serve
   (c) 100-metre sprint

4.7 Review

4.7.1 Summary

- Fundamental motor skills are common movement activities such as running, jumping, catching, throwing, kicking and striking. They are the building blocks of the more specialised, complex skills used in games, sports and physical activities.
- Measures used to assess movement proficiency include observation; checklists; rubrics and rating scales; measurements; norm- and criterion-referenced standards and percentile ranks; and statistical information.
- Teachers and coaches often possess movement and sport-specific knowledge and experience, as well as an understanding of the principles of skill acquisition and biomechanics.

- Skill acquisition is the movement science concerned with the processes and ways in which individuals acquire and learn motor skills.
- There are three stages of learning, each of which has their own performance characteristics.
- Feedback and practice are two other important factors affecting skill learning and acquisition.
- Practice prescription will vary according to the stage and motivation of the learner and the complexity of the task.
- Biomechanics is the science that applies the laws of mechanics and physics to human movement.
- Summation of forces can involve either sequential summation of forces or simultaneous summation of forces.
- Impulse refers to the amount of force applied to an object and the period of time over which this force is applied. It is important in many sports, including the sprint start technique in athletics, pitching in baseball and performing the push pass in hockey.
- Accuracy in throwing and striking skills is often obtained through the application of the concept of 'flattening the arc'.

ESSENTIAL QUESTION

Why is it important to identify and measure the proficiency of movement in athletic performance?

Evaluate your initial response to the essential question now that you have studied the topic.

4.7.2 Key terms

activity analysis recording and analysing movement and skill data from a game, sport or activity; the data is analysed to appraise a player's performance

angle of release angle at which a projectile is released

associative stage second stage of skill learning. During the associative or practice stage, the individual is beginning to get the feel of the movement and fewer errors are made.

augmented feedback information provided by visual, verbal or aural (hearing) signals

autonomous stage third and final stage of skill learning. In the autonomous or automatic stage, the individual is able to complete the skill virtually without conscious control.

closed skills skills performed in a stable and predictable environment. They allow the performer to plan his or her movements in advance.

cognitive stage first stage of skill learning. Individuals who are at the cognitive or beginner stage need to know how to execute the basic movement patterns of the skill in correct sequence.

continuous skills skills that have no distinct beginning or end; such skills or movements are often repetitive or rhythmic in nature

discrete skills skills or movements of brief duration that have a distinct beginning and end

distributed practice short sessions interspersed with periods of rest, during which either feedback is provided, or another skill is practised

feedback information provided to a performer about the quality and/or outcome of the performance

fine motor skills skills that involve a small number of muscles and accurate movements

gross motor skills skills that involve many muscles and a large degree of force

impulse the force applied to an object and the length of time the force is applied

key elements distinct actions that join to make up a movement phase of a skill

kinaesthetic feedback feedback about the 'feel' of a movement skill

knowledge of performance feedback about the quality of performance itself

knowledge of results feedback about the outcome of the performance

massed practice practice of a longer duration

mental practice involves imagining or visualising a skill in the mind

objective judgements utilise methods, techniques or tools for appraising the proficiency of the movement performance

open skills skills performed in an environment that is variable and unpredictable; usually externally paced and performed in a constantly changing environment

part practice breaking down and practising a skill in its 'parts' or subroutines

performance measures methods, techniques or tools for judging or assessing the level of performance

physical practice practice in which the skill is actually performed physically

proficiency of movement (or skill proficiency) the achievement or attainment of a movement goal with maximum certainty, minimum energy expenditure and minimum movement time (where speed is essential)

projectile the object propelled into the air as a result of force application, such as a soccer ball or even a body itself

projectile motion the motion of objects such as balls or implements that are thrown, struck or kicked into the air

qualitative analysis process of observing, analysing and appraising human movement performance

serial skills series of discrete skills strung together to form a more complicated action

skill learned ability to bring about predetermined results with maximum certainty, often with minimum outlay of time or energy or both

subjective judgements judgements based on feelings or impressions and which do not involve the use of techniques or tools for appraising the proficiency of the movement performance

velocity of release single most important factor for achieving maximum distance of a projectile; the greater the velocity of release, the greater the distance achieved

whole practice form of practice in which a skill is practised in its entirety

4.7 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

Multiple choice quiz online

Check your understanding

1. Link a fundamental movement skill to a manipulative skill by describing an example of how this works in a sport of your choice.
2. Explain how you would ensure consistency in assessing a gymnastics or dance routine. List the criteria you would expect judges to follow.
3. For a specific sporting skill, outline a plan of action to take a beginner from the cognitive stage through to the associative stage of skill learning.
4. For a specific sporting skill, explain how you would close this skill down so that a beginner could learn it, and then how you would gradually open it up as the learner became more proficient.
5. Select a sport and describe a typical training session that improves performance in a game situation.

on Resources

📄 **Digital doc:** Worksheet 4.8 In my words (doc-29289)

📄 **Digital doc:** Worksheet 4.9 Key terms quiz (doc-29290)

📄 **Digital doc:** Worksheet 4.10 Multiple choice quiz (doc-29291)

📄 **Digital doc:** Key terms glossary (doc-29292)

TOPIC 5
Skills for thrills

5.1 Overview

5.1.1 Introduction

There are many aspects to consider when developing and refining skills. Selecting the appropriate level of challenge to match the physical and psychological capacity of the learner is important, as is controlling the environment in which learning takes place. Various other factors such as body awareness, control and technique ensure proficient movement execution. Characteristics of good technique include better flow and rhythm as well as economy of movement. Furthermore, applying biomechanical principles such as stability and momentum to movement patterns can enhance the efficiency of this movement and further assist your skill proficiency.

When swimming we require momentum to move smoothly through the water.
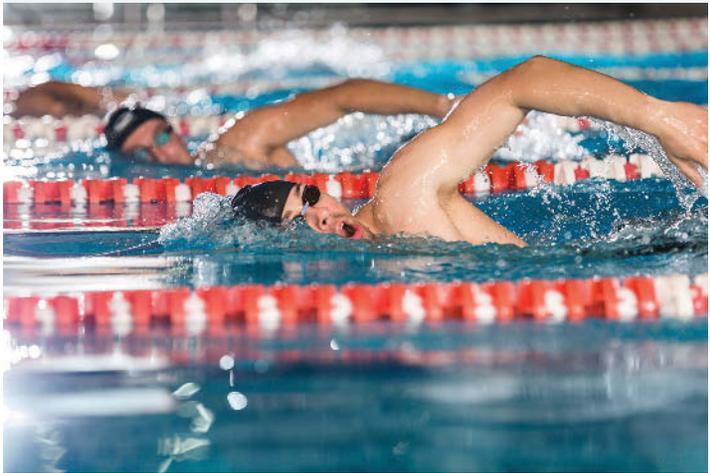
Resources

eLesson: Skills for thrills (eles-2967)

Digital doc: Key terms glossary (doc-29328)

ESSENTIAL QUESTION

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

SYLLABUS OUTCOMES

A student:

- adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts (PD5-4)
- appraises and justifies choices of actions when solving complex movement challenges (PD5-5)
- critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity (PD5-6)
- refines and applies movement skills and concepts to compose and perform innovative movement sequences. (PD5-11)

5.2 Practice and training regimes to improve performance

The type and style of practice you require will depend on your level of skill proficiency. Manipulating variables such as opponents, space, time and synchronisation simulates the performance experience and challenges you.

5.2.1 Training requires rehearsal of skills

Performance of skills in a game or competitive situation requires practice and training in a less competitive and more controlled situation. Coaches set up practice regimes that allow the athlete to rehearse their skills and movement repeatedly.

What are the different types of practices and training regimes available to and used by coaches and athletes? What tactics can be practised and rehearsed and how can athletes apply these to a game situation? In this subtopic you will explore and answer these questions.

Use the **Training drills** weblink in the Resources tab to view some training and skill drills. Do you think they are basic, intermediate or advanced drills? As a class, discuss what you think characterises an advanced skill drill.

There are many types of practice drills.

On Resources

🔗 **Weblink:** Training drills

5.2.2 Practice and training regimes

In topic 4, we discussed practice as an essential factor in enabling individuals to acquire and develop proficiency in motor skills. We learned that practice could be massed or distributed, whole or part, and mental or physical. We will now consider some other aspects of practice that can assist us in acquiring and developing motor and sporting skills. One important element in developing skill proficiency is having the ability to perform the skills in game-like situations. Most often, skills are initially taught and practised through the use of basic skill drills. Many of these drills take place in lines, lanes, circles, squares or triangles, which can result in individuals attending to what is happening in only limited

Basic skill drills should help prepare you for the movements that occur during a game.

situations. If there is an overemphasis on practising the skills in this way, the individual may struggle to apply these skills in game situations, where peripheral vision and an awareness of teammates and opponents are required. Therefore, skills should be developed through basic skill drills to begin with and, once learned, individuals should advance their performance of these skills through intermediate skill drills, advanced drills and, eventually, game-like practice activities. This is to prepare individuals for the type of movements and situations that take place during actual games.

5.2.3 Basic skill drills

Basic skill drills are designed to allow the individual to learn and perform the skills in an environment where variables such as opponents are removed. In other words, they are performed in a closed environment. These types of drills are often performed with the individual stationary or moving slowly at a walking or jogging pace. In this early phase of skill learning, if the individual is required to direct his or her attention to anything other than performing the skill itself (such as moving to provide support or taking notice of where an opponent is positioned), his or her focus can be distracted, leading to a lack of concentration on the performance of the skill. These types of drills are best for individuals in the cognitive stage of learning.

In ball games such as basketball, Rugby league, soccer, netball and hockey, basic skill drills are usually set up with the players in formations such as lines, circles, squares or triangles (see the figure below). The ball is generally played in the direction of the arrows, with players performing the skills in a stationary position, or while walking or jogging. It is easy to imagine setting up such drills for any number and range of skills, such as the push pass in hockey or kicking in soccer. It is important that players are capable of performing a skill before advancing from basic to more advanced drills.

In ball games, basic skill drills are usually set up with the players in formations such as lines, circles, squares or triangles.
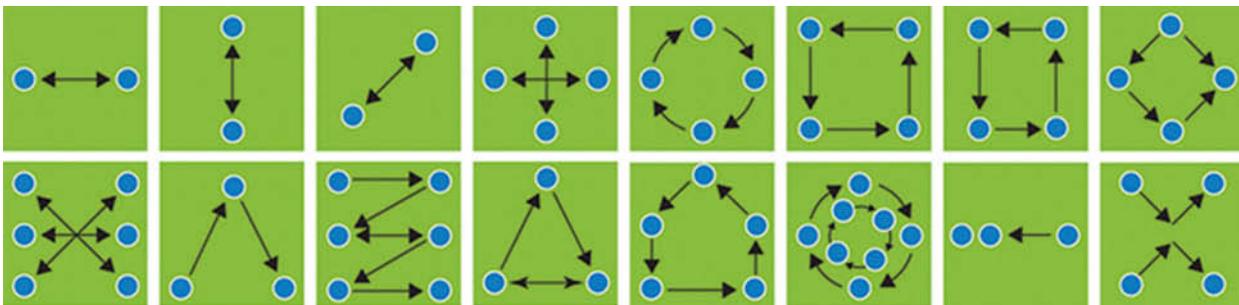
5.2.4 Intermediate skill drills

Once players have acquired the basics of the skill, the skill may then be practised using an intermediate skill drill, which slightly opens up the performance. In intermediate drills, movement is the only other factor that the player must consider. The player must adapt to perform the skill with movement involved, and with the pace of the movement slowly progressing, all the while attempting to perform the skill correctly. The types of movement involved should include:

- *stationary to moving* — performing the skill from a stationary position, or playing the ball to a moving partner or into a moving zone
- *moving to stationary* — performing the skill while moving, or playing the ball to a stationary partner or into a fixed zone
- *moving to moving* — performing the skill while moving, or playing the ball to a moving partner or into a moving zone.

Intermediate skill drills can also be set up with the players forming lines, circles, squares or triangles. In a moving to moving skill drill, the ball may move in one direction and the player in another.

5.2.5 Advanced skill drills

As the individual moves through the stages of learning, the difficulty of the drill is increased. The aim of this is to make the activity more like a real game situation. With advanced drills, the challenge to the player is heightened by progressively increasing the speed with which the drill is performed, so that it eventually reaches match tempo. In addition, reducing the space and time the players have to perform the skill, introducing opponents and asking players to modify their skills (such as application of spin in a tennis serve) are ways to increase the degree of difficulty.

Use the acronym SSTEP to change any one or more of the parameters in table 5.1 to advance a skill drill.

TABLE 5.1 SSTEP parameters	
Speed	• The speed at which the drill is being performed • Having the player perform a number of repetitions within a set time limit or timeframe
Space	• Changing the amount of space available to the player performing the skill
Time	• Changing the period of time in which the drill is being performed • Increasing the time period in which the skill has to be practised; this increases the physical demands on the performer • Decreasing the time period in which the skill has to be practised; this increases the speed of the performance
Equipment	• Introducing different equipment, or setting up a drill with different equipment. By altering the equipment, the performer can be challenged to complete a skill using a more advanced technique. An example is a junior tennis player who learns to play using a short racquet that is easy to swing and hit a ball accurately. When the player is using this technique correctly, they can be challenged by introducing a longer racquet that will be harder to control but produce more force. The technique used for this longer racquet may be altered. For example, the player may hold the racquet closer to the head to maintain control and gradually lengthen this as they improve their skills.
Pressure	• Introducing opposition to the person performing the skill. This can be done progressively — first with passive opposition, where the performer is not challenged for possession; second, allowing the performer to get possession and then providing opposition in the form of attempted blocking; and, finally, by providing full opposition where the possession is contested in a game-like manner.

5.2.6 Opposed drills

Introducing opposition into any skill drill will provide more of a challenge and mimic the performance experience in a game-like situation. Opposed drills involve the player and opponent weighing up the available options and choosing the best way to perform the task. Other skills, such as tackling and evasion, are also developed alongside the focus skill in some sports.

5.2.7 Grid games

Grid games are an extension of intermediate and advanced skill drills. They take place, as their name suggests, within a grid or defined area and usually involve a relatively small number of players, such as three to five players per side. An example of a grid game would include a keepings-off passing game, which requires players from each side to make a certain number of passes while moving continuously within the defined grid or area. As the players' movements are not as defined as in a skill drill, players must make decisions on where and when to move, as in a real game situation. Such games not only encourage awareness of time and space but also help develop characteristics of teamwork, such as communication and running to support.

In grid games, it is also possible to limit the movement of players to certain zones within the grid or area (non-invasive practices). This allows players to develop positional sense and limits the type and amount of opposition that they encounter. Grid games provide an opportunity for players to begin developing what is referred to as **tactical proficiency**.

5.2.8 Tactical proficiency

Tactical proficiency or **decision making** is the ability to weigh up game situations and decide which option to take and when to take it; for example, whether to carry the ball or pass it to a teammate, or whether to shoot for a score or pass to a player who is in a better position. Tactical proficiency can be developed through activities that closely mirror game situations.

Game sense

Game sense can also be considered as an approach to coaching that uses the game as the focus of the practice session. By focusing on the game (not necessarily a full game but, often, a modified version of the game), players are encouraged to:

- start thinking strategically about game concepts
- become more tactically aware and able to make better decisions during the game
- develop skills within a game-simulated context rather than practising them in isolation
- develop a greater understanding of the game being played.

Learning about rules, strategies and tactics educates players to make good decisions during a game.

By using a game sense approach, players need to consider their choices and the reasons for them. Game sense activities require players to perform skills while in situations that mimic those they may be exposed to in a real game. Players are forced to weigh up the choice of which skill to perform, and how to perform the skill in order to successfully complete the drill. These sessions help players choose the appropriate technique at the right time in a more competitive environment.

Game sense activities are an essential link between the development of skill or technical proficiency and being prepared to play in full-game situations.

Synchronicity

An even more advanced skill is the creation of movement sequences aligned to the movement of others. Sometimes these are synchronous movements that require two or more athletes to move in unison for optimal performance to occur. To move synchronously means to move at the same time. Synchronised diving is an example of such an activity where two divers perform the same dive simultaneously. In a game of volleyball, a skill that requires synchronous movements is that of two athletes jumping up at the net together to block an incoming spike.

Individual movements are done by a performer in isolation. Using the above examples, a diver performing by themselves or a volleyballer independently performing a serve, dig or set are examples of these types of movements. In team sports the individual movements performed by different players are combined to create a set play. This can occur at the same time, such as in a game of soccer where two athletes may run into the

penalty area to enable the player with the ball to keep dribbling and provide options for a pass to these players. Others are done in sequence, such as in volleyball where one player receives and passes a serve via a dig, then a different player sets the ball up for a third player who attempts to spike the ball down for a winner.

5.2 Activities

Drill down

1. (a) Work with a partner and select a skill from a sport of your choice.
   (b) Describe a basic, intermediate and advanced skill drill that you could use when teaching the skill to a group of secondary school students. Make sure that your three skill drills show progressions and each activity has two rules or specific instructions to enhance success.
   (c) Demonstrate any one of your skill drills to the class during a practical session.
   (d) Reflect on the success of your drills and explain why each drill was successful or what needed to be modified to improve the drill.

Game, set, match

2. List as many examples in sport as you can where set plays and routines can be applied to the advantage of the team.

SSTEP parameters

3. Refer to table 5.1 and create a skill drill for each of the five steps by using one of the following skill drill levels:
   - basic
   - intermediate
   - advanced
   - opposed.

Creating a synchronous routine

4. In a group size of your choice, complete the following tasks in relation to *either* a dance routine or gymnastics routine.
   (a) Choreograph (plan) together a routine of your choice.
   (b) Practise the routine, aiming to incorporate synchronous movements between participants.
   (c) Video the performance using a tool of choice, such as Dartfish or Coach's Eye (there are many free options available for you to use).
   (d) Using this footage, critique the performance, highlighting areas of individual and group strengths and weaknesses.
   (e) Use this feedback in your next stage of practice with an emphasis on improving the quality of individual and group performance.
   (f) Video the 'final' performance and again critique the quality of the performance.
   (g) Discuss the benefits of using ICT as a mechanism to give feedback and improve performance, particularly reflecting on synchronicity and timing of movements.

5.2 Check and challenge

Explain

1. Outline the key differences between a basic, intermediate and advanced skill drill.
2. Which level of skill drills are grid games best suited for?

Evaluate

3. How can training and skill drills be used to build and improve the game sense of an athlete?
4. What does 'game sense' mean to you?

5.3 Body control, body awareness and technique

To become proficient in movement execution you need to be aware of the position of your body parts and adjust according to your movement patterns.

5.3.1 Movement skill

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

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

on Resources

🔗 **Weblink:** Pose method

5.3.2 Improving the way we move

There are a number of aspects of movement skill development including body control, **body awareness**, object control, anticipation, timing and technique. The way we perform movement will be improved through development of each of these areas.
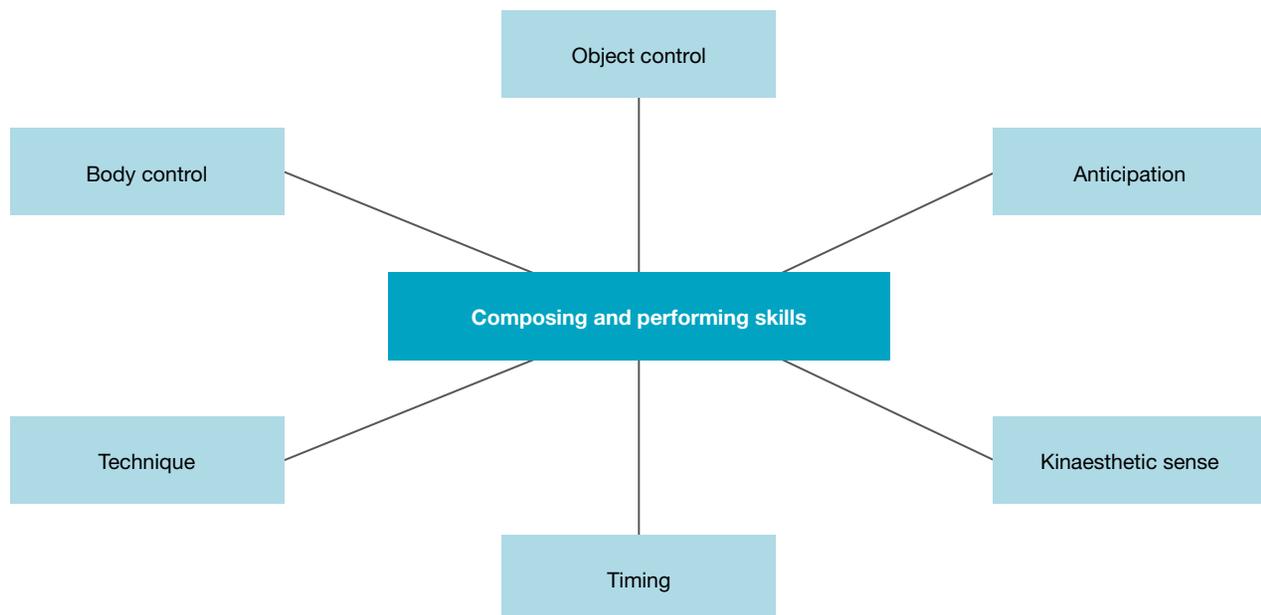
Body control develops as our sensory skills improve. Balance and coordination are important components of body control. As we improve our movement skill, the control we develop over the use of our body parts, and particularly our arms and legs, increases. As a result, we perform movements with better technique, precision and control. For example, we understand that a throw requires us to grip an object properly, transfer our weight during the movement, release at the right time and follow through to a balanced position. As body control improves, these smaller parts fall into place automatically. Body control is also important for everyday health and function and can be linked with muscular strength and coordination.

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

(a) the correct grip   (b) transfer of weight   (c) a timed release   (d) follow through

Successful movement execution also requires **kinaesthetic sense**. This relates to the mind being aware of what is required of the trunk and limbs and being conscious of how movement is being performed. During an inward one-and-a-half somersault from the 1-metre board, for example, a diver needs to be aware of body position in relation to the water to allow sufficient time to straighten the body before entry.

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

HEALTH FACT

In the Netherlands, courses are delivered by physiotherapists and occupational therapists to assist the older population in the technique of falling correctly. This aids in the prevention of bone breaks and develops confidence and ultimately mobility. The courses are so popular and successful, some insurance companies cover their cost.

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. The correct technique usually enables us to achieve at a higher level.

When we observe a skill such as the tennis serve, we find many common characteristics that constitute good technique. All good players hold a tennis racquet in much the same way, swing the racquet behind the body, toss the ball and move their weight forward as the ball is struck. As learners, we always need to be conscious of developing sound technique (which implies using the correct method).

Advantages of developing the correct technique.

Economy of movement	There is no waste of energy during the movement
Skill	The movement uses the correct muscles to perform the action
Flow	The movement is well timed and looks good
Consistency	The action has a better chance of being successful
Confidence	Self-assurance grows from successful execution and challenges us to apply what we know to similar situations

When athletes have developed sound technique, they are able to adapt it to different circumstances — for example, kicking a wet ball or being able to control an object being hit into a strong wind. Technique is developed through the use of drill and skill practices discussed in this subtopic. Use the swimming worksheets in the Resources tab to examine sound technique in freestyle, breaststroke and backstroke.

DID YOU KNOW?

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

On Resources

📄 **Digital doc:** Worksheet 5.1 Freestyle: technique and drills (doc-29317)

📄 **Digital doc:** Worksheet 5.2 Breaststroke: technique and drills (doc-29318)

📄 **Digital doc:** Worksheet 5.3 Backstroke: technique and drills (doc-29319)

5.3 Activities

Exploring technique

1. Form groups of four or five students and appoint one person as the coach. As a group, read the information about the three skills in the table on the next page. The coach should then set up the first drill, which focuses on the inside foot pass, and supervise practice for about five minutes. The coach provides feedback to players relating only to technique points. If the coach notices that the skill is not being performed as outlined in the technique points, the player should be given that feedback.

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

Correct technique for soccer skills

Skills

The inside foot pass	The long high kick	The curve ball

Technique points

• Approach the ball and place the non-kicking foot behind and a little to the side of the ball. • Bend the knee and pivot at the hip with the striking leg. • Make contact with the ball using the inside of the foot. • Keep eyes on the ball until contact is made. • Follow through.	• Approach using a short run-up. • Place the non-kicking foot to the side and back from the ball. • Lean back. • Flex the kicking knee. • Strike the ball with the top of the foot. • Follow through using arms for balance.	• Approach from the side of the ball. • Place the non-kicking foot beside the ball. • Lean slightly back to enhance elevation of the ball. • Swing foot across the ball. • Follow through.

Learning activities/drills

1. In pairs, pass the ball to one another, alternating between the right and left foot as the striking foot. 2. In pairs, pass the ball to a partner while avoiding the markers.	1. Practise kicking for distance using right and left feet. 2. In pairs, place an object in the middle to kick the ball over.	1. In pairs, take one step and try curving the ball right or left. 2. Use markers to test your skill with the curve ball.
	 Stake 30 metres	 3 m 2 m 1 m 1 m 2 m 3 m 20 metres Hook Right-foot kick
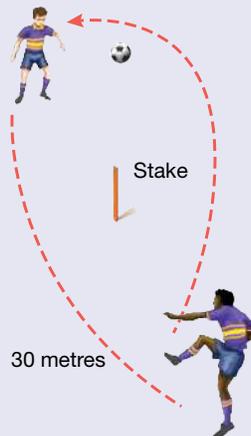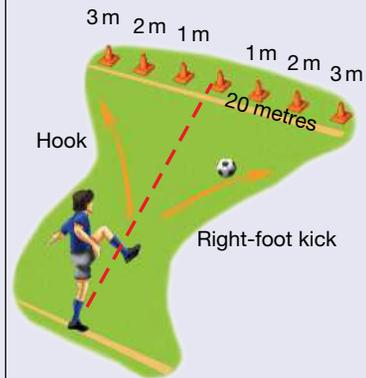
Object control games

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

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

    Trap the ball from each of the following situations:

    (a) Drop the ball from just in front of you.
    (b) Put the ball on your head and let it fall.
    (c) Kick the ball against a wall.
    (d) Have a partner throw the ball to you so it lands at your feet.
    (e) Trap a rolling ball and then kick it to a target. Use both right and left feet.
        Modified activity: Place markers on the ground to create a small playing space and set up games of three-on-three or four-on-four soccer. Each time a team gains possession of the ball, three traps from general play must be made before a goal can be scored.

5.3 Check and challenge

Explain

1. Our senses gather information from our eyes, ears, nose, tongue and touch. Explain how our senses assist us to gain control over an object such as when dribbling a soccer ball.
2. Explain the advantages of developing good technique.

Evaluate

3. Choose a skill. Evaluate the importance of body control and kinaesthetic sense to improved execution of the skill.
4. Evaluate the importance of good technique in executing a skill of your choice.
5. Describe how strong kinaesthetic sense might improve a gymnastics, dance or games skill.
6. Use the weblink in the Resources tab to view **Roger Federer's serve**. Discuss techniques Federer uses to aid in his success. Describe the reasons why his serve is fluent, powerful and accurate.

on Resources

eLesson: Catching (eles-0750)

Weblink: Roger Federer's serve

5.4 Object manipulation, anticipation and timing

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

5.4.1 Object manipulation

Many sports require us to control, manipulate and project objects. These objects may include balls, ribbons, bats or racquets. When playing 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 control more challenging.

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

Control over objects is increased through practice.

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

Javelin

Discus

Shot-put

5.4.2 Anticipation and timing

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

- the size of the object
- the distance from the object
- the speed of the object
- the colour and brightness of the object
- the sound made when the object hits the ground
- our ability to analyse the information and respond, commonly called our reaction time
- our ability to position ourselves according to the information we have gathered.

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

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

DID YOU KNOW?

The reaction times of elite sprinters usually range between 0.12 and 0.16 seconds, which is slightly faster than the average person's reaction time. Reaction time is the amount of time it takes the athlete to respond to the signal at the start of the race. Usain Bolt had the second slowest reaction time in the 100-metre final at the Rio Olympic Games, responding to the signal in 0.155 seconds. He went on to win in 9.81 seconds.

| Simbine 0.128 sec | Gatlin 0.152 sec | Vicault 0.140 sec | Bolt 0.155 sec |

Timing is a consideration when executing complex skills such as the tennis serve or the golf swing. Because many parts of the body are moving at the same time and in relation to one another, application of force that is out by even a fraction of a second can make a big difference in the success of execution. Most aspects of timing in movement relate to effective transfer of weight while maintaining balance. Use the worksheets in the Resources tab to apply this information to three field events in athletics, reflecting on the similarities and differences on each technique.

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

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

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

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

(a)

(b)
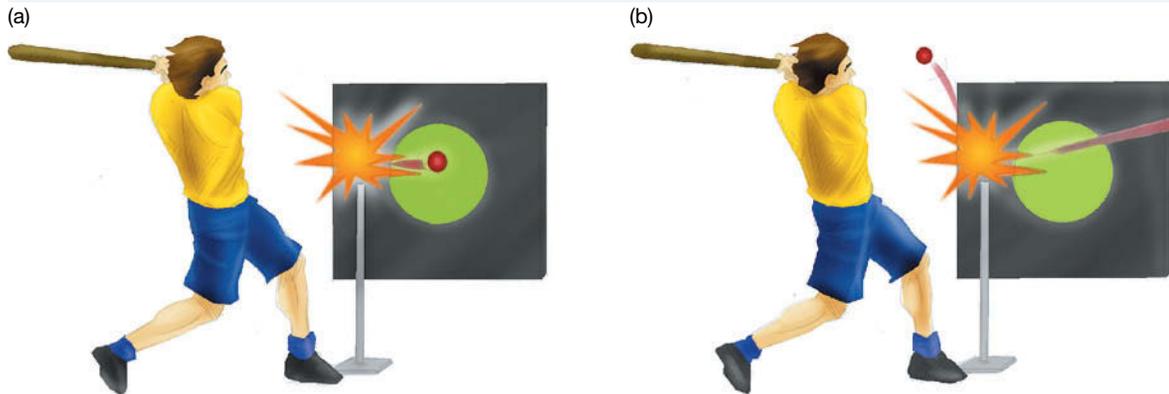
DID YOU KNOW?

At the elite level, a tennis serve can move at over 220 kilometres per hour, while a volleyball can be spiked at approximately 120 kilometres per hour. Athletes with superior overall timing have an advantage over players who react and move less quickly.

on Resources

Digital doc: Worksheet 5.4 Javelin (doc-29320)

Digital doc: Worksheet 5.5 Discus (doc-29321)

Digital doc: Worksheet 5.6 Shot-put (doc-29322)

Weblink: Testing reaction time

5.4 Activities

Softball soccer — object manipulation

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

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

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

Softball soccer

5.4 Check and challenge

Explain

1. Choose two sports and explain where object manipulation can be found in each.
2. Explain how kinaesthetic sense can be developed, using soccer dribbling as an example.
3. Explain the importance of anticipation in receiving a tennis serve.

Evaluate

4. Evaluate the importance of anticipation and timing to improve execution of a chosen skill.
5. Evaluate the importance of timing in a golf swing or a tennis serve.
6. Describe how better body awareness might improve a gymnastics, dance or games skill.
7. Use the **Soccer skills** weblink in the Resources tab to watch the clip of Cristiano Ronaldo. Discuss the images of him training for soccer. What skills has he mastered? Which of these relate to object manipulation, anticipation and timing?

on Resources

Weblink: Soccer skills

5.5 Learning environments and feedback

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

5.5.1 The key to faster learning

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

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

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

5.5.2 Structure

Our body size and shape are genetically determined and give us a predisposition to have the capacity to develop some skills easily, while others may be more challenging. A tall individual with long limbs may suit sports such as volleyball or basketball where height is important to reach the ball. A muscular individual may be more suited to speed-based activities such as hockey or soccer, where moving to the ball quickly is an advantage.

Flexibility can be an asset in more sports than just gymnastics and dance. Having a large range of motion around the shoulder joint will assist skill development in swimming and greater hip flexibility will assist in creating a longer stride length, potentially increasing efficiency and speed when running.

A muscular person may be suited to hockey.

5.5.3 Learning environments

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

Additionally, the performer must perceive the social environment to be encouraging. This means the people around them must give appropriate and constructive feedback as well as the opportunity to make mistakes without feeling like they are failing. Coaches or teachers play an important role in ensuring that the environment for the session is positive and conducive to skill learning.

An encouraging social environment is positive reinforcement for skill learning.

On Resources

Digital doc: Worksheet 5.7 Skills overview (doc-29323)

5.5 Activities

Social environment

Equipment: Basketballs, cones and basketball ring

1. (a) In groups of three, create a list of three focus points you think are important when dribbling and shooting a basketball. Discuss these as a class to set some common points that all players will reference.

(b) In your groups of three, set up cones randomly scattered around a basketball key. Take turns selecting a cone, then dribbling to the ring and shooting. Each player has three shots then passes to the next player. The two players who are watching should give positive, encouraging feedback, stating a focus point that has been achieved and encouraging one that still needs work.

(c) After the group has rotated five times, reflect on the following questions:
- How did the positive encouragement make you feel?
- Did you enjoy receiving feedback from your peers or did you find it challenging. Why?
- How challenging do you think it would be if you had to give feedback on more than three points?

(d) Extend this activity to a full basketball game and when you are on the sideline, continue to provide this feedback to other players. Note how this active role as a sideline player contributes to a more positive environment and culture of the session.

5.5 Check and challenge

Explain

1. Briefly explain the factors that influence skill development and performance.
2. Explain how the structure of someone's body could influence their skill learning.

Evaluate

3. Choose a skill that you have learned recently. Describe how a positive social environment assisted you to understand what you had to do and how you were able to execute the skill in the correct manner.

5.6 Safety and rules and regulations

The success with which you learn skills is largely dependent on positive practice. This will be more rewarding and enjoyable when safety precautions are taken and specific rules and regulations adhered to.

5.6.1 Introduction

All physical activity carries some risk, but this is often removed or minimised through appropriate safety practices and the use of rules and regulations. That is, a set of agreed principles that control procedures used within sport. For example, in some sports a lighter bat is used for junior players. Rules and regulations will also govern individual and team behaviour and conduct while playing, and there are often consequences or sanctions applied to those who break these rules.

5.6.2 Safety

Ensuring **safe environments** and use of protective equipment enhances skill learning. Injury not only hampers the learning of skills but can also negatively affect interest, motivation and future involvement. While there is a greater risk of injury in contact sports, when safety rules are adhered to this risk is minimised. Important safety awareness points are outlined on the following page.

We are all responsible for safety.

Safety awareness

- Always warm up and undertake a dynamic stretching routine at the beginning of training sessions and before games.
- Focus on technique development leading to safe, efficient and correct skill execution.
- Ensure you develop a level of fitness appropriate to the game or activity.
- Use protective equipment (such as helmets) when recommended.
- Check the training area to ensure that it is safe and free of objects that could cause injury.
- Seek a healthcare professional's advice before returning to competition following an injury.
- Be aware of and follow the safety rules for the sport or activity.
- Perform new and difficult skills under supervision.
- Wear sunscreen if practising or performing outdoors.
- Ensure adequate fluid levels are maintained.
- Match competitors according to skill level and body size.
- Remain alert and be aware of what is going on and use a common-sense approach to skill learning and working with others.

HEALTH FACT

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

5.6.3 Rules and regulations

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

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

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

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

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

On Resources

Digital doc: Worksheet 5.8 'Sledge pledge' (doc-29324)

5.6 Activities

Awareness of rules and regulations

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

Tackling

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

Rules, strategies and tactics

3. Consider yourself the coach, developing appropriate rules, strategies and tactics for the following situations.
    - Penalty kick in football
    - Short corner in hockey
    - Tennis serve
    - Passing in netball

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

Tackle from behind

Front-on tackle

5.6 Check and challenge

Explain

1. Explain why it is important that players understand rules.
2. Describe how you develop positive attitudes towards safety in physical activity.
3. Outline safety precautions that you need to be aware of during practice situations.

Evaluate

4. Choose any piece of protective equipment used in sport (such as a helmet or mouth guard) and evaluate its role in the prevention of injury.
5. Use the **Safe rugby tackles** and **Unsafe rugby tackles** weblinks in the Resources tab to view the clips on safe and unsafe tackling. Discuss how rules enhance the safety of a game. How do you think players should be punished if they break rules, leading to the injury of another player?
6. Select a sport and describe rules that have been put in place to assist the safety of the performer.

on Resources

🔗 **Weblink:** Safe rugby tackles
🔗 **Weblink:** Unsafe rugby tackles

5.7 Stability, balance and momentum

Understanding the biomechanical principles that influence your performance can assist skill development. Concepts such as stability, balance and momentum assist movement control and help you develop appropriate body positions for a variety of sporting situations.

5.7.1 Introduction

Stability and balance are often associated with static, or still, positions such as those held in gymnastics and dance. However, we also require the application of these principles when we are in dynamic positions, that is, when we are moving. Such actions include changing direction while surfing or on the field in hockey or soccer.

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

on Resources

🔗 **Weblink:** Handstand on a skateboard

5.7.2 Stability and balance

Understanding balance and **stability** is important for the proficient execution of many skills as well as the prevention of injury. Stability refers to the body's ability to withstand disruption to **equilibrium** and balance is the ability to control equilibrium. It is easy to appreciate how a person performing a handstand needs to apply the concept of balance. However, even dynamic situations such as sprinting also require an understanding and application of balance. The sprinter is momentarily balanced on the pad of either foot at any moment during a race, and must remain balanced with every step. Loss of balance would upset the flow and efficiency of the stride and contribute to a poor performance.

When a body is stable it has a high degree of equilibrium and will resist forces that try to move it from this position. Stability depends on several factors including **centre of gravity** and **base of support**.

The centre of gravity in the human body is located at the approximate centre of the body around which **mass** is equally distributed (see figure on right). However, the position will vary according to the type of activity we are performing. As shown in the following figure, the centre of gravity moves as our body shape changes according to the activity we are performing.

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

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

Center of gravity
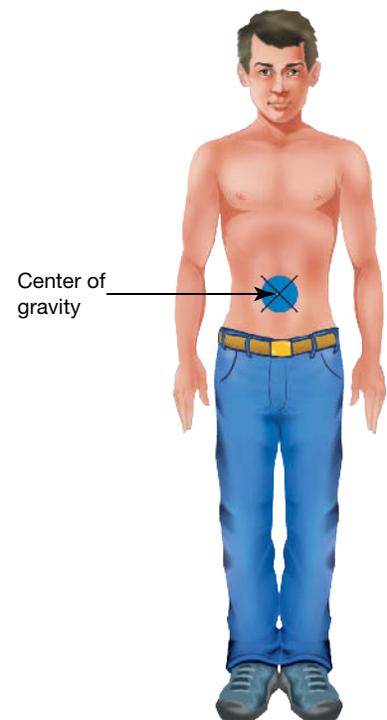
Our centre of gravity changes according to the skill we are performing.
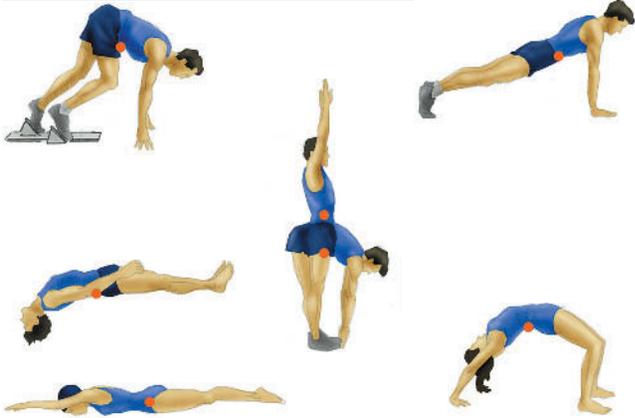
When we widen our base of support, our stability is increased.

Base of support
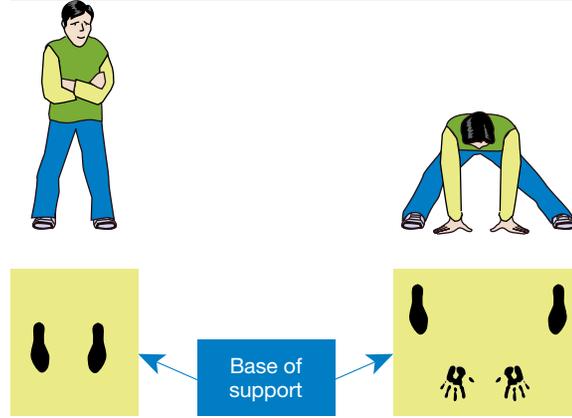
HEALTH FACT

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

A body that is in a stable position is more likely to be well balanced. We can be stable when we are stationary or when we are moving. When we are at rest and not moving, we may possess **static balance**. When we move and still have control of our body, we demonstrate **dynamic balance**.

Static balance (left) and dynamic balance (right)

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

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

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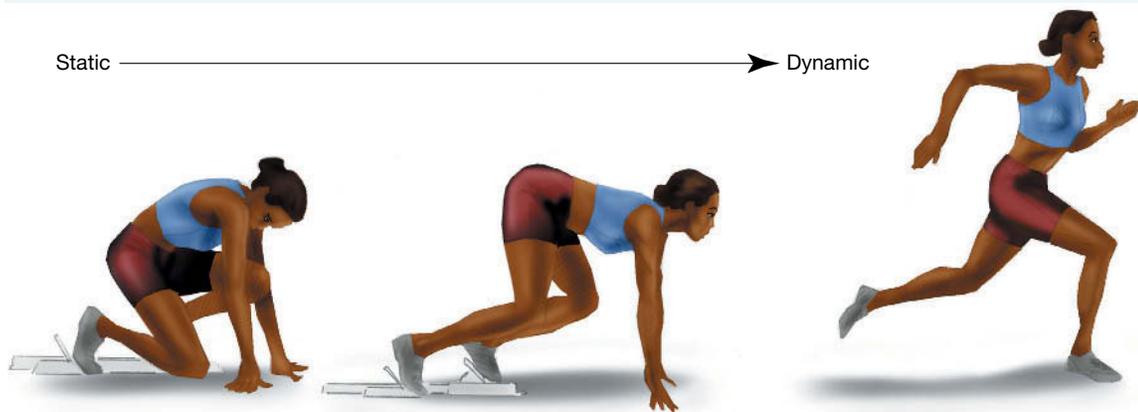
The centre of gravity changes according to the type of momentum we are performing. However, we remain stable as long as the centre of gravity is located over the base of support.

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

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

Stability is related to the area of the base of support. In these figures, the base of support increases with progression from A to E, resulting in more stability.

A

B

C

D

E
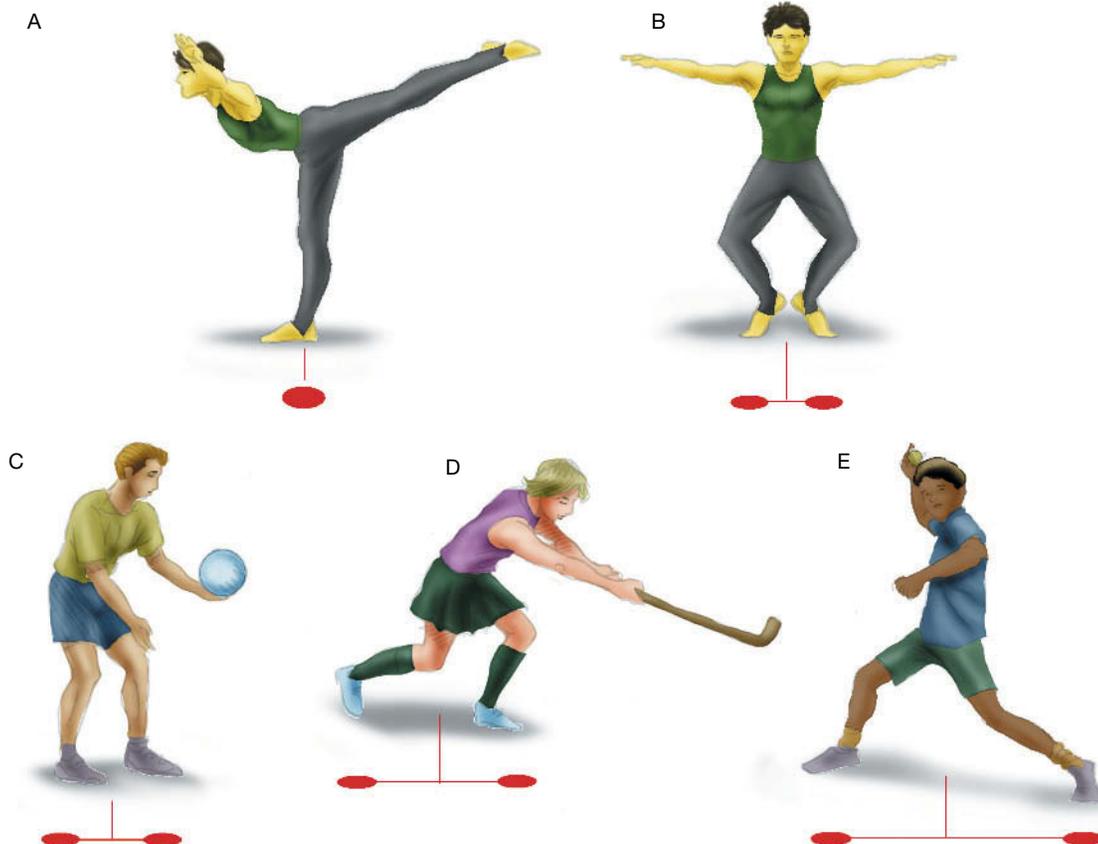
The level of stability required varies from one sport to another. Some sports (such as wrestling) require a high degree of stability, whereas others (such as evading players in touch football) will benefit from less stability as it is easier to move and run from the opposition.

5.7.3 Momentum

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

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

5.7 Activities

Stability

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

(a) (b) (c) (d) (e) (f) (g) (h) (i) (j)

Centre of gravity and base of support

2. The following activities and skills relate directly to the centre of gravity and base of support principles. Explain how manipulation of the centre of gravity and/or base of support can affect the final outcome in each scenario.
    (a) Two tug-o-war teams are of equal weight. One is able to convincingly beat the other. How?
    (b) A shot-putter who bends his legs is able to throw further than when the legs are kept relatively straight.
    (c) A person who stands on one leg tries to hit a golf ball as far as a person standing on both legs.
    (d) A person does a headstand and removes their hands from the mat.
    (e) A full-back in Rugby League jumps to catch the ball and is tackled while still in the air.

Experimenting with balance and stability

3. Experiment with the following activities that require balance and stability. For each activity, make variations to body position and technique to enhance performance and safety. Observe the effects and discuss your findings with the class.
    (a) In pairs and on a safe surface, work out ways to destabilise wrestling holds and positions.
    (b) Practise the 'mark' in Australian Rules football.
    (c) Practise the jump shot in basketball.
    (d) Try ice skating or roller skating.

5.7 Check and challenge

Explain

1. Explain how stability relates to a stationary activity (for example, a headstand) and a dynamic activity (for example, running).
2. Explain how raising or lowering your centre of gravity will affect your balance.
3. Explain what is meant by dynamic balance.
4. Explain the connection between stability and base of support using a basketball defender or a weight-lifter as an example.
5. Explain how an understanding of momentum could be used to advantage for either a collision sport or tenpin bowling.

Evaluate

6. Evaluate the importance of balance in performing a gymnastics routine.
7. Use examples to describe how the centre of gravity in the body changes according to the type of movement we are doing.
8. Use the **Destabilising in judo** weblink in the Resources tab and identify the factors that destabilise an opponent in a successful performance of the 'takedown'.

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on Resources

🔗 **Weblink:** Destabilising in judo

5.8 Review

5.8.1 Summary

- Aspects of movement skill development include object manipulation, body control, body awareness, technique, timing and anticipation.
- Manipulation, body control and kinaesthetic sense are assisted by enhanced coordination and balance.
- Technique is the method used to perform a skill or movement. Skill execution will be improved considerably by giving attention to establishing sound technique.
- Anticipation and timing are improved through practice. These two characteristics are evident in skill execution by elite players.
- Skill development is influenced by a number of factors including: transfer, structure, environments, feedback, practice, safety, and rules and regulations relating to the activity.
- Rules and regulations ensure safety and help minimise risk, enhancing the learning environment.
- Biomechanics is the study of the mechanics of human performance. Knowledge of biomechanical principles will improve the way we perform many sporting movements.
- An awareness of how the centre of gravity changes within the human body will assist in movements where balance and stability are important.
- Momentum refers to the quantity of movement a body displays. Better understanding of momentum increases our effectiveness and safety in collision sports and in activities such as discus where improved momentum increases distance.

ESSENTIAL QUESTION

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

Evaluate your initial response to the essential question now that you have studied the topic.

5.8.2 Key terms

anticipation our ability to predict whether a particular action will occur

balance the ability to control equilibrium while we are stationary or moving

base of support the parts of the body (or object) in contact with the ground and the area between these supporting parts

basic skill drills practice drills designed to allow the individual to learn and perform skills in an environment that ignores outside elements such as the opposition or movement

body in this context refers to a person or an object such as a javelin

body awareness the ability of the mind to know what is required of the trunk and limbs, and to be conscious of how a movement is being performed

body control the ability to coordinate movements with precision

centre of gravity the point at which all weight is evenly distributed, enabling the body or object to be balanced

decision making the ability to weigh up game situations and decide which option to take and when to take it

dynamic balance maintaining balance while the body is in motion

equilibrium a state that arises from our senses about the position and balance of our body

feedback information provided to a performer about the quality and/or outcome of the performance

friction develops when two objects rub together

grid games an extension of intermediate and advanced skill drills; take place within a grid or defined area

kinaesthetic sense the sense that detects movement, body weight and body position

learning environments the physical and social environment in which skills are learnt and developed through practice

mass is the quantity of matter of which a body is composed. It is slightly different from weight in that it remains constant, whereas weight is affected by gravity.

momentum the quantity of motion that a body displays

movement skill the proficiency with which we execute movement in all types of physical activity

object manipulation the ability to move and control an object

rules and regulations policies, laws and guidelines that promote fair play and enhance safety in sport

safe environments grounds, equipment and facilities being safe to use

stability the ability to maintain a current state or position

static balance maintaining a balanced position while not moving

subskills a small part of a skill; for example, the toss is part of the skill of serving in tennis

tactical proficiency the ability to weigh up game situations and decide which option to take and when to take it

technique the method used to perform a skill or movement

timing relates to when certain movements occur within a pattern or the use of the body in relation to time; the way in which parts of a movement flow together

5.8 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. Identify and explain the aspects of movement skill development.
2. Explain how knowledge of body control and kinaesthetic sense improves our ability to surf.
3. Discuss the importance of timing in the tennis serve.
4. 'Good technique is the foundation of skill mastery.' Discuss.
5. Explain the role of practice in skill improvement.
6. Choose a sporting activity where inertia needs to be considered for safety. Explain the modifications to equipment or rules to enhance the safety of the sport.
7. Apply the concepts of balance, stability and base of support to improved execution of a skill.
8. Identify an activity where momentum is important. Suggest how momentum is developed or improved and contributes to a better performance.

ON Resources

Digital doc: Worksheet 5.9 Applying mechanical principles to a favourite activity (doc-29325)

Digital doc: Worksheet 5.10 Key terms quiz (doc-29326)

Digital doc: Worksheet 5.11 Multiple choice quiz (doc-29327)

Digital doc: Key terms glossary (doc-29328)

TOPIC 6
Teamwork and fair play

6.1 Overview

6.1.1 Introduction

What sports or recreational activities are you involved in? What Australians participate in and how often they do so has changed over the past 100 years. Participation brings physical, social and emotional benefits. Being involved in sport is not just about playing; officials, umpires and coaches all play a part. Collaboration skills are vital in this environment and the ability to demonstrate leadership qualities can assist in engaging others in sporting activities. The various roles in sport all have different responsibilities, but fair play, ethics and effective teamwork are essential.

Being part of a team is one great benefit of playing sport.

On Resources

📼 **eLesson:** Participation, teamwork and fair play (eles-2968)

📄 **Digital doc:** Key terms glossary (doc-29355)

ESSENTIAL QUESTIONS

Being involved in some way in physical activity is not difficult. There is a vast array of roles from which to choose that match our individual strengths. How do we know what to choose and whether we will like it?
How can our involvement benefit the wider community?
How can we include, assist and lead others during physical activity?

SYLLABUS OUTCOME

A student:

- critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts. (PD5-10)

6.2 Patterns of participation in sport and physical activity

Participation in sport and physical activity can take many forms; it can involve activity as a player or performer, or be more passive as a coach, administrator or umpire and referee. 'Spectating' is not considered participation.

6.2.1 Active and passive participation in sport

In this subtopic we will investigate the levels of participation of various groups and the methods of participation. We will consider:

- whole population participation
- male and female participation across all age groups
- children's participation in organised sport
- participation of children with a disability in organised sport and physical activity
- playing and non-playing involvement in organised sport and other physical activities.

How do you interpret 'participation in physical activity'?

This information is important for government bodies and sports organisations when campaigning to increase sport participation. Use the **ACHPER**, **Healthy kids** and **NSW Office of Sport** weblinks in the Resources tab to research groups and organisations that promote participation in sports, and activities available to children and adults. During your research, consider the following:

- What is the purpose, goal or vision of the group or organisation?
- Who are the target groups?
- What activities, resources and opportunities are offered by the organisation?
- Is the content provided on each website relevant to you?

on Resources

Digital doc: Worksheet 6.1 Researching sporting websites (doc-29329)

Weblink: ACHPER

Weblink: Healthy kids

Weblink: NSW Office of Sport

6.2.2 Participation in sport and physical activity — a statistical overview

According to *AusPlay Focus: Children's Participation in Organised Physical Activity Outside of School Hours*, participation rates in 2017 of Australian children in some form of organised after school physical activity has shown an overall increase.

This survey is comprehensive and one of the biggest ever conducted in Australia. Annually, 20 000 people aged 15 or over complete this survey. The survey provides information about the physical activities undertaken by the children of those parents surveyed. The physical activities can be sport or non-sport related, but it must be organised by parents and be part of an organisation or club as well as being conducted outside school hours.

In terms of child participation frequency, the survey shows that in 2017:

- 63% of children participated in organised physical activity outside of school hours at least once per week (up from 56% in 2016)
- 25% of children participated in organised physical activity outside of school hours at least three times per week (up from 20% in 2016).

Having a disability should not prevent a person from participation in physical activity or organised sport. According to the Australian Bureau of Statistics, of persons aged 5–14 years with a reported disability, around 59 per cent participated in a physical activity for sport and around 66 per cent participated in a physical activity for exercise or recreation in the past 12 months. An example of this is that many Australian Surf Lifesaving Clubs run programs for Nippers which are accessible for children with various types of disabilities.

Swimming, soccer, Australian Rules football, dance and gymnastics have been identified as the top 5 organised physical activities for 2017.

DID YOU KNOW?

By far the most active participants in sport, exercise and recreation are the residents of the Australian Capital Territory (ACT). Among children, adolescents and adults, physical activity levels of ACT residents are well above those of the rest of Australia!

TABLE 6.1 Top 10 organised out of school activities for children in Australia, 2017

Activity	% of population
Swimming	31.8%
Soccer	14.1%
Australian Rules football	8.8%
Dancing (recreational)	8%
Gymnastics	7.6%
Basketball	7.3%
Netball	6.6%
Tennis	6.0%
Athletics, track and field	5.5%
Cricket	5.4%

Source: AusPlay data 2018 taken from AusPlay Focus 'Children's Participation in Organised Physical Activity Outside of School Hours', April 2018. © Australian Sports Commission, www.sportaus.gov.au

In 2017, for children aged 5–14 years, popular sports for males included soccer, swimming and Australian Rules football, while for females, dancing, swimming and netball were the most popular.

TABLE 6.2 Participation rates by gender (5–14 years) for top 10 activities, 2017

Activity	Boys	Activity	Girls
Swimming	29.8%	Swimming	33.9%
Soccer	21.9%	Dancing (recreational)	14.7%
Australian Rules football	14.6%	Netball	13.3%
Cricket	10.0%	Gymnastics	12.1%
Basketball	8.6%	Soccer	5.9%
Tennis	7.1%	Basketball	5.9%
Athletics, track and field	6.0%	Dance Sport	5.2%
Rugby league	5.7%	Athletics, track and field	4.9%
Gymnastics	3.4%	Tennis	4.8%
Rugby union	3.2%	Hockey	3.2%

Source: AusPlay data 2018 taken from AusPlay Focus 'Children's Participation in Organised Physical Activity Outside of School Hours', April 2018. © Australian Sports Commission, www.sportaus.gov.au

For all Australians aged 15 and above, the most popular physical activity is walking for exercise, although this is substantially higher for females. Nearly half of all females aged 15 and above walk or go to the gym. Males are more likely than females to cycle, jog or play golf.

TABLE 6.3 Participation rates in selected sporting and recreational activities (ages 15 and over)

Activity	Males	Activity	Females
Walking (recreational)	32.8%	Walking (recreational)	52.3%
Fitness/gym	28.6%	Fitness/gym	35.4%
Athletics, track and field*	17.8%	Swimming	16.0%
Cycling	14.3%	Athletics, track and field*	13.9%
Swimming	13.0%	Cycling	9.2%
Soccer	9.1%	Yoga	7.4%
Golf	8.6%	Netball	5.6%
Cricket	5.9%	Bush walking	5.4%
Tennis	5.5%	Pilates	4.4%
Bush walking	5.3%	Tennis	4.1%

*Athletics, track and field includes jogging and running
Source: AusPlay data 2018 taken from AusPlay Focus 'Children's Participation in Organised Physical Activity Outside of School Hours', April 2018. © Australian Sports Commission, www.sportaus.gov.au

DID YOU KNOW?
There is a physical activity suitable for everyone. Make sure some of your recreational pursuits include physical activity to optimise your health.

6.2 Activities

Physical activity in your community

1. For your own gender, does the information found in table 6.2 reflect what you think is happening in your community? Does your community have resources that promote physical activity or potentially have barriers that prevent activity, including for those with a disability?

Your physical activity

2. Predict what might happen to your own physical activity levels over the next year. Discuss ways in which you might be able to increase the amount of physical activity you do to improve your health.

Predicting future trends

3. (a) Using the information in table 6.2 and the **AusPlay** weblink in the Resources tab, analyse the trends in children's participation in organised sport.
   (b) Which sports have had the largest rise in participation rates? Why do you think this is? Using this information, predict which sports you think will grow the most in the next three years. Are there differences in the growth sports for males and females?

The quiet achievers

4. How important is the work of volunteers in organised sport in Australia? How could you go about recruiting people to act as volunteers for a local sporting club or team? What reasons or benefits could you sell to them about volunteering?

Collect and evaluate

5. Use the **Collect and evaluate** worksheet in the Resources tab to complete a sophisticated task requiring data collection, evaluation and elaboration of results. The task is designed to find out what sports and physical activities people from different age groups have participated in during the past 12 months.

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on Resources

📄 **Digital doc:** Worksheet 6.2 Collect and evaluate (doc-29345)

🔗 **Weblink:** AusPlay

6.2 Check and challenge

Explain

1. Why would participation rates in physical activity and organised sport tend to decrease with age in people over 35?

Elaborate

2. Make a list of recommendations you could suggest to a local city council about providing facilities and programs to promote participation in sport and physical activity by local residents. In particular, consider members of the following groups:
   - families
   - pre-school children
   - retired adults
   - people with a disability.

Evaluate

3. In table 6.3, look at the top three activities for both males and females. Why do you think these are the most popular?

6.3 Elements of teams and teamwork

Success is more likely when there is great teamwork between all individuals involved. A team is a group of people with complementary skills, who are committed to a shared purpose.

6.3.1 Good teamwork brings success

In this subtopic, many aspects of teamwork will be investigated. Think about any teams you have been associated with in the past 12 months. Were they effective or ineffective, successful or otherwise? What was it about these teams that made them this way? What are the key elements of high performing teams? How can great teamwork be developed?

Use a range of research tools, including the internet, to create a database of definitions or characteristics of what makes a successful team. Collect at least three definitions.

6.3.2 Teams and teamwork

Being involved in a sporting team provides opportunities to:
- improve and develop individual and group skills
- meet other people who share a mutual interest
- work cooperatively with others to achieve a common purpose
- work and socialise with others, and develop friendships and relationships
- respond to challenging situations
- develop leadership skills
- improve self-confidence and self-esteem.

Teams provide an opportunity for individuals to work together to achieve a common purpose.

DID YOU KNOW?

The Hockeyroos, Australia's gold medal-winning women's hockey team at the Sydney Olympic Games, voted to share any financial rewards they might receive as a result of their performance at the Games among the whole squad of 25 players, rather than only those 16 players who were named in the team for the Games. Ric Charlesworth, the team coach at the time, stated, 'The strength of a team lies within the capacity of its individuals to agree on and strive towards common goals and rewards'.

6.3.3 Key elements of high-performing teams

Most people interested in how teams perform and how teamwork develops agree that high-performing or successful teams, regardless of whether they are sporting teams, tend to display certain key elements or characteristics. These key elements can be summarised as follows:
- There is a clear and common purpose. The vision or purpose of the team has been defined and accepted by everyone. Goals and tasks are understood and committed to by everyone.
- There is a climate of trust between members of the team.
- Open and honest communication exists among members. Team members feel free to express their feelings on the goals and tasks, as well as on the group's operation.

- Diversity of opinions and ideas is encouraged.
- Creativity and positive risk-taking is evident.
- A sense of belonging and pride in accomplishments is promoted and encouraged.
- The team is constantly learning and aiming to improve.
- Procedures are developed to diagnose, analyse and solve problems.
- Participative leadership is practised; while the team may have a formal leader or leadership group, leadership functions shift from time to time, depending upon the circumstances, the needs of the situation and the skills of the team members.
- Decisions are supported and made together; for important decisions, there should be substantial, but not necessarily unanimous, agreement through open discussion of everyone's ideas and the avoidance of formal voting.
- There are clear roles and assignments. Expectations about the roles played by each team member are clear, and the workload is evenly and fairly distributed among all members.
- The team is diverse and has a broad spectrum of team member types.
- Self-evaluation is apparent. Periodically, the team examines how well it is functioning and what may be interfering with its effectiveness.

6.3.4 Team building and developing teamwork

Developing a sense of team and teamwork can be a very complex and challenging task, but the rewards can be substantial. Most sportspeople would agree that a champion team will always beat a team of champions.

Team building, which is often a key role expected of the coach, is very much a matter of putting in place ingredients and strategies that allow for the characteristics of successful teams to develop and flourish.

Selection of team members

The selection of team members is very important when building teams and developing teamwork. Effective teams are made up of a range of different types of team members who develop confidence and trust in one another. Effective teams also consist of a range of team members with different skill sets and experience. Balancing skill sets and the experience of team members can help build an effective team.

Establishing a common purpose or goal

Establishing a common purpose or goal within the team is essential in team building. Teams need to understand what they are trying to accomplish and why. This gives the team direction and offers each member a sense of value and commitment. Team members also need a detailed understanding of how the team will accomplish its tasks and goals.

Allocation of roles within the team

Assigning roles to team members helps individuals to assume an active and productive position within the team. However, individuals must be willing and able to adapt to new roles if required by the team. Teamwork also requires people to be willing to assist others in their roles at times.

According to basketball legend Michael Jordan, 'talent wins games, but teamwork wins championships'.
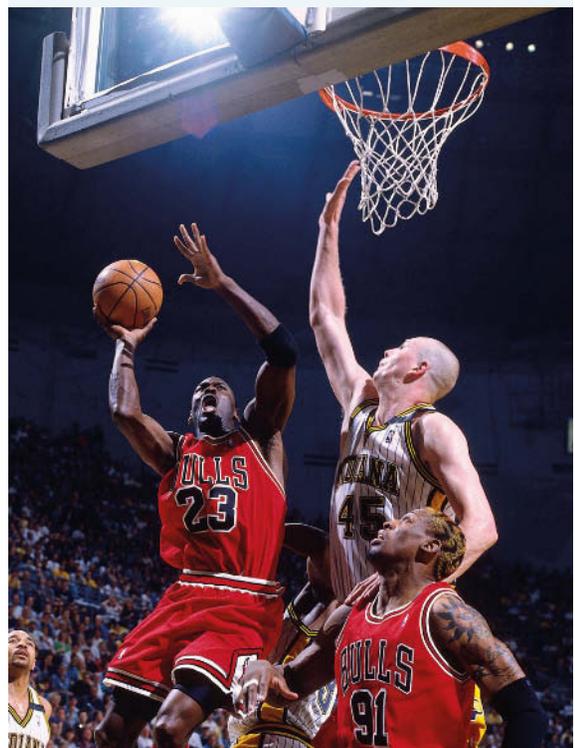
Training in how to work together

A team must know how to work together to be productive and successful. Sometimes, specific training in how to work together is necessary or advantageous. Such teamwork training might include instructional workshops and courses on communication skills, conflict resolution, goal setting and other topics that provide skills necessary to be an effective team player.

Many teams also participate in training camps and challenge activities whose primary goal is team building and the development of team spirit. Typically, players are subjected to challenging and demanding situations that require them to make good decisions while under pressure, to problem-solve and to work together to achieve a certain goal. AFL football teams, Rugby League teams and the Australian cricket team are just a few of the many teams that engage in these types of camps and activities.

Training camps and challenge activities promote team building and the development of team spirit.

Motivation

A variety of strategies can be adopted to motivate players and teams. Some of the easiest methods include use of 'self-talk' and encouragement to each other. Australian tennis champion, Lleyton Hewitt, regularly used self-talk as a way of increasing motivation and energy levels during a match. His famous catch cry was 'come on!', which he regularly expressed at times where he needed to energise himself. This often inspired others in the crowd to also cheer and yell words of encouragement, thereby raising his motivation.

Similar tactics are used in team sports, where team members use encouraging language to increase the motivation of others. This encouragement in team sports should be reciprocal, meaning that all team members have the responsibility to encourage others in addition to being the recipient of positive, motivating comments.

Support within the team

Team support is not only about individual team members being warm, empathetic and caring about their teammates. It is also about providing four distinct types of support: emotional support, informational support, instrumental support and appraisal support.

- Team **emotional support** refers to the notion of providing 'a shoulder to cry on', an encouraging word and sympathetic understanding of another team member's emotional pain or distress.
- Team **informational support** refers to the extent to which team members exchange necessary information.
- Team **instrumental support** focuses on the practical support that team members offer each other.
- Team **appraisal support** is the help individual team members can provide one another in making sense of a particular situation and providing feedback to others.

Team building will be successful if the team members can provide each of these types of support to one another.

Communication between team leaders and team members

One of the most important contributions a team leader can make is to ensure that a climate exists within the team that enables members to speak honestly and deal openly with any obstacles or problems that might be preventing the team from achieving its goals.

In rowing, the cox communicates with the rowers to ensure everyone works together as a team.

6.3 Activities

Recipe for success

1. In pairs, create an A4 poster to display in the classroom outlining five benefits of being involved in a sporting team and summarising the ingredients required for an effective team.

There is no 'I' in team

2. What sayings or team-bonding games do you know that promote teamwork? Create a class folder of games and sayings.

Teamwork

3. (a) As a class, set up an obstacle course in the gym or other suitable area, using safe equipment such as gymnastics items (for example, vaulting horse, beam, parallel bars, gym mats), benches, hoops, tyres, wall bars and ropes.
   (b) Divide the class into teams of about five or six students.
   (c) The aim is for each team to work together to move around the obstacle course in the shortest possible time. Each team could have one common handicap; for example, the team might have to transport a container of water around the course without spilling it, or have one team member who is blindfolded. The time taken to complete the course is measured when the last member of each team crosses the finish line.

(d) At the end of the activity, reflect upon your experiences and record some details about the factors and characteristics that helped each team to work together and function effectively as a single unit. Consider leadership styles and team dynamics.

(e) Consider the factors and characteristics that hindered cooperation and effective teamwork. Consider leadership styles and group dynamics.

Assessing teamwork

4. (a) Using basketball as an example, list the characteristics that you think are desirable in team members. The focus should be on the factors that influence teamwork and being a valued member of the group.

(b) In groups of five, agree upon the five main characteristics that you think are important in a team player, then design a rubric that can assess these five characteristics.

(c) After this, partake in a game of basketball against another group that has completed their own rubric for assessing the characteristics they think are important in a team player.

(d) After the game, assign each team member to assess another teammate using the rubric designed. Each team member should then be provided with their assessment and complete the following two tasks:
   i. Write a short summary of 'what makes me a good teammate?'
   ii. Write a short summary outlining 'how can I become a better teammate?'

6.3 Check and challenge

Explain

1. Explain the four types of support that can help to build effective teams.
2. Have you ever participated in a team-building activity? If so, describe what you did and whether or not it was successful. Identify what aspects made the activity successful or unsuccessful.

Elaborate

3. Identify and discuss the characteristics you have that would contribute to the success of an effective team.

Evaluate

4. Research and provide a brief written report on a team leader who you believe made a significant contribution to the success of the team that they worked with or were part of. Provide information about the leadership qualities they possessed and demonstrated. Evaluate how these qualities contributed to the success of the team.

6.4 Fair play and sporting conduct

It is important for individual team members and teams to learn to lose gracefully and to win with humility.

6.4.1 Australian sporting culture

Australian sportspeople have always been proud of our cultural concept of the 'fair go'. This principle is an unwritten law of behaving fairly and with positive sportsmanship during all types and levels of competition. This concept of the 'fair go' encourages all athletes to compete hard, but fair, and provide opportunity for all athletes to achieve their own types of personal success.

The fabric of Australian sporting culture is based on having a go, doing your best and supporting others.

The most successful sporting teams, from the Under 8's local soccer team to the professional netball team, the NSW Swifts, all display these great qualities. Thanking the umpires, coaches and team mates after your game is one simple way to foster positive sporting behaviours.

6.4.2 Inclusivity in sport

Sporting clubs and associations are providing increasing opportunities for all athletes, including young people with disabilities, to participate in sport and enjoy all the benefits regular sport and physical activity can bring.

An example of inclusivity can be seen in the Surf Life Saving New South Wales (SLSNSW) Disability Inclusion policy. SLSNSW states that it 'is committed to the inclusion of people with disability, their families and their carers'. The policy establishes the importance of everyone having access to the opportunities surf lifesaving brings as well as having equal access to surf clubs and their activities.

SLSNSW encourages clubs to look at inclusion on a spectrum, with the goal of always supporting a person with a disability to participate as they choose, and not as others choose for them.

6.4.3 Being a good sport

Having fun, and displaying courtesy and respect to officials, opponents and teammates are integral to being a good sport. Playing by the rules and learning to accept the game moments that don't go your team's way helps create a respectful environment and a more resilient athlete.

In small groups, discuss the aspects of what constitutes good sporting conduct, and then write your own definition. To extend your discussion, use the **A response** and **Behaving badly** weblinks in the Resources tab to watch behaviour displayed by Serena Williams during a heated tennis match, and read some comments about the same incident.

on Resources

⌗ **Weblink:** A response

⌗ **Weblink:** Behaving badly

6.4.4 Fair play

Fair play can be defined as 'participation in sport being based upon the concepts of fairness, fun, sportsmanship, respect, safety, and personal and collective responsibility'. With these principles at the forefront of sport participation, all participants can enjoy the benefits of being involved in sport and physical activity.

Being able to deal with the highs and lows of competitive sport is essential to the development of fair play.

Although competition can be positive and rewarding, it can also result in negative behaviours being exhibited by some players or teams. Factors such as poor performance, frustration or anger, external pressures (such as peer pressure or parental pressure) and a win-at-all-costs mentality can result in individuals or teams displaying unsporting conduct. It is important for individual team members and teams as a whole to learn how to lose gracefully, as well as learning how to win. It is the team's responsibility to develop high standards of behaviour and attitude in all players and other members.

6.4.5 Sporting conduct

Put simply, good **sporting conduct** means conforming to the rules of sport. More grandly, it may be considered the ethos of sport. The activity will be enjoyed for its own sake with proper consideration for fairness and ethics and respect for one's opponents. Basically, good sporting conduct occurs when teammates,

opponents, coaches and officials treat each other with respect and consideration. Good sporting conduct starts with something as simple as shaking hands with an opponent before a game, and includes acknowledging skills displayed by others and accepting unfavourable decisions gracefully. Good sporting conduct means acknowledging your victories without demeaning your opponents. Even if you win comfortably, good sporting conduct requires that you still find ways to compliment your opponent/s.

Poor sporting conduct can manifest itself in many ways, such as arguing with or not accepting the umpire's decisions, winners 'rubbing salt in the wounds' of the losers, and the losers acting or speaking offensively, or blaming others for their loss. Poor sporting conduct can also include booing national anthems and failing to congratulate or acknowledge winners.

Coaches and parents who emphasise good sporting conduct see winning as just one of several goals. They help young athletes take pride in their accomplishments and in their improving skills, so that they see themselves as winners even if the scoreboard doesn't show it. The best coaches and parents encourage young players to have fun, to play fairly by the rules, and to concentrate on helping the team while developing and improving their own skills.

Gracious players characterise a good sporting contest.

Sporting conduct case study: John Landy

The 1956 National Mile (1500 m) Championship in Melbourne is remembered for one of the greatest sporting gestures of all time. John Landy had become the world champion miler in 1954. No-one in the world was faster week after week over the mile and three miles than John Landy. Ron Clarke, another Australian, held the Australian and World Junior Mile record. As the 1956 Olympics loomed, everybody was looking to Landy to set a new world record. Many thought that if Landy got a fast start in the championship race he would set a new world record.

At the end of the first lap of this race, Robbie Morgan-Morris had completed the first quarter mile in 59 seconds, followed by Ron Clarke, Alec Henderson, John Plummer and then John Landy. The time was right on target for a world record. At the half-mile, Morgan-Morris was still leading and the time was two minutes and two seconds. At the start of the third lap, young Clarke and Landy moved forward. A new world record beckoned. Then an event occurred that is etched into the minds of many who witnessed it.

Many people consider John Landy's actions after this incident to be one of the greatest examples of good sporting conduct.

Clarke was moving to the lead as they came into the corner on the third lap. Landy was on his shoulder. Alec Henderson tried to squeeze between the two runners and the inside edge of the track. In doing so, Clarke, with his spikes, clipped his heel. Clarke sprawled forward onto the track while Henderson was knocked onto the inside arena. Landy leaped over the falling body of Clarke in front of him and, as he did, his sharp spikes tore into the flesh of Clarke's shoulder. The rest of the field either jumped over Clarke or ran around him.

Then, to everyone's amazement, Landy stopped, turned around, ran back to the fallen Clarke and helped him up to his feet. Landy had forgotten about the Australian mile title, his world record bid, even the approaching Olympic Games, in a spontaneous gesture of good sporting conduct. Clarke got to his feet and, together, Landy and Clarke set off after the other runners. They were 60 yards (55 metres) behind the rest of the field, who had

kept on running, and the crowd did not expect them to continue. Clarke and Landy sprinted off in pursuit. The crowd was shouting as, with every stride, Landy hauled in the front runners.

Landy quickly ran around the rest of the field, and came into the home straight, leaving Clarke behind with a powerful finish. He stormed down the straight and in the last ten yards passed the two leading runners to win the Australian Championship in four minutes and four seconds. There was no question Landy could have set a new world record that day. Stopping and going back, picking up Clarke and then running back over his tracks had cost him eight or ten seconds.

John Landy was to go on and set new world records and become a hero at the 1956 Olympic Games (he also became Governor of Victoria from 2001 to 2006), but nothing compares with that race in 1956 when he stopped, picked up Ron Clarke and then continued to run himself into athletic immortality.

Use the **A good sport** weblink in the Resources tab to watch John Landy win the 1956 National Mile Championship.

Resources

Weblink: A good sport

Developing good sporting conduct

Good conduct learned through sport often carries over into other areas of your life. At school, for example, you are better able to appreciate the contributions made by classmates, and know how to work as part of a team to complete a project.

You can develop good sporting conduct by adopting the following advice:
- Learn as much as you can about your sport and always play by its rules.
- Realise that, on a team, everyone deserves a chance to play.
- Speak politely and act courteously toward everyone before, during and after games and events.
- Stay cool, even if others are losing their tempers.
- Never settle disputes by resorting to violence. Remember that if you respond with violence, you could be penalised or even injured.
- Support your teammates with positive statements and avoid trash-talking.
- Acknowledge good plays, even when someone on the other team makes them.
- When officials make a call, accept it gracefully, even if it goes against you.
- Whether you win or lose, congratulate your opponents on a game well played.

DID YOU KNOW?

Adam Gilchrist, who opened the batting in the cricket World Cup semi-final in 2003, created enormous debate about what constituted good sporting conduct and fair play when he 'walked' after being given 'not out' by the umpire. The debate centred on whether Gilchrist had set an unreasonable precedent for all future batsmen by declaring himself 'out'.

6.4.6 Codes of behaviour

Codes of behaviour or conduct are also useful tools in educating and encouraging athletes to play fairly and in a correct fashion. The Australian Sports Commission (ASC) has developed various sporting codes of conduct that apply to players, coaches, administrators, spectators, officials and parents, as well as a general code of behaviour. Use the **ASC** weblink in the Resources tab to find out about these, as well as codes of ethics developed by the ASC.

6.4.7 Resolving conflict in sporting environments

In many types of social situations, conflict between individuals can arise. The sporting environment is certainly no exception to this. Conflict and, on some occasions, violence, can arise on the field between players and teams, and between players and officials.

Athletes need to be careful that natural on-field aggression does not become violent or turn into a conflict.

Conflicts and acts of violence need to be resolved to the satisfaction of all parties involved. Within professional and elite sporting ranks, most sports have judiciaries that examine incidents that may have occurred and make judgements about them. Often, sanctions in the form of suspensions and fines are handed down to players found guilty of breaches of rules and standards of conduct. These sports have often invested a lot of time, thought and resources into analysing the types of conflicts that occur and working on solutions that will be fair and just.

In the school environment, conflicts can also arise in games and activities during lunchtimes or in classes. Conflicts might arise because of disputes over rules, or if one person feels threatened or treated unfairly. Not sharing equipment and facilities are also common causes of conflict. Often, these types of conflicts will be resolved through the intervention of a teacher. However, this is not always the case, and the conflict can quickly escalate if young people do not have the skills and ability to resolve such issues appropriately. The following strategies can be employed to help resolve situations of conflict:

- Focus on the problem or behaviour, not on the person.
- Listen attentively and with an open mind to the other person.
- Explain your point of view clearly and calmly.
- Try not to lay blame on other people.
- Make your actions and responses positive at all times.
- Be willing to compromise so as to bring about the best outcome for all.
- Seek help from teachers if you think it is required.
- If conflict arises between others, try to mediate rather than taking sides.
- View each situation of conflict as an opportunity to develop and improve your interpersonal and relationship skills.

DID YOU KNOW?

Sports diplomacy is used to influence politics, usually through boycotting sporting events or teams. In 1964, South Africa was excluded from the Olympic Games because of its policy of apartheid. As well as other limitations, apartheid forbade people of different races to play sport together. Many teams refused to play in South Africa until apartheid ended in the 1990s.

6.4 Activities

Conduct

1. Use the **Codes of conduct** worksheet in the Resources tab and read the codes provided, then answer the following questions.
   (a) What do the codes have in common?
   (b) How do they vary?
   (c) What improvements or amendments would you suggest for each code of conduct?

Observe

2. Observe a player of your choice (either a professional, in a local competition or at school) as he or she participates in a game/match. Assess his or her level of fair play and sports etiquette. Use the levels of performance ranking provided below to rate their level of performance from 1 to 5 in each of the following criteria.
   - Encouraged teammates (for example, said things like 'well done' or 'good shot')
   - Displayed respect and courtesy towards opponents; did not sledge, put down or abuse opposition players
   - Involved all other players in the game by sharing the ball and ensuring that no-one 'hogged the ball'; did not attempt to dominate play at all times
   - No evidence of cheating or attempting to take unfair advantage of situations
   - Displayed respect and courtesy towards umpires and officials; accepted decisions without complaint and did not abuse or criticise
   - Won or lost gracefully — shook opponents' hands after the game and congratulated opposition

Levels of performance

1	Player never demonstrated criterion
2	Player demonstrated criterion in fewer than 50 per cent of the opportunities presented
3	Player demonstrated criterion in more than 50 per cent of the opportunities presented, but fewer than 75 per cent
4	Player demonstrated criterion in more than 75 per cent of the opportunities presented, but fewer than 100 per cent
5	Player always demonstrated criterion

It's your turn

3. Develop a code of behaviour that outlines how your class should behave when engaged in sporting competition in class. Using ideas from all students, this may become the basis for a class code of behaviour.

Someone else's shoes

4. What would you have done if you were Adam Gilchrist in the situation described in section 6.4.5? Explain and justify the motivation for your action to a partner.

Sports boycotts

5. Use the internet and other sources to research famous boycotts of sporting events. As a class, discuss whether political conflict should have a role in defining fair play and good sporting conduct.

Inclusivity

6. Research policies from a variety of sporting clubs on inclusivity in sport. Create a poster with 10 Fast Facts from one of your sporting club policies that identifies the key elements to their inclusivity policy.
7. Participate in the following practical activity. Working in groups of 3 or 4, devise a modified game that has suitable adjustments for a student with a disability; for example, in a wheelchair, vision impaired, etc. Your game must include specific rules, a scoring system and strategies that allows adjustments for students with a disability. Your game can include a combination of a number of sports, for example: netball, ultimate frisbee and soccer where the rules and the field of play reflect a combination of these sports.

6.4 Check and challenge

Explain

1. How do you think parents should behave when watching their children participate in sport?
2. What impact do you think parents with poor sporting conduct might have on their children, and their children's continued participation in sport or physical activity?

Elaborate

3. What actions should local sporting clubs and associations take to ensure that all member groups are aware of and abide by appropriate standards of behaviour?

Evaluate

4. Outline five conflict resolution strategies that you might recommend to help resolve a situation of conflict occurring between two groups of students playing basketball at lunchtime. Rate which strategy you think would be most effective.

6.5 Roles in physical activity

You may consider being a player as the only role in sport you could have. However, there are many other roles from which to choose, which may have considerable appeal.

6.5.1 Organisation of physical activity

Other than being a player, is there anything that we can do to strengthen our connection with physical activity? Most of us have been in teams and received help from coaches, referees, organisers and the like. Is there anything we can do to repay some of what we have been given? It is important for people to step up and take on many of the roles in organised physical activity, and the experience can, in fact, be quite enjoyable and provide a great sense of personal satisfaction to those involved.

The organisation of physical activity, including major games, competitions and performances, requires considerable administration and direction.
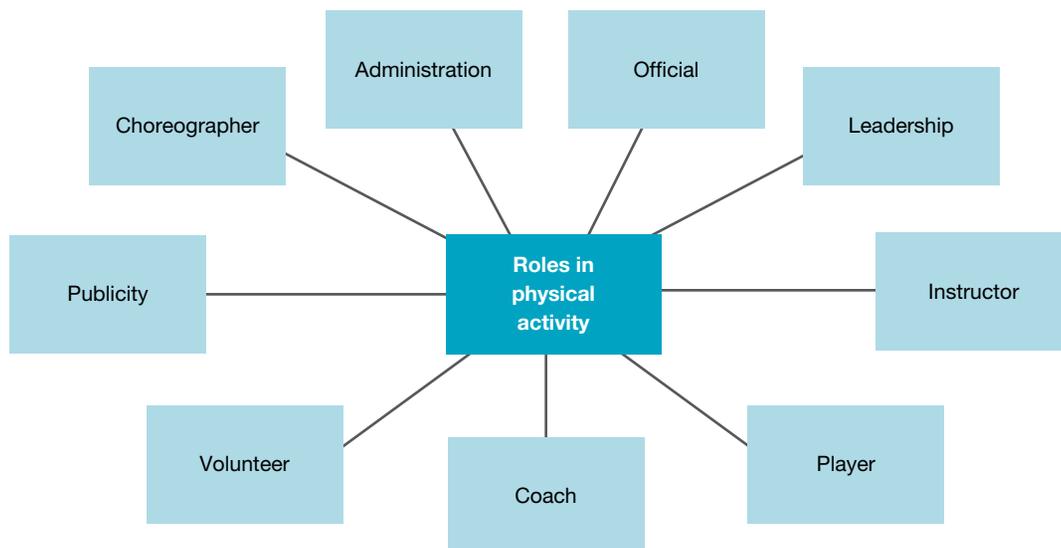
6.5.2 Administrators

Administrative roles relate to planning and organisation. Good administrators are able to think through ideas and anticipate the many planning problems that might arise. Depending on the size of the task, administrators may recruit assistants who help with some of the smaller chores. The administrator needs to be able to coordinate the assistants in much the same way that a team captain manages a sports team. The task requires good organisational and communication skills, and effective methods of assisting people to work productively within the timelines allocated.

All teams need a person or people to organise them.

Administrators work at gyms, fitness centres, pools and recreational facilities such as indoor rock-climbing centres. They also operate sporting clubs, where much of the administration is concerned with promoting activities, compiling membership databases, customer service and marketing. They may also make regular inspections of equipment, deal with accounts and take care of insurance issues.

Administrators also organise major events such as fun runs, carnivals and competitions. This area of administration is commonly referred to as **event management**. To manage events competently, organisers need to be able to devise **management plans**, anticipate problems and develop solutions. Because event managers may need to recruit personnel for various tasks, they require a good understanding of the demands of the job and must be able to work with people who have varied abilities.

Athletics carnivals take a lot of planning and hard work.

Administrative roles

In a sporting club organisation or association, a number of people are employed in management positions, with each person responsible for certain duties. Typical administrative roles within a club include president, secretary, treasurer, publicity officer and committee members, who usually have a grade or sport for which they are responsible. The president, secretary and treasurer are commonly known as the executive.
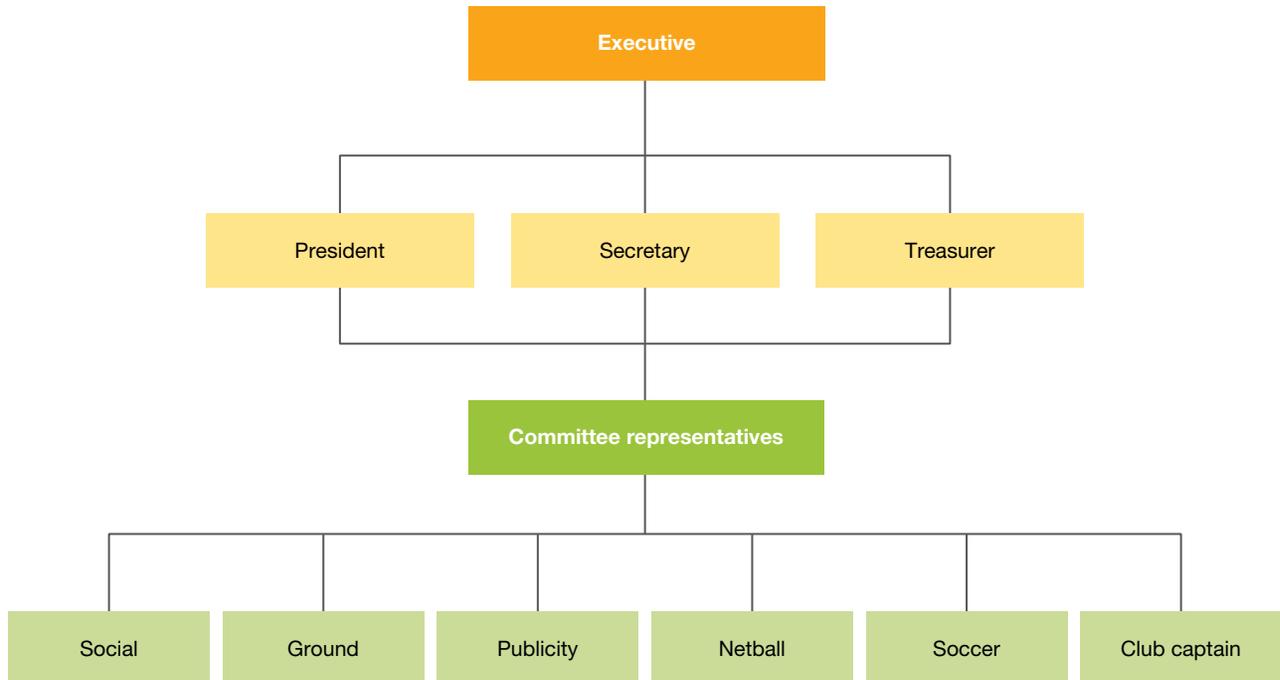
- *President* — assumes overall responsibility. The president is the club's official representative and key public relations person, who ensures all planning and budgeting is carried out according to the wishes of the majority. When the president is unable to fulfill their duties, the vice president takes over as the replacement.
- *Secretary* — the most important administrative role in the day-to-day running of the club. The secretary prepares and distributes the **agenda** for meetings in consultation with the president, and records the **minutes** at the meeting. They also send out nominations at the beginning of competitions and are responsible for all correspondence.

The club structure

- *Treasurer* — responsible for the financial management of the club. The treasurer compiles the club budget for the coming year, showing expected income and expenditure, as well as being responsible for cheque books, invoices, petty cash, receipt books and the collection of fees.
- *Committee member* — could be representatives from small committees such as the match, social or grounds committee, or a delegate from a sporting organisation.

6.5 Activities

Carnival organisation

1. This activity can be completed using the **Organising a sport competition ProjectsPLUS** in the Resources tab. Organising school swimming, cross country and athletic carnivals requires similar skills to those required in the organisation of major events.
   (a) Divide the class into three groups and allocate a carnival to each group. The task for each group is to draw up a management plan for the organisation of their carnival. Use the following questions as a guide in developing the plan:
      - *Who is the event for?* All students or competitors only? Who marks rolls and checks absences? When is this conducted?
      - *When will it be held?* Does it need a full day or half day? Does the date conflict with other events? Is there an alternative date in the case of wet weather?
      - *Where will it be held?* Pool, park or athletics ground? Who books the venues? What is the cost? Is it within the budget?
      - *How do we promote our event?* If there is a committee, who is on it? How do we raise awareness — assemblies, posters or notices in newsletters?
      - *How do people get there?* Buses or make their own way? Is there sufficient parking? How many people require transport to be organised? What is the cost and who collects the money?
      - *What equipment is required?* Who is responsible for equipment? Who sets up the equipment — for example, hurdles? Who takes it back?

- *What officials are required?* An announcer, timekeeper, judges, recorders and others? What do they do and how do they learn their roles? Who checks that they are performing their roles correctly? How do results get to the recorders?
- *What events will be conducted?* Who is responsible for the program? How many copies are required? What will the program include — times, events and records? Will it fit into the time constraints?
- *What awards will be presented?* Age champions, house winners or record breakers? What types of award will be made and who will present these? When will the awards be presented?
- *What happens in the case of injury?* Who will manage first aid? Is the person qualified? Is the first aid kit available and well stocked?
- *Will canteen facilities be available?* If so, what food is available and who makes the purchases? Should the profits go to a worthwhile cause?
- *Who takes care of the clean-up?* How will it be organised? Are sufficient bins available? Does the council need to be notified?
- *What happens in the event of wet weather?* Would the event be cancelled or postponed? How would people be informed? What would happen with food orders?
- *What permissions are required?* Are notes for student transport and participation essential? Is permission required for using the facilities?

(b) Within each group, elect an event manager who organises the rest of the group into a team of officials to coordinate various roles and provide concrete responses to the questions.

(c) Coordinate the responses into a PowerPoint presentation and use it to outline your planned event to the class. Be sure to ask questions regarding any event aspects about which you are concerned or unsure.

2. What qualities would you expect to find in a good event manager?
3. How can an event manager ensure things are thoroughly planned?
4. Discuss the difficulties associated with organising major events.

On Resources

🔗 **Projectsplus:** Organising a sport competition (pro-0064)

📄 **Digital doc:** Worksheet 6.4 Competition organisation (doc-29347)

6.5 Check and challenge

Explain

1. Explain the skills required to be an effective sports administrator.
2. Who comprises the executive of a club and what are their roles?
3. Explain how good administration can promote physical activity.

Evaluate

4. Have you ever considered taking a professional role in sport? Use the **Fitness careers** weblink in the Resources tab to find out what kinds of career opportunities are available in the fitness industry and write down five examples. Would you be interested in pursuing any of these careers?

On Resources

🔗 **Weblink:** Fitness careers

6.6 Official roles

At this stage of your life, you probably like to play sports and have fun. However, everything about sports — rules, refereeing, draws and the facilities — are organised by officials. It is important to know a little about what they do.

6.6.1 Introduction

Some of us may have minor official roles in sport and activities even at this stage of our lives. This is commendable as official roles encompass a sense of duty and responsibility. Without the support of officials, activities either do not run or are not well organised. Many official roles are honorary or voluntary with people believing that they should give back some of what the sport has given them. Have any people in official capacities helped you with your interests? Do you feel ready to give back?

6.6.2 Official roles

Official roles belong to people who carry out the duties associated with conducting events or games. At a carnival, officials include **timekeepers**, judges, marshals, recorders and event supervisors. In games, the officials are usually **umpires and referees**, lines people, **scorers**, timekeepers and field managers. Officials are usually appointed by the club or controlling organisation and have undergone extensive training to become familiar with the rules and management procedures.

An understanding of, and possibly the opportunity to experience, the roles of particular officials in sport can help our own and others' enjoyment of physical activity. A brief description of some official roles is provided below.

Field or court managers control the general operations at the venue.

- *Referees* or *umpires*. These people are given the highest level of responsibility for conducting a game. They need to be knowledgeable about the rules and able to make decisions regarding their implementation.
- *Court* or *field managers*. These officials oversee all game operations including field marking, referee rosters, communications and recording results.
- *Sports trainers*. These people generally have a sound understanding of fitness principles, first aid and how to improve a player's condition. Their main role is to ensure players attain and then maintain the level of fitness required for the sport.
- *First aiders*. These people provide basic first aid in the case of injury and make decisions about when injured players are able to return to play.

DID YOU KNOW?

The judges and officials at the Ancient Greek Olympic Games were permitted to whip participants caught cheating. Judges could also set fines or expel competitors for cheating, but they were renowned for their fairness.

6.6.3 Leadership

Many aspects of physical activity can help develop leadership skills.

Referees, coaches, team captains, trainers, draw organisers, lines people and even canteen workers have special roles. With these roles come responsibilities and the need to organise, assist, provide advice, communicate, enforce rules and oversee regulations. It is at this level that leadership qualities are inspired and nurtured.

Leadership roles include:
- *youth leaders* — required in camps and recreational settings, teams, sports organisations, clubs and related activities such as adventure programs
- *team captains* — must be experienced and mature, and possess a good understanding of the rules of the game. They make important decisions during the game and are responsible for the conduct and behaviour of fellow players.

The leadership of the captain is important to team success.

6.6 Activities
Know the rules

1. Research the sport of Ultimate Frisbee. Learn the rules and then participate in a round robin class competition. Ultimate Frisbee requires no officials to control or manage the game as the players are responsible for the honour system which officiates the game. Two teams working together in a competitive environment without an official to referee is a great story of collaboration, sportspersonship and fair play.
2. As part of a games unit, organise competitions in a range of games. Spend time before each game researching the rules and discussing situations in which they need to be implemented. In basketball, for example, the travel, double dribble, three-second and foul rules need to be understood to ensure a free-flowing game. Organise a roster of referees or officials for each of the games and run the competition. Develop structures that fully support the referee — for example, the exclusion of any player from a game if guilty of making a negative comment to either the referee or another player.
3. Comment on the difficulty of refereeing. How important is it that referees be given a 'fair go'?
4. How could refereeing be made more appealing to people who might be interested?

What I like and dislike in a team captain

5. Form groups that generally relate to the sports that you play. Brainstorm the qualities that you like and dislike in a team captain. Compile your thoughts into a small essay and read it to the class. Discuss the importance of these qualities to team success.

6.6 Check and challenge

Explain

1. Explain the role of the first aider at sporting events.
2. Explain why it is important to have officials present at any organised sporting competition.

Elaborate

3. Describe the role of the sports trainer.

Evaluate

4. Evaluate the importance of good leadership in team behaviour.
5. Use the **Australian Institute of Sport** weblink in the Resources tab to choose a fact sheet about your favourite sport. Use the information in the sheet to describe what you think the role of the sports trainer would be for that sport.

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on Resources

Weblink: Australian Institute of Sport

6.7 Individual and team player roles

Across all forms of physical activity, support positions such as coaches, instructors, choreographers, publicity officers and volunteers play an important role.

6.7.1 Coaches, instructors and choreographers

Coaches, instructors and choreographers have very special roles because they develop skills — the foundation movements of success. Skill development may be a long and arduous task, depending on the level of achievement. During the skill development period, people in these roles develop close associations with players or performers and influence them in many ways, including character development. How have you been influenced by a coach, instructor or choreographer? How could you positively influence others in this area?

People may work as individuals or as team members, depending on the nature of the sport. Some teams may not work closely together but their individual effort is still immensely important. Members of a swimming relay team, for example, perform as individuals but every member's effort is vital to the overall result. In other games, such as basketball and touch football, team members rely more on the performance of the player closest to them during the game. A poor pass or kick to a fellow teammate, for example, can result in a lost opportunity for a try, basket or goal.

A team's strength is in its individual players and their ability to work together.

6.7.2 The coach

The coach is responsible for developing the individual skills, attitudes and expectations of players in both team games and individual sports. Good coaches have a passion for the task. They do not need to be elite athletes themselves, but must have a good understanding of the game and be able to communicate their ideas and inspire the players. Coaches have the most important role in team development. The role of the coach is multi-faceted and can be seen in the following figure.
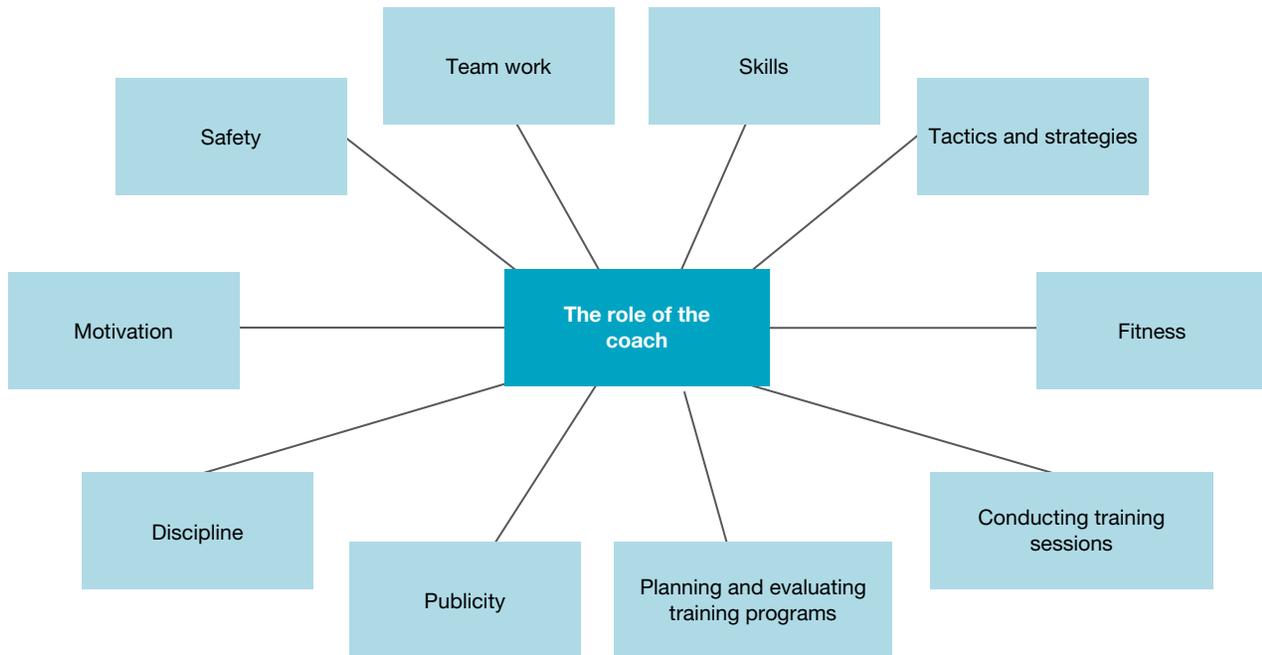
6.7.3 Instructor

The role of the instructor is somewhat different from that of the coach. Whereas coaches prepare players for events and teams for competitions (usually over an extended period of time), the instructor provides a single lesson or sequence of lessons for a specific purpose. A golfer who is experiencing difficulty with part of their swing, for example, may seek advice from a professional who provides a golf lesson. Gymnastic and aerobic instructors and fitness trainers provide teaching or tuition in specific areas of a sport or activity. Most people who begin skiing, for example, benefit from a number of lessons to assist with balance, control and manoeuvring the skis.

An instructor provides specific information, tutoring or training.

DID YOU KNOW?

The Australian Institute of Sport (AIS) has sport physiologists who provide expert assistance and advice to athletes and coaches to enhance sporting performance. The physiologists perform routine exercise tests for AIS athletes and national sporting teams. The tests determine an athlete's oxygen uptake, anaerobic threshold, peak power, time to exhaustion, agility, acceleration, flexibility and sprint times.

6.7.4 Choreographer

Choreography takes in the elements of coaching and instructing and applies them to the dance or performance setting. The role of the choreographer is to plan, direct, improvise, watch and evaluate movement. Choreographers, being specialists in the area of dance and performance, sometimes work in television, film and theatre. In a single dance item, the choreographer designs the entire performance and coordinates technical elements such as lights, music, costumes, sets, props and sound. Choreographers need to be able to work with producers, artistic directors and costume designers to ensure technical aspects of the performance are properly integrated and linked to the theme.

Choreography is the art of making or designing dance or performances.

6.7.5 Publicity officer

The role of publicity officer is a specialised one that relates to the promotion of an activity. This role frequently provides an opportunity for people who are no longer able to play or who like to be involved but do not possess the required skill. The scope of a publicity officer usually involves:

- promoting the club or team within the community
- organising the design and distribution of brochures
- providing reports on games
- keeping results and records.

High-profile sportspeople and teams require media and publicity officers for marketing and promotion.

6.7.6 Volunteers

Volunteers play an important role in the functioning of clubs and similar organisations. They may be members or friends of the club who choose to give their time, skill and experience. There are many roles for volunteers, including public relations, fundraising, first aid, social functions, uniform cleaning, maintenance, spectator supervision or perhaps even car park patrols.

Sporting events cannot be conducted successfully without the services of the volunteers.

HEALTH FACT

In 1971, *The Sun-Herald* City2Surf began with 2107 entrants, of which only 2 per cent were female. In 2006, more women entered the event than men for the first and only time in the event's history. In 2008, a record $1.25 million was raised for charity. In 2009, *The Sun-Herald* City2Surf was the biggest road run in the world, with a sold-out field of 75 000 participants. The 47th *The Sun-Herald* City2Surf conducted in 2017 saw 80 700 people register to take part, including the event's 2 millionth entrant. Kurt Fearnley from Hamilton, took the crown in the Elite Wheelchair race for an incredible fifth time, in 41:21.

6.7 Activities

Join the team

1. Within the class or across a number of classes, organise a competition in a team sport. Play a number of short games and, following each game, rotate roles between coach, team member, referee and organiser.
   (a) Which role did you enjoy most?
   (b) Which role was the most demanding? Why?
   (c) Identify your own skills and talents that relate to each role. Can you see a pathway along which you would prefer to progress?
   (d) Comment on how your relationships with others changed according to your role.

You become the instructor

2. (a) Choose an area in which you think you would be able to provide some instruction. Examples may include the tennis serve, basketball shooting, golf swing, javelin throwing, fitness evaluation, breaststroke or volleyball serve. Use the library or internet to develop a sound knowledge base and find an area to practise your skill.
   (b) Divide the class into pairs and organise an instruction session where you teach your skill and, in return, you are taught. The instruction session must include an explanation of the skill, situations in which it can be practised, evaluation and some drills that can be used for home training. Use palm cards or a clipboard to help you remember your skills, drills and information. Focus on trying to improve the way in which the skill is performed.
   (c) Communication is obviously an important element in good instruction. Suggest how communication between instructor and client can be improved.
   (d) Suggest a range of activities or sports for which you would find instructors.
   (e) Choose one sport or activity. Comment on how instructors can make the sport or activity more enjoyable for their clients.

Be a sports reporter

3. You apply for a job at the local newspaper as a sports writer. The editor would like to see some of your work and sends you to a sports game. Your column length is 500 words and your article needs to have a catchy heading. The editor explains that what you write must apply to the game, but not be a 'ball by ball' description of it. Ideally, the article should highlight an issue and use the game as a 'springboard' into that issue. Write your article and read it to the class. Discuss how positive publicity can promote physical activity and encourage people to try something new.

ON **Resources**

eLesson: Personal training (eles-0765)

Digital doc: Worksheet 6.5 Team player roles (doc-29348)

Digital doc: Worksheet 6.6 Ethics in sport (doc-29349)

Digital doc: Worksheet 6.7 Research — the making of choreographers (doc-29350)

On Resources

🔗 **Weblink:** Volunteers in sport

6.8 Strategies for enhancing others' enjoyment of, and participation in, physical activity

There are many ways you can enhance others' enjoyment of physical activity, including raising awareness, establishing policy and identifying support structures.

6.8.1 Promoting physical activity

How do we bring physical activity to the forefront and raise its profile in the minds of busy people? How do we make activity an enjoyable and invigorating part of life to the extent that we want to do it?

High-profile sportspeople can encourage others to embrace the benefits of physical activity.

One method that the Australian Government uses to promote National Youth Week is by using ambassadors. Reflect on that role in encouraging physical activity: what would you do if you held the position of ambassador?

Throughout each day there is competition for the way people spend their time: demands made by school or work, the need for rest and sleep, and the attraction of passive recreational interests consume a lot of our available moments. If we find the opportunity for planned physical activity, it is often at the end of the day when we are more likely to feel tired, lethargic and not in the mood to be active and enterprising. So, promoting physical activity and its benefits is very important. Some strategies such as raising awareness, building policy and identifying needs and support structures can provide the basis of a solid **action plan**.

The most important part of elevating interest in physical activity is to raise awareness of its significance. If people are unaware of the value of activity to health and wellbeing, they may choose not to be involved.

The following is a list of ideas and strategies to help raise awareness about how people can enjoy physical activity.

Publicise activity	Posters, articles, flyers and noticeboards are all ways of telling people about activities and encouraging them to be involved. The next time you go into a gym or fitness facility, observe the noticeboards and note how people communicate their messages.
Promote activity as fun	Always depict activity as being fun, interesting and something in which everybody should be involved.
Promote health concerns	Inform people about activity issues such as the correct amount of exercise to do in a day and creative ways of achieving this goal.
Promote stress relief	Promote physical activity as stress relieving, invigorating, full of variety and able to cater to different lifestyles.
Promote challenge	Present activity as a form of challenge. Appeal to people's sense of daring, excitement and contest. Many recreational activities contribute to these.
Advertise	Place advertisements in newspapers or use other forms of the media to promote your message. Current affairs programs are frequently used to make people aware of the consequences of lack of activity, such as obesity.
Involve high-profile people	Engage high-profile sportspeople to talk at assemblies or other functions about their achievements. Invite people concerned with health, such as doctors, physiotherapists, sport coaches and trainers, to address groups about the benefits of activity to health.
Use positive role modelling	Be involved yourself and show people that you enjoy what you do.
Communicate with enthusiasm	Feelings are contagious. If you are passionate about what you do, you might find that others want to share your enjoyment.
Be an activity organiser	Be energetically involved in the organisation of events, such as fun runs, that provide an opportunity to become active in a non-threatening way.

HEALTH FACT

The New South Wales Premier's Sporting Challenge encourages young people to engage in sport and physical activity to develop healthy and active lifestyles. It involves a ten-week challenge in teams of up to twelve, where students accumulate time spent participating in a range of physical pursuits at school and in their own time. Participants receive an award based on the amount of time they have spent engaged in physical activity over the duration of the challenge.

6.8.2 Establishing policy

Policies relate to the way that things need to be done. In the classroom, we may be familiar with a policy of no eating or refraining from talking while others are speaking. Policies are simple statements that tell people what is and is not allowed. In this way, they provide a framework in which we can operate in a cooperative

manner, with each person being aware of what is required. Where policy is very important, it becomes law and may have penalties attached if it is not followed correctly — for example, a bicycle rider must wear a helmet while riding on the road.

Like the classroom and other places, policies can also relate to physical activity. In schools, some policies may restrict physical activity (no running in certain areas) or encourage forms of physical activity (after-school training and competitions). A simple way of adapting policy to encourage physical activity would be to make venues for activity more accessible and the environment more encouraging. A school with an equipped gymnasium and well-maintained playing fields is likely to have more students participating in physical activity than a school with fewer facilities.

In schools, policies that relate to activity need to:
- emphasise knowledge and skills that promote lifetime physical activity
- help adolescents make the transition to an active adult lifestyle
- devote adequate time to engaging in physical activity that is fun and has a strong skill base
- allocate time to involvement in activity that ranges from moderate to vigorous
- meet the needs of all students, especially those who are not athletically gifted
- engage the whole person, not only physical aspects, but also social and mental
- actively teach cooperation, fair play and responsible participation in physical activity
- take into account gender and cultural differences in students' interests
- provide a motivating, stimulating learning environment, where mistakes are seen only as part of the learning process.

6.8.3 Accessing support structures

Many support structures are available for people to access information, suggestions and guidance. People also need to be aware of campaigns that are promoted by government and private organisations to address specific community problems. Below are some support structures readily available on the internet.

Support structures available online

Sport Australia. This government organisation is focused on getting more Australians participating and excelling in sport. It includes the AIS for high performance athletes, as well as resources to encourage sporting participation across Australia. These resources include the Sporting schools program and information for coaches and officials.

Private organisations. With some investigation, a list of private organisations in the local area can be located, such as squash courts, golf courses, aquatics centres, tennis, football, surfing and sailing clubs, and specific fitness organisations.

Australian Sports Commission. The home page on the commission's website provides access to a wealth of articles and information that would be of interest to people keen to find out more about a particular aspect of sport.

NSW Office of Sport. This New South Wales government body offers a range of services and support in NSW to promote an active and healthy lifestyle.

Local councils. These usually have representatives who organise and promote the use of community sporting and recreation facilities such as public swimming pools, parks, gardens and grounds.

Coaching. The Coaching links on the Ausport website provide an online coaching course, tools and tips, plus more resources to help coaches.

Play by the Rules. The website for this organisation provides information on how to prevent and deal with inappropriate behaviour, including discrimination, harassment, favouritism, bias and forms of abuse. It targets sports administrators, club managers, coaches, umpires, referees and participants in sport or recreational activities.

Some communities experience a greater need than others for programs that encourage physical activities. Some groups experience health problems that may directly relate to a lack of physical activity — for example, obesity, depression, drug-related problems, high blood pressure, stress, arthritis and adult-onset diabetes.

If communities can identify health problems that relate to lack of exercise, they can formulate strategies to address the problem. The local hospital or health centre is often able to provide statistics and information that relate directly to health problems in local areas.

6.8 Activities

Awareness strategies

1. (a) In small groups, discuss and add to the list of awareness strategies outlined in this subtopic.
   (b) Allocate three strategies to each group for close examination. The group task is to develop ways of enhancing the enjoyment of physical activity for other students throughout the school.
   (c) Collate the strategies into a class action plan and trial it within the school environment. At a later date, evaluate your success.

Posters

2. (a) As a class, allocate a different type of physical activity to each class member — for example, rock climbing, jogging, cycling, dance, etc. Try to cover a wide range of different activities across the class.
   (b) Design and create a poster that promotes your chosen activity. Use desktop publishing with images from an image bank or use cardboard and clippings from magazines.
   (c) Place the posters around the classroom walls and evaluate each in terms of appeal. Comment on whether you are now more aware of what different activities are on offer.

Developing an action plan

3. Divide the class into three groups. Each group is to design and present an action plan that aims to increase participation and enjoyment of physical activity as follows:
   - Group 1: action plan for the school
   - Group 2: action plan for a workplace (bank, factory, industry)
   - Group 3: action plan for a community (local area).

   The action plan must:
   - identify the need for physical activity (health concerns, obesity)
   - outline how awareness will be raised
   - decide on policies that provides direction on how the problems will be addressed
   - identify areas of support
   - formulate a plan of action
   - suggest how the plan will be evaluated.

   Each group should formulate its ideas and present its action plan using a PowerPoint presentation. Use the following questions to evaluate each PowerPoint action plan presentation.
   (a) What is the value of each plan according to its functionality (that is, how it will work)?
   (b) Does the plan address the problems?
   (c) Will people become sufficiently aware of the problems? Why?
   (d) Were all areas of support identified — physical (grounds), knowledge (internet, books), personnel (fitness trainers, doctors)? Should other areas be included?
   (e) Were roles identified for implementing the plan (that is, who will do what)?
   (f) Will there be ongoing evaluation to address minor problems as they arise?
   (g) How important is proper planning to the success of action plans such as these?

6.8 Check and challenge

Explain

1. Explain why people who work in institutions that cater for exercise programs need policies.
2. Identify and explain the key components of an action plan that could be used to increase participation and enjoyment in physical activity.

Elaborate

3. Describe two support structures that might be helpful in providing information about various forms of physical activity in Australia.

Evaluate

4. Evaluate the importance of awareness raising in the success of an action plan.
5. Use the **Lunchtime legends** weblink in the Resources tab to find out about physical activity plans for adults who work full-time. Devise a brief physical activity plan for your year level at school.

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on Resources

Digital doc: Worksheet 6.8 One body, one lifetime: two reasons to take care (doc-29351)

Weblink: Lunchtime legends

6.9 Review

6.9.1 Summary

- The fabric of Australian sporting culture is based on having a go, doing your best and supporting others. Playing to the rules, accepting the umpire's decision, and thanking your team mates, coaches and umpires are ways to promote fair play and ethical behaviour.
- Many sporting clubs and associations are actively involved in building an inclusivity policy into their club policies to encourage involvement from all sections of our community.
- Participation in sport and physical activity can take many forms. These include playing or performance of the sport or activity, coaching, officiating, administrative roles, and support roles such as trainers and medical assistants.
- There is strong evidence to demonstrate that a range of physical, social and mental health benefits are gained from active participation in regular physical activity.
- Most athletes and sporting teams commit to a coach to help them achieve their individual or group goals.
- Coaches require a wide range of skills and characteristics, including knowledge of the game, knowledge of coaching principles and sports sciences, communication skills, observation and analysis skills, organisational and management skills, patience, persistence, understanding and enthusiasm.
- A team can be defined as a number of people with complementary skills who are committed to a shared purpose, performance goals, and approach for which they hold themselves mutually accountable.
- Codes of conduct are useful tools for educating and encouraging athletes to play fairly.
- Raising awareness, policies, information and support structures can all help increase participation in physical activity.

6.9.2 Key terms

action plan a design or blueprint that outlines a procedure for implementing an important strategy — in this case, participation in physical activity

agenda lists the items of business and their order for discussion at the meeting

appraisal support providing feedback to others to make sense of a particular situation

choreography takes in the elements of coaching and instructing and applies them to the dance or performance setting

emotional support sympathetic understanding and behaviour to another team member's emotional wellbeing

event management is the organisation and coordination of large-scale events such as fun runs and music festivals

informational support the exchange of necessary information among team members for their functioning

instrumental support the practical support team members offer each other

management plans a strategy that itemises all the tasks that need to be addressed and suggests ways in which they can be accomplished

minutes the record of what has been discussed and decided at the meeting

policies simple statements that tell people what is and is not allowed

scorers sporting officials responsible for maintaining an accurate record of the scores attained during the course of a game or event

sporting conduct conforming to the rules of sport; an aspiration or ethos that the activity will be enjoyed for its own sake, with proper consideration for fairness and ethics, and respect for one's opponents

timekeepers sporting officials who ensure that competition times are adhered to, and that periods of play are in accordance with the rules of the sport

umpires and referees sporting officials responsible for regulating the conduct and playing of sporting events

6.9 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 and explain the change in patterns of participation in physical activity as people move from childhood to adolescence, and then into adulthood.
2. What are the short- and long-term benefits of participating in sport?
3. What are the two most important characteristics the person in these roles should display?
   (a) Team captain
   (b) Junior coach
   (c) Elite coach
   (d) Senior coach
   (e) Parent spectator

4. Provide your own definition of what it is to be a:
    (a) great team member
    (b) great team
    (c) fair sportsperson.
5. What is the role of the coach in developing each of the characteristics identified in question 4?
6. How does a good coach build team relationships?
7. What is the role of a code of conduct in:
    (a) promoting fair play
    (b) promoting high quality performance
    (c) providing penalties for indiscretions?
8. Define the key words and terms of the topic using the **In my words** worksheet in the Resources tab.

Resources

Digital doc: Worksheet 6.9 In my words (doc-29352)

Digital doc: Worksheet 6.10 Key terms quiz (doc-29353)

Digital doc: Worksheet 6.11 Multiple choice quiz (doc-29354)

Digital doc: Key terms glossary (doc-29355)

TOPIC 7
Challenge, risk and safety: empowering young people

7.1 Overview

7.1.1 Introduction

The years between childhood and adulthood can be exciting and fun, filled with new experiences and opportunities. However, there are also risks and challenges, and it's important to know how to respond positively to keep yourself and others safe. Some of the major health issues affecting adolescents relate to mental health, drug use, sexual health, road safety and the interactions of individuals within these complex contexts. In this topic you will explore how a better understanding of these issues significantly improves the decision-making ability, health and quality of life of young people in general.

Our decisions affect our health and wellbeing.

On Resources

🎞 **eLesson:** Challenge, risk and safety: empowering young people (eles-2969)
🔗 **Digital doc:** Key terms glossary (doc-29363)

ESSENTIAL QUESTION

How can I rise to meet the challenges facing young people, support others and respond positively while being the best person I can?

SYLLABUS OUTCOMES

A student:

- plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities (PD5-7)
- assesses and applies self-management skills to effectively manage complex situations. (PD5-9)

7.2 Mental health and wellbeing

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

7.2.1 Understanding mental health

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

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

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

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

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

Your feelings about life can be significantly influenced by events and experiences, both positive and negative.

HEALTH FACT

Research has indicated that mental health problems are a growing health concern among young people and are as common as physical health problems, such as asthma, among adolescents. Nearly 20 per cent of children and young people in Australia are affected by mental health challenges.
Source: NSW Health, Family Health Kit, Sydney.

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

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

Mental illnesses are usually classified as either psychotic or non-psychotic:

- **Psychotic illnesses** are disorders that cause changes in thinking, emotion and behaviour that affect a person's sense of reality and often cause significant mood or personality changes. Examples include schizophrenia and bipolar disorder.
- **Non-psychotic illnesses** are characterised by feelings of sadness, **anxiety** or apprehension that are so extreme and overwhelming that they prevent the person from managing daily life. People with these illnesses may find everyday tasks very difficult, such as leaving their home, spending time with people, regularly attending school, sleeping and eating well, or concentrating on work. Examples of non-psychotic illnesses are phobias, eating disorders, anxiety attacks and depression. As with psychotic illnesses, the use of medication and therapy enables sufferers to manage their symptoms and lead an active life.

7.2.2 Depression

The word **depression** is often used when describing feelings of unhappiness or sadness that are experienced at some point in our lives. Such feelings are part of a normal and appropriate response to distressing and painful events such as the loss of a loved one, the ending of a relationship or the disruption of moving schools. However, when these feelings persist for more than a few weeks, other help is needed. Depression is serious and, if left untreated, it can have a significant effect on a person's ability to participate in everyday life.

'Depression' is also the term used to describe a group of mental health illnesses known as clinical depression. It is important to recognise the difference between the two uses of the term 'depression'. A person who is clinically depressed experiences feelings of depression that are particularly intense, continue for a long period of time and have a disruptive effect on the person's ability to carry out everyday tasks. Often, feelings of anxiety are also experienced, along with difficulties in sleeping and a loss of appetite. Professional treatment enables most people to recover from depression.

Depression is an issue of particular concern for young people. Research shows that depression is strongly linked to risk-taking behaviours that can significantly affect young people's health. In particular, young people who suffer depression are at greater risk of:

- regularly smoking cigarettes
- increasing use of alcohol, cannabis and other drugs
- developing an eating disorder
- engaging in unsafe sexual behaviour
- self-harming behaviours.

Feelings of sadness and loss are a normal response to painful events.

Despite the prevalence of mental health problems, concerns about people's reactions and the **stigma** surrounding mental health continue to make it hard for young people to talk about their problems, and for them to seek help and support. Much of the stigma attached to mental illness is a result of misunderstanding, misinformation and fear. Television shows and films, for example, often portray a schizophrenic person as comical, violent or useless, and they use terms such as crazy or mad when describing mentally ill people. These types of images contribute to prejudice, discrimination and feelings of isolation for people with a mental illness. This discourages people from seeking help and makes recovery harder.

The stigma associated with mental illness contributes to prejudice and isolation.

Depression is a mental illness that is increasingly common among young people, but how much do you know about it? Use the **beyondblue** weblink in the Resources tab to learn more.

on Resources

 Weblink: beyondblue

7.2.3 Be supportive

Reaching out to support the mental wellbeing of others is important. We all have a responsibility for ensuring people feel safe, valued and supported. This can be done by:

- *treating people with respect*, regardless of their appearance, nationality, intellectual or physical ability, gender, sexuality or cultural background
- *using inclusive language* and refraining from use of put-downs
- *accepting differences* and individuality
- *seeking to include* rather than ignore or exclude others from groups
- *challenging people* who bully, tease or harass others.

These responsibilities are even more important when dealing with a person who is vulnerable due to a mental health problem. The feelings of hopelessness and indifference experienced by someone who is depressed can make it extremely difficult for them to seek help. They may feel embarrassed about not being able to cope, believe that nobody can help them or think that it is pointless to ask for help.

It is important that friends learn to recognise the warning signs that indicate a person could be developing or already suffering from a mental health problem. These common warning signs include:

Feelings of depression can be overwhelming.

- a reluctance to go anywhere or do something they normally enjoy
- changes in eating or sleeping patterns
- withdrawing from friends, family and social occasions
- feeling anxious, scared or guilty, and being irritable or angry
- having trouble concentrating or a deterioration in school work.

The presence of warning signs may not mean a person is developing a mental problem or illness, but they should not be ignored. The sooner a person receives help or treatment, the quicker their recovery and the less likely that problems will recur.

DID YOU KNOW?

Depression is the most common mental health problem that young people experience. According to the World Health Organization, by 2030 depression will be the leading cause of disease burden (the impact of a health problem) globally.

7.2 Activities

Challenging stigmas

1. In small groups of three or four, discuss the following questions and draw mind maps to display your ideas in response to each question.
   (a) Why is there stigma attached to mental illness?
   (b) What can you do to help break down the negative attitudes towards mental illness?
   (c) How could you support a friend who may be suffering from a mental illness?

A support plan

2. Your friend Harry has been very withdrawn lately. He rarely contacts you and will not return your calls. He has been very unhappy but denies anything is wrong. He has missed soccer training several times and last weekend he did not turn up for the game.
   (a) In groups of four, devise a plan to support Harry's mental health and assist him in seeking support.
   (b) Present your plan to the class as a PowerPoint presentation or role-play the actions you would take.
3. Community perceptions around mental health are often generalised and based on incorrect stereotypes. These can include a false diagnosis of mental health as a lifelong condition, requiring ongoing treatment and the affected person often being tagged as a 'crazy' person who is unable to cope.
   (a) Research the term 'Psychological First Aid' and explain what it is and who the program is aimed at.
   (b) Outline the benefits of this program for all Australians.
   (c) Explain its attempt to address the community perceptions of mental health.

on Resources

Digital doc: Worksheet 7.1 Challenging perceptions of mental illness (doc-29356)

Weblink: Psychological First Aid

7.2 Check and challenge

Explain

1. Identify terms used to describe someone who acts strangely or differently from what is considered 'normal' or acceptable within society. Explain how this might impact on their mental health.
2. Explain why seeking help for a mental health problem may be difficult for some people.
3. Explain what you might say to a friend if you were worried about their mental health.

Elaborate

4. Using the terms 'depression' and 'clinical depression', describe the difference between a mental health problem and a mental illness.
5. Use the **Suicide warning signs** weblink in the Resources tab and, as a class, discuss the warning signs that might indicate that a person is suicidal.

Evaluate

6. Use an example to assess the impact of stigma on a person's desire to seek help.

on Resources

Weblink: Suicide warning signs

7.3 Risk-taking

Each day, you are presented with challenges that must be met, and you need to make decisions in response to these challenges. Making the right choice or reacting in the most appropriate manner is the key to maintaining good health and personal safety — particularly in interpersonal relationships.

7.3.1 Positive and negative risks

Risk is defined as exposure to injury or loss. The injury can be to you or others; the loss can range from money and material possessions through to self-esteem and relationships and the potential for physical injury to yourself and/or other people. Likewise, we must understand that we have the potential and ability to have a positive influence on others' wellbeing.

In small groups, discuss risk and then decide on the top 10 risk-taking behaviours of young people. Classify each one as either a positive or negative risk, giving reasons for your answer. As a class, discuss why you think some young people pursue the risky behaviours identified by each group.

Risk is defined as exposure to injury or loss. Do you consider driving to be risky?

7.3.2 Types of risk

Risk-taking is a part of everyday life. Being able to identify the level of risk or, indeed, whether a risk is involved at all in an action or activity is a very important skill.

Many young people are not aware of potential risks and so do not consider the impact that certain behaviours and actions may have on their health and the health of others. The risks adolescents take may impact on their physical, social or emotional health and wellbeing. Table 7.1 provides examples of risks within these three categories. Note that some of these risks may fall into more than one category.

TABLE 7.1 Risks that adolescents may take that affect themselves and others

Physical	Social	Emotional
• Eating a poor diet • Riding a bike without a helmet • Experimenting with drugs • Undertaking a rock-climbing and abseiling course • Uploading photos of yourself to the internet	• Experimenting with a relationship • Changing peer groups • Stepping in to stop a friend being teased • Disagreeing with a friend about an activity he or she wants you to join • Intervening to stop an argument in the school playground	• Teasing and bullying • Sending text messages • Making a public speech • Becoming a mentor for a younger student

Not all risk-taking is negative. Risk-taking can also have positive effects, especially emotionally, such as building **self-esteem**. Examples of this might be applying for class or school captain, applying for a job promotion or asking someone out on a date. The emotional risk is that you may not be successful or you may be teased by your peers. However, the positive outcomes are that you can develop self-confidence and build

self-esteem by making public speeches as part of the campaign process and, if you succeed in being elected, you will similarly experience a boost in self-esteem and confidence.

Some of the risks in table 7.1 are positive and some are negative. As a class, discuss which category you think each belongs to and what the level of risk is (high, moderate, low). If there is disagreement, explore the reasons why opinions differ.

7.3.3 Perceptions of risk

Class discussion should have made it clear to you that people have different ideas about what constitutes high-risk and low-risk activities. A person's perception of risk may be determined by one or more of the following factors:

- previous knowledge or experience
- level of skill in relation to the activity
- self-confidence
- self-esteem
- influence of peers and **peer group**
- influence of drugs at the time a decision is made
- amount of supervision available by adults or instructors during the activity.

Talking to someone new can feel risky for shy people.

7.3.4 Why do people take risks?

Adults and adolescents sometimes make poor choices and place themselves and others at risk for many of the same reasons. Some young people take unreasonable risks due to lack of experience and prior knowledge about certain unsafe practices. Other reasons include:

- impressing peers
- attention-seeking
- depression
- peer pressure
- rebelling against authority
- to maintain a friendship or relationship
- poor role modelling (especially by parents)
- responding to a challenge or a dare.

Poor choices can lead to high-level risk-taking, which often has a negative effect on health, self-esteem, friendships, and the respect and trust your friends and parents have in you. Injury to yourself and others, as well as property damage and trouble with the law, may also result from poor decision-making and thoughtless responses to a challenge. You can help encourage positive decision-making in some instances by having a safety plan and knowing where to seek help when you need it.

Having a plan

When we find ourselves in an unsafe environment (such as at a party that has been gate-crashed by uninvited guests) it can be helpful to have a plan about what to do to ensure your and other people's safety. This could take the form of a safety plan that you have arranged prior with parents or other trusted adults. This may include things such as phone numbers to ring (with multiple options in case the first one doesn't work out), a

plan of where to meet if you want to leave, a 'safe' or code word that tells a trusted person that you are not feeling safe and need to leave and arrangements about what to do in this situation.

Crisis and help services

Knowing what to do and where to go in a crisis can be difficult. The pressure of a situation can often affect an individual's decision-making, which may lead to poor choices being made. For example, if a particular situation makes a person anxious or nervous then they may be less able to concentrate and make good decisions.

Being aware of the options that are available and the benefits of each option makes decisions easier to make when under stress. Crisis and help options available to young people vary from location to location. Of course, parents and teachers can be considered a trustworthy source of help for most young people, but there may be times when individuals want to speak confidentially about an issue. High schools usually have counsellors available to help students and their families when they are experiencing difficulty. There are also numerous youth health services and phone and online advice services, such as Kids Helpline, that provide ready access to help, regardless of location.

Reliability

With so many sources of advice available to young people in crisis, many of which are online, it is important to know whether you can trust the content provided on any given site.

By assessing a website from a critical viewpoint, we can make a reasonably accurate judgement about its legitimacy and reliability. The C.A.R.S. (credibility, accuracy, reasonableness, support) checklist for evaluating internet sources is a recognised way of assessing the validity of a website and the information it presents. Use the **C.A.R.S.** weblink in the Resources tab to view this reliability checklist. More detailed information about assessing the reliability of online resources is provided in topic 9.

> **on** Resources
>
> 🔗 **Weblink:** C.A.R.S.

7.3.5 Acceptable risks, positive outcomes

Studies have revealed that the brain is not fully formed until the mid-20s. The parts of the brain that control decision-making and impulse control mature last, which may help explain why teenagers are more likely to take risks. A University of Melbourne neuroscientist, Professor Stephen Wood, has studied the brains of teenagers. He believes that not all risk-taking is bad, and that society's main challenge is to help protect and manage young people from risks that can kill. He also believes there should be opportunities for young people to safely experience the levels of excitement they need. While many national and state health strategies are designed to reduce risk in the community, it is important to recognise that risk-taking is a normal part of growing up. There are many safe ways to take risks.

Performers need to have the confidence to take a risk and put themselves 'out there' in front of audiences and critics. Fear should not stop you from pursuing your dreams.

Acceptable risk-taking can lead to positive outcomes for groups and individuals. Risk-taking in a controlled environment such as outdoor education activities, including rock-climbing, abseiling, canoeing, bushwalking and rafting, provide opportunities for groups and individuals to learn more about themselves, see remote parts of nature and build self-confidence, self-esteem and spiritual health. Other activities, such as downhill skiing, skateboarding, rollerblading, karate, skydiving, surfing and mountain bike riding are, while not without risk, exhilarating and challenging, leading to positive health outcomes. Other acceptable or positive risks that are important for individual growth include applying for a new job, taking on a leadership role, public speaking and standing up for something you believe strongly about. Even though there is a risk of failure in these situations, if people don't take these risks, they are limiting their chances of experiencing growth and success.

Adventure and extreme sports, while risky, lead to positive outcomes for participants.

Schools are not the only providers of these activities. Opportunities to participate in outdoor and adventure activities are also provided by groups such as:

- Scouts
- Guides
- Duke of Edinburgh award
- Outdoors NSW (part of Outdoor Education Australia)
- Royal Life Saving Society of Australia.

Consider ways that you might participate in some positive risk-taking activities to challenge yourself and build self-confidence.

7.3 Activities

Ranking risks

1. (a) Draw a risk-ranking continuum, similar to the one shown below, and then place each of the activities that follow onto the continuum according to your assessment of the level of risk involved.

Perceived level of risk

0	25	50	75	100

No Risk   Highest risk
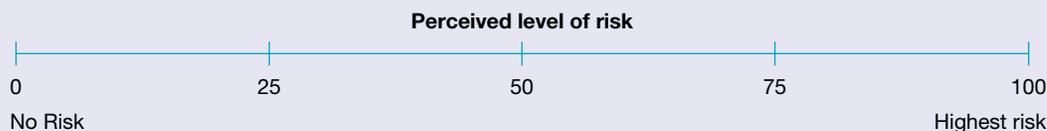
   i. Going to a party where alcohol will be provided
   ii. Rock-climbing with an instructor present
   iii. Taking your parent's credit card and gambling online
   iv. Surfing at Bondi Beach
   v. Driving at 100 km/h in a 50 km/h zone

vi. Being a passenger in a car that is travelling 55 km/h in a 40 km/h school zone
vii. Bungee jumping
viii. Sending an inappropriate joke through email
ix. Sending your boy/girlfriend a sexy photo of yourself
x. Doing a somersault on a trampoline
xi. Taking a pill given to you at a party
xii. Kissing a stranger at a party

(b) Compare your continuum with that of the person next to you. Are they the same?
(c) With your partner, discuss the concept of perceived risk. Why do some people rank some activities as higher risk than others?

2. In small groups, pick two of the activities listed in question 1. Write up and present a safety plan for someone in those particular situations. After all scenarios have been addressed, share your plans with the class, or other groups and look for common ideas about how to stay safe.

3. Use the **Safe lives** weblink in the Resources tab and complete a practice safety plan for the scenario you ranked as the most risky on your individual continuum. The template can be adapted for many different situations that young people could find themselves in. It is a UK resource, so research some Australian-based resources that are available to New South Wales residents.

4. As a class, list ten new activities that have some level of risk. Mark out a physical continuum on the classroom floor or on the board. As each activity is read out, each person should make a judgement about the level of risk and stand at this point on the continuum. Constructively, share your views on why you have judged the activity at this risk level.

Risky business

5. Use the **Safe behaviours** worksheet in the Resources tab to explain how parents and schools should be involved in teen life.

World records

6. Using the **Guinness World Records** weblink in the Resources tab, identify some safe, reasonably safe and unsafe challenges people have set themselves.

Risky habits

7. Complete the **Making responsible choices** worksheet in the Resources tab to practise evaluating risky situations.

Assessing reliability of help resources

8. Use the weblinks in the Resources tab for the **Crisis and help service providers** listed below to answer the questions that follow.
   • Lifeline
   • Kids Helpline
   • beyondblue
   • Child and Youth Health
   • healthdirect
   • MindSpot

(a) Research two of the crisis or help services and assess their likely credibility using the C.A.R.S. checklist.
(b) How effective do you think each of the services you viewed would be for young people in terms of:
   i. their appeal to young people — is it easy to use, does it use appropriate language?
   ii. the information provided
   iii. links to other help sources if that one doesn't provide the information an individual was after (for example a young person was seeking help with bullying but none was provided on that particular site).
(c) Name three things that need to be considered or that the user needs to be aware of when accessing help from one of these sources.

Who can I turn to?

9. Investigate the support services and programs advertised/outlined for young people by the state or federal government. Consider the following:
   (a) Who are the services and programs aimed at?
   (b) Are the services they offer appropriate for this age group?
   (c) Why would or wouldn't young people use these services/attend these programs?
   (d) What makes them effective resources for young people?
   (e) Would you recommend any of the programs to a friend?

Weighing the risks

10. In small groups, address each of the situations outlined below. Discuss realistic responses to each scenario and outline what you think you would do in each situation.
    (a) You are new at school and in order to be 'initiated' into the group you really want to hang out with, you are being dared to steal food for them from the canteen.
    (b) On the way to a school dance with friends, somebody pulls out a cigarette and passes it around. Eventually, the cigarette ends up in your hand.
    (c) You are alone at home with your boyfriend/girlfriend and they are pressuring you to have sex with them, but neither of you has a condom.
    (d) You are on your P-plates and heading to a party. You have enough room for four passengers, but your friends want to squish six passengers into the car and it is already 10 pm.
    (e) You owe your parents, but you have no money. All your friends tell you that playing poker online is fun and an easy way to win money.

on Resources

Digital doc: Worksheet 7.2 Safe behaviours (doc-29357)

Digital doc: Worksheet 7.3 Making responsible choices (doc-29358)

Weblink: Safe lives

Weblink: Guinness World Records

Weblink: C.A.R.S

Weblink: Crisis and help service providers — Lifeline

Weblink: Crisis and help service providers — Kids Helpline

Weblink: Crisis and help service providers — beyondblue

Weblink: Crisis and help service providers — Child and Youth Health

Weblink: Crisis and help service providers — healthdirect

Weblink: Crisis and help service providers — MindSpot

7.3 Check and challenge

Explain

1. Give five examples of positive risks and five examples of negative risks, giving reasons for your answer.

Elaborate

2. Would you describe yourself as someone who takes risks? Why or why not? What is the riskiest thing you have ever done? Why did you do it?

Evaluate

3. Using the positive and negative risks identified in question 1, discuss who influences people to take these risks.

7.4 Harm minimisation

What strategies do you use in everyday life to help minimise the chance of injury to yourself and the people around you?

7.4.1 Strategies to stay safe

Harm-minimisation strategies are designed to reduce risk and minimise the potential harm that could occur to people engaging in all types of activities. Harm minimisation can be practised by individuals, groups, schools, governments and the private sector. In small groups, brainstorm the precautions you take in your everyday life to help avoid risk or injury to yourself or others.

7.4.2 Good attitudes

In this section, **harm-minimisation** strategies are explored for some specific situations encountered by young people, such as drug and alcohol use, and driving or using the road. However, there are general techniques that can be used by all individuals to help avoid unsafe situations. The risk of harm can be reduced by thinking through a situation, investigating the situation or activity and planning your involvement well ahead of time.

Good attitudes towards personal safety and the safety of others should be adopted. These include:
- concern about your own health and safety
- concern about the health and safety of others
- careful consideration of safety rules and guidelines
- careful planning and preparation prior to the activity
- never assuming that 'it won't happen to me'.
- open and honest communication with those around you.

7.4.3 Recognising an unsafe situation

There are times when you get a gut feeling that all is not right, and you feel unsafe. It is important to acknowledge this feeling, recognise the potential for harm and make a decision to remove yourself and friends from the situation or downscale the situation or risk by taking positive action.

The following actions can be used to avoid or downscale an unsafe situation:
- *Assertiveness*. State your point of view clearly, but without being aggressive and without putting the other person down.
- **Conflict resolution**. Talk through a problem or situation so that both groups come to a mutual agreement without aggression or violence.
- *Planning and problem-solving*. Anticipate a risk or problem and decide on an action to solve it.
- *Refusal*. Assertively state 'no' if you do not wish to continue or be involved.

Risk evaluation is an important life skill. Has the person in this image employed a harm-minimisation strategy?

Checking equipment carefully prior to starting an activity will reduce the risk.

7.4.4 Being assertive

Often, it is difficult to say 'no' when you want to or need to. People will pressure you with comments such as 'one won't hurt', 'nobody will find out', or 'everybody does it'. There are many factors that make it difficult to say 'no' or assertively state your point of view:

- It is easier to copy others than it is to think for yourself.
- You may want to impress your friends.
- You may feel like doing something radical or wild.

On the other hand, there are many good reasons to be **assertive** and say 'no'. Positive self-talk is a great way to withstand pressure. Examples include:

Being assertive is a valuable life skill.

- 'I can make up my own mind.'
- 'I am intelligent enough to think things through and understand the **consequences** of my actions.'
- 'Real friends will respect my right to make my own decisions, and they will understand my point of view.'

Being strong enough and assertive enough to make individual choices takes practice and thoughtful analysis of the situation.

Being assertive means standing up for your own rights and views while still recognising and respecting the rights of others. An assertive person typically uses the following types of language:

- 'I may not necessarily agree with you, but I respect your point of view.'
- 'I believe the right thing to do is … '

Being assertive also means being able to act on your beliefs or **attitudes**. Some people say all the right things, but the real test of strength comes when these attitudes are put into action. For example, you may say that environmental protection and conservation is important, but your actions contradict this if you don't recycle, you litter or you leave the lights on at home when you are out.

7.4.5 Conflict

Conflict is a normal part of daily life and may occur in a range of settings. Conflict occurs when two people, or groups of people, disagree or have different points of view. Conflict generally occurs when there has been a lack of communication.

Places conflict can occur

| Workplace | Home | School | Sporting teams | Friendship groups |

People who can experience conflict

| Family members | Teachers and students | Employers and employees | Males and females | Friends, peers and colleagues | Coaches, players and umpires |
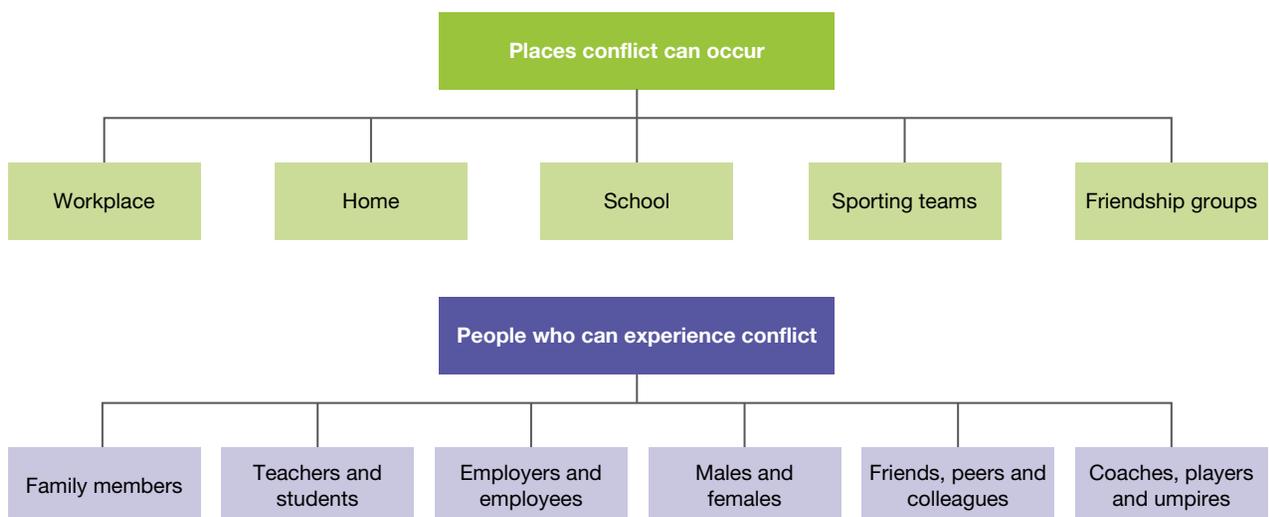
Resolving conflict — the process

Being able to recognise that a problem exists is the first step in resolving the conflict. The problem must be discussed by both people or groups and a solution determined that is agreeable to both parties. This has to be done without aggression, abuse or violence. Steps in resolving conflict are listed below.

1. Explain your point of view clearly and concisely.
2. Listen carefully to the other person's point of view.
3. Ask questions and give answers in a calm manner to make sure both people clearly understand the other person's point of view.
4. Consider the other person's feelings or point of view. Try putting yourself in his or her place.
5. Use positive body language such as:
   - making eye contact
   - facing the other person
   - avoiding crossing your arms or legs
   - keeping a comfortable distance.
6. Use language that the other person understands, and use 'I' statements rather than 'you' statements. For example, state what you think or feel by beginning your sentence with 'I believe' or 'I feel' rather than 'you make me feel' or 'you don't care'.

DID YOU KNOW?

The WACO (Walk Away Chill Out) campaign is aimed at giving youth an alternative to violence. This initiative was devised by the Matthew Stanley Foundation, a foundation created after Matthew, aged just 15, lost his life when he was bashed outside a teenager's party.

Coming to an agreement — the resolution

One or more of the following outcomes will resolve a conflict:

- Realise that you were wrong or at fault and apologise.
- Accept the other person's apology and don't hold a grudge.
- Come to a compromise that suits both people.
- Agree to disagree, but don't continue to argue.
- Accept responsibility for the conflict and act to fix the problem.
- Always be honest and forthright.

Learning to express your opinions is important, but it can be difficult, even with friends.

Unresolved conflicts

Unresolved conflicts may lead to negative feelings, breakdowns in relationships, changes in peer groups, distrust, loss of employment and many other serious consequences. It is very important to learn conflict-resolution skills and be assertive enough to insist that productive communication leads to resolution, especially if the other person does not want to talk.

7.4.6 Being pro-social

Pro-social behaviour is action which is intended to help other people — either individuals or communities. It is the idea that by helping others, being concerned for their wellbeing and protecting their rights we improve our community. Examples of pro-social behaviour include donating blood and contributing to a charity. Why people choose to behave in a pro-social way is not fully understood, but the idea of 'reciprocation' or getting back what you give is thought to be one possible reason. In your playground at school, you may have witnessed

or been a part of an instance of 'upstanding', where a person who is not directly involved in the situation intervenes when a person is being threatened or bullied. This is an example of pro-social behaviour that most of us will witness in our school lives.

7.4 Activities

Being assertive

1. Form a small group with students you do not often talk to. Select two situations from the list below and discuss them. In particular, talk about what you think the phrase means, whether you have ever used it or something like it, and whether you think it harms anyone.
   - Let's not go to school today, the one-day cricket is on in the city.
   - It's easy. I do it all the time and I haven't been caught.
   - It's only 10 pm, you have plenty of time.
   - My friend is and he can get beer for us. Let's have a few at the party.
   - Don't tell anyone about this or I'll be in serious trouble.
   - Tell them you lost it, they won't know any different.
   - I broke it, but I'm not telling anyone. She can take the blame.
   - I know who is taking stuff from the equipment room, but I'm not going to be the one to dob them in.
   - Come on, graffiti is an art form and it doesn't hurt anyone.

   After your discussion, consider the whole list and answer the following questions.
   (a) Which of the scenarios would have put the most pressure on you to either say 'yes' or comply?
   (b) List what the consequences could be if you said 'yes' to or did not disagree with each scenario. Think about your responsibilities to your school, parents, friends, yourself and people you don't even know.
   (c) List the possible consequences you would personally face if you said 'no' to any of the scenarios.
   (d) Did you disagree with any of the responses from other members of your group? Why?

Attitudes and beliefs

2. (a) Make a list of six things about which you have a strong belief. For example, state your belief or attitude to racism, lying, graffiti, shoplifting, smoking, bullying and inappropriate online behaviour.
   (b) Beside each one, state what you do to promote this attitude or belief. For example, you may actively deter bullying by speaking up about any bullying of which you are aware, or being an active 'upstander'.
   (c) Are there any beliefs you have listed that you do not act on or promote? How can you be more assertive in promoting your attitudes or beliefs about these issues?

Conflict resolution

3. Work with a partner to complete the following questions.
   (a) Describe a person with whom you can communicate easily. What is it about the person that makes communication easy?
   (b) Describe a conflict you have recently been through or are currently experiencing. It could be with a parent, friend, teacher or coach. You don't need to share this if you would prefer not to. Describe (in general terms) what you felt was the underlying issue (for example a lack of communication or a misunderstood meaning).
   (c) Use your partner to help role-play a conflict-resolution discussion that might lead to solving the conflict. Refer to advice provided in this subtopic to help with your discussion.
   (d) Did you reach a resolution? If so, what was it? If not, what barriers prevented a resolution?

Harm reduction

4. Choose one of the following harm reduction strategies and use it as the basis for a class debate.
   - Needle exchange programs
   - Safe injecting houses
   - No smoking in restaurants or pubs
   - Ecstasy testing kits
   - Hidden speed cameras

7.5 Relationships and sexual health

Adolescence is a time of growth, and one in which you may develop feelings of attraction for others. Being aware of your sexual choices, contraception, sexually transmitted infection and risk-taking is important in enhancing your physical and emotional wellbeing.

7.5.1 Understanding sexual health

Adolescence is a time of increasing awareness of sexual feelings and sexual identity, along with emerging feelings of attraction towards others. It is also a time when some young people may engage in sexual experimentation and become involved in intimate relationships. Messages and ideas are often conveyed by friends, family, religious traditions and the media about what is expected and 'normal' sexual behaviour for a young person. These attitudes can be conflicting, leaving you confused about making difficult choices.

There are many myths surrounding sexuality and sexual health. Use the **Myths about sex and sexuality** weblink in the Resources tab to read some of the most common myths. In small groups, create a brainstorm of sexuality issues, then discuss where you think some of the myths may have come from.

When you start to become involved in sexual relationships, it is important to think through the different messages mentioned above carefully to decide what is right for you, and to plan how you will manage your sexual health to ensure your physical and emotional wellbeing.

The qualities you look for in a partner will vary according to the type of relationship you want. If you want to enjoy yourself, then you may look for someone who is easy-going, fun to be with and has a good sense of humour. If you want a longer-term relationship, you may want your partner to be caring, honest and committed.

Your ideas about what qualities are most important to you will also depend on your own values and beliefs. Sometimes, being in an unhappy or unsatisfying relationship helps you to recognise what you need from a partner and a relationship. Respect for each other is a key factor in successful relationships.

Regardless of who you are attracted to, there are many forms of sexual activity, besides intercourse, that allow you to express your feelings for someone. Holding hands, hugging, kissing, touching, massaging and having oral sex are examples of sexual behaviour that do not involve penetration. When deciding if you want to be sexually active, think carefully about what you feel comfortable and safe doing. Talk to the other person about what you both want from the relationship and see whether your expectations are similar. This discussion will clarify the expectations in the relationship and reduce the chance that someone will later feel rejected and used.

Any form of sexual activity must be **consensual**, meaning that both people want to be involved. You have the right to set your own sexual limits and say 'no' to any kind of sexual activity. At the same time, you have the responsibility to respect another person's decision to say 'no'. Never force or pressure someone into a sexual activity with which they are uncomfortable. *Having sex without someone's consent is a crime.* Even after you have given permission to be touched, it is okay to change your mind at any time during sexual activity if you no longer feel comfortable about what is happening.

Everyone looks for different qualities in a partner.

Saying 'yes' to sexual activity on one occasion does not mean it is acceptable on other occasions. Both partners have a responsibility to make their intentions clear to each other every time they are being sexually active, no matter how long they have been in the relationship.

Determining your own sexual limits and discussing these limits with your partner are an important part of a relationship.
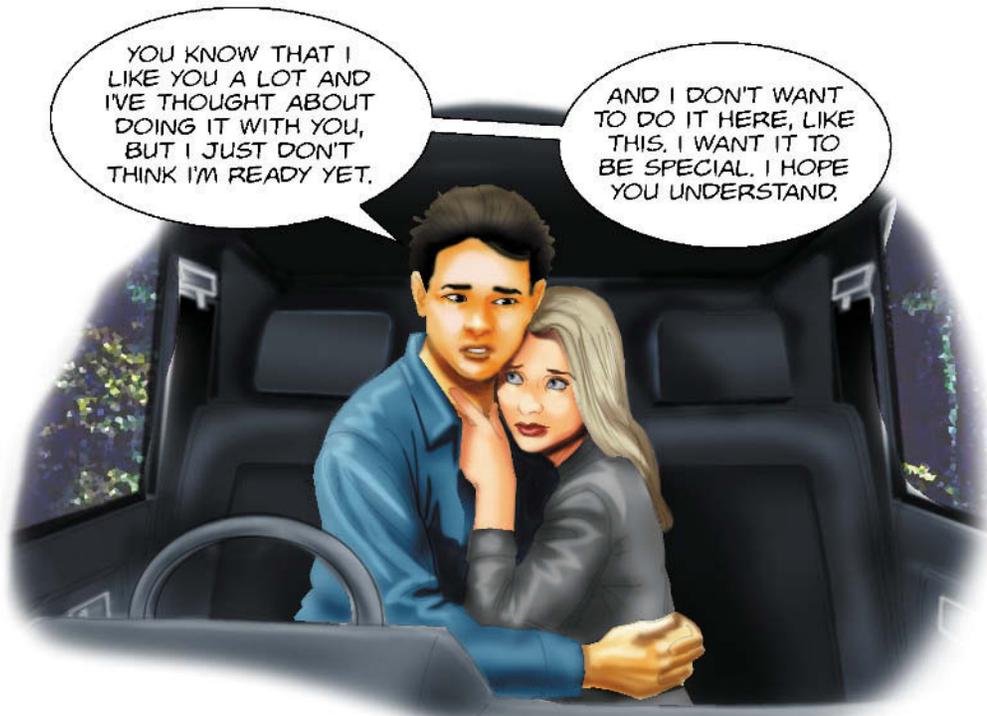
It is also important to consider what forms of sexual activity may be appropriate for the environment you are in. Engaging in some behaviours in public places, such as the playground, a shopping centre or even among a group of friends, can make other people feel uncomfortable and can get you into trouble with the authorities. More personal and intimate expressions of affection and attraction, such as tongue kissing and touching of breasts or genitals, are appropriate only in a private environment and only if both parties consent.

Being under the influence of drugs or alcohol hinders your ability to think clearly about a decision to be sexually active. Making choices while drunk or affected by drugs leaves you vulnerable to being used or doing something that you may regret.

Sexual choices made under the influence of drugs and alcohol can result in feelings of concern and embarrassment.
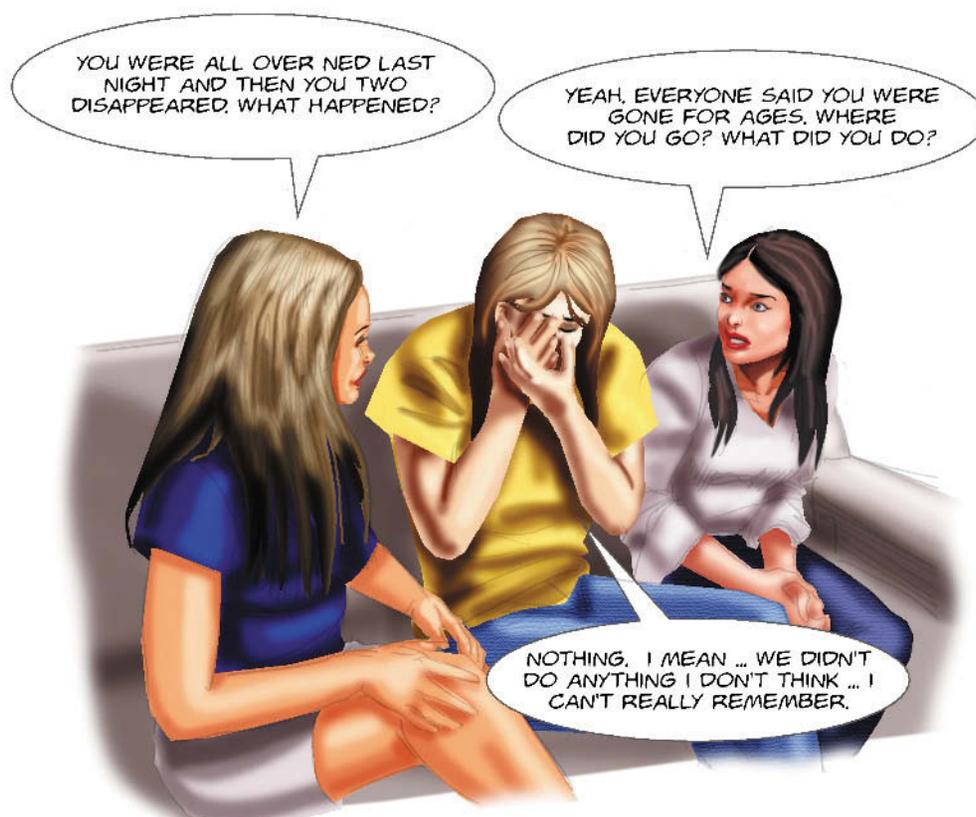
7.5.2 Sexually transmitted infections (STIs)

Catching a **sexually transmitted infection (STI)** is another risk of being involved in unsafe sex. Anyone who chooses to be sexually active is at risk of contracting an STI, regardless of their age, sexuality, gender, cultural background or level of education.

Some groups of people — for example, same-sex attracted females — mistakenly believe they will not contract an STI. It is important to think in terms of low-risk behaviours rather than low-risk groups when discussing how to reduce the chances of getting an STI. The risk is greater when the activity involves a

transfer of body fluids such as semen and vaginal fluids from one person to another. Sexual activities such as unprotected vaginal or anal intercourse and/or oral sex are the common ways in which these fluids are transferred. People who have lots of different sex partners are also at greater risk, although it is important to remember you can catch an STI from your first sexual encounter.

Not all infections are spread through penetrative sex or oral sex. Some can also be transmitted through forms of sexual contact that do not involve a transfer of body fluids. Genital warts, genital herpes, syphilis and scabies are some of the infections that can be spread through direct skin-to-skin contact, such as touching someone's genitals.

In some cases, having an STI can be life threatening or can cause infertility if left untreated. In other cases, it can be uncomfortable and embarrassing, particularly if the infection is passed on to someone else. If you think that you might have an STI, you should visit a doctor or sexual health clinic straight away. Do not put it off, even if the symptoms go away. Most STIs are easy to cure once diagnosed, and the earlier you seek treatment the better.

Good sexual choices will not only help you to manage your physical health, but they will also help look after your emotional wellbeing. Feeling used, being pressured into something, worrying about being pregnant or catching an STI can contribute to feelings of guilt, shame and embarrassment. These feelings can be even stronger when sexual choices are made while you are affected by drugs or alcohol, because you may not be able to recall who you were with or remember what happened. If other people see or hear about your sexual choices, you can find yourself open to gossip, rumours or negative stereotypes that can be very hurtful.

HEALTH FACT

If someone has an STI, they may still look and feel healthy. You won't necessarily be able to tell someone is infected by looking at them. Often, STIs have no obvious symptoms, particularly in females.

7.5.3 Gender and sexuality

A common gender-related assumption is that young men have a constant and uncontrollable need for sex. This belief, along with a perception that being sexually active is a sign of male maturity, can lead some young men to engage in risk-taking sexual practices. They may become sexually active at a younger age than girls, have a number of sexual partners, and take no responsibility for using contraception.

Females, on the other hand, are often expected to be able to control their sexual feelings, set limits on sexual behaviour and ensure safe sex practices. This expectation can place their safety at risk, particularly for girls who find it difficult

Issues relating to sexual practices need to be discussed as relationships develop.

to be assertive and make their intentions clear. Both people in a relationship are responsible for determining whether each other really does want to have sex, and then accepting that decision. Tricking or pressuring someone into doing something that they did not want to do is never okay.

Some young people think being sexually active is linked to being in love and wanted. They may also think that being intimate will help their relationship, and even fear losing their partner if they say 'no'. You should not worry about offending or upsetting your partner. A partner who cares about you will listen to you and respect your rights.

DID YOU KNOW?

Results from the Australian Study of Health and Relationships indicate that one in ten young Australians did not use any form of contraception the last time they had sex. In recent years, this has seen an alarming increase in STIs among this group, in particular with chlamydia notifications.

7.5 Activities

STI awareness campaign

1. Use the **Promoting awareness about STIs** weblink in the Resources tab and view the advertisement that is part of an STI campaign. Use the information on this site to write a design brief for a new campaign promoting STI awareness that would be relevant to young people. You may like to choose one STI to focus on. Organise to role-play it to your class.

On Resources

Digital doc: Worksheet 7.4 Exploring beliefs and expectations about male and female sexual behaviour (doc-29359)

Weblink: Promoting awareness about STIs

7.5 Check and challenge

Explain

1. Explain what the term 'consensual' means in the context of sexual activity.

Elaborate

2. Write a 'personals' advertisement of 30 words or less for your ideal partner.

Evaluate

3. Evaluate how power and gender expectations affect decisions about sexual activity and risk taking.
4. Use the **Researching STIs** weblink in the Resources tab to find out more about specific sexually transmitted infections. How are most of these STIs transmitted? What is the best way to protect yourself against most STIs?

On Resources

Weblink: Researching STIs

7.6 Contraception

There are many types of contraception available, including the use of natural methods. As many forms of contraception affect the way the body functions, it is recommended you seek professional advice.

7.6.1 Unplanned pregnancy

People in relationships need to consider the consequences of both planned and risk-taking sexual practices. The needs and best interests of both people involved must always be considered when considering contraception. While contraception is available in many forms, it must be used responsibly.

Unplanned pregnancy is one possible consequence of choosing to be sexually active. While adolescent parents may be able to manage their own and their children's lives, many sacrifices are required and many responsibilities are involved, particularly for the mother. Unplanned parenthood affects schooling, career opportunities, friendships and independence. Young mothers may face put-downs, negative stereotypes and discrimination from society. Family and relationship conflict can also arise from the additional costs, pressures and responsibilities associated with being a parent, especially when someone does not have the emotional maturity or commitment required for the role.

Other alternatives for unplanned pregnancies, such as a termination or adoption, can be equally difficult. The fact that some young people do not want their family or friends to know that they or their partner are pregnant can limit the emotional support that is available. For a young person who has religious, cultural or family beliefs that conflict with these options, decisions about an unplanned pregnancy can be particularly challenging.

The responsibilities associated with parenthood require sacrifices.

7.6.2 The types of contraception

If you are considering having sexual intercourse in an opposite-sex attracted relationship and you do not want to become pregnant, you need to use some methods of **contraception**. Contraception refers to any method or device that prevents conception and, therefore, a pregnancy. There are many different types of contraception available for both males and females (see table 7.2). It is important to remember that no contraceptive is 100 per cent effective at stopping a pregnancy — this can be guaranteed only by not having vaginal intercourse.

HEALTH FACT

Not all contraceptive methods provide protection against STIs. The best way to reduce your risk of STIs when engaging in sexual activity is to use barrier protection such as male and female condoms.

TABLE 7.2 Some of the different contraceptive methods available

Description	How it works	Possible side effects	Suitability	How it is obtained
The pill — a small tablet made up of the two female hormones: oestrogen and progesterone	The pill stops an egg from being released from the ovaries each month. One pill must be taken every day, starting from the first day of the menstrual cycle.	Irregular bleeding between periods Sore breasts Nausea Weight gain	Safe to be used by most women. Women with heart conditions, high blood pressure, liver problems, certain migraines and heavy smokers should talk to their doctor first.	It is obtained by prescription after having a medical check-up by a doctor or at a family planning clinic.
Mini-pill — like the pill, but containing only progesterone	This pill makes the mucus at the entrance of the uterus thicker so sperm cannot get through it. It also alters the lining of the uterus.	Spotting between periods Irregularity in menstrual cycle	Safe to be used by most women except those with cancer of the reproductive organs or those who have had an ectopic pregnancy.	It is obtained by prescription after having a medical check-up by a doctor or at a family planning clinic.
IUD (intrauterine device) — a small plastic device that is placed inside the uterus	The IUD hampers the sperm's survival in the uterus. It also causes changes in the lining of the uterus so an egg cannot grow in it.	Cramps and bleeding after insertion Period pain and heavier periods	Can be used by women who have had a baby. It should not be used by people who have more than one sexual partner or who change partners regularly.	It is inserted and removed by a doctor. A local anaesthetic is often used when it is inserted.
Condom — a rubber sheath that goes over the penis when erect	The condom is rolled over an erect penis before sex so semen and the sperm in it are collected inside the condom when ejaculation occurs. The condom is then removed after sex.	None, except some people may be allergic to latex rubber or the lubricant that covers it	Can be used by all males	It can be purchased from various outlets, including chemists, supermarkets, vending machines and sexual health clinics.
Female condom (Femidom) — a long polyurethane tube with a flexible ring at each end	It is inserted into the vagina before intercourse to act as a barrier for sperm.	None	Suitable for all women	It is available from most sexual health clinics, some women's health centres and chemists.

(Continued)

Description	How it works	Possible side effects	Suitability	How it is obtained
Contraceptive implant such as Implanon — a small plastic rod containing progesterone that is inserted under the skin of the upper arm	The slow release of progesterone stops ovulation occurring while also changing the uterus lining so an egg cannot grow.	Irregular bleeding Headaches Weight gain Sore breasts	Suitable for most women	It is inserted and removed by a doctor. A local anaesthetic is usually used.
Diaphragm — a small rubber dome that is inserted into the vagina	When placed in the vagina, it covers the cervix so sperm are unable to reach an egg.	A small number of women may be allergic to the rubber in the diaphragm material.	Suitable for any woman who is comfortable fitting and removing it	It is obtained with prescription from a doctor.
Natural methods — these involve various methods of determining the fertile phase of a woman's menstrual cycle and avoiding intercourse at these times. Natural methods are the least effective form of contraception and should only be used in conjunction with other contraceptives.	Methods of calculating when a woman is likely to be ovulating include: • calendar method — recording dates of periods to determine when ovulation may take place • temperature method — recording temperature daily to monitor changes that occur with ovulation • mucus changes — recognising and recording changes in the texture and appearance of cervical mucus.	None	Can be used by anyone. However, time, patience and commitment are required to learn how to recognise signs of fertility and calculate 'safe' times for sex. Discipline is also needed by both partners to avoid intercourse at unsafe times. The calendar method can be unreliable, particularly if menstruation is irregular.	Advice on how to recognise and record signs of ovulation can be obtained from a doctor.

7.6 Activities

Safe sexual health practices

1. Read through the scenarios below and then answer the questions that follow.

   Couple 1

   Julie and Dean have been seeing each other on and off for about a year. Dean doesn't really want to be in a committed relationship, preferring to have a casual relationship. He hasn't told Julie this. They have slept together once after a party, but neither remembers what really happened because they were both drunk. While they have been seeing each other, Dean has also been sexually active with people other than Julie. He's pretty sure the other girls have always been on the pill.

   Couple 2

   David and Peter are attracted to each other and have been out together a couple of times. This is their first same-sex attracted relationship. They have spoken about how they feel towards each other, but do not yet feel ready to be involved in any sexual activity. David has also told Peter about a previous girlfriend that he slept with on a couple of occasions. They had always used condoms.

   Couple 3

   Sam and Jacinta have been together for six months. They have started being sexually active — deep kissing, sexually touching and oral sex. However, they have not had intercourse because Jacinta has told Sam she does not want to get pregnant. They both live in a small country town, so she is worried that her parents will find out that she is sexually active if they try to obtain some type of contraception.

   (a) Discuss the safe and unsafe sexual practices of each couple.
   (b) Identify the couple that has most effectively planned and taken responsibility for managing their sexual health. Explain your reasons.
   (c) Suggest an appropriate method/s of contraception for Sam and Jacinta.

on Resources

🔗 **Weblink:** Contraception

7.6 Check and challenge

Explain

1. Who do you think should be responsible for ensuring contraception is used in a relationship? Explain.

Elaborate

2. Discuss the effects of unplanned pregnancy.
3. Describe the difficulties involved in being a teenage parent.

7.7 DRSABCD action plan

In an emergency situation, if you know how to follow the DRSABCD action plan and perform cardiopulmonary resuscitation (CPR) effectively it will greatly improve the chances of saving a person's life until medical support arrives.

7.7.1 Saving a life

There are five basic principles of first aid which can help you to remember what to do in an emergency. These are known as The Five Ps of first aid.

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                    The Five P's of first aid

Preserve life    Protect casualty    Prevent worsening    Provide        Promote recovery
                 from further harm   of injury/illness    reassurance
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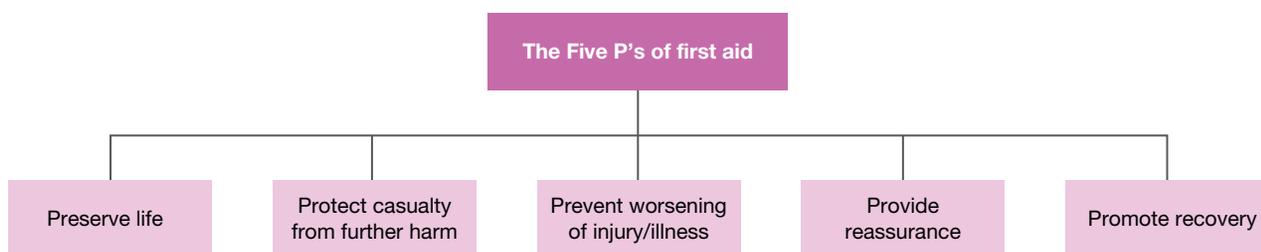
To administer first aid successfully, we must have a plan of action that will work for all types of situations, from a serious car accident to a sprained ankle.

In an emergency situation, we need a set of priorities in our plan of action. This allows us to address the most life-threatening injuries first. For example, we must attend to a person's compromised breathing before we attend to broken bones, as a person does not usually die from a broken bone. The most widely used plan of action is the **DRSABCD action plan**. Each letter stands for an aspect of first aid and is listed in order of priority.

In small groups, access the **DRSABCD** and **Man saved** weblinks in the Resources tab. Compare the information in the poster and news clip with movies you have seen in which characters have dealt with an emergency situation. What were some of the techniques used to revive the casualty? Did any actions appear unrealistic or negatively affect the health of the casualty?

on Resources

🔗 **Weblink:** DRSABCD
🔗 **Weblink:** Man saved

7.7.2 DRSABCD action plan

Danger

Check for and remove any danger to:

1. yourself first
2. then any bystanders
3. and finally, the casualty.

At this stage, put on gloves if possible.

Response

Check the casualty's level of consciousness. This can be done by loudly asking questions such as 'Can you hear me?' and 'What's your name?'. If the casualty:

- responds, check for other injuries and control serious bleeding
- does not respond, proceed with SABCD.

Send for help

Dial 000 from any fixed line or mobile phone.

When the emergency operator answers, state clearly which service is required and give the information as specified in section 7.7.3.

Airway

Open the mouth and check for any foreign matter, removing it if needed. Then clear the **airway**. This can be done by gently supporting the jaw with one hand and tilting the chin forward.

When checking the airway, the **unconscious** casualty should be rolled onto their side (**recovery position**) only if foreign material is present in the mouth.

D – Danger
- Check for danger to yourself, bystanders and the casualty.

R – Response
- Check for a response.
- If no response, proceed with SABCD.

S – Send for help
- Call 000 immediately once you determine the casualty is unconscious.

A – Airway
- Open the mouth and clear the airway.

B – Breathing
- Look, listen and feel for signs of life:
  - Chest rising?
  - Wheezing or coughing?
  - Can you feel their breath on your cheek?
- If the person is not breathing or responding, give two rescue breaths and then commence CPR.

C – Compressions
- 30 chest compressions followed by two breaths
- Five sets in two minutes
- Use two hands for an adult, one hand for a child and two fingers for an infant.

D - Defibrillation
- Attach an AED as soon as available and follow the prompts

Breathing

- Look for **signs of life** — is the lower chest or abdomen rising and falling?
- Listen for the sound of air leaving the nose and mouth, such as wheezing or coughing.
- Feel on the side of the rib cage for the rise and the fall of the chest. You can also feel for air leaving the mouth and nose by placing your cheek close to the casualty's mouth and nose.

If the casualty is breathing but not responding, an ambulance must be called immediately (dial 000). Continue to monitor the breathing.

If the person is not breathing, an ambulance must be called (dial 000) and then CPR should be commenced immediately.

Compressions (CPR)

If the casualty is unconscious, shows no signs of life and is not breathing normally, **cardiopulmonary resuscitation (CPR)** must be commenced immediately. CPR is a combination of rescue breaths and chest compressions, and effectively keeps the patient alive by oxygenating the blood with the rescue breaths and providing artificial blood circulation with the chest compressions (the heart is squeezed between the sternum and the vertebrae) until more advanced life support arrives.
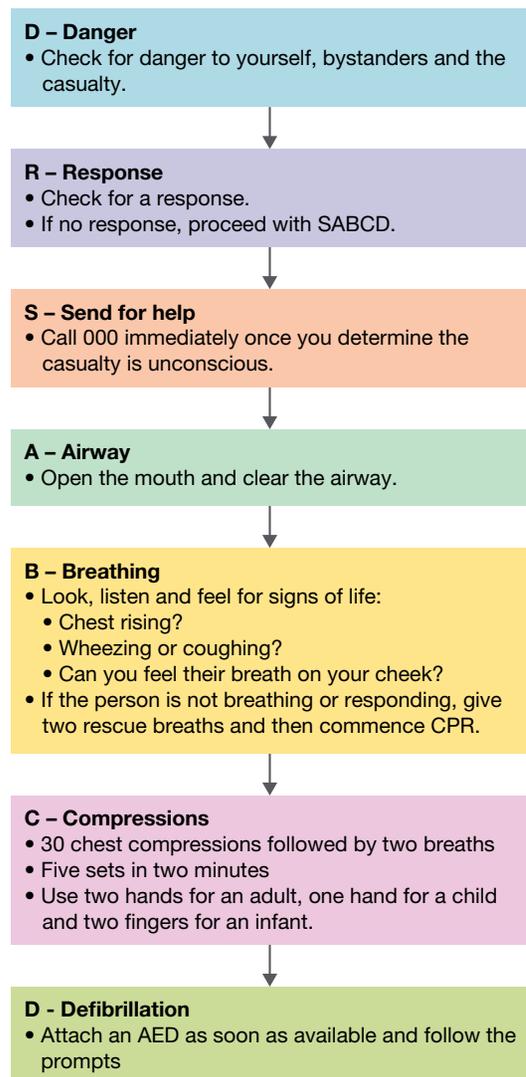
Defibrillation

Defibrillation can be performed by qualified rescue personnel such as paramedics if the casualty is still not breathing and is unconscious. Some first aid courses also now teach you how to use a defibrillator as part of CPR training, as many public places such as airports, railway stations, leisure facilities and shopping centres have **automated external defibrillators (AEDs)** available for use in case of emergency.

Unlike regular defibrillators, an AED is a portable electronic device about the size of a laptop computer that requires no training to use. An AED is attached to a victim who is thought to be in **cardiac arrest**, and it provides voice and visual prompts to lead rescuers through the steps of operation. The AED automatically diagnoses some potentially life-threatening heart problems and is able to treat some of them with defibrillation.

To be effective, an AED needs to be ready to use, well-signed and easy to find by the public when needed.

An automated external defibrillator (AED) (a) in a shopping centre (b) on a demonstration model for training.

DID YOU KNOW?

Early access to an automated external defibrillator saves lives. Statistics show up to 20 000 lives per year in Australia could be saved by the immediate availability of an AED for the person in cardiac arrest. For every minute that a person in cardiac arrest goes without being successfully treated by defibrillation, their chance of survival decreases by 10 per cent. The graph on the right shows the chances of survival from cardiac arrest depending on the time taken to use an AED.
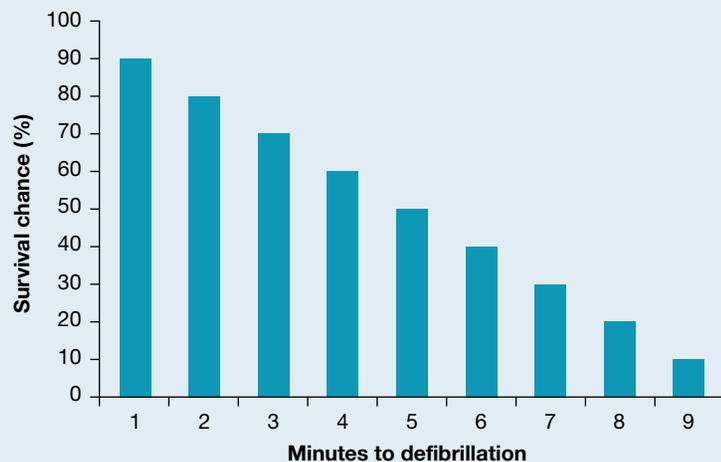
7.7.3 Hypothetical accident

You are walking home from school when you hear a screech of tyres and a loud bang coming from around the corner. Your heart skips a beat and then starts thumping in your chest like a drum. You quickly rush around the corner and then are confronted by a horrific sight. A motorcyclist is lying still on the road, his motorbike mangled beside him. A car has veered across the road and mounted the kerb. The driver is getting out and appears dazed but uninjured.

Using this hypothetical accident as an example, we will go through the steps of the DRSABCD action plan.

What do you do?

Danger

First check for dangers to yourself, bystanders and the casualty. Dangers such as oncoming traffic, fuel spills, blood, broken glass, twisted metal and debris or power lines all pose a danger to everyone involved. Strategies for removing these dangers include having bystanders flag and divert traffic from a safe distance, and using a stick or other implement to shift sharp or hot objects. When the dangers can be eliminated and it is safe to proceed, do so. Move the casualty only if a danger *cannot* be removed, such as if the vehicle is on fire.

Response

Which casualty is likely to be more seriously injured? From initial observation, it is likely the motorcyclist. You should first establish whether the casualty is conscious or not. You should approach the motorcyclist and loudly say things like 'Can you hear me?', 'Open your eyes', 'What's your name?' and 'Squeeze my hands'. (Remember this by the acronym 'COWS'.) If the casualty responds, check for bleeding and other injuries such as broken bones while a bystander calls for an ambulance. Unfortunately, in this case, the casualty has not responded. What do you do now?

Send for help

While you check for bleeding or other injuries, instruct a bystander to call 000 (you can do this step yourself if alone).

The bystander will need to stay calm, not shout, and speak slowly and clearly to give the following information.
- State *ambulance* when the person answering the call asks 'Do you want police, fire or ambulance?'
- Location of the emergency (including nearby landmarks, closest intersections, etc.)
- The telephone number from where the call is being made
- What has happened — there has been a motor vehicle accident between a car and a motorbike, other bystanders are diverting traffic
- How many persons require assistance — two casualties (give sex and estimated age also if possible)
- Condition of the casualty — the car driver is conscious but dazed and appears uninjured. The motorcyclist is unresponsive.
- What assistance is being given — first aider going through DRSABCD and commencing CPR
- Any other information requested

Never hang up before the emergency services operator hangs up.

If a bystander has made the call while you are providing assistance to the casualty (or casualties), ask them to return and give you an estimated time of arrival of the emergency service. This is important so that you confirm the 000 call has been made and that you have some indication of the time remaining that you will need to provide first aid until more qualified medical assistance arrives to take over. Also ask someone to stay in a prominent position to direct the emergency service vehicle to the correct location.

Airway

As the casualty is unconscious, you must check that the airway (the passage that leads from the mouth, nose and throat to the windpipe) is clear. If the airway is blocked, oxygen cannot reach the lungs. If there is no oxygen for 3–4 minutes, the person will lose oxygen to their brain and start to die. Some common causes of a blocked airway are:

- the tongue
- vomit
- broken teeth
- chewing gum.

If any of these objects is blocking the airway, you must place the casualty in a position that will enable you to remove the blockage. This is called the recovery position and is shown in the figure at right.

1. Kneel beside the casualty.
2. Place the arm of the casualty that is furthest away from you straight out.
3. Place the casualty's nearest arm across their chest.
4. Bend the nearer knee up.
5. Roll the casualty away from you so they are lying on their side.
6. Place the casualty's knee at a right angle to the body for stability.

Rolling a casualty into the recovery position to clear their airway.

In the recovery position, any object that is blocking the airway can be removed more easily. It is very difficult to remove objects from a person lying on their back. For example, the hypothetical motorcyclist may have vomited from the shock of his fall. If he is lying on his back, the vomit would block his airway. You therefore place him in a recovery position to clear his airway.

Clearing the airway

1. With the casualty in the recovery position, tilt the head down slightly to allow for drainage of any fluids.
2. Open the mouth. With two fingers, remove any objects that may be loose in the mouth using a two-finger scooping action.
3. If that doesn't remove all foreign matter, perform five sharp blows to the person's back (between the shoulder blades) in an upwards motion, if conscious; if unconscious, five sharp blows to the sternum.

Once the airway is clear, the casualty can be positioned on their back.

Clearing the airway

Opening the airway

1. Whether the person is on their back or in the recovery position, tilt the head right back with one hand on the forehead and, using a pistol grip, hold the chin and jaw line.
2. Lift the jaw forward and open the casualty's mouth slightly.

Breathing (look, listen and feel)

You have done a good job clearing the motorcyclist's airway; however, he still appears to not be breathing. You are not a doctor, so how do you check whether he is breathing? You look, listen and feel for any signs of breathing by:

- looking at the chest to see whether it is rising and falling
- listening for any sounds of breathing by placing your cheek alongside the casualty's mouth
- feeling with your hand on the ribs/diaphragm for the rise and fall of the chest, and feeling for breath on your cheek.

If the motorcyclist casualty was breathing, you would keep him in the recovery position and keep his head tilted slightly backward and face slightly downward. You would wait for an ambulance while monitoring vital signs and checking for other injuries.

However, the motorcyclist is not breathing, so you must not waste time.

Rescue breathing

There are two main methods of performing rescue breathing:

- mouth-to-mouth
- mouth-to-nose.

Both methods are equally effective, but the mouth-to-mouth method is more commonly used.

The mouth-to-nose method is usually used when there has been a trauma to the mouth or jaw or you are giving rescue breaths in deep water. The mouth-to-nose technique can be performed by using the same principles as followed for mouth-to-mouth, except you close the patient's mouth and breathe into their nose.

The motorcyclist is not breathing, so you must perform the following.

The mouth-to-mouth method. Sealing the nose with the fingers and tilting the head back, give two rescue breaths.

1. Position the casualty on his back on a firm, flat surface.
2. Kneel beside the casualty's chest.
3. Tilt the casualty's head back by placing the palm of one hand on the casualty's forehead.
4. Pinch the casualty's nostrils with your fingers or close off the nostrils with your cheek.
5. Place your mouth firmly over the casualty's mouth, making an airtight seal.
6. Breathe fully into the casualty's mouth to give two rescue breaths, ensuring the chest gently rises with each breath.
7. Remove your mouth and look for the patient's chest to rise after each inflation, and listen for air escaping from the patient's mouth and nose by turning your head so that your ear is close to the patient's mouth. At the same time, observe the patient's stomach to make sure that it has not been distended with air (which would indicate you are breathing too hard, there could be an airway blockage or you do not have satisfactory head tilt).
8. If there are still no signs of life, begin chest compressions.

Cardiopulmonary resuscitation (CPR) for adults (one operator)

1. Visualise the centre of the chest. Place the heel of one hand on the centre of the chest (between the nipples) over the breastbone (sternum).
2. Place the heel of the other hand on top of the first and keep the fingers off the ribs. Interlace the fingers of both hands to assist holding the lower fingers off the chest wall.
3. Ensure that your arms are straight and your shoulders are above the patient's chest.
4. Bend forward at the hips so that you depress the breastbone rhythmically and vertically about one-third of the depth of the chest (roughly 4–5 cm).
5. Release the pressure, then repeat.
6. Perform 30 compressions.
7. Pause after each set of 30 compressions to give two more rescue breaths, then repeat; you should be performing CPR at a rate of 30 compressions for every two breaths.
8. Aim to do this five times in two minutes (which is at a rate of 100 compressions per minute).
9. *Do not stop* — continue doing 30 compressions and then two breaths until one of the following happens:
   - The casualty recommences breathing under their own power.
   - Someone more qualified, such as a paramedic, arrives to take over.
   - You are physically unable to continue.
   - An AED is applied to the victim. Follow the prompts and recommence CPR if advised.

Push the breastbone down to about one-third of the depth of the chest.
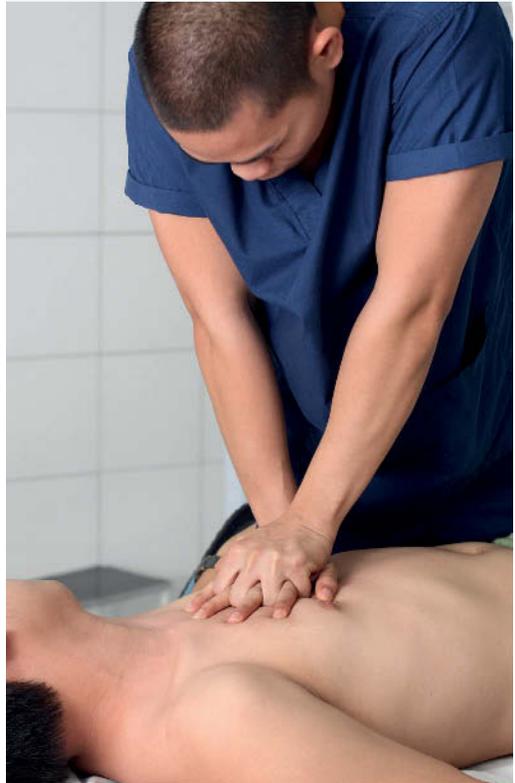
Defibrillation

After two minutes of CPR, a bystander approaches you with an AED. The motorcyclist is still not breathing, and so it's important for you to attach the AED as soon as possible; however, you must continue CPR until the AED is ready.

Attach the AED as shown in the figure at right and then follow the prompts given by the device. The instructions are very clear and you will be guided through the process by an automated voice. The AED should be attached to the motorcyclist's skin directly and any wet clothing should be removed. It is very important not to touch the motorcyclist or the AED while it is delivering the electric shock to the motorcyclist.

Shortly afterwards, the heart re-establishes a regular rhythm and the motorcyclist resumes breathing. You continue to monitor vital signs of the casualty until the ambulance arrives.

Position and placement of an automated external defibrillator (AED) using adhesive pads
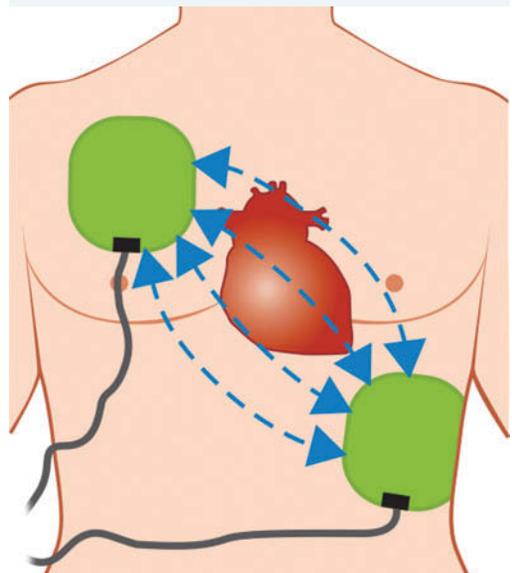
7.7.4 Variations of CPR

There are several variations of CPR. It is essential you apply the correct method depending on the situation.

Two operators
- Each person should kneel on opposite sides of casualty's body.
- The more experienced person should control the head and perform the rescue breaths.
- Give 30 compressions and two rescue breaths, five times in two minutes (a rate of 100 compressions per minute).
- The first aider performing the compressions should call the numbers 1 to 30 as he or she compresses the chest. This allows the other first aider to time the breaths with reduced interruption to the compressions.
- Change operators of chest compressions every two minutes to avoid fatigue, which leads to ineffective compressions.

CPR for small children

For children under 8 years but over 12 months old, use the following procedure.
- Apply a slight head tilt as required to open the airway, but not a full head tilt.
- Cover the child's nose and mouth if required with your mouth and breathe with less force — enough pressure to cause the chest to rise gently. This is because children's lungs are smaller.
- Locate the lower half of the breastbone.
- Apply compressions with the heel of one hand placed over the middle of the chest.
- Depress the breastbone about one-third of the depth of the chest (about 2.5 cm).
- Retain the same breath to compression ratio as for adults, that is, two breaths for every 30 compressions at a rate of 100 compressions per minute.

CPR for infants

For infants below the age of 12 months, use the following procedure.
- Do not apply head tilt for infants. The head remains in the neutral or horizontal position.
- Apply compressions with the tips of your index and middle fingers over the middle of the chest.
- Compress to one-third of the depth of chest (about 1.5 cm) using two fingers.
- Cover the child's nose and mouth with your mouth and breathe with a gentle puff — enough pressure to cause the chest to rise gently.
- Rates of breathing and compression are the same as for small children.

DID YOU KNOW?

Even if perfect resuscitation techniques are performed immediately, the casualty will not always be able to be revived. Revival can sometimes depend on factors outside the first aider's control.

7.7 Activities

Debate the compulsory

1. Conduct a class debate on whether all people should have compulsory CPR training.

▶

Pretend first aid

2. Form pairs. Take turns being the first aider and the casualty. The first aider is to administer the appropriate first aid for each of the following situations. Refer to the DRSABCD action plan, but do not actually perform the rescue breaths or compressions on your partner, as this can be harmful when the person is healthy; just pretend to do so. Alternatively, use a resuscitation manikin.
   - An unconscious, breathing casualty
   - A conscious casualty who has a blocked airway
   - An unconscious casualty with no breathing

3. Rehearse one of the above scenarios and make a video of yourself working through the steps of the DRSABCD action plan.

How would you react?

4. I was heading to the skate park after school along Bayview Street. Everything indicated that it was going to be a normal afternoon in my seaside suburb. I guess it would have been about 3.45 pm because I had been out of school only a little while but the skate park would be busy with the after-school crowd. I was listening to my iPod as I turned left down Beach Road and then walked across Queens Park to meet up with my mate Sam. I was startled out of my daydream by Sam calling out from the skate park 'Hey, watch this! I just nailed that move I've been practising for ages!' He landed the rail slide and looked at me with a huge grin. Unfortunately, he was not watching where he was going and there was a loud thud as he collided with another skater. Sam was knocked off his skateboard, appeared to hit his head hard and lay motionless on the cement surface. The other skater appeared disorientated; he was clutching his left forearm and was bleeding from a gash above his eye as he tried to get up to find his skateboard. Another boy stood over Sam's body, furiously yelling and cursing about not watching where he was going. Other kids were on their skateboards, flying past dangerously close. Sam's younger brother, Liam, appeared at his side and was trying to rouse Sam. Liam was yelling at me, 'Call an ambulance, I don't think he's breathing, do something!'
   Imagine you are in this situation.
   (a) What dangers exist for the victim, for yourself and Liam, and for other bystanders? Make a list and suggest what you could do to manage these dangers so it is safe for you to approach and provide assistance to your friend.
   (b) What would you do next? Sam is not responding to your voice and touch.
   (c) Explain what information you or Liam would have to give to the ambulance officer over the phone.
   (d) Explain what you could do to get an ambulance to the scene as quickly as possible.
   (e) If Liam made the 000 call, how would you provide further assistance to your injured, non-breathing best friend?

Accident scenario

5. Complete the **Accident scenario** worksheet in the Resources tab for more practice in what to do in an emergency.

---

on Resources

📄 **Digital doc:** Worksheet 7.5 Accident scenario (doc-29360)

7.7 Check and challenge

Explain

When administering cardiopulmonary resuscitation (CPR), strict guidelines must be followed.
1. How many rescue breaths should be given when you first determine that the casualty is not breathing?
2. How many chest compressions must be given immediately following the rescue breaths?
3. What is the ratio of compressions to rescue breaths during administration of CPR?

---

4. When two people are available to administer CPR, how often should they swap roles? Why?
5. How long should you continue to perform CPR?
6. When performing CPR on infants, how should chest compressions be applied?

Elaborate

7. Why is your own safety and that of the bystanders a higher priority than the safety of the casualty in an emergency situation?

Evaluate

8. What is an AED and under what circumstances should a first aider use one on a casualty?
9. If the chest does not rise and fall when giving rescue breaths, what should you check?

---

on Resources

🔗 **Weblink:** CPR

7.8 Water safety

Aquatic recreation is one of the fastest growing forms of recreation. Unfortunately, water activities carry a serious risk of drowning. If you are aware of possible dangers and obey safety rules when playing in or by the water you could help to prevent the high number of deaths by drowning that occur in Australia every year.

7.8.1 Watching out for dangers

Many Australians love and participate in aquatic activities, whether they are recreational, training, competitive or therapeutic. Although there are immense benefits from participating in aquatic activity, the number of **drowning** incidents must constantly be addressed.

Number of people who drowned in Australian waterways between July 2016 and July 2017.

215   76
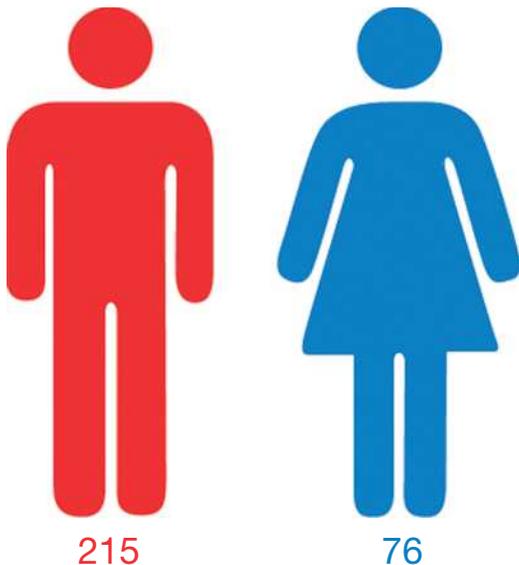
Water sports are popular in Australia.

From July 2016 to July 2017, 291 people drowned in Australian waterways. The 2017 National Drowning Report revealed males are typically at greater risk, accounting for 74 per cent of all drowning deaths while 26 per cent of drowning deaths were females. People aged 25–34 represented a large proportion of drowning incidents, accounting for 15 per cent of deaths. New South Wales was the state with the greatest number of drownings, accounting for 32 per cent of all drownings in Australia. The majority of these deaths occurred at inland waterways such as rivers, lakes and creeks. Alcohol is a major contributing factor, contributing to one-third of male drowning deaths each year. What other factors do you think could contribute to the high incidence of drownings in males aged 25–34, and the Australian population as a whole?

On Resources

🔗 **Weblink:** Royal Life Saving National Drowning Report

7.8.2 Cost of drowning

Accidental drowning and non-fatal drowning incidents place a tremendous burden on Australian society. In human terms, this translates to a loss of life, lost quality of life and pain and suffering. There are also the direct financial costs to society associated with treatment and ongoing care, along with lost productivity due to death or incapacity. For every drowning death, another three people are hospitalised due to non-fatal drowning.

Royal Life Saving Australia has warned that near-drownings, which often result in brain damage, remain high, with an average of 474 incidents in Australia each year. Recent findings highlight the continued need to ensure the promotion of water safety is a year-round concern and parents are aware of all potential dangers surrounding children and the water.

Drowning deaths by age in Australia, 2016–17
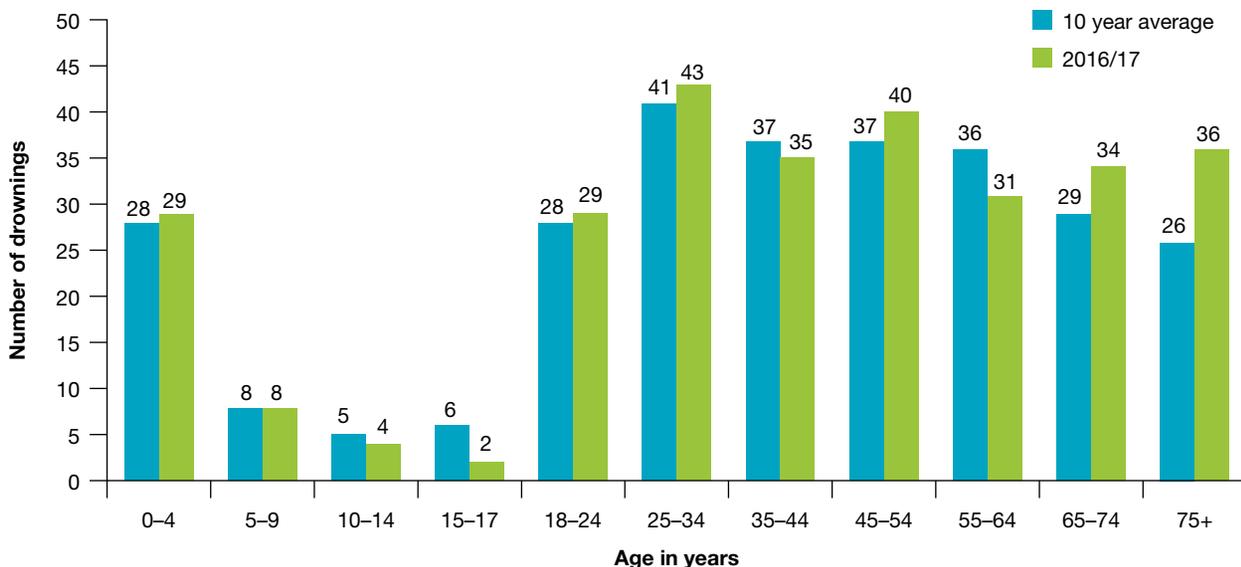
People involved in swimming and recreation pursuits, boating and falls comprise the greatest proportion of drowning deaths. As the following figure shows, many people who drown do not intend to enter the water.

> **DID YOU KNOW?**
> In 2016–17, the majority of drowning deaths in Australia occurred in inland waterways. Rivers, creeks and lakes accounted for 23 per cent of drownings in Australia.

Australian drowning deaths by activity undertaken immediately prior to drowning, 2016–17

- Other 2%
- Swept in or Swept away 2%
- Fishing 1%
- Rock fishing 3%
- Rescue 1%
- Jumped in 4%
- Unknown 5%
- Watercraft 5%
- Swimming and recreation 25%
- Non-aquatic transport 7%
- Bathing 8%
- Falls 16%
- Diving 8%
- Boating 13%
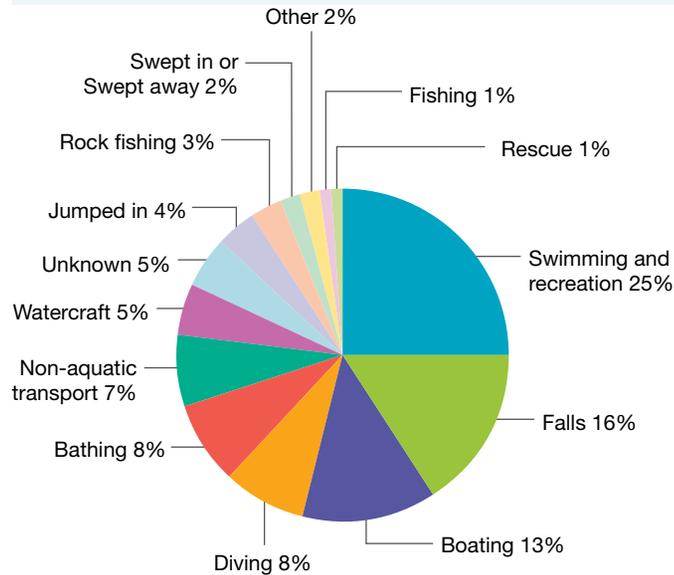
7.8.3 Dangers in the waterways

Many drownings could be prevented if people know how to manage emergencies in the water. We must also be aware of all possible dangers and safety rules to minimise and eliminate dangerous situations.

Rivers

- Currents can be faster than they seem.
- Submerged obstacles (for example, tree branches, rocks, discarded rubbish) are dangerous when diving and swimming.
- Crumbling banks can cause a person to accidentally fall into the water.
- Uneven and unsafe river beds can cause difficulty for those wading and swimming.
- A strong current can sweep unprepared people into dangerous situations.

Lakes

- Where a river enters a lake, there can be unexpectedly strong currents.
- Cold water can cause distress and shock if a person accidentally enters a lake.
- As with rivers, submerged obstacles are dangerous when diving and swimming.

Sea

- Waves can cause difficulty for weak swimmers and non-swimmers.
- Inshore holes can cause unsuspecting bathers to fall or go out of their depth.
- Rips are fast-flowing currents that move out to sea (see the figure at right). They can be identified by discoloured water, foam on the surface extending beyond the breaking waves, a ripple appearance when the water around is generally calm, and larger waves breaking on either side or further out.

A rip current

Rip current
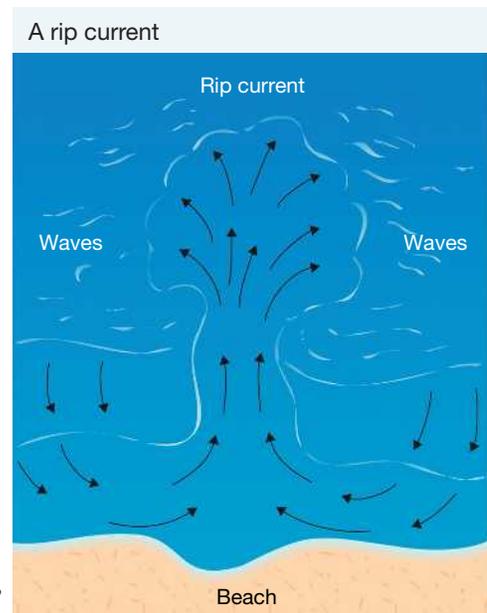
Waves

Waves

Beach

There are generally no waves breaking in an area where there is a rip. Rips can carry a swimmer far out to sea quickly.

If you are caught in a rip when at a beach patrolled by lifesavers, obey the three Rs:

- *Relax* — Stay calm and float with the current; swim across it, not against it.
- *Raise* — Raise one arm above your head to signal for help.
- *Rescue* — Float and wait for assistance.

Raising your hand indicates you require rescuing.

On Resources

🔗 **Weblink:** Rip avoidance

7.8.4 Water safety rules

The Royal Life Saving Society – Australia has developed some commonsense rules for water users. If you follow these rules, the chance of dangerous situations occurring is greatly reduced.

Rivers and lakes

- Be careful not to stand on an overhanging bank.
- Before entering the water, check for the strength of the current.
- Check the depth of the water. Are there any snags, rocks, sandbanks or weeds?
- Enter cold water slowly.
- Beware of boats using the waterway.
- Do not try to stand up in quicksand or deep mud.
- If caught in weeds, avoid sudden movement. Swim very gently with a long, slow breaststroke or sidestroke, with minimum leg movement.

At the beach

- Read and obey notices giving advice to beachgoers.
- Swim only between the red and yellow flags. This part of the beach is safer to swim at and is patrolled by lifeguards. Download and check the Beachsafe app. This app contains information on conditions at over 12 000 Australian beaches.
- Never swim alone.

Don't be afraid to be involved in water activities; just be aware of the safety issues.

- Swimmers using surf beaches should have a sound knowledge of waves, currents and rips.
- Keep watch on a reference point on the beach to avoid drifting too far away from the safe swimming area.
- Swim across the current to safety, as swimming directly against a current can be exhausting.
- If unable to escape from a rip, float and signal for help by raising one arm above your head.
- When swimming long distances, swim parallel to, not away from, the shore.
- Do not swim after dark. No-one can see you if you get into trouble.
- If cramping occurs, adopt a floating position and signal for help. Stretch the cramped muscle.
- When using a surfboard, always use a leg rope, obey signage and be careful of other people in the water.

Public pools

- Read and obey notices to swimmers.
- Obey pool attendants.
- Check depth markings on the side of the pool.
- Stay clear of deep water unless you are a strong swimmer.
- Do not push others into the water.
- Do not dunk others under the water.
- Do not jump into an area where people are swimming.
- Do not hyperventilate prior to submerging then try to swim as many laps under water as you can. Healthy adults or adolescents who hyperventilate before initiating prolonged underwater swimming activities can risk shallow water blackout. For further information, follow the **Shallow water blackout** weblink in the Resources tab.

Fishing

- Always wear suitable clothing and footwear.
- Always fish in the company of other people.
- Avoid standing on sloping, slippery rocks.
- Check for changes in the weather and tides.
- Never turn away from the sea. If a large wave is evident, move safely away.
- If boat fishing, do not overload the boat with people or fishing gear.
- Do not stand in the boat when landing a fish.
- Always wear a life jacket.

Know your safety rules and swimming abilities.

Boating

- Never go out in a boat alone.
- Do not overload the boat.
- Check weather conditions before you leave.
- Always leave word of where you are going and when you expect to be back.
- Everyone should wear a life jacket. Wearing a life jacket may have potentially prevented 50 per cent of drowning deaths among recreational boaters.
- When entering or leaving a small boat, keep your weight low and centred.
- Look out for warning signs of bad weather, such as clouds building up, wind rising quickly or waves becoming bigger.
- If bad weather threatens, immediately make for shore.

DID YOU KNOW?

Over the ten years from 2005 to 2015, 473 people in Australia drowned while participating in boating or watercraft activities. Ninety-two per cent of these drownings were males, 26 per cent involved alcohol and 28 per cent occurred while people were fishing.

7.8.5 Rescue techniques

Many drownings occur at inland places such as rivers, dams and home swimming pools — places that usually do not have lifeguards patrolling them. Therefore, it is up to bystanders to render assistance to people who are in trouble. If you are aware of basic rescue principles you can effectively deal with water emergencies. Use the following steps in an emergency situation.

1. Recognise an emergency situation.
2. Accept responsibility.
3. Assess the situation.
4. Implement a plan of action.
5. Provide emergency care.

Recognise an emergency situation

Recognising an emergency situation means you must recognise that there is something suspicious or dangerous occurring, for example, an overturned boat, a surfboard drifting away, a swimmer not making any headway swimming back to shore or a person splashing violently in the water. Without recognition, a water rescue cannot be enabled.

Accept responsibility

A bystander must take the responsibility of helping the person in danger. At a crowded emergency scene, individuals may assume that someone else will save the person in trouble. This is usually because people are unsure of what to do. Efficient communication is required between bystanders to find out whether the person in danger is being helped.

Assess the situation

The rescuer must correctly assess the situation and decide on appropriate action. Factors to consider are:

- the number of people involved
- the condition of the drowning person (for example, weak swimmer, non-swimmer or injured swimmer)
- available help (for example, rescue aids or other people)
- distance from safety
- strength of wind and currents
- depth of water
- possible entry points.

Implement a plan of action

The golden rule of lifesaving is self-preservation. The plan of action should first ensure that the rescuer is safe at all times. If the rescuer experiences difficulty, there are now two people to rescue and two potential deaths, not one. A rescue that is performed without getting wet is the safest. The following sequence outlines the order in which rescue methods should be considered.

Reach

This method involves the rescuer lying down and reaching for the victim, using a stick, towel, piece of clothing or similar object to increase their reach.

The reach method is the safest.
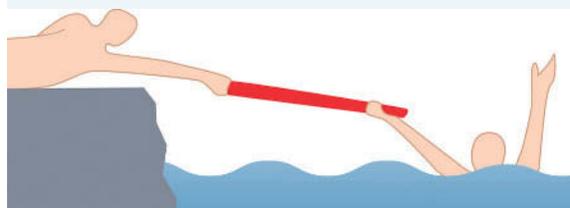
Throw

The rescuer stays on land and throws an object if the victim is too far away to reach. The object should ideally be used to pull the victim to safety (for example, a rope) or be able to be used as a **flotation device** (for example, a kickboard or plastic container).

A throw rescue

Wade

If a person cannot be rescued by reaching or throwing, the rescuer may enter the water. This technique brings the rescuer closer to the victim. When wading, the rescuer must be careful to test the depth of the water.

A wade rescue
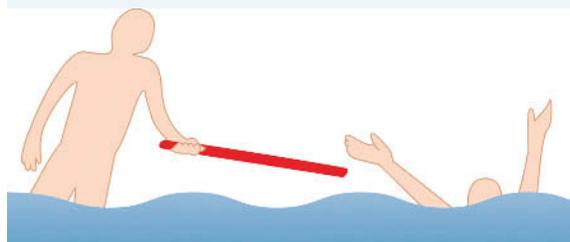
Row

If the water is too deep to wade, a suitable rescue craft can be used to get closer to the victim (for example, a surfboard, canoe or boat).

A row rescue

Swim

Swimming to the casualty is the second-least safe method of rescue.

Tow

If all the techniques previously described fail or are unsuitable, physically towing a victim is the last option. A rescuer is most vulnerable to danger using this technique. There are a number of safety tows that can be adopted to rescue victims. If you want to find out more about these tows and other rescue techniques, you may like to enrol in a Royal Life Saving Society certificate course. There is a wide range of certificates, ranging from beginners to advanced.

The tow rescue is the least safe.

Provide emergency care

Drowning is death caused by asphyxia (insufficient oxygen reaching the tissues of the body). Although the final cause of death is failure to get air into the lungs, there are other factors that can contribute to death (such as heart attack, stroke or hypothermia).

When a person drowns, a relatively small amount of water gets into the lungs. Generally, this amount of water is not enough to interfere with the normal transfer of oxygen. However, water in the lungs can cause irritation and result in fluid collecting in the alveoli. This further reduces the transfer of oxygen to the blood and may result in a condition called **secondary drowning**. This may occur up to 72 hours after the emergency. As a result, the victim must be kept under observation.

When there is a drowning emergency, the rescuer should:
- check for dangers, such as currents and rips
- effect the rescue as quickly as possible
- return the victim back to shore quickly
- follow the DRSABCD plan (refer to subtopic 7.7).

7.8.6 Spinal injuries

Most spinal injuries or neck injuries are sustained due to diving accidents. Swimmers dive into shallow water and hit their head on the bottom.

The symptoms of spinal injury are:
- pain
- swelling
- lack of feeling in limbs below the injured area
- inability to move.

Before taking action and effecting the rescue, the following considerations must be taken into account:
- the person's size in relation to the rescuer
- whether the casualty is conscious or unconscious
- the availability of additional help.

Management

- Immobilise the casualty. This means placing them in a position that will prevent the spine from moving in any direction and keeping them as still as possible. If face down, the casualty should be rolled over as soon as possible.
- Clear and check airway. Follow the same process as for DRSABCD. Maintain breathing, and if breathing is absent, commence CPR.
- Recruit other people to assist.
- Stabilise the casualty. The assistants can help to keep the casualty steady and still until medical help arrives, or they can assist to remove the person from the water.
  Rescuer 1: keeps the head and neck steady.
  Rescuer 2: keeps the hips steady and at water level.
  Rescuer 3: keeps the legs and ankles steady.
  If a stretcher or board is available, the casualty may be placed on it.
- Removal from the water should be attempted only if the casualty cannot be kept comfortable in the water until medical help arrives. When removal is necessary, it should be attempted only if the casualty is on a board. If care is not exercised, the injury could be made much worse than it already is.

Rescue procedure for a spine-injury victim

(a) Bring casualty to surface

(b) Extend casualty's arms

(c) Immobilise the head and neck

(d) Support ankles if help is available

(e) Place casualty on board for removal from water
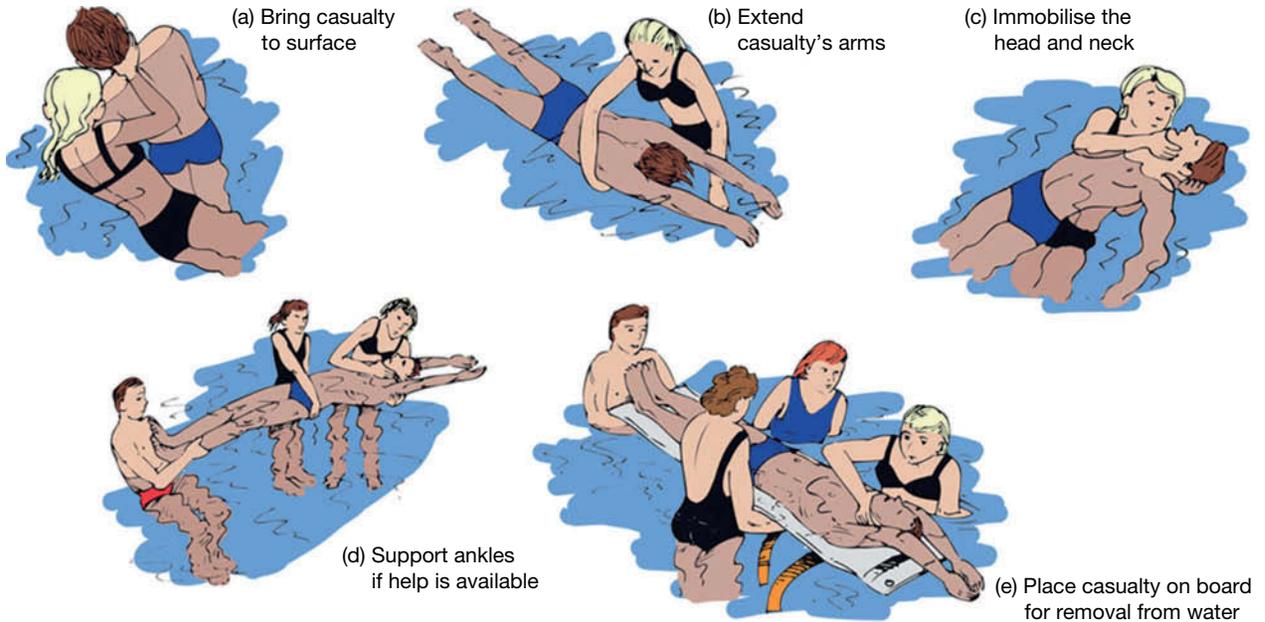
7.8.7 Other conditions
Sudden entry into cold water

The human body has a normal temperature of 37 degrees Celsius. If we enter cold water (around 15 degrees or cooler), our breathing rate increases. This increased rate is greater than the body needs. As a result, the levels of carbon dioxide in the blood drop, leading to dizziness or even unconsciousness. In older people, this can result in heart attack or stroke.

TABLE 7.3 The survival times for immersion in cold water

Degrees	Time
0 °C	15-minutes
5 °C	30 minutes
10 °C	1.5 hours
15 °C	2 hours
20 °C	5.5 hours

Effects of cold water immersion on the human body

Normal body core temperature
Mental confusion
Onset of hypothermia
Impaired awareness
Muscles stiff
Heartbeat may be irregular
Heartbeat stops

37°C   36°   35°   34°   33°   30°   28°

98.4°F

Shivering
Shivering stops
Unconscious
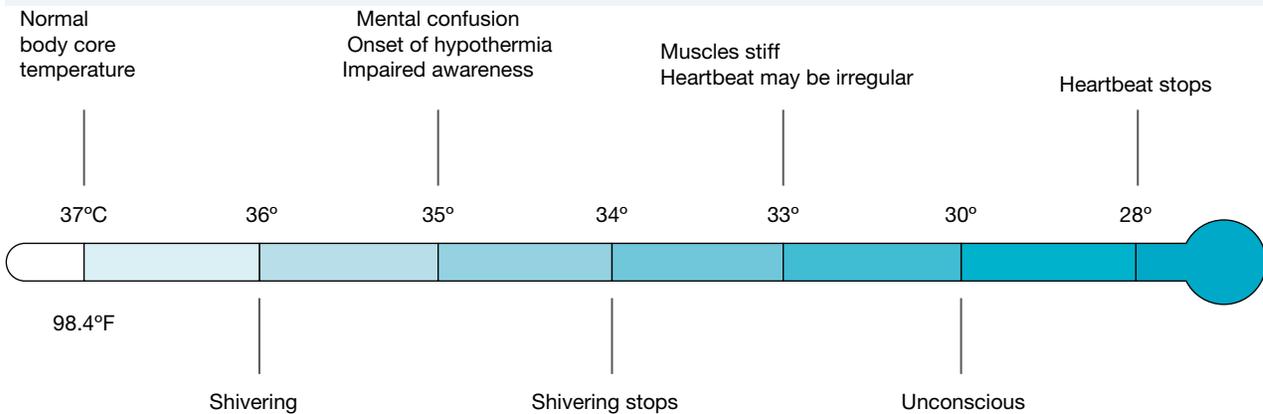
Children and thin adults lose body heat more rapidly. If a person is immersed in cold water for a prolonged period of time, hypothermia will develop. For more information, use the **Chilling truth** weblink in the Resources tab.

Survival techniques in cold water

The key to surviving in cold water is to conserve heat and energy. To do this, you must:

- retain clothing
- keep the head and as much of the body as possible out of the water
- adopt **HELP (heat escape lessening posture)** to minimise heat loss, shown in the figure below. This position delays heat loss by protecting areas that lose heat most quickly — the head, sides of the chest and groin.
- adopt a **huddle position** if in a group (shown in the figure below). This minimises heat loss by the group pressing the sides of their chests, groins and lower body areas together.
- float on their back if there is no flotation device. Movement increases body heat loss, so minimise movement as far as possible.
- swim only if close to shore or upturned boat, as swimming ability will be affected adversely due to cold. The casualty should swim at only one-tenth of their normal swimming ability. The figure below shows survival times in cold water, adopting various strategies. Swimming does not rank highly on the list.

The HELP posture

The huddle position

Relative survival times in cold water (10 °C) adopting various strategies

With flotation aid

Wearing a thermal protection jacket

Huddle

HELP

Holding still

Swimming

With no flotation aid

Treading water

Slow survival swimming

DID YOU KNOW?

Cold water carries heat away from the body 25 times faster than air of the same temperature.

Resources

🔗 **Weblink:** Chilling truth

7.8 Activities

How would you react?

1. Four teenagers are swimming in a river near the bank, throwing a soccer ball to each other. The river is about 20 metres wide and there is a slow current running down it. One of the teenage boys makes a bet that he can swim across the river and back. He sets off and reaches the other side, but fails to see weeds near the bank. He is suddenly caught in the weeds and starts shouting for help.

   Imagine you are one of the teenagers on the other side of the river. Using the following rescue principles, explain how you would save the victim.
   (a) Acceptance of responsibility
   (b) Assessment of the situation
   (c) Number of people in difficulty
   (d) Plan of action
   (e) Available assistance
   (f) Selection of rescue aids
   (g) Action (the rescue)
   (h) Emergency care

Investigate

2. Use the weblinks in the Resources tab and other sources to investigate one of the programs or groups. Evaluate the range of programs and strategies it provides to encourage people to participate safely in physical activities.

Match up

3. Match each term below with its definition

Term	Definition
Ventilation	To prevent from moving
Immobilise	Excessive loss of salt and water from the body
Dehydration	A severe accidental cooling of the body
Coma	The mechanics of breathing
Hypothermia	A method of providing artificial blood circulation to a person who is unconscious, shows no signs of life and is not breathing normally
Huddle position	A condition in which the brain fails to respond to the message sent to it
CPR	A position in the water where a group of people press close together to minimise heat loss

Spinal safety

4. Use the **Spinal safety** weblink in the Resources tab and watch the video about a person with a spinal injury, and then answer the following questions.
   (a) How would you raise awareness about some of the common causes of spinal injuries?
   (b) Were you surprised that most spinal injuries occur as a result of falls of only one metre or less?
   (c) What strategies could be used to reduce the likelihood of spinal injuries occurring?
   (d) What types of things should you be looking for before diving or jumping into a river or dam, or off a pier?

on Resources

🔗 **Weblink:** AUSTSWIM
🔗 **Weblink:** Surf Life Saving New South Wales
🔗 **Weblink:** St John Ambulance Australia
🔗 **Weblink:** Spinal safety

7.8 Check and challenge

Explain

1. What are the three steps you should follow if you find yourself caught in a rip at a patrolled beach?
2. Give details of three dangers present in each of the following areas:
   - rivers and lakes
   - beaches
   - swimming pools.
3. Explain what the huddle position is, when you would use it and how it helps reduce heat loss.

Evaluate

4. Males aged 25–34 and adults aged 65 + represented a large proportion of drownings in 2016–17.
   (a) What factors do you think contribute to the high incidence of drownings in these two age categories?
   (b) What do you think families, local communities and governments can do to reduce this statistic?
   (c) Investigate the **Grey Medallion** weblink. What does this government strategy hope to achieve?

7.9 Sports injury management

Australia has earned the reputation of being a sports-mad country. Many people are obsessed with playing and watching sport. With our vigorous, enthusiastic participation in sport comes the potential drawback of sustaining injuries. In this subtopic you will explore ways of preventing or reducing the effects of injuries by developing a sound knowledge of safety rules and treatment techniques.

7.9.1 Preventing and reducing injury

A sporting injury can be defined as any condition that causes a player or athlete to miss a game or training, leave the field of play, or seek medical treatment or first aid. Prevention is the key to reducing the incidence and severity of sports injury.

Sports Medicine Australia (SMA) is a national umbrella body for the prevention of lifestyle diseases associated with inactivity and the promotion of health and wellbeing through safe participation in physical activity. They provide training and resources in sports medicine, sports science and injury prevention. Use the **Injury fact sheets** weblink in the Resources tab to visit the SMA website and find out more about the most common types of sports injuries and ways of preventing injury. As a group, choose an acute injury and read through the fact sheet. Discuss and summarise the important information, record any interesting aspects of the injury, and present your group's findings to the class.

The injuries sustained by Alisa Camplin, former world aerials ski champion.

Extensive bone bruising to both ankles, ripped Achilles tendon

Three separate moderate medial ligament injuries

Two right knee reconstructions due to severed ACL

Pelvic problems

Nine cracked ribs

Separated shoulder
Broken collarbone

Nine concussions

Broken hand
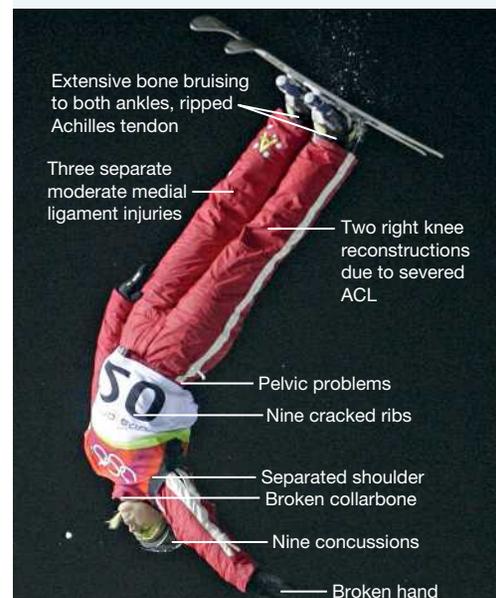
7.9.2 Types of sports injuries and treatment

Acute sporting injuries

An athlete can expect to suffer a number of different sports injuries during his or her career. The severity of each injury will vary greatly in terms of injury damage, recovery and rehabilitation. Some sports lend themselves to specific types of injuries. The following figure shows the most common sports injuries sustained in Australian Rules football (AFL).

The top most frequent injuries in AFL football, how they are treated and the length of time the player may be away from the game

1. *Hamstring tear* — Ice treatment and rest are followed by stretching exercises. One week to six months off.
2. *Facial lacerations* — A bad cut may need to be stitched. Players aren't allowed on the field if they are bleeding. Most players will return to the field, or at worst, be back by the next game.
3. *Groin injury* — Muscles in the groin are usually strained by stretching the legs too far. Depending on the severity of the injury, the player may have from one week to six months away from play.
4. *Thigh haematoma* — Mild to severe internal bruising. Ice treatment and stretching exercises are used to treat this injury. The player will probably be back by the next game.
5. *Sprained ankle* — Depending on the severity of the sprain, treatment ranges from strapping the ankle to reconstructive surgery. This may mean 2–12 weeks away from the game.

6   *Concussion* — Players with **concussion** are taken from the field and tested for confusion and amnesia. Players are not allowed to return to play in the same game or practice session that day. Players may miss one or two games; however, serious head injuries are rare.

7   *Rib fracturing/bruising* — The chest may be strapped and the player must rest. Fractures take 2–4 weeks to heal.

8   *Shoulder injuries* — Treatment ranges from strapping and rest to reconstructive surgery, depending on the type and severity of the injury (such as a strain or a dislocated shoulder). The player may be away for 2–16 weeks.

9   *Torn knee ligaments* — This is a severe injury, which requires surgery and physiotherapy. The player may be absent for from six weeks to more than a season.

10 *Lower back strain* — This includes injuries to discs which may require surgery. The player will be away for 1–6 weeks.

DID YOU KNOW?

The frequency of hospital-treated sports injuries is growing at a rate of 6 per cent per year.

Acute sports injuries mostly occur spontaneously and are usually very painful. The injury may occur due to an action within an event, a type of contact as part of a game, or an exercise within an intense training session. All areas of the body are at risk of suffering an acute sporting injury. If not treated correctly, such injuries may deteriorate to a form of overuse or chronic injury.

Knee injuries

Of the major sports injuries in Australia, knee injuries rank the highest in terms of cost to the community — in both direct medical costs and indirect costs due to time off work. Netball is one of the largest contributing sports for ACL injuries and women are more likely to suffer this type of injury than men.

Position of ACL in knee

Femur

Posterior cruciate ligament

Anterior cruciate ligament (can be ruptured)

Medial meniscus

Lateral meniscus (cartilage)

Fibula

Direct blow to front of tibia

Tibia

Netball is a high-risk sport for ACL injuries.
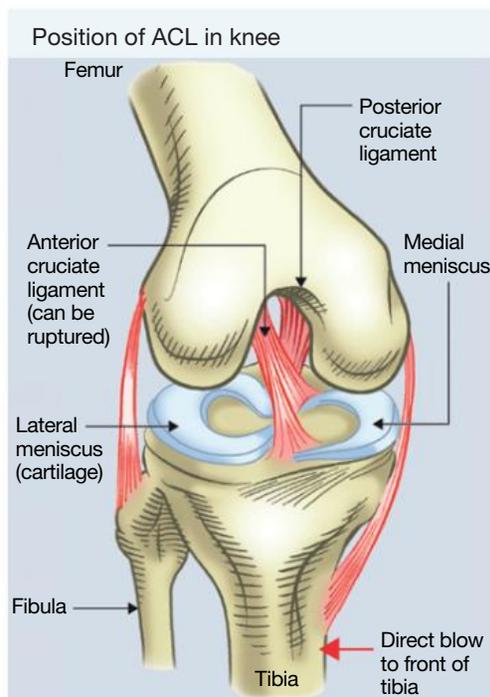
Heat illness injuries

Training and competing in hot conditions can lead to illnesses such as heat exhaustion, heatstroke and dehydration.

By developing an extreme heat policy, heat illness can be prevented and assistance can be given to officials, coaches and participants to recognise and manage potentially dangerous heat situations.

Overuse or chronic injuries

When managing sports injuries, it can sometimes be a difficult task for the coach to convince the athlete to rest, to modify workloads and/or take time away from a sport. These steps may be the only way to prevent overuse or **chronic sports injuries** from occurring. The majority of sports and overuse injuries begin as minor trauma involving soft-tissue injuries — injuries that affect muscles, ligaments or tendons.

If high workloads and low levels of rest are programmed, the athlete can develop an overuse injury. This is particularly relevant to younger athletes who are going through puberty and growth spurts. Overuse injuries are conditions such as shin splints or plantar fasciitis.

DID YOU KNOW?

If we are hit in the diaphragm, the diaphragm muscle goes into spasm and we cannot breathe. This is a frightening experience and is called 'being winded'. There is no treatment other than for the affected athlete to try to remain calm and simply wait for the muscle spasm to subside.

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on Resources

🔗 **Weblink:** Acute sports injuries
🔗 **Weblink:** AFL injuries

7.9.3 The body's response to injury

In a contact injury (direct injury), such as a corked thigh, the tissue that has been damaged will usually bleed. With a corked thigh, there will be pain and bleeding under the skin in the soft tissue of the thigh muscle. A lump may appear where contact has been made. Often, the bruise does not appear until the next day or even later. The bruise is the bleeding trapped inside the skin. The aim of first aid is to:

- stop the bleeding
- reduce the bruising and restore normal movement to the thigh.

If a ligament suffers more than normal stress (for example, if a running person steps into a pothole), it will usually **sprain** or tear. This will cause bleeding, swelling and pain under the surface of the skin.

Injuries resulting from overuse can also occur. Although there is no loss of blood under the surface of the skin, there is still swelling and irritation. There may be inflammation, heat, redness, stiffness and pain, such as experienced with tennis elbow or swimmer's shoulder.

7.9.4 Managing sports injuries

When managing sports injuries, it is important to have a basic checklist to follow. There are four questions that you should consider:

1. What is this injury? (Diagnosis)
2. What should I do for it? (Treatment)
3. How did it happen? (Cause)
4. How do I stop a recurrence? (Prevention)

When people approach an injured person, there is the possibility that they may make the injury worse. There must be an assessment made of the extent of the injury, whether the player can continue and whether he or she needs treatment.

A checklist known as **SALTAPS** can be used to assess most injuries. These letters represent the procedure to be followed when diagnosing a sports injury.

1. *Stop* play immediately when an injury occurs. The player should be examined on the field or, if practical, removed from the field or court.
2. *Ask* the player what happened, as well as how, when and why. Questions may include:
   - How did it happen?
   - Were you hit or not?
   - From which direction were you hit?
   - Could you move afterwards?
   - Where does it hurt?
   - Did you play on?
3. *Look* at the injury carefully before you touch it. Compare it to the other limb, looking for any change in:
   - colour
   - shape
   - size.

   A pale look may indicate damage to the artery; a blue colour may indicate obstruction to the veins; redness can indicate inflammation. If there is an obvious change in shape compared with the other limb, this usually indicates a fracture, **dislocation** or both. An increase in size will indicate bleeding under the surface of the skin.
4. *Touch* the injured player to further assess the injury *only* when you have thoroughly looked at the injured area and its opposite limb. Begin by feeling the opposite side of the body, paying particular attention to bone shapes, contours and bumps. Next, feel the injured area for any differences in tissue thickness, lumps, bumps or fluid under the surface.
5. *Active movement.* Ask the person if he or she can move the injured area. If not, do not try to move it yourself. Note the range and directions of movement, and any clicking, grating or creaking around the limb.
6. *Passive movement.* When you have established the degree and extent to which active movement is possible, gently move the part through its range of movements without using force.
7. *Stand up, play on.* Check to see whether the person can put weight on the injury. Can he or she walk or run? Is the person fit to play on?

It is important to note that the decision to play on should not be made by the player or the coach. The decision should be made by a qualified trainer. This is important, because a player can play on with a serious injury in the heat of the moment, when he or she is warmed up and is caught up in the excitement of the game. For example, former world boxing champion Jeff Fenech has boxed through title fights with broken hands; and former AFL Essendon champion, Paul Van Der Haar, kicked a 60-metre goal with a broken bone in his leg.

However, to continue playing with an injury can be very serious. The result may be that a minor injury could become a major injury; for example, a slight calf **strain** could, if the player continues to play, develop into torn calf muscles.

7.9.5 Signs and symptoms of soft-tissue injuries

The signs and symptoms of a soft-tissue injury are:
- pain
- swelling
- loss of movement.

The aim of first aid is to limit the amount of blood loss and to decrease swelling and pain. The management plan to achieve this aim is **RICER**— rest, ice, compression, elevation, referral.

1. **Rest.** Sit the person down, away from the action.
2. **Ice** should be applied continuously for 20 minutes. This can be crushed ice placed in the middle of a damp towel, or an ice pack that is kept in a first aid kit or in the fridge. Ice constricts the blood vessels around the injury and therefore lets less blood escape. This reduces swelling. Ice should be applied at least once every hour for mild injuries for 24 hours (slight ankle sprain) and up to 72 hours for severe injuries (hamstring tear). Ice should not be applied directly to the skin. Rather, wrap it in a wet cloth, as shown on the right.
3. **Compression** is achieved by the use of an elastic bandage. The elastic bandage applied around the injured area restricts internal bleeding and reduces swelling, as shown on the right.
4. **Elevation** is achieved by raising the injured part so it is above the level of the heart. This reduces blood flow to the injured area, and hence reduces blood loss and swelling.
5. **Referral.** Refer the athlete to a qualified sports medicine practitioner for a complete appraisal of the injury. This will ensure correct treatment and speedy rehabilitation. If the management plan is well executed and the goals are achieved, then recovery will be enhanced and the sportsperson will return to training more quickly. The repair of the injured area will also be more successful; that is, the person is more likely to regain the same movement and strength in the injured area.

Applying ice treatment

A compression bandage

In general, the RICER method is continued for the first 48 hours after the injury has occurred because this is how long a soft-tissue injury will bleed. If you are certain that internal bleeding has stopped after 48 hours, you can commence with the recovery phase of the treatment. After 48 hours, the objective is to heal, stretch and strengthen.

Stretching an injured muscle

- *Heal* — The body will begin the healing process naturally. It will try to remove the swelling and bruising. You can assist this process by applying heat to the area; for example, a ray lamp or very light massage of the area. Do not be too rough — you may start the bleeding again.

- *Stretch* — This involves moving the injured area by increasing activity within the limits of pain. In other words, move the injured area until pain tells you to stop. Early stretching will help the area regain full flexibility and minimise scarring under the surface.

- *Strengthen* — Once stretching has increased mobility, attempt to put weight on the injury progressively. Again, pain has to be your guide.

7.9.6 Prevention of injury

The old saying 'prevention is better than cure' is still true today. As a coach or a player, you have a responsibility to reduce your chances of injury. The coach sets the standard for what he or she expects at training and in competition.

A summary of injury prevention

There are a number of ways in which injuries can be prevented. These include completing adequate warm-up and cool-down sessions, and incorporating the correct types of activities prior to and at the end of every training session and competition. This is discussed in detail in topic 10.

Developing correct skills and techniques is also important, and you and your coach can monitor this. Studies have shown that the higher the level of skill, the lower the chance of injury. Appropriate skill progression, rule modifications and equipment modifications are important when developing skill, and therefore an important element in the prevention of injury.

Injuries can occur at any time in a training session or during competition. However, studies have shown that they are more common when a player is fatigued. This suggests that developing a good level of fitness for a particular sport or activity is very important. After injury, a gradual progression back to full training is very important to reduce a reoccurrence of the injury.

Many rules in sport are designed to create a safe environment for performers or players, who should be encouraged to abide by these rules. Coaches may like to set clear written rules for training and playing. Most schools and sporting associations have adopted codes of conduct for players, coaches and spectators. These should be made available to all concerned and reinforced by the clubs involved.

(a) Gloves, pads and a helmet are used to protect the batsman against impact from the ball. (b) The goal posts in netball are padded to protect players from injuries.

Poor design or faulty equipment and poor playing surfaces may also lead to injuries that could have been prevented. It is important that equipment is checked and maintained regularly and that playing areas are level and firm, sprinklers are not left uncovered, and that permanent features such as goal posts are padded and highly visible. It is also important that spectators are kept well away from the players.

Many protective devices have been designed to reduce injury. Players in World Series Cricket were the first to wear helmets in cricket. Helmets have since been modified and players are encouraged to wear them in most standards of cricket.

Other protective devices include mouthguards, pads, eye goggles, gloves, shin guards, life jackets and wetsuits.

Another way to reduce injuries is through fluid replacement. Remember to drink before, during and after training and competition, and not just on hot days or when thirsty.

Sunburn and sunstroke are major concerns in Australia's harsh summers. In conditions that expose players to outdoor conditions, remember to 'slip, slop, slap, seek and slide'. It can be difficult for players to seek shade during sport matches, however their spectators should do so wherever possible and players should ensure they take care with all other aspects of protection against the sun.

Cold can also have life-threatening consequences and can be a factor involved in many sporting injuries. When not participating, players should wear adequate warm clothing. Ensure another warm-up is carried out after long breaks so that muscles are warmed up and ready for action.

Illness and medical conditions can have an effect on injury and participation. When athletes are ill, the body is vulnerable and the risk of damage to organs and tissues is high. Athletes in this situation should not participate. Some athletes may have other, more permanent problems. Again, medical screening and clearance should be obtained before allowing further participation.

Balanced competitions can also reduce injuries. During adolescence, players in contact sports can be at risk because of the inequality in size and strength due to the wide range of physical maturity in underage teams. Consideration needs to be given to grading teams on more than just chronological age.

Remember that prevention is common sense. By following the guidelines set out in this subtopic, players, coaches and parents can help reduce the risk of injuries occurring.

During adolescence, players in contact sports can be at risk of injury because of the inequality in size and strength.

Although many activities are relatively safe, they all need adequate preparation and care while participating.

DID YOU KNOW?

In the United States, a system is in place in high school sport to classify adolescent athletes based on height, weight and age. Each athlete's height, weight and age are added and assigned a value. If the total reaches or exceeds 90 exponents, the athlete plays on the varsity or junior team. If the total is 84-90, they play on a separate B team. For values less than 84, the athlete floats to C level. This system attempts to fairly categorise adolescents who are growing at different rates.

7.9.7 Safe blood practices

Due to increasing awareness of HIV and other blood-borne viruses, attitudes to blood on the field or court have changed considerably in the past 20 years. People have become much more aware and concerned about the transmission of diseases through participation in sport. All players and club officials should be aware of how to safely handle blood spills because you never know what viruses people may be carrying.

A number of blood-borne viruses have the potential to be transmitted during sporting contact. The more serious viruses — HIV, hepatitis B and hepatitis C — can greatly affect your health. According to Sports Medicine Australia, even the more common infectious diseases such as colds and flu may be spread during the close contact of sport and, while not usually as serious, these illnesses will reduce your competitiveness and enjoyment of the game.

In contact sports such as NRL, bleeding players are required to immediately leave the area of play for medical or first-aid treatment.

What is the blood rule?

The blood rule in most contact sports dictates that 'any player who is bleeding must leave the playing area for immediate attention from a medical or first aid officer' (Sports Medicine Australia). The player cannot return to the game until the bleeding has stopped and the wound is covered. If any blood has been spilled onto the uniform, the piece of clothing must be replaced. Any equipment that has been contaminated with blood (such as the ball) must be cleaned or replaced before play continues.

If bleeding starts again, the player must again leave the playing area until bleeding is under control and the wound covered. If this is not possible, then he or she must take no further part in the game.

DID YOU KNOW?

The chances [of being infected by HIV through sport] have been estimated to be 1 in 125 million. Your chances of getting killed driving to the football stadium are infinitely greater …

—Professor John Dwyer, immunologist, *Blood rules ok* booklet

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How to clean up a blood spill

Playing areas

Playing surfaces on which blood has been spilt should be washed until all visible blood has gone, then disinfected with bleach and water for at least 30 seconds.

Clothing

All teams should have spare uniforms and extra clothing available, such as spare football jumpers.

All clothing and towels, etc. that have been contaminated with blood should be soaked in bleach or disinfectant for 30 minutes, then washed at a high temperature on a long cycle.

Sporting clubs should have a special bag in which all bloodied clothes can be placed so they can be safely transported to a laundry.

All individuals and sporting clubs have a responsibility to play their part in preventing the spread of infection through participation in sport. By following some simple guidelines, the risk of spreading infection of blood-borne viruses can be greatly reduced.

Sporting clubs have responsibility for:
- adopting an infectious disease policy
- making sure there is a safe and clean environment for players, spectators and officials
- proactively adhering to the blood rule. Don't wait until the umpire notices and sends the player from the ground; individuals should remove themselves from play if bleeding.
- continuing to educate all members on appropriate handling of blood spills.

7.9 Activities

Injuries

1. Investigate common overuse injuries relevant to a sport of your choice. Use the **Injury fact sheets** weblink in the Resources tab to select one overuse injury and read through the fact sheet. Summarise the important information and record any interesting aspects of the injury. Develop a PowerPoint presentation and present your research to the class.

Hot weather policy

2. Using the **Extreme heat** weblink in the Resources tab as a guide, develop a hot weather policy for your local sporting club.

Sports medicine

3. (a) Research each of the following fields of medical practice.
    - Physiotherapy
    - Osteopathy
    - Chiropractic
    - Strength and conditioning
   (b) In pairs, role-play a radio interview with a practitioner in each field, and provide information on:
       i. the theory behind the practice
       ii. the role they play in injury prevention, injury management and injury rehabilitation
       iii. the qualifications required to practise in each field.

Class debate

4. Conduct a class debate on the following topic: 'A player should not be required by law to divulge their HIV/hepatitis status'.
   Affirmative: This group will argue for the issues being presented — that a player **should not** be required by law to divulge their HIV/hepatitis status.
   Negative: The other group will argue against the topic — That a player **should** be required by law to divulge their HIV/hepatitis status to club administration, fellow players and competitors.

Modified rules for safe participation

5. Research an activity that has modified rules for the size, duration or matching of opponents. Construct a PowerPoint outlining what allowances are made. Examples may include:
   - NetSetGo (Netball)
   - Mini Footy / Mod League (Rugby League)
   - Miniroos Football (Football/Soccer)
   - Auskick (AFL)
   - Hookin2Hockey (Hockey)

6. Use the weblink **Sport safety guidelines** in the Resources tab. View the specific sport and physical activity guidelines for the sport you chose in question 5. If it isn't available, then pick one of your favourite activities and review the requirements for participating in this activity while at school. What are three interesting things you learned about the requirements of this sport/activity?

on Resources

🔗 **Weblink:** Injury fact sheets
🔗 **Weblink:** Extreme heat
🔗 **Weblink:** Sport safety guidelines
🔗 **Weblink:** Sun protection

7.9 Check and challenge

Explain

1. Use the **Heat policy** weblink in the Resources tab to read about and summarise Tennis Australia's heat policy for the Australian Open. Why do you think it was introduced?
2. Describe the difference between an acute and a chronic sporting injury.
3. Describe four methods clubs can implement to reduce the risk of transmitting blood-borne viruses to players, spectators and officials.

Elaborate

4. Imagine you are a sports trainer for a local basketball team. One of the players goes up for a rebound, lands on the foot of another player and rolls his ankle.
   (a) Use the SALTAPS checklist to assess the player's injury.
   (b) What type of injury is likely to have occurred?
   (c) Describe the RICER management plan you would recommend to enhance the recovery process.
5. Why should team managers ensure that spare uniforms are available at each game?
6. Discuss whether you think interschool sport in Australia should adopt a classification system similar to the one used in the United States to help reduce the risk of injuries occurring due to inequality in size and strength that is present when teams are categorised only by chronological age.

Evaluate

7. Evaluate the protective equipment in a sport of your choice. List all the protective equipment required for your chosen sport and rank each item in order of importance. What types of injuries could be prevented if the protective equipment is worn?
8. Imagine a netball player has accidently been hit in the face by the ball during play and her nose starts to bleed. Some of the blood drops onto the ball.
   (a) What responsibility does the umpire have upon noticing the exposed blood?
   (b) Describe how blood droplets on a basketball or netball court should be cleaned up.
   (c) Blood has dripped down the front of the bleeding player's dress and her bib. Once her nosebleed is under control and no longer bleeding, can she recommence play? What additional precautions should be taken before she returns to the game?

on Resources

🔗 **Weblink:** Heat policy

7.10 Alcohol and safe partying

What are the risks associated with drinking alcohol, and how do you reduce the risk of injury and incident when having a party?

7.10.1 Reducing risks

Alcohol and binge drinking are some of the biggest social issues young people deal with. Many awareness initiatives have been introduced to combat these issues, such as 'How will you feel tomorrow', 'Don't turn a night out into a nightmare' and 'Championship moves'. It is estimated that, on average, alcohol causes over 150 000 hospitalisations each year across Australia. In this subtopic, you will explore the risks of binge drinking and excessive consumption of alcohol, and look at ways to party safely to avoid injuries.

Use the **DrinkWise** weblink in the Resources tab to research campaigns and initiatives about drinking. In groups, discuss the effectiveness of such initiatives.

Comedian and radio DJ Dave Hughes is a non-drinker.

on Resources

Weblink: DrinkWise

7.10.2 Alcohol

High levels of alcohol consumption can cause immediate and long-term threats to life. In the short term, one of the risks is alcohol overdose, which leads to poisoning or unconsciousness, and can cause asphyxiation through ingestion of vomit. Alcohol is the major contributing factor in boating, swimming and car accidents. Alcohol is also the leading cause of drug-related deaths in people under the age of 30.

In the long term, excessive consumption of alcohol has been linked to heart disease, stroke, liver disease, pancreatic disease and cancer of other organs. Alcohol is a widely used and 'socially accepted' drug — while 85 per cent of Australians regularly drink alcohol, less than 2 per cent of the population use illicit drugs.

However, the situation is improving for young people:

- The amount of young people who drink alcohol is declining, and the age when the first drink of alcohol is consumed in going up — from 15.7 years in 2013 to 16.1 years in 2016. So young people are drinking less and starting later.
- In 2016, 82% of 12–17-year-olds reported that they abstained (did not drink) from alcohol — an increase from 72% in 2013.
- The amount of 18–24-year-olds who reported drinking five or more standard drinks on a single occasion has reduced from 47% in 2013 to 42% in 2016.

7.10.3 Binge drinking

Binge drinking is excessive drinking undertaken in one session. Getting 'hammered' or 'smashed' is sometimes the goal for people who drink to get drunk.

In Australia, binge or risky drinking is defined as drinking more than four standard drinks at any one time. In the United Kingdom, it is defined as eight or more standard drinks, while in the USA, it is defined as a pattern of drinking that brings blood alcohol concentration to 0.08 or above.

> **DID YOU KNOW?**
> Twenty-one per cent of Australians under the age of 18 report having been harmed by another person's drinking.

7.10.4 Effects of alcohol on the body

Some of the short- and long-term effects of alcohol on the body are shown below.

Alcohol affects all parts of the body, in both the short and long term.

Short-term effects of alcohol

After a few drinks ...
Effects: Elevated mood, relaxed, poor concentration, slow reflexes

A few more ...
Effects: Fewer inhibitions, more confidence, less coordination, slurred speech, intense moods (sad, happy, angry, etc.)

And a few more ...
Effects: Confusion, blurred vision, poor muscle control

More still ...
Effects: Nausea, vomiting, sleep

Even more alcohol may cause coma or death.

Long-term effects of alcohol

Skin
• Flushing
• Sweating
• Bruising

Lungs
• Greater chance of infections including TB

Pancreas
• Painful inflammation

Intestines
• Lining becomes inflamed
• Ulcers

Sexual organs
Males
• Impotence
• Shrinking of testicles
Females
• Greater risk of gynaecological problems

Blood
• Changes in red blood cells

Brain
• Loss of memory
• Confusion
• Hallucinations

Heart
• High blood pressure
• Irregular pulse
• Enlarged heart

Stomach
• Lining becomes inflamed
• Bleeding
• Ulcers

Nervous system
• Tingling and loss of sensation in hands and feet

Liver
• Severe swelling and pain
• Hepatitis
• Cirrhosis
• Liver cancer

Muscles
• Weakness
• Loss of muscle tissue
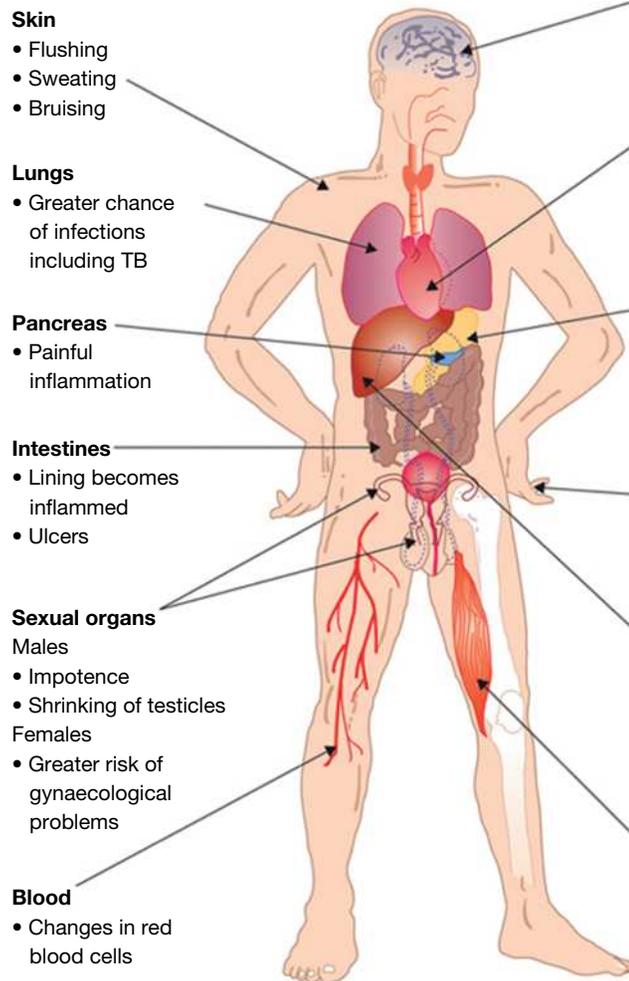
Alcohol and its absorption by the body

Alcohol, once consumed, is absorbed into the bloodstream through the stomach wall and small intestine. Food in the stomach slows down the absorption but does not prevent it.

The effect of alcohol on an individual varies depending on age, height, weight, gender, mood and general health. The effect also depends on how quickly the alcohol is drunk and whether any other drugs were consumed.

Sobering up after drinking alcohol can only be achieved with time. The liver breaks down approximately one standard drink of alcohol each hour. Cold showers, strong coffee and fresh air have no effect at all and do not speed up the process.

7.10.5 Safe partying — reducing the risk

Adolescence is a time when you will start to participate in more and more activities with your peers rather than your family. Parties are a part of this and can be great fun when managed properly. Unfortunately, parties have the potential to get out of hand. Like any other activity involving risk, careful planning prior to the activity is extremely important to minimise potential harm to individuals and personal property.

The following strategies are some basic ideas that can be used to make your party safer.

- Allow guests into the party by written invitation only.
- Do not create open invitations on the internet using social networking sites.
- Hold the party in your own backyard or hire a local hall.
- Ensure there are activities to keep guests occupied.
- Arrange for a bouncer to be at the door.
- Set aside some 'no go' areas.
- Let the police know you are having a party.
- Make sure your parents are at home.
- Invite older adults to help serve food, for example, uncles, aunts and grandparents.
- Supply soft drinks.
- Do not allow drinks to be brought into the venue.
- Supply plenty of food.
- Discuss your expectations with your parents before you send out the invitations. Listen to their expectations as well. Come to an agreement.
- Negotiate the number of guests with your parents.
- Let your friends know both verbally and on the written invitation that there will be no alcohol or other drugs allowed at the party.
- Decide upon strict start and finish times and include them on the invitation.
- Make sure you have received all the replies to your invitations before the party.

Involving parents in party plans can help with risk management.

Having fun activities to occupy people at parties is a good safety measure.

7.10 Activities

Why?

1. In small groups, discuss reasons why some teenagers feel the need to drink alcohol. Discuss how stereotypes and peer expectations play a role.

Risky regrets

2. Make a list of things people may do under the influence of alcohol that they wouldn't normally do or may regret doing.

Safety rank

3. Rank these safety strategies into two categories: 'vitally important' and 'not as important'.
   - (a) Always move about with a friend or friends.
   - (b) Carry your mobile phone.
   - (c) Let your parents know what time you will be home.
   - (d) Organise to have your parents pick you up at a specific time.
   - (e) Don't accept open cans or bottles from strangers.
   - (f) Don't put your drink down.
   - (g) Let your parents know where you are going.
   - (h) Leave the party early if you feel uncomfortable or ill at ease.
   - (i) Always trust your 'gut feeling' and act on it.
   - (j) Look after your friends and leave when they leave.
   - (k) Ask who is going to supervise the party before you accept an invitation.
   - (l) Ask whether alcohol will be allowed at the party and make up your own mind about whether you should go or not.

Development of young drinkers

4. Research and write a report on the impact of early alcohol use (under 18 years old) on physical and mental development.

Strategies to support healthy choices

5. Research one community strategy that aims to support individual health and safety regarding alcohol and produce a pamphlet, poster or PowerPoint presentation about it. Examples include responsible service of alcohol, random breath testing and rules about the age alcohol consumption is allowed.

Safe party tips

6. Design a poster that gives tips on how to conduct a safe party. Use the information in this subtopic and the **Partying safely** weblink in the Resources tab for ideas.

House party

7. Discuss problems with holding parties at your own house. Use the **Police partying** weblink in the Resources tab to visit the New South Wales police website and see how they are assisting to make house parties safer.

Create the questions

8. Use the **Drinking article** weblink in the Resources tab to read an article about alcohol. Create five questions from the article for your partner to answer.

Evaluate campaigns

9. Use the **Hello Sunday Morning** weblink in the Resources tab to view a campaign related to drinking. Discuss the message it is trying to send and evaluate its effectiveness at addressing the problem.

What would you do?

10. In small groups, consider each scenario outlined below. Discuss realistic responses and suggest what you would do in each situation.
    (a) You are having a sleepover with a group of people at your friend's house and he/she decides you will play drinking games for a bit of fun. Their parents are home but have already gone to bed.
    (b) You really like a boy/girl at a party but you don't have the courage to approach them. A friend suggests that you have a few drinks to give you a hand with the initial 'hello'.
    (c) Your parents have gone out for the night and your friend is encouraging you to have a house party while they are out.
    (d) You need a lift home from a party but you don't want to get in a car with anyone who has been drinking. Your friend, whom you arranged to go home with, has ended up having a few drinks and is insisting they will drive you home.
    (e) You are having a birthday party at your house, organised safely and cautiously with the help of your parents. You have given out written invitations to 30 friends. You are being encouraged by your mates at school to put the invitation on Facebook, inviting some 'cool' people they want to come.
    (f) A boy that you have known for a while has offered you a lift home. He has not been drinking and is responsible. On the way home he offers you a drink in the car.

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on Resources

🔗 **Weblink:** Partying safely
🔗 **Weblink:** Police partying
🔗 **Weblink:** Drinking article
🔗 **Weblink:** Hello Sunday Morning

7.10 Check and challenge

Explain

1. Summarise the effects of long-term alcohol use on each of the following organs: heart, liver, sexual organs, brain, lungs, stomach and intestines.
2. What are the myths associated with sobering up more quickly? What is the only real way a person can sober up?

Elaborate

3. Do you think the legal drinking age should be raised to 21? Why or why not? Use the internet and other sources to research countries that have a legal drinking age of 21 and their reasons for enforcing this age restriction.

Evaluate

4. How effective are police alcohol-safety campaigns? Outline the reasons for your view.
5. How influential are stories about celebrity binges? In what ways do they influence your behaviour?

7.11 Smoking and illicit drugs

What are the dangers of using cigarettes and illicit drugs? What is being done to reduce their use, particularly among young people?

7.11.1 Dangers of drugs

Smoking is the leading cause of preventable death in Australia. Through the introduction of tougher laws and confronting advertising campaigns, the percentage of people smoking is decreasing; however, it is still a major concern, with smoking killing more Australians every year than road accidents, alcohol and other drugs combined. On the other hand, the use of illicit drugs — especially so called 'party drugs' — is increasing.

We all know smoking and illicit drugs are bad for our health, so why do people still use them? List as many reasons as you can.

Smoking is harmful for everyone, but it is also illegal for tobacco products to be sold to people under the age of 18.

7.11.2 Smoking

Choosing to smoke cigarettes is often the result of peer pressure or poor role modelling. The government continues to bring in rules and initiatives to help reduce the number of people who smoke; some of these initiatives include banning smoking in public places, using graphic anti-smoking advertisements on television, placing warning labels on cigarette packets and introducing plain tobacco packaging. The government has also passed legislation to prevent the advertising of cigarettes. The Quit campaign is very active in its efforts to minimise the harm caused by cigarettes. Current rates of smoking among high school students have gone down dramatically: from 27.3 per cent in 1984 to only 6.7 per cent in 2014.

Immediate effects of smoking

In addition to the long-term effects, the following immediate effects are evident for up to 20 minutes after a cigarette is smoked:
- increased blood pressure and heart rate
- dizziness
- over-stimulation of brain and nervous system
- reduced blood flow to extremities, including fingertips and toes
- bad breath
- poor sense of taste and smell.

Tobacco causes more illness and death than any other drug. Research shows that 40 Australians die every day from smoking-related diseases, compared with ten from alcohol-related diseases and less than four as a result of road crashes.

On a positive note, tobacco control strategies by the Australian Government have ensured a steady decline in smoking rates. In the past decade, the number of people who smoked daily has decreased by almost 40 per cent. The campaign to further reduce the incidence of smoking among young people is continuing and the aim is to deter teenagers from ever having their first cigarette.

7.11.3 Long-term effects of smoking

Some of the long-term effects of smoking are shown in the figure below.

Long-term effects of smoking on the body

Brain
- Increased risk of stroke and brain damage

Ears
- Possible hearing loss

Face, mouth, nose and eyes
- Eye cataracts, macular degeneration, yellowing of whites of eyes
- Loss of sense of smell and taste
- Yellowed teeth, tooth decay and bad breath
- Cancer of the nose, lip, tongue and mouth

Throat
- Laryngeal and pharyngeal cancers

Lungs
- Shortness of breath
- Coughing
- Chronic bronchitis
- Cancer
- Trigger for asthma
- Emphysema

Arms and hands
- Damage to blood vessel walls

Legs and feet
- Damage to blood vessel walls

Muscles and bones
- Contributes to osteoporosis

Heart and blood
- Heart disease
- Blockages in blood supply, which lead to heart attack
- Hypertension (high blood pressure)
- Myeloid leukaemia, a cancer that affects bone marrow and organs that make blood

Skin
- Grey appearance
- Early wrinkles
- Stained yellowish–brown by tar
- Slower healing of wounds

Back
- Increased likelihood of back pain

Stomach and bowel
- Oesophageal, stomach and bladder cancers
- Stomach ulcers
- Decreased appetite

Sexual organs
Females
- Lower fertility and increased risk of miscarriage
- Irregular periods
- Early menopause
Males
- Damaged sperm and reduced sperm
- Impotence

Immune system
- Increased susceptibility to infection

7.11.4 Illicit drugs and personal safety

An **illicit drug** is a drug that has been banned by law. It is illegal to sell or take such drugs without a prescription from a doctor. Table 7.4 summarises the most common types of illicit drugs and their effects.

TABLE 7.4 Common illicit drugs and their effects

Drug	Also known as	Possible effects
Marijuana	**cannabis**, pot, weed, mull, ganja	• Impairment of mental process • Reduced motivation • Short-term memory loss • Poor coordination • Slow reflexes • Impaired driving ability • Panic and paranoia • Mood swings • Psychosis • Difficulty learning new things • Bloodshot or glassy eyes • Lung cancer and bronchitis • Low birth weight babies
Amphetamines	'The drugs that'll keep you awake all night'	• Anxiety and irritability • Panic attacks • Paranoia • Depression • Blood-borne infections (through sharing needles) • Increased heart rate and irregular heartbeat • Increased breathing rate • Heart palpitations • Headaches • Dizziness • Insomnia • Malnutrition • Emotional problems • Amphetamine psychosis and paranoid delusions
Heroin	Smack, white lady	• Huge risk of overdose • Highly addictive • Nausea • Constipation • Anxiety disorders • Blood-borne infections (through sharing needles) • Death from overdose

(Continued)

TABLE 7.4 Common illicit drugs and their effects (*Continued*)

Drug	Also known as	Possible effects
Methamphetamine	Ice, meth, crystal, chalk	• Anxiety and confusion • Highly addictive • Mood swings • Increased pulse rate • Increased blood pressure • Hallucinations and delusions • Respiratory problems • Eating and sleeping disorders • Violent and/or erratic behaviour • Paranoia • Reduced motor skills • Impaired verbal learning • Emotional and cognitive problems
Cocaine	Coke, Charlie, gold dust, rock	• Anxiety • Increased pulse rate • Paranoia • Agitation • Hallucinations • Respiratory problems • Collapse of the nasal septum • Eating and sleeping disorders • Sexual problems • Social, financial, workplace problems • Violent and/or erratic behavior
GHB	GBH, Fantasy, liquid ecstasy, G	• Extreme grogginess • Difficulty with vision • Problems moving and speaking • Disorientation • Convulsions • Seizures • Coma • Respiratory collapse • Amnesia • Death
Ecstasy	Eccy, MDMA, E, the love drug	• Paranoia • Decreased emotional control • Lethargy and energy loss • Nerve cell damage • Liver and brain cell damage • Jaw clenching and teeth grinding • Increased blood pressure and pulse rate • Raised body temperature • Excessive sweating • Nausea and vomiting • Severe depression • Insomnia

Source: 'Where's your head at?', National drugs campaign brochure.

The effects of drugs on those who take them are unpredictable. This is because the side effects depend on various factors, including:

- the strength of the substance and its chemical properties
- the amount taken and the way in which it is taken
- other drugs taken at the same time
- the emotional state of the user
- the physical state of the user
- the environment in which the drug is taken.

Choosing to be active at parties is a safer choice than drinking or taking drugs.

Alternative and new types of drug become available regularly; for example, speed, ice, uppers and meth are all versions of **amphetamines**. It is important to remember that these drugs will negatively affect your health in a similar way to amphetamines, even if they have a different name.

Table 7.5 looks at harm-minimisation strategies that are used to help reduce the risk of injury or death associated with drug use.

TABLE 7.5 Harm-minimisation strategies

Drug type	Supply control	Demand reduction	Harm reduction
Tobacco (nicotine)	• Age restrictions on sale and purchase • Licensing of manufacturers	• Quit campaigns • Cessation classes for smokers • Ban on advertising and sponsorships • Increased tax to raise prices	• Smoke-free workplaces • Nicotine skin patches • Nicotine chewing gum • No smoking in hotels, clubs, restaurants and sporting venues
Alcohol	• Age restrictions on sale and purchase • Proof-of-age entry to licensed premises • Licensing of manufacturers	• Media campaigns • Education programs • Parent education about role modelling • Alcohol-free leisure activities	• Low-alcohol or non-alcoholic drinks • 'Safe' drinking guidelines • First aid training • Random breath tests for drivers
Prescription drugs and medicines	• Testing and manufacturing controls • Age restrictions on sale, purchase and use • Parent education	• Education programs • Parent education • Relaxation training • Stress management	• Consumer information on labels and packets (e.g. dose levels)
Cannabis (marijuana)	• Customs actions • Legal sanctions on supply, possession and use • Sanctions on use at school	• Media campaigns • Education programs • Relaxation training • Stress management	• Promotion of safer methods of ingestion

(Continued)

TABLE 7.5 Harm-minimisation strategies (*Continued*)

Drug type	Supply control	Demand reduction	Harm reduction
Opiates (heroin, morphine, methadone)	• Customs actions • Legal sanctions on supply, possession and use • Access restricted to medical uses	• Education programs • Treatment programs • Therapeutic communities	• Provision of free needles and syringes • Advice on cleaning equipment • Methadone programs
Ecstasy, LSD, amphetamines and others	• Legal sanctions on manufacture, supply, possession and use	• Public education campaigns	• Provision of water at raves or dance venues • Ensuring venues are well ventilated • Offering first aid at venues
Ice (crystal metham-phetamine)	• Customs actions • Legal sanctions on supply, possession and use • Police officers sent overseas to stop ice supply • Communication between states and territories • Strong anti-gang laws	• Public education campaigns • Training health workers • Preventative education	• Provision of free needles and syringes • Provision of water • School education programs • Access to treatment — especially for rural and remote and Indigenous communities

Source: Australian Drug Foundation

7.11.5 Actions to assist friends under the influence of alcohol or other drugs

When assisting a friend under the influence of alcohol or other drugs, the primary concern is always for the health and safety of your friend and yourself. If he or she is unconscious, you must follow the first aid procedures outlined in subtopic 7.7.

If drugs other than alcohol are involved, you can assist medical officers when they arrive by finding out:
• the type of drug taken
• how it was taken
• when it was taken
• how much was taken
• whether the person has any past experience with the drug
• whether any other drugs (including alcohol) were taken
• which other people are likely to be affected.

If possible, you should retrieve any packaging for reference. It provides useful information for ambulance officers and doctors. Remember to:
• stay calm
• ensure your own safety and that of your friend and others
• seek assistance — send for help
• administer first aid (see subtopic 7.7)
• try to get the facts
• provide further support to your friends following the incident.

Through understanding and following these simple steps, you may minimise harm and take control of potentially life-threatening situations. For more information on drugs, alcohol and celebrating safely, follow the **Safe partying** weblink in the Resources tab.

7.11 Activities

Less smoking

1. In groups, brainstorm reasons why the percentage of young people smoking has decreased over past years.

Debate

2. As a class, debate the topic 'Smoking should be illegal'.

Intervention

3. (a) If you had a friend or group of friends who you felt were endangering their health and wellbeing by using illicit drugs, what would or could you do? Discuss this in a small group, then report to the class.
   (b) As a class, compile a list of everyone's ideas.

Illicit drugs

4. Create a pamphlet warning of the dangers of an illicit drug of your choice. In the pamphlet, give harm-minimisation advice. Use the information in this subtopic and other sources to help you.

Just say 'no'

5. In groups, role-play ways of saying 'no' to using drugs.

Effects

6. Research the long- and short-term effects of an illicit drug, as well as how use of this drug might affect everyday life. Report back to the class with an overview of the physical, mental, social and financial effects.

Effective campaign

7. Use the **Quitnow** weblink in the Resources tab to watch anti-smoking campaigns from Quitnow. Comment on their effectiveness.

Community support

8. Investigate one of the local youth support services in your area that helps young people with problems involving illicit drugs.
   Address the following questions:
   (a) What support do they offer young people?
   (b) Would this be helpful to you?
   (c) Would you use this service? Why or why not?
   (d) Would you or recommend this to a friend if they needed help with illicit drugs?

7.11 Check and challenge

Explain

1. List all the illicit drugs that you have heard of. Give both their scientific and 'street' names.

Elaborate

2. Why does the government legislate and spend money on smoking issues?
3. Why do you think illicit drugs are often mentioned in politics?

Evaluate

4. Comment on the effectiveness of warning labels on cigarette packaging.
5. Evaluate what influences your attitudes towards drugs.

7.12 Road safety

What are the factors that contribute to the road toll and how can you help reduce them?

7.12.1 Reducing the road toll

Over the past decade, road fatalities in Australia have decreased by 23.5 per cent. Despite this, in 2017, 1225 people lost their lives on our roads. The National Road Safety Strategy 2011−2020 has a vision that no person should be killed or seriously injured on Australia's roads. In this subtopic, you will explore the factors that contribute to these deaths and what can be done to help reduce the road toll.

Brainstorm all the different factors that increase the chance of injury or fatality on the road. Then use the **Car choice**, **Mobile bans** and **BAC 0.02** weblinks in the Resources tab to read articles about young drivers. What changes do you think will be most effective in improving road safety?

Learning to drive is a mark of independence and something many teenagers look forward to, but with it comes many risks.

7.12.2 Road traffic crashes — the facts

Safe driving is essential for reducing the risk of crashes, injury and death. All Australians have opportunities to make positive choices about safety, whether they are a driver, a passenger or a pedestrian.

Safe driving is compromised by many factors, including:

- inexperience as a driver, particularly for young drivers
- fatigue
- alcohol consumption
- use of medication and illicit drugs
- speeding.

Each of these factors is explored in this section.

Passengers also have a responsibility to behave appropriately to reduce the likelihood of road accidents.

Young driver statistics

Road crashes are a major cause of both injury and death for young adults. Road traffic crashes cause 45 per cent of injury deaths of young Australians. Although they comprise only 12 per cent of the New South Wales population, young people aged 17–25 made up 20 per cent of all hospitalisations for road traffic crashes.

Road deaths by age group
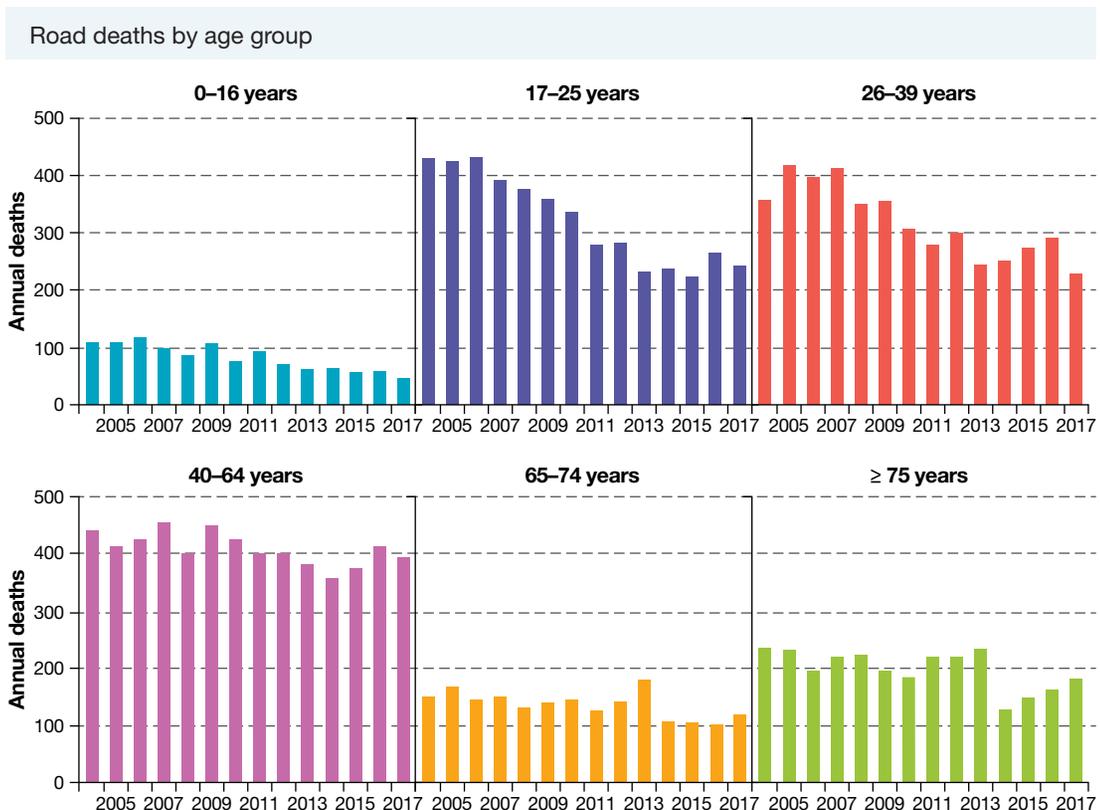
Source: Australian Road Deaths database, September 2018 © Commonwealth of Australia

In relation to deaths for people aged 15–24 years:
- The riskiest period is shortly after receiving your licence.
- More males are killed in road crashes than females.
- 77 per cent of deaths are passengers of the vehicle, not the driver.
- 67 per cent are killed in crashes in which no other vehicles are involved.
- Most road deaths for 15–24-year-olds happen in the evening (3 pm to 9 pm) on the weekend (Friday and Saturday nights).
- 25 per cent of all serious crashes involve young people, although they make up only 14 per cent of licence holders.
- There is a high financial cost to the community for road casualties. In Australia in 2016, this was $33.16 billion. In New South Wales, this was around $7.3 billion, with more than half of this ($3.6 billion) coming from hospitalisation costs.

Licensing schemes in Australia

Both age and lack of experience are associated with increased risk of crashes. As a result, all states and territories in Australia have licensing schemes that are based around a learner period and a provisional period, with strict conditions applied to both.

Compared to a decade ago, in Australia today there are much tighter rules for novice/provisional drivers. Longer learner periods and restrictions on provisional licence holders have been introduced. The aim is to improve young drivers' skills before they encounter situations that may increase risk to dangerous levels.

Gender statistics

Males account for 79 per cent of all deaths on our roads. During the 12 month period from mid 2017 to mid 2018, 171 males and 45 females were killed on New South Wales roads.
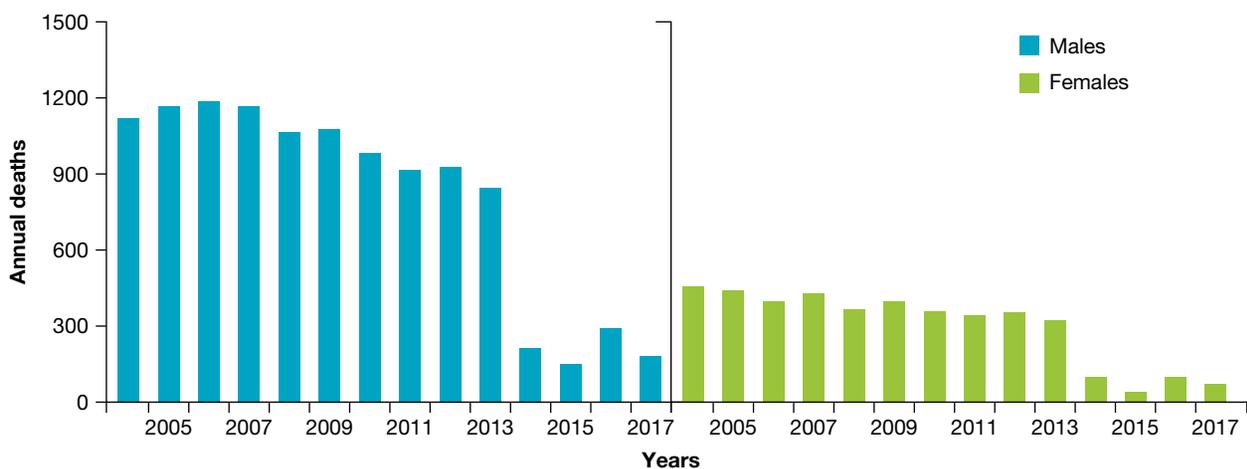
Source: Crash and Casualty Statistics NSW, data for 1996–2017 © State of New South Wales (Transport for NSW)

Drink-driving

Alcohol continues to be a major factor in serious casualties, with more than a quarter of fatal crashes involving a driver over the legal blood alcohol concentration (BAC) limit. Thirty per cent of all deaths and serious injuries resulting from crashes are a result of drink-driving. The risk of involvement in a casualty crash increases rapidly with increasing BAC levels. This is true for all motorists; however, studies have shown that the risks are significantly higher for younger drivers. In Australia, 33 per cent of all drink drivers involved in fatal accidents are aged between 17–24.

The majority of drink-drivers in fatal accidents are heavily intoxicated, registering more than three times the legal limit.

Drivers/riders killed with a BAC at or over .05
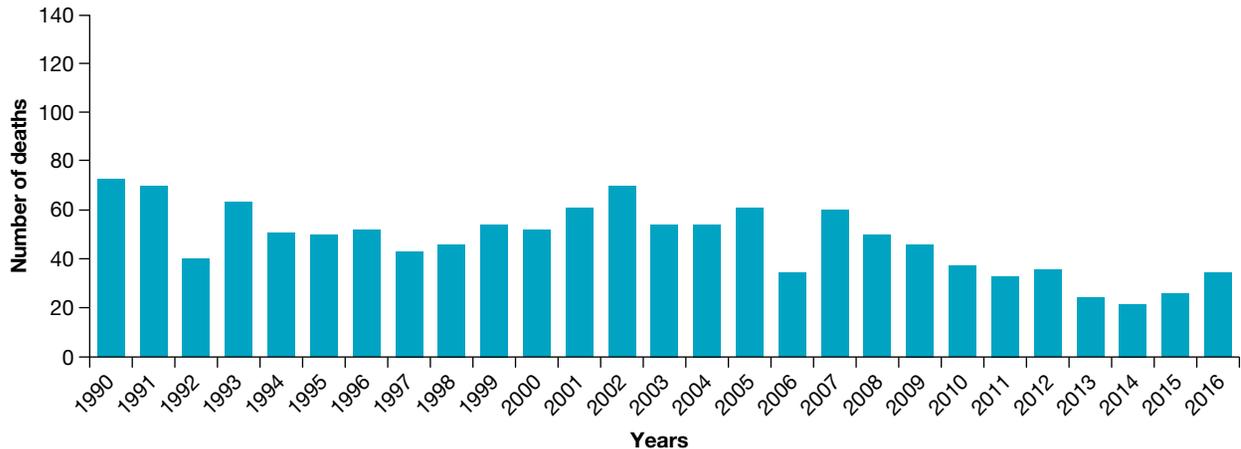
Harm minimisation and road safety

The figure below clearly shows the long-term positive effect of introducing seatbelt regulations in 1969 and **random breath testing** in 1978 on the number of road fatalities in Australia.

This is a strong example of the concept of harm minimisation, where although people obviously still drive cars, the implementation of these road safety strategies has reduced the incidence of harm. For more information about road safety, go to the **NSW Centre for Road Safety** weblink in the Resources tab.

Impact of harm-minimisation strategies on road crash deaths, 1910–2014
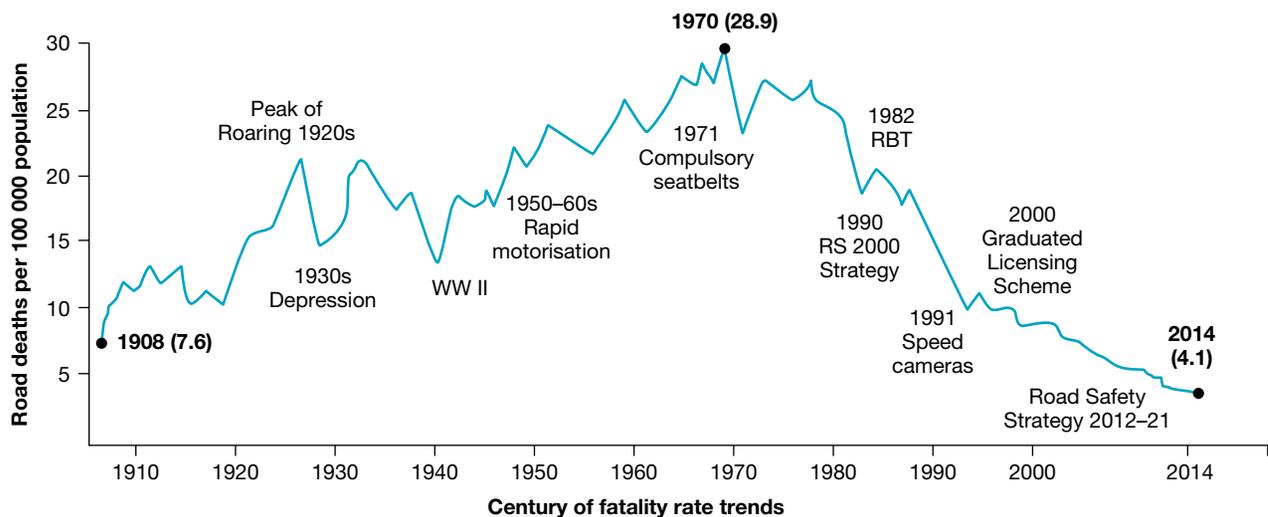
on Resources

🔗 **Weblink:** NSW Centre for Road Safety

7.12.3 Road safety and inexperienced drivers

Inexperienced drivers are generally younger drivers and data indicates that they are more likely to be involved in road crashes than older drivers.

- 47 per cent of drivers aged 18–24 have had a crash.
- 44 per cent have been fined for a driving infringement.
- 15 per cent of young drivers admit to having driven after using illicit drugs.
- 17–25-year-olds account for approximately 25 per cent of all road fatalities.
- Five times as many young male drivers are killed in road accidents as females in the same age group.

Why are young men more likely to be killed in motor vehicle crashes? According to research, the following facts may provide the explanation.

- 15 per cent of young men said that they are prepared to take the risk of driving a short distance after having a few drinks, compared to only 2 per cent of women.
- 47 per cent of young men would drive faster than the speed limit if they thought they would not be caught, compared with only 27 per cent of young women.
- 48 per cent of young men believe you have to take a bit of a risk when overtaking, compared with 35 per cent of young women.

7.12.4 Mobile phones

Mobile phones are a major distraction for all drivers, particularly young drivers. Driving is already complex and challenging enough without adding other elements. It is dangerous to use a mobile phone while driving because:

- it affects your judgement and concentration, and often results in riskier decision-making
- it causes slower reaction times, especially when deep in conversation
- you are not alert to your surroundings, so you check your mirrors less often and are not aware of what is going on around you
- when texting, you often wander out of your lane or miss road signals such as those giving pedestrians and cyclists right of way.

In all Australian states and territories, it is illegal to use a hand-held mobile phone when driving and when your vehicle is stationary but not parked, such as when you are at a red light.

Safe mobile phone and driving tips include the following:

- Pull over safely and park before making or receiving a call.
- Never read, write or send text messages.
- Never look up phone numbers or search on the internet while driving.
- Plan breaks in your trip for phone calls.
- Use voicemail.

A mobile phone can be an important emergency tool, but make sure you pull over and park your car before you use it.

Using technology on the roads is an impulsive and dangerous behaviour.

7.12.5 Fatigue

Driving when fatigued is extremely dangerous. It is estimated that **fatigue** is a factor in 20 per cent of crashes. Most fatigue crashes occur during normal sleeping hours; however, fatigue is also common during daylight hours. Fatigue-related crashes seem to relate more to what drivers do before they begin their trip. Lack of sleep is a critical factor. Young drivers will be more at risk if:

- heavy study loads and work are combined with late-night socialising
- sleeping patterns change
- alcohol or other drugs are consumed.

Preventing the risk of fatigue

The following information will help you to prepare for and prevent the risk of fatigue while driving.

What are the danger signs?

- Restlessness or daydreaming
- Yawning
- Sore or heavy eyes
- Delayed reactions
- Variations in driving speed or vehicle wandering across lanes

How is drowsy-driving like drink-driving?

- Research shows that going without sleep for:
    - 17 hours has the same effect on driving ability as a BAC of 0.05.
    - 24 hours has the same effect as a BAC of 0.10.

What if you start feeling driver fatigue?

- A power nap of 10 minutes or more can significantly lower the risk of a fatigue-related crash.

How can you avoid driver fatigue?

- Be well rested before you drive.
- Don't drive at times when you would normally be asleep.
- Don't start a trip after a long day's work.
- Be aware of your biological clock, such as often feeling sleepy during the afternoon.
- Plan your trip so you can take regular breaks.

7.12.6 Alcohol consumption and road safety

The possible short- and long-term effects of a drink-driving accident.
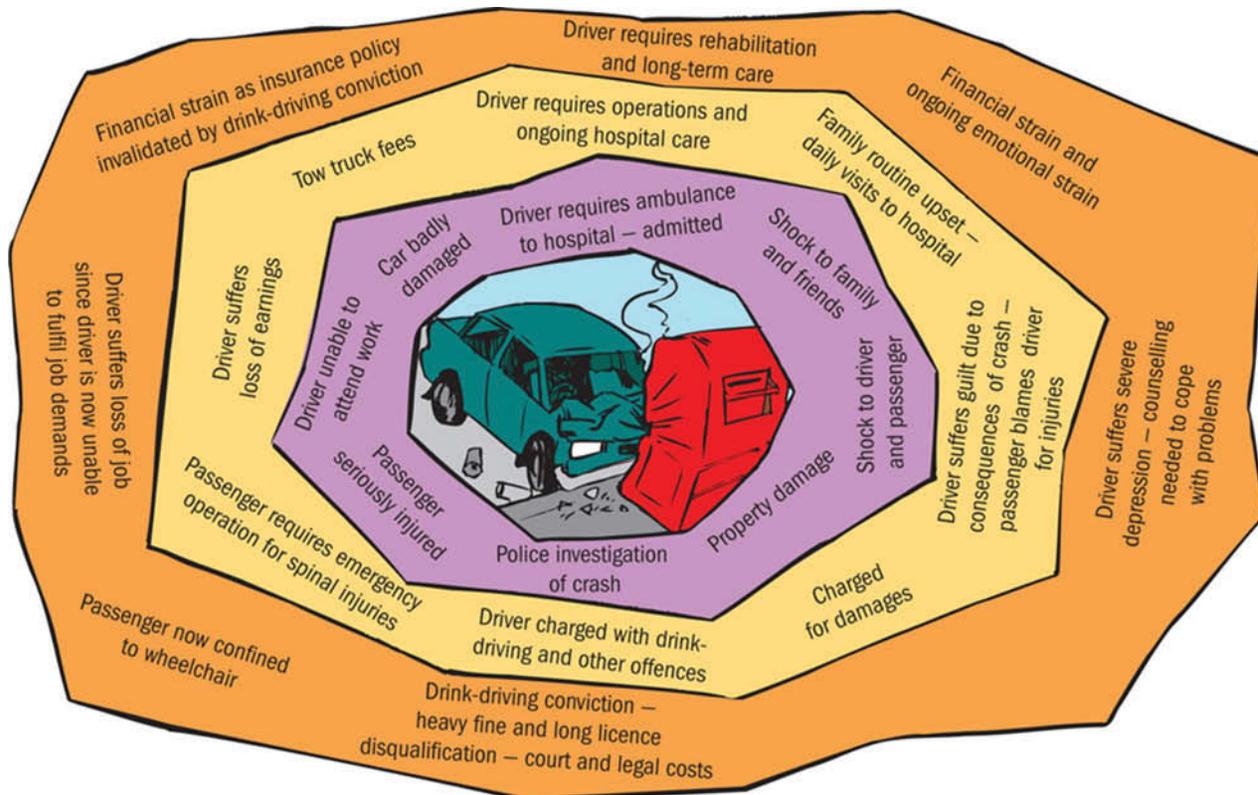
Alcohol and driving do not mix. If you intend to drink alcohol, you should organise alternative methods of travel or nominate a designated driver who will not drink alcohol at the event or party.

Blood alcohol concentration (BAC) is a measurement of the amount of alcohol in your bloodstream. A blood alcohol concentration of 0.05 means that a person has 0.05 grams of alcohol in their body for every 100 mL of blood. Fully licensed drivers in NSW must be below 0.05; however, learner and probationary drivers must have a blood alcohol level of zero.

Knowledge about the short- and long-term effects of alcohol consumption may be useful to assist in understanding how alcohol affects behaviour. An understanding of the effect of alcohol on driving is useful to illustrate why driving under the influence of alcohol is so dangerous. Any amount of alcohol will:

- reduce your ability to do more than one thing at a time
- make it hard for you to concentrate on your driving
- slow down your reaction time if anything unexpected happens (such as having to stop suddenly or swerve)
- make you feel more confident, which may lead you to take risks
- upset your vision, especially at night, and may also affect your hearing
- make simple tasks more difficult
- relax you, making you more likely to fall asleep at the wheel.

The graph below clearly indicates why in 1989 the **TAC (Transport Accident Commission)** commenced its public education campaign to change drink-driving behaviour of drivers.

The probability of crashing at different blood alcohol concentrations.
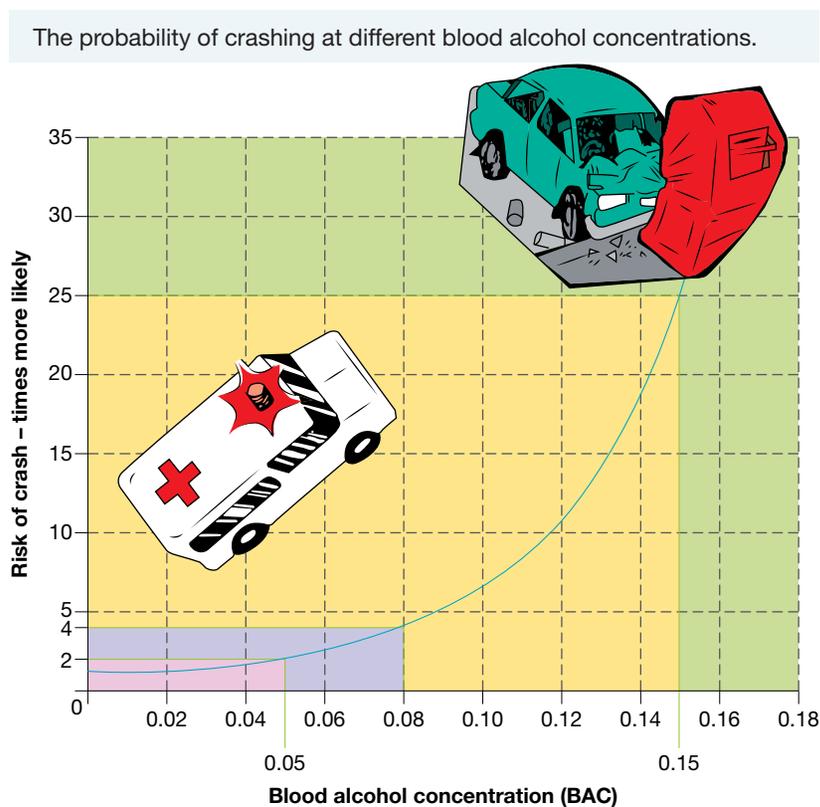
If you are no longer a probationary driver, and you must drive after having a couple of alcoholic drinks, it is important that your blood alcohol level remains below 0.05; however, remember that it is still safest to drive with no alcohol at all in your body. Use the **Standard drinks** interactivity in the Resources tab to learn more.

7.12.7 Illicit drugs, medication and road safety

Be aware that drugs (medicinal or illicit) can decrease:

- mental alertness
- coordination
- sense of distance and speed
- vigilance and concentration
- reaction time.

When combined with alcohol, the result can be very dangerous. Stimulants and alcohol are a particularly dangerous combination as the alcohol may mask the effect of the drug and make it difficult for the driver to judge how, and to what extent, his or her ability to drive has been affected.

Police breathalyser vans and cars have the ability to test for drivers under the influence of alcohol and other drugs.

The police breath test all drivers at some point.

Medications and driving

If you or an adult or parent are taking medication for any of the following, you should carefully read the information accompanying the medicine and, if still concerned, contact the ADF (Australian Drug Foundation) on free call 1800 858 584 for assistance. Medication for the following conditions can affect your ability to drive:

- sleeping difficulties
- depression
- hay fever
- blood pressure
- nausea
- anxiety
- pain
- arthritis
- epilepsy
- diabetes.

Remember, when combined with alcohol, the result is unpredictable.

Illicit drugs

The effects of illicit drugs have been described in general in subtopic 7.11. Table 7.6 on the next page summarises the effects specifically related to driving.

TABLE 7.6 Drugs and driving do not mix	
Drug	**Effects on the driver**
Ecstasy	• Gives the driver a false sense of confidence • Increases risk-taking behaviour • Distorts visual perceptions, which makes it difficult to judge distances • Decreases ability to coordinate the appropriate reaction when driving • Tiredness associated with an inability to sleep can greatly affect the driver's reflexes and ability to concentrate on driving
Cocaine	• Gives the driver a false sense of confidence • Rash decision-making and exaggerated confidence can lead to increased risk-taking behaviour • Does not increase driving ability or driver's coordination • Tiredness associated with an inability to sleep can greatly affect the driver's reflexes and ability to concentrate on driving
Amphetamines and methamphetamines	• Give the driver a false sense of confidence • Rash decision-making and exaggerated confidence can lead to increased risk-taking behaviour • Do not increase driving ability or driver's coordination • Tiredness associated with an inability to sleep can greatly affect the driver's reflexes and ability to concentrate on driving
Hallucinogens	• Distort driver's visual perceptions, making it difficult to judge distances and speed • Decrease ability to coordinate the appropriate reaction when driving • Tiredness associated with an inability to sleep can greatly affect the driver's reflexes and ability to concentrate on driving
Heroin	• Slows the driver's reaction time • Distorts driver's perceptions of distances and speed • Greatly reduces ability to concentrate • Decreases ability to coordinate the appropriate reaction when driving
Cannabis	• Hesitancy over reactions • Slower reaction time • Distorts driver's perception of distance and speed • Greatly reduces ability to concentrate • Decreases ability to coordinate the appropriate reaction when driving
Benzodiazepines and other tranquillisers	• Slow the driver's reaction time • Distort driver's perceptions • Decrease ability to coordinate the appropriate reaction when driving
Polydrug use	• Occurs when more than one drug is mixed at the same time so that both are active in the body. This can include alcohol, prescription and/or illicit drugs.

Source: *Road safety issues in society*, Ed. J Healey, Vol. 204, The Spinney Press, Thirroul NSW, 2004, pp. 24–7.

7.12.8 Speeding

Speed significantly increases the distance a vehicle needs to come to a complete stop after braking. The graphs below show the distance required to brake — depending on the weather conditions — if a person was to walk out onto the road 45 metres away from the car. Note that at speeds above 60 km/h, the person would be hit. In wet conditions, they would be hit at speeds above 55 km/h.

Pulling up in the wet

Pulling up in the dry
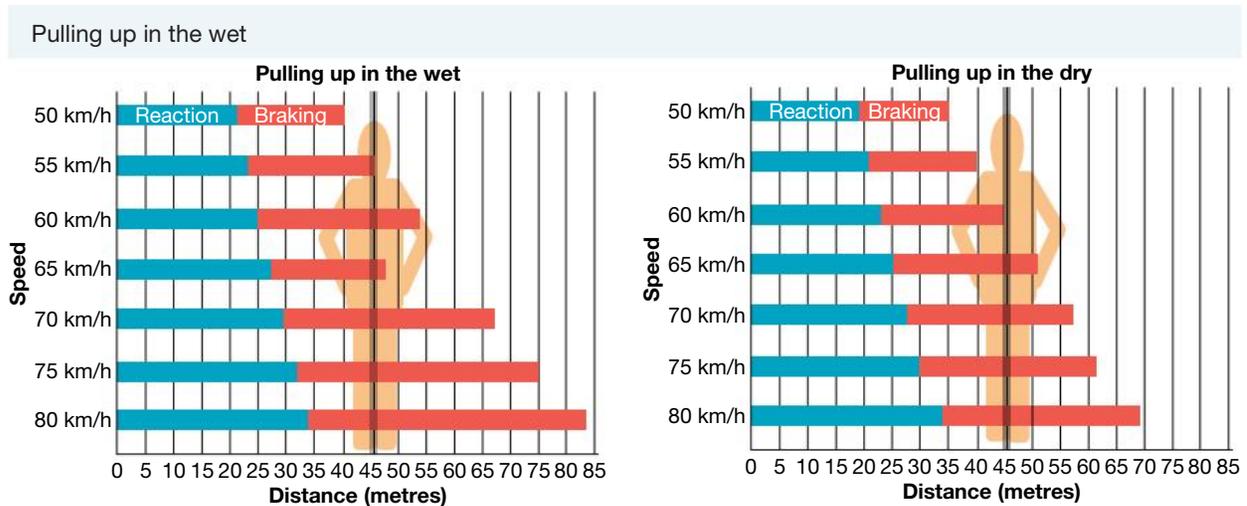
Facts about speeding

Why does speeding increase the risk of crashing?
- Less time to notice and react to potential hazards
- More likely to lose control of your vehicle
- Longer braking distance

How does speeding increase crash severity?
- Research has shown that:
  - a driver crashing at an impact speed of 80 km/h is twice as likely to be killed as a driver crashing at 60 km/h
  - the probability of a pedestrian being killed in a collision involving a vehicle increases rapidly beyond impact speeds of 40 km/h.

Does speeding save you time?
- Generally, speeding will save you little time.
- Only 46 seconds is saved over 10 km by increasing average speed from 60 to 65 km/h.

How can you reduce your risk of speeding?
- Allow sufficient travelling time.
- Pull over and make a call if running late.
- Slow down in adverse conditions.
- Use speed limit warning devices where fitted.

Speeding increases the risk of crashing.

7.12 Activities

NSW Interactive Crash Statistics

1. Use the **Crash statistics** weblink in the Resources tab to view the statistics and then answer the following questions.
   (a) What is the total number of male and female road users killed and injured on New South Wales roads since 2011?
   (b) What age group and gender has the greatest rate of injury overall?
   (c) Which Local Government Area (LGA) has the greatest rate of injury in New South Wales?
   (d) Research and compile a report on injury statistics for people in your age group outlining the areas of concern from your perspective.

Effects of drink-driving accidents

2. Using the figure illustrating the possible short- and long-term effects of a drink-driving accident in section 7.12.6 and the other information in this subtopic, summarise the short- and long-term effects of a drink-driving accident on the driver, the driver's family and others.

Role-play

3. Use your understanding of the effects of drink-driving accidents and effective advertising campaigns to write a radio script for an anti-drink-driving advertisement.

Safety rating

4. Look up the safety rating of three different types of cars using the **ANCAP safety rating** weblink in the Resources tab and comment on their safety ratings.

On Resources

🔗 **Weblink:** Crash statistics
🔗 **Weblink:** ANCAP safety rating

7.12 Check and challenge

Explain

1. Which gender and age group has the greatest rate of fatality on the road? Explain why you think this is the case.
2. As a passenger, what signs should you look for that indicate the driver is fatigued?

Elaborate

3. What safety technology has most improved car safety?
4. What are the main distractions to drivers and how do they affect driving?
5. Are there any road safety policies you disagree with? Why?
6. What road safety policies would you suggest to reduce the fatalities of young drivers?

Evaluate

7. Why do some people argue that the legal BAC should be decreased to 0.02? Give three reasons to support this argument and three reasons against it.

7.13 Review

7.13.1 Summary

- Mental illness is a term used to describe a group of serious and long-lasting mental health problems. They can be classified as psychotic or non-psychotic.
- Stigmas relating to mental illness need to be challenged.
- Risk-taking is part of everyday life and can have positive or negative effects on people and property.
- Adolescents are more likely to undertake harmful risks due to inexperience.
- Making responsible decisions will minimise harmful risk-taking.
- Outdoor adventure activities and many sports offer an outlet for acceptable risk-taking.
- Harm-minimisation strategies are designed to reduce risk and limit potential harm.
- Federal and state governments have introduced harm-minimisation strategies in many areas, including smoking, road safety and illicit drugs.

- There are many forms of sexual activity. However, any form must be consensual, meaning that both people want to be involved.
- There are many forms of contraception from which to choose.
- Knowledge of the causes of sexually transmitted infections is important for maintaining good sexual health.
- Following the DRSABCD action plan and performing correct CPR greatly increases a person's chance of survival in an emergency.
- A pre-learned action plan makes it easier to effectively deal with an emergency situation.
- CPR requires two rescue breaths for every 30 chest compressions.
- Defibrillation with an AED increases a person's chances of surviving a cardiac arrest.
- Drowning and non-fatal drownings are significant health concerns in Australia.
- Most drownings occur in inland water ways such as lakes, rivers and creeks.
- Knowing a range of rescue techniques can allow the safe rescue of a drowning person.
- Spinal injuries and the effects of exposure to cold water are other health concerns associated with an aquatic environment.
- Sporting injuries contribute to health-associated costs in Australia.
- Acute sporting injuries occur spontaneously due to an action or contact during sport.
- Chronic sporting injuries occur over time, often due to overuse.
- Soft tissue injuries are best managed using RICER.
- Alcohol is a legal drug that can cause short- and long-term harm to health.
- The amount of young people who drink alcohol is declining.
- Illicit drugs also cause short- and long-term risks to health.
- Safe partying requires careful planning, and such planning is an excellent harm-minimisation strategy.
- Smoking is a legal activity for adults, but the chemicals in tobacco cause short- and long-term health problems.
- The Quit campaign targets tobacco smoking and aims to reduce its use.
- Safe driving is dependent upon all road users following harm-minimisation strategies such as wearing seatbelts, being below the 0.05 BAC limit and obeying speed limits.
- Males under the age of 25 are overrepresented in crashes and road deaths.
- Driving when fatigued is a significant factor in road deaths.
- Drink-driving is a major cause of road crashes and police test for BAC regularly.
- Illicit drugs and some medications impair a driver's ability to control his or her vehicle.

ESSENTIAL QUESTION

How can I rise to meet the challenges facing young people, support others and respond positively while being the best person I can?

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

7.13.2 Key terms

acute sports injury injury occurring spontaneously while playing sport
airway the passage that leads from the mouth, nose and throat to the windpipe
amphetamines illicit drugs with several names, such as speed or ice; affect the activity of chemicals in the brain, causing anxiety, shaking and panic attacks
anxiety an unpleasant state of uneasiness or worry

assertive self-assured; able to ask for what one wants in a respectful way; stating a feeling, belief or opinion clearly and confidently

attitudes an outlook on something; a way of thinking or behaving; what a person thinks; shown in a person's way of behaving

automated external defibrillators (AEDs) a portable electronic device that automatically diagnoses some potentially life-threatening heart problems and is able to treat some of them with defibrillation

binge drinking drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days

cannabis illicit depressant drug that can have a hallucinogenic effect

cardiac arrest sudden cessation of heartbeat and heart function, resulting in the loss of effective circulation

cardiopulmonary resuscitation an emergency technique that combines rescue breaths with external chest compressions at a ratio of 2:30 at 100 compressions per minute. It is used when a casualty is unconscious and is not breathing.

chronic sports injuries overuse injury, usually involving soft tissue, ligaments or tendons

cocaine illicit stimulant with hallucinogenic properties

concussion acute injury to the head caused by collision

conflict resolution resolving a problem or situation so that both sides come to a mutual agreement without aggression or violence

consensual a person has given their permission or consent

consequences results of a person's actions; may be either positive or negative

contraception any method or device that prevents conception and, therefore, a pregnancy

defibrillation the application of electrical therapy which allows the heart to re-establish an effective rhythm

depression a state in which a person has feelings of intense sadness over a period of time

dislocation a separation of two bones from where they meet at a joint

drowning submerging and suffocating in water

DRSABCD action plan a plan of action that prioritises checking for danger, seeking a response from the casualty, sending for help, checking the airway and breathing of the patient, commencing CPR and applying a defibrillator if necessary, and in that order

ecstasy illicit drug; extremely dangerous, causing paranoia, organ damage, insomnia and dehydration

fatigue tiredness, sleepiness, lack of concentration caused by lack of sleep; power naps are recommended for drivers when they feel fatigued

flotation device used to assist flotation while in the water, for example, a life jacket

harm minimisation any action or strategy designed to remove or reduce risk and therefore prevent or minimise harm

HELP (heat escape lessening posture) position assumed in cold water to help conserve body warmth

huddle position used by a group of people immersed in cold water to conserve body heat by pressing up close to each other

illicit drug any drug that is banned by law

mental illness a term to describe a group of more serious or long-lasting mental health problems

non-psychotic illness a mental illness in which a person's feelings become so extreme and overwhelming that they find it difficult to participate in daily life

peer group group of friends of a similar age with similar interests, often from a similar social background

pro-social behaviour and actions which are intended to help other people – either individuals or communities

psychotic illness a mental illness that impairs a person's sense of reality

random breath testing testing blood alcohol concentration of drivers

recovery position the body position a casualty is placed in to ensure the airway is clear and any likely obstruction flows out from the mouth

RICER management plan used to achieve the immediate and longer-term treatment of injury

SALTAPS simple checklist to use when diagnosing a sports injury; stands for stop, ask, look, touch, active movement, passive movement and stand

secondary drowning occurs when someone has been immersed in water and inhales fluid into the bronchi and lungs, and then suffocates some time later because of impaired lung function

self-esteem how much we value or accept ourselves for who and what we are

sexually transmitted infection (STI) an infection that is transmitted through sexual activity

signs of life consciousness, responsiveness, normal breathing, signs of movement

sprain injury to a ligament

stigma a mark of shame or disapproval given to a group of people by society, which labels them less worthy of respect and support than others

strain injury to a muscle

TAC (Transport Accident Commission) entity that aims to reduce the incidence of road crashes and trauma

unconscious a condition in which a person is unaware of or does not respond to external influences

7.13 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. Using examples, explain what is meant by mental illness.
2. Why do people take unnecessary risks?
3. What is meant by the term 'harm minimisation'?
4. List five important tips for organising a safe party.
5. List the major harmful effects of smoking on the body.
6. What is consensual sexual activity? What are the repercussions of non-consensual sexual activity?
7. Choose one form of contraception and describe how it works.
8. What is an illicit drug? Give examples.
9. What factors help contribute to injury and death on the roads?
10. Which gender and age group is most at risk of being killed on the road?
11. Name harm-minimisation strategies that are used to decrease the road toll.
12. What is a standard drink? How many standard drinks can males and females have to remain under the 0.05 BAC limit?
13. Outline the process in first aid and life saving for which the acronym DRSABCD is used.
14. What are the procedures outlined in the RICER approach to managing soft tissue injuries?

ON Resources

Digital doc: Worksheet 7.6 Key terms quiz (doc-29361)

Digital doc: Worksheet 7.7 Multiple choice quiz (doc-29362)

Digital doc: Key terms glossary (doc-29363)

TOPIC 8
Promoting healthy, safe and active communities

8.1 Overview

8.1.1 Introduction

In this topic you will explore the concept of building healthy, safe and active communities and the many contextual factors that influence decision-making around health. You will consider individual, sociocultural and political factors such as risk-taking behaviours, socioeconomic status, education, gender, laws and the physical environment with reference to their influence on people's ability to make good decisions in relation to health and wellbeing. You will also investigate the conditions that create an environment that is supportive of health.

Healthy eating is one way to promote good health.

on Resources

📽 **eLesson:** Promoting healthy, safe and active communities (eles-2970)

📄 **Digital doc:** Key terms glossary (doc-29337)

ESSENTIAL QUESTIONS

What influences the decisions we make about our health and risk behaviours?
How can we increase our individual empowerment and be able to take more control over our health?

SYLLABUS OUTCOMES

A student:
- researches and appraises the effectiveness of health information and support services available in the community (PD5-2)
- critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity (PD5-6)
- plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities (PD5-7)
- designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity (PD5-8)
- assesses and applies self-management skills to effectively manage complex situations. (PD5-9)

8.2 Influences on health decision-making and risk-taking

Individual and political factors together with sociocultural influences all affect your health decisions and risk-taking.

8.2.1 Factors influencing health decision-making

Many Australian children and young people enjoy good health, and a healthy safe lifestyle. However, several groups of people within Australia do not experience a level of health as good as that of others. Which groups experience lower levels of health? What is the impact of inequities in the health levels of particular groups of people?

What factors influence the decisions young people make about their health and risk-taking behaviours? View the advertisement in the **Death Blooms** weblink in the Resources tab and identify the positive and negative behaviours around road safety demonstrated by the characters in the advertisement. Discuss the significance of the title 'Death Blooms'.

The contextual factors that influence the decisions young people make about their health are linked to the social and economic environments in which they live. People who are disadvantaged because they come from environments where there is little money, poor access to healthcare, low levels of education, high unemployment and poor physical, social and emotional support are more likely to have poor levels of health. These disadvantages limit people's choices and their ability to make good decisions relating to health.

Some of these factors are not within a young person's control, such as their family's wealth, their cultural background and the environment in which they live. There are, however, a number of factors over which young people can have some control to help them make better decisions for their health. For example, the extent to which young people allow their peer group to influence their attitudes and their participation in risk-taking behaviours, or whether they choose to engage in regular physical activity is within their control. The choice of food eaten is a factor somewhat in the control of young people. For example, when they go out with friends, they are more in control of their food choices than when they are at home, eating with the family.

We can all learn to make better choices about our health and safety. For young people, developing the necessary skills such as positive communication, assertiveness and negotiation is an important step towards making healthier choices in all aspects of life.

Making decisions about your health is not always easy because there are many factors to consider.

Generally, the more disadvantaged people are, the poorer their level of health.

On Resources

🔗 **Weblink:** Death Blooms

8.2.2 Individual contextual factors

The level of knowledge people have about health and the importance they place on their own health and the health of others impacts on the decisions they make. Young people who have been educated about safe sex behaviours, for example, are better able to make decisions to prevent sexually transmitted infections than those who don't have this education. Additionally, those who have developed positive communication and negotiation skills are more likely to make good decisions about their sexual health and their personal safety within sexual relationships.

Young people have some responsibility in determining their level of health. Keeping active by belonging to a swimming club, for example, can benefit both physical, mental and social health.

There are other factors that contribute to health decision-making. The level of support young people receive from their family and peers, access to further information and health services, and the ability to interpret health information are some factors that can influence young people's decisions.

Young people's values are also a significant factor in influencing the decisions they make about their health and safety. Your values are formed through your interactions with others, your experiences within your community and what you are taught to value by your parents, family and teachers.

Some values are viewed by society as core values, such as respect, responsibility, cooperation, fairness, participation and integrity. Young people who

Your knowledge, skills, values and attitudes affect the decisions you make about your health — for example, deciding to catch a cab or Uber home after a party rather than risking driving after one or two drinks.

have these values are more likely to consider the consequences of their behaviours for others and themselves. They are more likely to choose behaviours that are responsible and respectful. When young people take responsibility for themselves and respect others, they are less likely to choose risky behaviours such as drink-driving, unprotected sex or alcohol abuse. The values that young people hold influence other health-related decisions such as the levels of physical activity or food choices they make.

DID YOU KNOW?

The number of people aged 12–24 who have experimented with drugs continues to fall. In the 18–24 age group, only 28 per cent had tried drugs in 2016, down from 37 per cent in 2001. The average age at which people first tried an illicit drug is also rising — to 19.7 in 2016, the oldest age of initiation since 1995.

8.2 Activities

What influences your decisions?

1. In groups of three or four, read the following scenarios and identify what you would do in each case.
   (a) You are at a party with friends and someone offers you a pill and says it will make you feel good.
   (b) You go out on a first date with someone you have liked for a while. Your date pressures you to have sex that night.
   (c) You have your provisional licence (P plates) and you are driving to a party with some friends. They tell you to drive faster.
   (d) Whenever you spend time with friends, your partner hassles you about who you are with and where you are all the time.
   (e) You think you or your partner might be pregnant.
   (f) Your best friend asks you for support to get in shape by going on a healthy diet and doing regular exercise together.
2. Identify the contextual factors that influenced your decisions in each scenario and explain them to the group.
3. Identify and explain the contextual factors and influences in your life that have an impact on the decisions you make about your health.
4. Imagine that one of your good friends has recently moved to a small country town because their mum took a new job. While this is great news for your friend's mum, your friend is not looking forward to the move. They are anxious about moving to a small town, starting at a new school and making new friends. Write a letter to this friend with some advice about how they can keep mentally and physically healthy during this time of change. Some ideas you could mention include sleep, physical activity and mindfulness, but come up with your own advice too.

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on Resources

Digital doc: Worksheet 8.1 How do you support your health? (doc-29330)

8.2 Check and challenge

Explain

1. Identify and explain contextual factors that influence health decision-making.
2. Identify and explain factors that can impact on young people's decisions about sexual health, diet, physical activity, road use, drug use and access to support services.

8.3 Sociocultural and political influences on health

'Sociocultural' factors that can influence health relate to the social and cultural conditions you may experience. These include socioeconomic status, relationships, social expectations of gender and family influences such as cultural background and lifestyle. Political influences relate to how legislation impacts on your health decisions and outcomes.

8.3.1 Sociocultural factors

Sociocultural factors that have an impact on people's ability to make positive decisions about their health include their family, peer group, gender and culture.

Family is a very significant influence on young people's decision-making. Young people generally see their parents as a very reliable source of information on a range of topics including education, career decisions, relationships and health. Family expectations about what is appropriate behaviour are also an important factor. Usually our family members are those we respect most and are very important to us. The culture, lifestyle and values of the family are significant factors that influence the health of young people and the knowledge they take into adulthood.

A person's cultural background and religion can influence their decisions about diet, level of physical activity, sexual activity, ability to access support services and attitudes to drug use. New immigrants tend to be influenced more by their own culture than immigrants who have lived in Australia for a number of years.

Aboriginal and Torres Strait Islander peoples have strong family and cultural values.

Sociocultural influences on health include family, religion and sports or hobbies.

People of Indigenous background often make different lifestyle and health-related decisions based on their cultural values. In traditional Indigenous communities, elders teach important traditions and pass on their skills, knowledge and personal experiences to the younger people. They educate children about the way of life of their people. Indigenous communities have strong family values which may influence their decisions about diet, levels of physical activity and risk-taking behaviours.

Gender is a significant influence on young people's decisions about their health.

Gender and societal expectations are factors that also have a significant impact on the decisions young people make about their health, and gender stereotypes can influence young people's beliefs about how they should behave and relate to others. Research shows that young men are more likely to take risks with their health and safety than young women. Young men also have higher rates of injury, violence and car accidents, revealing greater risk-taking behaviours, which include binge drinking, driving at speed, driving more powerful cars, having sex with multiple partners and a greater likelihood of being drug- or alcohol-affected during sexual encounters.

Gender stereotypes can also have a negative impact on young women's health. Social media trends and the print, television and online media's common portrayal of female beauty being synonymous with being thin, for example, influence girls' self-image and contribute to higher rates of eating disorders in young women.

Your peer group can have a positive or negative impact on decisions about your health and risk-taking behaviours. If your friends are caring and supportive, and they value health and respect the rights of others by being responsible, then they are more likely to have a positive influence on your decisions about your health. Unfortunately, within some peer groups people are not supportive of each other. They engage in risky behaviours such as binge drinking and unsafe road behaviours and may encourage others to do so too.

Stereotypes are reinforced in the media and by social media and can have an impact on young women's sense of self, body image and health decisions.

8.3.2 Political factors

Political influences by way of taxes and legislation can impose certain restrictions on choices we make. These are generally intended to be for the benefit of society and to help us to make good health-related decisions. For example, a high rate of tax is applied to cigarettes and other tobacco products; goods and services tax (GST) is levied on fast food and many processed or packaged food items in supermarkets, but there is no GST on fresh produce. Such measures can influence and encourage healthier lifestyle choices. Laws and government regulations are designed to protect people from unsafe behaviours and keep the community as a whole safe. The law plays a significant role in influencing people's decisions and this in turn impacts on their safety and that of others. For example, many young people choose to wear their seatbelts and do not drink alcohol before driving because they are required to do so under the law.

Age limits on alcohol purchases and consumption restrict young people's access to alcohol and make it more difficult for them to frequent places where alcohol is sold.

The age of consent law in New South Wales was introduced to protect young people from being taken advantage of sexually by older people. It is illegal in New South Wales to have a sexual relationship or engage in sexual acts with a person under the age of 16 years. The age of consent law is also designed to prevent young people from making decisions about their health that they may not yet be ready to make.

Anti-discrimination legislation protects people from discrimination, harassment and **vilification**. It reinforces the message that treating someone unfairly because they are different is unacceptable in our society. This legislation is the basis for many policies and procedures that are adopted in workplaces, including schools, to ensure that people are empowered to make the best decisions about their health and wellbeing.

Local governments are involved in promoting healthy environments for people to live and play in. These governments are responsible for providing and maintaining local infrastructure, sanitation and sewage, waste disposal (weekly garbage collection) and the upkeep of parks and recreational facilities.

Many laws and government regulations are designed to keep people safe.

Laws exist to protect people. The consequences of breaking the law can be serious.

8.3 Activities

Family and cultural influences

1. With a partner, discuss the following questions.
   (a) How do your parents' expectations about your behaviour influence the decisions you make about your health, such as your diet and alcohol use?
   (b) When you go out with friends, is your family a factor in your personal safety plans? (Would your parents encourage you to call them if, for example, you needed a lift home from a party?)
   (c) Has your family influenced your participation or non-participation in physical activity? Explain.
   (d) How does your family provide support or advice about the health or medical services you access?
   (e) Describe how your cultural background has influenced your decisions about your health and risk-taking behaviours.

Gender and health

2. In small groups or as a class, discuss the following questions.
   (a) Explain how gender stereotypes influence young people's decisions about their health.
   (b) Do you think the decisions young people make about their health and their behaviours are influenced by gender? Explain.
   (c) How does gender influence access to health services or getting information about health?
   (d) Do you think gender has an impact on risk-taking behaviours in young people? Explain.
   (e) Does your gender influence *your* decisions and risk-taking behaviours? Explain.
   (f) Explain why gender stereotypes can have a negative influence on young people's health.
   (g) Propose some strategies for young people that challenge gender stereotypes and the impact of gender on young people, so they are better able to make good decisions about their health and safety. Role-play some of the strategies in class.

on Resources

📄 **Digital doc:** Worksheet 8.2 Reducing risks on the road (doc-29331)

8.3 Check and challenge

Explain

1. Identify sociocultural factors that impact on health.
2. Explain how peer groups might influence risk-taking by using an example.
3. Explain a law designed to influence health in a positive way by using an example.

Elaborate

4. Describe how family influences can assist in health decision-making.
5. Use an example to identify how a person's cultural background may influence food choices.

Evaluate

6. Use the **Gender stereotypes in children's toys** weblink in the Resources tab to view the video exploring the gender stereotyping of toys offered to young children. Can you identify the ways that children are gender-stereotyped by the adults in this clip?

on Resources

🔗 **Weblink:** Gender stereotypes in children's toys

8.4 Community influences on health behaviours

A number of factors can affect the health of people in the community. In this subtopic you will explore how the context of people's lives contributes to their health. You will look at why community health programs are vitally important and consider the health of your own community.

8.4.1 Context of health

Each **community** plays an important role in the health of individuals. Communities are groups of people who are linked by a common social structure and provide a sense of belonging to their members. Communities can influence health by providing and promoting services to individuals, providing opportunities for individuals and groups to make connections, and encouraging healthy and active lifestyle choices. People may belong to communities based on location, religion or belief, cultural background, interests and hobbies, or education.

Think about how your local community encourages or discourages the health of the individuals in it. What about your school community?

Community yoga class

8.4.2 Determinants of health

The health of individuals and communities is affected by many factors. These include:

- where we live
- what the physical environment is like
- genetics
- how much we earn
- education level
- our relationships with friends and family.

Surprisingly, access to and the use of healthcare services often have less of an impact on a person's ability to be healthy. If individuals require healthcare services such as doctors, dentists, counsellors or

What types of factors affect your health?

psychologists, they will usually seek them out. It is the more immediate behavioural and contextual factors that can greatly determine the health of individuals and communities.

Health is influenced by the context of people's lives. The **determinants of health** include the social and economic environment, the physical environment, and the person's individual characteristics and behaviours. Individuals are unlikely to be able to directly control many of the determinants of health.

The World Health Organization has identified the things that make people healthy or not.

Gender	Different diseases are experienced by males and females
Health services	Access to and use of services for prevention and treatment
Income and social status	Higher income and social status are linked to better health
Education	Poor health is linked with low education levels, more stress and lower self-confidence
Physical environment	Water and clean air, healthy schools, safe houses, communities and roads
Employment	People in employment are healthier
Social support networks	Greater support from families, friends and communities is linked to better health
Culture	Customs and traditions, and the beliefs of the family and community, all affect health
Mental wellbeing	Overall mental wellbeing is important for health

8.4.3 Individual behaviours that influence health and wellbeing

Individuals have control over many behaviours that can influence their health and wellbeing. Some people might consider 'health' to be solely about nutrition and exercise, but many other areas can determine how healthy a person is.

- Physical activity is important for maintaining good health because it reduces cardiovascular risk factors, protects against some forms of cancer, strengthens the musculoskeletal system, and improves mental wellbeing by reducing symptoms of depression, stress and anxiety. Through these improvements, self-confidence, self-esteem, energy levels, sleep quality and ability to concentrate all increase.
- Nutrition is a protective factor against many diseases including coronary heart disease, hypertension, stroke, type 2 diabetes and many forms of cancer.
- Overweight/obesity can impact an individual's psychological wellbeing, increase their risk of developing cardiovascular conditions, asthma and type 2 diabetes, and can be associated with social isolation and lower income opportunities throughout life.
- Sun protection helps to reduce the risk of melanoma. By adopting skin cancer prevention measures, such as wearing sunscreen, a hat, a shirt that covers your skin, sunglasses, and sitting in the shade during the highest UV danger parts of the day, you can significantly reduce your chances of experiencing sun-related skin damage and cancer.
- Substance use (smoking, alcohol and other drugs) can cause a range of health and social problems, both in the short term and longer term.
- Sexual health can be protected by the knowledge and use of safe sexual practices to prevent STIs and contraception to prevent pregnancy.

- Injury prevention campaigns can reduce the impact of incidents such as injuries caused by road accidents, assaults and poisonings.
- Mental health can significantly impact a person's physical health and vice versa.

Complete the **My health** worksheet in the Resources tab to look at your own health behaviours and explore ways you can adjust your lifestyle to improve your own health and wellbeing.

8.4.4 Other influences on the health and wellbeing of your community

Aside from the behaviours of individuals, other factors can influence the health and wellbeing of the community.

The environment can affect the health of the community.

- Environmental factors — these include access to locations that encourage or enhance physical activity such as parks, sporting ovals, recreation centres and sporting stadiums. The quality of the air, water, food and soil where people live are other important environmental factors that can affect health. For example, air pollution can make it unpleasant and unhealthy to exercise outside or even walk from place to place, limiting the choice of exercise options available in the community.
- A lack of access to fresh fruit and vegetables could also have a negative impact on food choices.
- Access to healthcare facilities in the community can increase the ability of people to access preventative health programs and seek medical care when needed.
- Community factors — support services, family cohesion, social networks and community participation all contribute to an individual's social health. How you connect with others and the relationships and support networks you have can determine your social wellbeing.
- Socioeconomic factors — such as where you live, level of education, employment and income levels. These can affect the access you have to certain health services, medicines and treatments that aid in keeping you healthy.
- Education can determine the knowledge you have in relation to your own health. For example, knowledge of the health issues associated with smoking and drug use can discourage young people from using these substances and thereby improve their health.
- Income levels can determine the level of access you have to health services, and the types and quality of services to which you have access as well as the types of foods you can afford to buy and the forms of physical activity you can access.
- Cultural factors — how engaged you are in your local community and the opportunities provided by the community for engagement affect your health. Cultural factors may limit an individual's access to physical activity, or encourage them to participate actively in sport. Culture can also influence the types of food you eat.
- Health factors — such as attitudes, beliefs and knowledge of physical activity, eating habits, smoking and alcohol consumption, and vaccinations to prevent communicable diseases.

8.4.5 Access to community health resources

Government has always had an important role to play in public health. This role has involved funding and regulation of health services such as hospitals and protecting the public from health issues such as the spread of infectious diseases, but increasingly it is also focused on promoting health in the community. This focus aims to prevent illness, particularly lifestyle-related conditions such as obesity and type 2 diabetes. Through prevention-related measures we see local governments taking some responsibility for creating healthier communities.

Community health resources are any facilities, funds (money), people and materials that can be used to provide healthcare and health-promoting services to the local community. These resources and services aim to improve the health and wellbeing of local communities by encouraging people to take an interest in their own health and participate in behaviours that promote good health for all. Healthcare providers such as doctors provide care to individuals, education programs aim to promote the prevention of lifestyle-related illnesses, and the development of healthcare programs and activities aims to improve social and physical environments in the community.

Support for marginalised groups in a community

It is an unfortunate aspect of society today that **marginalisation**, **prejudice**, harassment and **homophobia** still impact negatively on the health and wellbeing of some individuals and communities. Indigenous Australians, minority ethnic groups and those in the LGBTQI community may be affected by stereotypes and negative expectations from within the community. Can you think of some other groups in your community that would experience such negative attitudes? How would this make these people/groups feel? Do you think these stereotypes influence the way you think, behave and act?

Make a list of the words that come to mind when you think of the stereotypes around certain popula-

Discrimination negatively affects people.

tion groups, e.g. disabled people, those who identify as LGBTQI, Indigenous Australians and those from culturally diverse backgrounds. Use the **Mainstreaming Disability** weblink in the Resources tab to view a Ted Talk by Dylan Alcott. After viewing the Ted Talk, rewrite your list of words associated with the stereotyped groups. Which of these could be used to break down common stereotypes of marginalised groups in society?

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on Resources

🔗 **Weblink:** Mainstreaming Disability

Can everyone in all communities access these health resources? For the marginalised in our community, access to healthcare is complicated by factors such as a lack of safe or adequate housing, inadequate access to financial support, education or employment, and in some cases a mistrust of health services. Other barriers such as language or culture can restrict access to health services for some Australians. People, or groups of people, who are pushed to the fringe of society by others in the community, and those who are different from the perceived 'norm', are considered to be marginalised. The marginalised in your community could include Indigenous people, cultural/ethnic groups, seniors, youths, people who are a minority in terms of their sexual orientation or gender identity and people with a disability.

Can you think of any other groups who might be considered marginalised? What factors do you think contribute to the situation of marginalised people? How is their health affected and why?

Table 8.1 outlines how members of the community become disadvantaged.

TABLE 8.1 Five types of disadvantage

Domain	Indicators
Social stigmatisation (disapproval)	Being part of more than one stigmatised group, such as being Indigenous, a single parent who relies on welfare, having a disability, not being in paid employment
Early life disadvantage	Having divorced parents, parents who are unemployed, not finishing school, leaving home early
Financial hardship	Relying on government income support, having little or no wealth, low income, high financial stress, having unfavourable debt such as credit card debt
Poor health	Suffering chronic health problems, poor physical and/or mental health, poor health choices
Social isolation	Having poor relationships, little social support, few social contacts

Source: Based on Cruwys, T., Berry, H., Cassells, R. et al., *Marginalised Australians: characteristics and predictors of exit over ten years 2001–10*, University of Canberra, table 2, 'Marginalisation — five domains of disadvantage', p. 10.

Compared to those in the community who are not disadvantaged, marginalised/disadvantaged individuals or groups:

- have much poorer physical and mental health
- are more likely to have chronic health problems and to report poor physical health
- report fewer social contacts and a lower number of people upon whom they can rely
- are more likely to receive income support (particularly the Disability Support Pension, Newstart unemployment benefits or Parenting Payment Single) and are reliant on this support for most of their income.

Access the **Invisible Discriminator** weblink in the Resources tab to investigate the state of discrimination and community attitudes towards Indigenous Australians. Watch the included 'Invisible Discriminator' video, outlining the psychological effect that subtle racism has on Indigenous Australians. What impact did this video have on you?

Now use the **Multicultural communities** weblink to watch a clip that explores the impact that racial and cultural discrimination can have on a person's mental health. Given our multicultural society in Australia, complexities of identity can arise and this weblink highlights the fact that many people in Australia identify with a number of communities.

Finally, use the **Homophobia has no place in society** weblink to watch a short documentary on homophobia in Australian Rules football (AFL).

On Resources

🔗 **Weblink:** Invisible Discriminator
🔗 **Weblink:** Multicultural communities
🔗 **Weblink:** Homophobia has no place in society

Use the **Youth community health services** weblink in the Resources tab to examine a range of health-focused programs for young people and their families in a local community.

8.4 Activities

Media watch

1. (a) Find an online article, newspaper or magazine report about a marginalised group in your community.
   (b) Compare the class collection to see the different marginalised groups in your community.
   (c) Discuss why these people or groups are marginalised and what you could do to support them.
   (d) What social and economic factors can you identify that affect the health of these people/groups?

Investigate and create

2. (a) In pairs, investigate community health resources in your area. Find out what they offer, how accessible they are (location, cost, etc.) and who accesses them.
   (b) Create a brochure to distribute at the local council outlining services in the community, *or* create an app outlining these services. If creating an app, consider:
   - what the app will be called
   - what the app link will look like
   - the features of your app.

Growing up poor

3. (a) Access the **Growing up poor** weblink in the Resources tab to watch the *Four Corners* episode 'Growing up poor'.
   (b) As a class, discuss your reactions to this community.
   (c) Do you think they are happy living in their current circumstances?
   (d) Have they done anything to change their circumstances?
   (e) What can the people in this community do to change their circumstances?

Program improvement

4. Investigate a local youth community health program. What could you change about the program to:
   - make it more attractive to young people in your local community
   - include a wider range of young people and make it more inclusive for those involved
   - make it more accessible to young people in your community
   - promote the program in a variety of ways to ensure a greater audience is captured?

8.4 Check and challenge

Explain

1. What cultural groups can you identify in your community?
2. How is income and social status linked to better health?

8.5 Empowering people to get healthy

Empowering individuals and communities enhances wellbeing by giving people more control over their own health and health concerns in the areas where they live. Empowering people to make better decisions for their own health means giving them knowledge and resources to better understand and address health issues.

8.5.1 Empowering for health and wellbeing

It is important that a shared approach — with individual and community action — is undertaken if young people's health is to improve and inequities in health are to be overcome. Creating circumstances that empower people and communities to make positive health decisions are crucial to improving health. How do we achieve this?

Road safety campaigns such as 'Get your hand off it' (2013) and 'Look out before you step out' (2016) help to give young people knowledge and skills to take control over their own health and decisions that impact on health.

The 'Get your hand off it' campaign aims to address the excuses that many young drivers come up with to explain their illegal use of mobile phones while driving. While many young people agree that it is dangerous to use a mobile phone while driving, large numbers of people still do it and risk serious health consequences. This campaign and others like it empower young people to change their behaviours and attitudes towards road safety by providing information about the consequences of driving while distracted. Crash data from New South Wales reveals that despite awareness about the use of mobile phones being illegal when driving, the use of a mobile phone contributed to many road crashes. Between 2010 to 2014 there were 236 crashes including seven fatal crashes and 116 injury crashes where a mobile phone was considered a contributing factor. In 2017, 42 000 drivers received a fine from NSW Police for using a mobile phone when driving.
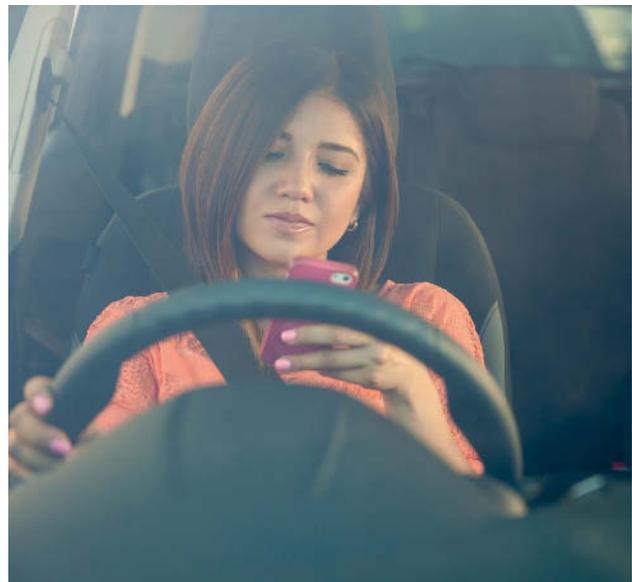
Use the **Get your hand off it** weblink in the Resources tab to view the campaign video. Is driving while using a mobile phone acceptable to you? Do you think campaigns like this make a real difference to people's attitudes and behaviours around road safety?

The 'Look out before you step out' campaign is aimed at pedestrian safety. This campaign is aimed at pedestrian safety and particularly at young people who use phones/earphones while walking on or near roads.

Its main messages are to look out before you cross the road, and be aware when you are crossing. Use the **Look out before you step out** weblink in the Resources tab for more information.

on Resources

🔗 **Weblink:** Get your hand off it
🔗 **Weblink:** Look out before you step out

8.5.2 Empowering individuals

For health promotion to be effective, people need to be empowered. **Individual empowerment** means giving people more control over health issues that directly affect them.

Supporting young people to modify their behaviours is the responsibility of family, friends and the community as a whole. The first step is ensuring young people get reliable information about all aspects of their health, but this alone is not enough. People need more than information to make positive health decisions. Young people's attitudes, values and beliefs will influence how they use their knowledge to make good decisions.

Young people need a variety of skills in order to make positive health decisions.
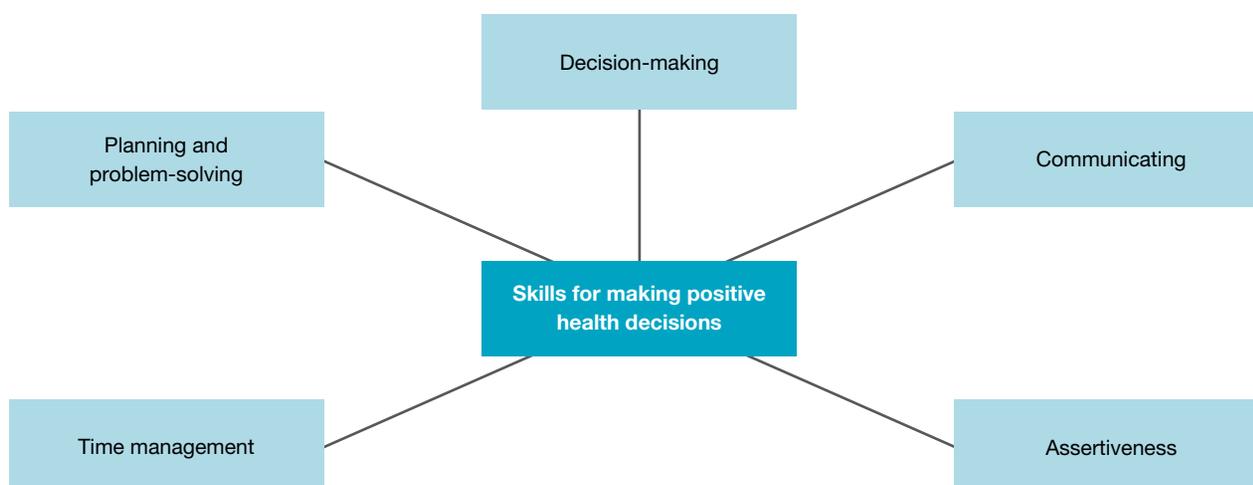
These skills are best taught through learning opportunities at school, work and within the community. Young people can make better decisions about their health when they are:

- provided with accurate information — for example, information about types of contraception, healthy eating, road safety and e-safety.
- involved in decisions about their health and community health issues
- encouraged to make healthy choices

- provided with an environment that makes it easier to make healthy choices
- provided with support from family and friends
- provided with youth-friendly services and medical support
- encouraged to seek help when they need it
- given the opportunity to learn the skills needed to make good decisions about their health and safety.

Can you think of some ways that young people can make good decisions that help to keep themselves and their friends safe online? Make a set of guidelines to assist young people to be safe online.

8.5.3 Empowering communities

The extent to which different sectors participate in strategies to promote health is determined by local needs and the recognition of community health problems and safety issues. **Community empowerment** is very important in supporting people's health. Community empowerment is the result of individuals and organisations working together to address an identified problem.

People feel empowered when they are part of a shared approach to achieving positive health outcomes. An example of shared responsibility is demonstrated by the community's response to the increasing issue of overweight and obesity among children, putting them at risk of a range of medical problems, such as type 2 diabetes and heart problems.

One significant action to address childhood overweight and obesity rates has been the development of the Healthy School Canteen Strategy, a joint initiative between NSW Health and the Department of Education. Over the three-year period from 2017–2019, all public schools in New South Wales are required to transition to this health-promotion program. The strategy aims to improve healthy food choices for children and young people at school. It provides a framework for schools to take action and make changes to the food provided in their school canteen, in order to support the health of both students and staff. A range of practical resources has been developed to support schools to effectively implement this program. Students are empowered by this initiative as they are given skills and resources to make healthy choices about the food they choose at the canteen. These skills will also transfer into scenarios outside of school. Empowerment of the whole school community is promoted as all staff and students are working together to achieve the same goals. It is easier for students to make healthy choices with the support of the whole community.

Communities can be defined in terms of a geographic area or in terms of identified groups. Communities play an important role in supporting people's health.

The NSW Healthy School Canteen Strategy is an example of community action to improve the health of children and young people.

There are many initiatives that target health issues within different communities. Examples of community actions include:

- local councils building bike and walking paths to encourage people to be physically active
- media advertising campaigns targeting safer road use
- Clean Up Australia Day
- the National Heart Foundation, supporting healthy food habits
- providing pamphlets to young people about available health and medical services
- youth-friendly general practitioner programs
- the Asthma Friendly Schools project
- developing community recreational facilities.

There are many initiatives that target health issues within different communities.

DID YOU KNOW?

A bullying awareness campaign on cereal boxes assisted in doubling the number of calls about bullying to Kids Helpline in three months. It is believed that greater awareness of the Kids Helpline service, combined with an increased understanding that bullying should not be tolerated, were two factors that led to the significant increase in calls.

8.5.4 Aboriginal and Torres Strait Islander peoples — family and community

Understanding, appreciation and respect for Indigenous Australians and their cultural beliefs and values is important within Australian culture and local communities. The marginalisation of Indigenous Australians is an ongoing issue in Australia and must be addressed if we are to move forward as a community and be inclusive of all. Aboriginal and Torres Strait Islander peoples have a complex system of family; their family relationships are the core of Indigenous kinship systems that are central to the way culture is passed on and to how society is organised. Learning more about how Indigenous communities relate to each other, work together and their spiritual beliefs is the first step in being inclusive and respectful.

Aboriginal and Torres Strait Islander peoples use ceremony and storytelling to strengthen the community.

In Indigenous culture, elders teach important traditions and pass on their skills, knowledge and personal experiences to the younger people. They educate children about the way of life of their people. In Indigenous societies, elders are treated with respect. Indigenous communities have strong family values. 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.

In Aboriginal and Torres Strait Islander culture, storytelling makes up a large part of everyday life. Storytelling is not only about entertaining people but is also vital in educating children about life. Through stories, children are taught about how they should act and behave, and knowledge is passed down about everyday life. Stories are also used to explain historical events, laws and spirituality. Storytelling ensures that Aboriginal and Torres Strait Islander heritage is passed on to the younger people.

Celebrations held in local communities aim to counter negative attitudes towards certain people or groups in the community by showcasing the many cultures and groups that form Australian society. An important way to promote respectful and healthy communities is for every group in our community to be recognised. Embracing the positive aspects of each culture will help ensure a rich and inclusive community.

8.5 Activities

Individual action

1. Identify the aspects of your health that you could improve. Consider mental health, physical health, sexual health and social health.
2. Identify the skills and information you need to make better decisions about your health.
3. Investigate sources of information available to you in your local area regarding young people's health.
4. Which sources would be useful for you to obtain information about your health?
5. Identify barriers that you may encounter when trying to improve your health.
6. Propose strategies to overcome these barriers that will support you to behave in a healthy and safe way.
7. Identify ways in which you could support the health of your friends.

Community action

8. As the issue of low physical activity and high body weight have both been recognised as health problems of Australian young people, plan a school community initiative that would help reduce these health issues.
   In pairs, make a poster or video advertising campaign to promote this student-run initiative. You will need to consider who the program would be aimed at, any fundraising that would be needed, how the students will be involved and any adult involvement needed. Examples could include a walking school bus or a lunchtime walking or exercise group.

Strategies for healthy eating and food selection

9. Complete the **My food diary** worksheet in the Resources tab. Then use the weblinks **Australian Guide to Healthy Eating** and **Eat for Health** in the Resources tab to plan a menu for one day's food intake for the following case study.
   Joanna is a 24-year-old university student who plays competitive sport three or four times each week. She drives to university, but is very active throughout the day as her lectures are spread all over campus. Joanna shares a house with three of her friends and she likes to go out with them on weekends.

Australian Government online safety programs

10. Use the **Office of the eSafety Commissioner** weblink in the Resources tab to view the film *Game On*, then complete the Game On worksheet from the website.

8.5 Check and challenge

Explain

1. Explain how individuals can improve their ability to make good decisions about their health.
2. Identify and explain the inequities in the level of health between individuals and communities.

Elaborate

3. Describe how communities can support people's health.

Evaluate

4. Use the **Dark side of tanning** weblink in the Resources tab to view the Cancer Institute NSW health campaign highlighting the damage that can be done to your body before sunburn occurs. Propose two strategies to support this campaign for both the individual and the community.

8.6 Creating environments that support health

Creating environments that positively support health is in everyone's best interests.

8.6.1 Your environment

Most students adapt their bedrooms to reflect their likes, interests and study routines. Walls may be lined with posters, and a desk, computer, books and other items might be arranged in a particular way. By decorating and arranging your own room, you can feel supported and equipped to address the tasks at hand. In the same way that a supportive environment helps us work, study and relax at home, a supportive wider environment is important in enhancing health by providing a safe environment to make good decisions for health. This includes environments that make it easy and safe to participate in physical activity, make healthy food choices and ensure that decisions around sexual behaviours are made with knowledge and support.

Both individual and community actions are necessary to promote the health of young people. Use the **Smoke-free cars** weblink in the Resources tab to read the fact sheet on smoke-free cars. How does this law help to 'develop a supportive environment' in relation to health?

8.6.2 Advocating for positive health

Individuals not only have the ability to promote their own health, but they can also influence the health of others through **advocacy**. Advocacy is the act of championing or arguing for a particular issue or cause. Students can advocate for issues within their school — for example, healthier food in the canteen, diversity in the physical activity opportunities offered (so all students feel supported to be physically active) and safer school playgrounds.

Creating supportive environments is a key element of positive community health. It is certainly easier for people to make good health decisions if the environments in which they live, work and play are supportive of achieving good health. People are more likely to engage in regular physical activity, for example, if there are established sites to use such as parks, recreation centres, community pools and cycle paths, and opportunities to engage in activities such as lunchtime yoga classes at workplaces.

Schools, local government, workplaces, health services, the media, family and support groups can all play an important part in providing supportive environments that enhance health. Examples of strategies that contribute to the establishment of supportive health environments include:

Communities can implement initiatives such as providing shade areas at schools and no-smoking policies that support a healthy environment.

- non-smoking areas in public places
- local government policing of rubbish-dumping
- the establishment of exercise groups
- businesses hiring corporate fitness companies to run physical activities for employees during lunch hours
- advertising campaigns in the media to promote health such as activity, healthy eating and positive mental health
- health education at school
- information and education campaigns by specific organisations such as the Cancer Institute
- the provision of youth-friendly recreation areas and local sports competitions
- the provision of shade areas in schools and recreation areas.

8.6.3 Supportive environments

One aspect of creating environments supportive of health is promoting strategies and actions that help people achieve their health goals in a safe and positive way. Supportive environments can be established within a school or community. They can be physical environments or places, for example, playgrounds or sporting facilities that encourage physical activity or a healthy canteen that makes it easier and cheaper to make healthy food choices, or a social environment where support is offered for people to go outside their comfort zone to achieve a better health outcome. Individuals can also establish their own supportive environments by creating personal support networks of trusted people. Having emotional, social and

Support groups help people improve their emotional and social health, which can enable people to then improve their health behaviours.

sometimes financial support from trusted people can have a significant impact on people's ability to make positive changes to their health behaviours. There are also many established community support groups and

counselling services designed to help people make positive changes for their health, including Alcoholics Anonymous, Narcotics Anonymous, Weight Watchers, Headspace and Relationships Australia.

Strategies to create a positive environment include:

- creating physical environments that make it safe and appealing to exercise, for example well-lit and maintained walking and bike paths that encourage people to walk, run or ride their bikes
- promoting discrete community services that address sexual health issues so that young people are not embarrassed about attending to receive the care they may need
- ensuring services provide translations of written information or ensuring services provide an interpreter, if required
- educating workers in health services about cultural sensitivities, making it more welcoming for all people to attend health services
- establishing links between local services and schools so young people can access relevant information
- educating school counsellors and PDHPE teachers about cultural sensitivities regarding accessing health services
- providing learning opportunities at school to improve awareness about sexual health, physical activity, cooking healthy meals and to develop skills needed to make better decisions for health
- creating a canteen at school where it is cheaper to buy healthy foods than unhealthy foods so that children are more likely to make the healthy choice
- removing sugary drinks from vending machines or the school canteen and replacing them with a water fountain that is free to use.

8.6 Activities

Identifying supportive environment practices

1. The following is a list of environmental areas that will concern you in one way or another. For each area, identify one aspect that supports your health and suggest one that could be improved to assist your health and that of others. The first has been done as an example.
   - Transport:
     – Use of bike lanes to keep motorists and cyclists apart
     – Installation of flashing lights in all school zones
   - Facilities for physical activity in your community
   - School
   - Restaurants and eating places
   - Entertainment
   - Medical
   - Sun protection
   - Peer group
   In small groups, choose one of your suggestions for improvement and debate its merit.
2. In small groups, prepare a short survey for the students at your school to determine the current levels of physical activity throughout the school day. Survey a number of students from a range of year levels and ask questions such as:
   - What do you do at lunchtime?
   - Are you physically active throughout the school day (e.g. recess and lunch)?
   - Are you involved in organised physical activities, such as sports training, during lunchtime?
   - What stops you from being physically active during lunchtime?
   - What would make you more likely to be physically active during lunchtimes at school?
   Once you have collated your survey results, as a class or group, come up with an initiative to increase student physical activity levels during lunchtimes. This could be presented to the student body or year level coordinators to be adopted throughout the school.
3. Using Google Maps or a street directory, research your local area (choose your postcode or area surrounding the school) to determine the facilities that provide opportunity for physical activity in the community.

8.6 Check and challenge

Explain

1. What is 'advocacy'? Provide an example of advocacy that supports positive health.

Elaborate

2. Identify how the school canteen can support your health.
3. Suggest how the playground facilities at your school could be improved to better support student health.

Evaluate

4. Evaluate the role of supportive environments in improving individual health.

8.7 Review

8.7.1 Summary

- Contextual factors that influence the decisions young people make about their health are linked to the social and economic environment in which they live.
- When young people value their health, they are more likely to make positive health decisions.
- Sociocultural factors that impact on health include family, peer group, gender and culture.
- Individual factors such as levels of education, risk-taking behaviours and dietary choices impact on the health of young people.
- The communities we are part of influence our health.
- Communities provide a sense of belonging that is important to health.
- Political factors such as laws and government regulations (e. g. wearing seatbelts) are designed to protect health and keep people safe.
- The amount of money people have influences access to healthcare and people's ability to improve their own health.
- People from low socioeconomic families have poorer health and more chronic health conditions.
- The environment in which we live has an influence on our health through education and employment opportunities, the physical resources available to promote health, and the climate.
- Marginalised groups may include Indigenous people, homeless people, minority cultural and ethnic groups and people with a disability.
- Marginalised groups are often negatively stereotyped by society.
- Marginalised groups tend to have poorer health and require greater support services to achieve better health outcomes.
- Health outcomes are improved through empowerment.
- Individual empowerment in the health context refers to an individual's ability to make decisions about or have control over their health and wellbeing.
- Community empowerment results when individuals and organisations work together to address an identified problem.
- Advocacy is the act of championing a particular issue or cause. It is an important element in individual and community empowerment.
- Creating supportive environments can substantially improve individual and community health.

8.7.2 Key terms

advocacy the act of championing or arguing for a particular issue or cause
community group of people living or working in the same place or environment and acting collectively in the areas of social values and with shared responsibilities
community empowerment when individuals and organisations work together to address an identified problem
determinants of health factors that affect how healthy you are
homophobia encompasses a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual, transgender or intersex
individual empowerment an individual's ability to make decisions about, or to have control over, their health and life
marginalisation the social process by which a person or a group of people become relegated to the fringe or edge of society
prejudice unfavourable opinions or feelings formed without reason, knowledge or thought
sociocultural factors factors that have an impact on people's ability to make positive decisions about their health including their family, peer group, gender and culture
vilification to say or write unpleasant things about someone or something, in order to cause other people to have a bad opinion of that person or thing

8.7 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. Describe individual factors that influence health decision-making.
2. Discuss the impact of sociocultural factors on people's ability to make positive health decisions.
3. Explain the connection between wealth and health.
4. Use examples to suggest how environment might impact on health.
5. What is individual empowerment? How can individual empowerment contribute to better health?
6. Explain what is meant by 'advocating for positive health'.
7. Use an example to illustrate how supportive environments positively impact on health.

on Resources

Digital doc: Worksheet 8.6 Key terms quiz (doc-29335)
Digital doc: Worksheet 8.7 Multiple choice quiz (doc-29336)
Digital doc: Key terms glossary (doc-29337)

TOPIC 9
Health information, services and support

9.1 Overview

9.1.1 Introduction

With so much information available about how you can improve your health, how do you determine which information to absorb and apply to your own life?

Health and wellbeing should be viewed holistically; that is, encompassing all aspects including the physical, emotional, cognitive/mental, social and spiritual. In our modern society there are a range of services and support structures available for people of all ages to promote health, safety, wellbeing and physical activity levels.

In this topic you will gain the skills to analyse health information products and services, look at ways to promote young people's rights to healthcare and support services and investigate media strategies, marketing and various influences that are associated with health issues that affect young people.

Do you know where to seek help and advice for health concerns?

ON Resources

🔗 **eLesson:** Health information, services and support (eles-2971)

📄 **Digital doc:** Key terms glossary (doc-29300)

ESSENTIAL QUESTION

How can we increase our knowledge of health, safety and wellbeing and understand the influences that may affect our ability to ensure we are able to lead healthy active lives?

SYLLABUS OUTCOMES

A student:
- researches and appraises the effectiveness of health information and support services available in the community (PD5-2)
- critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity (PD5-6)
- plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities (PD5-7)
- designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity. (PD5-8)

9.2 Health consumerism

There are many essential strategies for overcoming uncertainty and becoming a smart health consumer. The most important strategy is being able to read material and understand the most relevant information in it.

9.2.1 The importance of literacy skills

With the increasing amount of health information available to us, the need to make appropriate health choices is ever more important. What influences us when selecting health products and how can we better understand what is being offered?

It can be difficult to be an effective **health consumer**. Use the **Getting the brightest smile** weblink in the Resources tab to watch clips containing samples of health advertisements for teeth whitening. Analyse the advertisements in relation to how accurate you believe their claims are. Discuss as a class.

The first step in becoming a more discerning consumer is to develop **critical literacy** skills. This involves:
- learning to read for meaning
- analysing information in relation to its context
- applying this information without being unduly influenced by values or judgements within it — in other words, not accepting everything you see or hear as fact.

Learn to be critical when reading. Consider the underlying reason for the creation of the information and examine how the information is portrayed by the author. You may read an article, for example, supporting the decriminalisation of cannabis. The fact that the article is written by someone who suffers from HIV/AIDS and finds that using the drug eases their pain and suffering will influence their perception of cannabis, as well as what is and is not written about its effects.

Developing critical literacy skills will assist you to reflect on and evaluate the health information that is delivered through **media** such as television, newspapers and magazines. When looking at advertisements or products, consider carefully any claims that are made about the product. When a product declares that it has 25 per cent less fat, for example, you need to ask the question: 'With what other product is this comparison being made?' Or when someone promoting a new diet product states that they lost 12 kilograms in six weeks, you should ask whether such rapid weight loss is likely to be maintained in the long term and whether such a diet program is nutritionally sound. Being knowledgeable about health will make it easier to assess the accuracy and legitimacy of these claims.

We must critically examine products that claim to be 'low fat' if we are to make positive health choices.

Resources

🔗 **Weblink:** Getting the brightest smile

9.2.2 Assessing health information

One of the difficulties faced by health consumers is sifting through the large volume of health information available. At times, it may feel as though you are being bombarded with information and research from various sources. What you hear and see from these sources is sometimes conflicting, adding to the confusion and uncertainty faced by health consumers. For some young people, this can be compounded by health sources using technical medical language that is hard to understand.

If you have doubts about particular health information, it is worthwhile seeking a second opinion. Talk to a qualified person about your concerns. You may feel more comfortable talking to an agency that caters specifically for young people. Alternatively, you may want to read another reliable source to double-check the information. Being well informed will enable you to feel confident in the decisions you make and less anxious about the consequences of a poor choice.

You can determine the appropriateness and accuracy of health information in a number of ways. Be prepared to ask questions to clarify what you have read or what you have been told. When you are seeing a health professional, such as a doctor, write down the main questions you wish to ask beforehand, and ask the doctor to explain information again, or in a different way, to ensure you understand the advice.

Accessing information through credible sources is another strategy for dealing with uncertainty about the accuracy of information. Government departments and specialist health agencies, such as Family Planning or the Australian Drug Foundation, can be relied on to provide accurate and up-to-date information. Information from these groups can often be accessed through youth health centres, women's health centres, **general practitioners** (GPs) and other doctors or community health centres, in the form of pamphlets, brochures and factsheets.

Alternatively, most of these groups operate websites that offer information online. Other websites that focus on youth health have also been developed to provide information on the particular issues faced by young people. These websites have been developed in consultation with, or in some cases by, young people, so their language, format and presentation are youth friendly, straightforward and non-judgemental. Use the youth-specific health site weblinks in the Resources tab to explore some of these agencies.

The waiting room at a health centre or doctor's office can have a lot of useful information.

DID YOU KNOW?

For some young people, particularly those in rural areas who have difficulties accessing services or those who have concerns about visiting a health service, the internet is a preferred source of information because it is cheap, convenient and anonymous. In addition, information is often accessed through magazines such as online magazine *Dolly,* and print magazines *Cosmopolitan* and *Woman's Day*, which are just a few examples of popular publications that offer health advice. In recent years, a number of health-specific magazines have also been produced, focusing on particular issues or groups — for example, *Men's Health, Women's Health* and *Cosmetic Surgery*.

9.2.3 Analysing websites

Critical literacy skills can be particularly useful for examining the quality, authority and accuracy of information accessed through websites, where anyone can publish and promote a point of view, product or service. Rather than simply accepting what you see or read as true, start to ask yourself questions:

- *Who wrote the information?* Check whether the information has been written by a professional person, that their **credentials** are provided and that these credentials can be verified (for example, an article written by the head of the Australian Medical Association).
- *Is the information accurate and up-to-date?* Check when the information was posted and when the site was last updated. Can the information be verified by other sources?
- *Why was it written?* What were the reasons for the website being created? Look at the web address for guidance on whether the site was created for commercial or promotional purposes, government purposes or educational purposes.
- *Is evidence provided to support any claims made?* Be willing to question any claims that are made about the product or service. If evidence is provided, consider its validity. If there are claims that scientific studies have found particular evidence about the product, for example, you should ask questions such as: Were a large number of people studied? Was the study conducted by qualified professionals? Have other studies found similar results?
- *Is anyone likely to benefit financially from the information?* If certain services or products are being advertised, then the information will obviously be favourable towards them. A report on a particular brand of skin cream that is written by a researcher working for the company and published on their home page, for example, will be seeking to promote the product. Similarly, if the site is sponsored by a particular company, then the information could be biased.

9.2.4 Analysing popular culture

Critical literacy skills should also be applied to the messages presented in popular culture about health-related issues. Think, for example, about the messages conveyed in movies about drug use or sexual relationships. Are these images an accurate reflection of reality? Do they show both the positive and negative effects of behaviours such as smoking, drinking too much alcohol or having unplanned sex? Consider **social media** profiles and ask yourself 'Is it an informative perception of the influencer's real life and the health activities they participate in?' or 'Is it an accurate reflection of their level of wellbeing?' Learning to question these images, brands or celebrities and the information associated with them will help you to assess whether characters portrayed in movies, television, music and online provide useful role models for your own health decisions. At the same time, critically reflecting on how people are portrayed will allow you to challenge stereotypical expectations of young people's behaviour.

The health messages in popular culture should be critically analysed. Don't assume that everything you see on television, online or in magazines is true or relevant to you.

9.2 Activities

Health advertisements

1. (a) Use the **Isagenix** weblink in the Resources tab and choose a product pack to analyse. In groups of three, develop a set of criteria that could be used to examine the claims made about the chosen health product. Swap your criteria with another group.

   (b) Using the criteria provided to you by the other group, analyse the product's claims. Discuss how effectively the criteria allowed you to critically assess the claims made. Provide feedback on the developed criteria to the other group.

Using the internet for health information

2. In small groups, discuss the benefits and risks of using the internet as a source of health information. Identify strategies for reducing the risks associated with accessing information and advice online.

Evaluating a health website

3. Use the Healthy living **Fact sheet index** weblink in the Resources tab to access the Better Health Channel's health fact sheets index. You will need to navigate to the 'healthy living' section and browse by topics to find fact sheets for this task. Investigate three fact sheets that provide information that might be of interest to you. Write a one paragraph review about each sheet; discuss the ease or difficulty in accessing the information, your understanding of the information and how relevant the website might be to people wishing to increase their knowledge of specific health issues.

Evaluating news stories about health

4. Form groups of three. Identify issues from the news or current affairs programs that relate to health; for example, a new diet or cancer treatment. You can use the **Health report** weblinks in the Resources tab to view a clip discussing a health issue to help with your discussion. Evaluate how you establish the accuracy of the information and value to you as a consumer.

Gender messages

5. Visit the **Women's Health** and **Men's Health** weblinks in the Resources tab.
   Scroll down and simply view the main articles without clicking on any of the links. Observe the titles of each of them and what each article is about. What can you observe about the main ideas or messages on the *Women's Health* site compared to the *Men's Health* site?
   What kind of impact do these messages have for women as opposed to men? What kind of behaviours might it encourage or what is the message being sent about how women and men should be perceived as being?
   Does it have an impact on mental health and not just physical health? Are there different messages about participation in different types of physical activity and WHY each gender participates in them? Is it equitable? Present your findings to the class.

9.2 Check and challenge

Explain

1. Explain the role the internet has played in changing people's health knowledge.
2. Outline appropriate strategies that can be used when you are uncertain about the accuracy of health information.
3. Explain why it is important to develop critical literacy skills.
4. Explain how the media can influence people's health choices.
5. Explain how you would determine if information found on the internet was from a credible source.

Elaborate

6. Describe four difficulties that young people face when trying to locate accurate health information.
7. Describe sources of health information available in your local area.
8. Use the **Glogster** weblink in the Resources tab to 'glog' or design an electronic poster that encourages young people to access reliable health information in relation to one health issue affecting adolescents. Some suggested issues include sexual health, road safety, drug abuse and mental health.

Evaluate

9. Evaluate the connection between improved education and positive lifestyle choices.
10. Use the **Website review** weblink in the Resources tab to choose a fact sheet on a youth health issue. Evaluate whether the website it comes from is credible and write a short report describing the type of information it contains.

9.3 Influences on selecting health products and services

> Your selection of health products is influenced by many factors including health professionals, family, friends, media and even your culture.

9.3.1 Medical professionals

The decisions we make as health consumers are influenced by more than just our level of knowledge and our ability to critically analyse information. A number of other groups and factors have the potential to impact on our decision to select particular health products and services. What factors influence your health decisions?

Your particular health issue will influence the type of health product and health professional you choose. General practitioners are usually a good starting point for most health issues because they are trained to help with a wide range of health problems, although pharmacists

GPs can provide help and advice about many health issues.

and community nurses may also be able to assist with some basic problems. You may also choose to consult a healthcare professional who specialises in a particular area, such as a dietitian to help develop a nutritionally sound diet if you are anaemic, or a drug counsellor if you are experiencing problems with cannabis. Remember to use only qualified professionals to ensure you receive quality health treatment and care.

9.3.2 Friends and family

Peers and family may also offer suggestions on health products and services that they believe are useful. You may find the advice of your peers and family is helpful when you need to access a health service. Ask your friends or family about who they trust and would recommend. You may want to try these services first and see whether you feel comfortable using them.

Although you may feel comfortable talking with your friends about matters such as sexual activity, drug use or family hassles, it is important that you recognise the limitations of the advice they are able to provide. Friends and family might lack the technical knowledge and expertise to fully comprehend your problem and give you individually appropriate advice. Their knowledge may be based on hearsay, personal experiences or unreliable information from others, or it may not be up-to-date. While some of their suggestions may be helpful for short-term or minor health problems, such as a cold, professional advice should always be sought when problems are more severe or ongoing.

9.3.3 Media

The media can have a powerful influence on whether we buy health products and the choice of product that we purchase. Health and lifestyle magazines such as *Cleo, Dolly, Men's Health* and *Cosmopolitan*, and social media sites such as Instagram where 'social influencers' are prominent, are full of advertisements promoting

beauty products, weight loss programs, vitamins and herbal remedies. It is important to critically examine any claims made in these advertisements about the health benefits the products provide. Although many of these products assert that they are scientifically or clinically tested, often little information is provided to allow any claims to be proven. Where supporting information is presented, it is frequently full of scientific or medical jargon that is designed to impress readers and add credibility to the claims.

The media can have a powerful influence on people's health decisions.

Think about any websites or social media influencers you follow. Why do you follow them? What image of health is created on that website or page?

There are many different strategies employed by companies to lure young people into certain websites or to follow celebrities or 'influencers'. These strategies might be used to entice the reader to buy a product, dress a certain way, eat a particular food or engage in a particular type of behaviour.

Media influence on teenagers can be deliberate; for example, advertising is often directed at children and teenagers. This means that children and teenagers are increasingly conscious of brands and images.

Media influence can also be more indirect. An example of this might be the increasing sexualisation of content in advertising, magazines, television shows and music videos. These media products often show 'sexy' women with unrealistic body types. These indirect media influences can suggest to teenagers that these are 'normal' ways to look and behave.

Body image is influenced by many factors. These include family environment, ability or disability, peer attitudes, the fashion industry and cultural background, as well as mainstream media, social media and advertising.

If teenagers see unrealistic 'thin' or 'muscly' body types often enough, it can have an impact on their body image and dieting behaviour. This is especially true when there is no-one to disagree with messages like 'thin is beautiful'.

Teenagers can also pick up important health promotion messages from the media; for example, messages aimed at preventing youth depression and suicide, encouraging healthy eating and lifestyle habits, and promoting positive, respectful relationships.

Media influence can be powerful if a celebrity role model says a particular lifestyle, product or behaviour is good. There are lots of examples of celebrities whose lifestyles, values and behaviour provide positive examples. The hard work and success of these role models can be inspirational.

Children and teenagers do need to be aware that some celebrities are paid to advertise the products they endorse.

Celebrities can have a positive influence on young people.

9.3.4 Culture and status

Culture can also play a role in the selection of health products and services. Certain cultures have traditional remedies that differ from those advocated by Western medicine, such as using herbal medications or acupuncture (used in many Asian countries). Certain religious or cultural beliefs and practices may also preclude the use of particular products or services. It is important that you discuss your religious or cultural beliefs with your health practitioner to enable them to be more sensitive to your needs.

Socioeconomic status also has implications for people's choices of health products and services. Socially disadvantaged groups may find it difficult to access services that provide free or affordable assistance and information, so their choices may be limited. Although the cost of certain prescription drugs is subsidised through the pharmaceutical benefits scheme (PBS), other health products such as sunscreen, over-the-counter medications and vitamin supplements are not subsidised.

Many traditional remedies including acupuncture have helped some people maintain their good health.

HEALTH FACT

Honey and lemon flavoured teas and cough drops which are sold to help relieve a sore throat are based on a herbal recipe. The citric acid in lemon juice can help kill the bacteria that are causing the pain, while the honey gives immediate relief by providing a soothing effect.

9.3 Activities

The media's effect on health decisions

1. (a) Look through one of the following magazines: *Dolly* (online only)*, Girlfriend, Men's Health, Women's Health* or *Woman's Day.* Record the number and types of:
    i. health products advertised in the magazine
    ii. health products promoted through articles or features in the magazine
    iii. health services promoted through articles or features in the magazine.

(b) Identify any particular types of product that are predominantly promoted through the magazine.

(c) Do you think this type of magazine would affect people's choices about health products and services? Explain.

(d) Discuss and compare your findings with those of a partner who studied a different magazine. Note any differences in the types of product targeted at different audiences.

Gender and the media

2. Consider the following images. Use the **Girls make your move** weblink in the Resources tab to learn about this campaign and complete the activities below.

(a) After visiting the website, in small groups discuss what the aim of this campaign is and why you think it was introduced.

(b) In what ways could this campaign have a positive impact on the health and wellbeing of females in the community?

(c) Discuss the relevance of a campaign like this in your community. Do you think it will increase female activity participation? Do you think it sends a positive or negative message to young females? Share your group's views with the class.

Gender and society's expectations

3. Society and certain cultures often stereotype males as strong and tough. Males may then avoid accessing medical products and services because they might be perceived as weak. Use the **Masculinity and mental health** weblink to read the article and then answer the following questions.

(a) According to Chama Kay, what do parents sometimes call young boys who show vulnerability?

(b) What stopped Daniel Briggs from seeking help for so many years?

(c) Robert Smith has a different view on stigmas surrounding mental health. What is it?

(d) Why does Tom Ogier believe that men feel they can't open up?

(e) What is the general consensus of the men interviewed of how society perceives how men/boys should be?

(f) For what illnesses or health issues in particular do men seem to avoid seeking help? Why might this be?

(g) Men are often seen as being the 'breadwinner' or having the responsibility to bring in an income to their home. While this notion is slowly changing, how do you think this affects men and their mental health?

(h) In groups, your teacher will give you 3 minutes to make a mind map of what comes to mind when you think of the male gender. List as many words as possible that come to mind. Present this to the class.

(i) In those same groups, come up with your own ad campaign that could be used to encourage males to seek help or information from health services when they need it.

The media and physical activity

4. In section 9.3.3 you saw images of celebrities who have had a positive influence on young people. Ellen has promoted positive mental health for LGBTQI youth; Kurt Fearnley is a role model for people with disabilities; Turia Pitt has promoted positive body image and resilience among people of all ages, particularly females; and Anh Do is a role model for resilience and dealing with adversity.

    Out of these four role models, Turia Pitt and Kurt Fearnley are of particular note when it comes to physical activity. Both athletes have had to overcome obstacles to be able to compete in their respective sporting events and are an example of where the media can have a positive influence on the involvement of people of all abilities, ages and gender in physical activities.

    How do you think Turia Pitt's and Kurt Fearnley's stories have influenced health behaviours of *all* young people?

5. Research campaigns with messages about the importance of physical activity, outdoor recreation and sport and create a poster to present to the class. Your poster should include:
   • details of the website(s) where you found your information
   • details of the campaign or organisation
   • what the message is concerned with (physical activity, outdoor recreational activities or participation in sport)
   • how you believe this campaign or organisation may influence the health behaviours and actions of young people.

Examples of sporting and physical activity campaigns in Australia.
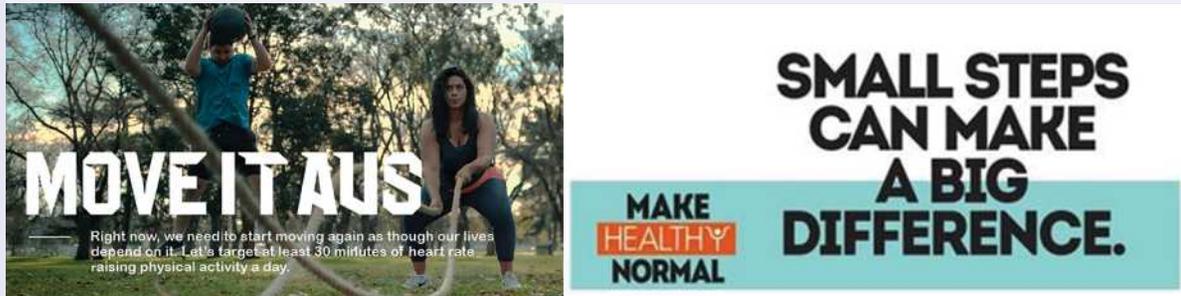
Individuals, communities and physical activity

6. Devise a timeline of local sporting and physical opportunities that are available in your local area. Then put them into a table that represents age group brackets such as 2–7, 8–15, 16 onwards.

7. Use the **parkrun** weblink to learn more about this free weekly event that is a timed 5 km run (or walk) that encourages participation. You only compete against yourself and it is available worldwide.

   (a) Investigate the idea behind parkrun and explain how it could be appealing to almost all areas of Australian society regardless of age or socioeconomic background. You may consider things such as cost, required equipment, transferability (how many localities this free membership exists in within Australia and worldwide) and pressure to compete (where, in your opinion would the pressure to improve come from?).

   (b) What other examples are in your area that encourage participation and health?

On Resources

🔗 **Weblink:** Girls make your move
🔗 **Weblink:** Masculinity and mental health
🔗 **Weblink:** parkrun

9.4 Your rights and responsibilities as a health consumer

As a health consumer you have rights such as access and fair treatment without harassment or discrimination. You also have responsibilities, which help ensure you receive the most appropriate treatment for any health concerns.

9.4.1 Your health rights

Rights and responsibilities work in tandem. Being aware of your rights and responsibilities in matters relating to health is important. If we want the best, we must also be prepared to supply information as required and work cooperatively with health personnel to get the best result.

As a health consumer, you need to be aware of your rights. You have the right to expect certain standards of healthcare, including:

You can give informed consent for medical treatment after you have received information about the health services and treatment options that are available to you.

- being able to see qualified health personnel accompanied by a support person should you choose to do so
- being treated with dignity and respect
- your health and personal details being kept confidential, unless your practitioner is required by law to pass information on to another person or authority, or you give permission for information to be released
- services that are free from physical and mental abuse, **coercion**, harassment and discrimination on the grounds of age, gender, race, family status, sexual orientation or disability
- services that account for your cultural, religious, social and ethnic needs, values and beliefs

- free emergency treatment at a public hospital
- information on where health services and treatment are available, if they are not available locally.

If you need treatment, you need to think carefully about the information given and then make a decision about the treatment that you want to receive. This is called giving **informed consent**. Generally, no medical treatment is provided without your 'informed consent' once you are over 14 years of age.

9.4.2 Your health responsibilities

Along with your rights as a health consumer, you also need to accept some responsibilities to ensure you receive quality service. Many of these responsibilities involve you communicating openly and working in partnership with the healthcare provider so that you receive the best care.

It is your responsibility to:
- know your medical history and inform your doctor about any medication or herbal treatments you are using or allergies that you have. If you smoke, drink or have recently used illegal drugs, you should let your health practitioner know.
- be honest and open in your answers even though you may feel embarrassed or uncomfortable discussing things such as drug use or your sexual orientation. Your health professional will need a clear and accurate picture of your health status and any behaviours that may affect it.

It is important to be honest and open when talking to your health practitioner.

- be actively involved in your healthcare by asking questions. If you are diagnosed with a particular condition, try to be fully informed about the condition and the treatment options, including non-medicinal or alternative therapies. Do your own research by asking your doctor for reading material or by accessing information through reliable websites or at the local library.
- take medication according to the instructions provided by your doctor and follow the treatment plan that is developed for you. If this treatment causes any unpleasant or unexpected side effects, make sure that you tell your doctor.

HEALTH FACT

Many of your health rights are protected by law. If you believe that you have been denied any of these rights or you are not happy with the quality of care you have received, you are entitled to complain.

It is a good idea to first talk to the healthcare provider about your concerns. If you feel worried or uncomfortable about doing this on your own, a number of people can help you. These include:
- patient representatives in some hospitals
- a friend, family member or other support person such as a youth worker
- patient support officers from the Health Care Complaints Commission.

In New South Wales, the Health Care Complaints Commission deals with these types of complaints. You may also want to see a different healthcare provider.

9.4 Activities

Don't lie to your doctor

1. Use the **Honesty is the best policy** weblink in the Resources tab to read the article 'Lie to your doctor; fool yourself', then answer the following questions.
   (a) Why would some people not be honest with their doctor?
   (b) Identify issues that may be difficult to discuss and where the full truth may not always be forthcoming.
   (c) Is it responsible to consult a doctor and not be prepared to reveal all about a complaint or illness?
   (d) Discuss if a doctor should be held responsible if a patient's HIV was not diagnosed because the patient withheld information that he felt was too embarrassing to reveal.
   (e) Comment on responsibility in regard to a patient feigning an illness to obtain a sick leave certificate.
   (f) A group of students appear to be getting a rash. They sent one to a doctor to get antibiotics that they can all share. Identify all areas where failure to act responsibly is evident. Why would this be irresponsible behaviour?

on Resources

- **Digital doc:** Worksheet 9.4 What do you want to know about a health service? (doc-29296)
- **Weblink:** Honesty is the best policy

9.4 Check and challenge

Explain

1. Outline the basic rights you are entitled to when receiving healthcare.
2. What is 'informed consent'?
3. Describe your responsibilities as a health consumer.

Elaborate

4. Imagine that your family has moved to a different state. You become ill and your new doctor wants to know your medical history. Do you accurately know all about yourself — vaccinations, diseases, illnesses and medications? Summarise what you know and write a short list of things you don't know. Ask your doctor about these things at your next check-up.

9.5 Accessing health products and services

Issues relating to trust, confidentiality, knowledge, availability and personal skills are important in influencing your access to health products and services.

9.5.1 Challenges with accessing health products and services

Despite the array of health information, products and services that are generally available, accessing them can be a challenging task for some young people. A number of factors sometimes hinder their ability to access and use the full range of services and products that exist. However, better understanding of support services can make you a more informed consumer.

Not everybody in Australia has the same level of access to health services and products. To improve access to remote communities in Australia, the Royal Flying Doctor Service represents a valuable means of support.

How does this service provide healthcare to those in remote communities? Use the **Royal Flying Doctor Service** weblink in the Resources tab to find out.

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on Resources

🔗 **Weblink:** Royal Flying Doctor Service

9.5.2 Confidentiality and trust in healthcare

Concerns about confidentiality can affect the willingness of some young people to seek appropriate care and support from health agencies. **Confidentiality** refers to someone respecting your privacy by keeping secret whatever you tell them. Being able to speak openly about your personal problems and concerns is a very important part of your relationship with your health practitioner.

Health professionals, such as GPs and counsellors, are required by law to keep most issues that you discuss with them confidential. They must, however, pass on information they have been told when they believe your safety or the safety of other people is at serious risk. Your age may make a difference to whether the health professional needs to report what you have said.

Generally, a health professional will tell you about any limitations to confidentiality before you start to discuss anything that may be sensitive. If you are concerned that something you say may have to be reported, ask about the types of situation that must be reported and to whom. Health professionals are there to help you. Talking openly and honestly will enable them to understand your concerns and provide the most appropriate advice.

Having a strong sense of trust in the support and advice of health services can be particularly important when the issues involved relate to sexual activity, mental health or drug use. For some groups, such as same-sex attracted young people and Indigenous young people, seeking advice and support can be particularly difficult because they fear being judged or misunderstood.

Telephone counselling services, such as the Kids Helpline, provide another option for young people unable to, or unsure about, accessing face-to-face support. Online counselling services have also been introduced by the Kids Helpline as a further means of offering health advice and support that is cheap, anonymous and easily accessible.

The Kids Helpline now offers online counselling for young people.

9.5.3 How to find health services

In major cities and towns, a range of health agencies are generally accessible to provide support for both general and specific health problems. Some health agencies offer access to a number of health professionals, such as GPs, counsellors and mental health workers, making it easy and convenient to obtain the appropriate help. Community health centres, women's health centres and youth health centres, for example, often provide a range of health services in one building.

Community health centres offer a convenient resource for health information and services.

While offering choice, the availability of so many health services can sometimes make it difficult to determine who is the best person to see. A useful starting point can be friends, family or your local GP. A trusted teacher or your school counsellor can be other good sources of information on appropriate local health services. Credible websites can provide you with a list of local services, or you can use the local *Yellow Pages* to look up 'youth' or 'community health'. You might also like to use the internet to research the background of different health professionals, to learn about who may be the most appropriate person or service.

You can obtain information about health services from various sources.

HEALTH FACT

You are entitled to apply for your own Medicare card from the age of 15. You will need two forms of identification, such as your birth certificate, passport, school photo ID or proof of age card. Application forms are available from Medicare offices online, or you can ring Medicare on 132 011.

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on Resources

🔗 **Weblink:** Family planning

9.5.4 Obstacles to accessing health

Compared with less developed countries, Australia is generally well resourced in terms of health agencies and services. However, certain groups remain disadvantaged in relation to the health services and products they can access. Residential rehabilitation programs for young people with drug problems, for example, are very limited. For people in rural and remote areas, considerably fewer services are conveniently located and regularly available to them.

The issue of limited health services for young people in rural and remote areas is compounded by concerns about their privacy. The stigma associated with health issues such as mental illness, along with concerns about possible local gossip, can create barriers that prevent young people in small rural towns from accessing those health services and products that are available. Young people may feel uncomfortable, for example, purchasing health products such as condoms. Young people old enough to drive may be able to visit a service in a nearby area, but this option is not always possible for those without access to transport.

9.5.5 Skills to access health

Interpersonal skills may influence a choice to actively seek out information or help with a health issue. The development of skills such as decision-making, communicating, help-seeking and problem-solving, will assist young people to feel more empowered and confident to access appropriate health services.

Research has also suggested that gender differences may affect access to health information and services. Females are generally more likely to discuss concerns about their health and ask for help in the early stages of a problem, whereas males are more reluctant to talk about these concerns or seek help unless the problem is severe.

A number of skills are linked to our capacity to and likelihood of accessing health services.

Skills to access health: Communication, Decision-making, Problem-solving, Critical literacy, Ability to seek help
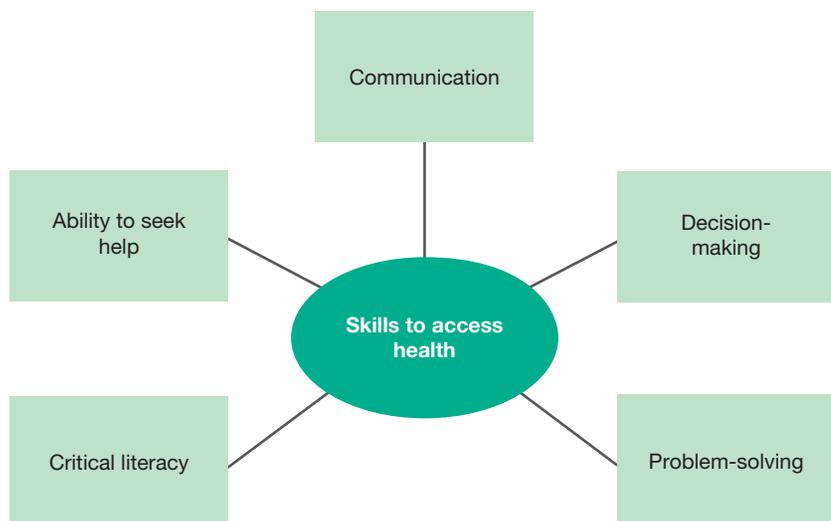
9.5 Activities

Local services

1. (a) In groups of three, investigate the services available in your local area to support young people in relation to the health issues listed below. For each service, find out its address, telephone number, the website or Facebook page, the target group it supports and any costs involved in using the service. Where services are not available, locate a toll-free number or web service that may be of assistance.
   - Drug and alcohol issues
   - Mental health problems
   - Crisis accommodation
   - Family conflict
   - Sexuality issues
   - Sexually transmitted infections
   - Sexual assault
   - Support for pregnant or parenting students

   (b) Design a method of informing young people about these local services, the support they offer and their contact details — for example, a brochure, help card or web page.

   (c) Present your findings to your class and include an evaluation of how appropriate each service is in providing advice and support for young people.

Using healthcare services

2. In groups of three, imagine that you have been invited to be the youth representatives on a local committee that is examining the use of health services by young people.
   (a) In this role, discuss why young people in your local area find it difficult to access health services.
   In particular, consider the effects of:
   - age
   - gender
   - geographical location
   - disability
   - cultural background.

   (b) Prepare a short report that outlines these difficulties and proposes strategies to encourage greater use of health services by young people. Present your report to the class, using PowerPoint or overheads.

Appropriateness of health services

3. Investigate the health websites for young people listed below and answer the following questions.
   - ReachOut
   - beyondblue
   - Kids Helpline
   - Butterfly Foundation
   - Healthy Active Kids

   (a) What health and support services do they provide?
   (b) What health-related issues is the website addressing?
   (c) Discuss the appropriateness of the website for young people in accessing health information.

Stand up for youth!

4. In groups, identify a key health issue from the list below. Using Prezi, make a presentation that can raise awareness and increase support for the issue.
   Health issues may include:
   - access to sexual health services
   - mental health support services
   - physical activity support (targeting the rise in obesity in young people)
   - body image and self-esteem among teenagers
   - drug use and teenagers.

Inequity and accessibility

5. headspace is a national organisation that focuses on supporting people with mental health issues. Take a look at the map below.
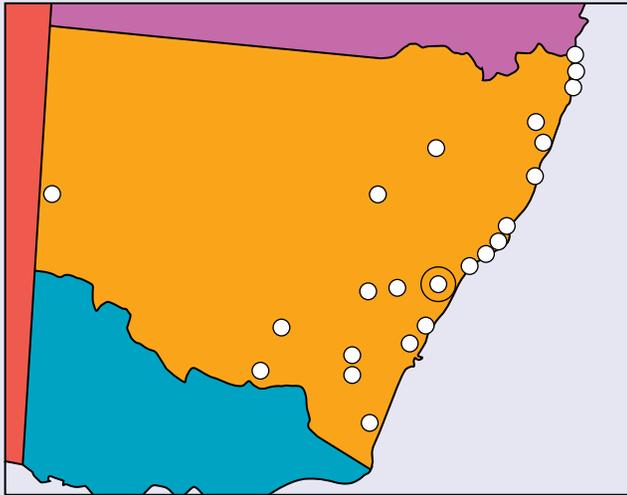
New South Wales Centres

Bathurst	Bega	Broken Hill
Coffs Harbour	Dubbo	Gosford
Goulburn	Grafton	Griffith
Lake Haven	Lismore	Maitland
New England	Newcastle	Nowra
Orange	Port Macquarie	Queanbeyan
Tamworth	Tweed Heads	Wagga Wagga
Wollongong		

Sydney Centres

Ashfield	Bankstown	Bondi Junction
Brookvale	Camperdown	Camperdown
Castle Hill	Chatswood	Hurstville
Liverpool	Miranda	Mount Druitt
Parramatta	Penrith	

This is a map of headspace centres. Use the **headspace locations** weblink in the Resources tab for a more detailed version. You will notice that there seems to be an abundance of centres by the coastline, but as the distance from the coast increases, there are less available.

(a) Why do you think this is?

(b) What impact do you think this has on people living in these areas

Other groups that experience inequity in terms of health services available include LGBTQI people, people from culturally and linguistically diverse backgrounds and people with a disability.

(c) Choose one group from the list above (you can use rural and remote people if you want to just choose a different community group) and complete the following steps.

　i Identify the areas that this service is available and mark it on a map of New South Wales.

　ii Is there any links with this level of accessibility and health issues in these towns?

　iii What health issues could this cause?

　iv In your groups, write a letter to the local council or state government outlining the health issues this inequity creates. Include in your letter a proposal for how you think the council/government could improve these issues to promote greater inclusiveness and accessibility.

Resources

Digital doc: Worksheet 9.5 What do I want from my healthcare provider? (doc-29297)

Weblink: ReachOut

Weblink: beyondblue

Weblink: Kids Helpline

Weblink: Butterfly Foundation

Weblink: Healthy Active Kids

Weblink: Prezi

Weblink: headspace locations

9.5 Check and challenge

Explain

1. Explain what is meant by confidentiality. Why is it an important part of a patient–health professional relationship?
2. Explain the limitations to confidentiality.

Elaborate

3. Describe ways in which you can locate health services in your local area.
4. Medicare falls under Australia's Government Funding Scheme. The aim of Medicare is to give all Australians access to healthcare despite their personal circumstances. Use the **Child Dental Benefits Schedule** weblink in the Resources tab to access details about the Medicare Teen Dental Plan. Describe who is eligible, what the entitlements are and the steps involved in receiving your benefit.

Evaluate

5. Evaluate the connection between trust in a health professional and better healthcare.

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on Resources

🔗 **Weblink:** Child Dental Benefits Schedule

9.6 Review

9.6.1 Summary

- There has been a rapid growth in health knowledge, products and services. As a result, consumers need to become more informed and discerning.
- Research, education, access to information and willingness to discuss problems has contributed to improved health knowledge.
- One way of becoming a more informed consumer is to improve our critical literacy skills.
- Not all of what we see on a website is necessarily true. All health information found from internet sources needs to be critically evaluated.
- Peers, family, media, culture and socioeconomic factors all influence our selection of health products and services.
- We all need to know our rights as consumers.
- We all have responsibilities as health consumers.
- Confidentiality together with a sense of trust and comfort are important when accessing healthcare.
- Our interpersonal skills are important when seeking out information that relates to health issues.

ESSENTIAL QUESTION

How can we increase our knowledge of health, safety and wellbeing and understand the influences that may affect our ability to ensure we are able to lead healthy active lives?

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

9.6.2 Key terms

coercion the action or practice of persuading someone to do something by using force or threats

confidentiality a patient's right to have the information they have given to their health professional kept private

credentials a qualification, achievement, quality, or aspect of a person's background, especially when used to indicate their suitability for something

critical literacy the ability to read critically to determine the meaning of information, understand why the information has been created and analyse how it has been presented

culture the ideas, customs and social behaviour of a society

general practitioners a doctor trained to deal with a wide range of health problems and issues

health consumer a person who accesses a healthcare provider or service or who purchases health-related products

informed consent the considered decision you make about your health treatment — it requires that you are fully informed about all treatment options and risks before making a decision

media television, newspapers, radio, film and the internet that are used to communicate with large numbers of people

social media the online media used for social networking, such as emailing, blogging or tweeting over the internet

socioeconomic status a person's overall social position or standing

9.6 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. Identify decisions that young people might need to make in relation to choices about health products and services.
2. Explain why consumers now have an improved knowledge of health.
3. Discuss how we can more accurately assess health information on websites.
4. Explain the role of developing critical literacy skills in evaluating health information and services.
5. Discuss how the media can influence our selection of health products and services.
6. Explain your rights and responsibilities as a health consumer.
7. Explain ways by which you can better evaluate health products and services.
8. Identify the role of interpersonal skills in accessing health products and services.

TOPIC 10
Fit for life

10.1 Overview

10.1.1 Introduction

There is an increasing number of alarming statistics being released across not only Australia, but also the world, relating to the state of our health and wellbeing. Physically, there are rising obesity and sedentary behaviour rates, especially among adolescents. It is vital that people of all ages begin to change their lifestyle and adopt healthier behaviours in order to lead a happier, healthier life.

You may find increasing your amount of physical activity to be challenging at times. In this topic you will explore a range of activities you can undertake to adopt behaviours allowing you to participate in lifelong physical activity. This might include goal setting, exploring various types of recreational activity, learning about different cultures and the types of physical activity you may participate in.

Be involved in recreational activities and learn new skills.

ON Resources

🎞 **eLesson:** Fit for life (eles-2972)

📄 **Digital doc:** Key terms glossary (doc-29344)

ESSENTIAL QUESTION

Whether it is competitive or non-competitive, individual, team, recreational or simply for health and fitness, a form of lifelong physical activity is essential for our health and wellbeing. How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?

SYLLABUS OUTCOMES

A student:

- designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity (PD5-8)
- critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity. (PD5-6)

10.2 Lifelong physical activity

In Australia the average life expectancy is 85 years for females and 80 years for males. Will it always be this way? One factor that contributes significantly to overall health and wellbeing is physical activity throughout your lifespan.

10.2.1 Types of physical activity

Physical activity is something that we need to engage in regularly throughout our lives. Fortunately, there are many forms from which to choose. Now is the time to develop knowledge and basic skills in a wide range of activities, knowing that as we get older, we will probably narrow our selections based on friendships, challenge and personal interests. What is available and how do we choose?

Exercise remains essential to maintaining health throughout our lives, but what are your exercise habits like? Use the **Fitness habits quiz** weblink in the Resources tab to find out.

During our school years, we experience many types of physical activity. Some of these are in the form of games such as soccer, touch football and netball, which we may play in competitions. We also develop skills in other areas, such as aquatics, dance and recreational interests. Fundamental skills such as balance and coordination are the backbone of all these specialised activities.

Physical activity needs to be embedded in our lifestyle. Being involved in many types of physical activity at school is relatively easy because physical education, sport and cultural programs are in place that either require or seek our participation. However, in the context of the average lifespan, our school years are very short. Being physically active for the rest of our lives requires considerable thought and planning. It is important to develop the skills to plan and prepare for and participate in physical activity at a young age to encourage continued involvement throughout a lifetime.

Basic skills such as balance and coordination are the foundations of specialised skills found in a range of challenging and interesting activities.

Fundamental skills

- Games
- Initiative activities
- Recreation
- Specialised skills
- Competitive activities
- Gymnastics
- Dance

Some activities cover a wide range of categories. For example, squash can be competitive, **non-competitive**, individual, fitness-based or simply recreational. Being involved in a variety of activities is preferable to ensure maximal health benefits, ongoing challenges, and that our interests are constantly being developed.

Complete the **Lifelong physical activity** worksheet to identify what activities you enjoy and what activities you will be able to participate in throughout your life.
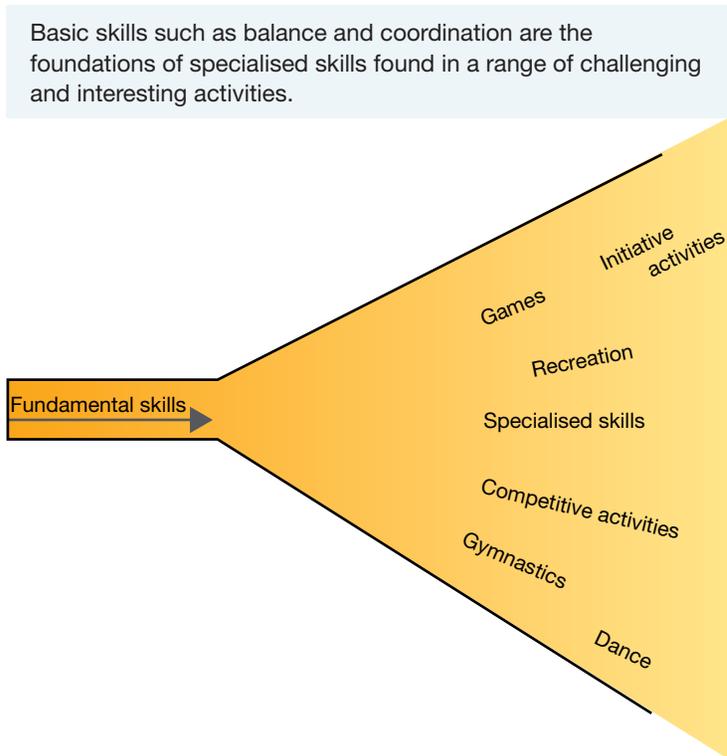
ON Resources

🔗 **Weblink:** Fitness habits quiz

📄 **Digital doc:** Worksheet 10.1 Lifelong physical activity (doc-29338)

How can you be active throughout your whole life?

10.2.2 Lifelong health and fitness

Aerobic activity is the best form of activity to improve health. This is because sustained activity makes the heart, blood vessels and muscles work over a longer than normal period of time. When this type of physical stress becomes regular, many parts of the body become better at what they do. For example, the heart becomes stronger and is able to pump blood more efficiently. How can you choose fitness activities that will do the best for your health?

Lifelong physical activity contributes significantly to our health and fitness. In fact, the sole reason some people engage in physical activity is to maintain or improve their health. Without activity, many of the systems in the body can deteriorate and leave us in poor health. Maintaining good fitness depends on the amount of physical activity we do at the current point in our lives. Once we stop, that level of fitness gradually deteriorates. Good health and fitness developed during our adolescent years are a foundation we can build on, not a structure that will exist without maintenance and repair for the rest of our lives.

By maintaining aerobic activity throughout our lives, we have the best chance of avoiding heart disease and type 2 diabetes.

A lack of aerobic activity can lead to an increase in weight, making it more difficult for the heart to pump blood to where it is needed. Like the muscles that support us and help us move, the heart is also a muscle that needs to be worked. Muscles that do not work become smaller and less able to do their job.

Most of our body systems begin to decline naturally from about our mid-20s onwards, as part of the ageing process. This is why activity to promote and develop good bodily health is important. Any decline impacts gradually on our quality of life. One of the biggest health problems Australians face today, for example, relates to adult-onset type 2 diabetes. This lifestyle illness is directly related to diet and exercise. Lack of exercise contributes to obesity, which interferes with the body's ability to control sugar in the blood. Adult-onset type 2 diabetes, if not controlled, can impair circulation, putting body parts such as the kidneys, eyes, heart and feet at risk of damage.

HEALTH FACT

People who play sport during adolescence are much more likely to be physically active adults.

10.2.3 Measuring fitness capabilities

Fortunately, it is not difficult to find activities that can improve health and fitness. Physical fitness includes both health- and skill-related components. Activities that aim to develop the health-related components of fitness are beneficial to overall health. To determine a thorough fitness profile, we need to measure fitness capabilities across a number of areas.

Use the **Larrissa Miller, Andrew Bogut** and champion snooker player **Neil Robertson** weblinks in the Resources tab to see these sportspeople in action. In small groups, discuss the main fitness components these athletes would display.

Australian gymnast Larrissa Miller competes on bars during the preliminary round of the 2015 World Gymnastics Championships.
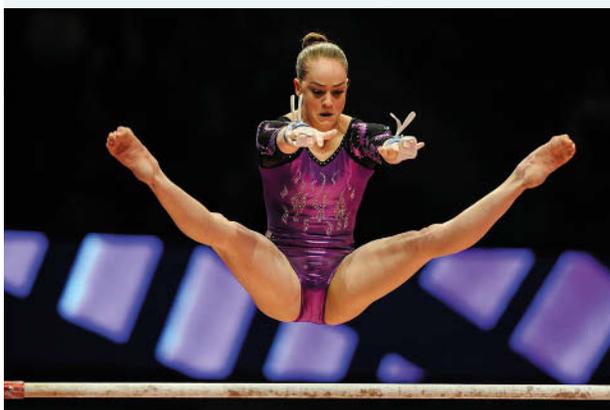
Champions in many sports, such as basketballer Andrew Bogut, have well-developed fitness components.

on Resources

🔗 **Weblink:** Larrissa Miller
🔗 **Weblink:** Andrew Bogut
🔗 **Weblink:** Neil Robertson

10.2.4 Health-related fitness components

Health-related fitness relates to the level of fitness we need to maintain good physical health during our daily activities. It is made up of several fitness components.

The health-related components of fitness are:

- aerobic endurance
- muscular strength
- local muscular endurance
- flexibility
- body composition.

Fitness components are aspects of fitness that affect performance in any sport or recreational activity. To analyse what is required for basketball, gymnastics, snooker or any other physical activity, you need to recognise the fitness components most relevant to the activity. This is because fitness is specific to performers' needs; for example, the fitness required by an elite gymnast is different from the fitness needed to cycle to school. Once you know the specific fitness demands of a particular activity, you can physically prepare for the activity.

Aerobic endurance is the capacity of the body to keep up continuous physical activity over an extended period of time at a low to medium intensity. This requires efficient functioning of the heart and lungs and can be increased through participation in activities such as jogging, cycling and swimming.

Muscular strength is the ability of the muscles to exert a single maximal force to overcome resistance. The resistance may be a body part, the weight of the whole body, or an item external to the body. The heavier the weight the muscle can lift and the more resistance it can overcome, the more strength it is said to have. Strength assists performance in many sporting and recreational activities.

Local Muscular endurance (LME) is the ability of a muscle or muscle group to sustain or repeat a force over a long period of time. LME for a specific movement may be increased by increasing the time the force is sustained. LME is required in many activities and sports but is crucial in team games and long-duration events such as triathlons.

Flexibility is the range of movement about a joint. It varies from joint to joint within the body. Flexibility is greatest at birth and diminishes from then on, though to a lesser extent in active people.

Good flexibility reduces the amount of muscle stiffness and soreness, and reduces the chance of injury. Gymnasts and dancers often show outstanding levels of flexibility.

Body composition refers to the ratio of fat to non-fat components in the body. Body fat consists of essential fat in and around organs such as the heart, and storage fat found in fat cells around the body. Non-fat components make up your lean body weight and include muscle, bones and organs.

Aerobic endurance

Muscular strength

Local muscular endurance

10.2.5 Skill-related fitness components

Skill-related fitness relates to the level of fitness we need for involvement in physical activities such as sport. Skill-related fitness components include speed, balance, agility, coordination, reaction time and muscular power.

Speed can refer to whole-body speed (100-metre sprint), where the aim is to move from point A to point B as quickly as possible, or part-body speed (discus throw), where one or more parts of the body move as quickly as possible to complete a movement.

Balance is the ability to remain in a state of static or dynamic equilibrium; skiers, horse-riders, gymnasts and surfers need good balance.

Agility is the ability to start, stop and change body positions quickly without losing balance; trampolinists and dancers require agility skills. Games that involve dodging opponents also require agility, such as netball, basketball and hockey.

Coordination is the ability to link a series of actions into a flowing movement pattern with appropriate timing and accuracy. Hand–eye coordination is vital to racquet sports; football players need to coordinate the placement of the ball onto the kicking foot; basketballers need to coordinate the timing of the release of the ball while making a jump shot. All sports need coordination skills.

Reaction time is the time that it takes for an athlete to respond to the signal that movement is required; for example, a sprinter's reaction to the sound of the starting signal, or the time it takes for a soccer goalie to leap into action to save a goal.

Muscular power is the combination of strength and speed. A powerful movement is achieved as quickly as possible, while imparting as much strength as possible. Jumping and throwing activities rely on muscular power.

It is important to test health- and skill-related fitness components before starting a fitness plan, so the base level of fitness in each area is known. There are various tests to check the components of fitness listed in table 10.1.

TABLE 10.1 Fitness tests

Fitness components	Tests
Aerobic endurance	• The 20-m shuttle run • The 1.6-km run/walk
Muscular strength and power	• Standing long jump • Grip strength dynamometer • The basketball throw • Vertical jump
Local muscular endurance (LME)	• Push-ups on chair • Curl ups
Flexibility	• Sit and reach
Skill-related fitness	• Hand wall toss (coordination) • 50-m sprint (speed) • Illinois agility run (agility) • The stork stand (balance)

DID YOU KNOW?

The multi-stage fitness test is also known as 'Beep Test' and 'Yo-Yo Test', and was developed by L. A. Leger and J. Lambert in 1982.

10.2.6 The principles of training

To improve fitness, we need to be aware of four important principles — overload, progression, specificity and reversibility. These are commonly known as the 'principles of training'.

Overload

The principle of overload involves making exercise sessions progressively harder. Overload should be applied when the body has adapted to stress and you are finding the exercise easier. In order for body functions to improve, they need to be moderately stressed by exercise. The body responds by gradually adapting to the stress level being imposed on it. The body then becomes comfortable in an exercise zone that previously caused some discomfort.

The principle of overload involves making exercise sessions progressively harder, as your body adapts.
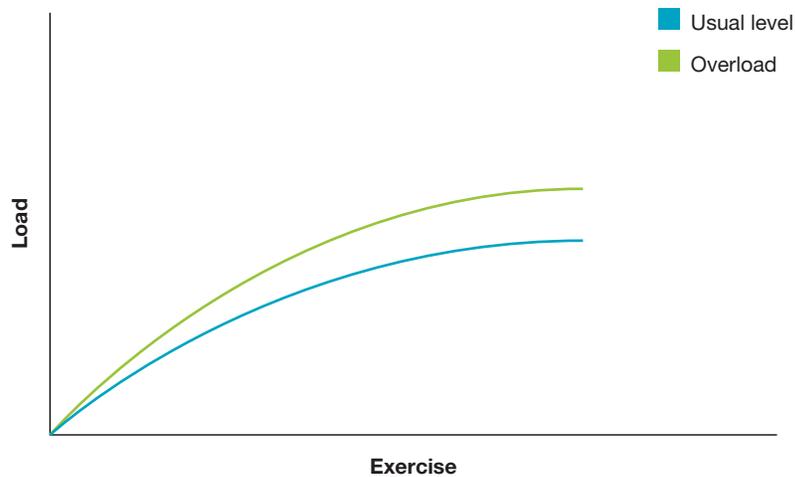
Progression

Progression is essential for fitness improvement. Increase your workload gradually for best results. Do not try to progress too rapidly, otherwise you may injure yourself or find yourself tiring too quickly. Add a push-up, run an extra few metres or run a little faster each time you train. You will soon notice a gradual improvement.

Progress steadily for best results.
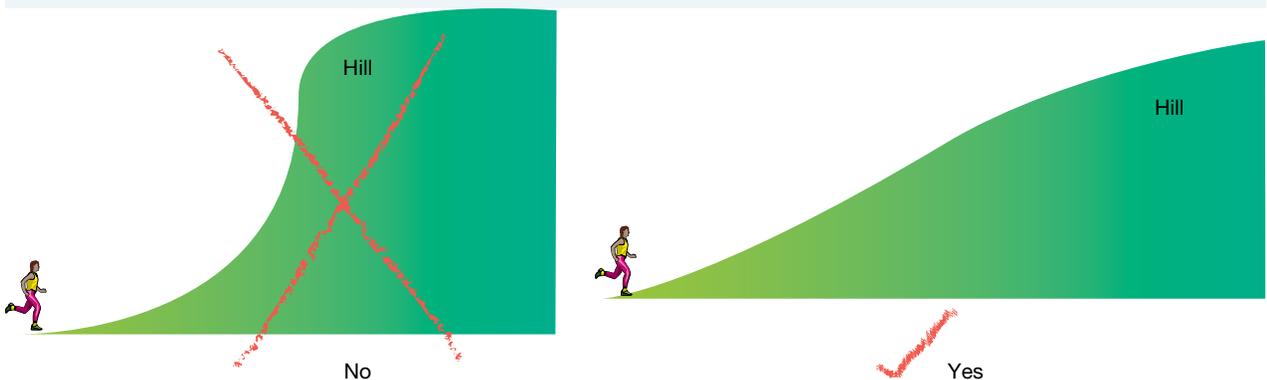
Specificity

Specificity means looking at the type of fitness you want to improve. If it is cardiorespiratory fitness, perform an activity that makes the heart work harder such as cycling or running. If it is flexibility, use activities that work on increasing muscle elasticity, such as stretching programs. If you want to improve a component of fitness, you need to specifically target that area with the correct type of exercise.

Reversibility

Reversibility reminds us that all fitness gains will be lost if we do not continue our fitness program. The loss will be gradual and usually governed by the time it took to develop. In other words, the more slowly you build up, the more gradual the loss.

By practising a stretching program you can improve your flexibility.

DID YOU KNOW?

Yoga has many benefits, some of which include increased flexibility, lubrication of joints, stimulation of major organs through massage, detoxification and enhanced muscle tone. The meditative practice also strengthens our emotional and mental state.

10.2.7 Developing a successful training program

Determining the training methods that will be incorporated into your training program is the next step to increasing your fitness. It is important to understand each method when designing an appropriate and successful training program.

For training programs to be successful, they must be properly planned and correctly apply the training principles and methods, so that the athlete achieves maximum results.

Training methods describe different types of training undertaken to achieve the desired improvement in fitness. The methods include:

- resistance or weight training
- plyometric training
- circuit training
- interval training including HIIT
- continuous training
- flexibility training.

Use the **Star training** eLesson in the Resources tab to watch some clips showing different types of training. For each clip, determine what type of training the athlete is doing.

Different methods of training will develop different fitness components.

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on Resources

🎞 **eLesson:** Star training (eles-0762)

10.2.8 Designing training sessions

The most important part of the training program is the actual training sessions. All training sessions should include a:

- warm-up component
- conditioning component
- stretching and cool-down component.

Warm-up

Before beginning any training program, a warm-up must be completed, including flexibility exercises. Similarly, at the completion of training, a cool-down should be performed.

Warm-ups should be dynamic and include a series of movement drills or activities that build from low to moderate intensity. The activities should enable the athlete to move all body parts and joints through the range of movement performed during the game or performance. The warm-up should be specific to the physical activity that will follow. For example, soccer players place an emphasis on activities that take the groin and hamstring muscles through their full range of movement because of the fast, forceful kicking actions and sidestepping movements in a match. Gymnasts place emphasis on activities that take the lower back through its full range of movement, because many of the skills they will perform will hyperextend the spine.

Conditioning

The training session must include developing or maintaining the specific fitness components required for the particular sport or activity.

Stretching

Static stretching stretches the muscle to a comfortable limit and holds it there for a minimum of 15 to 20 seconds. At least three repetitions of each static stretch should be completed. There should be no bouncing in this method. Bouncing can take the extended joint beyond its safe limit and cause muscle soreness or tearing.

Cool-down

If you suddenly stop strenuous physical work, blood may pool in the extremities of your body, causing dizziness or muscle stiffness. This can be avoided by gradually decreasing the intensity of the physical work by doing a slow five-minute jog, cycle, swim or walk and finishing the session with static stretching. Static stretching during the cool-down helps increase flexibility and may reduce muscle stiffness and soreness. Stretching should involve all major parts of the body and specifically address key areas for your sport/activity as well as you as an individual.

10.2.9 Settings for exercise

It is important to remember that there are endless types of activities, which require minimal equipment, that you can utilise to improve your physical fitness and health. These activities can be aerobic (walking, jogging, shuttle runs), strength-based (push-ups, sit-ups, burpees, plank) or may focus on flexibility. These activities also do not always require specialised facilities to engage in, as you can utilise your surroundings no matter whether you live in an apartment block, in the city or out on a farm.

Ways that you can use natural settings in your community include:

- creating a fitness circuit at the local park
- walking on the local beach or along the river with friends
- jogging at the local oval
- cycling on pathways or roads within your town.

If you can recognise that any space provides an opportunity for physical activity, you will be more likely to engage in lifelong physical activity; your location is never an excuse not to be active.

10.2 Activities

Fitness circuit

1. Participate in the following fitness circuit as a class. Each station is completed for 30 seconds with a 10-second rest between rotations.
   (a) Push-ups
   (b) Sit-ups
   (c) 10-m jogging shuttles
   (d) Body weight squats
   (e) Plank hold
   (f) Slalom run
2. How could the overload principle be implemented in future sessions using the circuit above?
3. What components of fitness were addressed in the circuit?
4. Design and implement your own circuit using non-specialised equipment (e.g. equipment found around the home, garden or park). Incorporate the natural environment in your circuit (e.g. place it in your garden, a park, a paddock or the beach). State who is the target audience for your circuit and why (e.g. parents with children, older adults, or a particular cultural group).
5. Complete the **Mapping your resources** worksheet to identify settings for exercise in your local town.
6. Consider what public facilities could be updated in your local community to encourage locals of varying ages to engage in physical activity. Write a letter to your local council or MP justifying the need to improve these spaces for those within the community. For example, including a Liberty Swing or other equipment at the local playground for young people with a disability.

on Resources

eLesson: Measuring fitness (eles-0764)

Digital doc: Worksheet 10.2 Mapping your resources (doc-29339)

10.2 Check and challenge

Explain

1. Identify the health-related components of fitness.
2. Why is it important to use the overload principle if we want to improve our fitness?
3. Explain how the principle of reversibility relates to maintaining our level of fitness.

Elaborate

4. Describe two health problems that arise from a lack of physical activity.
5. What is the principle of specificity? Use an example to show how it would relate to improving cardiorespiratory fitness.
6. Use the **Target heart rate calculator** weblink in the Resources tab to see how hard you need to work during aerobic activity to gain a fitness benefit. During your exercise over a sustained period, your heart rate should be between the two values.

on Resources

Weblink: Target heart rate calculator

10.3 Promoting healthy lifestyles

Setting goals and planning will support your efforts and lead to positive outcomes in your endeavours to improve and maintain your health.

10.3.1 Goals — the foundation of successful exercise planning

Elite athletes spend a lot of time setting, measuring, evaluating and readjusting goals. They are aware of how important this is to success. While we do not need to go to the same lengths when we plan for regular physical activity, the importance of planning is still significant. Planning regular physical activity provides an opportunity to measure our progress. Have you ever tried creating or using an exercise plan? Use the **Exercise plan** weblink in the Resources tab to see three plans that you might like to try.

In our younger years, most of our physical activity was planned by our parents. We may have been taken to places such as parks and beaches, on camping holidays or to participate in particular sports as part of the family routine and interests. However, during adolescence, the influence of parents and other authority figures gradually decreases as individuals take more responsibility for various aspects of their lives, including personal health.

Most of us would like to improve in some aspects of our lives — for example, to be fitter or to lose weight. To do this, we must make these goals part of an action plan. We may wish to lose weight, but if we do not actively do anything about it, such as eating less and exercising more, weight reduction will not happen. Positive results develop from effective **goal setting** and establishing ways of achieving these **goals**.

Exercising with friends can provide extra motivation to help you keep your commitment to regular physical activity.

Goals represent the driving force and provide motivation to change. They can alter the way we live and can transform our lives. In practice, goals can turn wishes into reality. Goals influence our behaviour and assist in the development of self-discipline. The setting of goals represents a commitment we must back up with effort and possibly sacrifice. A commitment to incorporate moderate physical activity into our lifestyle, for example, could result in us becoming fitter, healthier, raising our self-esteem and, perhaps, living longer — but this commitment will require organisation, time and effort.

Before you start setting your goals, complete the **Overcoming barriers to participation** worksheet to identify and overcome any barriers you may experience so you are able to achieve your goals. After you have completed this, analyse the barriers and why they appear by completing the **Analysing barriers to fitness** worksheet. This will help you to set realistic goals in the activities section.

on Resources

Digital doc: Worksheet 10.3 Overcoming barriers to participation (doc-29340)

Digital doc: Worksheet 10.4 Analysing barriers to fitness (doc-29341)

Weblink: Exercise plan

In planning for regular activity as part of our lifestyle, we need to become familiar with goal-setting techniques. Goals serve as a guide, a focus or something to work towards. They emerge from our own feelings, aspirations and desires for self-improvement, and are driven by our level of commitment and motivation. While other people might be able to assist, the goal setter is the one in the 'driver's seat'. The individual alone has the control and determines whether the goals will be achieved.

Goals can be short term or long term. Short-term goals can be achieved within a few days or weeks. Achieving short-term goals is a step towards achieving long-term goals. As each short-term goal is accomplished, our motivation increases and the achievement of the long-term goal becomes more realistic. A long-term goal is the end result of a series of short-term goals. It is achieved over a much longer timeframe, possibly years, and many factors may limit its achievement.

Goals belong to individuals or groups. Broadly, there are three types:

1. *Personal goals* are owned by one person. They are set by the individual and are specific to what that person wants to achieve.
2. *Group goals* are shared by two or more people. They might relate to a team that wants to achieve a specific objective, such as to win a premiership.
3. *External goals* are goals that are imposed on us from another individual or group, such as a coach.

Realising goals is like climbing a ladder. Each rung you ascend puts you in a better position to achieve the long-term goal.

Long-term goal

Short-term goal

Short-term goal

Short-term goal
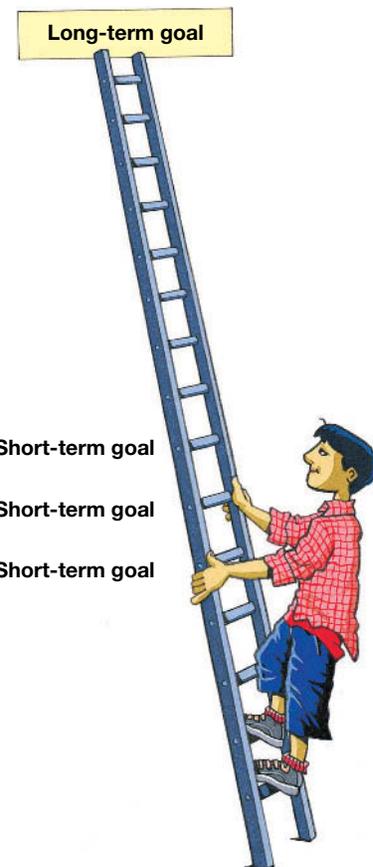
10.3.2 Get SMARTER

There are a number of principles that are important in effective goal setting. Using the acronym SMARTER will help you remember these principles and apply the process.

- **S:** *Specific*. If, for example, you are wanting to improve your fitness, be specific about what you are aiming to achieve. Analyse where you are now. If necessary, do a basic pre-test to evaluate your level of fitness. Write down the results so you have a point of reference. To help you get started, list the benefits you hope to gain from your activity program — for example, improved body image, more energy, confidence, enjoyment, relaxation, companionship and weight control or reduction.
- **M:** *Measurable*. Develop a way of measuring your results. You need to be able to monitor your progress so you remain focused on your goals. If you are unable to measure progress or see any improvement, you may lose interest. Positive results reinforce belief in your program and provide encouragement for continuation.
- **A:** *Achievable*. Make sure your goal is achievable by breaking down how you will do it. Once you know what you want to achieve, develop a strategy or 'action plan'. This plan lists what you intend to do (activity types), considering the costs and time available. The program should be flexible in terms of time and require regular sessions. There should also be a plan for some form of alternative exercise in

case a session is missed through inclement weather or similar factors. Finally, the program needs to be simple and easy to implement. Programs that require lots of equipment, money, time, transport or organisation are much more difficult to sustain.

- **R:** *Realistic*. Set realistic goals by avoiding activities that you will not continue. The goals you set should not be too easy or too hard, otherwise you are likely to lose interest. Make the goals achievable and sufficiently challenging to remove you from your comfort zone but not overly difficult, denying you the experience of success.

Playing games at school during lunch breaks is a great way of staying physically active.

- **T:** *Timeframe*. Allocate time during the day (for example, lunchtime) when you will embark on the program. Also establish an end time or deadline for finishing the program.

- **E:** *Evaluate*. Periodically evaluate your progress. You may find that certain barriers exist that you did not anticipate, and they may require a readjustment of your goals.

- **R:** *Reward*. When you are successful, congratulate yourself with something that will help keep you motivated.

10.3.3 Strategies for success

In order to support individuals in achieving success and enhancing their lifestyle, there are many strategies, campaigns and support networks that encourage people of all ages to lead healthy, safe, active and balanced lifestyles.

According to a recent study, participants who used fitness apps were much more active compared to non-users and even had a lower body mass index. The study's authors believe apps help people overcome barriers such as a lack of understanding or organisation, which leads to better exercise habits. Over time, these improved habits can mean big changes.

The figure below shows the top four fitness apps listed in 2018 that individuals used to enhance their fitness or involvement in physical activity.

(a) Couch to 5K (b) My Fitness Pal (c) ActiveX (d) Sleep Cycle
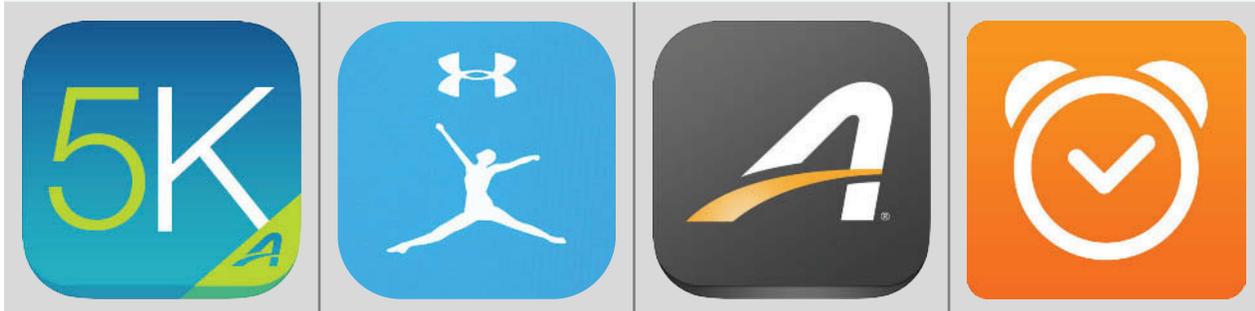
Today's society is increasingly technology based; health and fitness apps can help people engage in positive lifestyle behaviours, using the technology to support and encourage them along the way.

Use the **Sworkit** weblink in the Resources tab and perform a workout with your class!

on Resources

🔗 **Weblink:** Sworkit

10.3 Activities

Developing a SMARTER plan

1. (a) You are now convinced of the need to increase your activity level! Use the principles of goal setting to develop a plan that will assist you to regularly exercise in the future. Your action plan must incorporate short-term goals (daily exercise) and lead to a level of fitness that you are comfortable with and can maintain. Use the SMARTER goals formula as your guide:

   S — be **s**pecific in what you want to achieve
   M — generate a way of **m**easuring your progress
   A — develop an **a**chievable plan
   R — be **r**ealistic — is your action plan a possibility or a probability?
   T — establish your **t**imeframe
   E — be prepared to **e**valuate progress
   R — **r**eward yourself for success.

   (b) Discuss your plan with your parents or guardians so they can support you in your efforts by helping to remove barriers and perhaps assisting with rewards.

Evaluating health apps

2. The apps listed in section 10.3.3 have all been created to promote fitness or participation in lifelong physical activity. In groups, evaluate their degree of effectiveness by answering the following questions.
   (a) Is it easily accessible?
   (b) What is the cost?
   (c) Is there equipment required?
   (d) Can you participate in the activities in a safe environment?
   (e) Does your group believe that all individuals who access this app will continue to engage in regular physical activity by using it? Explain why/why not.

Design your own!

3. Your local government is concerned about the rise in obesity, sedentary behaviour and increased mental health issues. In small groups, design your own intervention that will promote healthy, safe, active and balanced lifestyles for people within your community.

   Ensure that in your intervention design brief you include the following details:
   • target audience
   • what the intervention aims to achieve
   • how it will be delivered.

   The Australian Physical Activity and Sedentary Behaviour Guidelines are designed to increase physical activity and decrease the amount of sedentary behaviour among people of all ages in Australian society. Use the weblink in the Resources tab to explore the aims and structure of the guidelines to help with your thinking about the design of your intervention.

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on Resources

🔗 **Weblink:** Australian Physical Activity and Sedentary Behaviour Guidelines

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10.3 Check and challenge

Explain

1. What are goals? Explain the importance of goals in helping us achieve our desires.
2. Explain the difference between short-term and long-term goals.
3. List and briefly describe the principles of goal setting.
4. Why do you think there is an increasing number of health and fitness apps available in today's society? Explain your view.

10.4 Recreational activity

Recreational activity can be a very satisfying part of lifelong physical activity. There is a huge range of activities from which you can choose, and you can determine your level of involvement in any number of pursuits that offer enjoyment, challenge and personal development.

10.4.1 Recreational experiences

Recreational activity is a fundamental element of lifelong physical activity. Recreational activities are things we do in our spare time. They are activities we choose for enjoyment, as well as personal satisfaction, challenge and experience. There are many benefits that arise from participating in recreational activity. These include:

- a break from normal routine
- the opportunity to improve fitness
- experiencing fun and enjoyment
- a reduction of stress
- the opportunity to make new friends
- experiencing a sense of achievement
- developing new skills
- identifying our talents.

Some popular forms of recreational activity include bushwalking, aerobics, swimming, surfing, walking, cycling, dancing and yoga, but there are many, many more!

There are many types of recreational activities from which to choose.

10.4.2 Why try recreational activity?

People participate in recreational activity for a range of reasons:

- *Challenge*. Most of us like to have our abilities challenged — particularly our physical abilities. Challenges make us test ourselves and often incorporate an element of risk. When we respond to challenges, we match a task against our abilities to see if we measure up. If we succeed, we experience a sense of achievement. If we do not succeed, we can still see the effort as worthwhile because we will have gained valuable experience and strengthened our character, which we can draw on when facing future challenges.
- *Adventure*. Recreational activity provides us with many opportunities to experience adventure. This involves learning new skills, meeting new people and moving beyond the comfort zone of our daily

lives. Camping, bushwalking, canoeing, rock climbing and abseiling are some examples of activities that provide these opportunities and others, as well as offering physical challenges beyond our everyday experience.

- *Relaxation*. Recreational activities provide us with the opportunity to relax and recharge our energy. Taking a break from our everyday routines and using our minds and bodies in different ways makes us more productive when we return to our work and study.
- *Improve social skills*. Engaging in recreational activities enables us to take on different roles within a physical activity context. Participating in group activities allows us to work as part of a team or may provide leadership opportunities that we can draw on in other parts of our daily lives. These experiences allow us to grow within a group setting, as well as develop further as an individual.

Many activities can be relaxing.

10.4 Activities

Planning a recreational activity

1. (a) Imagine you are about to go on an overnight camp. Plan everything that would be required for your trip, including:
    - informing people of where you are going
    - getting permission to use the campsite
    - organising equipment
    - buying food
    - planning activities
    - organising transport to and from the site
    - ensuring that there are first aid supplies
    - allocating special responsibilities to individuals within the group.
   (b) What social benefits would you hope to achieve from the experience?
   (c) What opportunities would the camp create for developing leadership skills?
   (d) Would a camp of this nature be worthwhile as a lifelong activity or would some aspects need to be modified? Describe what you would modify.

Orienteering

2. Orienteering is a popular recreational activity that employs skills such as using a compass and map-reading to navigate around a predetermined course.

   Use the **Learn orienteering** weblinks in the Resources tab to learn how to use a compass, use a map and a compass together and see some suggestions for preparing and conducting an orienteering session. If your local environment is suitable and safe, organise and run an orienteering event for your class.

Orienteering is challenging and fun.

Initiative challenges

3. For each of the initiative challenges (a-c) below, within your group allocate the following roles:
    - Group organiser (instructs the rest of the group as to how to complete the challenge)
    - Active participant (comes up with strategies to complete the activities more efficiently)

- Passive participant (participates in the activity and follows instructions)
- Teacher/facilitator (teaches the activity to a different group of students).
  Try to adopt a different role for each of the challenges.

(a) All tied up

In groups of about ten students, form a circle and link right hands with the person opposite you, and then link left hands with a different person. Now try to untangle without letting go of one another's hands.

  i. What skills did you need to use to solve the problem?
  ii. How important are these skills in group and team activities?

(b) Amazing Race

Using the school facilities, develop an 'Amazing Race' course that resembles a circuit but takes each individual around the school oval and surrounding area. As a class, develop activities for ten stations. A student is not allowed to move to the next challenge until the current one has been accomplished. As an example, the first station may require people to land a frisbee in a hoop, or an area marked by cones, that is 10 metres away. When successful, the student can then progress to a second challenge — rolling a hoop part way down the oval and back without allowing it to fall over. The winner is the person who has the least number of attempts or the shortest time at each station. Following this, individuals can be put into teams. The team is not allowed to progress until each member is successful at each station. (To incorporate ICT skills, each station could include a QR code that needs to be scanned by a device in order to gain access to the station's activity and the location of the next station.)

  i. List the skills that were required for successful completion of the circuit.
  ii. What were the most enjoyable parts of the challenge activity?
  iii. To what extent do you think good teamwork contributed to the success of the second activity?

Planning a challenge circuit
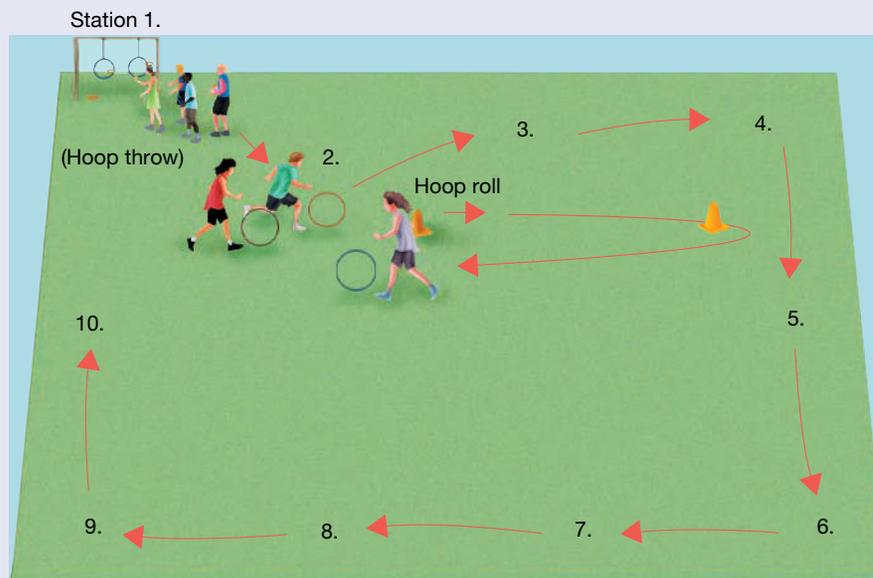
(c) Blinded walk

Using markers and barriers such as hurdles and gym mats, make an obstacle course that is approximately 40 metres long. Divide the class into teams and appoint a leader for each team. All other members of the team need to be blindfolded. The task is for the team leader to lead the group up the course and back again. On the way back, one person in the team loses the use of their legs, and the whole team must be responsible for getting the person home.

  i. Discuss how activities such as this develop initiative.
  ii. In small groups, develop a challenge activity. Arrange for the class to perform each of the activities.

10.4 Check and challenge

Explain

1. Outline the benefits that can be gained from participation in recreational activity.

Elaborate

2. Choose two recreational activities that provide adventure and challenge. Describe the skills that you would need to develop before taking part in the activities.

10.5 Cultural significance of physical activity

Many activities available to you have their origins deep in other cultures. Australia is fortunate to have large groups of people from other parts of the world who have settled here. Along with their skills, they have also brought their sports and recreational interests, all of which enrich our culture.

10.5.1 Origins of activities

Have you ever thought about the origins of the games you play or the activities in which you participate? Most have their origins outside of Australia and many have been modified to suit Australian conditions. However, some cultural groups within Australia still engage in sports and activities that were made popular in their homeland.

Have you ever taken the time to observe a tai chi routine? There is a focus on balance, serenity and gentleness of movement. This ancient Chinese martial art aims to relax the mind and body. Use the **Tai chi** weblink in the Resources tab to watch the clip of this gentle routine. Do you see a place in your recreational schedule for this type of activity?

Australia is a multicultural society. Many ethnic groups keep aspects of their culture alive through activities such as festivals, marches and dances. Such events offer an opportunity for people to participate in physical activity and exercise, as well as preserving aspects of their cultural heritage.

Tai chi uses gentle movements.

Dances are especially popular and are normally expressions of themes such as joy, celebration, birth, death or protest. All cultures have some form of dance tradition. In some places in the world, dances are still being performed in the exact manner that they were hundreds of years ago. In other parts of the world, performances have changed over time, reflecting a blending of cultures or changes in traditions.

In Australia, many people enjoy dance as a form of exercise and as a social and/or competitive pursuit. Classes exist for all manner of dance styles including ballroom, ballet, tap, rock and roll, jazz ballet, line dancing and salsa. Bush dances and other social dances offer an opportunity for physical activity and social engagement, and other classes such as Zumba, Bollywood and traditional Middle Eastern belly dancing enable participants to experience traditional dance forms from other cultures and incorporate these into a varied exercise program. Dance's many forms make it a perfect addition to a lifelong activity plan!

Cultural dances are usually performed in costume and require planning and practice.

Dance is just one of many forms of activity that have cultural significance. Activities such as yoga, from India, and Asian martial arts, such as karate, judo and tai chi, have also been embraced by people of different ages as part of their physical activity routines. Games from around the world such as gridiron from the United States and Gaelic football from Ireland are also popular with many people. Games such as these can be relatively easy to learn, particularly if we possess skills in similar activities such as soccer, Australian Rules football and rugby, which we can adapt to these different formats.

Each of the many varieties of football stems from a different culture.

10.5.2 Indigenous contribution to sport

The contributions of Aboriginal and Torres Strait Islander peoples have been integral to the development of the current sporting landscape in Australia. The first ever team of Australian athletes who competed overseas was an Aboriginal cricket team. According to the National Museum of Australia, the team was made up of 13 Aboriginal men from Victoria; in 1868 they played in 47 matches against English opponents, winning 14, losing 14 and drawing 19.

The Aboriginal Australian cricket team
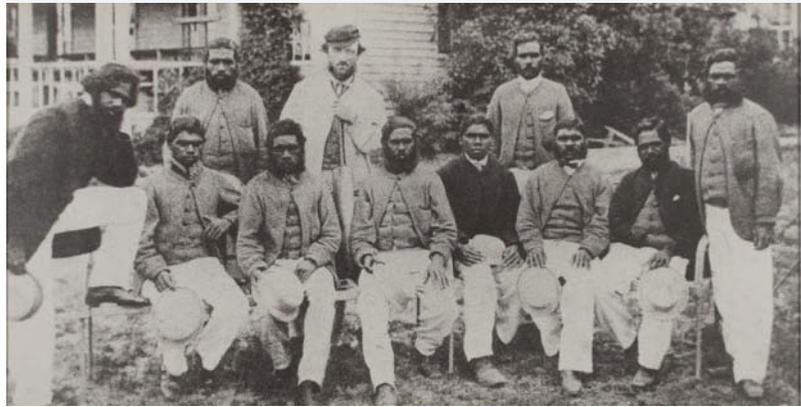
Since 1868, Indigenous Australians have achieved astonishing feats on the sporting field at the national and international level. Some of these are outlined in the timeline below.

Inquiry

A brief timeline of Aboriginal and Torres Strait Islander sporting success

- 1958 — Faith Thomas becomes the first Indigenous Australian female to represent Australia in sport (Cricket)
- 1962 — Jeffrey 'Mitta' Dynevor becomes the first Aboriginal Australian to win a Commonwealth Games gold medal (Boxing)
- 1964 — First Indigenous Olympians: Michael Ah Matt (Basketball), Adrian Blair and Francis Roberts (Boxing)
- 1968 — Lionel Rose becomes the first Aboriginal Australian to be a world champion boxer
- 1971 — Evonne Goolagong Cawley wins her first two of seven grand slam tennis tournaments
- 1973 — Arthur Beetson becomes the first Aboriginal player to captain a national team (Rugby League)
- 1986 — Marcia Ella Duncan is the first Aboriginal woman to represent Australia in netball
- 1990 — Cliff Lyons becomes the first Indigenous Dally M Medal winner for player of the year (Rugby League)
- 1992 — Samantha Riley becomes the first female Indigenous Olympian and medallist (100m Breaststroke)
- 1993 — Gavin Wanganeen becomes the first Aboriginal Australian to win the Brownlow Medal (AFL)
- 1996 — Nova Peris becomes the first Indigenous gold medallist as part of the women's hockey team
- 2000 — Cathy Freeman becomes the first Indigenous gold medallist in an individual event (400m)
- 2014 — Patty Mills becomes the first Aboriginal and Torres Strait Islander to be NBA Champion with the San Antonio Spurs
- 2018 — Harley Windsor is the first Indigenous Winter Olympian (Figure Skating)
- 2018 — Ash Gardner and Dan Christian captain the women's and men's Aboriginal XI cricket squads on the 150th Anniversary of the 1868 UK tour.

The example set by the Indigenous athletes listed above has not only made Australia noticeable in the global sporting arena, but also has the power to inspire younger generations of Indigenous Australians to participate in physical activity and compete at the highest level. The performances of these athletes allow Indigenous communities to feel a sense of pride and connection and can have a positive impact on their health and sense of wellbeing. Individual success can also have the ability to lift the spirits of an entire town or region. For example, the New South Wales town of Tingha, which has a population of less than 900 people, has produced three NRL players in the past 20 years — Nathan Blacklock (St George-Illawarra, NSW, Australia), Preston Campbell (Penrith Panthers, Cronulla Sharks, Gold Coast Titans) and Bevan French (Parramatta Eels).

10.5.3 Participation across different sports and activities

Australia's landmass not only provides diversity in its landscape, but also through the sports in which we participate. The following tables show the top activities for Australian children and adults.

TABLE 10.2 Top 10 activities based on organised club participation for children in Australia, 2016

Activity	% of population	% of club sport population
Soccer	12.0%	28.8%
Australian Rules football	7.1%	17.2%
Netball	5.9%	14.2%
Basketball	5.5%	13.1%
Cricket	4.4%	10.06%
Tennis	4.2%	10.0%
Swimming	4.2%	10.0%
Athletics, track and field	2.7%	6.5%
Rugby league	2.5%	6.1%
Gymnastics	2.4%	5.7%

Source: AusPlay Participation data for the sport sector, October 2015 to September 2016. © Australian Sports Commission, www.sportaus.gov.au

TABLE 10.3 Top 20 organised out of school activities for children in Australia, 2017

Activity	% of population
Swimming	31.8%
Soccer	14.1%
Australian Rules football	8.8%
Dancing (recreational)	8%
Gymnastics	7.6%
Basketball	7.3%
Netball	6.6%
Tennis	6.0%
Athletics, track and field	5.5%
Cricket	5.4%
Rugby league	3.1%
Karate	2.8%
Dance Sport	2.8%
Touch football	2.6%
Hockey	2.4%
Fitness/gym	1.8%
Martial arts	1.7%
Rugby union	1.7%
Surf lifesaving	1.4%
Taekwondo	1.4%

Source: AusPlay data from 'Children's Participation in Organised Physical Activity Outside of School Hours', April 2018. © Australian Sports Commission

TABLE 10.4 Top 20 activities for adults in Australia, 2016

Activity	% of population
Walking	42.6%
Fitness/gym	32.1%
Athletics, track and field*	15.8%
Swimming	14.5%
Cycling	11.7%
Soccer	5.8%
Bush walking	5.4%
Golf	5.2%
Tennis	4.8%
Yoga	4.4%
Basketball	3.4%
Cricket	3.3%
Netball	3.2%
Surfing	2.7%
Australian Rules football	2.5%
Pilates	2.5%
Fishing (recreational)	2.1%
Touch football	2.0%
Canoeing/kayaking	1.6%
Dancing (recreational)	1.4%

Source: AusPlay © Australian Sports Commission
*Athletics, track and field includes jogging and running

The tables on the previous page reflect the choices Australians make regarding their regular physical activities. For example, for adults, recreational walking and going to the gym are the most popular activities. This may be because these are activities that they are more readily able to schedule into their busy daily lives along with work and family commitments. The most popular activity for children is swimming. Australia's climate and the fact that the vast majority of its population lives along the coast means that swimming is an important skill for children to learn while they are growing up.

Personal preference also plays a significant role in determining the types of physical activities in which people choose to participate. Consider for yourself — would you prefer to participate in an individual or a group activity, a recreational or a **competitive activity**? Your answers may depend on your familiarity with particular activities, your previous experiences in similar activities or your willingness to try new things.

10.5.4 Diversity in Australian sport

Australia is a multicultural society. You only have to look around your community and you will see people of different races. We are home to the oldest continuous culture (Aboriginal and Torres Strait Islander peoples) but we have also embraced a high level of migration from a range of countries throughout our more recent history. Due to this, we have been able to embrace a variety of different sports suitable for people of all ages and abilities.

Soccer is one of the sports in Australia with the highest participation levels, with a growing number of juniors taking up the sport due to the skills it teaches and enjoyment of the game. In 1977, migrants from countries such as Croatia, Italy and Greece established the national soccer league reflecting the sport's cultural and sporting importance in their home countries. These migrants have been a part of the movement that has seen soccer grow to its current high participation rates. In 2017, a study by AusPlay revealed that more than 1.1 million children and adults play soccer; much of this is attributed to the success on the world stage by the Matildas and Socceroos.

Soccer is popular all around the world.

Australian Rules football (AFL) is another sport that is popular, especially in Victoria, South Australia, Western Australia and the Northern Territory. There is still much debate as to the origins of AFL, with roots to Gaelic Football (Ireland), Rugby League and Rugby Union. However, there are also strong links to an Indigenous Australian game called 'marngrook' which is from the Gunditjmara language (also known as Dhauwurd wurrung; this language group is from southwestern Victoria). Marngrook was played with a ball made from possum skin filled with charcoal and tied with kangaroo-tail sinew. While there were no goals, the major element of the game was to kick the ball high into the air then leap to catch it, which some historians say inspired the 'marks' of AFL. Tom Wills is the man who has been credited with being the founder of AFL. Tom was raised as the only white child in his area and played with Indigenous children on his father's property, speaking their language and joining in their games. It is with this information that historians can suggest the strong link between marngrook and AFL.

AFL has strong links to an Indigenous Australian game called marngrook.

Both cricket and rugby can be connected to Australia's British heritage, while sports such as basketball and baseball are linked to a North American influence. Netball is also influenced by Australia's British past; originally known as women's basketball, the game is now played in many countries, although concentrated in those with British roots or a history of British colonisation.

Cricket and netball have strong British roots.

10.5 Activities

Table tennis

1. Table tennis (also known as ping-pong) originated in England around the late 1800s. It is now a major global sport with millions of participants and many worldwide tournaments. It is particularly popular in Asia and Europe.

   Form teams of two and organise to play a round robin table tennis tournament within the class.

Sport in your community

2. (a) What are the most popular sports for males and females in your community?
   (b) Why do you think these are the most popular? (e.g. history, local success, television exposure)
   (c) Are there any opportunities in your local area to participate in non-traditional sports or activities? (e.g. cheerleading, martial arts)

Martial arts investigation

3. Investigate a type of martial art from around the world. Research its history and when it was first introduced into Australia. See if you can identify another form of martial art not readily heard about or seen in Australia. Report back about this.

Indigenous Australians and sport

4. Research and report on a famous Indigenous Australian and their contributions to sport in Australia.

Activities from Asia

5. Participate in a low-intensity activity that originated from Asian culture, such as tai chi (China) or yoga (India). Identify and then link the physical, social and emotional benefits of participating in the activity. Explore the importance of your chosen activity to the culture it has derived from.

on Resources

🔗 **Weblink:** Marngrook Football Match

10.5 Check and challenge

Explain

1. Explain the benefits of Australia being a multicultural society in terms of sporting opportunities.
2. Give reasons for why soccer and Australian Rules football have the highest level of participation in a club sport for children in Australia.
3. Suggest reasons to explain why children and adults participate in different types of activities.

Evaluate

4. Evaluate the effects of Indigenous sporting success on all Australians — both Indigenous and non-Indigenous.

10.6 Review

10.6.1 Summary

- Remaining physically active is a lifelong challenge.
- There are many types of physical activities from which to choose.
- Recreational activity is chosen for enjoyment and satisfaction. It includes many forms such as orienteering, camping and surfing.
- Regular physical activity throughout our lives is essential to maintain health and fitness.
- Physical fitness can be either health- or skill-related. There are a number of components of fitness which can be tested with specific fitness tests.
- A successful training program must include the correct training method for the fitness component you are trying to build and include a warm-up, conditioning and cool-down component.
- Initiative and challenge activities are good for team building, leadership development and problem-solving.
- Many popular forms of activity, such as dance and Gaelic football, have considerable cultural significance.
- SMARTER is an acronym to help us remember goal-setting priorities.
- Managing time, locating resources and overcoming barriers may represent hurdles in developing and maintaining participation in an activity program. However, they should be seen as challenges rather than obstacles.
- Indigenous Australians have contributed significantly to Australia's sporting identity.
- Sporting success by Indigenous Australians has the potential to boost the wellbeing of individuals and communities.
- Walking and fitness/gym activities are the most popular forms of physical activity undertaken by adult Australians.
- Swimming and soccer are the most popular forms of physical activity undertaken by Australian children.

ESSENTIAL QUESTION

Whether it is competitive or non-competitive, individual, team, recreational or simply for health and fitness, a form of lifelong physical activity is essential for our health and wellbeing. How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?

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

10.6.2 Key terms

aerobic activity activity that is sustained, thus strengthening the heart and lungs

aerobic endurance capacity of the body to keep up continuous physical activity over an extended period at a low to medium intensity

agility the ability to start, stop and change direction rapidly at maximum speed, without losing balance

balance the body's ability to control movement, whether it is static or dynamic

body composition in this context, the ratio of fat to non-fat components in the body

competitive (activity) has a focus on winning and may be organised on a team or individual basis

coordination motor skills component of fitness involving control of movement such as hand–eye coordination

flexibility the range of motion of specific joints and the muscles that act on them; may be static or dynamic

goal setting the act of listing intentions and targets in an organised, achievable format

goals a purpose that a person directs effort towards — for example, improving fitness

local muscular endurance (LME) ability of the muscle or muscle group to sustain or repeat contractions for a long period of time

muscular power a combination of speed and strength. When strength is exerted quickly, it is called power.

muscular strength exertion of a single maximal force by a muscle or muscle group

non-competitive (activity) has a focus on enjoyment or fitness or improving our health rather than gaining superiority

reaction time time taken to respond to, or initiate movement after, a given signal or cue, for example, a starter's signal

recreational activity an activity chosen for enjoyment and self-satisfaction

10.6 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. Why is it important that individuals are able to undertake physical activity through their lifespan?
2. What are the principles of training?
3. Evaluate the opportunities for physical activity made available in your local area.
4. Explain the SMARTER acronym and why it is useful.
5. Explain the benefits of participating in recreational activity.

on Resources

Digital doc: Worksheet 10.5 Key terms quiz (doc-29342)

Digital doc: Worksheet 10.6 Multiple choice quiz (doc-29343)

Digital doc: Key terms glossary (doc-29344)

GLOSSARY

action plan a design or blueprint that outlines a procedure for implementing an important strategy – in this case, participation in physical activity

active listening one component of positive communication where the listener reflects back what is being said to clarify the speaker's message or to let the speaker know that they understand the message

activity analysis recording and analysing movement and skill data from a game, sport or activity; the data is analysed to appraise a player's performance

acute sports injury injury occurring spontaneously while playing sport

adversity misfortune or difficulty

advocacy the act of championing or arguing for a particular issue or cause

advocating diversity actively promoting the interests of the diverse groups that exist in our society

aerobic activity activity that is sustained, thus strengthening the heart and lungs

aerobic endurance capacity of the body to keep up continuous physical activity over an extended period at a low to medium intensity

agenda lists the items of business and their order for discussion at the meeting

agility the ability to start, stop and change direction rapidly at maximum speed, without losing balance

airway the passage that leads from the mouth, nose and throat to the windpipe

amphetamines illicit drugs with several names, such as speed or ice; affect the activity of chemicals in the brain, causing anxiety, shaking and panic attacks

angle of release angle at which a projectile is released

anticipation our ability to predict whether a particular action will occur

anxiety an unpleasant state of uneasiness or worry

appraisal support providing feedback to others to make sense of a particular situation

assertive self-assured; able to ask for what one wants in a respectful way; stating a feeling, belief or opinion clearly and confidently

associative stage second stage of skill learning. During the associative or practice stage, the individual is beginning to get the feel of the movement and fewer errors are made.

attitude an outlook on something; a way of thinking or behaving; what a person thinks; shown in a person's way of behaving

attitudes an outlook on something; a way of thinking or behaving; what a person thinks; shown in a person's way of behaving

augmented feedback information provided by visual, verbal or aural (hearing) signals

automated external defibrillators (AEDs) a portable electronic device that automatically diagnoses some potentially life-threatening heart problems and is able to treat some of them with defibrillation

autonomous stage third and final stage of skill learning. In the autonomous or automatic stage, the individual is able to complete the skill virtually without conscious control.

AVO a court order placing certain restrictions on a potentially offending party

balance the ability to control equilibrium while we are stationary or moving

balance the body's ability to control movement, whether it is static or dynamic

base of support the parts of the body (or object) in contact with the ground and the area between these supporting parts

basic skill drills practice drills designed to allow the individual to learn and perform skills in an environment that ignores outside elements such as the opposition or movement

behaviour the way in which we behave

beliefs a philosophy or viewpoint on issues

binge drinking drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days

body in this context refers to a person or an object such as a javelin

body awareness the ability of the mind to know what is required of the trunk and limbs, and to be conscious of how a movement is being performed

body composition in this context, the ratio of fat to non-fat components in the body

body control the ability to coordinate movements with precision

body language non-verbal cues that can be read from the way a person holds his or her body

bystander person who is aware that a bullying situation is occurring but is not directly involved in it

cannabis illicit depressant drug that can have a hallucinogenic effect

cardiac arrest sudden cessation of heartbeat and heart function, resulting in the loss of effective circulation

cardiopulmonary resuscitation an emergency technique that combines rescue breaths with external chest compressions at a ratio of 2:30 at 100 compressions per minute. It is used when a casualty is unconscious and is not breathing.

centre of gravity the point at which all weight is evenly distributed, enabling the body or object to be balanced

choreography takes in the elements of coaching and instructing and applies them to the dance or performance setting

chronic sports injuries overuse injury, usually involving soft tissue, ligaments or tendons

closed skills skills performed in a stable and predictable environment. They allow the performer to plan his or her movements in advance.

cocaine illicit stimulant with hallucinogenic properties

coercion the action or practice of persuading someone to do something by using force or threats

cognitive stage first stage of skill learning. Individuals who are at the cognitive or beginner stage need to know how to execute the basic movement patterns of the skill in correct sequence.

commitment committing to and believing wholeheartedly in a cause, be it a viewpoint, opinion, event, course of action or person

communication the skill of being able to talk to and listen to others

community group of people living or working in the same place or environment and acting collectively in the areas of social values and with shared responsibilities

community empowerment when individuals and organisations work together to address an identified problem

competitive (activity) has a focus on winning and may be organised on a team or individual basis

concussion acute injury to the head caused by collision

confidentiality a patient's right to have the information they have given to their health professional kept private

conflict a difference of opinion

conflict resolution resolving a problem or situation so that both sides come to a mutual agreement without aggression or violence

consensual a person has given their permission or consent

consequences results of a person's actions; may be either positive or negative

continuous skills skills that have no distinct beginning or end; such skills or movements are often repetitive or rhythmic in nature

contraception any method or device that prevents conception and, therefore, a pregnancy

coordination motor skills component of fitness involving control of movement such as hand–eye coordination

coping the thoughts, feelings and actions we use to manage concerns and problems

credentials a qualification, achievement, quality, or aspect of a person's background, especially when used to indicate their suitability for something

critical literacy the ability to read critically to determine the meaning of information, understand why the information has been created and analyse how it has been presented

culture the ideas, customs and social behaviour of a society

cyberbullying bullying that takes place using electronic technology such as mobile phones, computers, etc.

dating violence any intentional sexual, physical or psychological attack on one partner by the other in a dating relationship

decision making the ability to weigh up game situations and decide which option to take and when to take it

de facto existing, but not legally recognised

defibrillation the application of electrical therapy which allows the heart to re-establish an effective rhythm

depression a state in which a person has feelings of intense sadness over a period of time

determinants of health factors that affect how healthy you are

determination the quality that you show when you have decided to do something and you will not let anything stop you

direct discrimination when a person is treated less favourably in an obvious way, on any of the grounds listed under the *Anti-Discrimination Act*

discrete skills skills or movements of brief duration that have a distinct beginning and end

discrimination treating someone unfairly or 'less favourably' because they happen to belong to a particular group of people

disengage to withdraw from or be passive in life

dislocation a separation of two bones from where they meet at a joint

distributed practice short sessions interspersed with periods of rest, during which either feedback is provided, or another skill is practised

diversity the differences between people and groups of people, including those of culture, race, religion, gender, and life experience. Diversity means understanding that each individual is unique, and recognising our individual differences.

diversity dissimilarity or the condition of being different; the broad range of differences that exist between people and communities, including aspects of gender, race, geographic location, culture, socioeconomic background, age, disability, religion and sexuality

domestic violence an abuse of power, in most cases by men against women, within an intimate relationship or between former partners

drowning submerging and suffocating in water

DRSABCD action plan a plan of action that prioritises checking for danger, seeking a response from the casualty, sending for help, checking the airway and breathing of the patient, commencing CPR and applying a defibrillator if necessary, and in that order

dynamic balance maintaining balance while the body is in motion

ecstasy illicit drug; extremely dangerous, causing paranoia, organ damage, insomnia and dehydration

emotional support sympathetic understanding and behaviour to another team member's emotional wellbeing

empathy having an understanding of how another person is feeling

engage to be active in creating a happy and meaningful life

equilibrium a state that arises from our senses about the position and balance of our body

event management is the organisation and coordination of large-scale events such as fun runs and music festivals

fatigue tiredness, sleepiness, lack of concentration caused by lack of sleep; power naps are recommended for drivers when they feel fatigued

feedback information provided to a performer about the quality and/or outcome of the performance

fine motor skills skills that involve a small number of muscles and accurate movements

flexibility the range of motion of specific joints and the muscles that act on them; may be static or dynamic

flotation device used to assist flotation while in the water, for example, a life jacket

friction develops when two objects rub together

gender stereotypes generalisations (not necessarily accurate) of how individuals of a certain gender should behave or conduct themselves

general practitioners a doctor trained to deal with a wide range of health problems and issues

goals a purpose that a person directs effort towards — for example, improving fitness

goal setting the act of listing intentions and targets in an organised, achievable format

grid games an extension of intermediate and advanced skill drills; take place within a grid or defined area

gross motor skills skills that involve many muscles and a large degree of force

harassment any form of behaviour that you do not want, or that offends, humiliates or intimidates you

harm minimisation any action or strategy designed to remove or reduce risk and therefore prevent or minimise harm

health consumer a person who accesses a healthcare provider or service or who purchases health-related products

HELP (heat escape lessening posture) position assumed in cold water to help conserve body warmth

homophobia encompasses a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual, transgender or intersex

huddle position used by a group of people immersed in cold water to conserve body heat by pressing up close to each other

illicit drug any drug that is banned by law

impulse the force applied to an object and the length of time the force is applied

inclusive using language and behaviours that don't make others feel isolated or inferior

independence the ability to think, decide and act for yourself, giving consideration to, but without being adversely influenced by, other factors, pressure, coercion or opinions

indirect discrimination when a rule, practice or policy that is the same for everyone has an unequal effect on or result for a person or a group of people

individual empowerment an individual's ability to make decisions about, or to have control over, their health and life

inequity lack of equality

informational support the exchange of necessary information among team members for their functioning

informed consent the considered decision you make about your health treatment — it requires that you are fully informed about all treatment options and risks before making a decision

instrumental support the practical support team members offer each other

interdependent individual factors have the potential to have an impact on or influence each other

interview a formal meeting in which an applicant is asked questions to determine their suitability for a particular job

intimate relationship close relationship with a high level of sharing, trust and understanding

key elements distinct actions that join to make up a movement phase of a skill

kinaesthetic feedback feedback about the 'feel' of a movement skill

kinaesthetic sense the sense that detects movement, body weight and body position

knowledge of performance feedback about the quality of performance itself

knowledge of results feedback about the outcome of the performance

learning environments the physical and social environment in which skills are learnt and developed through practice

local muscular endurance (LME) ability of the muscle or muscle group to sustain or repeat contractions for a long period of time

management plans a strategy that itemises all the tasks that need to be addressed and suggests ways in which they can be accomplished

marginalisation the social process by which a person or a group of people become relegated to the fringe or edge of society

mass is the quantity of matter of which a body is composed. It is slightly different from weight in that it remains constant, whereas weight is affected by gravity.

massed practice practice of a longer duration

media television, newspapers, radio, film and the internet that are used to communicate with large numbers of people

mental illness a term to describe a group of more serious or long-lasting mental health problems

mental practice involves imagining or visualising a skill in the mind

minutes the record of what has been discussed and decided at the meeting

momentum the quantity of motion that a body displays

monogamous to have a sexual relationship with only one person

movement skill the proficiency with which we execute movement in all types of physical activity

muscular power a combination of speed and strength. When strength is exerted quickly, it is called power.

muscular strength exertion of a single maximal force by a muscle or muscle group

negotiation listening to and understanding both people's opinions and points of view, and working towards a compromise that is a win–win situation for both people

non-competitive (activity) has a focus on enjoyment or fitness or improving our health rather than gaining superiority

non-psychotic illness a mental illness in which a person's feelings become so extreme and overwhelming that they find it difficult to participate in daily life

objective judgements utilise methods, techniques or tools for appraising the proficiency of the movement performance

object manipulation the ability to move and control an object

open skills skills performed in an environment that is variable and unpredictable; usually externally paced and performed in a constantly changing environment

part practice breaking down and practising a skill in its 'parts' or subroutines

peer group group of friends of a similar age with similar interests, often from a similar social background

performance measures methods, techniques or tools for judging or assessing the level of performance

personal growth the growth and enhancement of all aspects of an individual

personal identity the qualities, skills, attitudes and beliefs that make each individual unique

Pharmaceutical Benefits Scheme (PBS) a program of the Australian Government that provides subsidised prescription drugs to residents of Australia

physical practice practice in which the skill is actually performed physically

policies simple statements that tell people what is and is not allowed

prejudice unfavourable opinions or feelings formed without reason, knowledge or thought

prejudices unfavourable opinions or feelings formed without reason, knowledge or thought

proficiency of movement (or skill proficiency) the achievement or attainment of a movement goal with maximum certainty, minimum energy expenditure and minimum movement time (where speed is essential)

projectile the object propelled into the air as a result of force application, such as a soccer ball or even a body itself

projectile motion the motion of objects such as balls or implements that are thrown, struck or kicked into the air

pro-social behaviour and actions which are intended to help other people – either individuals or communities

protective factors things that prevent or reduce the chances of something we don't want happening to us

psychotic illness a mental illness that impairs a person's sense of reality

put-down a comment, attitude or behaviour that is intended to make another person feel bad

qualitative analysis process of observing, analysing and appraising human movement performance

random breath testing testing blood alcohol concentration of drivers

reaction time time taken to respond to, or initiate movement after, a given signal or cue, for example, a starter's signal

recovery position the body position a casualty is placed in to ensure the airway is clear and any likely obstruction flows out from the mouth

recreational activity an activity chosen for enjoyment and self-satisfaction

referee a person willing to testify verbally or in writing about the character or ability of someone, especially an applicant for a job

resilience the ability to learn from difficulties and bounce back following misfortune

responsibility meeting your obligations towards yourself and others

résumé formal presentation of a job applicant's education, skills, and work experience

RICER management plan used to achieve the immediate and longer-term treatment of injury

risk assessment the process of evaluating the potential risks that may be involved in an activity or undertaking

rules and regulations policies, laws and guidelines that promote fair play and enhance safety in sport

safe environments grounds, equipment and facilities being safe to use

SALTAPS simple checklist to use when diagnosing a sports injury; stands for stop, ask, look, touch, active movement, passive movement and stand

scorers sporting officials responsible for maintaining an accurate record of the scores attained during the course of a game or event

secondary drowning occurs when someone has been immersed in water and inhales fluid into the bronchi and lungs, and then suffocates some time later because of impaired lung function

self-esteem the way you feel about yourself. High self-esteem means you feel good about yourself and you are confident in your abilities.

self-esteem how much we value or accept ourselves for who and what we are

self-management the taking of responsibility for one's own behaviour and well-being

self-monitoring observing and regulating one's own behavior in a social context

self-talk the thoughts that people have about themselves and their lives

sense of identity who you are, the way you think about yourself

serial skills series of discrete skills strung together to form a more complicated action

sexual activity sexual behaviour; usually involves contact with the genitalia

sexual assault includes any sexual activity carried out against the will of the victim by coercion, intimidation or the use of violence, even if the activity did not end in penetration

sexually transmitted infection (STI) an infection that is transmitted through sexual activity

signs of life consciousness, responsiveness, normal breathing, signs of movement

skill learned ability to bring about predetermined results with maximum certainty, often with minimum outlay of time or energy or both

socialisation the way we are brought up and expected to behave in society, often based on gender

social media the online media used for social networking, such as emailing, blogging or tweeting over the internet

sociocultural factors factors that have an impact on people's ability to make positive decisions about their health including their family, peer group, gender and culture

socioeconomic status a person's overall social position or standing

sporting conduct conforming to the rules of sport; an aspiration or ethos that the activity will be enjoyed for its own sake, with proper consideration for fairness and ethics, and respect for one's opponents

sprain injury to a ligament

stability the ability to maintain a current state or position

static balance maintaining a balanced position while not moving

stereotyped a standardised mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgement.

stigma a mark of shame or disapproval given to a group of people by society, which labels them less worthy of respect and support than others

strain injury to a muscle

subjective judgements judgements based on feelings or impressions and which do not involve the use of techniques or tools for appraising the proficiency of the movement performance

subskills a small part of a skill; for example, the toss is part of the skill of serving in tennis

support network includes people you can rely on for information, advice and assistance

TAC (Transport Accident Commission) entity that aims to reduce the incidence of road crashes and trauma

tactical proficiency the ability to weigh up game situations and decide which option to take and when to take it

technique the method used to perform a skill or movement

timekeepers sporting officials who ensure that competition times are adhered to, and that periods of play are in accordance with the rules of the sport

timing relates to when certain movements occur within a pattern or the use of the body in relation to time; the way in which parts of a movement flow together

transgender the term given to people who live or seek to live as a member of the opposite gender (sex) to their birth gender

umpires and referees sporting officials responsible for regulating the conduct and playing of sporting events

unconscious a condition in which a person is unaware of or does not respond to external influences

values beliefs about what is important, and what is right or wrong

velocity of release single most important factor for achieving maximum distance of a projectile; the greater the velocity of release, the greater the distance achieved

vilification any act that happens publicly, as opposed to privately, and that could incite others to hate, have serious contempt for, or severely ridicule a person or group of people

vilification to say or write unpleasant things about someone or something, in order to cause other people to have a bad opinion of that person or thing

whole practice form of practice in which a skill is practised in its entirety

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