

Jacaranda Health and Physical Education 7 & 8 Australian Curriculum edition

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

About the authors

Ron Ruskin is an established and respected PDHPE teacher and has had several active roles and qualifications in sports coaching and examining. He was formerly the Head Teacher of PDHPE at Northmead High School but is now retired. Ron maintains a particular interest in basketball, touch football and golf, and in aquatics as a former examiner for the Royal Lifesaving Society — Australia. He has also been a Senior Marker of the HSC for the NSW Board of Studies and has worked on the HSC advice line. Ron is a contributing author to the *Outcomes* and *Active Outcomes* series for senior and junior high school students in New South Wales. Ron has also written and produced other specialist texts and technology products, such as *Basketball Fundamentals* and the *Body Systems* CD-ROM.

Kim Proctor is currently Assistant Director, Secondary Education with the NSW Department of Education and Communities. She has worked in a diverse range of roles within education, including as a PDHPE head teacher, PDHPE consultant, coordinator for Student Health in New South Wales and a leader of curriculum in secondary schools. Kim has vast experience in working in and with schools to develop and implement quality teaching programs in PDHPE and school-wide policies that support student health and wellbeing. She has specific experience in sexual health education, anti-discrimination education, strengths-based teaching practices and community health issues. She is the co-author of a number of PDHPE textbooks.

Sue Dickens has fifteen years' experience as a Health and Physical Education teacher in secondary schools in Queensland. Her current role with the School of Human Studies at The University of Queensland oversees the design of a suite of online continuing professional development courses to assist HPE teachers and sports coaches in career development. Sue brings to the team a broad knowledge of pedagogies underpinning Health and Physical Education practice as well as over a decade as co-author of textbooks for middle and senior school PE students.

Glenn Amezdroz is currently acting as Senior Education Officer at the Queensland Curriculum and Assessment Authority (QCAA), supporting Physical Education, Health Education and Recreation SAS in Queensland. Previously, he was Head of Department, Health and Physical Education at All Hallows' School in Brisbane. He has served in a variety of different roles in the moderation processes of Senior Physical Education with QCAA, as well as contributing as a member of the Australian Curriculum Health and Physical Education Advisory Committee during the development of the Shape Paper for AC-HPE. Glenn has also authored a number of textbooks based on QCAA senior syllabus documents and has developed resources for implementation of the Australian Curriculum.

Sally Nelson is currently Head of Middle School Health and Physical Education at Carey Baptist Grammar School. She has completed her Masters of Education in Health and Physical Education and has an intense interest in HPE curriculum development. Sally was also a member of the VCAA and ACHPER discussion panels to give feedback for the draft shape of the Australian Curriculum Health and Physical Education Consultation Report. Recently, Sally has been invited by ACHPER to assist with the development of meaningful units of work to enhance the learning experience of secondary students visiting the National Sports Museum. She has had eighteen years' experience teaching Health and Physical Education to Years 7–12 students in a variety of educational settings.

Kirsty Walsh has ten years' experience as a Health and Physical Education teacher in secondary schools in Victoria and South Australia. Currently the Head of Health and PE at Ballarat Clarendon College, she is a recognised VCE PE expert, having co-authored the *Live It Up* textbooks for the VCE PE course and having been a VCAA examiner across PE and H&HD for eight years. Kirsty has presented for ACHPER on a broad range of HPE topics, from middle school right through to senior PE.

Vaughan Cleary is the Head of Health and Physical Education at Marcellin College, Bulleen, Victoria. He teaches Physical Education and Health and Human Development. Vaughan has a plethora of experience writing state-based and national textbooks over the last twenty years across all secondary school levels. He has supported ACHPER in a number of ways including being a regular presenter at national ACHPER conferences in areas such as curriculum writing, curriculum reform and creativity and innovation in the classroom. Vaughan is also a member of the Royal Melbourne Institute of Technology's Physical Education Program Advisory Committee.

Preface

The Australian curriculum, Health and Physical Education course of study encompasses the content areas of Personal, Social and Community Health, and Movement and Physical Activity. Major focus areas within these content areas are:

- Being Healthy, Safe and Active
- Communicating and interacting for Health and Wellbeing
- Contributing to Healthy and Active Communities
- Moving our Body
- Understanding Movement

- Learning through Movement

The curriculum aims to develop the students' knowledge, understanding and skills in enhancing their own and others health, wellbeing and participation in physical activity in varied and changing contexts. *Quest for Good Health and Physical Education* offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active. Each chapter of *Quest for Good Health and Physical Education* addresses specific elaborations and learning focus points from the Health and Physical Education Australian curriculum.

The authors have approached the writing of material for this course with a keen sense of responsibility to make the text relevant, meaningful and appealing to students of varied interests, abilities, cultures and backgrounds. The goal was to produce an eBook that is sensitive to the needs of adolescents at a time of great change in their lives. A strong focus is placed on providing activities and discussion points to engage students so as to improve their knowledge and skills, and to assist them to adopt a healthy lifestyle. Students and teachers are able to select from the range of activities those that best support the learning journey they wish to follow. The authors recognise the need for each school and teacher to develop a course of study that reflects both the Australian curriculum requirements and the needs of their own students.

The frequent references within the eBook to further resources reflects the wealth of digital support available as part of this eBook. We believe the visual, kinaesthetic and social opportunities that eLearning provides caters for modern students. There are activities for use by relief teachers who do not specialise in the subject.

This eBook is designed to help you in your quest to study or teach Health and Physical Education effectively. The *Engage* section at the beginning of each section encourages students to reflect on their prior learning and knowledge and allow teachers to assess prior knowledge. The *Explore* content and *Starter questions* are there for students to investigate the specific learning foci expected of them within the Australian curriculum for Years 7 and 8. This information can then be elaborated upon, explained and evaluated in the activities and *Check & Challenge* questions provided at the end of each section. Each chapter begins by posing an *Essential question* that encompasses the thrust of the chapter; each question is revisited at the end of the chapter, asking students to review and reflect on what they have learned, elaborate on their original answer and complete the learning.

Acknowledgements

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Chapter 1: Valuing diversity

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1

Valuing diversity



1.1 Overview

on Resources



Watch this eLesson: [Valuing diversity](#)

Searchlight ID: [eles-2322](#)

1.1.1 Embracing difference

Diversity is the richness and uniqueness of human life, and is one of the key elements that make life interesting and rewarding. Diversity comprises individual interests and capabilities, and racial, cultural, age, gender, language, socio-economic, physical and sexual orientation differences. When you value diversity, you recognise and respect the fact that people are different and that you can learn from those differences. Some people have difficulty accepting differences in people and might discriminate against them or bully them. We can embrace differences by becoming more self-aware (that is, forming our own identity), engaging in rich and respectful conversations, investigating and researching other people's point of view, and being open minded. Valuing and understanding diversity will assist you to create a smooth pathway from childhood to adulthood.

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



ESSENTIAL QUESTION

What is the importance of valuing diversity in navigating your way through adolescence and developing a positive identity?

STARTER QUESTIONS

1. What is unique about you?
2. How is your identity formed?
3. How is your identity shaped by your family, culture and traditions?
4. How can respecting diversity help communities become healthier?

INQUIRY SEQUENCE

1.2 My identity

1.3 Developing a positive identity

1.4 Valuing and appreciating diversity

1.5 Developing empathy

1.6 Celebrating diversity

1.7 ICT activities- Project: Designing the charity event 'Giving is living'

1.8 Review

1.2 My identity

1.2.1 We are all unique

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

ENGAGE

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

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

Use the **Wordle** weblink in your Resources section to create a word cloud that describes you.

We are all different, with our own unique characteristics.



on Resources



Explore more with these weblinks: [Wordle](#)



Complete this digital doc: [Understanding who I am](#)

Searchlight ID: [doc-15649](#)

1.2.2 Forming your identity

The formation of your identity is seldom a deliberate or self-conscious process. In other words, we do not generally set about creating a certain identity for ourselves. Rather, we simply find that over time we consider ourselves in certain ways. You may consider yourself to be a reliable and trustworthy friend or a good sportsperson. Early in life, sense of identity is generally associated with the support and security of a caring adult. In early primary school years, identity may be also influenced by attributes that parents/carers value and model. During later school years, peer values and peer pressure become important components in shaping identity.

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

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

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

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

1.2.3 It’s great to be different!

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

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

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

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

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



DID YOU KNOW?

Australia is a diverse country comprising people from many different countries. In 2014 the population grew by one international migrant every two minutes and five seconds.

1.2.4 It's okay to be me!

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

ACTIVITIES

1 This is me!

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

2 Identity statements

Complete the following sentence stems:

- I can...
- I have...
- I like...
- I am...
- I remember...

3 The changing nature of our identity

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

1. Does your identity vary when you are in different social contexts (for example, with your family as opposed to at school with your peers)?
2. How does your behaviour change in different social contexts?
3. Describe another social context you have experienced in which your identity has varied. Explain the factors that influenced your identity in this situation.

CHECK & CHALLENGE

Explain

1. Define the term 'identity'.

Evaluate

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

Explain

3. List some characteristics we inherit from our parents genetically and some characteristics we have because of our environment.

Elaborate

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

on Resources



Explore more with these weblinks: [Prezi](#)



Complete this digital doc: [Improving my sense of identity](#)

Searchlight ID: [doc-15650](#)

1.3 Developing a positive identity

1.3.1 Influences on our identity

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

ENGAGE

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

Our identity is shaped by many factors including culture, body image, relationships, friends, peers, gender, family, sexuality and school.



1.3.2 Factors that shape our identity

Factors that influence our identity include the following.

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

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

- *Peer group.* Having a close friend or group of friends is very important for young people. Good friends will listen, be supportive and help you when you need it. The things you say to your friends and how you treat them can affect how they think about themselves.

Being a good friend means treating your friends with respect. Developing positive relationships with your friends is important, so considering the qualities of these relationships is essential. Positive relationships have the following qualities:

- mutual respect
 - trust
 - honesty
 - support
 - fairness/equality
 - separate identities
 - good communication.
- *Culture and traditions.* The original inhabitants of Australia are Aboriginal and Torres Strait Islander peoples who have been living here for at least 45 000 years. The majority of Australians now are of Anglo-Celtic ethnicity, but there are also migrants from more than 200 countries around the world. In fact, 43 per cent of Australians were born overseas or have a parent who was born overseas. This makes Australia a culturally rich and diverse society.
Cultural background is one of the most significant influences that shapes our identity. Each person's culture consists of their customs, beliefs, values, language and behaviour. Australia is a multicultural society and diversity is found in many aspects of the Australian lifestyle. Most of you will experience and interact with a range of people from cultural backgrounds different from your own. However, you sometimes may feel more comfortable being with people from a similar cultural background to yourself because you will have common interests and traditions. There is much to be learnt, however, from interacting with people from different cultural backgrounds.

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

on Resources



Explore more with these weblinks: ReachOut

Explore more with these weblinks: ReachOut: Understanding different cultures

Explore more with these weblinks: ReachOut: Jumaana Abdu

- **School.** Schools that provide interesting and challenging learning opportunities help students succeed. Acknowledgement of this success helps students feel good about themselves. For many adolescents, school is a place where they can feel supported and **connected**.
- **Gender.** These beliefs influence our identity. They can shape our attitudes and behaviours. Sometimes, there is a lot of pressure on us to behave in certain ways or to fit a certain **stereotype**. For boys, this stereotype may mean being strong, tough and unemotional; for girls, it may mean being sensitive, delicate and meek. Young people who do not fit these stereotypes may be bullied and teased by their peers; this has a negative influence on their identity.

Embrace identity.



- **Sexuality.** Adolescence is a time when young people become physically and sexually attracted to others. These attractions can be for people of the opposite sex or people of the same sex. When a young person is sensitive about their sexuality, they can feel unhappy about themselves. Treating everyone with respect and accepting difference will have a positive influence on young people's identity.
- **Body image.** What we look like and what other people think of our looks contribute to our beliefs about who we are. People who are not happy with their body shape, size and/or weight are often not happy with themselves. Some young people, in an effort to change their body image, may develop poor eating habits or eating disorders. It is important to remember that we all come in different shapes and sizes, and that we are worthwhile and valuable people regardless of how we look.

- *Physical development.* The rate at which we mature or grow can affect our identity. For example, girls who develop breasts or get their period before their friends sometimes feel uncomfortable or embarrassed. Boys who mature early are often more confident with their peers than those who mature later.
- *The media.* We are influenced by the stereotypes of males and females that we see on television, and in movies and magazines. Some young people compare themselves to these unrealistic images, and this comparison can have a negative influence on their identity.

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



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

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



ACTIVITIES

1 Gender

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

2 Cultural similarities

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

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

3 Family traditions

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

4 Cultural identity

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

CHECK & CHALLENGE

Evaluate

1. What types of images does the media use to stereotype males? What types of images stereotype females? Why can these stereotypes be unhealthy for young people?
2. Describe how a person's culture can influence the way in which they think and feel about themselves.

Explain

3. Define the term 'body image'. How do friends influence body image?
4. Explain how a person's body image can influence their identity.
5. Explain, using an example, how factors that influence identity are interdependent.

Elaborate

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

Evaluate

7. There is a move in the fashion industry and media towards using models who have a healthy body image. Why do you think this has happened? Do you think this is a positive thing? Use the **Advertising and body image** weblink in your Resources section to investigate one company's campaign to challenge beauty stereotypes in advertising. To further explore the topic, view the **Body image** eLesson in your Resources section.
8. Develop a slogan that promotes a healthy body image to young Australians.

on Resources



Explore more with these weblinks: Advertising and body image



Complete this digital doc: [Gender stereotypes](#)

Searchlight ID: [doc-15651](#)



Watch this eLesson: [Body image](#)

Searchlight ID: [eles-0721](#)

1.4 Valuing and appreciating diversity

1.4.1 Enriching society

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

ENGAGE

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

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



on Resources



Explore more with these weblinks: Valuing diversity

1.4.2 Challenging inequities and discrimination

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

By challenging inequities we can demonstrate that we value and support everyone's right to be treated fairly and with respect.

Ways to help you challenge inequities include:

- *educate yourself.* Respect and value the differences between people and understand when language or actions may discriminate against them.
- *advocating for others.* Take action to support those who are treated unfairly. For example, let bullies know that their behaviour is not right or acceptable and that you do not agree with it.
- *role modelling inclusive language and behaviours.* This means ensuring you treat others fairly and practise using respectful language. Language is very powerful and can be a great tool to change stereotypes and attitudes.

DID YOU KNOW?

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

HEALTH FACT

In a socially inclusive society all people feel valued and their differences are respected. (*Source:* VicHealth.)

A recent VicHealth survey revealed that 90 per cent of Victorians agreed that it is a good thing for society to be made up of different cultures. Only 5 per cent rejected this statement.

Valuing and appreciating diversity starts with us being curious and open-minded with difference. It is also important that we challenge negative stereotypes and not be too quick to judge people. Learning the value of diversity takes a lifetime, and sometimes it can be difficult, but also exciting and rewarding. We all have the choice as to how we treat people. We can all work to treat people with respect, and truly value and appreciate differences. Use the **Diversity activities** weblink in your Resources section to find activities on this topic.

on Resources



Explore more with these weblinks: Homelessness statistics



Explore more with these weblinks: Diversity activities

1.4.3 Embracing diversity for health and wellbeing

There is a growing amount of evidence that recognises that discrimination can have a devastating impact on community health and wellbeing. Vichealth research suggests that 'discrimination is thought to affect health because it results in people developing a negative view of themselves and this in turn affects their self-esteem. It may bring about fear, stress and anxiety, which can have a negative effect on both the mind and the body.' If we are valued and appreciated by others then we also feel safer and supported within the community in which we live. A community that embraces diversity and recognises the value of all its members is more likely to be one that thrives. In this way, challenging discrimination can have a positive impact on health and wellbeing of both individuals and communities. People's health and wellbeing are enhanced when they feel valued and appreciated.

1.4.4 Different cultural 'mind-body-spirit' connections to health and wellbeing

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

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

1.4.5 Kinship

The network of social relationships that form an important part of the lives of humans in most societies is known as kinship. Kinship systems define how a person fits in to the community. Australians were multicultural long before European settlers came to Australia. In Australian Aboriginal culture the richly complex system of classes or skins puts everybody in a specific kinship relationship. All of these relationships have specific roles and responsibilities attached to them and have a significant influence on the development of identity. The Aboriginal kinship system has strict rules and laws for people to follow and live by. This system tells people who they can and can't marry, who their relatives, skin names and totems are and where their traditional lands are located. It is similar to a modern family tree, except that the learning of customs, tradition, language, Dreamtime stories and songs connected to traditional lands is also an important part of Aboriginal kinship.

The strong sense of identity fostered through kinship relationships can help support health and wellbeing. A positive sense of identity encouraged by strong connections to family, extended family and community helps people feel supported and included. This has a positive impact on your physical and mental health and wellbeing.

ACTIVITIES

1 Identifying and challenging inequities

In pairs, undertake the following tasks.

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

2 Winter Sleepout

In groups of three or four, use the **Sleep at the 'G** weblink in your Resource section to investigate Melbourne City Mission's annual appeal.

- What cause does the Sleep at the 'G appeal advocate?
- How does the campaign work?
- How do you think the campaign would encourage you to think about the inequities in society?
- Use the information you find to create a flyer advertising a similar event at your school.

3 What you say matters

Use the **What you say matters** weblink to view a performance by Brothablack featuring the students of James Meehan High School, directed by Brendan Fletcher, and produced by MediaRock and ThinkTank. In groups of three or four, develop your own rap or music video that encourages your peers to embrace diversity and allow all students at your school to flourish and learn in a safe and appreciative environment. Your rap or music video could be based around challenging one of the following:

- racism
- sexism
- disability discrimination
- homophobia.

Note: You will need to research the following points in relation to your chosen topic:

- What is racism, sexism, disability discrimination or homophobia?
- Why are some people racist, sexist, disability discriminatory or homophobic?
- Where does it happen?
- Why is it a problem?
- What can you do to challenge it?

4 Kinship tree

Develop your personal kinship tree of your family to as far back as your great grandparents. Include any traditions, customs and values that have been passed down and are important to the development of your identity.

CHECK & CHALLENGE

Explain

1. Explain why some young people discriminate against others.
2. When do inequities occur?
3. List three ways you can advocate for others when they are discriminated against.

Evaluate

4. How could you become a role model for people looking to challenge inequities? Give some specific examples. (For example, you could donate to the canned food drive run by a local charity to help provide food for the poor.)
5. What does 'valuing diversity' mean? Why is it important?

Elaborate

6. What effect can discrimination have on people's identity?

on Resources



Explore more with these weblinks: Sleep at the 'G

Explore more with these weblinks: What you say matters

1.5 Developing empathy

1.5.1 Standing in someone else's shoes

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

ENGAGE

Can you think of an example where people have been abused, hurt, discriminated against or neglected and you have felt sad or upset for them? Even though we don't know the people personally, we can feel empathy for them. This is because everyone has felt emotions such as fear, anger, delight and sadness.

1.5.2 When empathy is difficult

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

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

Put yourself in someone else's shoes.



DID YOU KNOW?

Articles 1 and 29 of the Universal Declaration of Human Rights state that all human beings are born free and equal, and we have a duty to other people and we should protect their rights and freedoms.

1.5.3 Learning to be inclusive

Being **inclusive** is about valuing difference and respecting others regardless of factors such as gender, sexuality, ability or culture. It encourages us to try to understand other people's views and situations, which makes it easier to feel empathy.

The use of discriminatory language can make some groups of people seem less important or acknowledged than other groups. In the past, the use of 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 exclude 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 identity when your behaviours show that you respect and value them and do not exclude them.

DID YOU KNOW?

Almost 1 in 5 same-sex-attracted young people report being physically assaulted due to homophobia. (Source: Australian Human Rights Commission.)

ACTIVITIES

1 What is empathy?

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

Sebastian's parents fought regularly. His father would come home from the pub drunk and demand his dinner and yell at his mother if it wasn't ready. A couple of times, he put his fist through the wall and smashed some ornaments. When this happened, Sebastian would try to stop his dad. One night, when things were really bad, Sebastian's dad threw him across the room.

It was really hard for Sebastian to get up each day, go to school, do his work and pretend nothing was wrong. His grades were falling and most of his teachers were getting concerned that something was wrong.

Sebastian's Science teacher, frustrated by these changes, confronted Sebastian about his poor grades and said if he didn't start working harder, she would not allow him to represent the school in basketball, which was Sebastian's passion. Sebastian got upset and told the teacher to get off his case and that she was a useless teacher. He didn't really mean it — Sebastian actually thinks she is a good teacher and generally they get on well. Both Sebastian and his Science teacher were upset about their exchange.

1. What prevented the Science teacher from feeling empathy for Sebastian?
2. What needed to happen for this situation to be avoided?
3. How was their relationship affected by the lack of empathy?
4. What needs to happen for people to be able to develop empathy?
5. Describe how this situation could have been different if:
 - a. the teacher had been more empathetic
 - b. Sebastian had explained the problems he was having at home.

2 Building empathy

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

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

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

Timor and his family have spent the last two years in an immigration detention centre. Timor and his friends are transported to the local school each day to attend lessons. Timor doesn't mix with the other students as his level of English is not proficient to hold a conversation.

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

3 Inclusiveness

Design a poster or fact sheet that promotes inclusiveness. Use the **Poterini** weblink in your Resources section to access a poster-making website.

4 Teaching empathy

Create an innovative way to teach others how to be more empathetic; for example, create a comic strip, perform a skit or write a story. To do this, you will need to understand and research the following.

- What does it mean to be empathetic?
- Why is it important to develop empathy?
- What are the different ways you can show empathy?
- What is the impact of displaying empathy?

CHECK & CHALLENGE

Elaborate

1. Describe a time in your life when the ability to feel empathy would have helped to avoid a conflict.

Explain

2. Explain what it means to be 'inclusive'.

Evaluate

3. Do you think adopting inclusive behaviour and language in your interactions with others will support their identity? Why or why not?

Resources



Explore more with these weblinks: [Poterini](#)

1.6 Celebrating diversity

1.6.1 Learning from diversity

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

ENGAGE

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

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

Discrimination is the result of learned prejudice and stereotyping. We can all learn to be more inclusive of others and groups of people who are different to us. By celebrating diversity, we are contributing to the positive identity of others. For more information, watch the **A refugee's story** eLesson and complete the **Celebrating diversity** worksheet in your Resources section.

Resources



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

Searchlight ID: [eles-0722](#)



Complete this digital doc: [Celebrating diversity](#)

Searchlight ID: [doc-15652](#)

1.6.2 Affirming diversity

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

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

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

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

1.6.3 Including everyone

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

Diversity provides us with different perspectives and choices in life.



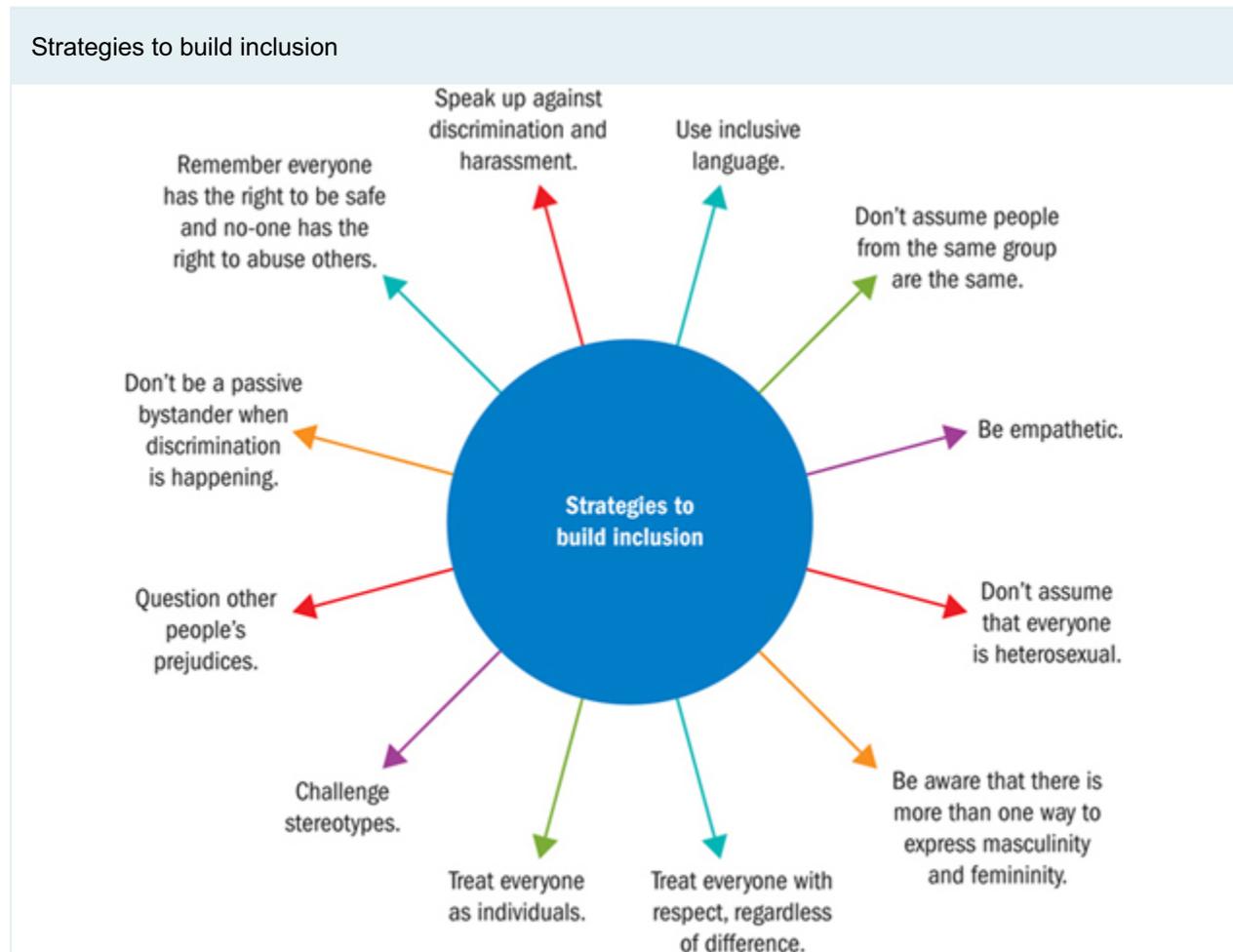
At an individual level, the way you treat someone can have a significant impact on their identity and can help them feel either included or isolated. An important part of inclusion is overcoming any preconceived ideas you may have about particular groups or cultures. If you do have some attitudes or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

HEALTH FACT

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

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

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



ACTIVITIES

1 Inclusive actions/behaviours

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

2 Affirming diversity

Use the **Do One Thing For Diversity and Inclusion** weblink in your Resources section to watch a short animation about diversity. Use the **Go animate** weblink to make your own video that shows the diversity that is represented in your school. Be sure to include key messages about embracing, appreciating and valuing diversity.

3 Take action to challenge prejudice and stereotypes

Research a local, national or global organisation that aims to embrace and celebrate diversity, then create a report by completing the following.

1. What is the name of the organisation?
2. What are the guiding aims and objectives of the organisation?
3. How does it embrace diversity?
4. What have been the organisation's achievements to date?
5. What are some ways that you can support the organisation in achieving its aims and objectives within your own community?

Follow the weblinks in your Resources section for examples of organisations you could research.

CHECK & CHALLENGE

Explain

1. Explain how stereotyping can lead to discrimination.
2. Identify a group of people who have been or are currently discriminated against. Explain the reasons behind the discrimination.

Elaborate

3. What is meant by the statement 'prejudices are learned behaviours'?

Evaluate

4. How can you personally improve your acceptance of others who are different to you?

Elaborate

5. Why is it important to celebrate diversity?

on Resources

-  **Explore more with these weblinks:** Do One Thing For Diversity and Inclusion
-  **Explore more with these weblinks:** Go animate
-  **Explore more with these weblinks:** Racism — it stops with me
-  **Explore more with these weblinks:** All Together Now
-  **Explore more with these weblinks:** Rainbow Network
-  **Explore more with these weblinks:** SCOSA (Supporting South Australians with disabilities)
-  **Explore more with these weblinks:** SCOPE for people with disability
-  **Explore more with these weblinks:** Victorian Equal Opportunity and Equal Rights Commission
-  **Explore more with these weblinks:** UNICEF

1.7 ICT activities- Project: Designing the charity event 'Giving is living'

projectsplus

1.7.1 Scenario

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

Your charity event must:

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

Your charity event also needs a fundraising web page with:

- clear instructions on how to register for the event
- a contact page.

Some of the event options you are considering are:

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

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

1.7.2 Your task

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

1.7.3 Process

- Open the ProjectsPLUS application for this chapter in your Resources section. Watch the introductory video lesson, click the 'Start Project' button and then set up your project group. You can complete this project individually or invite other members of your class to form a group. Save your settings and the project will be launched.



- Navigate to your Research Forum, where you will find a series of topics that will help you to complete the task. Select the topics you wish to research. Alternatively, you may add new topics if you or your team find other charity initiatives you wish to consider.
- Research. Make notes of important facts and ideas that you discover during your research. Enter your findings as articles under your topics in the Research Forum. You should each find at least three sources of information (including offline resources such as books, newspapers or magazines). You can view and comment on other group members' articles and rate the information they have entered. When your research is complete, print your Research Report to hand in to your teacher.
- Visit the Media Centre and download the PowerPoint sample, the information kit template, the fundraising template and the PowerPoint planning template. These will help you prepare your presentation. The Media Centre also includes images that can help to liven up your presentations.
- Use the information kit template to start creating your event. Make sure you address all the requirements.
- Use the fundraising template to organise your fundraising page.

Your Media Centre contains:

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

on Resources



Watch this eLesson:

Searchlight ID: [PRO-0051](#)

1.8 Review

1.8.1 What have I learned?

- Diversity is the richness and uniqueness of human life, and it helps makes life interesting and rewarding.
- Everyone is unique, with their own set of characteristics.
- A positive identity is important to our wellbeing and health.
- Many factors affect our identity, such as peers, family, relationships, the media, gender, culture, traditions and sexuality.
- Valuing and appreciating diversity starts with us being curious and open-minded about difference.
- Discrimination has a negative impact on the health of communities and individuals. Being connected or having a sense of belonging to a place or people will help your physical and mental health.
- Wellbeing involves the link between the mind, the body and the spirit, and different cultures value this in different ways.
- The strong sense of identity created through kinship relationships and extended family can help support health and wellbeing.
- Accepting people for who they are and appreciating the difference between people and cultures can help everyone feel valued.

- When you start to find yourself judging others, try to feel empathy for them or their situation. This will help you to be more accepting of others' differences.
- Learning to be inclusive will help others feel less isolated or inferior. This is one strategy in valuing the diversity that exists in our society.

CHECK

1. How can you develop a positive identity?
2. Why should diversity be valued?
3. How can you show empathy?
4. Valuing the difference between people is important for the health and wellbeing of both individuals and Australian society. Outline strategies to build inclusion.
5. Explain why celebrating diversity can support others' identity.

ESSENTIAL QUESTION REVIEWED

What is the importance of valuing diversity in navigating your way through adolescence and developing a positive identity?

Evaluate your initial response to the essential question now that you have studied the topic.

on Resources

-  **Try out this interactivity:** [Multiple choice quiz](#)
Searchlight ID: [int-5353](#)
-  **Try out this interactivity:** [True/false quiz](#)
Searchlight ID: [int-5354](#)
-  **Try out this interactivity:** [Crossword](#)
Searchlight ID: [int-5355](#)

Chapter 2: Developing positive relationships

Contents

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- 2.2 Relationships
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- 2.3 The ways we relate and communicate
- 2.4 Positive and respectful relationships
- 2.5 Respectful relationships
- 2.6 Negative relationships
- 2.7 Negative relationships — bullying and harassment
- 2.8 Empowering yourself and others
- 2.9 Support networks
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2 Developing positive relationships



2.1 Overview

on Resources



Watch this eLesson: [Developing positive relationships](#)

Searchlight ID: [eles-2323](#)

2.1.1 Relationships and your identity

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

Everyone needs positive relationships.



ESSENTIAL QUESTION

What is the importance of developing positive and respectful relationships? How can you empower yourself and others to maintain positive relationships and respond appropriately to negative interactions?

STARTER QUESTIONS

1. Why is having different relationships important to your well-being?
2. How does the way we relate and communicate with others affect how a relationship may develop?
3. What makes a respectful relationship? How is respect and balance developed and maintained?
4. What is the impact of negative and abusive relationships? What strategies can you use to minimise their occurrence and limit their effect?
5. What is bullying and harassment? How do they take place?
6. How can you protect yourself and others from negative situations?
7. Why is it important to have a support network?

INQUIRY SEQUENCE

2.2 Relationships

2.3 The ways we relate and communicate

2.4 Positive and respectful relationships

2.5 Respectful relationships

2.6 Negative relationships

2.7 Negative relationships — bullying and harassment

2.8 Empowering yourself and others

2.9 Support networks

2.10 Review

2.2 Relationships

2.2.1 Connecting with others

It is important that we connect with others and build strong relationship networks in order to enhance our own well-being. We rely on the people around us to help maintain balance in our lives. Each type of relationship you develop in your life will play a significant role in shaping your well-being. Relationships can benefit your well-being by lifting your self-esteem, encouraging you to live healthier, or even just elevating the quality of your life.

ENGAGE

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

It is important to have different types of relationships.





Complete this digital doc: [My family](#)

Searchlight ID: [doc-14641](#)

2.2.2 Types of relationships

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

Family relationships

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

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

Different family structures include:

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

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

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

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



Friendships

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

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

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

Friends can offer useful opinions.



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

Online relationships

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

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

The **Cybersmart** weblink in your Resources section offers some advice about things to remember when developing friendships online.

Resources



Explore more with these weblinks: Cybersmart

Close and intimate relationships

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

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

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

Support networks

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

ACTIVITIES

1 Recipe for relationships

1. In the tables below, complete a recipe of five ingredients/characteristics that you consider to be most important for the following people.

2. Complete the tables by justifying why you consider those ingredients/characteristics to be the most important.
You may wish to use some of the following characteristics or ingredients when putting together your recipe for the relationships with the people you have identified above.

PARENT(S)

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

A FRIEND

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

SIGNIFICANT OTHER (SPORTS COACH, TEACHER ETC.)

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

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

sharing	sincere	spontaneous	strong	supportive	sympathetic
tactful	thinks of others	thoughtful	tolerant	trustworthy	understanding

2 Support networks

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

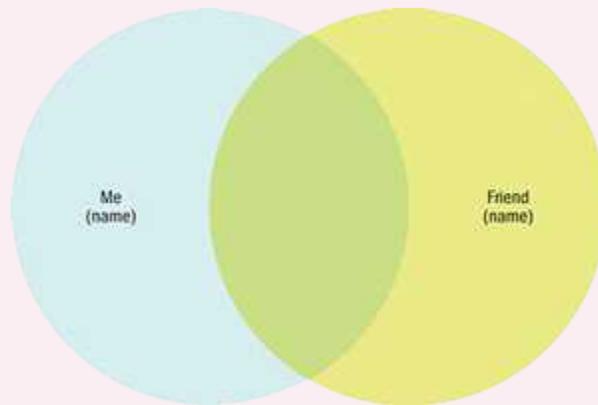
1. Develop a mind map that encapsulates who you would consider to be in your support network. Use the template below as a basis for your mind map.
2. Describe a particular situation/circumstance when you would rely on the support of:
 - a. your family
 - b. your friends
 - c. a significant other
3. Explain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



3 What we have in common

Friendships start with a connection.

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



CHECK & CHALLENGE

Evaluate

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

Explain

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

Elaborate

7. Suggest some ways that you could positively manage the changing relationship that you have with your parent/s or carer/s.

Resources



Explore more with these weblinks: Friendships

2.3 The ways we relate and communicate

2.3.1 Effective communication

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

ENGAGE

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

2.3.2 Relating — is it all the same?

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

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

2.3.3 What influences the way we relate to people?

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

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

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

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

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



2.3.4 The importance of communication

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

Treating people appropriately and with respect is important.



Listening skills

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

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

Active listening takes work, but it improves our communication.



DID YOU KNOW?

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

ACTIVITIES

1 Speed communicating and listening

1. Arrange a single line of desks in the middle of the room with a chair on either side of the desk so that pairs of students face each other or organise students sitting in two circles on the floor in the classroom with the students on the inner circle facing the students on the outer circle.
2. Each 'pair' must communicate with no-one else other than their partner for two minutes (timed by the teacher).
3. At the end of the two minutes, one partner stays where they are and the other moves one seat to their right (or the number of moves to the right can be determined by the teacher).
4. The aim is for each student to 'get to know' the person opposite them as best they can in the allocated two minutes.
5. Remind the students that verbal and non-verbal communication and listening skills are all equally important in this activity. Encourage the conversations to be 'two way', and perhaps give them starting questions if they are struggling; for example, 'Do you have brothers/sisters?', 'Do you have pets?', 'What are your favourite hobbies?', 'What is the best thing that you have ever got away with?'
6. At the end of each two minute time period your teacher can randomly ask a student to tell the rest of the class as much as they can remember about the person they just finished having a discussion with.
7. At the end of the activity your teacher may like to ask each student to identify the most interesting point made by any other student that they spoke to.
8. Reflect on this activity by answering the following questions.
 - a. What behaviours or actions made you feel like you were being listened to?
 - b. What behaviours or actions made you feel like you weren't being listened to?
 - c. What are some strategies that you can use to make sure that your information was conveyed effectively?

2 Relating and communicating word cloud

Use the **Wordle** or **WordItOut** weblinks in your Resources section to create a word cloud that shows what you believe are the most important aspects of the way we relate and communicate.



1. Type in all of the words that you can think of and remember to type the words that you believe are the most important a number of times so that they are created the boldest and largest.
2. You might like to combine all of the words that are important to each student to develop a class word cloud. The words that are common with a number of students will be identified as large, bold text in the class word cloud.
3. Compare the class word cloud to your individual word cloud. Are there any similarities and/or differences?

CHECK & CHALLENGE

Elaborate

1. How do your parents influence how you relate to other people?

Evaluate

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

Elaborate

3. Are there any similarities or differences in the ways boys and girls relate to their friends? What might be some reasons for these similarities and differences?
4. What are the three main ways that we communicate and relate to others?

Explain

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

Resources



Complete this digital doc: [Active listening](#)

Searchlight ID: [doc-14642](#)



Explore more with these weblinks: [Wordle](#)



Explore more with these weblinks: [WordItOut](#)



Explore more with these weblinks: [Active listening](#)

2.4 Positive and respectful relationships

2.4.1 Building relationships for happiness and belonging

Fostering positive relationships is essential in every aspect of our lives — at school, at home and on the sporting field. Positive and meaningful relationships provide us with the greatest happiness. Almost everyone feels happier when they are in the company of others and it is crucial that we make friends and establish positive and respectful relationships. Positive and respectful relationships are important for us to feel a sense of belonging. Nurturing positive relationships and knowing what it means to treat each other with respect is the first step to developing a sense of well-being.

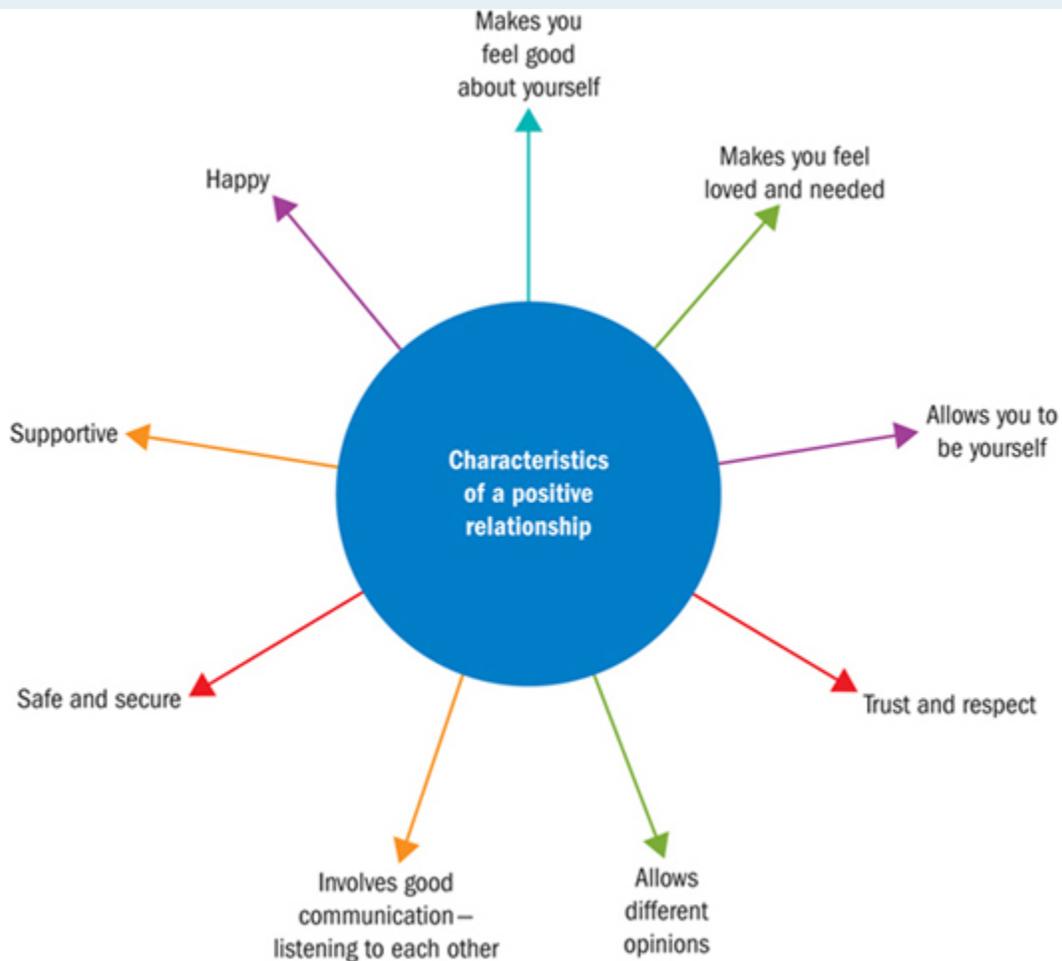
ENGAGE

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

2.4.2 What is a positive relationship?

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

Characteristics of a positive relationship



2.4.3 Rights and responsibilities in relationships

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

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

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

TABLE 2.1: Examples of rights and responsibilities in relationships

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

2.4.4 Negotiating respectful relationships

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

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

ACTIVITIES

1 Developing positive friendships

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

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

2 Respectful relationships

In pairs, use the **What makes a good friend?** weblink in your Resources section to research information on adolescent relationships. Using the information from your research, design and create an information sheet on adolescence and relationships. Your information sheet should be targeted at young people. Discuss with your partner what sort of information would help young people to find their way through a relationship. You may wish to focus on relationships in general, friendships, intimate relationships or family relationships. The following questions are a guide.

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

3 Physical activity and relationships

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

1. In groups of four, design a new and creative game for the class to participate in. You will need to write a plan and identify:
 - the equipment that you need
 - the instructions for the class
 - the official rules of the game
 - a list of unwritten expectations of fair play.
2. After the class has participated in each game discuss the following questions as a whole group.
 - a. Were there any moments of fair play shown?
 - b. Did you hear any words of encouragement from either team during the game?
 - c. How did people relate and communicate with each other during the game? Provide some specific examples.
 - d. Were the official rules ever broken?
 - e. Did you notice anything else worth mentioning in relation to positive and respectful participation?
 - f. How does participation in a team sport help you to develop positive and respectful relationships?
 - g. How do people feel when players are not positive and respectful?
 - h. What is the most important aspect of participating in a team sport?

4 Rights and responsibilities

1. As a class, discuss the rights and responsibilities listed in [table 2.1](#). Add to the table any other rights and responsibilities that the class identifies.

2. Make a list of the:
 - a. behaviours that show respect for others' needs and feelings
 - b. behaviours that help to make others feel safe.

5 Understanding rights and responsibilities

1. In groups of four, brainstorm the rights and responsibilities that:
 - a. students have in the classroom
 - b. young people have at home.
2. Write your group's ideas under the following headings.
 - a. Classroom rights
 - b. Classroom responsibilities
 - c. Home rights
 - d. Home responsibilities
3. As a group, discuss the following questions.
 - a. How do you feel when your rights are not being respected by others?
 - b. Imagine yourself as a parent. How would you feel if your son/daughter did not stick to the curfew you had both agreed on?
 - c. As a student, how would you feel if a classmate left all the work to you in a paired class assignment?
 - d. What strategies could you use to negotiate a better outcome for part c?
 - e. Why is it important to respect others' rights?

CHECK & CHALLENGE

Explain

1. What are the characteristics of a positive relationship?

Elaborate

2. Why are some relationships stressful or hard?

Evaluate

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

Explain

4. Identify the characteristics in a caring and respectful relationship.
5. Identify examples of things that different people might want from a relationship.
6. Identify what is important to you in your friendships.

Elaborate

7. Imagine that you and three other people have been stranded on a desert island. Think of three ways in which the relationships between the four of you might be tested. Then suggest a list of rules to maintain respectful relationships on the island.



on Resources



Try out this interactivity: [Rights and responsibilities](#)

Searchlight ID: [int-5449](#)



Explore more with these weblinks: [My Great Big Adventure](#)

Explore more with these weblinks: [What makes a good friend?](#)

2.5 Respectful relationships

2.5.1 An even balance of power

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

ENGAGE

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

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

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

Resources



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

Searchlight ID: [doc-14643](#)

2.5.2 Positive use of power in relationships

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



Care for a sick family member.



Help your elderly grandparents around their home.



Stand up for a friend when they are bullied.



Walk your younger sister home from school.



Include all peers in group activities.



Support a friend in a time of need



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

2.5.3 Being balanced in yourself

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

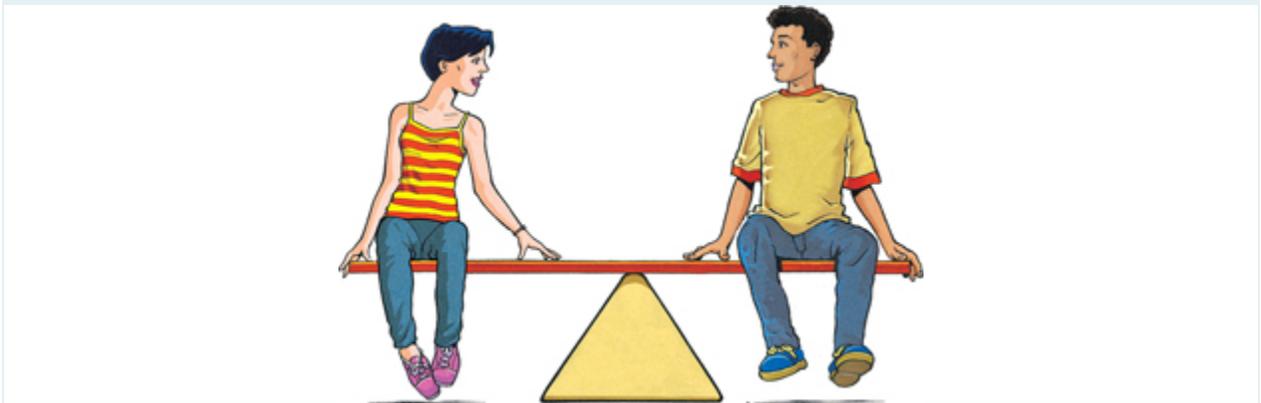
2.5.4 The balance of power

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

Boy or girl — who has the power?

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

A balance of power leads to respectful relationships.



ACTIVITIES

1 *For the Birds*, short Pixar film

Using a search engine, find and watch *For the Birds*, a short Pixar film.

1. Discuss the relevance of the film in terms of taking responsibility for your own needs while respecting the needs of others.
2. Rewrite the ending to the film to show how all the birds' needs are met and that there is a mutual sense of respect and trust

2 Communication role plays — non-assertive, aggressive and assertive

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

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

1. Non-assertive role play scenario

Act out the following scene demonstrating non-assertive communication. One student will be communicating non-assertively and the other two students should be persistent but not overly aggressive in their communication.

Two classmates are pestering a third classmate to let them cheat from his/her paper during a test. The third classmate does not want to let them cheat and responds in a non-assertive manner to the other two classmates' demands to let them cheat.

Discussion questions

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

2. Aggressive role play scenario

Act out the following scene demonstrating aggressive communication.

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

Discussion questions

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

3. Assertive role play scenario

Act out the following scene demonstrating assertive communication.

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

Discussion questions

- a. Was the outcome to this scenario positive or negative? Why?
 - b. What are the benefits of using assertive communication to express your point of view?
4. Think about the following scenarios and identify the most effective way to respond to the situation in order to achieve a positive outcome.

Your friends are trying to get you to go to a party that you don't really want to go to and they insist that if you are a true friend, you will go. How will you handle this situation?

You agree to meet some of your friends at the station in the morning to travel together to school. You wait for 20 minutes after the agreed meeting time. You come to the conclusion that they are not coming, catch the next train and end up being late for school. How will you deal with this situation when you see your friends at school during the day?

Your friends are being particularly mean to another student who is not part of your friendship group. You feel uncomfortable with their behaviour and want them to stop. How will you negotiate this?

3 Appropriate use of personal power

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

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

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

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

CHECK & CHALLENGE

Explain

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

Elaborate

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



Explore more with these weblinks: Teen relationships

2.6 Negative relationships

2.6.1 Impacts of negative relationships

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

ENGAGE

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

2.6.2 Recognising a negative relationship

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

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

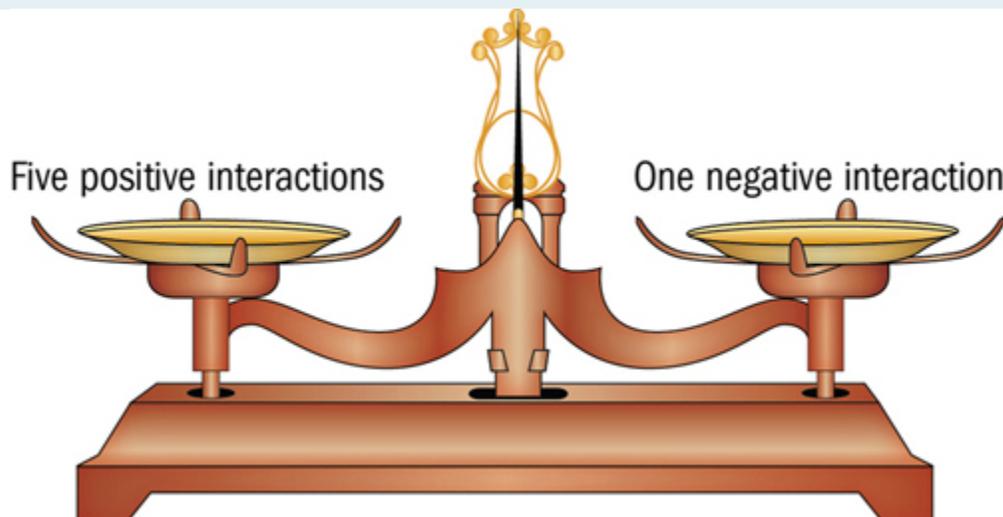
- Are you comfortable with being in their presence?
- Do you feel happy about answering your phone when you see their name on the display?
- Do you feel at ease when you are talking to them?
- Do you feel that you are receiving as much as you are giving?
- Do you feel that you are appreciated, valued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

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

Your 'emotional bank account'

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

For every negative interaction there must be five positive interactions to keep the relationship in balance.



The fear of social rejection

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

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

Some situations in which young people fear social rejection are:

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

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

DID YOU KNOW?

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

on Resources



Explore more with these weblinks: Kids Helpline

Explore more with these weblinks: Social anxiety

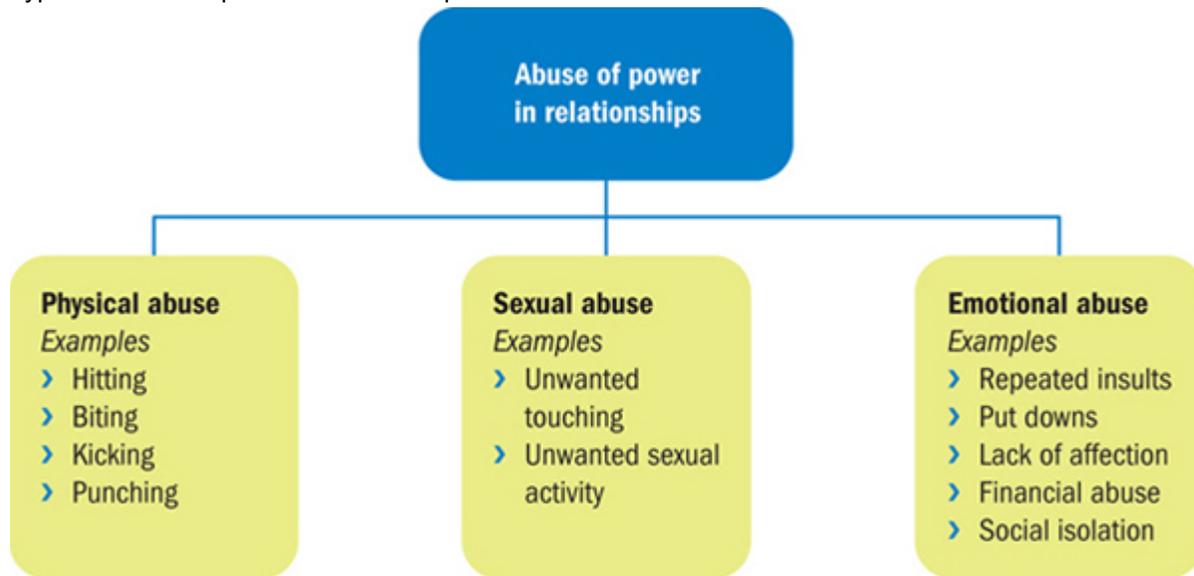
2.6.3 Types of abuse

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

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

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

Types of abuse of power in relationships



Emotional abuse

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

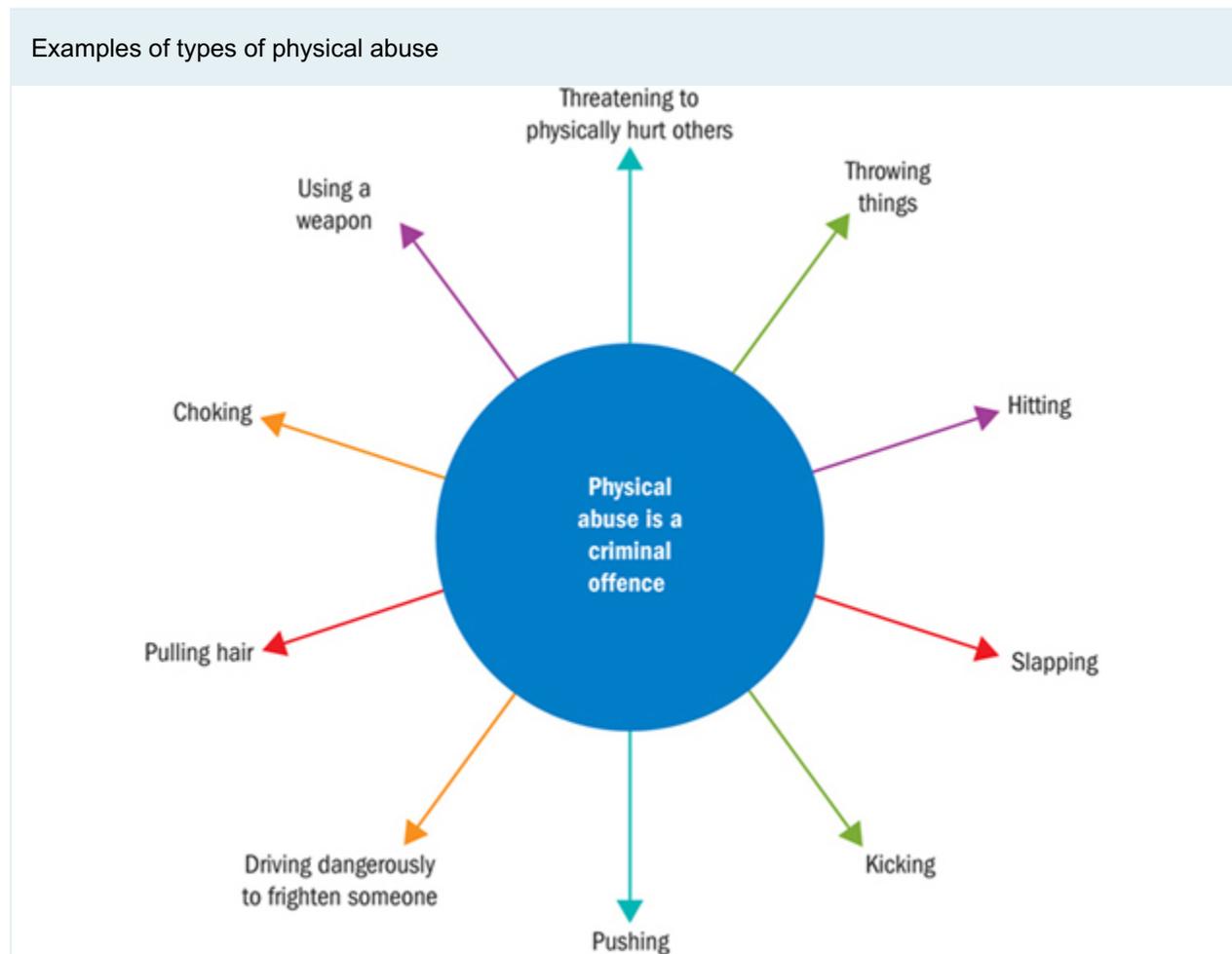
- Trying to control what you think and feel
- Telling you who you can and cannot see
- Telling you what you can and cannot wear
- Showing extreme jealousy
- Being possessive
- Not wanting you to have other friends
- Threatening to hurt themselves if you break up with them
- Making insults and frequent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

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

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

Physical abuse

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



Sexual abuse

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

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

Sexual abuse can include:

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

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

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

HEALTH FACT

In 2015, 209, 803 children and young people made contact with a Kids Helpline counsellor. Although not all children and young people contacting Kids Helpline give their age, 12 per cent stated they were aged from 5-12 years. The top five reasons for young people contacting Kids Helpline were:

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

Source: <https://kidshelpline.com.au/organisation/wp-content/uploads/sites/8/2015/11/Kids-Helpline-2015-Insights-Web.pdf>

DID YOU KNOW?

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

Source: www.kidshelp.com.au/grownups/news-research/fast-facts.php

on Resources



Try out this interactivity: [Identifying abuse in negative relationships](#)

Searchlight ID: [int-5447](#)

2.6.4 How do you know whether a relationship is abusive?

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

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

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

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



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

ACTIVITIES

1 Class emotional bank account

Develop a class bank account of positive relationship interactions/primers.

1. Design a bank note, leaving a space for a comment to be added.
2. Each of you will have your own bank note to use when you notice another member of the class displaying positive relationship behaviour. When this occurs you are to write down the behaviour in the space for comment on the note and deliver it to the class emotional bank account (represented by a box in the classroom). You can do this at any time during the class and this activity can be carried over a few classes or even the whole term.
3. The teacher will read out the bank notes in the class emotional bank account at a time that they determine is appropriate.
4. Examples of comments include praising someone for displaying the courage to speak in front of the class, thanking a class member for voluntarily helping with another student's work without being prompted by the teacher, or using good listening skills to show interest in the conversation.
5. It would be great if the teacher could also develop a bank note of their own.

Option: each student may develop more than one bank note or photocopy their design to be used on a few occasions.

Note: It is important to note that the comments will have a positive effect only if they are genuine.

2 Getting back in control

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

Select three of the above options for the scenario you have described and outline how they may assist the young person to gain back control of the situation.

3 Class labels — hypothetical

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

CHECK & CHALLENGE

Explain

1. Most relationships will go through rough patches. What strategies could you use to get through a rough patch if you feel that the relationship is worth maintaining?
2. What factors can qualify a relationship as negative and/or abusive?
3. Who can become a victim of abuse?
4. List three things someone might do if they were being emotionally abusive.
5. Describe the effect abuse and violence in relationships can have on a person.

Elaborate

6. What strategies can you use to minimise the occurrence of negative relationships and limit their effect?

Evaluate

7. Have you ever been in a situation where you have felt socially anxious? Describe that situation.
8. Open the **Self-talk** weblink in your Resources section to help you identify some ways that positive self-talk can assist you to develop your self-esteem.

Resources



Explore more with these weblinks: Self-talk

2.7 Negative relationships — bullying and harassment

2.7.1 What are bullying and harassment?

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

ENGAGE

Bullying and harassment — what is the difference?

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

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

Both bullying and harassment:

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

on Resources



Explore more with these weblinks: Cyber bullying and misusing computers

Explore more with these weblinks: ALTER: Anti-bullying learning and teaching resource

2.7.2 Types of bullying and harassment

There are many types of bullying and harassment, including:

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

Leering and wolf-whistling are forms of sexual harassment.



DID YOU KNOW?

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

Sexual harassment

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

Sexual harassment may include:

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

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

Homophobic bullying

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

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

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

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

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



You can stop homophobia in your school by:

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

2.7.3 Why young people bully

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

- impress others
- fit in with the crowd or their peer group
- compensate for having few or no friends
- entertain themselves and others
- get revenge

- feel more powerful than other people
- gain more power.

Resources



Explore more with these weblinks: [Bullying: no way](#)

2.7.4 The effects of bullying

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

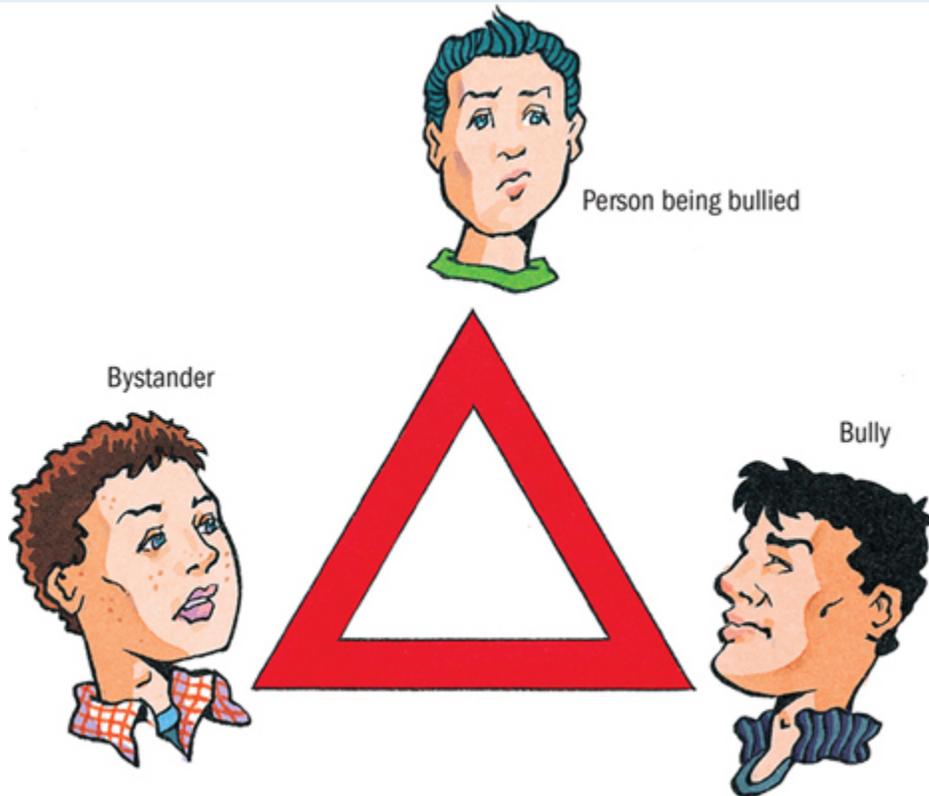
- are often scared
- can feel isolated and alone
- can feel worthless and have low self-esteem
- can avoid going to school
- feel anxious and worried
- can become depressed.

Different roles in a student bullying scenario

There are three main roles within a bullying scenario:

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

The bullying triangle — everyone is affected



DID YOU KNOW?

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

ACTIVITIES

1 Song reflection

Listen to the song 'Caught in the crowd' by Kate Miller-Heidke.

1. Respond to the following questions.
 - a. Write a journal entry as if you are Kate Miller-Heidke. Elaborate on her thoughts reflecting on her time at school.
 - b. What was Kate's role in the bullying incident at her school?
 - c. What would Kate have done differently if she was at school now?
 - d. How did the song make you feel?
 - e. Describe the experiences you have had with bullying. What is your attitude to bullying and what has happened in your life to make you feel this way?



2. Design your own cartoon strip about a bullying incident that results in a positive outcome. The cartoon should identify the bullying incident and outline the cause and strategies to resolve the issue positively. You can use an online comic strip maker or other tool to create eight frames.
3. Write your own song or poem about the topic of bullying.

2 Bullying can happen to anyone in any manner

Use the **My Great Big Adventure** weblink in your Resources section to watch the bullying animation (select the 'Bullying' link at the top of the page).

1. Write down examples of bullying that you have been aware of. Explain why you think they developed and how they made you feel at the time. Did they have a positive or negative resolution?

Use the **My Great Big Adventure** weblink in your Resources section to watch the the Tim Pocock interview (select the 'Bullying' link at the top of the page, then select the Tim Pocock link below the animation screen).

2. Answer the following questions.
 - a. How did the interview make you feel?
 - b. Why didn't his friends help him at the time?
 - c. How did he deal with the situation at the time?
 - d. What support did his parents provide?
 - e. How has the experience affected the way he approaches life now?

3 Prevention strategies

Access the **Cybersmart: games and videos** weblink in your Resources section to learn more about staying safe online.

Consider the types of problems that could arise when you and your friends interact using the internet. Gather all of the problems that the whole class has thought of and then devise some prevention strategies and/or solutions to each of the problems.

CHECK & CHALLENGE

Explain

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

Elaborate

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

Evaluate

Use the **Reach Out: cyberbullying** and **Cybersmart: cyberbullying** weblinks in your Resources section to answer questions 5 and 6.

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

on Resources



Explore more with these weblinks: My Great Big Adventure

Explore more with these weblinks: Cybersmart: games and videos

Explore more with these weblinks: Reach Out: cyberbullying

Explore more with these weblinks: Cybersmart: cyberbullying

Try out this interactivity: [Bullying](#)

Searchlight ID: [int-5448](#)

2.8 Empowering yourself and others

2.8.1 Being prepared

All relationships are complex and continually changing and it is important that you develop some strategies to deal with the changes and challenges that you may face. In some countries 25 per cent, or one in four children attending school, are bully victims, engaged in bullying themselves, or are both bully and victim. It is likely you will face an incident of bullying at some point during your time at school, so it makes sense for you to be prepared to deal with bullying situations before they occur.

ENGAGE

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

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

on Resources



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

Searchlight ID: [doc-14644](#)



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

Searchlight ID: [doc-14645](#)

2.8.2 Trust, talk, take control

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

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



Talk about it to someone.



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



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

You have a right to be and feel safe at school

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

DID YOU KNOW?

The *Take a stand together* app is an app for Apple iOS and Android devices that gives tips and advice about bullying.

2.8.3 How to change from being a bystander to an ‘upstander’

Use the **Bullying: what can I do and where can I go?** weblink in your Resources section to watch the video by Dr Michael Carr-Gregg giving advice on how to empower yourself to deal with a bullying situation.

Dr Carr-Gregg says that ‘Bullies feel in control when they threaten or frighten others, and they feel admired by other students’.

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

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

Use the **Bullying: what can I do if I see it happening?** weblink in your Resources section to watch a video by Dr Michael Carr-Gregg giving advice on how to become an 'upstander' rather than a bystander.

Dr Carr-Gregg offers five successful techniques that a bystander can use to positively resolve a bullying situation:

1. distracting — changing the topic of conversation
2. balancing — using a positive comment when someone who is bullying says something negative to put someone down
3. reasoning — helping the student who bullies to think and not just react
4. supporting — supporting other students by saying something supportive or giving them a positive gesture
5. getting help — going to an adult or person in authority and making them aware of the bullying.



Use the **Cybersafety** weblink in your Resources section to install the Australian Government's Cybersafety Help Button. It will provide you with easy online access to cybersafety information and assistance.

on Resources



Explore more with these weblinks: Cybersafety

Explore more with these weblinks: Bullying: what can I do and where can I go?

Explore more with these weblinks: Bullying: what can I do if I see it happening?

2.8.4 Working through conflict

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

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

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

2.8.5 Developing coping strategies

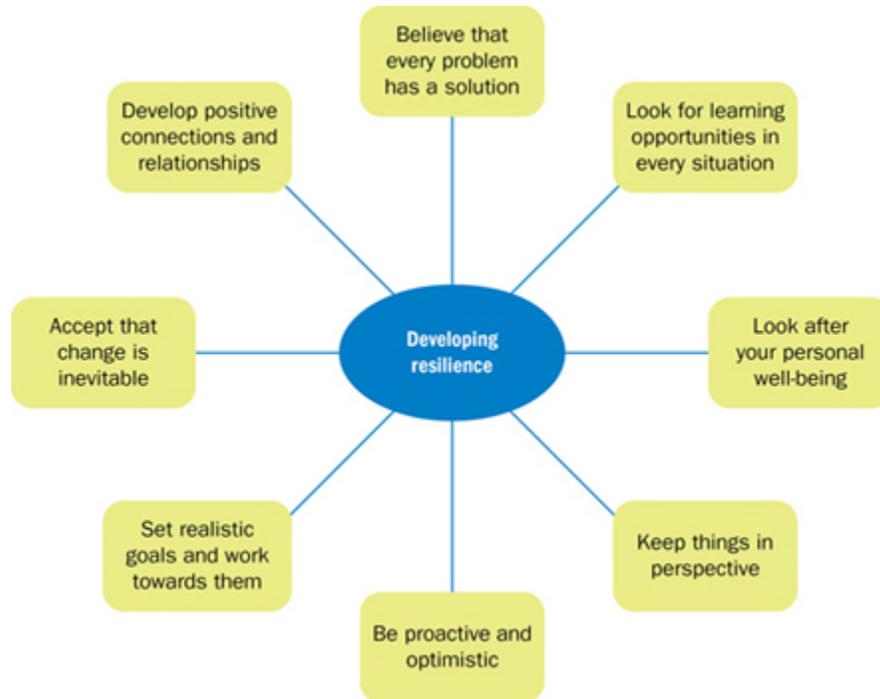
You can't change someone else, but you can develop skills to protect and look after yourself when you come up against negative people. Having strong self-esteem and confidence will allow you to think positively about yourself in the face of negative situations. Developing techniques for becoming more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

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

William James

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

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



DID YOU KNOW?

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

ACTIVITIES

1 Feeling safe at school

For this activity you will need the following equipment: six pieces of butcher's paper; coloured felt pen for each student

Write one of the following statements in the middle of each of the pieces of butcher's paper.

- Rules to remember about staying safe online
- Advice for maintaining friendships
- Support for someone being bullied

- Showing respect to other students
- Showing respect to teachers
- Feature of a safe school in which students feel supported

Each piece of paper is placed on separate tables around the classroom. The students are divided into six groups and allocated to start at one of the pieces of butcher's paper.

Students should remain silent throughout this activity. Each student writes down their responses on each piece of butcher's paper. They should try to communicate their ideas using one word, a phrase or a short statement.

The students spend one minute at each statement before moving to the next statement. Students should read other students' comments about each statement and may respond to them by ticking to affirm or by writing an additional comment to question or clarify.

This is a highly interactive and collaborative activity through the power of silence.

Conclusion: One student at each piece of butcher's paper reads all the responses to the rest of the class.

The collection of all responses should contribute to ensuring a safe and respectful school learning community.

Extension: School bullying policy

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

2 Bullying dance

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

3 Anti-bullying campaign

Use the **My Great Big Adventure** (click on the 'Bullying' link), **Beating bullies** and **ALTER** weblinks in your Resources section to watch videos to help you with this task.

Your task is to design an anti-bullying campaign. The campaign is to highlight the impact bullying can have on individuals, what victims can do to seek help, and why it is important not to be a bystander and instead be an 'upstander' and a part of the solution. This task will be completed in groups that will be determined by your teacher.

1. Mind map — brainstorm (individual task)
 - Develop your own individual ideas about what you would like to include in an anti-bullying campaign. You can use programs such as inspiration or bubbl.us to help you do this.
 - Take your ideas to your group. Discuss each other's ideas and decide which ones you will use as part of your campaign.

2. Create your anti-bullying campaign (group task)

Your campaign should include the following:

- Who the target audience is and why you have chosen this audience
- Evidence of the type of bullying portrayed in the campaign
- Clearly demonstrate how bullying affects the victim emotionally and/or physically
- Show what might happen if the bullying is not addressed and the negative effect that bullying can have on a person
- Show an appropriate response to bullying that would result in a positive outcome.

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

4 Resolving conflict

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

- Your friend visits your house and takes some money from your bedroom.
- Your parents won't let you go to your friend's party on Saturday night because no adults will be attending the party.
- Your best friend tells the other kids in your class a secret that you confided in him.

1. Identify the problem in your scenario and discuss what each character might be feeling.
2. Using the model discussed in this chapter, identify the steps you would take to resolve each problem.

3. In your group, role-play how you would resolve the conflict presented in the scenario.
4. As a class, identify the positive strategies that each group used to resolve the conflict.
5. Why is conflict resolution an important skill for young people to have?

CHECK & CHALLENGE

Explain

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

Evaluate

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

Elaborate

5. Why does the solution you arrive at when working through a conflict need to be agreed upon by both people?
6. Why is it useful to establish rules for resolving a conflict?
7. Use the **Bullying: what can I do and where can I go?** weblink in your Resources section to find out what advice Dr Michael Carr-Gregg offers to empower yourself to deal with a bullying situation.
8. Use the **Bullying: no way** weblink in your Resources section to write down some things that you could do to help if someone you know is being bullied.

Resources

-  Explore more with these weblinks: Bullying dance
-  Explore more with these weblinks: Beating bullies
-  Explore more with these weblinks: ALTER
-  Explore more with these weblinks: Bullying: no way

2.9 Support networks

2.9.1 A sense of belonging

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

Source: www.beyondblue.org.au



ENGAGE

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

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

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



2.9.2 Why is having support important?

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

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

2.9.3 Establishing a support network

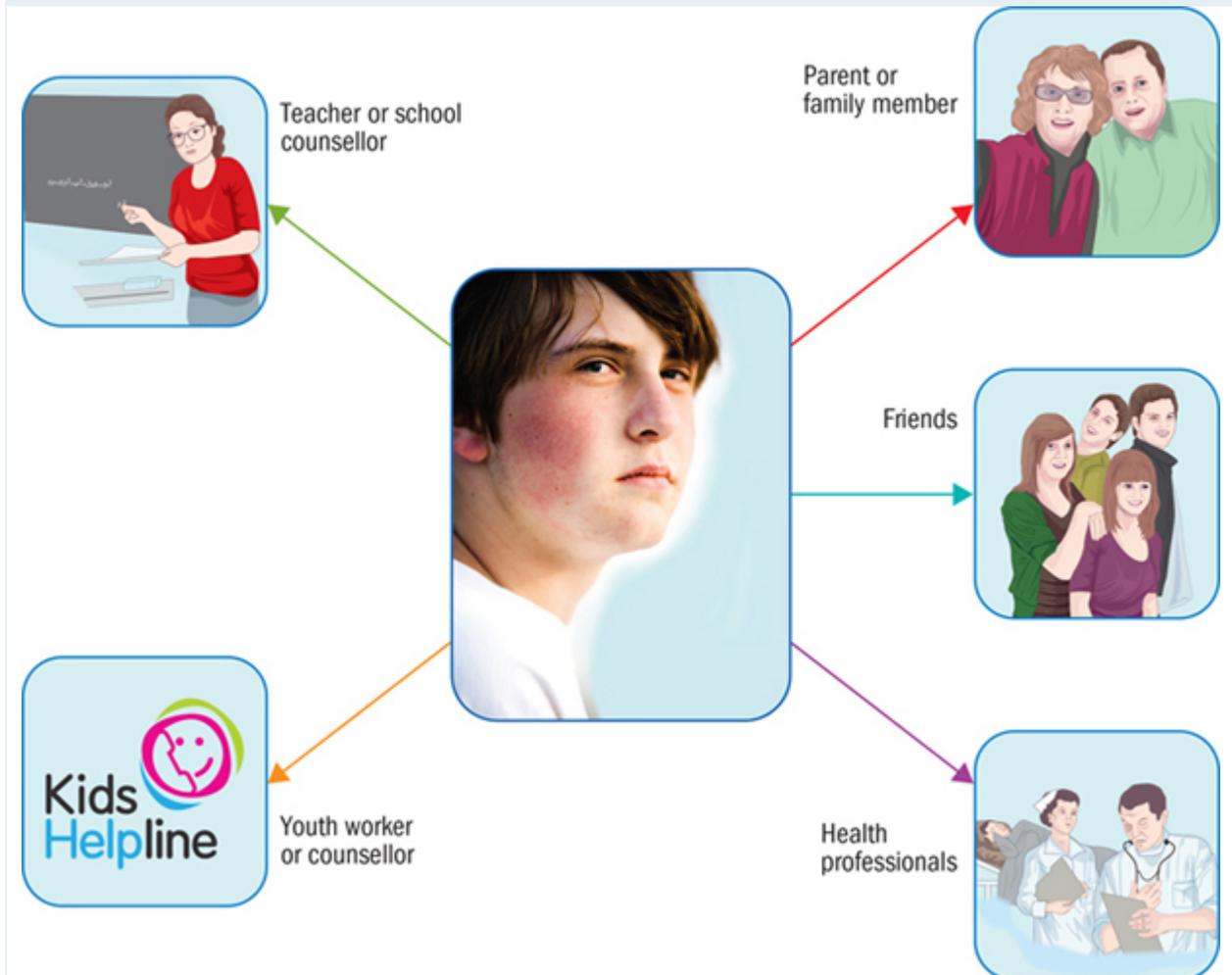
When you are thinking about who to include in your support network, you should ask yourself the following questions.

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

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

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

Support network



2.9.4 Online social networking sites

A social network site connects people who share similar hobbies and interests. They develop groups of contacts and information including text, photos and videos that can be shared with large networks very quickly and easily. A user profile is created and this helps to build relationships with other like-minded people.

Recent research has found that social networking sites have a significant influence on how friendships are developed in today's world. Some studies indicate that social networking sites enable a constant sense of connection and also make it easier to satisfy the need to belong. Other studies, however, have recognised that online interactions can also very easily create opportunities for social rejection and bullying. It is important you are very aware of both the positive and negative aspects of using social networking sites.

Positive and negative aspects of using social networking sites

Positives	Negatives
<ul style="list-style-type: none">• A place to chat to friends• Build extensive social groupings• Allows for friendships to be developed the world over• Easy to share information and common interests• Keeps you updated on events	<ul style="list-style-type: none">• It can be addictive• Anyone might look at your profile• Employers can search and find you• Faceless bullying• Used at the expense of developing face-to-face friendships• Permanent digital footprint

Your digital footprint

Just like you leave a trail of footprints behind you in the sand, your digital footprint is the electronic evidence that you leave online when you use a computer. Your digital footprint is left wherever and whenever you interact with others on social networking sites. Every time you go online, you are leaving behind a trail of evidence.

The internet is a great place for sharing, but remember that what you share with your friends may be seen by people who you don't know. It may also be seen for years to come.

Digital footprint mind map



on Resources



Explore more with these weblinks: You online, you offline

Explore more with these weblinks: Digital footprint

2.9.5 Getting support for yourself and others

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

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

- use the internet

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

ACTIVITIES

1 Support network

Complete the following table in relation to your support network.

1. Identify a support person, such as a parent, friend or teacher.
2. What are the qualities they have as a support person for you; for example, honest, trustworthy, wise?
3. For what type of circumstance would you access them as a support person; for example, in a disagreement with a friend or a cyberbullying issue?

1. Support person	2. Qualities	3. Circumstance

2 Social networking

Use the **Cyber bullying virus** and **Think U Know** weblinks in your Resources section to watch a video and conduct research. In groups of three, discuss the questions below and write as many detailed responses as possible.

1. What are the pros and cons of social networking?
2. What are the important things you should think about before publishing your profile on a social networking site?
3. What types of content can you put on a social networking site?
4. What considerations should you think about before uploading content?
5. What can you do if you experience bullying online or find that people are misusing your content?

3 Your digital footprint

1. Use the **Digital footprint** weblinks in your Resources section to watch the videos, and write down the important insights that you identify. Discuss everyone's insights as a class group.
2. Ask yourself these questions in relation to your digital footprint.
 - a. What might somebody think about me from the information I have posted?
 - b. How might this information affect me in the future, for example if I was going for a job or applying for a university course?
3. Complete the following tasks and answer the questions below.

Information search

Do a Google search on your name to quickly check what is already available for other people to see.

Put a Google Alert on your name. Set it up so you are sent an email every time someone posts your name on the internet. That way you can keep track of what's being posted about you.

People and image search

Use the **pipl** weblink in your Resources section to find photos of yourself on the internet. You can also search by email address. Are you surprised by the results? Was there a piece of information that you would rather other people did not know?

CHECK & CHALLENGE

Explain

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

Evaluate

3. Where could you seek advice if you had a problem or were in a potentially unsafe situation?
4. Using your answers from question 3, create a flow chart using drawings or pictures to illustrate your support network.
5. Think of a youth issue that concerns you. Use the **Kids Helpline** weblink in your Resources section to find out about what services are offered to address this issue.
6. What things should you think about before publishing your profile and/or image online?
7. What types of content can you put on your profile page?

Elaborate

8. One of the most important things you can do to protect yourself in the social networking environment is to learn how to use privacy settings. Do you know where the privacy settings on social networking sites are? What are some important things to think about in terms of privacy?
9. How could you help a friend obtain support?

on Resources



Explore more with these weblinks: Cyber bullying virus



Explore more with these weblinks: Think U Know



Explore more with these weblinks: Digital footprint — BTN



Explore more with these weblinks: pip!



Explore more with these weblinks: Kids Helpline

2.10 Review

2.10.1 What have I learned?

- Developing positive and respectful relationships is essential to your health and well-being.
- Being in a positive relationship means that both person's opinions are valued and that there is a mutual respect for each other.
- A balance of 'give and take' is essential to maintaining a positive and meaningful relationship. It is important that your own needs are being met while also respecting the needs of others.
- You feel connected and a sense of belonging when you have created a support network of meaningful relationships.
- All relationships that you develop through your lifetime will influence and shape your growth and development differently.
- The way that we relate and communicate with others depends upon the type of relationships that you have with them.
- Effective communication and listening skills are the key to maintaining positive relationships.
- Relationships can be negative, quite destructive and have a detrimental effect on your overall health and well-being.
- It is important to stay true to your values and morals and have the skills to identify when a relationship is becoming negative.
- Bullying and harassment can happen at any time, anywhere and to anyone. Both bullying and harassment involve one person expressing their power over another.
- Bullying is when deliberate and hurtful behaviours are repeated over a period of time. The three main roles within a bullying situation are the victim, the bully and the bystanders.
- It is likely that you may have to deal with a bullying situation during your time at school so it is important that you prepare yourself with some strategies to help you deal with it.
- Everyone has a right to feel safe at school and your school has the responsibility to maintain a safe and supportive environment. Everyone within the school community needs to work together to ensure that everyone does feel safe.
- If you are a bystander to a bullying situation and you are not assisting with the solution then you are actually part of the problem. There are five successful techniques that you can use to resolve a situation and become an 'upstander'.
- By learning some coping strategies to protect and look after yourself in the face of adversity you can enhance your resilience.
- Having a supportive network of friends and family will give you the comfort of knowing that you can access some valuable help in a time of need and celebrate accomplishments together.

- Social networking sites enable you to make positive connections with many people quickly, however they can also easily create opportunities for social rejection and bullying.
- Every time that you go online and/or interact with others on social networking sites you leave behind a digital footprint of evidence that can be traced.

CHECK

1. Describe the characteristics of a positive relationship.
2. Identify the different types of relationships that young people can have and reasons why each are important in their lives.
3. Explain what a respectful relationship is like.
4. Why do some relationships become difficult?
5. Outline what your rights and responsibilities are in your relationships.
6. How could you improve your relationships with your family and friends?
7. Identify some effective ways to communicate and relate to others.
8. Explain the importance of listening when communicating.
9. What are the qualities of a good friend?
10. How can people have power in relationships?
11. How can we maintain a 'balance of power' in relationships?
12. Outline the types of abuse of power that can happen in relationships.
13. What are the effects on people who experience abuse in relationships?
14. What are some ways to develop resilience?
15. What types of actions are considered to be bullying or harassment?
16. Why is bullying so harmful to others?
17. What is the difference between being a 'bystander' and an 'upstander'?
18. Explain why having a support network is a positive safety strategy.
19. Why is it important that everyone feels safe at school?
20. What are the advantages and disadvantages of using social networking sites?
21. What is your digital footprint?

ESSENTIAL QUESTION REVIEWED

What is the importance of developing positive and respectful relationships? How can you empower yourself and others to maintain positive relationships and respond appropriately to negative interactions?

Evaluate your initial response to the essential question now that you have studied the topic.

on Resources



Complete this digital doc: [Establishing a support network](#)

Searchlight ID: [doc-14646](#)



Try out this interactivity: [Multiple choice quiz](#)

Searchlight ID: [int-5356](#)



Try out this interactivity: [True/false quiz](#)

Searchlight ID: [int-5357](#)



Try out this interactivity: [Crossword](#)

Searchlight ID: [int-5358](#)

Chapter 3: Adolescence — changes and challenges

Contents

- 3.1 Overview
- 3.2 From birth to adolescence
- 3.3 Puberty — the physical changes
- 3.4 Adolescence — the social, emotional and sexual developments
- 3.5 Sexual health
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- 3.7 Sexual choices and their consequences: STIs
- 3.8 Surviving puberty
- 3.9 The challenges of adolescence
- 3.10 Dealing with loss and grief
- 3.11 ICT activities- Project: Seeking help!
- 3.12 Review

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3 Adolescence — changes and challenges



3.1 Overview

on Resources



Watch this eLesson: [Adolescence — changes and challenges](#)

Searchlight ID: [eles-2324](#)

3.1.1 A time of change

Adolescence is a time of rapid growth and change. The range of changes and when they occur will differ from person to person. Each person will also deal with these changes quite differently and learn to adjust to their changing bodies, emerging needs and new roles and responsibilities in their own way. An increased need for independence and responsibility is a key element of adolescence. Support from families, communities, schools, peers and health services will help adolescents learn skills that can help them make a successful transition from childhood to adulthood.

Adolescence is a time of many changes and challenges. Support from friends and family can help you in this time.



ESSENTIAL QUESTION

What are the changes and challenges that occur as you reach puberty and the stage of adolescence?
What are some effective strategies to help you navigate a pathway through this time of change?

STARTER QUESTIONS

1. What are the physical, social and emotional changes that occur in boys and girls in adolescence?
 2. How do physical changes affect your sense of identity?
 3. How does your brain develop during puberty and adolescence?
 4. What are some strategies for coping with strong emotions?
 5. What are some ways to deal with loss and grief?
-

INQUIRY SEQUENCE

3.2 From birth to adolescence

3.3 Puberty — the physical changes

3.4 Adolescence — the social, emotional and sexual developments

3.5 Sexual health

3.6 Sexual choices and their consequences: contraception

3.7 Sexual choices and their consequences: STIs

3.8 Surviving puberty

3.9 The challenges of adolescence

3.10 Dealing with loss and grief

3.11 ICT activities- Project: Seeking help!

3.12 Review

3.2 From birth to adolescence

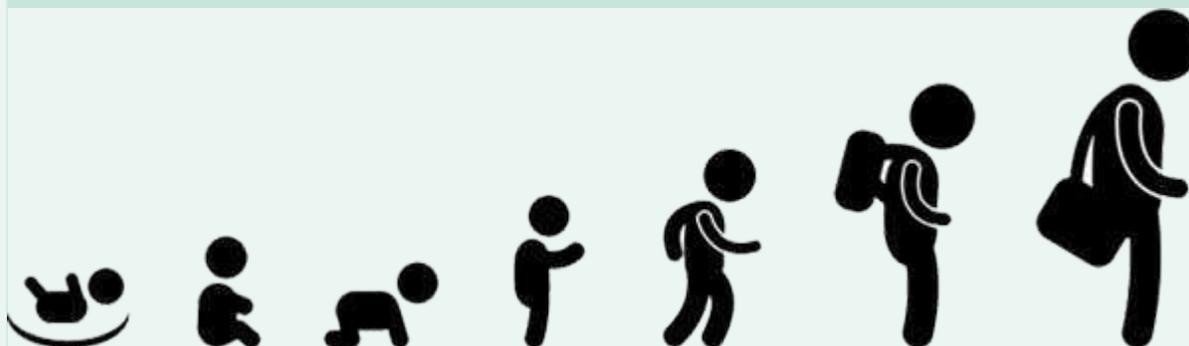
3.2.1 A rapid rate of change

You are growing and changing by the day. From the time of birth and through adolescence you will be acquiring new physical abilities, developing thinking skills and learning emotional regulation, as well as social growth. Substantial physical (e.g. learning to walk and becoming taller), social (e.g. family and school friends), emotional (e.g. tantrums and negotiations) and intellectual (e.g. learning about the alphabet and Pythagoras) developments have occurred in a relatively short period of time. The changes that occur from infancy through to adolescence are vast and quite profound.

ENGAGE

You grow and change day by day. From infancy, to toddler, to preschool age, to primary school, to secondary school (adolescence), many changes have already taken place.

From infancy to adolescence



on Resources



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

Searchlight ID: [doc-14647](#)

3.2.2 Growth from infancy to adulthood

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

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



HEALTH FACT

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

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

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

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

3.2.3 Adolescence

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

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



3.2.4 Growth and development milestones

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

The following developmental milestones occur in most young people at each stage of their lives. However, each child may reach each stage of development at different times to other children.

TABLE 3.1: Developmental milestones

Stage of life	Physical	Cognitive/intellectual	Social/emotional
Infancy (0–3 years)	<p>Double in height</p> <p>Triple in weight</p> <p>Develop teeth and the ability to eat solid foods</p> <p>Develop 75 per cent of their brain capacity</p> <p>Learn to crawl and walk</p>	<p>Learn language and communication skills</p> <p>Develop an imagination</p> <p>Understand the world primarily through their family</p>	<p>Develop trust for caregivers</p> <p>Have relationships primarily with family members</p> <p>Kiss and hug to show love and hit to show anger</p>
Preschool (4–5 years)	<p>Grow at a slower rate than during infancy and the toddler years</p> <p>Reach 50 per cent of their adult height and about 20 per cent of their adult weight by age five</p> <p>Develop more coordinated large motor skills, enabling them to skip, run and jump</p> <p>Develop fine motor skills, enabling them to tie shoelaces and draw recognisable figures</p> <p>Complete 90 per cent of brain development by age five</p>	<p>Begin to experience the world through exploration</p> <p>Begin separation from family caregivers and more independence</p> <p>Understand what is good and bad and be able to follow rules</p>	<p>Still rely on caregivers but no longer need or want as much physical contact with caregivers as they received in infancy and as toddlers</p> <p>Continue to express emotions physically and to seek hugs and kisses</p> <p>Socialise with peers as friends</p>

Stage of life	Physical	Cognitive/intellectual	Social/emotional
Lower primary school (6–8 years)	<p>Experience slower growth of about 6 cm in height and 3.5 kg per year</p> <p>Grow longer legs relative to their total height</p> <p>Develop less fat and grow more muscle than in earlier years</p> <p>Increase in strength</p> <p>Lose their baby teeth and begin to grow adult teeth</p>	<p>Develop the skills to process more abstract concepts and complex ideas</p> <p>Spend more time with the peer group and turn to peers for information</p> <p>Develop an increased attention span</p> <p>Improve in self-control and recognise appropriateness in behaviour</p> <p>Think for themselves and develop individual opinions</p>	<p>Develop relationships with people outside the family</p> <p>Express themselves through sharing and talking</p> <p>Understand more complex emotions</p> <p>Want more emotional freedom and space from parents</p> <p>Become better at controlling feelings</p> <p>Begin to recognise their own strengths and weaknesses</p> <p>Sustain peer group interactions</p>
Upper primary school (9–12 years)	<p>Experience a growth spurt with significant weight gain, muscle growth and genital maturation (growth spurt begins earlier for girls; lasts longer for boys)</p> <p>Enter puberty; this usually begins earlier in girls (nine to 12) than in boys (11 to 14)</p> <p>During puberty:</p>	<p>Become more independent as they move into secondary school</p> <p>Shift their school focus from play-centred activities to academic study</p> <p>Look to peers and media for information and advice</p>	<p>Feel self-conscious about outward appearance</p> <p>Consider peers more important than family</p> <p>May develop sexual feelings for others as a new dimension within relationships</p> <p>Develop the capacity to understand the components of a caring, loving relationship</p>

Stage of life	Physical	Cognitive/intellectual	Social/emotional
	<ul style="list-style-type: none"> ● Hair grows under arms and on pubis and, in males, on face and chest. ● Body proportions change (hips widen in females, shoulders broaden in males) ● In males, genitals mature, voice deepens, and erections, ejaculation and wet dreams are more frequent. ● In females, genitals mature, breasts develop, and ovulation and menstrual cycle begin. 	<p>Develop increasing capability for social conscience and for abstract thought, including understanding complex issues such as poverty and war</p> <p>Take on increased responsibility, such as family jobs and babysitting</p>	<p>Experience feelings of insecurity and begin to doubt self-concept and previous self-confidence</p> <p>Struggle with family relationships and desire privacy and separation from family</p>
<p>Teens/ adolescence (13–17 years)</p>	<p>Complete puberty and the physical transition from childhood to adulthood</p> <p>Reach nearly their adult height, especially females (males continue to grow taller into their early twenties)</p>	<p>Attain cognitive maturity — the ability to make decisions based on knowledge of options and their consequences</p> <p>Continue to be influenced by peers (the power of peer pressure lessens after early adolescence)</p> <p>Build skills to become self-sufficient</p> <p>Respond to media messages, but develop increasing ability to analyse those messages</p>	<p>Have the capacity to develop long-lasting, mutual and healthy relationships</p> <p>Understand their own feelings and have the ability to analyse why they feel a certain way</p> <p>Begin to place less value on appearance and more on personality</p>

Stage of life	Physical	Cognitive/intellectual	Social/emotional
		Develop increasingly mature relationships with friends and family Seek increased power over their own lives	

3.2.5 Puberty — a time of change

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

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

Puberty begins at about 10 years of age but, because the changes that occur at the beginning of puberty happen inside us, we can't tell. It is not until we see the outward physical changes that we can tell puberty has begun. These outward changes usually occur at about 11–14 years of age for girls and 13–16 years of age for boys.

Hormones and puberty

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

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

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

The release of the female and male reproductive hormones in greater amounts during puberty leads to the development of **secondary sex characteristics**, as shown in [table 3.2](#).

Am I normal?

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

HEALTH FACT

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

3.2.6 Secondary sex characteristics

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

TABLE 3.2: Secondary sex characteristics that develop at puberty

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



Physical development from childhood through adolescence and into adulthood



ACTIVITIES

1 Growing and changing word cloud

Use the **Wordle** and **WordItOut** weblinks in your Resources section to create a word cloud that shows what changes have occurred in your development from infancy until now.

Type in all of the words that you can think of and remember to type the words that you believe are the most important a number of times so that they are created the boldest and largest.

2 Am I normal?

Using the **Completely Gorgeous** weblink in your Resources section, open the 'What is normal?' section.

Read the Girly Bits and Penis Magazine and discuss (in pairs) your understanding of 'what is normal?' Develop a whole class understanding.

3 Anonymous message — growing up ...

At the top of one A4 piece of paper your teacher will write the following sentence stem:

- The best part about growing up is ...

At the top of another A4 piece of paper your teacher will write the following sentence stem:

- The hardest part about growing up is ...

The paper will be folded so that the sentence stems are always visible to students. Pass each piece of paper around the class so every student can write their own ending to the sentence. Fold the paper after you write your comment so that the comments remain anonymous. The teacher can then read out some of the responses and start a whole class discussion.

CHECK & CHALLENGE

Explain

1. Which hormone causes growth spurts?
2. Describe the differences between the baby and toddler stages in the human life cycle.

Evaluate

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

Explain

5. What are the secondary sex characteristics of boys and girls?

Elaborate

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

Explain

7. Identify the major hormones released during puberty and the effects they have on the body.
8. Explain why it is important not to compare yourself to others in relation to your growth and development during puberty.

Resources



Complete this digital doc: [Hormones](#)

Searchlight ID: [doc-14648](#)



Explore more with these weblinks: [Wordle](#)



Explore more with these weblinks: [WordItOut](#)



Explore more with these weblinks: [Completely Gorgeous](#)

3.3 Puberty — the physical changes

3.3.1 Growing and maturing

Puberty is a time of many physical changes. It is the period during which you undergo sexual maturation. Puberty can also affect your social and emotional development, but the physical changes are generally identified first in relation to puberty. You will undergo growth surges that make you taller, and your muscles will change shape and make you stronger. The other physical changes that take place are quite different for boys and girls. It is important that girls learn about the changes boys go through and boys also learn about the changes that girls go through.

ENGAGE

You are now familiar with some of the physical, social and emotional changes that occur during puberty. The physical changes are the visible and more noticeable changes; however, there are also some physical changes that are not so noticeable. This section will take a closer look at the physical changes that occur in both boys and girls. You may find it a little embarrassing to speak to anyone about the physical changes that are happening to you. It is always important to remind yourself that everyone goes through puberty and that it is just a part of your growth and development. It is also important to be aware of the many resources that you can access to understand what is happening to you.

on Resources



Explore more with these weblinks: Changes during puberty



Explore more with these weblinks: Puberty for girls



Explore more with these weblinks: Puberty for girls — brochure

3.3.2 Puberty and girls

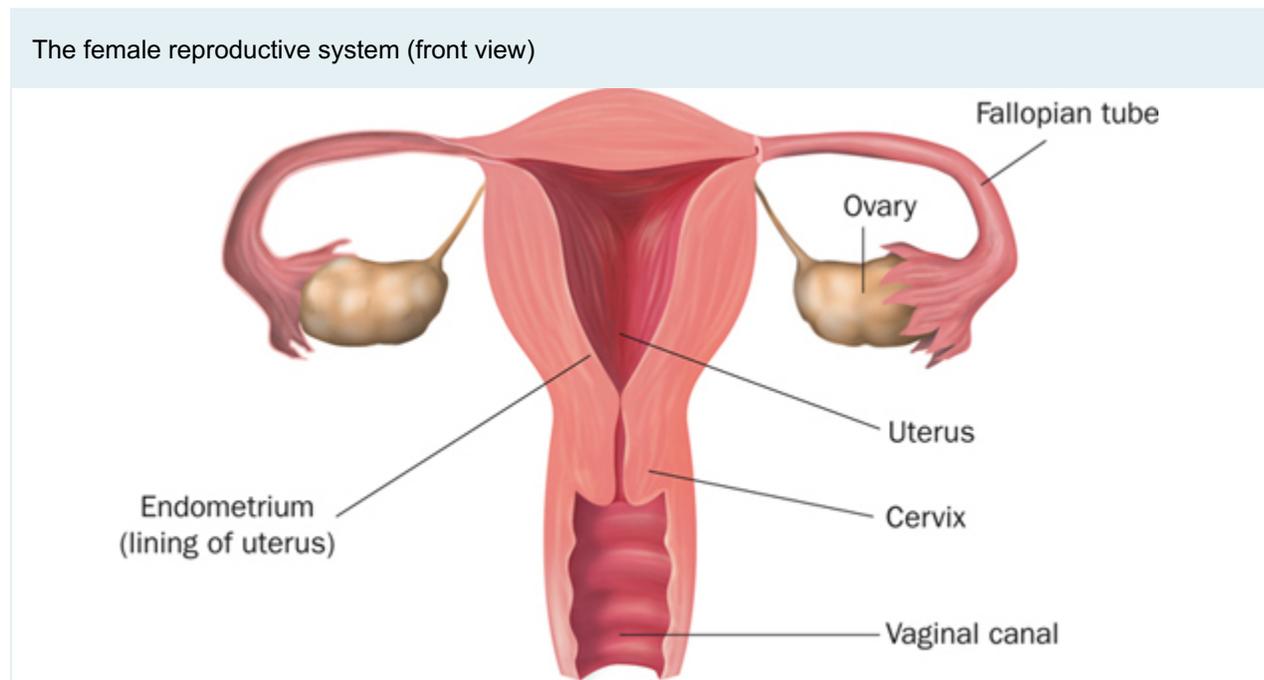
Puberty usually occurs in girls between the ages of 10 and 14, but may occur as early as 8 years of age. Generally, the first sign of puberty for girls is the development of breast tissue, however it may also be the growth of pubic hair. Breast development will start with small, firm and relatively tender lumps under one or both nipples and then the whole breast will start to get bigger. Coarse and curly hair (pubic hair) will start to grow on the vagina and underarms and a girl's body will start to become curvier as her hips start to widen. The arrival of a girl's first period (menstruation) is another sign that a female has begun puberty and can be the most difficult and challenging of times. It is the time that signifies a girl's ability to reproduce; however, sometimes ovulation can happen just before a girl has her first period so it is important to be aware that it is possible for a girl to become pregnant prior to her first period.

Menstruation

Menstruation is also known as a girl's period. Girls start to menstruate (or get their periods) during puberty. It usually happens around 12 months after the first physical signs of puberty but because puberty starts at a different time for each of us, the age at which a girl gets her period will vary. It will generally occur anywhere between the ages of 9–16 years of age.

The menstrual cycle

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



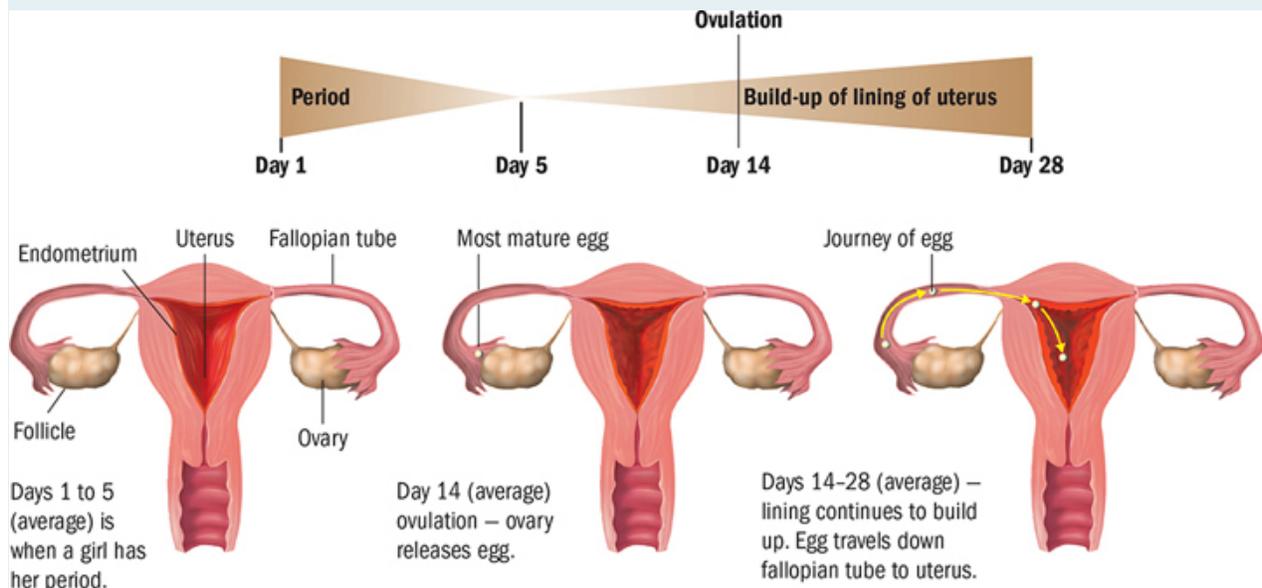
A period usually lasts 3–7 days. Bleeding is usually the heaviest in the first few days. The length and heaviness of a period are different for each girl. Periods are irregular for most girls in the first year or two, but then settle into a fairly regular cycle. Some girls may experience abdominal pain and/or backache when they get their period or in the few days before, while others may experience only minor discomfort.

Hormones and the menstrual cycle

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

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

The menstrual cycle



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

HEALTH FACT

Many girls use sanitary pads when they first get their period, and try tampons later, but it is a personal preference and choice. You should carry a pad in your bag just in case your period starts at school. The introduction of tampons has assisted females in leading a normal and active lifestyle even when having their period, allowing them to participate in activities such as swimming.

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

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

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

on Resources



Explore more with these weblinks: The female reproductive system



Explore more with these weblinks: Female physiology



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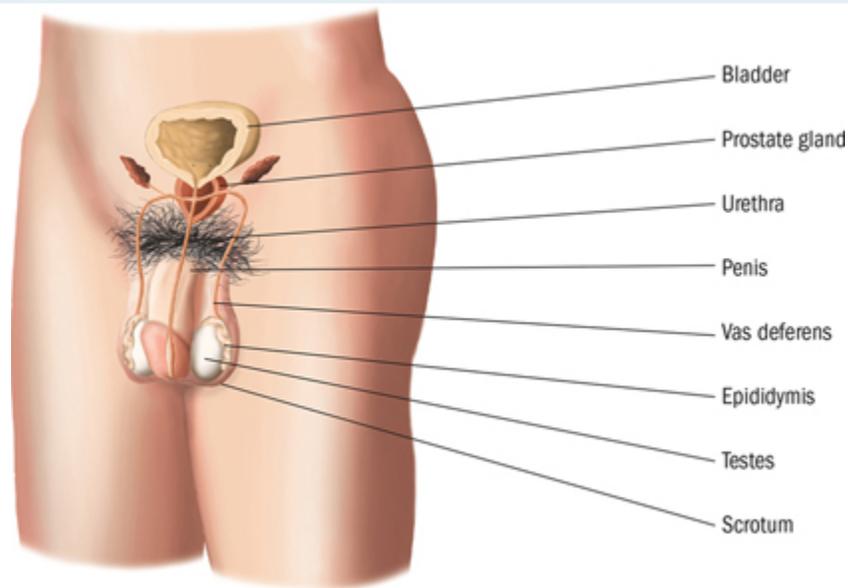
3.3.3 Puberty and boys

Puberty usually occurs in boys between the ages of 10 and 16 years and an average of about 1 to 2 years later than when girls start puberty. Generally the first physical sign of puberty for boys is the enlargement of the testicles and penis and also the growth of pubic hair. A boy's limbs, hands and feet will often grow faster than his torso and other parts of his body. His shoulders will start to broaden and he will also experience an increase in weight and muscle in line with the significant growth spurts that occur. Boys may also notice the development of an '**Adam's apple**' at the front of their throat and at this time their voice may be a little unpredictable, but at the end of puberty a boy's voice will be deeper. Boys will start to grow more hair on their body and also on their face. **Erections** occur when boys are nervous or excited, but also for no particular reason.

Ejaculation

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

The male reproductive system



DID YOU KNOW?

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

on Resources



Explore more with these weblinks: Puberty for boys

Explore more with these weblinks: Puberty for boys — brochure

Explore more with these weblinks: The male reproductive system

Explore more with these weblinks: Male physiology

3.3.4 Conception/reproduction

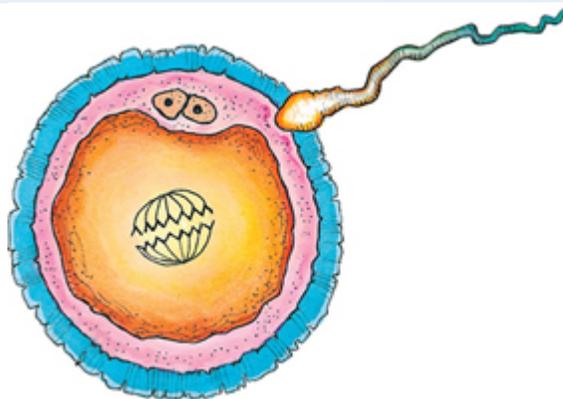
The most common way that the sperm enters the girl's body is through sexual intercourse. This is when a boy's erect penis is inserted into a girl's vagina.

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

A fertilised ovum inside the uterus develops into a foetus.



Conception occurs when a sperm and ovum (egg) unite.



ACTIVITIES

1 Male and female puberty interactivity

1a Letter to a sibling

Write a letter to a younger sister or brother telling them what happens to a boy's OR a girl's body during puberty and why it is important that they don't compare themselves to their friends during this time.

And/or

1b Radio interview

Follow the weblink to the free audio editor program **Audacity** in your Resources section to record a radio interview with a friend that informs people of the changes likely to take place as they enter puberty. The interview should aim to inform and reassure other students about their changing bodies.

2 Anonymous questions

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

CHECK & CHALLENGE

Explain

1. Describe what happens during the menstrual cycle.
2. Describe what happens during the process of conception.

Elaborate

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

Explain

4. Describe the path of sperm from where they are produced to when they are released during ejaculation.
5. Explain the process of puberty for boys.

Evaluate

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

Resources



Explore more with these weblinks: [Audacity](#)



Explore more with these weblinks: [Poll everywhere](#)



Try out this interactivity: [Puberty — how our bodies change!](#)

Searchlight ID: [int-5445](#)



Try out this interactivity: [Reproductive systems during puberty](#)

Searchlight ID: [int-5446](#)

3.4 Adolescence — the social, emotional and sexual developments

3.4.1 More complex relationships

Many social, emotional and sexual developments occur during your adolescent years. The changes that occur during adolescence add another dimension to the complexity of relationships. During adolescence your family remains a big part of your life; however, you will generally seek greater support from your peers. You may also develop a more intimate relationship during this time. You may often seem a little emotionally unstable and have a higher sensitivity to your own feelings as well as the feelings of others.

ENGAGE

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

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

Resources



Explore more with these weblinks: [Dealing with puberty](#)

3.4.2 Changing relationships

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

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

Friends can provide positive support for you during adolescence.



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

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

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

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

3.4.3 Gender, cultural and sexual identity

Adolescence is a time when individuals develop their own unique identity. In this process young people explore their own values to form their identity and because of the overpowering need to 'fit in', it can be especially challenging for teens who feel different from others. In establishing an understanding of cultural identity, an individual is defining key aspects of themselves in relation to their cultural environment and surroundings. For example, a student whose parents migrated to Australia would have elements of the **culture** of both their parents' country of origin and the Australian identity they have developed.

Gender

Gender identity refers to whether people consider themselves to be primarily masculine, primarily feminine, or some combination of both. Sex refers to being male or female, while gender refers to the socially defined roles and characteristics of men and women. To provide an example, just over 100 years ago women were not allowed to vote. This was based on their gender, a characteristic of the role that women played in society at that time. However, unlike our sex, which is determined biologically, gender refers to a set of qualities that include our personal attributes, social role, social customs and behaviours. These beliefs influence our identity. They can shape our attitudes and behaviours. Sometimes, there is a lot of pressure on us to behave in certain ways or to fit a certain stereotype.

Adolescence is a time when individuals question what it means to be part of their gender. In early adolescence a young person's understanding of gender is quite rigid and stereotyped. Males are identified as being tough and masculine, and females are identified as being very feminine and ladylike. Later in adolescence, there is a more flexible understanding in relation to gender roles and there is greater appreciation of diversity within gender identity.

Gender is best understood along a continuum, ranging from purely masculine to purely feminine, with most people falling somewhere in between. Gender identity should not be confused with sexual orientation. Gender identity describes what gender/s people consider themselves to be and sexual orientation refers to the gender/s people are attracted to.

Culture

The transition into adolescence is marked in different ways around the world. The cultural influence on our development and identity is a large one. In some cultures biological changes associated with puberty are celebrated in ceremonial ways to mark the transition from childhood into adolescence. In Western culture it is less ceremonial, but still shown in the way adolescents change the way they dress, look and interact with others as they experience physical transformation.

Where we come from or the group we identify with can influence our beliefs about ourselves. These changes are influenced by the people we relate to, the people we spend most time with and the expectations and norms of the society we live in. Although our genetics might have some influence on the person we eventually become, the environment we are raised in plays a large part in the formation of cultural identity.

People often show their cultural identity through the customs they follow, their behaviours, the way in which they dress, the language they use and their celebrations. The country that people come from or their cultural background (such as Samoan or Chinese culture) can define cultural groups. Many Indigenous Australians identify themselves by their nation; for example, 'I'm a Dharawal man' or 'I'm an Eora woman'. Depending on the number of places they have lived and where their parents and grandparents lived, they may identify themselves as belonging to several nations. Cultural groups can also be defined by a common interest, such as the skateboarding culture.

The reason we tend to conform to the culture we belong to is that it provides us with a feeling of security. Most people do not like to feel different from those around us and would prefer to be included as part of a group.

Sexual identity

Adolescence is a time when you are learning about who you are sexually attracted to and this can change and keep on changing.

During adolescence hormonal and physical changes also lead to the development of new sexual feelings and this can cause some concern. It may take a little while for an adolescent to understand their sexual feelings. While developing an understanding of their sexual feelings, it is not uncommon for adolescents to be attracted to people of both the same sex and opposite sex. Researchers believe that sexual orientation and preference is developed from a complex combination of biological, psychological and environmental factors. Getting through adolescence can be particularly challenging for **LGBTI** people; however, community attitudes are changing, with one benefit being an increase in the value placed on diversity in relationships. This is helping to make the often confusing and tumultuous time of adolescence easier for people of any sexual orientation.

The developments in sexuality shown below occur in most young people during adolescence. However, each adolescent may develop each aspect at different times to others.

Stage	Sexuality
Teens/adolescence (13–17 years)	<ul style="list-style-type: none"> Understand the options and consequences of how they sexually express themselves Express their sexuality in a variety of ways Recognise the components of positive and negative relationships Have the ability to make informed choices about sex Have an understanding of their own sexual orientation

3.4.4 Emotional maturity

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

Some changes that show us we are maturing emotionally include:

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

Adolescence is a time of mixed emotions.



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

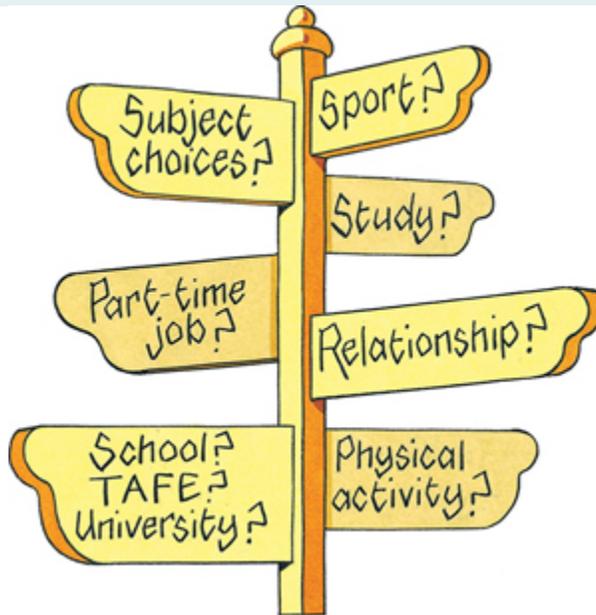
Follow the **Emotions** weblink in your Resources section to learn more about being aware of your emotions.

What does it mean to be 'mature'?

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

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

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



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



'The 24 hour rule' is to wait for 24 hours before responding to an upsetting email. You are more likely to have a better and more effective response after you cool down.

DID YOU KNOW?

Your emotional intelligence (EQ) is your ability to understand, use and manage your emotions. Some studies suggest that EQ is more important than IQ (intellectual quotient – a test of your academic ability) when it comes to being more successful in life.

ACTIVITIES

1 Negotiating a win–win

1. Use the **Negotiating a win–win** worksheet in your Resources section to work through the process to reach a positive decision.

2 I'm just 12!

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

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

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

3 Prezi presentation

Use the **Prezi** weblink in your Resources section to develop a presentation with the title 'Adolescence — the social and emotional changes'.

4 Emotional triggers

Write an example of a scenario that may make you feel each emotion listed below and also record how you respond to each emotion.

- Aggravated
- Angry
- Depressed
- Content
- Scared
- Worried
- Happy
- Energised

5 A way with language — saying 'That's so gay' is so yesterday

Follow the **Think before you speak** weblink in your Resources section and watch the video.

Language is very powerful and can be a great tool to change stereotypes and attitudes. Write a speech or produce a video clip that could be presented at your school assembly that aims to reduce the use of homophobic and hurtful language in your school.

CHECK & CHALLENGE

Evaluate

1. Identify two important relationships in your life and explain why they are important.
2. How have your parents' and teachers' expectations of you changed as you have grown from childhood into adolescence?

Explain

3. Explain what is meant by 'managing your emotions in a positive way'. Give at least one example to support your explanation.
4. What are five characteristics of an emotionally mature person?
5. Identify ways in which you can resolve conflict using compromise.
6. Explain the developments that occur in relation to your sexuality.
7. What factors influence your sexual orientation and preference?

Elaborate

8. What advice would you give a good friend to help them express their feelings and thoughts in a positive way?
9. What are the possible outcomes when you express your feelings and thoughts in a positive way?

Resources



Explore more with these weblinks: Emotions



Explore more with these weblinks: Prezi



Explore more with these weblinks: Think before you speak



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

Searchlight ID: [doc-14651](#)

3.5 Sexual health

3.5.1 Rights and responsibilities

Being sexually attracted to other people is something that everyone experiences. Thinking about sex and having sexual feelings is normal. In this lesson you will explore your rights and responsibilities when in a sexual relationship and learn how to make positive choices regarding your sexual health.

ENGAGE

Sexual health is an important part of most young people's lives. The first deep attractions for someone else often occur during adolescence. Romantic relationships may start to happen and can become a central focus in your life.

Adolescence is also a time of heightened sexual feelings and experimentation. It is a time when you become more familiar with your body and discover what feels good for you. You may even fall in love. If you start a close relationship, making good decisions about your sexual health should be a priority.

3.5.2 We all have sexual feelings

Having sexual feelings is a normal part of puberty. Becoming more aware of your own body, touching your body and thinking about others in a sexual way is okay. You may find that you think or dream about being sexual with someone else. Wet dreams, for both boys and girls, happen because we have sexual feelings in our dreams while we are asleep.

Sex is more than a physical act. It is about feeling a closeness or intimacy with someone you are attracted to. As you go through adolescence, you may be attracted to a number of different people. Some will be of the opposite sex. You may also find you are attracted to someone of the same sex. You may or may not have a relationship with another person.

Relationships can vary greatly. Choosing to be in a relationship is your decision, and the level of intimacy you share is something that needs to be agreed on by both people in the relationship.

Figuring out your role

Gender expectations can put pressure on young people in relationships. Some boys think it is their role to be the dominant one, make the decisions, be sexually active, and have many sexual experiences. Some girls think that to keep their boyfriends happy they have to be sexually active with them.

These beliefs can lead to young people engaging in sexual activity when they don't want to, or taking risks by having many sexual partners and unsafe sex. The level of intimacy or sexual activity you engage in should be your choice. You should not be pressured into doing things you are not ready to do. If your partner is not willing to wait until you are ready, then they do not respect you.

Gender expectations in sexual relationships and peer pressure can lead to young people engaging in sexual activity when they are not ready. It is important to know your rights and to be respected in sexual relationships.



Exploring and expressing sexual feelings appropriately

Everyone experiences sexual feelings. Feeling attracted to someone and having sexual thoughts and dreams are expressions of sexual feelings that are natural.

When you enter into a relationship with another person, you may decide to explore these feelings further as a way of becoming closer to that person and expressing your affection. The decision to become sexually active is a personal one, and it may take you time to decide whether you are ready. You should not feel pressured by your partner or friends. Remember, having sex does not necessarily mean someone loves you. Remember, too, that it is possible to enjoy a loving relationship without being sexually intimate.

3.5.3 Forms of sexual activity

Regardless of who you are attracted to, there are many forms of sexual activity besides intercourse that allow you to express your feelings for someone. Holding hands, hugging, kissing, touching, massaging and having oral sex are examples of sexual behaviour that do not involve penetration. When deciding whether you want to be sexually active, think carefully about what you feel comfortable and safe doing. Talk to the other person about what you both want from the relationship and see whether your expectations are similar. This discussion will clarify the expectations in the relationship and reduce the chance that someone will later feel rejected and used.

3.5.4 Sexual relationships — your rights and responsibilities

Sexual relationships can be wonderful when they include trust, respect, commitment and intimacy. When sexual relationships are just about self-satisfaction, they can often be hurtful for both people. Think about the future consequences, not just how you feel now. How will you feel afterwards — will the other person still be interested in you and respect you? What can happen if the sex isn't safe?

Everyone has rights and responsibilities in a relationship; when the relationship involves sex, the risks are even greater.

TABLE 3.3: Rights and responsibilities in sexual relationships

Rights	Responsibilities
To be loved and accepted for who you are	To respect the other person's opinions, needs and choices
To be respected as a whole person and not just a sexual object	Not to pressure the other person into having sex or engaging in sexual activities they are not comfortable with
To express your thoughts, needs and desires without fear	To discuss what each person wants
To be safe by making the choice to use protection when having sex and doing only things you are comfortable with	To listen to what the other person has to say about their involvement in a sexual relationship

To choose not to have sex if you are not ready or when you don't want to

To provide and use protection when having sex

To respect the other person by not telling others about it

ACTIVITY

Rights and responsibilities

1. Divide into small groups and discuss each of the following statements.
 - a. The decision to be sexually active is an individual one.
 - b. Only boys experience sexual feelings.
 - c. Girls should do what the boy wants in a relationship.
 - d. Boys should do what the girl wants in a relationship.
2. As a class, share your viewpoints.

CHECK & CHALLENGE

Explain

1. Identify the influences on young males and females regarding decisions about whether to be sexually active.

Elaborate

2. Who is responsible for safe sex practices? Why?

Explain

3. What are your rights and responsibilities in sexual relationships?

Elaborate

4. How can you ensure your sexual relationships in the future are positive?
5. If you are being pressured by your partner to be sexually active but you do not want to, what could you do? Describe the consequences of each option you identify.

on Resources



Complete this digital doc: [What's expected of me in a sexual relationship?](#)

Searchlight ID: [doc-14650](#)

3.6 Sexual choices and their consequences: contraception

3.6.1 Positive and safe choices

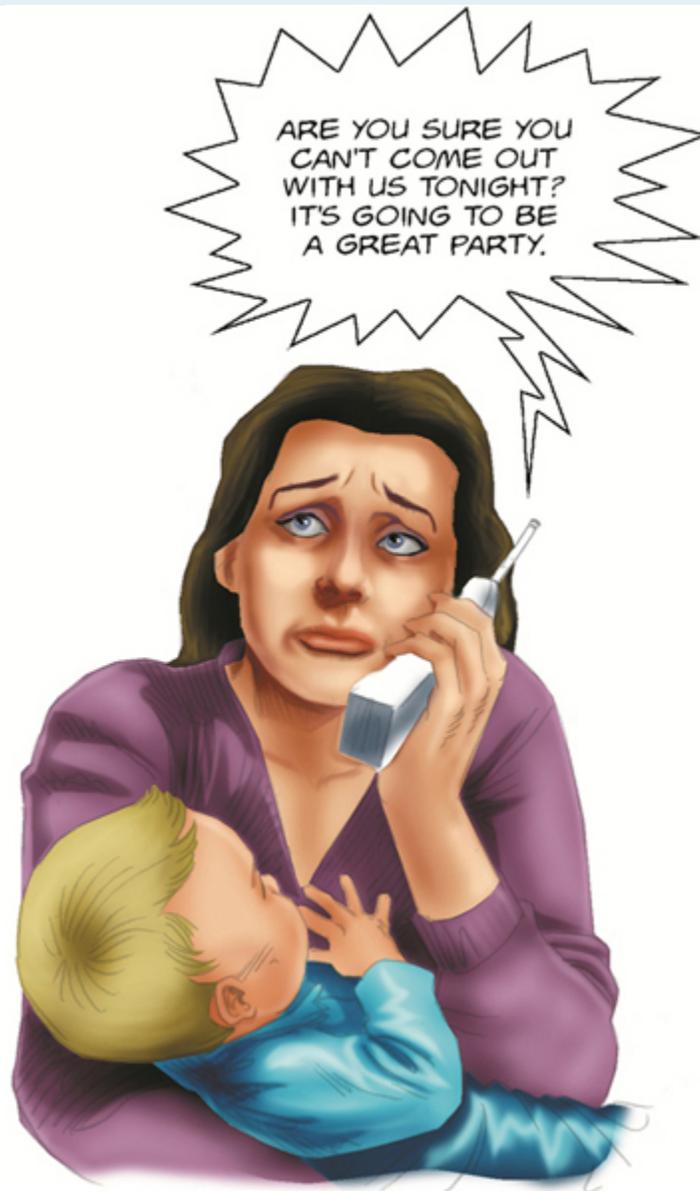
Making the choice to become sexually active is a very big decision. All actions have consequences, so it is important to make positive sexual choices that will benefit your health. In this lesson you will learn about contraception and how to be safe should you choose to be sexually active.

ENGAGE

The decision to be sexually active is an individual one. Although a sexual relationship can make you feel special at the time, it is important to weigh up the risks involved. You should talk to your partner or a trusted friend about the possible consequences, and about how these may affect your health, relationship and future plans.

3.6.2 Unplanned pregnancy

The responsibilities associated with parenthood require many sacrifices.



Unplanned pregnancy is one possible consequence of choosing to be sexually active. Although adolescent parents may be able to manage their own and their children's lives, many sacrifices are required and many responsibilities are involved, particularly for the mother. Unplanned parenthood affects schooling, career opportunities, friendships and independence. Young mothers may face put downs, negative stereotypes and discrimination from society. Family and relationship conflict can also arise from the additional costs, pressures and responsibilities associated with being a parent, especially when someone does not have the emotional maturity or commitment required for the role.

Other alternatives for unplanned pregnancies, such as a termination or adoption, can be equally difficult. The fact that some young people do not want their family or friends to know they or their partner are pregnant can limit the emotional support that is available. For young people whose religious, cultural or family beliefs conflict with these options, decisions about an unplanned pregnancy can be particularly challenging.

3.6.3 Contraception

If you are considering having sexual intercourse in an opposite-sex attracted relationship and you do not want to fall pregnant, or have your partner fall pregnant, you need to use some methods of **contraception**. Contraception refers to any method or device that prevents conception and, therefore, a pregnancy. There are many different types of contraception available for both males and females. It is important to remember that no contraceptive is 100 per cent effective at stopping a pregnancy — this can be guaranteed only by not having vaginal intercourse.

HEALTH FACT

The age of consent for engaging in sexual intercourse is 16 years. Condoms can be purchased at various retail outlets such as chemists, supermarkets and petrol stations. They are also sometimes available in vending machines located in public toilets and are given away at most family planning clinics. Young women can be prescribed the contraceptive pill when they are 16 years old without needing parental consent. They can also go to a family planning clinic without their parents if they are 14 years or older.

TABLE 3.4: Contraceptives

Description		How it works	Possible side effects	Suitability	How it is obtained
<p>The pill — a small tablet made up of two female hormones, oestrogen and progestin (a synthetic hormone)</p>		<p>The pill stops an egg from being released from the ovaries each month. One pill must be taken every day, starting from the first day of the menstrual cycle.</p>	<ul style="list-style-type: none"> ● Irregular bleeding between periods ● Sore breasts ● Nausea ● Weight gain 	<p>Safe to be used by most women. Women with heart conditions, high blood pressure, liver problems, certain migraines or who are heavy smokers should talk to their doctor first.</p>	<p>It is obtained by prescription after having a medical check-up by a doctor or at a family planning clinic.</p>
<p>Progestin Only Pill (POP) or minipill — like the pill, but containing only progestins</p>		<p>This pill makes the mucus at the entrance of the uterus thicker so sperm cannot get through it. It also alters the lining of the uterus.</p>	<ul style="list-style-type: none"> ● Spotting between periods ● Irregularity in menstrual cycle 	<p>Safe to be used by most women except those with cancer of the reproductive organs or those who have had an ectopic pregnancy.</p>	<p>It is obtained by prescription after having a medical check-up by a doctor or at a family planning clinic.</p>

Description	How it works	Possible side effects	Suitability	How it is obtained
<p>IUD (intrauterine device) — a small plastic device that is placed inside the uterus</p> 	<p>The IUD hampers the sperm's survival in the uterus. It also causes changes in the lining of the uterus so an egg cannot grow in it.</p>	<ul style="list-style-type: none"> • Cramps and bleeding after insertion • Period pain and heavier periods 	<p>Can be used by women who have had a baby. It should not be used by people who have more than one sexual partner or who change partners regularly.</p>	<p>It is inserted and removed by a doctor. A local anaesthetic is often used when it is inserted.</p>
<p>Condom — a rubber sheath that goes over the penis when erect</p> 	<p>The condom is rolled over an erect penis before sex so semen and the sperm in it are collected inside the condom when ejaculation occurs. The condom is then removed after sex.</p>	<p>None, except some people may be allergic to latex rubber or the lubricant that covers it</p>	<p>Can be used by all males</p>	<p>It can be purchased from various outlets, including chemists, supermarkets, vending machines and sexual health clinics.</p>
<p>Female condom (femidom) — a long polyurethane tube with a flexible ring at each end</p> 	<p>It is inserted into the vagina before intercourse to act as a barrier for sperm.</p>	<p>None</p>	<p>Suitable for all women</p>	<p>It is available from most sexual health clinics, some women's health centres and chemists.</p>

Description	How it works	Possible side effects	Suitability	How it is obtained
<p>Contraceptive implant such as Implanon — a small plastic rod containing progestin that is inserted under the skin of the upper arm</p>		<p>The slow release of progestin stops ovulation occurring while also changing the uterus lining so an egg cannot grow.</p>	<ul style="list-style-type: none"> • Irregular bleeding • Headaches • Weight gain • Sore breasts 	<p>It is inserted and removed by a doctor. A local anaesthetic is usually used.</p>
<p>Diaphragm — a small rubber dome that is inserted into the vagina</p>		<p>When placed in the vagina, it covers the cervix so sperm are unable to reach an egg.</p>	<p>A small number of women may be allergic to the rubber in the diaphragm material.</p>	<p>It is obtained by prescription from a doctor.</p>
<p>Natural methods — these involve various methods of determining the fertile phase of a woman's menstrual cycle and avoiding intercourse at these times. Natural methods are the least effective contraceptives</p>		<ul style="list-style-type: none"> • <i>Calendar method</i> — recording dates of periods to determine when ovulation may take place 	<p>None</p>	<p>Advice on how to recognise and record signs of ovulation should be obtained from a doctor.</p>

Description	How it works	Possible side effects	Suitability	How it is obtained
and should only be used in conjunction with other forms of contraception.	<ul style="list-style-type: none"> • <i>Temperature method</i> — recording temperature daily to monitor changes that occur with ovulation • <i>Mucus changes</i> — recognising and recording changes in the texture and appearance of cervical mucus. 		intercourse at unsafe times. The calendar method can be unreliable, particularly if menstruation is irregular.	

ACTIVITY

TELLING IT LIKE IT IS

1. Use the **Types of contraception** interactivity in your resources to find out how much you know. Write the correct answers for any questions you got wrong in your workbook.
2. Create two new questions to add to a quiz and write them out on a slip of paper along with the correct answer. Your teacher will then shuffle all the new questions and pose some of them to the class. Take note of the questions you could not answer correctly.

CHECK & CHALLENGE

Explain

1.
 - a. Identify two types of contraceptives that would be appropriate for young, sexually active people to use.
 - b. What are the benefits and where can they be purchased?

Elaborate

2. How can your emotional health be affected when you become sexually active at a young age?

Evaluate

3. Do you agree with the law that the age of consent for engaging in sexual intercourse is 16 years? Give reasons for your answer.
4. What are the benefits of condoms over other contraceptives?

on Resources



Explore more with these weblinks: Sex and sexuality quiz

Try out this interactivity: [Types of contraception](#)

Searchlight ID: [int-2183](#)

3.7 Sexual choices and their consequences: STIs

3.7.1 Staying healthy

Once you become sexually active, you risk contracting infections and illnesses that are caused by unsafe sexual activity. Many of these infections have few or no visible symptoms but can cause great damage to our health. In this lesson you will learn about some of these infections and the responsible behaviour needed to remain healthy.

ENGAGE

When people choose not to have **protected sex**, they are at risk of catching a **sexually transmitted infection (STI)**. Many infections are transmitted through sexual activity. You can avoid catching many STIs by using a condom during sex. Prevention for STIs that are blood borne, such as hepatitis B, human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), includes not sharing needles, syringes or drug injecting equipment.

Talk to your doctor if you have any concerns about your sexual health.



3.7.2 Blood-borne viruses

A **blood-borne virus** is a virus that can be transmitted from an infected person to another person through blood-to-blood contact. This includes sharing of injecting equipment. Commonly known blood-borne viruses include HIV/AIDS and hepatitis B and C.

In the majority of cases, hepatitis B is contracted through sexual activity, whereas hepatitis C is transmitted through the sharing of injecting equipment.

TABLE 3.5: Sexually transmitted infections

STI	Symptoms	Treatment
<p>Chlamydia is a common STI that affects both men and women. If left untreated, it can lead to infertility.</p>	<p>In most people infected with chlamydia, there are no symptoms. If symptoms are present, they occur 7–21 days after infection and include a discharge from the penis, pain when urinating, abnormal vaginal discharge, abnormal vaginal bleeding, pelvis pain or pain during sex.</p>	<p>Antibiotics</p>
<p>Genital herpes is caused by the herpes simplex virus (HSV). It is contracted through close skin-to-skin contact.</p>	<p>Painful, tingling or itchy blisters or ulcers on the genitals</p>	<p>Antiviral tablets. There is no cure. Once you have the virus, it lies dormant and can cause more outbreaks in the future.</p>
<p>Genital warts are caused by a virus and transmitted via skin-to-skin sexual contact.</p>	<p>Lumps on the genitals that are cauliflower-like or flatter. Often painless. Much more difficult to see in women because they may be inside the vagina.</p>	<p>Warts can be removed by freezing, burning or laser, or by applying liquid wart paints or creams.</p>
<p>Gonorrhoea can infect the urethra, anus, cervix, throat and eyes of both men and women.</p>	<p>Burning or discomfort when urinating or an abnormal discharge from the vagina or penis</p>	<p>Antibiotics. Sexual contact should be avoided until infection has cleared.</p>
<p>Hepatitis B is caused by a virus that affects the liver. It is a blood-borne virus spread through sexual activity, sharing of syringes/needles, childbirth, or sharing of toothbrushes or razors.</p>	<p>You may have no symptoms, flu-like symptoms or nausea, vomiting, abdominal pain or jaundice (yellowing of the skin). There is a vaccination that prevents hepatitis B.</p>	<p>Resting and avoiding alcohol and other drugs will help recovery.</p>

STI	Symptoms	Treatment
Non-gonococcal urethritis is an inflammation of the urethra in males.	Slightly clear, white or cloudy discharge from the penis and/or burning or discomfort when urinating	Antibiotics
Pelvic inflammatory disease (PID) is an infection in the uterus or fallopian tubes in females, caused by the bacteria that causes chlamydia.	Abdominal pain, pain during sex, a fever, irregular periods, abnormal vaginal discharge	Antibiotics

HIV and AIDS

HIV (human immunodeficiency virus) damages the body's immune system so it cannot fight off disease and infection. AIDS (acquired immunodeficiency virus) is the later stages of HIV infection.

HIV is transmitted through:

- unprotected vaginal intercourse
- unprotected anal intercourse
- sharing drug injecting equipment
- a skin wound coming into contact with the blood of an infected person
- an infected mother passing the virus to her baby during pregnancy, at childbirth or during breastfeeding.

HIV can only be contracted by coming into contact with infected blood. This means that HIV cannot be transmitted through kissing or cuddling, shaking hands, sharing knives, forks, cups, glasses, plates or toilet seats.

Most people with HIV look and feel healthy. Many people will not have any symptoms for several years after becoming infected, and some people will have no symptoms at all. When symptoms occur, they can include one or more of the following.

- Over half of people with HIV will develop flu-like symptoms one to six weeks after becoming infected.
- Later, the infection may cause unexplained diarrhoea, weight loss, rashes, fever or one of the AIDS conditions.
- AIDS conditions include pneumonia, brain infections and skin cancers, which occur because the immune system is too weak to defend the body.

A blood test can determine whether you have HIV; it may take three months before the virus shows up in the blood test. HIV and AIDS can be prevented by using a condom during-sexual activity and not sharing drug injecting equipment.

3.7.3 Looking after your emotional health

Good sexual choices will not only help you to manage your physical health, but they will also help look after your emotional wellbeing. Feeling used, being pressured into something, worrying about pregnancy or catching an STI can contribute to feelings of guilt, shame and embarrassment. These feelings can be even stronger when sexual choices are made while you are affected by drugs and/or alcohol, because you may not be able to recall who you were with or remember what happened. If other people see or hear about your sexual choices, you can find yourself open to gossip, rumours or negative stereotypes that can be very hurtful.

Decisions about sexual activity should be based on what you feel is right for you and what is respectful for your partner.



HEALTH FACT

Eighty per cent of reported cases of chlamydia affect 15–29 year old Australians. Reported cases of chlamydia have quadrupled over the last 10 years, in part because of increased awareness about the risks of leaving sexual health problems unchecked.

ACTIVITY

Sexually transmitted infections

1. In pairs, research one sexually transmitted infection or one blood-borne virus. Use the internet or the weblinks in your Resources section.
2. Design a fact sheet that includes the following information.
 - a. What causes the infection
 - b. How it affects the body
 - c. How it is transmitted from person to person
 - d. Who is at risk
 - e. How it is treated
 - f. Ways to prevent contraction

CHECK & CHALLENGE

Explain

1. What does HIV stand for, and how does it affect the body?
2. How is HIV transmitted?
3. What conditions are associated with AIDS?
4. Describe four ways in which people can prevent STIs and blood-borne viruses from spreading.

Elaborate

5. Identify the consequences for males and females who decide to become sexually active at a young age.

Resources



Explore more with these weblinks: Information on sexually transmitted infections

3.8 Surviving puberty

3.8.1 You are not alone

The many changes that occur during puberty can make for a challenging time, but it is important to remember that everyone who has reached adulthood has gone through it. You don't need to feel alone when trying to deal with all of the changes that take place because a trusted adult can help you during this time. They do understand how you feel. Everyone is different and will deal with puberty in their own way. It is a natural part of growing up, but each person is different. Some of your friends may reach puberty earlier or later than you. You may also feel that your body and mind don't match in terms of maturity. It is best to demystify the topic, do the background research and be willing to ask questions.

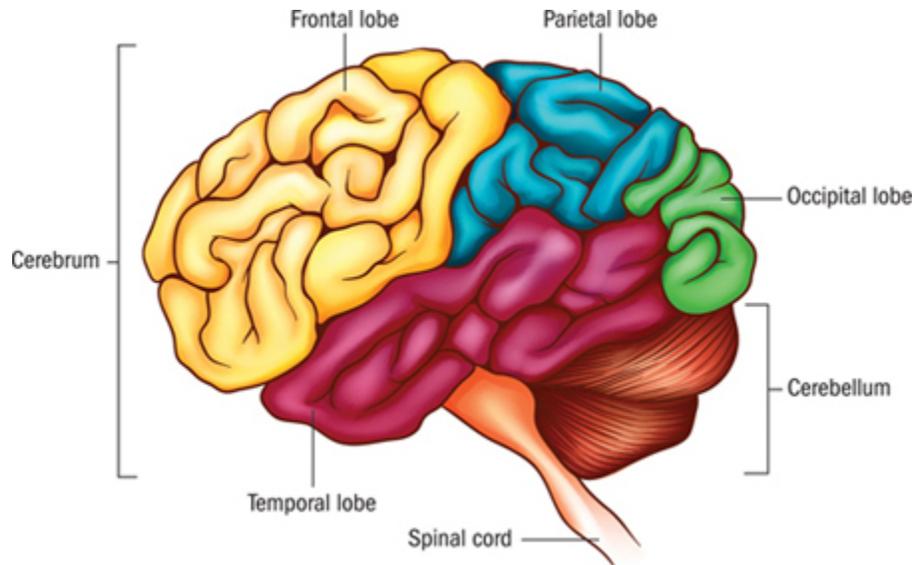
ENGAGE

You have learned about the many changes that occur during puberty. It is both an exciting and challenging time. Your brain is continuing to develop and is not fully matured, so it can be a tricky time to navigate your way through. There are some handy strategies that you can use to make it a little easier.

3.8.2 Your developing brain

Some of the changes in teenage behaviour are explained by the way teenage brains develop. Your brain was about 95 per cent of its full size by the time you reached six years of age; however, your brain will not be fully developed or remodelled until your mid-twenties. The parts of your brain that don't fully mature until this time are responsible for impulse control and this means that you are more likely to make decisions without thinking through the consequences. The amount of remodelling is quite intense during puberty, and the changes that occur will depend upon experience, age and hormonal changes. Most teenagers' brains develop in roughly the same way and at relatively similar times; however, there can also be differences based upon when they start puberty.

The major change to the brain that occurs during puberty is that unused neural pathways in the **grey matter** are 'pruned' away and other neural pathways are strengthened. It is the brain's way of becoming more effective. This process of pruning and strengthening (remodelling) the neural pathways starts in the back of the brain and front (prefrontal cortex) of the brain is remodelled last. The **prefrontal cortex** is responsible for the decision making behaviours such as planning, knowing consequences of actions, problem solving and ability to control impulses. As the prefrontal cortex is still developing, the amygdala is called upon more significantly in the decision making process. The **amygdala** is generally associated with emotions and this may account for the moodiness, outbursts and unpredictable behaviours shown during this time.



HEALTH FACT

The brain undergoes massive remodelling during puberty, causing several years of developing new neural pathways.

3.8.3 Dealing with puberty

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

- Read and learn about the physical, emotional and social changes of puberty so you have a better idea of what to expect.
- Talk to your doctor or another health professional if you are worried about aspects of your development or do not understand some of the changes in your body.
- Be patient with your parents. Remember, they are trying to do what is best for you. If there are disagreements, listen to what your parents have to say and then let them know your view.
- Try to negotiate with your parents. You need to show them that you are responsible by making good decisions, letting them know your plans and compromising in some situations.
- Remember that you will mature at your own pace because you are a unique person and everyone is different.
- Continue to exercise regularly as this will relieve stress and ensure that your hormones remain within the normal range for your age. It is recommended that you achieve 60 minutes of moderate to vigorous physical activity every day.

DID YOU KNOW?

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

Resources



Explore more with these weblinks: Inside puberty

3.8.4 Managing your emotions

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

As our bodies change in size and shape, what we think about our body also changes. For some young people, the rapid growth of their body can be embarrassing. They can become very self-conscious, particularly if their body is growing and changing ahead of the bodies of their friends. The increase in the release of hormones not only affects our physical growth but can also heighten the emotions we experience. It is common for adolescents to start to feel extremes in their emotions that are sometimes difficult to manage. When you are finding it difficult to manage your emotions, remember, with the help and support of trusted adults and friends, it can be made much easier. Try to calmly explain your frustrations to a trusted adult and ask for some space so that you can develop your personality. Maintaining effective communication with your family will make it easier to deal with.

Keep lines of communication with trusted adults open.



3.8.5 Managing stress

Adolescence is a time of change and meeting new challenges and with this comes emotions to meet these challenges, including frustration, fear, anxiety and confusion. Being in tune with your emotional responses is one skill that you will develop as you grow up. In addition to recognising these emotions, it is also crucial to your wellbeing to know how best you can manage them.

Stress is a natural emotional and physical response to challenging or dangerous situations. It is part of our biological make-up that when we are fearful/scared/aroused, two hormones, adrenaline and cortisol, are released from the adrenal glands. They cause the heart rate and blood pressure to increase, and activate certain centres of the brain so that the body is ready for 'fight or flight'. This physical response to stress prepares our body for action. The body is well equipped for dealing with these short stressful situations. It only becomes a problem if the stress is long term and enduring. This is when stress can be most damaging to both the mind and body. The same hormones that produce the flight or fight experience are thought to also damage the functioning of the brain when exposed to stress for lengthy periods. When a person's body releases adrenaline and cortisol for a sustained period of time due to stress, it can lead to depression.

Mission Australia's annual youth survey highlighted that coping with stress was the top concern of youth surveyed aged between 15 and 19. By taking control of your attitudes and emotions, you can better manage stressful situations.

Things that cause stress are called 'stressors'. A stressor for one person may not be a stressor for another. Stress can be caused by internal factors, such as how we perceive a situation or our attitude to it, or external factors, such as events or situations, such as public speaking. If we let stress control our emotions it can lead to poor health, both mentally and physically. So where do we start to maintain good mental health and wellbeing?

1. Identify the signs that you or someone you know is stressed.
2. Identify the triggers (or the sources) of stress. By identifying the causes of stress it is easier to develop strategies to manage it. Make a list of all the situations or thoughts that cause you stress. Examples could include fear of failing and worrying about a sick relative.
3. Recognising that you have a source of stress is the most important step.
4. The following simple strategies aim to reduce stress and minimise cortisol levels in your brain. Try them:
 - Physical activity: 20–30 minutes of physical activity has the effect of ‘burning up’ cortisol. The higher the intensity, the better the effect. Try cycling, running, weights, swimming, running to the bus or walking to the shops. Physical activity releases the ‘feel good’ hormones called endorphins, which alleviate the effects of stress.
 - Deep breathing or mindfulness.
 - Social connections: although we are more ‘connected’ via IT devices than ever before, spending face to face time together with family and peers seems to foster genuine connectivity. How often do you have an opportunity to do this?
 - Have fun: laughter has been clinically shown to reduce stress hormone levels. Finding ways to include laughter and humour in your day has a positive impact on stress.
 - Listening to music you like: music changes your mood, so try to include some music in your day.

ACTIVITIES

1 Surviving puberty — classroom debate

‘Some young people seem to go through puberty without any problems at all.’

Do you believe this statement? Explain why you do or you don’t. Develop a classroom debate scenario which incorporates both the affirmative and negative sides to this statement.

2 Interview with a trusted adult

Write some interview questions that you would like to ask a trusted adult about their experience of puberty.

Some example questions could include:

1. What do you remember most about going through puberty?
2. How did you learn about puberty?
3. What physical, social and emotional changes can I expect will happen and how can I best be prepared for those changes?

4. What aspects of puberty did you find most challenging?
5. What would be one piece of advice you would give young people currently going through puberty?
6. What other strategies can we use to best navigate through this time together?

3 Send a postcard to a parent or trusted adult

Your postcard is to include information about at least three web pages or online articles that you feel are really effective in providing the best advice to parents or trusted adults in helping adolescents navigate their way through puberty. Make sure that you include the URL as a link and provide a short explanation as to why you think they should visit that page and read that material.

4 'Break the taboo' and 'let's get through it together' — poster advertising campaign

Create a poster advertising campaign that 'breaks the silence' and demystifies the changes that occur during puberty. The aim of the campaign is also to promote the idea that you can get through it together.

You can create your campaign either by hand as a hardcopy poster or digitally designed. To create a digital design, use the **Pic-collage** weblink in your Resources section.

5 Keep your cool

We all have certain things, situations, or people that cause us to lose our cool from time to time.

1. Make a list of the situations that generally cause you to 'lose your cool'.
When you begin to identify your stressors (event that causes stress), you can become skilled at dealing with them appropriately.
2. Next to each identified stressor write down the most appropriate and effective way for you to deal with it.
3. List three websites that can assist in providing support when you are feeling overwhelmed.

6 Managing stress

Use the **Stress busting** weblink in your Resources section to find a list of strategies to manage stress. Choose three you can put into practice tomorrow. Try them and see what impact they had on your body and mind.

CHECK & CHALLENGE

Explain

1. What happens as your brain matures?
2. Why might the rapid growth of their body be embarrassing for some young people?

Elaborate

3. List two people with whom you could talk who could help you deal with the changes of puberty. Describe the types of advice they could offer.

Explain

4. Why is it important to be patient with your parents if a conflict arises?

Evaluate

5. When you feel your emotions rising, how do you help yourself calm down?

Resources



Explore more with these weblinks: Stress busting



Explore more with these weblinks: Pic-collage

3.9 The challenges of adolescence

3.9.1 Changes and decisions

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

ENGAGE

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

1. Organisation: prioritise, plan and set goals to maintain life balance.
2. Communication: maintain open and honest communication lines with your parents, carers, teachers, peers, coaches and other significant trusted adults.
3. Respect: have respect for the people in your life, and especially for yourself.
4. Take care of your health: your body is growing and changing significantly and that requires you to look after it well with good nutrition, exercise and rest.
5. Don't be afraid to ask for help: from your parents, carers, school counsellors, teachers and other trusted adults or access organisations such as headspace, Kids Helpline, ReachOut and Family Planning Victoria.

The juggling act during adolescence



on Resources



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

Searchlight ID: [doc-14652](#)

3.9.2 Changes and challenges

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

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

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

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

DID YOU KNOW?

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

3.9.3 Fears and feelings

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

3.9.4 Dealing with change and conflicting demands

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

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

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

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



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



on Resources



Explore more with these weblinks: [headspace](#)



Explore more with these weblinks: [Kids Helpline](#)



Explore more with these weblinks: [ReachOut](#)



Explore more with these weblinks: [Family Planning Victoria](#)

3.9.5 Positive self-talk and help-seeking strategies

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

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

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

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

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

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

3.9.6 Future challenges

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

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

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

- moving out of home

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

To explore these issues further, complete the **Dealing with future challenges** worksheet in your Resources section.

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



ACTIVITIES

1 Express yourself

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

2 Emoticons journal/chart

Before you can deal with your emotions appropriately, you must learn to recognise what causes them.

Develop a journal/chart to record your emotions. You may like to indicate your emotions with the use of an emoticon. Record the activities/events that cause those emotions to occur. Include all the information that will help you determine if there is a pattern to when certain emotions occur. Be sure to also rate each activity/event as high, medium, or low in relation to the intensity of the emotion.

Now, think of some appropriate ways to deal with your emotions.

Or

Life Charge app

You may like to use the **Life Charge** weblink in your Resources section to journal your emotions.

Life Charge is a simple journaling app that allows you to log positive and negative events throughout the day, while providing each entry with a rating on a 3 point scale. The aim is to provide an easy way for young people to track their day for perspective and reflection.

3 Open communication — top 5

Write a top 5 tip sheet for the fridge door to help your parents to best understand how to communicate with you. The tips need to allow for both yours and your parents' needs and values. Many web resources are available on this topic. Do a search to find some ideas that best suit your family circumstance. Take your top 5 tips home to negotiate with your parents and put the final list on the fridge as a reminder for all.

4 Identity swap — role play

Find a partner to role play and debate the following statements, with one person playing the role of the teenager and the other playing the role of the parent.

- All mobile phones should be left in a central point in the house when everyone goes to bed.
- Year 7 or 8 students should be allowed to go to whoever's house they wish.
- Year 7 or 8 students should be permitted to do their homework without supervision.
- Parents should know all of the details of a party prior to giving permission for their child to attend.

Now come up with your own topical and relevant statements to role play and debate.

CHECK & CHALLENGE

Evaluate

1. Identify the challenges young people face when they go from primary school to high school. Describe how you would respond to and cope with these challenges.

Explain

2. Predict and describe at least five challenges that you will face in the future as a young adult.
3. Explain an effective way to develop your family rules.

Elaborate

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

Resources



Complete this digital doc: [Dealing with future challenges](#)

Searchlight ID: [doc-14654](#)



Explore more with these weblinks: [Life Charge](#)

3.10 Dealing with loss and grief

3.10.1 Learning to cope

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

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

- allow yourself time to cry
- take time out
- say goodbye
- talk about it
- stay healthy.

ENGAGE

Have you ever experienced loss? What range of emotions did you feel at the time? 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.

3.10.2 Loss and grief

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

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

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

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



HEALTH FACT

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

3.10.3 Responding to loss and grief

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

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

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

ACTIVITIES

1 Understanding reactions to grief

1. In a group of four, discuss how it would feel and how you might react if:
 - a. your favourite pet dies
 - b. you and your family emigrate to a country where a different language is spoken
 - c. your closest friend moves away.
2. As a group, devise a list of positive strategies other than the ones shown below that would help you cope with the situations proposed in question 1.
3. As a class, draw up a mind map to present all the positive strategies and discuss why they would be helpful for someone experiencing loss.
4. Discuss differences between the ways boys and girls react to loss. Identify reasons why such differences exist.

2 Smiling mind

Smiling mind is a modern meditation tool for young people. It's a simple tool that gives you a sense of calm, clarity and contentment. Smiling mind is a unique web and app-based program developed by a team of psychologists with expertise in youth and adolescent therapy. (smilingmind.com.au)

Sessions suitable for your age group are available. It gives you the chance to reflect and be aware of your emotions. It can be a helpful tool during difficult times, but it is also very healthy to include into your daily routine.

Some strategies to help you cope with loss



CHECK & CHALLENGE

Explain

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

Elaborate

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

on Resources



Explore more with these weblinks: Loss and grief



Explore more with these weblinks: Smiling mind



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

Searchlight ID: [doc-14653](#)

3.11 ICT activities- Project: Seeking help!

projects*plus*

3.11.1 Scenario

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



3.11.2 Your task

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



3.11.3 Process

- You may like to begin by completing the **Offering support** interactivity in your Resources section. Take the master class to learn how to provide supportive and empathetic advice to others. This activity will help you prepare for this project.
- Open the ProjectsPLUS application for this chapter in your Resources section. Watch the introductory lesson and then click the 'Start Project' button to set up your project. You will provide your responses individually, but you should invite other members of your class to form a project group so you can discuss all four of the cases together in the Research Forum. Save your settings and the project will be launched.
- Start by listening to the audio files of the phone calls, reading the email and observing the web counselling session in the Media Centre. Download and print the transcripts of the phone calls, email and web counselling session. You will also find supporting materials to help you understand the issues covered in these cases. You should download and read these before entering into discussion with your classmates.

- Log in to your Research Forum. The four cases you can respond to have been preloaded as topics to provide a framework for your discussion. Post your ideas about the kinds of advice you should give each of these young people as articles in the Research Forum. You can view and comment on other group members' articles and rate the information they have posted.



- When the discussion is complete, choose the case you feel most strongly about. This is the person you should respond to in your email.
- Write your email. Remember that you will need to focus on the needs of the young person, and see the world from their perspective. You should outline all of the alternatives available to them and the consequences of each possible course of action. You should also provide information on any other local services that you think might be able to help.
- When your response is complete, print out your Research Report from ProjectsPLUS and hand it in to your teacher with a printed copy of your finished email.



SUGGESTED SOFTWARE

- ProjectsPLUS
- Microsoft Word

MEDIA CENTRE



Your Media Centre contains:

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

on Resources



Watch this eLesson:

Searchlight ID: [PRO-0053](#)



Try out this interactivity: [Offering support](#)

Searchlight ID: [int-2388](#)

3.12 Review

3.12.1 What have I learned?

- The time from birth to adolescence is one of rapid growth and development, and a shift from full dependence to seeking independence.
- Puberty is the phase of adolescence characterised by many physical changes. It is when secondary sex characteristics develop in preparation for reproduction.
- Puberty is triggered by the release of hormones.
- The pituitary gland releases the growth hormone. This gland also triggers the female reproductive hormone, oestrogen, and the male reproductive hormone, testosterone.
- One of the major changes for girls during puberty is the start of menstruation. For boys, it is the production of sperm.
- Adolescence is also marked by significant social changes. Adolescents start to seek independence from their parents, and their peer relationships take on a new importance.
- Gender, culture and sexuality are all factors that influence us during adolescence.
- Exploring and expressing sexual feelings is a part of adolescence.
- Making good decisions about whether to engage in sexual activity, knowing your rights and responsibilities in sexual relationships, and taking precautions against unwanted pregnancy and sexually transmitted infections will help ensure positive sexual health.
- Peer pressure can be powerful at this time and can cause some adolescents to make poor decisions.
- Learning strategies to handle your emotions during a time of emotional upheaval is important to maintain positive relationships with others.
- Using positive self-talk in unfamiliar or new situations can help us feel in control and build our confidence.
- The time needed to reach emotional maturity will vary among young people. Some signs of emotional maturity include controlling impulses, managing stress, knowing your feelings and why you are experiencing them, and expressing yourself appropriately.
- Girls and boys mature at different rates. Generally, girls tend to mature earlier than boys.
- Physical maturity does not necessarily mean emotional maturity.

CHECK

1. Describe some of the physical, social and emotional changes that young people experience during adolescence.
2. What is the role of hormones during puberty?
3. Describe the menstrual cycle.
4. Explain why young people mature at different rates.
5. Outline the rights and responsibilities people have when they engage in sexual relationships. Why are these important for your health?
6. Identify and explain strategies that can help you deal with the changes and challenges that you will experience during adolescence in a positive way.
7. What advice would you give to someone who is not coping with the changes they are experiencing during adolescence?
8. What future changes and challenges do you expect in your life and how will you deal with them effectively?

ESSENTIAL QUESTION REVIEWED

What are the changes and challenges that occur as you reach puberty and the stage of adolescence?
What are some effective strategies to help you navigate a pathway through this time of change?

Evaluate your initial response to the essential question now that you have studied the topic.

Resources

-  **Try out this interactivity:** [Multiple choice quiz](#)
Searchlight ID: [int-5359](#)
-  **Try out this interactivity:** [True/false quiz](#)
Searchlight ID: [int-5360](#)
-  **Try out this interactivity:** [Crossword](#)
Searchlight ID: [int-5361](#)

Chapter 4: Influences during adolescence

Contents

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- 4.2 Influences during adolescence
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4 Influences during adolescence



4.1 Overview

on Resources



Watch this eLesson: [Influences during adolescence](#)

Searchlight ID: [eles-2325](#)

4.1.1 Healthy choices

Being healthy comes from making healthy choices. Our choices, especially during adolescence, are influenced by many factors. The more we understand these influences as well as the positive and possible negative outcomes of our decisions, the easier making healthy choices in relation to nutrition, physical activity and drugs will be, not only during adolescence but for life.

Every day we are challenged with making decisions that affect our health. The more healthy decisions we can make, the better our bodies and mind will be and feel.



ESSENTIAL QUESTION

What are healthy decisions and how can I make these?

STARTER QUESTIONS

1. What does being healthy mean?
 2. What do healthy decisions look like?
 3. Are most decisions for teenagers made by other people?
-

INQUIRY SEQUENCE

- 4.2 Influences during adolescence
 - 4.3 Making informed decisions
 - 4.4 Healthy decisions: nutrition
 - 4.5 Healthy decisions: physical activity
 - 4.6 Healthy decisions: drugs
 - 4.7 Drugs and your health: stimulants
 - 4.8 Drugs and your health: depressants
 - 4.9 Drugs and your health: hallucinogens
 - 4.10 Review
-

4.2 Influences during adolescence

4.2.1 What influences you?

ENGAGE



Using the above word cloud, identify what influences you in the following aspects of your life:

- what you wear
- what you eat
- what you do outside of school
- what subjects you do
- what you like
- what you don't like.

4.2.2 Influences on our choices

The choices people make are influenced by a number of factors. These influences may change over time and may differ depending on the choices that need to be made. For example, when we are young our family are often the most influential people in our lives, but as we move into adolescence friends and peers may have increased influence over our choices.

It is important we can recognise who or what may influence our choices, particularly any **influences** that may have a negative impact on our health and wellbeing.

DID YOU KNOW?

Many studies suggest that your birth order in your family can significantly influence your sporting success. Younger siblings are more likely to be more successful than their older siblings.

ACTIVITIES

1 Comparing influences

1. Interview someone of similar age and someone who is significantly older than yourself about their current hobbies, sport or interests.
2. In your interview ask the people being interviewed who or what had the most significant influences on their current interests.
3. Compare your responses. Were the influences similar or different? How? Does age affect what influences our decisions?
4. Collate your findings into a presentation, using ICT such as Popplet.

2 Analysing the impact of the media

1. Watch 30 minutes of television between 5pm and 8pm, as well as reviewing a newspaper.
2. Discuss an example of how the media could positively impact adolescents' decisions.
3. Discuss an example of how the media could negatively impact adolescents' decisions.

3 Survey

1. Select a topic, such as a person's favourite hobby or food.
2. Make a list of at least eight possible influences on your respondents' answers.
3. Survey at least 20 peers.
4. Graph your results to find the most important influences on your peers. Use the **Chart gizmo** weblink in your Resources section to create a pie graph, then compare and discuss your results.
5. Discuss your results with at least two others who had different topics. Are the most influential factors different for different topics?

CHECK & CHALLENGE

Elaborate

1. Outline five different influences on adolescents.

Explain

2. Explain how it is possible for the media to be a positive and negative influence on adolescents.

Elaborate

3. The increased use of social media has become very significant in our society. Suggest whether or not the increased use of social media has a positive or negative influence on adolescents.

Evaluate

4. For each of the following age groups list three different influences on behaviour. Discuss why there are differences.
 - primary school children
 - adolescents
 - adults.
5. Discuss the differences, if any, of the influences on adolescent boys and girls.

Resources



Explore more with these weblinks: [Chart gizmo](#)

4.3 Making informed decisions

4.3.1 Being informed

Every day, everyone is required to make many decisions. Some are more significant than others. Being informed when making decisions may not only make the process easier, but also increase the chances of positive outcomes.

ENGAGE

You are going to spend one month on a deserted island. In addition to your clothes and basic food you are allowed to take only four additional items. List and justify your four items. Compare with a partner. As a class decide on four items. Discuss the impact personal values played in the decision

What would you choose for a month on a desert island?



4.3.2 Stakeholders

For more significant decisions we need to make sure we carefully consider the facts, the **stakeholders** and possible outcomes before we can confidently make our choice.

Collecting the facts is an important part of making informed decisions. There are many ways to collect information, including the internet and media.

Identifying the stakeholders involves considering the people who may be affected by the decisions we make. For example, if you choose to drink alcohol it will affect you, but it may also affect your friends, who may have to look after you. Common stakeholders include friends, parents, siblings, teachers and the community.

Weighing up possible outcomes involves considering the 'best case scenario' and 'worst case scenario'. This is an important part of decision making because it allows you to take calculated risks.

ACTIVITIES

1 Making decisions

1. In small groups, choose one of the following topics. Create a table for your topic, with pros on one side and cons on the other. Use this to make a decision about what happens next.

Friendships

- Your friend doesn't like your other friends
- Your friend has posted something nasty on social media about someone else
- Your friend keeps texting you late at night

Classroom behaviour

- The person next to you in class copies your work during an assessment task
- Your teacher is late and no one has gone to tell anyone
- You hear some people in class whispering about others in class when you are meant to be working silently

Homework

- You have not completed your homework
- Your friend wants to copy your homework
- You will not have a lot of time to do your homework tonight

2. Consider your decision in part 1. Brainstorm the factors that influenced your decisions.

2 Decision-making tools

1. Interview someone who you consider to be a good decision maker.
2. Ask them to choose a positive decision they have made in their life and explain why they were pleased with their decision.

3. What process or thinking steps did they take to make their important decision?
4. Do they use a framework/priority list/piece of advice/moral code that guides them in their daily decision making?
5. Evaluate your interviewee's responses. Could you use these processes to improve your own decision making? Why/why not?

CHECK & CHALLENGE

Explain

1. What is meant by a 'stakeholder'?
2. What is meant by an 'informed decision'?

Elaborate

3. List five issues/decisions that other people have made in which you have been/are a stakeholder.
4. Create a decision-making checklist.

Evaluate

5. List three significant decisions you have made this year and rank them from most informed to least informed. What allowed you to be informed? What were some barriers to being informed?

4.4 Healthy decisions: nutrition

4.4.1 Which foods are healthy?

Determining which foods are healthy can be a challenge. Sometimes, what you think is nutritious may actually be high in sugars, preservatives, sodium or fat. The healthy option is not always the easy option either. It is important to be informed to make healthy decisions about your nutrition.

ENGAGE

Food is the fuel for your body. All the food and drink (except water) you consume contains **kilojoules** that are either converted into energy to fuel your body or stored as fats. Some foods are very nutritious — that is, they contain lots of **nutrients**. Other foods are high in kilojoules but have very few nutrients, such as soft drink and cakes. Eating nutrient-dense food will ensure our bodies get all the nutrients they need to function efficiently. [Table 4.1](#) outlines the nutrients our bodies need to grow and function properly.

A balanced diet and regular exercise will contribute to positive health.

Eating nutritious foods will provide you with the nutrients you need for your body to grow and function at its best. Which meal would be the healthier choice?



4.4.2 What are 'healthy food habits'?

Young people eat a range of foods for a range of reasons. Think about the foods you consume in an average week and why you choose those foods. Did you always make the healthy and nutritious choice?

Healthy food habits include:

- eating a variety of nutritious foods that meet the dietary guidelines for children and adolescents
- drinking plenty of water

- eating regular meals in smaller amounts rather than bingeing once or twice during the day
- eating a nutritious breakfast to provide fuel for the day ahead
- avoiding eating large meals or junk food just before you go to bed
- avoiding eating foods that are high in saturated fat, sugar and salt.

HEALTH FACT

Young people aged 14–18 years require 1300 milligrams of calcium every day to keep their bones and teeth healthy, but in 2012 more than 70 per cent failed to have their required amount of daily calcium.

TABLE 4.1: Essential nutrients found in foods

Nutrient	Function	Examples of food sources
<p>Carbohydrates comprise two types: high GI and low GI. Low GI carbohydrates need to make up the majority of your nutrient intake because they release energy slowly over a longer period of time.</p>	<ul style="list-style-type: none"> • Provide fuel for the body in the form of energy • Provide fibre 	<ul style="list-style-type: none"> • High GI carbohydrates: sugar, chocolate, honey, cakes • Low GI carbohydrates: bread, pasta, rice, vegetables and noodles <p><i>Note:</i> High GI carbohydrates should be eaten only occasionally.</p>
<p>Protein makes up the main part of body tissue — for example, muscle, skin and hair.</p>	<ul style="list-style-type: none"> • Used in the growth, repair and maintenance of body tissue • Used in the body's cells 	<p>Milk, eggs, red meat, poultry and fish</p>

<p>Fat comprises two types: saturated and unsaturated. Saturated fat is responsible for raised cholesterol levels.</p>	<ul style="list-style-type: none"> ● Provides energy ● Insulates vital organs and nerves ● Transports fat-soluble vitamins ● Used in the body's cells 	<ul style="list-style-type: none"> ● Saturated fats: animal fats such as butter ● Unsaturated fats: canola oil, olive oil and oil found in most nuts
<p>Vitamins — there are about 20 different vitamins. Common vitamins are A, B, C and D.</p>	<ul style="list-style-type: none"> ● Help to release energy from our food stores ● Regulate body processes ● Aid in tissue building ● Aid in production of red blood cells 	<p>A major source of vitamins is fruit and vegetables. A balanced diet with foods from each food group will ensure you obtain all the necessary vitamins.</p>
<p>Minerals — for example, calcium and iron</p>	<ul style="list-style-type: none"> ● Calcium is required in many body functions, including growth of bones and teeth. ● Iron helps carry oxygen to cells. 	<p>Major sources of minerals are meat, fruit and vegetables and dairy products. A balanced diet with foods from each food group will ensure you obtain all the necessary minerals.</p>
<p>Water</p>	<ul style="list-style-type: none"> ● Helps all cell functions ● Regulates temperature ● Transports wastes 	<p>Water, fruit and vegetables, juice drinks</p>

4.4.3 Good food choices and health

The *Australian guide to healthy eating* states that we should enjoy a wide variety of nutritious foods every day. The guide outlines the five food groups that provide the nutrients we need to grow and function on a daily basis. The amount of these foods we should eat each day depends on our body size and activity level. If you are very active and burn up lots of energy, you will need to eat more serves of these foods to sustain your energy levels. [Table 4.2](#) outlines the number of serves for children and adolescents from each food group. For more information, use the **Australian guide to healthy eating** weblink in your Resources panel.

TABLE 4.2: Recommended daily servings of the five food groups

Recommended average daily number of serves from each of the five food groups*						Additional serves for more active, taller or older children and adolescents
	Vegetables & legumes/beans	Fruit	Grain (cereal) foods, mostly wholegrain	Lean meat and poultry, fish, eggs, nuts and seeds, and legumes/beans	Milk, yoghurt, cheese and/or alternatives (mostly reduced fat)	Approx. number of additional serves from the five food groups or discretionary choices
Toddlers **						
1–2	2–3	½	4	1	½	
Boys						
2–3	2 ½	1	4	1	1 ½	0–1
4–8	4 ½	1 ½	4	1 ½	2	0–½
9–11	5	2	5	2 ½	2 ½	0–3
12–13	5 ½	2	6	2 ½	3 ½	0–3
14–18	5 ½	2	7	2 ½	3 ½	0–5

Girls						
2–3	2 ½	1	4	1	1 ½	0–1
4–8	4 ½	1 ½	4	1 ½	1 ½	0–1
9–11	5	2	4	2 ½	3	0–3
12–13	5	2	5	2 ½	3 ½	0–2 ½
14–18	5	2	7	2 ½	3 ½	0–2 ½
Pregnant	5	2	8	3 ½	3 ½	0–3
Breastfeeding	5 ½	2	9	2 ½	4	0–3

* Includes an allowance for unsaturated spreads or oils, nuts or seeds (½ serve [4.5 g] per day for children 2–3 years of age, 1 serve [7–10 g] per day for children 3–12 years of age; 1½ serves [11–15 g] per day for children 12–13 years, and 2 serves [14–20 g] per day for adolescents 14–18 years of age and for pregnant and breastfeeding girls).

** An allowance for unsaturated spreads or oils or nut/seed paste of 1 serve (7–10 g) per day is included. Whole nuts and seeds are not recommended for children of this age because of the potential choking risk.

Few foods contain all the daily nutrients your body needs, so it is important to eat a variety of healthy foods. If you eat only three or four types of food, your body will not get all of the nutrients it needs. It is also vital to drink plenty of water to remain hydrated throughout the day.

Enjoy a wide variety of nutritious foods

Children and adolescents should be encouraged to:

- eat plenty of vegetables, **legumes** and fruits
- eat plenty of cereals (including breads, rice, pasta and noodles), preferably wholegrain
- include lean meat, fish, poultry and/or alternatives
- include milks, yoghurts, cheeses and/or alternatives, especially reduced-fat varieties
- choose water as a drink.

Care should be taken to:

- limit saturated fat and moderate total fat intake.
- choose foods low in salt

- consume only moderate amounts of sugars and foods containing added sugars. For more information, follow the **Eat for Health** weblink in your Resources section.

on Resources



Explore more with these weblinks: Australian guide to healthy eating

Explore more with these weblinks: Eat for Health

Advice from nutritional organisations

The approval of particular food products by recognised nutritional groups, such as the Heart Foundation, has helped to provide a quick and easy source of information on food labels. The Heart Foundation's Tick program was introduced in 1989 as a way of helping consumers to make healthier eating choices. Foods that meet certain nutritional requirements, such as limited levels for saturated and trans fats, kilojoules and sodium (salt), or foods that are higher in fibre than similar products are able to earn the Tick.

The Heart Foundation Tick



Media advertising can be a poor source for nutritional information. Advertising generally highlights only positive aspects of a product; for example, that a product is 97 per cent fat free, which can be perceived as being a 'healthier option'. However, further investigation may show that this product has high levels of sugars or sodium. Foods high in sugar can lead to an increased risk of **obesity** or **type 2 diabetes**. Foods high in sodium can lead to an increased risk of **cardiovascular disease**. Foods high in fats will also lead to obesity.

It is important that we consider these claims and images carefully as well as understanding the nutritional information available on the label.

Food labels

Food labels are a good source of nutritional information that can be used to make healthy food choices. The law requires these labels to provide consumers with a certain amount of information about the nutritional content of the food. Ingredients must be listed in descending order of quantity — the ingredient listed first is the one that is present in the largest amount.

A recent improvement in labelling requires that most labels also show, as a percentage, the amount of the ingredient that characterises or is used to name the food — for example, the percentage of apricots in apricot jam. Showing this percentage allows you to compare various types of apricot jam.

In addition, information about the levels of energy (kilojoules), carbohydrate, fat, protein, sugar, sodium (salt) and other nutrients must be included on the label, usually in two columns — one showing the amount per serve (for example, 30 grams) and the other showing the amount per 100 grams. This information is contained in a nutrition information panel usually located on the side or back of the product, allowing you to make further comparisons between products.

Although food labels provide useful information about the nutritional quality of a particular food, they also have some limitations. Do you find the labels confusing, complicated or time consuming to interpret? Many people do. Others can be misled by the marketing claims on the front of the package or by advertisements for the product, which create the impression that a food is healthy. Manufacturers often use words such as 'lite' or 'light' when referring to the colour, flavour or salt content of a food, but this is sometimes misunderstood to mean the food is low in fat or kilojoules.



ACTIVITIES

1 Personal diet analysis

1. Record your food intake over a period of one week.
2. Compare your weekly food intake to the dietary guidelines for children and adolescents in Australia shown in [table 4.2](#) or in the *Australian guide to healthy eating*. Are you meeting the dietary guidelines for adolescents and children?
3. Describe how you can improve your eating habits so that your diet is in line with the Australian dietary guidelines.
4. Do you think most young people eat a nutritious, balanced diet that is in line with the dietary guidelines? Give reasons for your answer, referring to at least three influences on behaviour in your response.
5. Plan a healthy diet for yourself that meets the dietary guidelines for adolescents and children for one week.

2 Nutrients

1. Choose two of the essential nutrients found in foods. Use the **Important nutrients** weblink in your Resources section to investigate them, then design an information sheet for each that includes the following:
 - a. description of the nutrient
 - b. main functions
 - c. examples of recommended food sources
 - d. the recommended intake for adolescents and adults.
2. Present your findings in a Powerpoint slide. Using slideshare, collate at least six different nutrients.

3 Healthy snacks

Survey the class on what snacks they have had in the past 24 hours. You may wish to present your findings in a graph.

1. Using your knowledge about nutrition, evaluate the nutritional value of the most popular choices.
2. Discuss reasons why these snacks were chosen.
3. Suggest at least five nutritious snack alternatives and create a poster or Prezi presentation to encourage your classmates to make healthier choices when choosing their snacks.

4. Produce a self-help guide to assist students to make healthy food choices from the school canteen. Present in poster form and display on the walls at the canteen on a rotating basis.
5. Create a checklist to analyse nutritional labels.

4 Making healthy choices

Visit your local supermarket. Using a set budget, plan a day's diet that would align with the *Australian guide to healthy eating*. Make a note of labels, advertising messages and marketing gimmicks. Compare and discuss these once back in the classroom. Discuss the challenges of planning a healthy diet, including value for money and eating sustainably.

5 Analysis of breakfast

Analysing the most important meal of the day.

1. Bring a box of breakfast cereal box from home.
2. Look at the nutrition label of the breakfast cereal.
3. Compare the cereal with others and discuss the differences. Focus on the sugar content. Convert grams into teaspoons and physically measure out the amount of sugar (per serve) in the breakfast cereal.
4. In small groups discuss the importance of consuming an adequate breakfast.
5. Discuss three possible barriers to enjoying a healthy breakfast.
6. As a group/class discuss some possible strategies to overcome the barriers identified.

CHECK & CHALLENGE

Explain

1. List the essential nutrients found in food and the main function of each.
2. What foods are recommended in greater proportions in the *Australian guide to healthy eating*?

Elaborate

3. Dietary guidelines for children and adolescents are different to those for adults. Research and identify the differences and discuss why they exist.

Explain

4. What type of carbohydrates are best for you and why?
5. Why is it important to have a variety of fruits and vegetables in your diet every day?

Elaborate

6. What advice would you give to someone who had a diet of fast food that was high in fat and salt?

Evaluate

7. Your family has decided to improve their diet. Identify the poor eating habits of your family and list ways they could improve their diet.
8. Why is it recommended to eat regular, smaller meals rather than one large meal a day?

on Resources



Explore more with these weblinks: Important nutrients



Try out this interactivity: [Keeping the balance](#)

Searchlight ID: [int-5453](#)



Try out this interactivity: [The nutrition of food](#)

Searchlight ID: [int-5452](#)



Complete this digital doc: [Analysing snack and lunch options](#)

Searchlight ID: [doc-14655](#)

4.5 Healthy decisions: physical activity

4.5.1 Choosing to be active

There are many opportunities every day to be more active. Being active does not have to mean going for a 6 kilometre run or playing an organised sport. It could be choosing to walk to school instead of getting a lift or even walking over to the other side of the school to see a friend instead of texting them.

ENGAGE

What is the difference between being active and being fit? Can you be fit without being active? Can you be active without being fit?

Use the following images and access the **Active kids** weblink to discuss the above questions with a partner and then as a class.



HEALTH FACT

On average, children and young people aged 5–17 years spent 91 minutes per day on physical activity and 136 minutes on screen-based activity, with physical activity decreasing and screen-based activity increasing as age increased.

Resources



Explore more with these weblinks: [Active kids](#)

4.5.2 Physical activity guidelines

Following are the current physical activity recommendations for youth.

- For health benefits, young people aged 13–17 years should participate in at least 60 minutes of moderate to **vigorous intensity** physical activity every day.
- Physical activity should include a variety of **aerobic activities**, including some vigorous intensity activity.
- On at least three days per week, young people should engage in activities that strengthen muscle and bone.
- To achieve additional health benefits, young people should engage in more activity — up to several hours per day.

4.5.3 Sedentary behaviour guidelines

To reduce health risks, young people aged 13–17 years should minimise the time they spend being **sedentary** every day. To achieve this:

- limit use of electronic media for entertainment (e.g. television, seated electronic games and computer use) to no more than two hours a day — lower levels are associated with reduced health risks
- break up long periods of sitting as often as possible.

DID YOU KNOW?

MET is the ratio of a person's working metabolic rate relative to their resting metabolic rate. One MET is defined as the energy cost of sitting quietly.

The following table shows different activities that are generally associated with different intensities.

Sedentary behaviour	Low intensity	Moderate intensity	Vigorous intensity
Sitting watching TV or reading a book	Walking	Brisk walking	Running
Sitting in class or at a desk	Wading/treading water in a pool	Dancing	Cycling
Sitting in a car		Gardening	Aerobics
Sitting texting or playing video games		Housework and domestic chores	Fast swimming
Sleeping		Downball	Competitive sports
			Skipping boxing

4.5.4 Opportunities to be active

There are many different ways to be active. The more ways you are active the more likely you are to maintain good physical activity habits for life.

- Active transport: walking, running, cycling, skating or 'scooting' are great fun ways to get from one place to another while being active.
- Active leisure time: walking, playing games like chasey, dancing, standing at your desk instead of sitting, flying a kite and walking the dog are all fun and active ways to spend your time, especially with friends.
- Household and gardening: doing the dishes, vacuuming the house and mowing the lawn are all great ways to help out around the house while being active.
- School time: kicking a ball at lunchtime, playing downball or skipping at recess, being active in sport and PE classes are also fun ways to increase your physical activity while at school.

There are plenty of opportunities each day to be active. The guidelines suggest youth accumulate (put together) at least 60 minutes per day of activity. Use the **Analysing physical activity levels** worksheet in your Resources section to track your activity over a week.

Being active does not always require equipment or facilities. Our access to equipment and facilities, however, can significantly affect our physical activity levels.

Ovals, gyms, courts and pools can all encourage physical activity as they often offer competitions and opportunities to participate in sports such as soccer, basketball, hockey, netball, tennis and swimming. Safe and accessible walking tracks and bike paths are free to use and can encourage active transport for all ages. Open spaces such as parks can also encourage physical activity as people can walk the dog, fly a kite or throw a frisbee. The more of these facilities we have access to, the more likely we are to use them and therefore the more likely we are to be physically active. Analyse how well your community supports physical activity using the **Community physical activity audit** worksheet in your Resources section.

on Resources



Complete this digital doc: [Analysing physical activity levels](#)

Searchlight ID: [doc-14656](#)



Complete this digital doc: [Community physical activity audit](#)

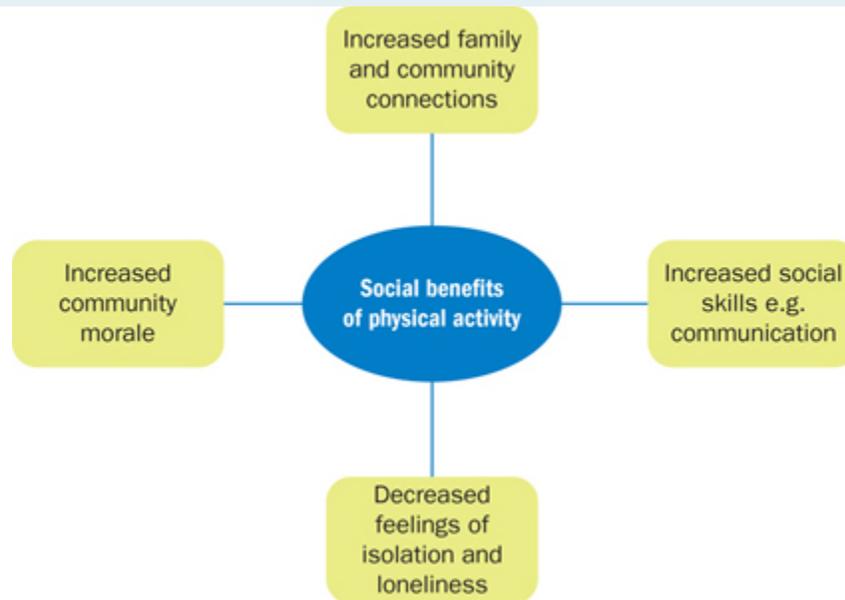
Searchlight ID: [doc-14657](#)

4.5.5 Benefits of fitness

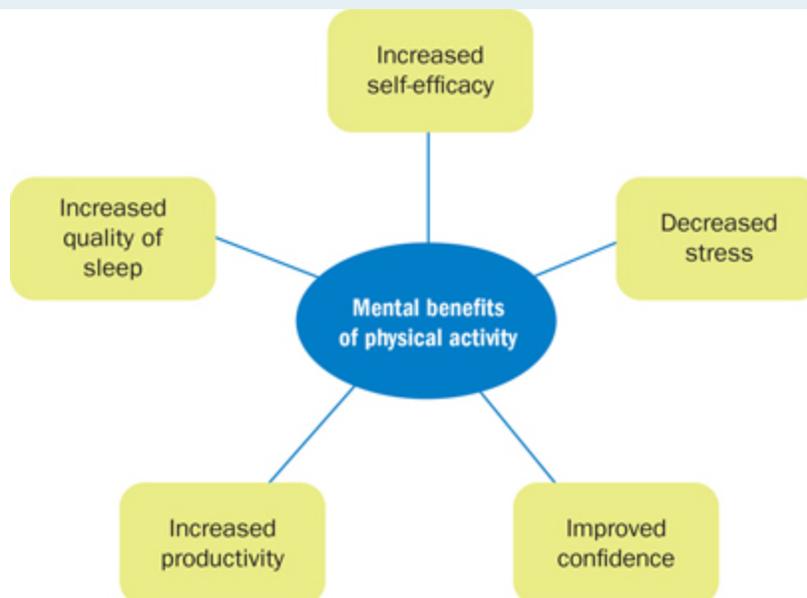
Being active provides many benefits. To be fit you must also be active, so not only do you experience the benefits of being active, but you have the additional benefits of being fit.

What fitness is, how to measure fitness and fitness training is covered in chapter 10.

The social benefits of being fit



The mental benefits of being fit



DID YOU KNOW?

Doctors often prescribe patients with an 'active script'. This is where patients are recommended physical activity to treat illnesses as opposed to taking prescribed drugs. Illnesses that can improve with increased activity include cardiovascular disease, asthma, diabetes and depression.

Being active on a regular basis brings rewards of health and wellbeing, but being fit means you will gain even greater benefits. Being active will lead to greater fitness; however, if you want to be fit you may have to work harder and target specific components. Use the **Health and mental health benefits of running** weblink and complete the **Case studies** worksheet in your Resources section to explore the benefits of physical activity to your health.

ACTIVITIES

1 Intensities of physical activity

Participate in the following activities. Using your understanding of intensities of physical activity categorise and justify each activity as low, moderate or vigorous intensity.

Activity	Intensity
Group skipping (big rope)	
Down ball/four square	
Competitive relays	
Dancing	
Tiggy/chasey	
Keepings off	

2 Korfball or lacrosse

In teams, participate in a game of korfball or lacrosse. Use the **Korfball rules** and **Lacrosse rules** weblinks in your Resources section for more information about each sport.

1. These sports are becoming more popular in Australia and provide an excellent opportunity to be active with friends.
2. Discuss what would need to occur for your local community to create a korfball or lacrosse competition.

3 Benefits of physical activities

Write a diary entry about how you are feeling today physically, socially and emotionally.

1. Complete an individual activity such as a 12 minute run or 8 minute swim, aiming to complete as many laps of the oval or the pool as you can.

Upon completion reflect on how you feel physically, socially and mentally.

2. Create two teams. Play a game of (or something similar to):

- – keepings off
- – tunnel ball
- – netball
- – basketball
- – touch football.

Upon completion, reflect on how you feel physically, socially and mentally.

3. Discuss whether your physical, social and/or mental feeling were different after completion of the physical activities.

CHECK & CHALLENGE

Explain

1. Find the National Physical Activity Guidelines (NPAG) for youth and explain why they have been put in place.
2. Why are there recommendations regarding sedentary behaviour?
3. Discuss the similarities and differences between being active and fit.
4. List two physical, emotional and social benefits of being fit.

Evaluate

5. Look at an average week for you. Analyse your own physical activity and sedentary behaviour levels. List and compare them to the guidelines. Discuss at least three influences on your physical activity levels.

Elaborate

6. Why is being fit as a child so important?

Explain

7. Explain the benefits to the community of more people being active and/or fit.

Evaluate

8. Identify three benefits of physical activity you do/would like to experience and explain why.

on Resources



Explore more with these weblinks: Health and mental health benefits of running



Explore more with these weblinks: Korfbal rules



Explore more with these weblinks: Lacrosse rules



Complete this digital doc: [Case studies](#)

Searchlight ID: [doc-14658](#)

4.6 Healthy decisions: drugs

4.6.1 Making good choices

Making good decisions about your health is not always easy to do. Peer pressure, the need to fit in and experimentation are just some of the reasons why young people misuse drugs. In this topic you will learn about drugs and their effects, and why people use, misuse or choose not to use drugs.

ENGAGE

Drugs are used for many reasons, including pain relief, fighting disease, to heal the body and to help manage stress. Some drugs are illegally produced and are specifically made for recreational use rather than medical use.

Research shows that drug use is directly related to many health problems in Australia. It is well known that smoking contributes to the development of a number of different types of cancers and that alcohol abuse can lead to cirrhosis of the liver (liver disease). Smoking is the largest preventable cause of death and disease, killing thousands of Australians each year.

Smoking is the single largest preventable cause of death and disease in Australia. So why do people smoke?



4.6.2 Why some people take drugs

There are many reasons why people take **drugs**. Some of these reasons are:

- to treat an illness
- to improve performance
- as a form of relaxation
- due to curiosity
- due to parent or family use
- to be part of a celebration (for example, a party)
- to experiment (for example, to try something new)
- as an act of rebellion (for example, against parents)
- due to pressure from peers, or to fit in with their peer group.

4.6.3 Why people don't use drugs

Just as there are many reasons for people using drugs, there are many reasons for people not using drugs.

- Their family values and attitudes are against drug use.
- It is against the beliefs of their religion or culture.
- Some drugs are illegal.
- It is too expensive.
- They value personal health.
- They are athletes.
- They do not want to feel out of control.
- There are age limits.

Tobacco, like alcohol, is an illegal drug for people under 18 years of age.



4.6.4 How drugs affect your health

Drugs affect people differently. Two people can use the same drug at the same time but can experience different effects. How drugs affect a person is influenced by a number of factors, including:

- how much is used
- height and body weight
- past experience with the drug
- mood
- the strength of the drug
- state of health when taking the drug
- whether the drug is used on its own or with other drugs
- the environment — whether used alone or with others, at home or at a party.

All drugs, including prescription medicines, have the potential to negatively affect your health if not used correctly. Long-term misuse or abuse of a drug can lead to damage to your body and even death.

HEALTH FACT

Alcohol is responsible for 13 per cent of all deaths among 14–17-year-old Australians. It has been estimated that one Australian teenager dies and more than 60 are hospitalised each week from alcohol-related causes.

4.6.5 Their drugs, not yours!

Often, one person's drug use can affect the health and wellbeing of others, even those who choose not to use drugs. **Passive smoking** can cause cancer in people breathing second-hand smoke and drink driving can lead to other people being injured or killed.

One person's drug use can affect other people in many ways, including:

- accidents
- health problems, such as cancer from passive smoking
- aggressive or violent behaviour towards others
- domestic violence
- family breakdown
- family financial problems
- sexual assault
- crime, such as break-ins and theft

- injury
- littering and environmental damage (for example, discarded cigarette butts, needles or bottles).

Passive smoking is one example of how other people's drug use can affect you.



HEALTH FACT

Medicines were developed to improve your health by fighting disease and infection and helping your body to heal. Medications are misused when a person does not follow the instructions given by the doctor or chemist, or when someone uses medication that was not prescribed for them.

ACTIVITIES

1 Reasons why young people take drugs

1. As a class, discuss the reasons why young people take drugs. List all the reasons on the board.
2. As a class, decide which reasons are most relevant to boys, to girls and to everyone. Identify the potential consequences for young people misusing drugs.
3. As a class, discuss ways in which drug use among young people could be reduced.

2 Drug use and the law

1. Choose one of the following types of drugs and use the **Drugs and the law** weblink in your Resources section to research the law in relation to young people's use of it.
 - Cannabis
 - Alcohol
 - Tobacco
2. In a small group, share your research from question 1. Discuss whether the law is effective at stopping and/or reducing the use of these drugs among young people.
3. Suggest strategies to reduce alcohol and tobacco consumption among young people.

Why do people often use alcohol to celebrate?



CHECK & CHALLENGE

Explain

1. Identify the reasons for some young people using drugs.
2. Are there differences in the use of drugs between girls and boys? Explain.

Elaborate

3. Suggest the major influences on boys taking drugs.
4. Suggest the major influences on girls taking drugs.

Evaluate

5. Outline the factors in your life that have or would influence you to take or not take a drug.

Elaborate

6. Make suggestions about what needs to be done to reduce the influences on boys and girls to take drugs.
7. In many cases, young people's drug use could be substituted with healthier alternatives. For example, there are many ways to relax or treat pain that do not involve drugs, such as meditation. Suggest some healthier alternatives to drug use.
8. Use the **Consequences of drinking** weblink in your Resources section to watch a clip showing what can happen when alcohol is abused. Why do you think the people in this clip were drinking alcohol? Do you believe such commercials are effective in raising awareness of the risks associated with alcohol abuse among young people? Justify your response with examples.

Resources



Explore more with these weblinks: Drugs and the law



Explore more with these weblinks: Consequences of drinking



Try out this interactivity: [Drug classification](#)

Searchlight ID: [int-5455](#)

4.7 Drugs and your health: stimulants

4.7.1 How stimulants affect you

Drugs that speed up your brain and nervous system are called stimulants. People use stimulants such as caffeine or tobacco to improve mental performance and to feel energised. Yet even in moderation, these legal drugs can damage your body. In this lesson you will learn about a variety of stimulants and how they affect your mental, physical and emotional health.

ENGAGE

As discussed in the previous lesson, drugs are substances that change the way in which your nervous system and body work. They can either slow down or speed up your body, or affect how you perceive things. Drugs are often grouped into three categories: stimulants, depressants or hallucinogens. Stimulants used for recreation or used in combination with other drugs can have a disastrous effect on your health and the health of others.

How much do you know about the damaging effects of cigarettes? Use the **Smoking and your health** weblink in your Resources section to watch a clip from an anti-tobacco government campaign and then, as a class, brainstorm all the negative effects of smoking that you know.

on Resources



Explore more with these weblinks: Smoking and your health

4.7.2 Common stimulants

Stimulants are drugs that stimulate or speed up the brain and nervous system. They increase heart rate and blood pressure, and make you more awake and alert. In large amounts they can make you feel agitated, anxious or aggressive.

Common types of stimulants are:

- caffeine
- tobacco
- amphetamines (speed or methamphetamine)
- ecstasy
- cocaine
- methamphetamine (ice)
- ephedrine.

The effect of a stimulant on your body will vary according to the drug. Generally, the common short-term effects of stimulant use include:

- being alert, excited or agitated

Coffee contains the stimulant caffeine, which is why many people feel drinking coffee in the morning can energise them.



- feeling anxious
- feeling confident
- increased heart rate
- increased blood pressure
- feeling sick in the stomach
- sweating more.

Each stimulant affects the body differently in the long term. However, most stimulants in the long term lead to:

- a **tolerance** of the drug
- a **dependence** on the drug.

People who use stimulants such as cocaine and speed can become violent and aggressive. They are more likely to have relationship, legal, financial and housing problems.

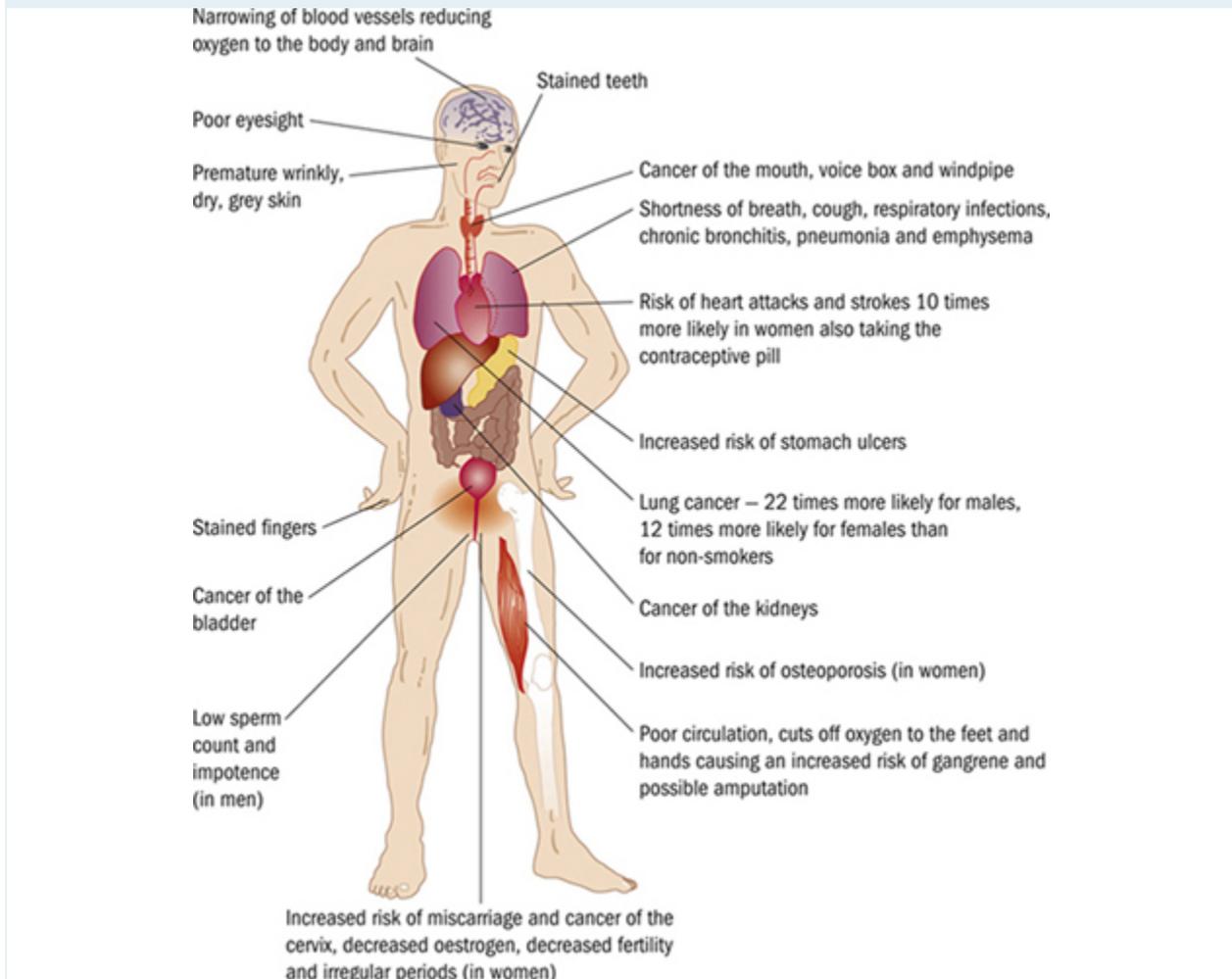
There are many different types of drugs which have different effects on our bodies. Some drugs have a very addictive effect, making them harder to resist than others. No matter the drug, knowing the effects is a very important part of making an informed decision.

4.7.3 Smoking

Health effects for smokers

There are both short- and long-term effects of smoking, as shown in the following diagram and table. The good news, though, is that if cigarette smokers give up smoking, some of the negative effects can begin to reverse, so it is certainly worth the effort to try to quit!

The short- and long-term effects of smoking cigarettes



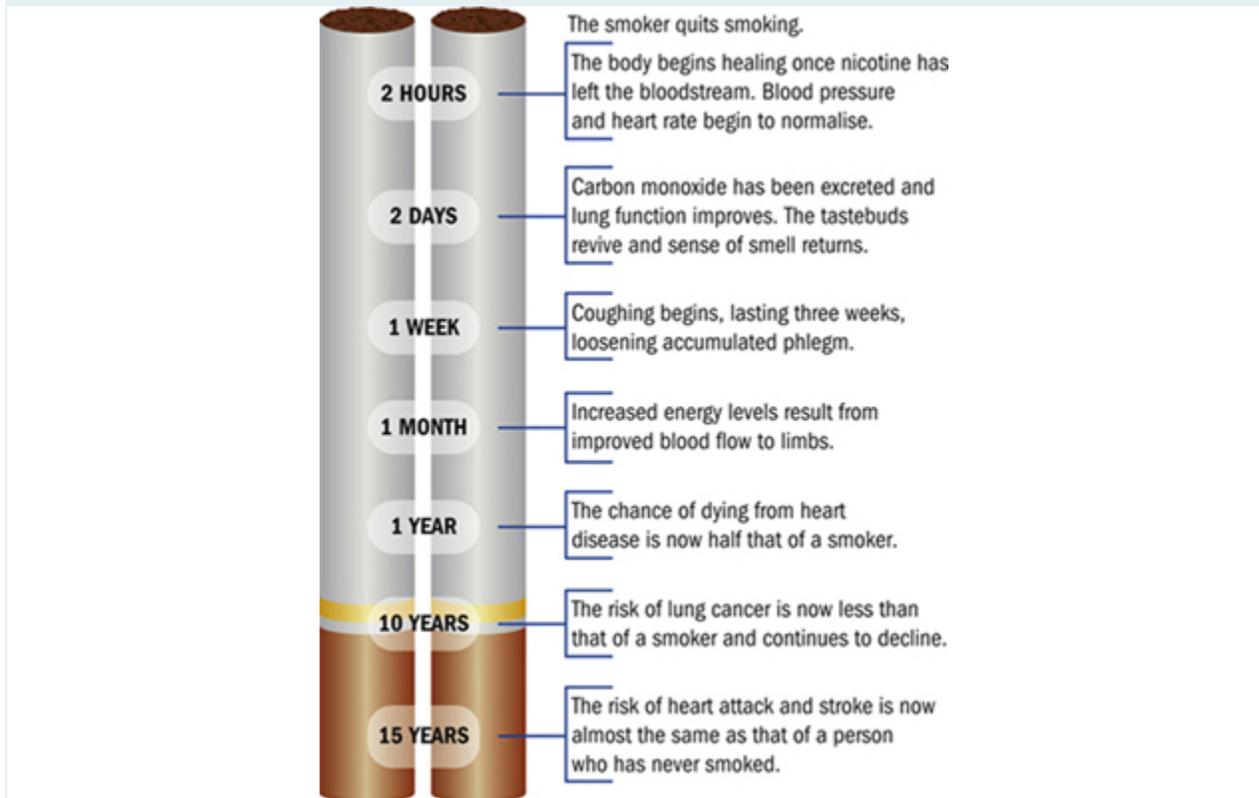
HEALTH FACT

Tobacco smoke contains over 4000 chemicals, many of which are highly toxic. Over 40 of these chemicals are known to cause cancer. Damage to only one cell is sufficient to cause cancer. There is no safe 'low tar' cigarette and no safe level of smoking.

TABLE 4.3: Effects of smoking

Short-term effects of smoking	Long-term effects of smoking
<ul style="list-style-type: none">● Reduced fitness levels	<ul style="list-style-type: none">● Cancer — smoking causes cancer of the lung, throat, mouth, lip, tongue, nose, nasal sinus, voice box, oesophagus, pancreas, stomach, kidney, bladder, urethra, cervix and bone marrow.
<ul style="list-style-type: none">● Smelly clothes and breath	<ul style="list-style-type: none">● Heart disease
<ul style="list-style-type: none">● Irritated eyes from smoke	<ul style="list-style-type: none">● Emphysema
<ul style="list-style-type: none">● More coughing	<ul style="list-style-type: none">● Bronchitis
<ul style="list-style-type: none">● More prone to chest infections	<ul style="list-style-type: none">● Peripheral vascular disease — a narrowing of the arteries in the leg, which can cause a blockage. Some people with this disease must have their leg amputated. Cigarette smoking is the main cause of this disease.

Once a smoker quits, the body begins to repair itself immediately.



on Resources



Try out this interactivity: [Smoking — the short- and long-term effects](#)
Searchlight ID: [int-5454](#)

4.7.4 Consequences of the use of stimulants

Some stimulants are illegal drugs. It is illegal to use, keep, sell or give away certain stimulants such as speed or ecstasy. You can be fined large sums of money and/or jailed if you are caught with these types of drug. In Australia, it is illegal to sell tobacco to anyone under the age of 18 years.

HEALTH FACT

Small amounts of caffeine (less than 600 milligrams per day) are not harmful. If you have more than 600 milligrams of caffeine a day for a long time, you may:

- find it difficult to sleep
- worry a lot
- be depressed
- have stomach upsets.

In one cup of instant coffee there is 60–100 milligrams of caffeine, but in one cup of fresh coffee there is 80–350 milligrams depending on its strength. A 250 mL glass of cola has 35 milligrams of caffeine.

ACTIVITY

Tobacco and advertising

1. Use the **Turning the tide** eLesson in your Resources section to watch a clip that discusses how anti-smoking campaigns have worked to make smoking socially unacceptable.
2. What messages are currently included on cigarette packaging or anti-smoking advertisements?
3. Do you think these messages are effective in reducing cigarette smoking? Explain.

CHECK & CHALLENGE

Explain

1. What does the term 'carcinogenic' mean?

Elaborate

2. Suggest three ways passive smoking could have a negative effect on a child's health.

Explain

3. List four chemicals in cigarettes that have a negative effect on your health. Do cigarettes have any health benefits? Use the **OxyGen** weblink in your Resources section for more information.

Elaborate

4. Suggest at least two reasons why people use legal stimulants like coffee.

Evaluate

5. Identify three movies or television shows in which you have seen actors smoking cigarettes. What messages are conveyed to the viewer by the way in which the actor portrays his or her smoking?

Resources



Explore more with these weblinks: [OxyGen](#)



Watch this eLesson: [Turning the tide](#)

Searchlight ID: [eles-0723](#)

4.8 Drugs and your health: depressants

4.8.1 How depressants effect your health

Just as stimulants can be used to improve mental or physical performance, depressant drugs can be used for their relaxing effects. In this lesson you will learn about depressants, and the positive and negative effects they can have on your health.

ENGAGE

Depressants are drugs that slow down the activity of your nervous system. They make your body relax. In large amounts, they slow your heart rate and breathing so much you can become nauseous, pass out and, in extreme cases, die.

Common types of depressants include:

- alcohol
- cannabis (marijuana or hash)
- sedatives
- barbiturates
- opiates (heroin, morphine, codeine, methadone).

What do you know about the effects of a depressant such as alcohol?

Discuss your answers as a class.

4.8.2 The effects of depressants

Depressants generally have short-term effects that include:

- decreased heart rate
- slower breathing
- drowsiness
- loss of sensation
- pain reduction
- relief from anxiety.

Most depressants in the long term lead to:

- a tolerance of the drug
- a dependence on the drug.

Some depressants are illegal drugs. It is illegal to use, keep, sell or give away certain depressants such as cannabis. You can be fined large sums of money and/or jailed if you are caught with these types of drug. In Australia, it is illegal to sell alcohol to anyone under 18 years of age.

4.8.3 Alcohol

Alcohol is classified in the 'depressant' group of drugs because it slows down the central nervous system. The effects of drinking alcohol vary between people, and they can even differ for the same person, depending on the situation. Your body may react differently, for example, if you drink when angry or upset. Some of the factors that may influence how someone is affected by alcohol include:

- age, weight, body size and gender
- the amount of alcohol that is drunk
- how quickly the alcohol is drunk
- whether food has been eaten before drinking
- whether any other drugs have been used while drinking
- how frequently a person drinks
- a person's mood when drinking.

Young people are often more affected by alcohol than adults because their bodies are usually smaller, and they have less experience drinking alcohol. This means their tolerance to alcohol is lower and they generally feel its effects more quickly.

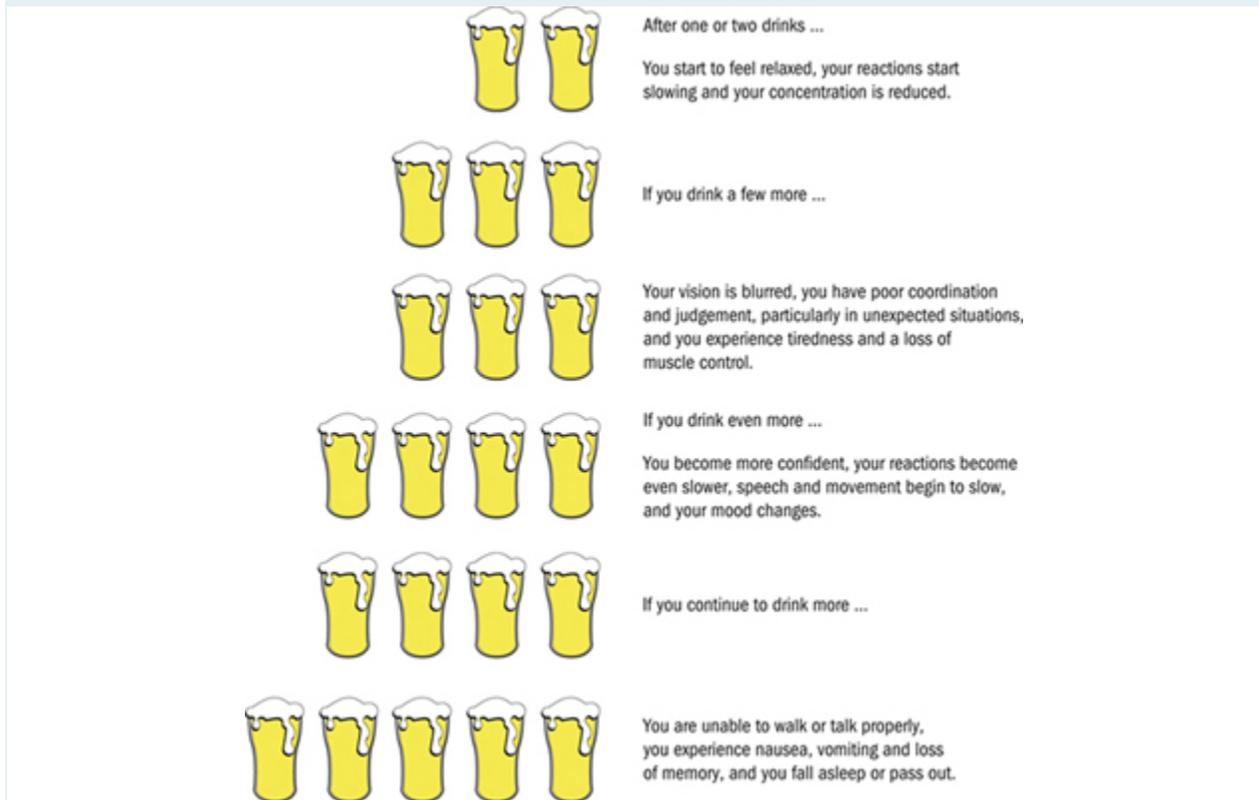
It is a common misconception that a couple of drinks have no effect. Alcohol affects you, even if you cannot feel it.



These effects become more obvious and more serious if drinking continues. Drinking too much alcohol can result in alcohol poisoning because the body is unable to tolerate the high concentration of alcohol in the bloodstream.

Some of the effects of drinking are outlined in the figure below.

The effects of alcohol increase as more alcohol is consumed.



The infographic consists of five rows, each representing a different level of alcohol consumption. Each row is accompanied by a text box describing the effects. The number of beer glasses in each row increases from two in the first row to five in the fifth row.

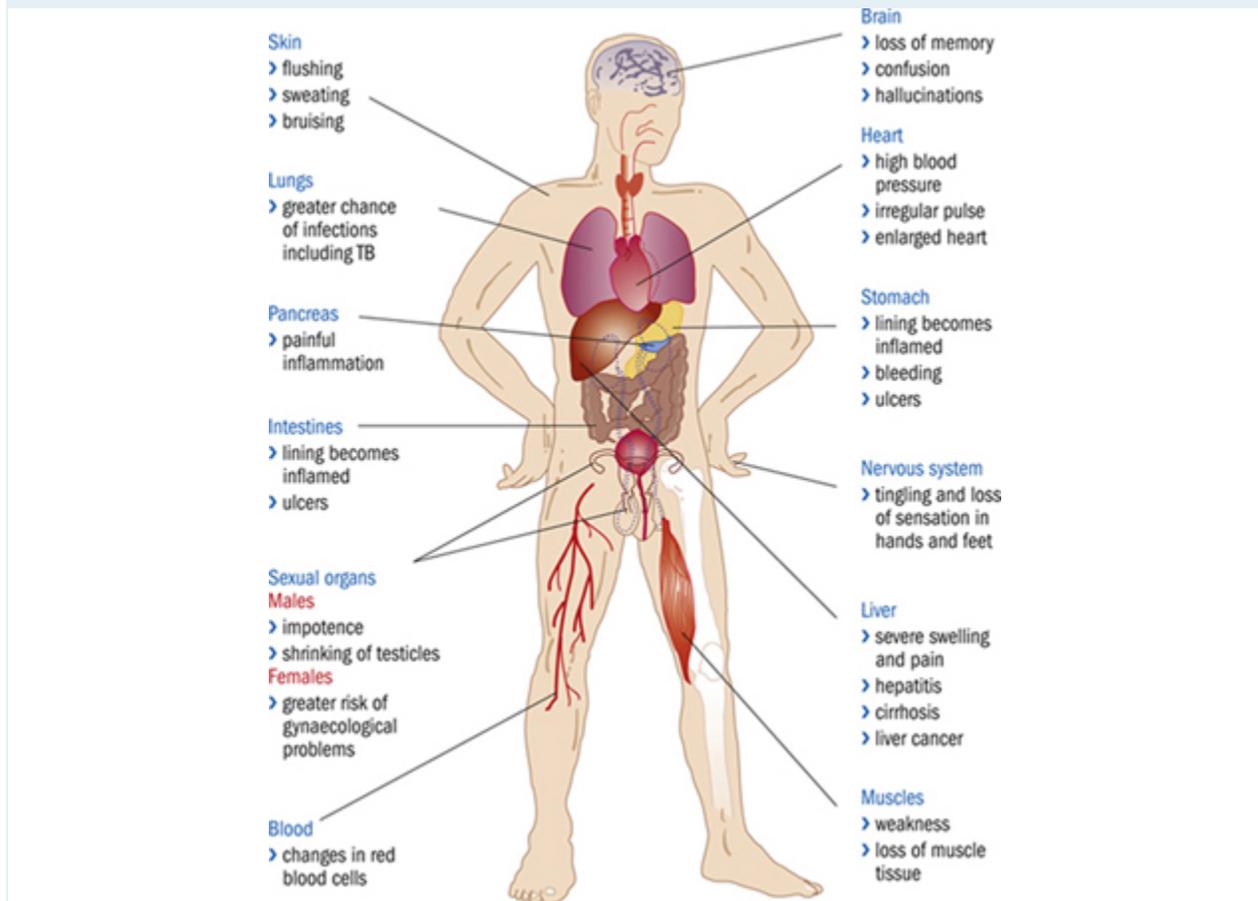
Number of Drinks	Effects
2	After one or two drinks ... You start to feel relaxed, your reactions start slowing and your concentration is reduced.
3	If you drink a few more ... Your vision is blurred, you have poor coordination and judgement, particularly in unexpected situations, and you experience tiredness and a loss of muscle control.
4	If you drink even more ... You become more confident, your reactions become even slower, speech and movement begin to slow, and your mood changes.
4	If you continue to drink more ... You are unable to walk or talk properly, you experience nausea, vomiting and loss of memory, and you fall asleep or pass out.
5	

Binge drinking

The fact that young people usually feel the effects of alcohol more quickly than adults is compounded by the way in which young people drink. Research has found that **binge drinking** is a common drinking pattern among many young people. Binge drinking refers to drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days.

Many young people feel pressured to start drinking in unsafe ways, like binge drinking. Use the **Alcohol and your peers** weblink in your Resources section to find out how to resist peer pressure.

The long-term effects of alcohol use and abuse



on Resources



Explore more with these weblinks: Alcohol and your peers

4.8.4 Consequences of alcohol use for individuals and the community

Alcohol use, particularly binge drinking, can have numerous consequences for both the individual and the community. Research has found that alcohol is a factor in nearly 18 per cent of all drug-related deaths in Australia and in approximately 50 per cent of drug-related deaths for people under the age of 34.

For young people, these deaths primarily result from road accidents, violence, drowning and self-harming behaviours that occur after consuming large amounts of alcohol. This is because people may have little awareness of what they are doing and whom they are with when affected by alcohol. Feelings of bravado, combined with reduced concentration, slower reactions and poor coordination, contribute to dangerous pranks and unsafe behaviours that can result in property damage, injuries and criminal charges.

The fact that some young people drink in places away from the supervision of adults, such as in parks or by rivers, adds to the danger. These environments are often poorly lit, isolated and away from immediate help when required.

HEALTH FACT

In small amounts, depressants such as alcohol can make you feel relaxed. In large amounts, they can slow your nervous system to the stage at which you become unconscious, brain damaged or even die.

Considering all the consequences

The consequences from a single incident of consuming too much alcohol are potentially far reaching and numerous. For example, an accident that is the result of drink driving can cause harm to many, including:

- injuries (health harms), which may require time off work (financial harms)
- police charges (legal harms) that result in a criminal record, restricting travel and work options (social and financial harms)
- fines and the repair cost (financial harms) that you may need to borrow from family or friends to pay
- feelings of guilt and shame (emotional harms)
- loss of independence and freedom (social harms) through the loss of a driver's licence or imprisonment.

Consuming large amounts of alcohol can have numerous consequences for the individual and the community.



ACTIVITIES

1 Dealing with the consequences of alcohol use

1. In groups of four, allocate the following roles to group members.
 - Doctor in the local hospital
 - Chief of local police
 - Youth worker
 - Principal of the local high school
2. In your role, identify concerns you would have about the harms caused by alcohol use, particularly binge drinking, on individuals and the whole community. In your role, consider the particular harms that you would deal with.
3. Prepare the key points as a short speech, and then deliver it to the rest of your group. If there is time, have some students present their speeches to the whole class.

2 Influences on young people's attitudes to alcohol

1. Use the **Do as I do, not as I say!** weblink in your Resources section to watch the DrinkWise campaign video 'Kids absorb your drinking'.
2. Did the men in this clip have a healthy attitude to alcohol? Explain your answer.
3. How did these men pass on their attitudes towards alcohol to their children?
4. As a class, discuss the influence that parents can have on children's attitudes to alcohol. In what ways can it be either positive or negative?

CHECK & CHALLENGE

Elaborate

1. Why are there laws that restrict the consumption of alcohol to people who are 18 years or older?

Explain

2. Will alcohol always affect you in the same way? Why or why not?

Elaborate

3. What is binge drinking? How might binge drinking negatively affect your health? Explore this issue further by completing the **The day after the big night out** worksheet in your Resources section.

Evaluate

4. Do you think young people should be allowed to drink alcohol? Give reasons for your answer.

Explain

5. Explain how drinking alcohol at risky levels can affect:
 - a. the individual and their relationships with other people
 - b. the community.

Evaluate

6. Do you believe alcohol abuse is a problem in Australian society? Give reasons for your answer.

on Resources



Explore more with these weblinks: Do as I do, not as I say!



Complete this digital doc: [The day after a big night out](#)

Searchlight ID: [doc-14659](#)

4.9 Drugs and your health: hallucinogens

4.9.1 How hallucinogens affect your health

Many drugs that have mind-altering effects are illegal substances in Australia. This is because these drugs can have a wide range of negative effects on people's health, many of which are unpredictable, cause addiction or are damaging to both physical and mental health.

ENGAGE

Hallucinogens work on the brain to cause hallucinations, which influence how a person perceives reality. People often see, hear, smell, taste and feel things that don't exist or perceive them differently from how they really are.

Common types of hallucinogens include:

- LSD (acid, trips)
- magic mushrooms
- cannabis
- mescaline.

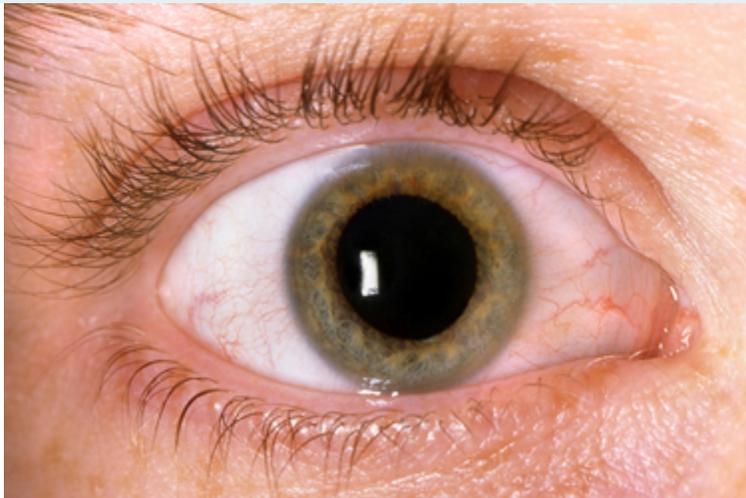
Hallucinogens are illegal drugs. It is illegal to use, keep, sell or give away hallucinogens. You can be fined large sums of money and/or jailed if you are caught with such drugs.

4.9.2 The effects of hallucinogens

The effects of **hallucinogens** are unpredictable. They can affect people differently at different times. The short-term effects on a person's body from using hallucinogens include:

- muscle twitches
 - feeling weak and numb
 - pupils dilating (getting bigger)
 - nausea or vomiting
 - increased heart rate
 - increased blood pressure
 - increased breathing rate; also, deeper breathing than normal
 - poor coordination.
- Long-term effects of hallucinogen use include:
- developing a tolerance to the drug
 - flashbacks — when the effects of the drug are experienced again, perhaps days or weeks later
 - damage to memory and concentration
 - mental problems for some people.

Dilated pupils are one short-term symptom of hallucinogen use.



4.9.3 Cannabis

Cannabis is the general name for a number of products made from a plant known as *cannabis sativa*. These products include marijuana, which comes from the dried leaves and flowers of the plant, hash and hashish oil. All of these are illegal drugs. A number of different names may be used instead of the term cannabis, including marijuana, grass, pot, dope, mull, hooch and yarndi. It is most commonly smoked in a cigarette, known as a joint, or through a water pipe, called a bong, although it can also be cooked in foods and eaten, or drunk in tea.

DID YOU KNOW?

Using, keeping, selling or giving away marijuana is illegal in Australia. This prohibition also covers items used to take marijuana, such as bongs. Penalties can differ between states. In South Australia, for example, the personal use of small amounts of marijuana has been decriminalised.

Immediate effects of cannabis use

Although often classed as a depressant drug because it slows the workings of the central nervous system, cannabis is technically classed as a **cannabinoid**. When cannabis is consumed, its main chemical ingredient, known as tetrahydrocannabinol (THC), attaches to special parts of the brain known as cannabinoid receptors. These receptors influence our emotions, memory, pain, and our ability to move. THC is also responsible for the feeling of being 'high'.

The immediate effects of using cannabis can vary from person to person depending on:

- how much is used
- how frequently it is used
- the THC content of the cannabis
- the way it is used
- the size, health and mood of the person using it
- whether other drugs are used at the same time.

These effects can include feeling more relaxed and less inhibited, being less coordinated with slower reactions, and having poorer memory and logical-thinking skills. An increase in appetite, often called 'the munchies', also occurs.

Depending on the amount of cannabis used, people can also experience hallucinations where they see, hear or experience things differently from the way they appear in reality.

Cannabis use exposes the lungs to carcinogens for a longer time than smoking cigarettes and can cause lung diseases like bronchitis and cancer.



Consequences of cannabis use

As with alcohol, cannabis use can result in a range of immediate and long-term health, social, legal and financial consequences.

Health problems

Smoking cannabis, like smoking tobacco, has the potential to cause lung diseases such as lung cancer and bronchitis after long periods of use. Many of the carcinogens contained in cannabis smoke are similar to those found in tobacco smoke and are present in even greater amounts. In addition, cannabis smokers tend to inhale more deeply and hold the smoke in their lungs for a longer period of time before breathing out. This means using a bong or joint to smoke cannabis exposes more of the lungs to the harmful chemicals contained in cannabis.

Long-term cannabis use may also affect fertility and lower a person's sex drive. Males may produce less sperm and females may experience irregular menstrual cycles.

Accidents and injuries

As with alcohol use, the loss of inhibitions, coordination and decision-making skills that result from cannabis use can encourage people to engage in risky behaviours that can cause accidents and injuries — for example, driving a vehicle while under the influence of a drug. When a group of young people are affected by cannabis, it can be especially difficult for them to recognise these possible dangers and seek help if an emergency arises.

Driving under the effect of a hallucinogen is incredibly dangerous, which is why Australian police have adopted a method of testing drivers for recent drug use.



School and work

Cannabis use can also affect school and work performance. Research has found that regularly using cannabis reduces memory, concentration and the ability to learn. This results in difficulties understanding work, being able to study or doing homework. These problems can be made worse if the person becomes dependent on cannabis; they may begin to spend much of their time involved with the drug and lose interest in other important aspects of their life, such as school, sport or friends.

Relationship problems

Using cannabis can also cause conflict and relationship problems. In addition to having general concerns about the consequences of using cannabis, friends and family can become frustrated when cannabis use starts taking over a person's life. Memory difficulties caused by cannabis use can limit a person's ability to hold a conversation, and affect their reliability and their commitment to relationships.

Cannabis use can have a negative effect on relationships with partners, friends and family.



Legal problems

All illegal drugs, including cannabis, carry penalties if someone is caught using, possessing, making or selling them. The police choose from a variety of options when determining the penalty that a young person will face after being caught with an illegal drug. These options include formal cautions, warnings and arrests. A criminal record relating to illegal drugs can have significant consequences. For example, a criminal record can:

- limit international travel opportunities, because travellers must declare criminal convictions on visa applications
- reduce work options, because many applications require candidates to state whether they have a criminal record
- restrict a person's ability to be approved for loans or credit cards.

Cannabis and mental health

Although some young people may use cannabis as a means of coping with mental health problems, cannabis can make the symptoms much worse. Anxiety, panic, paranoia and hallucinations can all occur from using cannabis, making the problems more severe and causing the person to feel isolated and afraid.

Research has also found, for some young people, that using cannabis can act as a trigger for mental health problems. This is particularly true when there is a family history of mental illness, such as schizophrenia and depression, or when a person is at greater risk of developing these illnesses.

ACTIVITY

Highs 'n' lows

1. Divide into small groups. Each group should select one of the following specific drugs: ecstasy, cocaine, hallucinogens, methamphetamine or GHB. Using the **Don't get used** weblink in your Resources section, create a poster or ICT presentation for the class summarising the selected drug. Your presentation should include: other names, what category of drugs it is considered to be, and the effects and consequences of taking the drug.
2. In your groups, create a table that clearly shows reasons for which a person might try or take your drug and why they might or should not.
3. Share your group's table from part 2 with the class. As a class, identify and discuss any similarities and differences.
4. Use your findings from parts 1 and 2 of this activity to create a poster, PowerPoint/Prezi or video presentation to educate your peers about your findings.

CHECK & CHALLENGE

Elaborate

1. Identify the possible harms associated with alcohol and cannabis use that are:
 - a. similar
 - b. different.

Explain

3. Describe the potential harms of hallucinogenic drug use to personal relationships and the community.

Elaborate

4. The sale and use of cannabis is illegal in most Australian states. Why do you think this is so?

Explain

5. Identify four factors that can influence the effects of hallucinogens.



Explore more with these weblinks: Don't get used

4.10 Review

4.10.1 What have I learned?

- Many factors influence adolescents, including family, peers and the media.
- The more information you have, the more informed your decisions can be.
- The essential nutrients in foods are carbohydrates, vitamins, minerals, fats and protein.
- It is recommended that you limit your intake of saturated fats and high GI carbohydrates.
- The *Australian guide to healthy eating* provides us with information on the type of foods we should eat and the daily proportions.
- Learning how to read food labels can provide you with the information you need to make better decisions about the food you eat.
- Australian youth should be moderately to vigorously active for at least 60 minutes with less than 2 hours of electronic media for entertainment purposes every day.
- There are many different ways to be active. You are more likely to be and remain active if there are many ways that you can be active.
- Facilities and access to resources can affect your ability to be active.
- Drugs can be categorised according to how they affect the brain and nervous system. These categories are stimulants, depressants and hallucinogens.
- The use and misuse of drugs can have a negative impact on people's health.
- Tobacco and alcohol are widely abused drugs in our society because they are socially acceptable and easily accessible.
- The abuse of drugs can lead to physical, emotional and social health problems such as cancer, depression and breakdown of relationships.

CHECK

1. Identify and explain the major influences on your food choices.
2. List and describe the main function of the essential nutrients.
3. What are healthy food habits and why are they important?
4. Explain the purpose of the *Australian guide to healthy eating*.
5. Why is being active important?
6. Identify and explain the major influences on your physical activity.
7. What are the physical activity and sedentary behaviour guidelines for youth?
8. How do stimulants, depressants and hallucinogens affect the body?
9. Why are tobacco and alcohol so widely abused in our society?
10. What are the physical, financial, social and emotional impacts of drug abuse?

ESSENTIAL QUESTION REVIEWED

What are healthy decisions and how can I make these?

Evaluate your initial response to the essential question now that you have studied the topic.

Resources



Try out this interactivity: [Multiple choice quiz](#)

Searchlight ID: [int-5362](#)



Try out this interactivity: [True/false quiz](#)

Searchlight ID: [int-5363](#)



Try out this interactivity: [Crossword](#)

Searchlight ID: [int-5364](#)

Chapter 5: Staying healthy

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5 Staying healthy



5.1 Overview

on Resources



Watch this eLesson: [Staying healthy](#)

Searchlight ID: [eles-2326](#)

5.1.1 Making safe decisions

Staying safe and healthy involves good decision making — outdoors, in water, at parties and online. Knowing basic first aid and what to do in an emergency are useful skills in staying healthy and dealing confidently with the unexpected. Staying healthy is also affected by where we live, our connection to our community and our access to recreational activities. When we can use and enjoy our natural environment there are physical, social and emotional benefits.

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



ESSENTIAL QUESTION

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

STARTER QUESTIONS

1. What are the features of your community that benefit your health?
 2. How can communication skills protect your health?
 3. What safety principles are followed when assisting others in an emergency?
 4. What are features of the environment that positively benefit our health and wellbeing?
-

INQUIRY SEQUENCE

5.2 Making healthy decisions

5.3 Online safety

5.4 Impacts of the built environment on health

5.5 Impacts of nature on health

5.6 Minimal impact recreation

5.7 Go outdoors

5.8 Road safety

5.9 Swim safe

5.10 Minimising harm — what you need to know

5.11 A plan of action

5.12 Basic first aid

5.13 Review

5.2 Making healthy decisions

5.2.1 Decision-making skills

Decision making is a part of life — everyone makes decisions that can put their health or the health of others at risk. In this lesson you will explore the reasons why people take risks and how to minimise risk taking through learning decision-making skills, so that the consequences of the risk are reduced.

ENGAGE

Everyone takes risks. Consider the risks that your parents or other adults have taken in their lives, such as entering into a committed relationship, buying a house or starting a new career. Young people also take risks but are often not aware of them or do not consider the impact the risks may have on their health and their lives.

Many of the risks young people take are related to their health — for example, experimenting in relationships, experimenting with drugs, taking risks on the road and neglecting their physical health by having a poor diet and not exercising. You can stay safe and healthy by working out how to minimise these risks; for example, by obeying road rules, you reduce the risks associated with being a driver or pedestrian.

5.2.2 Positive risk taking

Sometimes **risk** taking can be positive. There will be situations in your life that have a **reasonable degree of risk**. For example, many people are fearful of public speaking. There is the risk that you may forget your speech or your peers might give you a hard time, but the potential for positive outcomes, such as improving your self-confidence, gaining respect from your teachers and peers, and getting better grades far outweighs the risk. Another example is if a young person involved in an abusive relationship tells someone who can help to stop the abuse. It is worth the risk of telling someone because of the potential positive outcome. As you grow and mature, your skills at assessing the level of risk in situations improve. The likely outcome is that you will make better decisions that lead to a reduced level of risk.

When we take positive risks, like public speaking, we can improve our health.



5.2.3 Risking your health

Young people often take more risks than adults for a number of reasons and the potential for risk taking increases in certain settings and in certain circumstances. Young people are more likely to take risks such as getting drunk, fighting, taking risks on the road, stealing, smoking, or having unsafe or unwanted sex when there is no adult supervision.

Young people tend to take risks for a range of reasons, including:

- being pressured by friends
- males proving their masculinity to others
- feeling depressed
- a lack of experience and skill level
- feeling indestructible
- thinking 'it won't happen to me'
- feeling the need to fit into a peer group
- feeling the need to be accepted by others
- wanting to impress others
- wanting to gain attention
- wanting to rebel against authority

- trying to maintain a relationship
- being coerced or threatened by others
- parental influence, such as smoking and drinking alcohol.

Peer pressure and the desire to fit in are factors that influence young people to take risks.



5.2.4 Outcomes of risky behaviour

Risk taking can often have a negative effect on your health, your relationships and the health of others, such as loss of respect from people you care about, injury to yourself or others, property damage, or trouble from parents or the law. Risk taking can also lead to positive outcomes such as learning more about yourself and your relationships, or learning better ways to deal with conflict.

5.2.5 Decision making

The social nature of young people usually means that risks are taken in front of peers, either to impress, to fit in, or as a result of peer pressure. Taking risks is a natural part of developing responsibility and moving towards adulthood.

Being challenged by situations allows you to develop personal independence. Some young people, however, might be less skilled at thinking through consequences of their behaviour. This has to do with brain growth and development, and the impulsive nature of adolescents. This has consequences for the health and safety of themselves and others. Learning skills that assist in decision making can allow you to think issues through by using logic to judge information and weigh up the options. Decision making involves thinking skills that compare a range of options to reach a conclusion or choice. By following a simple process when you encounter an unfamiliar situation in which you have to make a decision, you will have more confidence knowing that you have considered all options. The POOCH model of decision making can help you work through your options.

Problem — assess what the problem is and what decisions need to be made

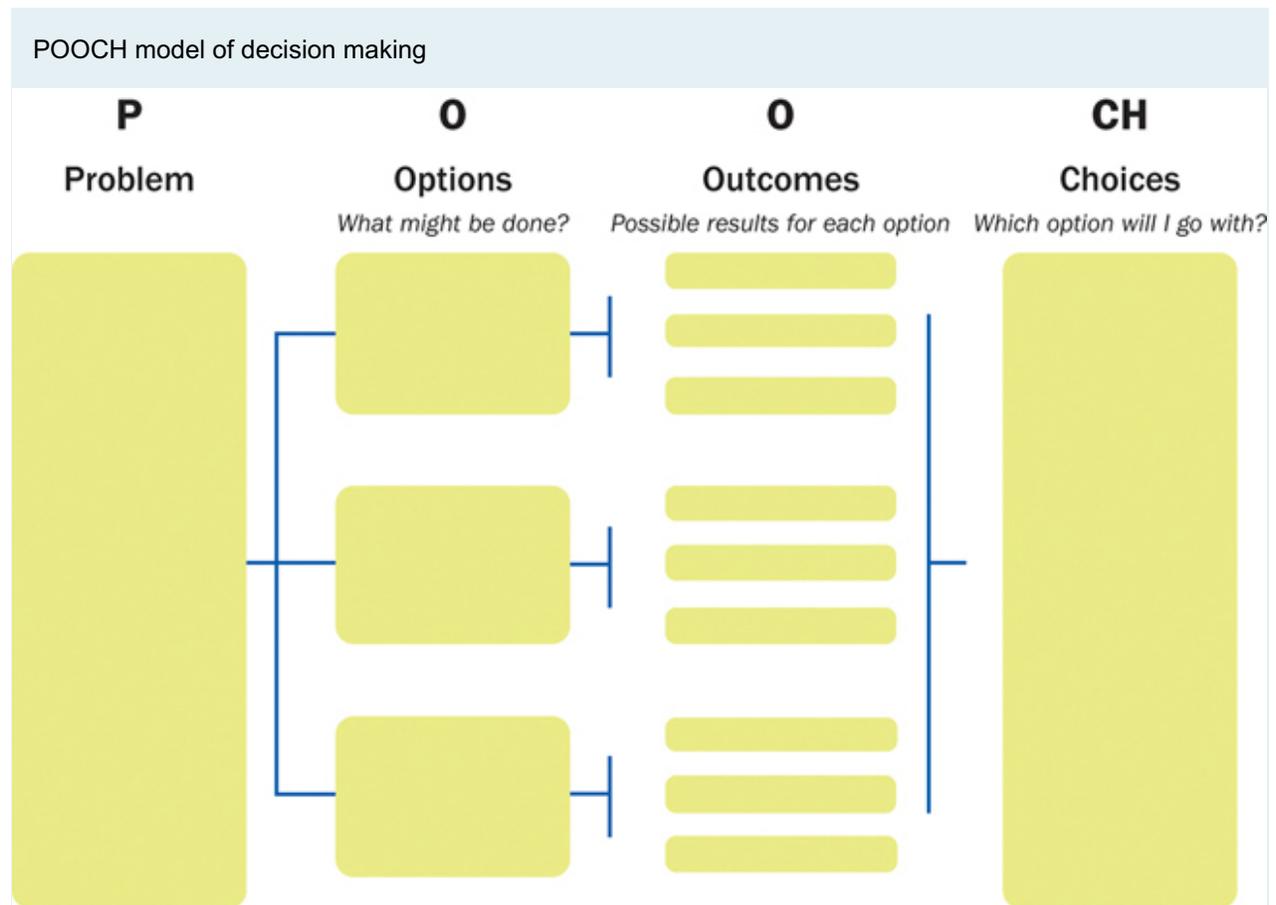
Option— work through all the possible options

Outcome — what are the outcomes of these options, positive and negative?

Choices — decide on the best choice to minimise risk to yourself

After you have made your decision, you can add another step by asking:

How — did it go? Evaluate your decision by reflecting on the outcome.



ACTIVITIES

1 Positive or negative risk

In pairs, undertake the following tasks.

1. Using examples, discuss what a reasonable degree of risk is.
2. Compile a list of risks that young people take (for example, riding a bike on a busy road).
3. For each risk, identify the possible outcomes and determine whether there is a reasonable degree of risk or whether it is too risky.

2 Where and when does risk taking occur?

1. For each of the following situations, identify the degree of risk by rating it as low risk, medium risk or high risk. List the potential harms that could occur in each situation.
 - a. Swimming at night in the surf
 - b. Riding your bike to a friend's place
 - c. Spending the day at the beach with your friends
 - d. Going to a party on Saturday night with your best friend
 - e. Walking home with someone you just met at a party
 - f. Getting a lift in an overcrowded car
 - g. Taking a short cut across a railway line
 - h. Riding your bike on a busy road without a helmet
 - i. Being at a dance for under 18-year-olds and accepting a drink from someone you don't know
2. In groups of three, discuss each of the following and write your answers in your workbook.
 - a. Identify five settings or circumstances in which risk taking occurs (for example, at a party, hanging out with older friends).
 - b. Brainstorm a list of risks that young people take.
 - c. Identify potential positive and negative outcomes of risk taking.
 - d. Choose one setting or circumstance and develop a plan to reduce the risk and keep safe.

3 Making good decisions

Investigate in groups of three the scenarios below using the POOCH model. Present your findings to the class using presentation software.

1. Some friends are pressuring Chris to attend a party on Saturday, but his parents want him to go to a family dinner. Chris would really like to go to the party because a girl he likes is also going to be there. What should Chris do?
2. Alice went to a party on the weekend and met a new boy she got on really well with. On Monday there were lots of stories around school about what she may have done over the weekend, none of which were true. What should she do?
3. Kim received a text message from an unknown caller containing explicit images. What should she do?

4 Risk-taking behaviour

Use the **Risk-taking behaviour** weblink in your Resources section to watch the video to find out more about this type of behaviour.

1. Explain the reasons teenagers take risks.
2. Identify some strategies to reduce negative risk taking.
3. List three 'safe' risk-taking activities.

5 Types of decision makers

Making healthy decisions and committing to these behaviours is not always easy and is influenced by the way you make decisions.

1. Explain some reasons that teenagers take risks.
2. In groups of four, identify the possible processes that each type of decision maker would use and the probable consequences of being this 'type' of decision maker.
3. As a group identify the challenges and consequences for each type of decision maker in relation to making decisions about their health. Share your reflections with the class.
 - Impulsive decision maker — one who always takes the first alternative that is offered. 'Speaks before they think.'
 - Fatalistic decision maker — one who leaves the decision up to fate. 'What will be, will be.'
 - Compliant decision maker — one who goes along with someone else's plans rather than making a personal choice, even if it does not agree with their values. 'Whatever everyone else is going to decide.'
 - Intuitive decision maker — one who decides based on what they 'feel' but can't verbalise the reason why. 'It just feels like the right decision.'
 - Play-it-safe decision maker — one who always picks the 'easiest' alternative with the least potential of risk. 'I like A but B will be easier.'
 - Delayer decision maker — one who delays making a decision. 'I'll think about it later.'

CHECK & CHALLENGE

Explain

1. Using examples, explain the difference between positive risk taking and negative risk taking.
2. List the reasons why young people take risks with their health.
3. Explain how your parents and friends can influence your risk taking.

Elaborate

4. Predict three situations where young people are more likely to take risks. How could negative risk taking be reduced in each situation?

Evaluate

5. Think about some of your own behaviours that have put you at risk to some degree, such as walking home late at night by yourself or drinking alcohol. What could have been the potential consequences of your behaviour? How could you have reduced the risk?
6. Use the **Health issues and young people** worksheet in your Resources section to identify how decisions can have an impact on your health.

Resources



Explore more with these weblinks: Risk-taking behaviour



Complete this digital doc: [Health issues and young people](#)

Searchlight ID: [doc-14672](#)

5.3 Online safety

5.3.1 Connecting online

Social media connects us to our friends, peers and family in a virtual world as well as to people we don't know. Our online profile is created when we use a phone, set up a social network page or play games on the internet. The connection with others via blogs or social media provides the avenue for creating our social identity. The decisions we make about what we share online has consequences for our digital reputation, which says volumes about our values and social identity and creates our digital footprint.

ENGAGE

Promoting our online profile by controlling the type of information we share and managing the people we want to interact with is important for our online safety. The Australian Federal Police have identified some simple steps to protect ourselves when online.

- Set online profiles to private and be cautious about who you accept as your 'friend'. If necessary, learn to block offensive users.
- Set strong passwords to protect your personal details in online accounts.
- Gain an understanding of your own digital footprint by searching your own name. Report any fake profiles.
- NEVER post inappropriate material online as it is impossible to permanently delete digital content after it has been shared.
- DELETE unused social media accounts.
- Turn off Bluetooth when not in use. Bluetooth provides a wireless network to other devices within a limited range and this can be exploited.
- Disable geotagging on your mobile device. Geotagging is the process whereby location data is added to an image or other content. When shared, the location of where the photo was taken can be sourced.
- DO NOT send, accept or forward explicit images of persons under the age of 18 years of age as this is a serious criminal offence.

- Delete emails from people you do not know without opening or responding to them.
- Use spam filtering software available from your email account provider.
- Do not give out your email address or mobile phone number unless you know how that information will be used.

Staying safe online is easy if you have the skills.



DID YOU KNOW?

The Australian Communications and Media Authority (ACMA) has the authority to prosecute companies for breaching the *Spam Act 2003* following complaints made by the public about receiving spam SMS.

5.3.2 Strategies for keeping safe online

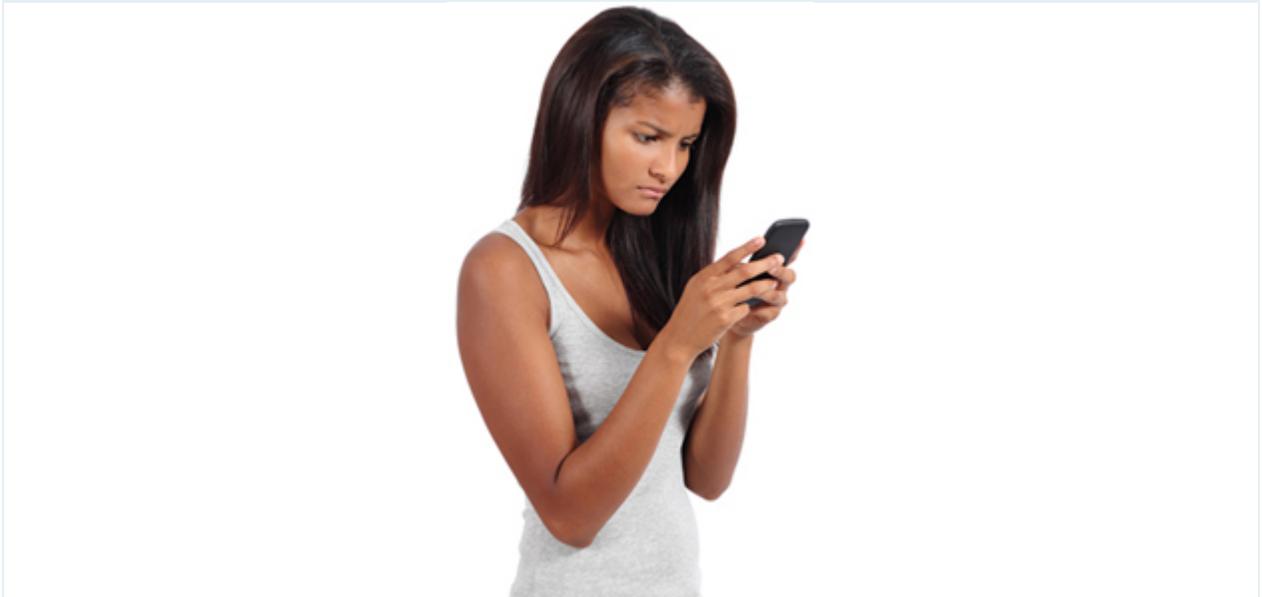
Online safety is not only about understanding issues such as cyberbullying, sexting and avoiding explicit content, it is equally about engaging positively by being aware of your own online behaviour, respecting others and knowing what action to take to protect yourself.

Cyberbullying is the act of using technology for the purpose of bullying a person or group of people. Bullying is repeated oppressive behaviour and can include sending abusive texts or emails, such as spreading rumours, or excluding someone from a group.

Sexting is the act of sending explicit images or videos to someone. Australia enacted its first sexting laws in August 2014, making it a crime to share explicit images of another person without their consent.

If you are the victim of cyberbullying it's okay to seek help from others. If you know someone who is being bullied, support them by reporting the bully.

Support others who may be the target of cyberbullies.



Strategies to deal with anti-social online behaviour include:

- standing up and speaking out
- telling someone you trust, such as a parent, teacher or counsellor
- not responding to bullying messages
- blocking the cyberbully
- reporting bullying to the website
- keeping evidence of the content of text or emails

- reporting violent threats to the police.

For more information about protecting yourself from bullying, see chapter 3. For information about reporting inappropriate online behaviour go to the **Staying safe online** weblink in your Resources section.

Resources



Explore more with these weblinks: [Staying safe online](#)

5.3.3 Managing your online identity

We don't always think about where we will be in ten years, but imagine yourself in the hands of a recruitment agency that will be performing a search when you apply for a new job, register to enter a program of study, or apply for a traineeship. In ten years, will you be happy with what these recruiters might find out about you? Your digital identity is defined by your behaviours and by the content you post about yourself and others. Blog posts, social networking 'likes' and tagged photos all shape how you are perceived by others online and offline, both now and in the future.

Engaging with social technologies requires an understanding of the potential risks. If used well, social technologies can enhance your friendships, relationships and even secure a good job.

Using social media is one way of exploring your social identity. By engaging with social technologies you are giving out an image of who you are now or who you hope to be. Social media allows you to completely change your identity, which is a lot harder to do in the face-to-face world. It offers scope for creating very imaginative identities.

Simple steps to manage your online profile are:

1. Think of the consequences before you post, text or blog.
2. Evaluate your profile or have someone else do it for you. Use search engines and social media sites to search for your name.
3. Be aware of photos where you may be tagged by your friends.
4. Remove inappropriate content or ask to have tagged photos removed.
5. Set up your profile/s as private.

Remember, online information that you share with others can never be removed. Your personal information may end up being seen by people you don't know, including potential employers.

ACTIVITIES

1 Staying safe online

Use the **Staying safe online** weblink in your Resources section to access the top 10 tips for protecting your reputation online. In pairs devise strategies to keep safe online and share these with the class.

2 Being respectful

Develop a list of how we can be respectful of others when sharing content online.

3 Assessing risks online

In pairs, discuss the following scenarios by recognising the risks, assessing the level of risk and making an informed decision.

1. Sergio received an email from a person he didn't recognise. They claim to be a friend from primary school and provided a photo of themselves and requested Sergio to reply with his photo. He obliges because he doesn't wish to offend them by not remembering them from primary school.
2. Tomika is completing her assignment on her mother's PC when a pop-up appears on screen indicating she has won a tablet PC. She clicks on it to see what she has won.
3. Kim bought a dress online and used her parents' credit card to pay for it. It promised two weeks for delivery, but it is now more than one month since she paid and the dress hasn't been delivered.
4. Jay met a girl online and they have been chatting for over three months. She wants to meet him in person but Jay posted a photo of someone else on his website.

CHECK & CHALLENGE

Explain

1. Create a list of acceptable behaviours when communicating on the internet.
2. What should your online profile say about you?

Elaborate

3. Consider the impact inappropriate photos have on your reputation.

Explain

4. Explain the following terms:
 - phishing
 - trolling
 - sexting.
5. How many online identities do you have? If you have more than one, explain why you need more than one identity.
6. Use the **Stay smart online quiz** weblink in your Resources section to complete the online safety quiz to evaluate your e-security rating.

Resources



Explore more with these weblinks: [Stay smart online quiz](#)

5.4 Impacts of the built environment on health

5.4.1 Designing for health

The design of local built environments provides many opportunities to support healthy ways of living, as well as to join in social and physical activities and connect to your community. This feeling of connection is important to your health and wellbeing.

ENGAGE

The **ecological model of health** is a way of looking at health that recognises the idea that health is more than just not being sick. It looks at the link between people and where they live and the people they are around. It closely ties the health of the environment to the health of the individual. The ecological model of health includes factors such as how we use our environment, how we cope when we are under stress, how we connect to friends, family and community, what we eat, and how much exercise we get.

This model provides an overview of the broad range of **determinants** that contribute to our health. One part of this is environmental factors. There are two distinct parts of the environment: the **built environment** and the **natural environment**. Both have different but important influences on our health.

The built environment provides opportunities to connect with community.



5.4.2 Built environment

Built environment describes the human-made structures of our communities and cities. These include houses, roads, schools and places of worship, transport systems, footpaths and bikeways, and workplaces, including commercial buildings.



The features and design of the built environment shape how we interact with our local community and how physically active we are. For example, in deciding whether to ride your bike to school, you consider a range of factors such as are the roads too busy? Is the school located too far away from your home? Are there bikeways or wide footpaths for safe travel?

5.4.3 Designing built environments

The design of the built environment can encourage a sense of community by providing opportunities for everyday interaction of people in the street, the park and community spaces. Planning to incorporate walking, cycling and opportunities to engage in physical or social recreation pursuits result in better physical and mental health outcomes. Creating an environment that supports interaction and encourages greater levels of physical activity has the benefits of reducing obesity and improving mental health. The decisions we make about our interaction in our local community are influenced by a number of design factors, such as the following.

- **Safety** is a key factor that influences our desire to interact. Designing safe environments where people can connect, such as enough lighting, pedestrian crossings and footpaths with even surfaces will increase opportunities for physical activity and access within a community.
- **Wide footpaths** that accommodate items such as prams, wheel chairs and mobility scooters open the use of the neighbourhood to a broad section of the community.

- **Informal public spaces** can also encourage social interaction. Walking paths and bike paths, bus stops, chairs placed in public places, skateboard ramps and local shops located within walking distance of homes all allow for informal social connections on a small scale.
- **Formal spaces** such as community halls, parks, health clubs, places of worship and community services groups, such as Men's Sheds, also provide opportunities for organised interactions and a consequent feeling of belonging to a community.
- **Cultural awareness** contributes to familiarity with the cultural practices of others. An understanding of a culture other than our own can broaden and invite connections. Joining the celebrations of other cultures such as Chinese New Year, the Thai festival Loi Krangthong or the Hindu festival of lights called Divali broadens our acceptance of people from many different countries. The acceptance of different cultural practices demonstrates understanding and respect.
- **Provision of open spaces** refers to land set aside for the purpose of sport, recreation or community projects. These can foster a sense of belonging, including community gardens, land care awareness or mangrove care.
- **Aesthetics** relates to the attractiveness of the area. If a neighbourhood is attractive it invites people to sit, meet and talk. People walk more if they perceive streets are safe and aesthetically pleasing.
- **Connectivity** is the directness of travel between destinations. Connected pathways, walking and cycling routes that lead to local destinations encourage active transport rather than using the car.

5.4.4 Spaces for community interaction

Having a sense of community and opportunities for **social interaction** are two key factors that contribute to physical and mental wellbeing. A sense of community refers to whether you have a feeling of 'belonging'. This belonging is encouraged by opportunities for interaction, with nature and with people. Social isolation and lack of community interaction are associated with poorer health. Any place or space that allows people who share similar interests to come together can have a positive impact. A sense of belonging brings with it feelings of security and increased feelings of identity. For example, sporting teams, cultural groups and special interest groups such as bird watchers or skaters in a skate park all have a sense of belonging when participating together. These links with the broader community through social networks are important for health and wellbeing.

Communities offer places for community interactions.



There are different types of community spaces and each plays a different role to meet the needs of all individuals in supporting safe, healthy and connected communities; for example:

- meeting spaces — community halls, footpaths, shops, gardens
- playing spaces — fields, sports grounds, parks, beaches
- learning spaces — community gardens, libraries
- celebration spaces — places of worship, parks
- creative spaces — schools, galleries, museums
- growing spaces — spaces tended by the local community such as creeks and community gardens
- active spaces — outdoor gyms, cycle paths, stairs, open space.

DID YOU KNOW?

According to the Australian Institute of Health and Welfare, nearly 75 per cent of young adults (aged 12–24 years) are involved in social or community groups.

Social interaction and physical activity can be combined, as in the Hindu Holi festival 5-kilometre fun run.



5.4.5 Health benefits of well-designed built environments

A 2003 study found that those people living in highly walkable neighbourhoods spent almost twice as much time weekly (137 minutes) walking for local errands compared with those living in low walkable neighbourhoods, and about half as many residents were overweight. This suggests that well-designed neighbourhoods comprising safe, open spaces might deliver important social, physical and emotional health benefits.

Social health benefits

Natural spaces promote social contact by bringing people together, creating a more connected and **cohesive** community. There are many opportunities for social interaction in a natural environment. Examples include family camping trips, kicking a ball in the park with friends, going bike riding and walking to the shops. Having a strong social network, such as friends, family and peers, can promote mental health and reduce stress.

Physical health benefits

Being in open spaces provides the chance to be active. One of the recent and largest Australian research studies conducted by the University of Western Sydney found that availability of green neighbourhoods encourages walking, but also encouraged more intense forms of exercise such as jogging and team sports. It showed that access to green spaces allowed for greater opportunity to do regular physical activity — more than once per week.

Emotional and spiritual health benefits

Just being part of the natural environment brings with it positive mind–body benefits. Connecting with nature has a ‘de-stressing’ effect on the mind. As a result your physical body experiences a reduction in muscle tension and heart rate. Natural settings provide spiritual inspiration and time for reflection. Nature can bring calmness to the body as we fill our lungs with fresh air and stretch our body. Tai Chi is a Chinese martial art practised outdoors to take advantage of the energy of nature. It is used as a form of exercise to reduce stress.



The connection with the environment is no more evident than in Aboriginal culture. In Australian Indigenous culture the environment provides food, culture, spirit and identity. The land is considered sacred and the people’s relationship with the land is considered the most important relationship that shapes their identity. If the land is treated well, it will provide well for you and your family. This is reflected in the saying ‘if you look after the country, the country will look after you’. This connectedness and respect for land is the way that Indigenous people ‘care for country’. This ‘oneness’ with country is shown by the link between the wellbeing of an individual and the wellbeing of the land.

HEALTH FACT

The (OECD) Better Life Index reported that Australians felt ‘a strong sense of community and high levels of **civic participation**’, with 94 per cent of people feeling like they knew someone to rely on should they need help. This sense of community is a hallmark of Australian life.

ACTIVITIES

1 Design for health

A growing number of high rise apartments are being built to cater for an increasing population. These pose a particular challenge when planning for community interaction and participation in physical activity as a way of promoting health and wellbeing.

1. Design a high rise building that provides opportunities for residents to interact easily with the natural environment and participate in physical activity. Use design drawing software (use the **SketchUp** weblink in your Resources section for an example), or draw freehand if you prefer, to present your plan. Think outside the box, literally.
2. Justify the design of the space by commenting on how the space brings positive health benefits to the residents.

2 Regenerate a natural space

1. Identify an area or section of the school grounds or local community that is currently underused or uncared for.



2. Measure the dimensions of this area and convert into an aerial scale drawing of 1:100.

3. Propose a plan to change this area into a useable space where individuals and groups can connect to nature or as a community by addressing the following points.

Identify the following:

- a. the proposed purpose of this space
- b. the specific target audience from the school or community for which the space is designed
- c. the health benefits the space will bring
- d. the relevant authorities that will need to be consulted before the plan can become a reality
- e. who is responsible for caring for this space.

CHECK & CHALLENGE

Explain

1. List community groups or places in your local area that offer opportunities for people to interact.
2. How do community groups such as Meals on Wheels and Men's Sheds contribute to health and wellbeing?

Evaluate

3. What is the impact of well-designed built environments on health and wellbeing?
4. What needs to be considered when designing a built environment to foster community connection?
5. Identify opportunities for bringing people together in your local area. Choose one of these and outline how it could be improved.

Elaborate

6. Find the Aboriginal place names and their meanings for your suburb or natural features of your community.
7. Have you ever helped in the development or maintenance of a public space in your local community, for example weeding the community garden or painting the fence of the church? How did it make you feel? Explain the health benefits of connecting with the community.

on Resources



Explore more with these weblinks: SketchUp

5.5 Impacts of nature on health

5.5.1 Our natural environment

The natural environment is the naturally occurring elements made up of both living and non-living things, such as trees, beaches, rocks, mountains, rainforests, creeks and rivers and wetlands. The natural environment is less obvious in our urbanised communities, because the built environment is so dominant. Although the health benefits of being closer to nature are not new, research is now confirming what we long believed was true — that being outdoors make us feel good. Although ‘feeling good’ is hard to measure, we can link it to some broad health benefits.

ENGAGE

Australia is fortunate to have a unique natural environment and local, state and federal government policies ensure responsible ways of caring for it. The natural environment provides spaces for people to connect with nature. This connection has been associated with feelings of wellbeing and positive mental health. The investment in taking care of our natural environment, such as bushland or healthy waterways, contributes to this **connectedness** and sense of wellbeing. It also is an indirect investment in our own health by ensuring the quality of the air by maintaining enough green spaces.

Green open spaces have a positive impact on health.



5.5.2 Benefits of being outdoors

Spending time outdoors is good for us, but Australians spend as much as 90 per cent of their time indoors. Spending time in front of computers and watching television takes us away from opportunities to be active. Research conducted at the University of Rochester in New York found that individuals consistently felt more energetic when they spent time in natural settings. There are beneficial effects of being outdoors on mental and physical health and wellbeing. Being outside in nature for just 20 minutes a day is enough to significantly boost energy levels. So what is it about being in touch with the natural environment that has an impact on our health and wellbeing? Following are a few explanations of how being connected to the outdoors can benefit our health.

- Our own internal body clock, called the **circadian rhythm**, is affected when exposed to sunlight. This accounts for our body being in tune with night and day. When the optic nerve in the eye is exposed to sunlight it sends a message to a part of the brain to release the 'feel good' hormones. People in countries where there is little sunlight for lengthy periods, for example Alaskan winters, have reported negative mood states when not exposed to sunlight.
- Exposure to ultraviolet rays from sunshine provides the body with the ability to produce vitamin D. Vitamin D is required for optimal functioning of the immune system. A deficiency in vitamin D is one factor associated with feelings of depression.
- Being a part of nature and the outdoors provides exposure to fresh air and open spaces, which allows us to use different senses in this environment. It decreases the feelings of exhaustion and increases feelings of alertness and wellbeing.
- Being outdoors in green space has connections with positive feelings as well as improvement in mental health and wellbeing.
- Being in natural settings provides opportunities to participate in physical activity which results in the release of 'feel good' hormones.
- The outdoors provides spaces for interacting in social groups such as at the beach, the park and games. This connection with family, friends and community provides support and positive mental health experiences.
- The outdoors is one of the few places where our eyes can 'exercise' over long distances. Otherwise, they tend to be used for relatively short distance work such as reading computer screens, where **focal lengths** are relatively short. **Myopia**, or short-sightedness, is a condition where someone cannot see long distances. Research from the University of Cambridge found that a lack of outdoor play in young children could be linked to myopia.

Providing facilities such as outdoor chess sets encourages people of all ages to make connections outdoors.



ACTIVITY

Outdoor circuit

Create a 2-kilometre walking or jogging circuit of your school/suburb which traces a path through green spaces and natural features. The start and end points should be the same. In the circuit incorporate terrain such as hills, or other features such as stairs, that provide an opportunity for further physical activity along the way. Time yourself using a tracking app and set a timed challenge for the class.

CHECK & CHALLENGE

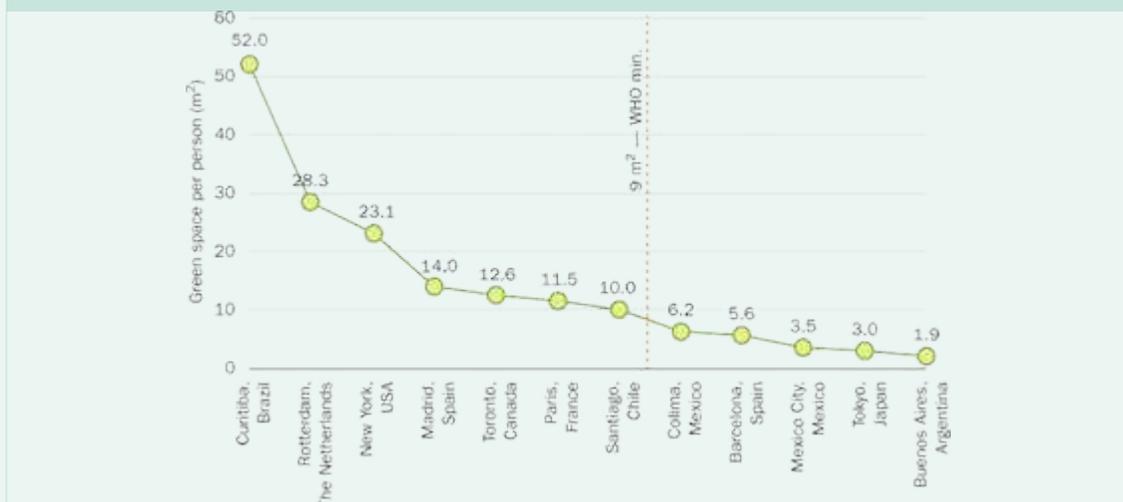
Explain

1. Provide three examples of how being outdoors has a positive impact on your health and wellbeing.

Evaluate

2. Complete the **Personal wellbeing** weblink in your Resources section. How did you rate overall? How did you score on community connectedness? What factors contribute to your perception of connectedness?
3. When planning new suburban housing developments, the recommended town planning ratio for green space to population is 4.3 hectares/1000 people. What does this equate to in m^2/person ? Calculate the ratio of public green space to area of built environment in your local area by using a scaled aerial view map.
4. The World Health Organization (WHO), in its concern for public health, produced a document stating that every city should have a minimum of 9 m^2 of green space per person. View the graph below to find out how some major cities rate against others.

Green space per person in cities of the world



Elaborate

5. Use the **Fresh air gym** weblink in your Resources section to read the article, then answer the following questions.
 - a. What are the health benefits of an outdoor gym?
 - b. What are both the positive and negative aspects of an outdoor gym?
 - c. Why is an outdoor gym considered 'better' than an indoor gym?
 - d. What environmental factors need to be considered before installing an outdoor gym?
 - e. What alternatives could you suggest for an outdoor gym without the expensive equipment?
 - f. What are the wider community benefits of this facility?

on Resources



Explore more with these weblinks: Personal wellbeing

Explore more with these weblinks: Fresh air gym

5.6 Minimal impact recreation

5.6.1 Respecting our environment

The saying 'take only photos, leave only footprints' promotes an awareness of and respect for the natural environment. In this lesson we will explore the principles for limiting our impact on the natural environment.

ENGAGE

Minimal impact outdoor recreation considers the impact that humans have on the natural environment. Australia's beaches, waterways, rainforests and bush are some of the most unique and celebrated environments in the world. We are a nation 'girt by sea' and 80 per cent of the Australian population lives within 100 km of the sea. This closeness to the sea is reflected in Australians' affinity with the beach, which includes activities such as surfing, sailing, kayaking, swimming and kite surfing. Enjoyment of an outdoor lifestyle is part of the Australian identity, including participation in a growing number of adventure, extreme and alternative activities such as mountain biking, skateboarding and rock-climbing. All of these activities are considered 'silent activities' in that participation is driven only by human power. Although there are no emissions from engines or noise from motors, the impact on the environment still requires consideration. The catchcry for minimal impact outdoor recreation is, 'Leave the environment the same as or better than it was when you arrived'.



5.6.2 Minimal impact principles

The following seven general principles of caring for the natural environment can be applied to minimal impact activities in any environment; however, specific skills and practices in addition to these principles are required for each unique ecosystem and environment. Use the **Leave no trace** weblink in your Resources section to read a more detailed explanation of each of the seven principles.

Plan ahead and prepare

- Planning and preparation are key considerations to lessen your impact on the environment, such as packing suitable equipment to reduce your reliance on the natural environment. For example, use a fuel stove to save cutting down trees for a fire.

- Avoid excessive food packaging to reduce rubbish.
- Plan portions for meals so that excess waste is avoided.
- Ensure you have the required permit from the necessary authorities before visiting restricted areas or national parks.

Travel and camp on durable surfaces

- Plan the route or track you will take. Designated paths are specifically designed to minimise disturbances to vegetation and soils.
- If there are no tracks, spread out. Walk on solid or durable surfaces rather than delicate and fragile ones.
- Camp or picnic on existing sites rather than establishing new ones.

Dispose of waste properly

- Take home all your rubbish and the rubbish of others if necessary.
- Avoid the use of detergents and chemicals in waterways.
- Do not leave food scraps as they attract pests, such as rats and possums.

Leave what you find

- Part of the thrill of a natural environment is finding, seeing and observing nature going about its daily business. Taking souvenirs from nature ruins the thrill for future visitors.

Minimise campfire impacts

- Use a fuel stove for cooking. This ensures that dead timber remains for use by animals as habitats and minimises the chance of a fire spreading.

Gas stoves are preferred when camping.



Respect wildlife

- Learn about the wildlife of the area before you visit. This helps you appreciate their behaviour so that you can modify your own to accommodate their movements. Keep your distance, especially from nesting or breeding wildlife.

Consider others

- When in the natural environment you are a guest. Behave respectfully. Listen to nature.

Designated paths are specifically designed to minimise disturbances to vegetation and soils.



ACTIVITIES

1 Mapping

Use the **Google maps** weblink in your Resources section, or another online mapping service, to locate the recreation reserves or facilities in your local area. Create a guide to one of these areas, providing details of the facilities available at each.

2 Adopt a site

Identify a site within your school ground that has been negatively affected by humans. Draw up a pledge to improve this site and rehabilitate it. Identify the ways in which this can be achieved. Suggestions include: picking up litter from a particularly prone area, replanting trodden plants in a garden, revegetating a barren area, or diverting a walking path to assist in revegetation. Identify who is responsible for this rehabilitation and suggest methods to raise awareness of the impact of humans on nature at your school.

CHECK & CHALLENGE

Explain

1. List three principles for limiting human impact on natural environments.

Elaborate

2. Adapt the seven principles of caring for the environment to specific environments such as mountain biking tracks, waterways, beaches and ski fields.

Evaluate

3. Provide two reasons campfires are not recommended in natural environments.
4. Provide a practical example of the 'Leave no trace' principle to each of the following outdoor education experiences: bushwalking, snorkelling, camping.

on Resources



Explore more with these weblinks: Google maps

Explore more with these weblinks: Leave no trace

5.7 Go outdoors

5.7.1 Outdoor activities

Outdoor experiences are challenging and rewarding. They provide relief from the often highly structured indoor way of life. Orienteering and bushwalking are two popular outdoor activities, but there are many others.

ENGAGE

Much of what we do is within the confines of the classroom or, later in life, within the walls of the home or office. Many of us long for open spaces, freedom and opportunity to relax. Fortunately, there are places to go to do this and, for those who are looking, adventures to be had. However, we do need to ensure that the best possible experiences are sought, that we are well equipped and that our knowledge of safety is adequate for what we intend to do.

Use the **Go surfing!** weblink in your eBookPLUS to watch a short video on how to surf a wave. In particular, take note of points that will help you if you haven't used a surfboard before.

Many people enjoy challenge activities because there is an element of risk taking.



on Resources

 **Explore more with these weblinks:** [Go surfing!](#)

5.7.2 Recreational activity

There are many benefits to outdoor recreational activity, including breaks from schoolwork, study and chores, an opportunity to socialise with others, improvement of our health and fitness, relaxation, new skills and an opportunity to appreciate our abilities and express our talents.

Recreational activity provides opportunity for enjoyment.



There are many recreational and adventure activities from which we can choose. Depending upon our school environment, we might have access to some of these as part of our physical education or sports programs. Access to others may be through excursions and school camps, and many more may be experienced outside of the school environment. At this stage, it is important to be aware of the range of activities available to us, participate in some and develop new skills, knowledge and behaviours so that when we choose to do activities of this nature we will be able to do so confidently and safely.

Some popular recreational activities include:

- abseiling
- bike riding
- bushwalking
- camping
- canoeing and kayaking
- caving
- cycling
- fishing

- kite flying
- orienteering
- rock climbing
- sailing
- scuba diving
- skateboarding
- skiing (cross-country and downhill)
- snorkelling
- surfing
- table tennis.

HEALTH FACT

Outdoor activities are known to reduce stress levels. The influence of the natural environment together with an escape from urban life, a sense of achievement and feelings of revitalisation lower the activity of hormones that cause stress. It is certainly a good reason to get involved in outdoor activity more often.

There are many recreational activities to choose from.



DID YOU KNOW?

Orienteering was invented in Scandinavia around 1900 as a military game. Soldiers had to practise getting messages to areas unknown to them in the fastest possible time. It is now a popular outdoor activity, combining thinking and fitness into a 'cunning running' experience.

ACTIVITIES

1 Plan an expedition

1. Form groups of four. Your task is to plan an expedition to a bush area, stay overnight and return the next day. Using the headings and questions below, develop an outline of your plan and submit it to the class. Evaluate each of the plans and choose one as a blueprint for a class expedition.
 - *Letting people know.* How long will you stay and what is your expected time of arrival home?
 - *Transport.* How will you get to the camp? What will be the cost? Are permission notes required? Is a special driver's licence required?
 - *Camp site selection.* Is permission to use the site required? If so, from whom? How much does it cost and are access keys required? Can you reach there and return in the time available? Is it a safe place to stay? Are there any fire restrictions?
 - *Equipment.* How many tents are required and how many students will there be to a tent? How will you share the transport of equipment? Do you need to buy/hire/borrow equipment such as sleeping bags, tents, torches and cooking utensils?
 - *Food.* What meals are required and what prior shopping is essential? Is water available? Can you carry all that you require? How will you cook your meals, especially if there is a total fire ban restriction?
 - *Clothing and footwear.* Do you have appropriate clothing and footwear for the type of terrain and the temperatures you would expect?
 - *Safety skills.* Think of safety requirements for yourself and the group. Is the route you are taking safe? Have you organised a first aid kit? Is anybody trained in first aid in case of an injury?

- *Emergency procedures.* Have you developed a **risk management** plan? What will you do in case of accident/fire/flood/storms? Will you be able to get out? Will somebody be carrying a mobile phone? Who do you contact in case of emergency?
 - *Personal skills.* Are you personally fit enough for the challenge? What distances and terrain are involved and will you be capable of this while carrying all your equipment? What skills do you have that might be important to the group (for example, compass and map reading) and what skills might the group have that might be important to you?
2. In your group, use the internet to research environmentally sound practices of which all campers need to be aware. Use the information from all groups to assemble a class camping/bushwalking code of which everyone should be aware before going on an expedition.

2 Camping — a trial run

1. Now that you have everything planned, perform a trial run at school or after school on the oval. In some cases, pitching a tent can be difficult on your first attempt. It is even more difficult in the dark. Use the following activities to trial and develop your skills in expedition planning. Report back to the class on each activity and have the other students evaluate your performance.
2. In groups, plan a menu for the expedition. Work to a budget and plan fully what you will cook for each meal.
3. If tents are available, set up a camp site on the school oval or grounds. Organise a competition among groups to erect and dismantle tents in the quickest period of time.

3 Dealing with emergencies

1. Locate an article from a newspaper that features an expedition/camp where there was a mishap. Work out strategies that could be used to prevent similar occurrences.
2. While your group is walking in thick bushland, you notice that one person in your group is missing. As a group, how would you handle this situation?

4 Orienteering

Use the **Go orienteering!** weblink in your Resources section and read the instructions for an orienteering game.

5 Risk management

Complete the **Planning for an outdoor adventure** and **Risk management** worksheets in your Resources section to build your skills in identifying, assessing and managing risks in outdoor activities.

CHECK & CHALLENGE

Elaborate

1. Identify five activities that could be classified under the umbrella of outdoor recreation.

Evaluate

2. Discuss the importance of safety in outdoor recreation.

Explain

3. What problems did you encounter during the planning of the expedition? How did you overcome these problems?

on Resources



Explore more with these weblinks: Go orienteering!



Complete this digital doc: [Planning for an outdoor adventure](#)

Searchlight ID: [doc-14673](#)



Complete this digital doc: [Risk management](#)

Searchlight ID: [doc-14678](#)

5.8 Road safety

5.8.1 Minimising risks

Too many Australians are injured or killed on the road as drivers, passengers or pedestrians. No matter what age you are, you can learn to minimise the risk when using the road. In this lesson you will examine why many road accidents happen and how to keep safe on the road.

ENGAGE

Road accidents are a leading cause of injury and death for children and young people. Road safety issues are related to:

- bike riding
- being a passenger in a car
- being a pedestrian
- driving
- motorcyclists.

The potential for road accidents increases when risk factors such as poor weather conditions, poor road conditions, inexperience and peer pressure combine with behaviours such as speeding, not wearing a helmet or drink-driving.

Are you thinking about getting your learner driver's permit? If so, you will need to sit a hazards perception test. Use the **Hazard perception test** weblink in your Resources section to sit a simulation test to help you prepare.

Road safety is important for everyone who uses the roads, not just drivers.



on Resources

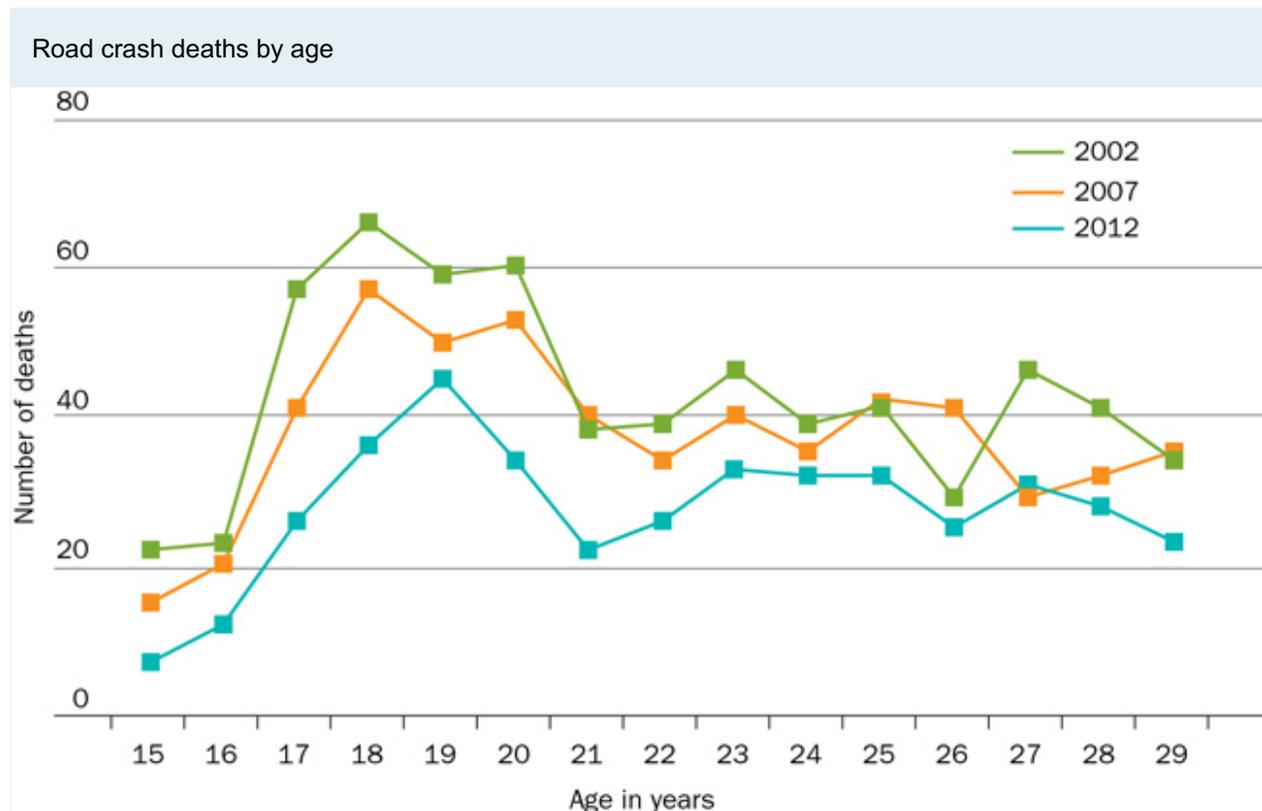


Explore more with these weblinks: Hazard perception test

5.8.2 Taking risks on the road

In the age bracket of 0–14 years, pedestrian accidents are a leading cause of injury. For young people aged 15–24 years, driving accidents are a leading cause of injury. A significant factor contributing to these statistics is that children and young people often take greater risks than adults. They do not think that their behaviour can lead to a road accident, or they have the attitude ‘it won’t happen to me’.

Young men are at a greater risk of road accidents because they tend to take on more risky behaviours such as speeding and drink-driving. This, combined with inexperience and a powerful car, can have serious consequences.



5.8.3 How to be safe on the road

There are things you can do to stay safe when using the roads. Planning ahead and obeying the road rules will help ensure you do not become a road accident statistic. Equipment has been designed to reduce injury and protect people when using the roads. For example, when riding bicycles or motorbikes, it is important to wear protective gear such as helmets and reflective clothing; when travelling in a vehicle, a seat belt can save your life.

Protective equipment can save lives.



Even though young people often know the road rules and use protective equipment, a number of factors contribute to children and young people taking risks on the road. They include:

- *complacency* — ‘it won’t happen to me’
- *peer pressure* — doing what their friends do or say, such as driving too fast, drink-driving or crowding people into a car
- *lack of judgement* — underestimating the risk, such as running across a busy road

- *status* — driving powerful cars and at high speeds to impress others
- *fitting in with peer groups* — not wearing a bicycle helmet because friends say helmets aren't 'cool'.

5.8.4 Rules of the road

Road rules and legislation are designed to make the roads a safer place for everyone. They influence people's behaviour and reduce the risk of accidents. In determining road rules and laws, the government has taken into account a number of factors that increase the potential for accidents and then established specific rules to reduce the risk. There is greater risk of pedestrian accidents outside schools, for example, as a result of the lack of maturity of young children, the increased number of children and the increased number of motor vehicles in the morning and afternoon. The law sets a reduced speed in school zones during these times.

Road rules help keep us safe on the roads.



DID YOU KNOW?

The highest period of risk for Australian young drivers is shortly after they get their licence and continues up to the age of 24.

ACTIVITIES

1 Safety of children and young people on the road

1. In pairs, brainstorm ways in which children and young people can stay safe on the roads. Consider positive behaviours that enhance safety and protective equipment that can be used. Include strategies for:
 - a. cyclists
 - b. pedestrians
 - c. drivers
 - d. passengers
 - e. motorcyclists.
2. As a class, share your ideas and compile a comprehensive list for each category.

2 Keeping safe on the road

Read each of the scenarios below. As a group, identify possible risks to safety and devise a plan for how each character can remain safe. Ensure you consider the road rules that apply in each situation.

Sonia and her friends are planning a mountain-biking trip in some rugged bushland. She has to cycle by herself to a meeting place before the group sets out for their day trip.

Tim is in Year 7. His 5-year-old twin sisters are starting school this year; Tim's parents have given him the responsibility of walking them to school and picking them up each day. They live on a very busy road and have to cross it to get to school. When they get to the primary school, there are a lot of parents in cars dropping off their children.

3 Create a road safety quiz

In groups of three, compile a road safety multiple choice online quiz using the **Quizlet** weblink in your Resources section. The quiz should consist of 20 questions (and answers) about road safety. Use sites such as the **Road Safety Education** weblink in your Resources section for information. Have another group from your class complete your online quiz. Compare your scores for each group. Who are the road safety quiz champions?

4 Exploring road safety campaigns

Use the **Transport Accident Commission** weblink in your Resources section to review the road safety campaigns on their website.

1. What demographic (type of people) are the target audience of the campaign?
2. What strategy does the campaign use to get this road safety message across?
3. How could you work out if the campaign has worked?
4. How do you think these three issues were chosen for a campaign?
5. Identify a road safety issue not shown on the TAC website that you consider a problem.

CHECK & CHALLENGE

Explain

1. Identify the group in our population that is at greatest risk on the roads.

Elaborate

2. Explain why young children are more likely to be involved in pedestrian accidents.
3. Describe how the environment can increase the chance of road accidents.

Explain

4. Explain why young men are more likely than young women to be involved in car accidents.

Evaluate

5. Identify the risks that you have taken as a road user (e.g. pedestrian, bike rider, passenger). What could have been the possible consequences of your risk taking?

Elaborate

6. P-plate drivers are overrepresented in car accidents. Give reasons for this.

Evaluate

7. Suggest strategies to reduce the number of young people involved in car accidents. Use the **Safety on the roads** worksheet in your Resources section to get you started.

on Resources



Explore more with these weblinks: Quizlet



Explore more with these weblinks: Road Safety Education



Explore more with these weblinks: Transport Accident Commission (TAC)



Complete this digital doc: [Safety on the roads](#)

Searchlight ID: [doc-14674](#)

5.9 Swim safe

5.9.1 Water safety skills

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

ENGAGE

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

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

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



on Resources



Explore more with these weblinks: Nippers

5.9.2 Water safety

Before entering the water

There are many things you can do to ensure having fun in the water is as safe as possible. Every time you swim outdoors it is important to protect yourself in five ways:

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

Protect yourself outdoors.



PROTECT YOURSELF IN FIVE WAYS FROM SKIN CANCER

The SunSmart UV alert tells you the times of day when the sun's UV level will be 3 and above. This level of UV can damage your skin and eyes and increase your risk of skin cancer later in life. You can check the UV alert using the **ARPANSA** weblink in your Resources section.

Have a look at the SunSmart UV alert for your area. What times do you need sun protection today? Can you think of other ways to protect yourself in the sun?

HEALTH FACT

Exposure to the ultraviolet (UV) rays of the sun not only harms our skin but can also cause damage to our eyes. To help prevent eye damage, wear close-fitting sunglasses that wrap around and cover as much of the eye area as possible. Effective sunglasses should also have an eye protection factor (EPF) of 10.

DID YOU KNOW?

Aloe vera gel provides effective relief from the pain of sunburn by providing nutrients and acting as an anti-inflammatory. Aloe vera has been used for its healing properties for over 4000 years.

Safety in the water

At public swimming pools and beaches, there are usually trained lifeguards who can provide assistance should people get into trouble in the water. When at patrolled beaches, it is critical to always swim between the flags so the lifeguards can see you and help you if necessary. If you get into trouble in the water, alert a lifeguard by floating on your back and raising one arm in the air. However, at rivers, isolated beaches, dams and home swimming pools, bystanders might be required to provide assistance should a person get into difficulty. Remember, avoid swimming in unpatrolled water where possible and *never* swim alone. It is essential to bring a friend or supervisor so that someone will be able to offer help if it is needed. Always supervise children in or around water, including in pools, baths and dams. For more information on staying safe at the beach, use the **Beachsafe** weblink in your resources section.

on Resources



Explore more with these weblinks: ARPANSA



Explore more with these weblinks: Beachsafe

5.9.3 Rips and currents

Rips are the number one hazard on beaches in Australia. Rip currents are the cause of many rescues as well as drownings. Rips are hazardous to both swimmers and non-swimmers. Swimmers caught in a rip try to swim against it and become exhausted and then begin to panic. Non-swimmers in waist deep water are pulled into deeper water by rips where they struggle and require rescuing or drown.

What is a rip?

When waves break they move water towards the beach. This water has to find its way back out to the ocean. The easiest path is usually in the deepest channel. This moving channel of water is called a rip. Rips can occur along any part of the beach. Most rips end when the speed of the channel slows down, usually when it reaches just beyond the breaking waves.

Warning signs are often displayed when rips are common on the beach.



What should you do if you are caught in a rip?

If you get caught in a rip, don't panic. Trying to swim against the rip will end in exhaustion. If at a patrolled beach, float on your back, raise your arm to attract attention and call for help. If you are a strong swimmer you can attempt to swim at an angle to the rip. However, it is important to try to conserve energy. If you have a surfboard or flotation device, keep hold of it. Use the **Rips** weblink in your Resources section to learn more about rips.

Making a rescue

If you are required to make a rescue, there are a number of essential points to remember. The most important thing is to put your own safety first and avoid getting into the water if possible; as the rescuer, you will make the situation worse by putting yourself at risk. A sound assessment of the situation is vital to the survival of both the rescuer and the person to be rescued. When making an assessment, the rescuer needs to consider:

- *sources of help* — are other people and/or rescue aids (ropes, flotation devices, boats, surfboards) within reach?
- *the state of the drowning person* — whether they are injured, have poor swimming skills or both
- the *depth* of the water
- *hazards* — are there currents or rips?
- *safe entry and exit points*

- availability of flotation devices.

ACTIVITIES

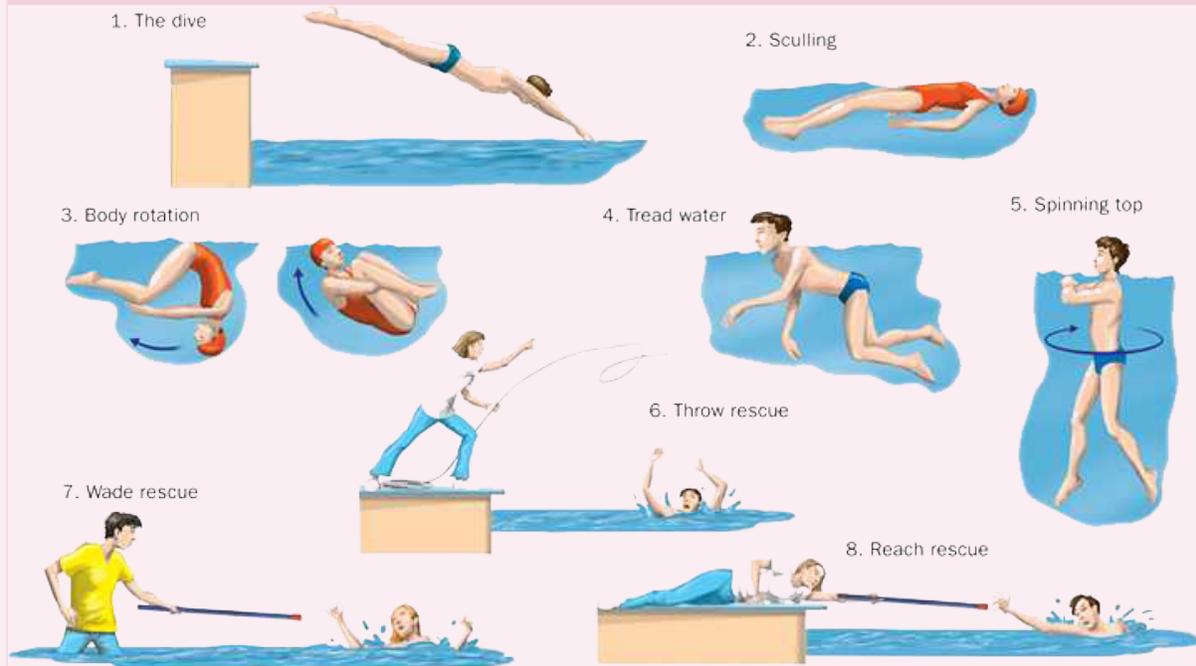
1 Developing aquatic skills

Equipment: swimming pool, rope, floating aid, long pole

The following aquatic skills will improve confidence and your ability to survive. Work in pairs and evaluate each other's performance. Ensure you enter the water safely, that is, with a slide or safety jump. The key aquatic skills are illustrated in the figures below.

1. *The dive.* With arms forward, push off from the side of the pool and drop the chin towards the chest just before hitting the water.
2. *Sculling.* From a back float position, move the arms forward with palms up and then back with palms down to maintain buoyancy.
3. *Body rotation forward/backward.* Try to do a forward roll in the water, then try a backward roll or backward body rotation.
4. *Tread water.* Circle the arms and legs in a bicycle-peddalling motion to keep the head above the water.
5. *Spinning top.* From the tread water position and with arms folded, rotate the body by pushing with one foot and pulling with the other.
6. *Throw rescue.* From the side of the pool, throw a rope to a person and pull them to safety.
7. *Wade rescue.* Using an aid such as a float, wade towards a person in the pool, tell them to grasp the object and then pull them to the side.
8. *Reach rescue.* Lie on the side of the pool and use an object to reach and pull a person to safety.

Aquatic skills



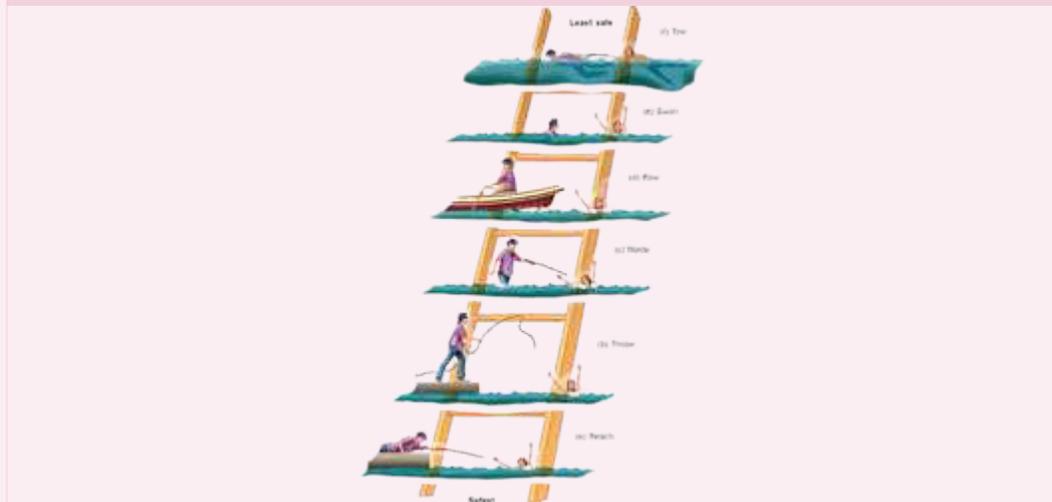
2 Rescue methods

Equipment: long stick or towel, rope, floatation device, surfboard or other rescue craft

While at the pool and in groups of three, work through each of the following rescues, or as many as may be permitted by the available equipment. Take turns at being the rescuer, the drowning person and the observer.

1. Examine and practise each of the following rescue methods. Use the figure given below to help you.
 - a. *Reach*. Using a stick or towel, reach out and pull the person to safety.
 - b. *Throw*. Throw a rope or buoyant object to the drowning person.
 - c. *Wade*. Carefully wade into the water and then use the reach technique, if possible, without putting yourself at risk of losing your footing.
 - d. *Row*. Use a rescue craft such as a surfboard to get closer to the drowning person.
 - e. *Swim*. Use a swimming stroke (for example, breaststroke) that enables you to watch the drowning person at all times. Approach carefully and be prepared to act defensively should the drowning person attempt to grab you. Calm them down and assist them back to shore.
 - f. *Tow*. This is the least safe option and requires considerable practice. Approach the unresponsive drowning victim with a swimming stroke that enables you to watch them at all times and then tow them back to shore.

Rescue methods



2. Explain how a bystander can help make each of the rescues in question 1 safer.
3. Why are the swim and tow methods of rescue considered to be the least safe?
4. What could be done to increase the level of safety for the swim and tow methods of rescue?
5. Investigate strategies you would use if you knew the drowning person was also injured.
6. What precautions should people owning backyard swimming pools take to enable a safe rescue should it be needed?

3 A day at the beach

Planning is an important part of safety. A good plan can usually help you avoid many dangerous situations. With a partner, plan for a fun day at the beach. You will need to consider transport (can a parent drive you or will you use public transport?), items that will keep you safe in the sun and while swimming, activities you will want to do and any food or drinks you will bring. Use your plan to draw some pictures showing the different stages of your day at the beach.

4 A day at the pool

Use the **A day at the pool** interactivity in your Resources section to create a safe swimming environment for a day at the pool.

5 Australia's drowning report

Use the **Australia's drowning report** weblink in your Resources section to watch the video, then answer the following questions.

1. How many people died in Australia in 2016 from drowning?
2. Which age groups was overrepresented in this figure?
3. What location had the highest number of drowning deaths?
4. Explain the trend in drowning in Australia over the past 20 years.
5. Which recreational activity was involved in the highest number of drownings?
6. List three recommendations to reduce drowning.

CHECK & CHALLENGE

Explain

1. What is the most important thing to remember when attempting a rescue in the water?
2. When swimming outdoors, list six things you can do before you even get in the water to ensure you will be safe.

Evaluate

3. Of the six rescue methods listed in activity 2, which do you think is the most effective? Why?

Explain

4. What is the best way to alert a lifeguard if you get into trouble?

Elaborate

5. Investigate the best way to avoid and escape a rip in open water.

Resources



Explore more with these weblinks: [Australia's drowning report](#)



Explore more with these weblinks: [Rips](#)



Try out this interactivity: [A day at the pool](#)

Searchlight ID: [int-5456](#)



Try out this interactivity: [Aquatic survival skills](#)

Searchlight ID: [int-5457](#)

5.10 Minimising harm — what you need to know

5.10.1 Skills to reduce risks

You can reduce the risk and minimise the potential harm that could occur to you and your friends by thinking about the situation, finding out important information and planning ahead. In this section you will examine how dealing positively with peer pressure and conflict situations, and knowing how to solve problems can help you and your friends stay safe.

ENGAGE

Young people can reduce the potential for harm and keep themselves safe by adopting safe attitudes.

Safe attitudes include:

- being concerned about your health and safety
- being concerned about the health and wellbeing of others
- taking responsibility for your health and safety by thinking about potential risks and making plans to keep safe
- not assuming that 'it won't happen to me'.

Can you think of any other safe attitudes?

Finding out important information can help you make smart decisions about your health.



5.10.2 Think about it

Making informed decisions is critical in reducing the risk of harm in situations, and this means finding out relevant information that will help you make better decisions. For example, before coming into conflict with a peer at school, think about the consequences for you from the school as well as your parents, and how this conflict could damage your long-term relationship with your peer. Seek advice from your teacher or an older student to help you resolve the conflict.

It is important that you recognise the impact of your behaviour and that your choices will not only affect you but will also affect others. Consider the attitudes you have about taking risks and when you find yourself in risky situations. Do you recognise the potential for harm? Do you think about how to keep yourself safe? Do you consider the safety of others? If the answer is no, then you are likely to be at greater risk of harm.

You can reduce the risk of harm by making informed decisions in risky situations.



5.10.3 Keeping safe

The following skills are important for young people to learn to keep themselves and their friends safe in risky situations.

- *Conflict resolution* — resolving a situation so that both parties express their thoughts and feelings, and a reasonable solution is found without aggression or violence.
- *Assertiveness* — stating your case in a way that expresses your needs and thoughts without being aggressive. It is about saying ‘no’ without fear and without threatening or putting the other person down.
- *Problem solving* — anticipating or identifying a problem, and applying strategies to overcome the problem and find a positive solution.
- *Refusal* — stating clearly that you don’t want to be involved, which can be stated simply by saying ‘No, I don’t want to’.

Being assertive in unsafe situations can help you keep safe.



5.10.4 Dealing with risky situations

There are three steps to minimising the risk of harm in risky situations.

1. *Recognising* — the ability to realise the situation has the potential to become unsafe or cause harm. Taking notice of how you feel and your body’s warning signs, such as a racing heart or sweaty palms, will help you recognise whether you feel unsafe. Being alert to your surroundings may also assist. If it doesn’t feel right, it probably isn’t.
2. *Reacting* — the ability to respond to situations that feel unsafe by developing strategies or a plan of action. Developing decision making and assertiveness skills helps to keep you safe.

3. *Reporting* — the ability to report what you consider unsafe situations to an adult is very important. Develop a network of people with whom you can share your concerns and provide the help that you may need.

As you grow up there are increasing opportunities to 'hang out' with your friends and meet new people. This opportunity brings with it responsibilities to keep yourself and your friends safe. It also requires good communication skills and planning to ensure that you minimise any risks.

Minimising harm in any environment is about planning ahead. Before you go to the beach, you pack sunscreen and a hat to minimise the chance of sunburn. Similarly, going out with friends should involve a plan. Planning ahead for your safety will help you respond in a positive way and make the occasion more enjoyable. Here are some points to consider for celebrating safely.

- Going out with friends who respect and value your company is a good start to staying safe.
- Never go out alone.
- Ensure you tell your parents where you are going and who you are going with.
- Stick with your friends and never leave a friend on their own.
- If you do end up on your own, make sure you have a designated safe meeting place to return to.
- Ensure you carry your mobile phone and have the numbers of your trusted friends.
- In the case of an emergency, mobile phone apps, such as the Emergency+ app, can provide your location if you are unsure.
- Discuss the options for getting to and from the party. Decide who is driving you, where you are being dropped and who will pick you up and at what time.
- Avoid changing plans, but if it does occur, communicate these to your parents and your friends.
- Trust your instincts, if you don't feel safe, you probably aren't.
- If you are leaving a party, make sure you tell your friends.
- If a friend is seen leaving with someone new, make sure they are alright.
- If you don't want to drink, have some statements prepared to refuse politely.
- Remember that drugs and alcohol impair your judgement, and result in poor decision making.
- Use your assertiveness skills to express your needs if you're being forced into doing something you don't want to do.

For information about myths around alcohol consumption and to know the law about underage drinking, use the **Safe party guide** weblink in your Resources section.

Looking after your friends and sticking together will help you celebrate safely.



DID YOU KNOW?

The proportion of young people aged 12–17 years choosing not to drink has risen from 63.6 per cent in 2010 to 72.3 per cent in 2013, according to the Australian Institute of Health and Welfare in 2014.

ACTIVITIES

1 Reducing risk through smart decisions

Read the scenario below and answer the questions that follow.

Ross was bored because school had finished for the year. He and his mates decided to ride their bikes out to the river. Two of his friends decided they should all go for a swim and pressured Ross to join them. Ross wasn't a strong swimmer and didn't think it was a good idea. It had rained heavily the day before, and the river was high and running swiftly. They had been warned about swimming in the river after heavy rains. Ross's friends said nothing would happen to them, so they all dived into the water and raced to the other side. Ross was caught by the strong current and dragged under. His friends didn't notice because they were trying to beat each other to the other side.

1. Identify the factors that influenced the boys' decision to swim in the river.
2. Were the boys' attitudes safe attitudes? Explain.
3. Outline the information that was essential to know in this situation to reduce the risk of harm to Ross and his friends.
4. How could Ross have influenced his friends not to swim in the river?
5. Considering the options that Ross had and the potential risk to Ross and his friends, what would have been a safer decision for Ross to make in this situation?

2 Developing strategies

1. In pairs, discuss each of the following scenarios by recognising possible risks, assessing the level of risk and devising a strategy to keep safe.
 - a. A boy diving into a waterhole at a friend's property. He has never swum there before.
 - b. A girl suffering from depression being bullied at school by her peers
 - c. A child allowed to move around in the car freely while his dad is driving
 - d. A group of girls at a party leaving their drinks on a table while they dance
 - e. A boy riding his bike and taking his helmet off when he is out of sight of his parents
2. Share your responses as a class.

Why is it dangerous for children to move around in the car while it is in motion?



3 Identifying risks

This activity identifies concerns you and your friends have about going to parties and ways of staying safe. In groups of no more than four, divide a large sheet of poster paper into two columns. In the left-hand column write the list of concerns you and your friends have about going to a party. For each concern, write in the right-hand column a solution or action to remain safe. Share the solutions/actions with the class.

Use the **Safe party guide** weblink in your Resources section to find more information.

4 Making decisions

Making the right decision is not always simple. You are often torn between what you want to do and what you feel is the right things to do. Consider the following scenarios to identify the factors that influence your decision making and explore the pros and cons of these decisions.

1. You and three friends have been at a party for two hours and you don't really know anyone. You get a message from a friend that shows an image of them having a good time at a party a few blocks away. You and two friends are really keen to leave this party by taxi and check out the other. Your other friend was drinking heavily and now you can't find him. What do you do?
2. Your dad drops you and two friends at a dance party at 9.00 pm. You ask him to pick you all up at 11.30 pm for a sleepover. You told him there would be no alcohol at the party. By 10.30 pm your friend is so intoxicated that she can't stand up and is crying. You didn't know she pre-loaded before arriving at your house. You are afraid that she'll vomit in your dad's car when he arrives to take you all home and he'll think that you lied about alcohol at the party. What do you do?

CHECK & CHALLENGE

Elaborate

1.
 - a. Why do young people take risks?
 - b. Why do young people avoid positive risks?
2. Complete the **Minimising harm in risky situations** worksheet in your Resources section to practise ways of reducing your risks in various situations.

Explain

3. What signs might exist to help you recognise a dangerous situation?
4. Describe three skills that are important in helping young people stay safe.

Evaluate

5. The 5th and latest Australian Secondary Students Alcohol and Drug survey reported the proportion of 12–15 year old 'current drinkers' continues to decrease. Fewer young people are drinking and the number who report drinking more than four drinks on a single occasion has also dropped since a peak in 2002 — from 7 per cent down to 3 per cent.
Use the **ASSAD 2011** weblink in your Resources section to access the 2011 survey of secondary school students. Discuss, as a class, the findings to explore the wide range of factors that influence young people's drinking behaviour.

on Resources



Explore more with these weblinks: Safe party guide



Explore more with these weblinks: ASSAD 2011



Complete this digital doc: [Minimising harm in risky situations](#)

Searchlight ID: [doc-14675](#)

5.11 A plan of action

5.11.1 Responding to an emergency

Having a plan of action in an emergency and knowing how to administer first aid can help reduce the impact of an accident if one occurs. An emergency is considered any situation where there is a life-threatening event that requires an immediate response. In this lesson you will learn how to respond when faced with an emergency.

ENGAGE

Imagine that, while walking home after school, you see an adult collapse ahead of you. Would you know what to do?

You can lend assistance by following the basic steps of an emergency action plan (EAP). In an emergency there is usually a lot to evaluate and there are decisions to make, so following an action plan allows you to remain calm and prioritise what has to be done first.

AN EMERGENCY ACTION PLAN

An EAP consists of the following steps:

1. Pause and plan

This allows for an overall assessment of the situation. Stop, think and assess the situation.

- Are you or others at risk?
- Do you need to call 000?
- How many casualties are there?
- What happened?

2. Are there potential dangers?

- Check for hazards such as broken glass, traffic, fallen power lines, syringes, fire and leaking fuel.
- It is essential that you remove the danger before you continue.

3. Know the Ps

- Call 000 and be prepared to answer the four Ps:
 - place — the location of the emergency, including street address, landmark and so on
 - problem — explain what has happened
 - people — how many people are involved; predict ages and condition
 - progress — what has been done so far to assist.

4. Check for life-threatening injuries.

To do this, follow a sequence of actions referred to as the DRSABCD action plan.

5.11.2 DRSABCD

In an emergency — that is, when someone's life is at risk — it is critical to have a plan of action. The plan of action that is most widely used is called DRSABCD. This is used in assessing whether a patient has any life-threatening conditions and if first aid is required. The acronym DRSABCD stands for **D**anger, **R**esponse, **S**end, **A**irway, **B**reathing, **C**ompression and **D**efibrillation.

In an emergency, smoke and fire can be fatal to both the victim and the person helping.



Danger

When you arrive at the scene of an emergency, it is essential that you check for danger to yourself, the injured person and to bystanders. Potentially dangerous situations can arise from obstacles such as broken glass, smoke and fire.

Response

The next step is to assess if the casualty is conscious. This is done by gently squeezing the shoulder of the victim and asking questions in a loud voice such as, 'Can you hear me?', 'Open your eyes if you can hear me' or 'Squeeze my hand if you can hear me'. Try both hands of the victim, as a stroke may debilitate one side of the body.

A response indicates the patient is conscious and can be left in this position and treated for any other injuries. No response indicates the patient is unconscious and help is required as quickly as possible as unconsciousness is a life-threatening condition.

Send for help

If a patient is unconscious or has injuries that require immediate attention call 000 and request an ambulance, or ask a bystander to do this for you.

Airway

In some cases, simply opening the airway will be sufficient to improve the victim's level of consciousness. To do this, tilt the head backwards and lift the chin. This is performed while the victim is lying on their back, except in drowning cases (when the airway is obstructed by fluid) where the patient is placed in the **recovery position**.

To place a person in the recovery position:

1. Kneel beside the injured person and place the arm furthest from you straight out.
2. Place the closest arm across their chest and bend the closest knee up as shown below.



3. Support the person's head and use the hip and shoulders to roll them away from you onto their side, as shown below.



4. Take care to handle the unconscious person gently so that the spine is not twisted or moved forward.

It is possible for the airway to be blocked by objects such as the tongue, vomit, false or broken teeth, or chewing gum. The easiest method of clearing the airway is to tilt the head backward and slightly down and use two fingers in a scooping action to remove whatever is causing the blockage.

Breathing

The check for breathing should take 5–10 seconds, but certainly no longer.

Look — for the rise and fall of the chest

Listen — for sounds of breathing from the mouth

Feel — for air expelled from the mouth on your cheek

If the victim is not breathing, the rescuer should provide two **rescue breaths**. When providing a rescue breath, it is important to breathe normally and not to take a big breath or blow hard into the victim's lungs. Do not check the pulse, but rather continue to be aware of any signs of life.

To perform a rescue breath:

1. Kneel beside the victim and tilt the head back.
2. Place your thumb across the chin, the index finger underneath, and then lift the chin.
3. Pinch the nostrils together with the thumb and index finger of the hand not providing the head tilt.
4. Place your mouth over the person's mouth, making an airtight seal.
5. Breathe into the victim's mouth for one second.
6. Watch for the chest to rise.

It is important for the rescuer to observe the chest following the first breath. If the chest fails to rise, the head tilt and chin lift need to be checked to ensure there is no obstruction to the airway that is preventing air from reaching the lungs. However, if there is no observable chest rise following the second rescue breath, chest compressions need to begin. If the rescue breaths are sufficient to generate signs of life (coughing, moving, breathing), place the victim into the recovery position until professional responders (such as ambulance officers) take over.

Rescue breathing



Compression

Immediately following the two rescue breaths, and if no signs of life are present, chest compressions should begin. These should be given at the rate of about 100 per minute. After each cycle of 30 chest compressions, two rescue breaths should be given. Rescuers should push hard and fast on each compression, relaxing after each downward thrust to allow the chest to return to its normal position. Chest compressions keep the blood flowing so it is important to maintain a rhythm that is interrupted only by brief rescue breaths.

To perform a chest compression:

1. Maintain the same kneeling position as required for the rescue breath.
2. Locate the breastbone (centre of the chest) at about the nipple line. Place the heel of one hand there. Your fingers should be parallel to the ribs.
3. Place the heel of the other hand on top of the first and either interlock the fingers or hold the wrist so that the arms work as one (see the figure below). The hands need to be positioned on the lower half of the sternum approximately across the nipple line.
4. The rescuer's shoulders should be directly above the victim's chest, allowing body weight to assist the compressions. Providing chest compressions can be exhausting, so it is important for the rescuer to use their weight, not just their arms.
5. The depth of compressions should be about one third of the depth of the chest for all age groups.

For infants, use only two fingers to apply compressions. In the case of children, rescuers decide between one or two hands depending on the size of the victim. If two rescuers are present, the roles should be changed approximately every two minutes because of the tiring nature of the operation. Rescuers should continue the cycle of 30 chest compressions followed by two rescue breaths until:

- signs of life return
- more qualified help arrives
- continuation is impossible due to exhaustion
- an authorised person pronounces life extinct.

This technique of rescue breathing combined with chest compressions is called **cardiopulmonary resuscitation (CPR)**.

The hands need to be positioned on the lower half of the sternum approximately across the nipple line.



Defibrillation

Use of **defibrillators** greatly improves the chances of survival, particularly following a heart attack. An automatic external defibrillator (or AED) is a device that provides an electric shock to a patient whose heart has stopped beating. It is designed to be used by virtually anyone with little or no experience.



HEALTH FACT

Brain cells begin to die after 4–6 minutes of oxygen deprivation.

ACTIVITY

Emergency response

1. In pairs, practise the following skills needed for DRSABCD.
 - a. Place your partner in the recovery position.
 - b. Check and clear the airway.
 - c. Check for breathing.
2. Practise rescue breathing and CPR using resuscitation manikins.
3. Find the location of the AED in your school.
4. Find smartphone apps that automatically provide emergency services with your GPS location.
5. In pairs use the **Crucial crew** weblink in your Resources section to test your decision making in an emergency.
6. Use the **Ambulance Victoria** weblink in your Resources section to test and time yourself as you respond to different emergency scenarios.
7. In small groups discuss the best response to the emergency situations below.
 - a. You are playing cricket with a group of friends during lunchtime and one of you is hit in the head with a cricket ball.
 - b. You are at the local pool and see someone hit their head when they jump into the pool. They don't come up again.

CHECK & CHALLENGE

Explain

1. Should you personally use a defibrillator on an unconscious and non-responsive victim if you were staging a rescue?

Elaborate

2. How is CPR performed differently on infants compared with adults? Why do you think this is?

Explain

3. How do you perform rescue breathing?
4. What is the first thing you must do in attempting a rescue in an emergency situation?
5. Use the **How to respond in an emergency situation** weblink and **DRSABCD** worksheet in your Resources section to test your knowledge.

on Resources



Explore more with these weblinks: Crucial crew



Explore more with these weblinks: Ambulance Victoria



Explore more with these weblinks: How to respond in an emergency situation



Complete this digital doc: [DRSABCD](#)

Searchlight ID: [doc-14676](#)

5.12 Basic first aid

5.12.1 Being prepared

In the event of an accident, knowing some basic first aid principles and procedures can help save someone's life. Developing these skills through a first aid course will give you confidence to deal with emergencies. In this section, you will learn how to recognise and treat injuries and some conditions.

ENGAGE

If you follow your plan of action, DRSABCD, and find that the person is breathing and does have a heartbeat but remains unconscious, injured or otherwise unwell, you should place the person in the recovery position and monitor their breathing and pulse. Always remember that it is essential to call an ambulance by dialling 000.

Do you know what to keep in a **first aid** kit? Use the **First aid kit** weblink in your Resources section to find out what you should have ready and how to use the different objects.

By maintaining a first aid kit you will be equipped to provide basic first aid in all situations.



on Resources



Explore more with these weblinks: [First aid kit](#)

5.12.2 Protect yourself

Before learning about first aid treatments, it is important to understand that every first aid situation is potentially dangerous. Prevention of harm to yourself or causing further harm to others is of paramount consideration.

Be blood safe

In some first aid situations you may encounter open wounds, such as cuts and abrasions. The blood of a person may contain harmful viruses such as hepatitis B, hepatitis C and HIV (human immunodeficiency virus). Blood-borne viruses can be transmitted from one person to another through blood–blood contact as a result of open wounds. Although the risk of infection is very low, any treatment of a person who is bleeding should include wearing disposable latex gloves. Following treatment, immediately wash hands with soap and water.

5.12.3 Anaphylaxis

Anaphylaxis is a serious allergic reaction that develops rapidly, usually occurs between 20 minutes and 2 hours from exposure to the allergen, and may be life threatening.

The symptoms include:

- swelling of the lips, face and eyes
- bumpy, red and itchy skin
- difficulty breathing
- coughing, sneezing or watery eyes.

Food allergies account for one-third of cases of anaphylaxis. Other causes include insect stings, bites and drugs, such as aspirin. Nine foods are responsible for 90 per cent of all severe allergic reactions — peanuts, tree nuts, fish, shellfish, milk, soy, sesame, wheat and eggs.

Prevention

- Inform others of your allergy.
- Avoid exposure to known allergens.
- Be aware of those who are at risk.

First aid treatment

- Seek an adult's help immediately or send someone to do this.
- Locate the patient's medication or get it immediately.
- Adrenaline can be injected into the outer mid-thigh using an adrenaline autoinjector (such as an EpiPen® or Anapen®). You may need to do this for the patient if their condition doesn't allow them to self-administer.
- Place the patient in a comfortable sitting position and monitor their breathing until medical assistance arrives.

5.12.4 Diabetes

Every day, on average, 280 Australians are diagnosed with diabetes. Diabetes is a disorder of the pancreas, the organ responsible for producing insulin, which converts sugar into energy. In a diabetic, insulin production is impaired and the levels of sugars in the blood build up. This is called hyperglycaemia. Symptoms of hyperglycaemia are:

- excessive thirstiness
- frequent need to urinate
- feeling drowsy

- rapid pulse
- smell of acetone (nail polish remover) on breath.

The more common type of diabetes is the result of the body producing too much insulin which causes very low blood sugar. This is called hypoglycaemia. Symptoms of hypoglycaemia are:

- feeling faint
- feeling weak
- feeling hungry
- a rapid pulse
- numbness around the fingers and lips
- confusion
- in serious cases, unconsciousness.

Treatment

If you are unsure whether the patient is suffering from high or low blood sugar, give them a sugar lolly or soft drink. If they do have low blood sugar this will have an immediate positive effect and if they have high blood sugar, it will not cause any serious further harm. Observe the patient.

5.12.5 Heart attack

A heart attack is not always a sudden chest-clutching experience, as depicted in movies. The signs of a heart attack can come on over minutes or hours. If you know what they are, you can help others. The symptoms of a heart attack include:

- discomfort or pain in the centre of the chest
- a tightening of the chest — ‘like an elephant is sitting on it’
- discomfort or pain in the upper parts of the body, including, jaw, neck and shoulders
- cold sweat
- shortness of breath.

If you suspect a person is showing any symptoms of a heart attack, contact 000 immediately. See the **Heart attack fact sheet** weblink in your Resources section for more on identifying the symptoms of a heart attack.

Resources



Explore more with these weblinks: Heart attack fact sheet

5.12.6 Stroke

A stroke is a serious medical condition requiring immediate action. A stroke occurs when the blood supply to the brain via the arteries is impaired or blocked. You can recognise the signs of stroke using the FAST acronym below:

Face — the mouth has dropped to one side

Arms — the stroke victim can't lift both arms

Speech — the victim's speech is slurred or difficult to understand

Time — to act is critical.

If you recognise any of these signs, call 000. Care within the first three hours of a person experiencing a stroke can have a dramatic impact on a person's recovery rate.

5.12.7 Shock

Shock is a life-threatening medical condition and occurs when there is a progressive failure of the circulatory system. It is often caused by internal or external bleeding, fluid loss from body tissues (as in the case with burns), heart damage or decreased blood pressure. **Signs** and **symptoms** will develop over time, but the initial signs include:

- pale face, fingernails and lips
- cold, clammy skin
- weak, rapid pulse
- rapid breathing
- faintness or dizziness
- nausea.

Symptoms of severe shock include:

- restlessness
- thirst
- rapid breathing
- an extremely weak, rapid pulse
- extremities becoming bluish in colour
- drowsiness, confusion or unconsciousness.

Managing symptoms

To manage a situation where a victim is in shock, you should:

- follow DRSABCD and control severe bleeding
- reassure the person
- seek medical aid urgently
- unless fractured, raise the victim's legs above the level of the heart
- attend to fractures, wounds or burns
- loosen tight clothing
- maintain body warmth but do not allow them to overheat
- moisten lips if the person complains of thirst, but do not give them anything to eat or drink
- monitor breathing and pulse
- maintain a clear and open airway
- place the person in the recovery position if they have breathing difficulties.

5.12.8 External bleeding

In the event of external bleeding, there are a number of steps to follow.

- DRSABCD
- Lay the casualty down if there is severe bleeding.
- Apply direct pressure with a sterile pad to the wound.
- Raise and rest the injured part of the body.
- Loosen tight clothing and give nothing to eat or drink.
- Seek medical aid urgently.

5.12.9 Asthma

Asthma is a breathing problem resulting from a narrowing of the airways. Symptoms include:

- moderate to severe breathing difficulties
- possible coughing and wheezing
- possible paleness, sweating, blueness of lips, earlobes and fingertips
- appearance of being very quiet or subdued
- possible unconsciousness.

To manage a situation where someone is having an asthmatic episode, you should:

- reassure the person
- provide assistance in administering medications
- seek medical assistance.

If the person becomes unconscious, follow DRSABCD and seek urgent medical aid.

Many people manage their asthma using a medicated inhaler.



5.12.10 Burns

Burns can be caused by a number of different factors, including chemicals, flames, hot liquids and ultraviolet radiation or sunburn.

In the event of a person suffering from burns, there are a number of directions to follow.

- DRSABCD
- Remove the person from danger.
- Smother burning clothes (for example, with water for 20 minutes).
- Hold the burnt area under cold, gently running water.
- Cover the burn with a sterile, non-stick dressing.
- Seek further medical aid urgently.
- DO NOT administer ice or ice baths to the burnt area.

Burns should be held under cold, gently running water.



5.12.11 Poisoning and overdose

In the case of a drug overdose, seek medical aid urgently and contact the Poisons Information Centre by calling 13 11 26. If the person is conscious:

- do not induce vomiting unless instructed to by the Poisons Information Centre.
- if vomiting has occurred, keep a sample of vomit for the hospital
- keep a sample of the drug for identification
- follow DRSABCD
- reassure them and try to find out what has been taken
- wash mouth and face with water to remove any substances remaining.

The effects of the poison will depend on which poison has been swallowed. General advice includes:

- follow DRSABCD
- seek medical aid urgently
- call the fire brigade if there are poisonous gases in the atmosphere
- contact the Poisons Information Centre for advice
- do not induce vomiting unless instructed to by the Poisons Information Centre
- do not induce vomiting for a swallowed corrosive or petroleum product.

5.12.12 Bites and stings

Many insects, spiders, snakes and sea creatures can bite or sting. Generally, pressure and immobilisation are used to stop the venom from most bites and stings spreading to other parts of the body. This is achieved by:

- applying a bandage firmly to compress the body tissue
- bandaging from the bite to the fingers or toes, then up to the armpit or groin
- bandaging as much of the limb as possible
- applying a splint to the bandaged limb by using a second bandage
- not removing the splint or the bandage, once applied, until medical assistance is received.

For information on first aid of bites and stings in a marine environment, go to the **Sting stab strike** weblink in your Resources section.

DID YOU KNOW?

Of the 500 known species of venomous snake in the world, only 30–40 species have venom that is dangerous to humans. However, Australia is the only continent in the world with more venomous snakes than non-venomous ones, including eight of the 10 deadliest snakes.

In Australia, there are many types of insects, spiders, sea creatures and snakes that are venomous. Emergency first aid procedures vary according to the type of bite or sting.



on Resources



Explore more with these weblinks: [Sting stab strike](#)

5.12.13 Seeking assistance in an emergency

Being able to evaluate when it is appropriate to seek help from others can save people's lives. In the case of life-threatening circumstances, it is essential to seek help urgently. In some situations where young people take risks, there may be hesitation to seek help — for example, in the event of a drug overdose. The consequences of not seeking medical aid will be much worse than if you tell someone about the problem. If you feel that the situation is out of your control or you are not confident, then trust these feelings and seek help.

Sources of assistance include:

- dialling 000. If using a mobile phone, you can also dial 112.
- the emergency department at any hospital
- a local medical practitioner
- the Poisons Information Centre. Dial 13 11 26 anywhere in Australia; this is a 24-hour service line.

ACTIVITIES

1 Burns and bleeding

In pairs, use role-play to practise the treatment of external bleeding. One person should play the victim and the other should explain aloud the steps they are following to provide treatment. If there is time, have one pair perform their role-play for the class to assess.

2 Stings and bites

1. In pairs, use the **It just bit me!** weblinks in your Resources section to research two of the following types of stings and bites, and describe the symptoms and management of each.
 - a. Bee sting
 - b. Box jellyfish sting
 - c. Wasp sting
 - d. Scorpion sting
 - e. Red-back spider bite
 - f. Snake bite
2. Are there any similarities in the recommended methods of treatment?
3. Share your findings with the class.

3 Emergency apps

Compile a list of apps that can help in an emergency.

4 What to do in an emergency

Use the **Responding in an emergency** worksheet in your Resources section to describe how you would manage various situations, listing details in priority order.

CHECK & CHALLENGE

Explain

1. List three services or people you could contact in an emergency.
2. Explain the treatment for applying first aid to burns.

Elaborate

3. In cases of shock, why should you raise the patient's legs above the level of the heart?
4. When treating bites and stings, why should you bandage as much of the limb as possible?
5. Why is it important to always reassure the patient when providing first aid?

on Resources



Explore more with these weblinks: It just bit me!

Complete this digital doc: [Responding in an emergency](#)

Searchlight ID: [doc-14677](#)

5.13 Review

5.13.1 What have I learned?

- Young people often take risks that affect their health and the health of others.
- Knowing how to identify risks can keep you safe.
- Young people take risks for a range of reasons including peer pressure, to prove themselves, to rebel, inexperience and the need to be accepted.
- The decisions we make about what we share online has consequences for our digital reputation.
- To maintain our online security we must control the type of information we share.
- We should always be respectful of others when communicating online.
- We should report any inappropriate online communication to the website administrators and to people we trust.
- Natural and built environments provide opportunities for people to connect with others.

- Natural environments offer physical, social and spiritual health benefits.
- Being outdoors offers a range of health benefits including improved feelings of wellbeing, production of vitamin D and reduced feelings of exhaustion.
- Participating in community groups provides a sense of connectedness and mental wellbeing.
- Having a sense of community and opportunities for social interaction are two key factors contributing to physical and mental wellbeing.
- Taking risks on the road, including disobeying rules, is a major contributor to injury and death.
- Young men aged between 17 and 24 years are more likely to be involved in fatal road accidents because of risky behaviour.
- There are a number of strategies to reduce risks on the road, including following the road rules, keeping within the speed limit, wearing a seatbelt and wearing a helmet when riding a bike.
- You can reduce the risk of harm by making informed decisions in risky situations and planning ahead.
- Planning safe travel arrangements is an important part of making sensible decisions and reducing risk, particularly when celebrating.
- DRSABCD is an action plan used in assessing whether a patient has any life-threatening conditions and if first aid is required. It stands for **D**anger, **R**esponse, **S**end for help, **A**irway, **B**reathing, **C**ompressions and **D**efibrillation.
- First aid can assist someone who has life-threatening injuries.

CHECK

1. Why do young people take risks?
2. Which communication skills assist you to stay safe in risky situations?
3. How do you maintain your online security and privacy?
4. What behaviours demonstrate positive online communication skills?
5. What aspects of a built environment allow for community connectedness?
6. What are the social, physical and spiritual benefits of being in a natural environment?
7. What components of a built environment promote health and wellbeing?
8. What features of a community allow for physical activity to be incorporated into everyday lifestyle?
9. Which key aquatic skills are essential for water safety?
10. Identify behaviours that maintain young people's safety on the road, at the beach and at a party.
11. Identify the three steps for minimising harm in an emergency situation.
12. What does the action plan acronym DRSABCD stand for?
13. Identify the treatment principles of first aid for medical conditions, such as a heart attack, asthma and diabetes.
14. Identify the behaviours that place young people at risk of harm on the roads. How could these risks be reduced?
15. Explain why DRSABCD is an important skill to learn.

ESSENTIAL QUESTION REVIEWED

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

Evaluate your initial response to the essential question now that you have studied the topic.

on Resources

-  **Try out this interactivity:** [Multiple choice quiz](#)
Searchlight ID: [int-5365](#)
-  **Try out this interactivity:** [True/false quiz](#)
Searchlight ID: [int-5366](#)
-  **Try out this interactivity:** [Crossword](#)
Searchlight ID: [int-5367](#)

Chapter 6: Seeking help

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6 Seeking help



6.1 Overview

on Resources



Watch this eLesson: [Seeking help](#)
Searchlight ID: [eles-2327](#)

6.1.1 Making responsible choices

Everyone can make positive, responsible choices about their health. This includes knowing where to find health information and how to judge if it is reliable. In making healthy choices you need to learn how to find health professionals and what questions to ask. Not everyone has the same access to health services; where you live, education and culture all affect the health services you use. You can play a role in supporting others who need help, starting with good listening and communication skills.

Young people access many sources of information to make decisions about their health.



ESSENTIAL QUESTION

What types of health information and support networks are available to me?

STARTER QUESTIONS

1. How do I know if health information is credible?
2. How do I access health information and health professionals?
3. What support services are available if I need help?
4. How can I support others who need help?
5. How can I communicate my health concerns?

INQUIRY SEQUENCE

- 6.2 Empowering people to get healthy
- 6.3 Accessing health information, products and services
- 6.4 What health choices do I need to make?
- 6.5 Factors influencing young people's access to health
- 6.6 How to assess health information, products and services
- 6.7 My rights and responsibilities as a health consumer
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- 6.9 Review

6.2 Empowering people to get healthy

6.2.1 A shared approach

Creating circumstances that empower young people and communities to make positive health decisions is crucial to improving health. In this lesson you will discover that a shared approach — through both individual and community action — is needed to improve young people's health and address inequities in health.

ENGAGE

Do you know where to find information and services to help improve your health? There are almost certainly some products and services you do not yet know about. This is why it is important that individuals and communities work together to promote the resources that will help young people develop healthy lifestyles. Although there are many things you can do yourself, you will be more successful in your efforts when you are supported by your family, friends and community.

There are many people in your life who can empower you to get healthy.



6.2.2 Individual action

For health promotion to be effective, people need to be empowered. **Individual empowerment** is the first step towards bringing about a change in people's health.

Your family, friends and the community as a whole are responsible for supporting your efforts to modify your behaviour to create a healthier lifestyle. To take action to achieve this goal, young people must firstly be provided with reliable information about all aspects of their health. But people need more than information to make positive health decisions; their attitudes, values and beliefs will influence how they use their knowledge to make good decisions. Young people also need certain skills to make positive health decisions, such as:

- decision making
- communication
- assertiveness
- time management
- planning and problem solving.

These skills are best taught through learning opportunities at school, work and within the community.

Young people can make better decisions about their health when they are:

- provided with accurate information — for example, information about types of contraception

- involved in decisions about their personal health and health issues that affect the community
- encouraged to make healthy choices
- supported by family and friends
- provided with youth-friendly services and medical support
- given the opportunity to learn the skills needed to make good decisions about their health and safety
- encouraged to seek help when they need it.

6.2.3 Community action

Communities have a responsibility to support people's health — but what exactly is a community? It can be defined in terms of geographical area or in terms of identified groups, such as the Indigenous community or the gay and lesbian community. Communities are made up of a number of sectors that can influence health, including:

- *education* — schools, universities and other tertiary institutions
- *medical services* — doctors, hospitals and other health care centres
- *businesses* — clubs, legal services and food outlets
- *local government* — responsible for infrastructure such as safe roads, enforcement of local regulations such as those for sanitation and sewage, upkeep of parks and providing community recreation centres
- *health services and community centres* — women's health centres, youth health services and migrant community centres
- *sport and recreation* — sporting competitions, and outdoor and indoor recreational activities.

Different sectors of the community will employ strategies to promote health in different ways depending on local needs and the way the entire community recognises health problems and safety issues. For these reasons, **community empowerment** is very important in supporting people's health. There are many initiatives that target health issues within different communities, such as:

- local councils building bike and walking paths to encourage physical activity
- schools using the Mind Matters program to target mental health promotion
- media advertising campaigns targeting safer road use, binge drinking and healthy eating
- the Asthma Friendly Schools project.



6.2.4 Advocating for positive health

Individuals have the power to influence the health choices of others positively through **advocacy**. Students can advocate for issues within their school, such as healthier food in the school canteen or safer playgrounds and recreational areas. Can you think of others?

You can advocate for a cause by:

- writing to your local newspaper about a public health concern
- holding or attending a public forum or local community meeting
- creating a Facebook page or website to support your cause
- formulating a petition and asking people to support your cause by signing it, then sending it to your local member of parliament
- participating in protest walks to support community issues
- forming a leadership group (for example, a student representative council) within your school to represent the views of students
- meeting with your principal to state your concerns and suggest reasonable solutions
- speaking at your school's parents and citizens meetings to advocate support for a school health issue, such as more outdoor shade areas.

DID YOU KNOW?

The Ottawa Charter for Health Promotion was developed in 1986, as an action plan to promote access to health opportunities for all members of the community. It is still used by health promotion advocates today.

ACTIVITIES

1 Individual action

1. Identify some aspects of your health you can improve. Consider mental health, physical health, sexual health and social health.
2. Identify the skills and information you need to make better decisions about these aspects of your health.
3. Make a list of sources available to you in your local area regarding young people's health. You might include, for example, your doctor or school counsellor.
4. Which sources would be useful for you to obtain information about the aspects of your health you identified in question 1?
5. Identify any barriers that you may encounter when trying to improve your health; for example, you may not know where to ask for help, or you may feel embarrassed or uncomfortable asking for help.
6. List some strategies you could use to overcome these barriers. These strategies should promote healthy and safe behaviour.
7. Identify several ways in which you could support the health of your friends if they had similar concerns to you.

2 Advocating at school

1. In groups of four, think of a health issue that affects the students at your school, for example, a lack of sporting equipment available at lunch time. Every group in the class should address a different issue.
2. Create two mind maps. The first one should explore the issue you have chosen; include your thoughts about why it is an issue, how it became an issue and who it affects. The second mind map should show all the strategies you can think of to resolve the issue.
3. Choose three of the strategies on your second mind map and develop realistic plans of action. If your plans include strategies such as forming a leadership group or performing a protest walk, clearly explain how these strategies would help address the health issue. Present your plan to the class, using drawings, role-playing or other means to supplement your written material.

3 Health promotion campaign

Mission Australia's Youth 2016 survey identified the top concerns for youth aged between 15 and 19 years of age. These are listed in order of concern below:

- coping with stress

- school study problems
- body image
- depression
- family conflict
- personal safety
- bullying/emotional abuse
- discrimination
- suicide
- drugs
- alcohol
- gambling.

1. In groups of four identify the health issues that are of major concern to your age group. You could use an online survey tool to create a class survey ranking health concerns and distribute for completion.
2. Are the class results similar or different to that of the Mission Australia ranking of concerns?
3. Select one health issue that is particularly relevant and you feel could be promoted in your school. Undertake a campaign to promote this issue and identify a strategy that you will use. This health campaign could take many forms including a website, a game, a 45-second advertisement, training others in skills that promote positive health, creating a magazine article, a week-long health promotion campaign, or simply a 3-minute presentation to the school.
4. Identify why your selected strategy will work for the target audience.

4 How happy are you?

Use the **Bite Back** weblink in your Resources section to take the gratitude and happiness checker test. Compare your results over a period of time and note any changes.

CHECK & CHALLENGE

Explain

1. How can individuals improve their ability to make smart decisions about their health?

Elaborate

2. What is advocacy? Provide an example of advocacy that supports positive health.

Explain

3. How can communities support people's health?

Elaborate

4. Why is it important to advocate for health issues?

Evaluate

5. How does your school community support you in making positive health decisions? List five examples.

Explain

6.
 - a. Explain what the term 'charter' means, by reference to the Ottawa Charter.
 - b. Provide another example of a charter.

Evaluate

7. Research further about the Ottawa Charter and identify the five action strategies for health promotion.

Resources



Explore more with these weblinks: [Bite Back](#)

6.3 Accessing health information, products and services

6.3.1 Be informed

Our optimal health is the best health we can achieve. This varies from person to person and depends on our abilities and other factors. To maintain optimal health, we need to know how to access reliable health information and be able to act on it accordingly.

ENGAGE

Health information could be what you discover in a Health lesson, what you read in a pamphlet or understand from a health professional. The degree to which we are informed about health depends on many factors, such as our family, peer group, what we see on television, and what we read in newspapers and magazines. But how do we know whether this information is accurate, and how do we act on it appropriately?

6.3.2 Consumer health

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

Sources of help and information for young people



6.3.3 Family and friends

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

6.3.4 School

Your school network is an excellent resource, as it includes your Health teachers, counsellors and other staff who have a good understanding of adolescent problems, reliable information, and available products and services. The Health lesson is a good place for discussion of health problems. You should feel free to discuss any concerns you have, either as a class or with your teacher.

6.3.5 Health agencies

'Go for your life' is a Victorian Government initiative that aims to improve the health and wellbeing of all Victorians through increasing physical activity and healthy eating.



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

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



6.3.6 The internet

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

Support for alcohol and drug dependence	Support for nutrition
Better Health	Cancer Council
Be the Influence	Nutrition Australia
Drug Info Clearinghouse	National Heart Foundation
Safe night out	Better Health
Australian Drug Information Network	Health Direct Australia
Youth Support + Advocacy Service (YSAS)	Health Departments in each state or territory
Drug and Alcohol Research and Training Australia	Go for your life

Support for physical activity	Support for safety
Australian Sports Commission	National Heart Foundation
Physical Activity Australia	Red Cross
KidsHealth	St John Ambulance
Department of Health	State Emergency Services
Smartplay	Salvation Army
Support for mental health	Support for relationships and sexual health
Lifeline	Kids Helpline
Youth Beyondblue	Centre Against Sexual Assault (CASA)
Black Dog Institute	eheadspace
KidsMatter	Family Planning in each state
MindMatters	Better Health
headspace	MensLine
mindhealthconnect	Relationship Australia
	ReachOut

6.3.7 Media

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

6.3.8 Family doctor

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

HEALTH FACT

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

6.3.9 Supporting others who need help

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

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

Communication skills to support others

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

Showing empathy towards others is vital when you show support for others in a challenging situation.



Persuading friends to seek help early is a good step towards convincing them to find a solution to a problem so that the situation doesn't get any worse. Do you know how to persuade a friend who is in need of help to become motivated to take positive action? The following communication techniques can be used to persuade someone to seek help.

Step 1: Start a conversation. Preferably somewhere private or quiet.

You could say: *What's up? How you goin'?* *Haven't seen you for a while. Is there anything that's wrong?*

Step 2: Listen without judgement. Guide the conversation by acknowledging you understand the problem.

You could say: *How long have you been feeling like this? How has it made you feel?*

Step 3: Acknowledge the problem and encourage action. Sum up the issue and ask what they are considering doing. Encourage them to take the first step. Assist them in finding useful online resources.

You could say: *What do you think you should do? Have you considered seeing a doctor or teacher to discuss?*

Step 4: Follow up. Ensure that you get back to them soon on how things went.

You could say: *Did you get a chance to make an appointment? What were some possible solutions? Did you find the information useful?*

Step 5: What if they don't want to talk? Communicate your concern for them and that you would like to help because you care about them. Don't criticise them for not 'opening up'.

You could say: *I'll catch up next time to see how you are going. Would you prefer to talk with someone else?*

Social-emotional support

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

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

Problem solving for support

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

Seeking additional support

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

ACTIVITIES

1 Inside health

Allocate each of the following questions to a small group. Discuss each question and report back to the class. Summarise the responses on the board.

1. What persuaded you to purchase or use the last headache tablet that you took? How did you know the medication was safe? Would you choose this brand again?
2. What made you choose the doctor you go to? Are things explained to you fully when you visit?
3. Do you regularly read a website or magazine health article? If you do, why do you find it interesting? How do you know the information is correct? Do you use it to diagnose or treat your own problems?
4. Do you know or have you heard of people who are sexually active at a very young age? Are there health risks? Are there reliable sources that young people can talk to confidentially if they have problems of this nature? Where do you find this information?

2 The family doctor

Imagine you are a local general practitioner. Consider the following.

1. What are the types of concerns that young people might ask you about? List five examples.
2. Why is it important for you to stay informed about the latest health services and products?
3. A 13-year-old girl comes in complaining that she always feels tired and never has any energy. She tells you that she spends a lot of time watching television and playing video games, and you notice she is overweight. What advice would you give her? What health services might you recommend to her?
4. A 14-year-old boy comes to you to ask some questions about the effects of cannabis, as his friend is beginning to use the drug regularly. Use the **Cannabis** weblinks in your Resources section to gather reliable information about cannabis and develop an information sheet with which to provide him.

CHECK & CHALLENGE

Explain

1. What are the main sources of health information?

Evaluate

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

Explain

3. Why must we treat the things we read in the print media as only general advice?

Elaborate

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

Explain

5. What is the most important role of friends and family in helping you access health information?

Resources



Explore more with these weblinks: Teen Health: cannabis



Explore more with these weblinks: Cannabis: information



Explore more with these weblinks: Cannabis: Talk to Frank

6.4 What health choices do I need to make?

6.4.1 Products, services and health personnel

Considering the many health products, services and personnel available to you, it is important to think critically about the choices you make about your health. In this lesson you will learn about some of the types of medicines you can buy, the services which could provide you with appropriate care and the types of health professionals you may like to talk to.

ENGAGE

Most health choices that people need to make are in relation to:

- the products available
- the services needed
- the people to contact.

If you are unwell or have suffered an injury, what decisions do you or your parents need to make?

What products, services or people could help you if you were unwell?



6.4.2 Health products

The most important health products we need to be aware of fall into two categories.

- Prescription medication
- Over-the-counter medication and products

Prescription drugs

To be allowed to purchase certain types of medication, you need to be given a **prescription** by a qualified medical practitioner, such as a GP. Most prescription drugs cost much more than the amount we pay for them because a lot of research has gone into making sure these drugs are safe and effective. The balance is paid by the Australian Government under a scheme called the Pharmaceutical Benefits Scheme (PBS), which helps to make these drugs more affordable.

With prescription drugs — particularly antibiotics — you will usually need to take the full course for them to be effective. If you experience side effects your doctor did not warn you about, you should contact your doctor again as soon as possible. Leftover prescription drugs should not be kept following the illness as they can become ineffective and even harmful as they deteriorate over time. Also, it is not advisable and can actually be very harmful to take someone else's prescription medication, even if your illness may appear to be similar.

HEALTH FACT

The PBS subsidises the cost of over 80 per cent of all drugs. In 2017, this meant that people did not pay any more than \$38.80 for most medications covered by the scheme; the government contributed \$7 billion to cover the cost of medications. The amount the government contributes increases every year.

Over-the-counter drugs and products

People buy **over-the-counter (OTC) medication** and products to treat a lesser problem they have diagnosed themselves, and so the range of OTC drugs and products is much larger than prescription drugs. Examples of OTC drugs and products include cold tablets, analgesics (pain relievers), vitamins, sunburn lotions, some contraceptive products such as condoms, sleeping aids and sports injury prevention devices such as ankle braces. Generally, OTC products are not harmful if used according to the directions on the label; however, if the symptoms do not go away, you should consult your doctor. It is important to remember that all drugs can be harmful, as every individual reacts differently to drugs. We must always follow the dosage advice provided on the label of all health products, as overdoses are harmful and can even be fatal. Over-the-counter drugs should only be used for minor problems and only for short periods of time, as they may disguise other more serious illnesses.

Over-the-counter drugs and products can be purchased from many places.



6.4.3 Health services

Hospitals

The most significant health service in Australia is our hospital system. There are two types of hospitals: public and private. Public hospitals are funded by the state government, and if you are admitted to a public hospital you will be put in a public ward under the care of a doctor (you will not be given a choice of doctors). The accommodation and service is free of charge. Private hospitals are owned by private groups such as doctors or community groups, but must comply with state government health regulations. If you are admitted to a private hospital, you will need to pay for the services the doctor/specialist provides but you will be able to choose your doctor. Most people who choose private hospitals have **private health insurance** that covers a considerable portion of the cost.

HEALTH FACT

Only 57.1 per cent of the Australian population aged 18 years or older choose to take out private health insurance.

DID YOU KNOW?

If you are aged 15 years and over, you are entitled to apply for your own Medicare card.

Medicare and health insurance

The treatment and services for serious medical problems can be very expensive, and so the Australian Government funds **Medicare**, a national health insurance scheme that all taxpayers contribute towards with 2 per cent of their taxable income. All Australian citizens who are legal, permanent residents can apply for Medicare. In fact, you are probably listed on your parents' Medicare card. You need to have this card with you for all hospital, specialist, general practitioner and **paramedical services**, as well as when you buy prescription drugs at the chemist.

Some people choose to 'top up' their Medicare benefits by making extra payments to a private health insurance scheme. The advantages of private health insurance are:

- you do not have to wait for most types of surgery
- you get the doctor of your choice
- your private funds contribute to hospital cover and can provide additional benefits such as dentistry or physiotherapy.

Health-related organisations

There are a number of health-related organisations, many of which exist within your local community. These organisations might be run by the government (Commonwealth, state or local), or receive some government assistance, or they might be private companies or non-profit charities. These health-related organisations assist your health needs by providing information, running courses, conducting research and offering direct support such as hotlines and internet services. Some health-related organisations you might be familiar with are shown below. Can you think of others?

Public and private hospitals cater for more serious and urgent health needs.



All Australian residents and eligible visitors are entitled to a Medicare card.



Health-related organisations provide a valuable service.



Health-related organisations



Health care centres and clinics

Health care centres and clinics provide advice, treatment, counselling, support and preventative information in areas where communities have a special need. For example, there are many specialist rehabilitation centres that treat adolescent concerns, such as drug abuse, addictions and eating disorders. They are often staffed by doctors, specialists and counsellors who are qualified in a particular field. Some examples include:

- drug rehabilitation centres
- mental health clinics
- family planning clinics
- AIDS and STI clinics

- rape crisis centres.

6.4.4 Health personnel

Generally, the local doctor or general practitioner is the first point of call when we are concerned about illness, but there are many types of health professionals including nurses and **specialists** who have the expertise to:

- diagnose problems, for example, asthma
- treat conditions, for example, by prescribing certain drugs
- provide advice about health concerns, for example, contraceptive methods
- prevent illness, for example, by vaccinating against diseases like polio
- suggest remedies for prevention, for example, suggesting exercise programs to help with weight control.

If the family doctor feels the issue is beyond his or her general treatment skills, a referral is made to a specialist.

Some types of specialists include:

- *anaesthetists*, who administer anaesthetics and pain-relieving drugs during operations
- *cardiologists*, who treat diseases of the heart and circulatory system
- *dermatologists*, who treat skin conditions
- *gynaecologists*, who treat disorders of the female reproductive system
- *obstetricians*, who specialise in delivering babies and treating pregnant women
- *orthopaedic surgeons*, who treat fractures and diseases of the bones, joints and muscles
- *pathologists*, who specialise in examining body tissue
- *psychiatrists*, who diagnose and treat disorders of the mind
- *radiologists*, who perform scans and X-rays to diagnose diseases of the bones and internal organs, and locate fractures and other injuries.

Nurses provide valuable care and assistance by administering drugs, bandaging wounds and preparing for surgeries. They are also responsible for patient care and comfort following treatment. Use the **Nurse on call** weblink in your Resources section to find out more.

ACTIVITIES

1 Over-the-counter drugs and products

1. In groups of four or five, make a list of OTC drugs and products that can be purchased in supermarkets and pharmacies without a prescription. Use categories such as pain relievers, laxatives (to prevent or relieve constipation), vitamins and cold tablets. Report back to the class and complete a list on the board.
2. Discuss the following questions.
 - a. Why do we allow easy access to some drugs and products?
 - b. What are some problems that easy access can lead to?

2 Identifying health services

In small groups, identify a health service that is active in one of the following areas.

- Mental health
- Nutrition
- Drug use
- Sexual health
- Road safety

The **Health organisations** weblinks in your Resources section could be useful in helping you investigate:

1. why the organisation was formed
2. the service it provides
3. the types of problems it seeks to address.

Find out the extent to which it uses voluntary staff or professional staff, and whether it relies on donations, has fees or receives assistance from the government. Investigate the success of the organisation within the community. Present your findings as a presentation to the class.

CHECK & CHALLENGE

Explain

1. What is the difference between prescription and OTC drugs?
2. Who is entitled to a Medicare card?

Elaborate

3. How is Medicare different from private health insurance?

Evaluate

4. What are the advantages to having private health insurance?

Elaborate

5. Choose one type of health care centre or clinic and describe the services it provides to the community.

Explain

6. How do health-related organisations assist your health needs?
7. Describe the role of doctors.

Resources



Explore more with these weblinks: Nurse on call



Explore more with these weblinks: Health organisations

6.5 Factors influencing young people's access to health

6.5.1 Unequal access to health

In this lesson, you will learn about some of the factors that affect the degree to which we are able to access health information. These factors include education, income and employment, culture, religion, isolation, age and disability.

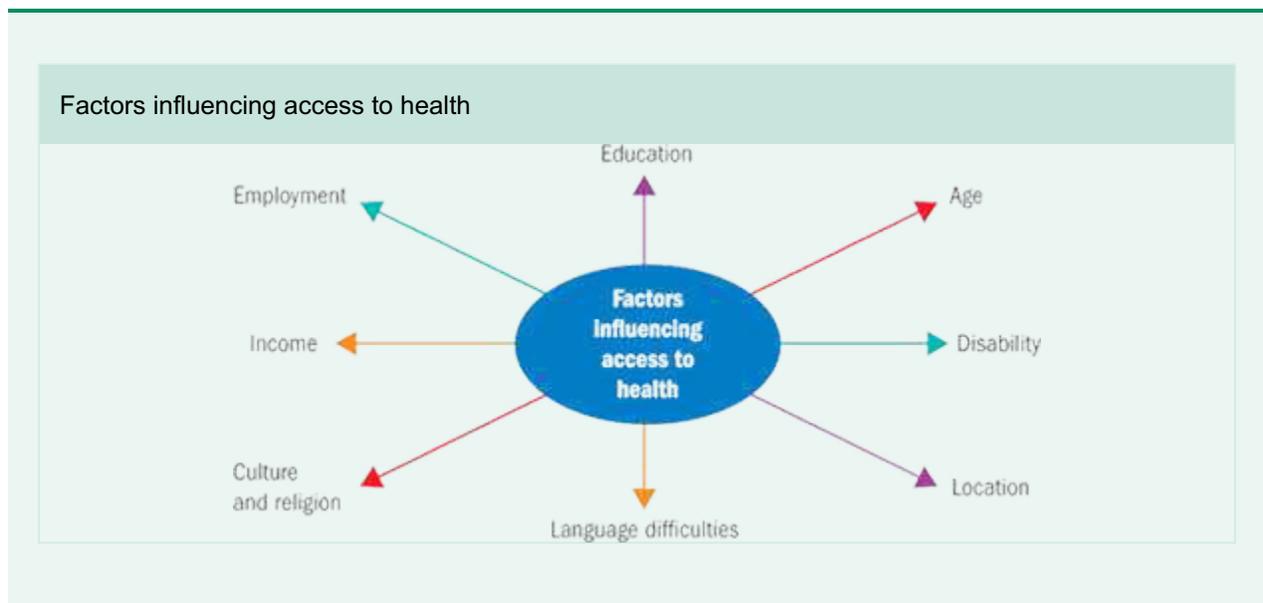
ENGAGE

Despite the array of health information, products and services that are generally available, accessing them can sometimes be a challenging task for young people. A number of factors sometimes block or hamper young people's ability to access and use the full range of services and products that exist. Some groups of people are more prone to health problems because of a lack of access to health services.

These groups include:

- people who live in poverty
- people who are less educated
- Aboriginal and Torres Strait Islander peoples
- people who live in isolated rural communities
- people with cultural differences who experience language difficulties
- elderly people
- people with mental or physical disabilities.

Can you explain why such people may have difficulty accessing health services?



6.5.2 How do these factors influence people's access to health?

Education

When we are able to perform basic skills like reading, writing and analysing information, it is easier to access and understand health information.

Employment and income

Job security provides people with money to purchase products such as sunscreen, pay for water and electricity, provide access to information services such as the internet and purchase medicines. People on low incomes sometimes struggle to pay for necessities such as food, warm clothing and shelter and cannot afford things like internet access or private health insurance.

Cultural and religious beliefs

Culture and religion influence an individual's attitudes and beliefs and therefore play a role in the selection of health products and services. Certain cultures promote traditional remedies, such as acupuncture or herbal medicines, over pharmaceutical drugs. Certain religious or cultural beliefs and practices prevent the use of particular products or services; for example, devout members of the Jehovah's Witness faith may refuse blood transfusions or blood products, even in the face of severe illness. It is important that you discuss your religious or cultural beliefs with your health practitioner to enable them to be more sensitive to your needs. For some people, language difficulties may limit their understanding of what is available as well as their ability to choose from these services and products.

Acupuncture is a traditional remedy that involves the insertion of very fine needles into specific points on the body to restore and promote good health.



HEALTH FACT

In the Buddhist religious tradition, the art of meditation is used to promote mental health, and to reduce stress and lower blood pressure.

Location

For economic reasons, major hospitals and some health services tend to be located in cities and large country towns. People who are relatively isolated in remote rural properties or communities may have some difficulty accessing health care and information at the time when it is required.

Age and disability

As people get older, they become more dependent on health services to maintain quality of life. Increasing age, however, is also associated with lack of mobility, meaning older people become dependent on others to help them access health services. They may also have difficulty using technology such as the internet to access health information because they may only use the technology occasionally.

Many older people depend on others to help them access health information.



6.5.3 Knowing your rights to health care

If young people are concerned about confidentiality, payment, or being judged, misunderstood or ignored, this can affect their willingness to access health information, products and services. But if you know what to expect and what you are entitled to, you will find it easier to seek support and talk openly about the issues that concern you.

Confidentiality

Knowing that your health professional will provide you with **confidentiality** by respecting your privacy and understanding and listening to your needs is an important part of establishing a good relationship with them. This knowledge will enable you to speak openly about your personal problems and concerns. Health professionals, GPs and counsellors are required by law to keep most issues that you discuss with them confidential. They must, however, pass on information they have been told when they believe your safety or the safety of others is at serious risk. A health professional will usually tell you about any limitations to confidentiality at the beginning of your appointment; however, if you are concerned that something you say may have to be reported, ask them about the types of situation that must be reported and to whom.

ACTIVITY

Location, location

As a class, use a map of your state to choose an area that is socioeconomically different from your own. For example, if you live in Melbourne, look for a small township or rural area. If you live in a remote area, choose an urban area where there will be some cultural diversity.

1. Use the internet, street directories, the library and the **Where you live and your health** weblinks in your Resources section to research your chosen area. You may like to split into small groups to find information on:
 - a. the health services to which the community has access, such as pharmacies, hospitals, fitness centres, dentists, health clinics, lifesaving societies or Meals on Wheels
 - b. the health services to which the community has limited or no access
 - c. the extent to which the community, or groups within the community, are disadvantaged and how this affects their access to health services; for example, whether many charities for the homeless operate in this area
 - d. the strategies that could be utilised to improve access to health information, products and services.
2. As a class, examine strategies that could be developed to help those with limited access to health services.

CHECK & CHALLENGE

Explain

1. How does employment and income influence our access to health?

Evaluate

2. How does location influence your personal access to health?

Explain

3. How does confidentiality help us establish a good relationship with a health care professional?

Elaborate

4. What might be some examples of information that a health care professional would be required to pass on to other people? Who might these other people be?

Explain

5. Why might language difficulties limit some people's access to health?

Resources



Explore more with these weblinks: [Where you live and your health](#)

6.6 How to assess health information, products and services

6.6.1 Evaluating and analysing information

Once you have researched health information, products and services, you should analyse and evaluate the situation. Can you tell whether using the product or service is in your best interests? Many products may be useful or beneficial for some people but not for others. In this lesson you will develop the skills needed to evaluate information about the health products and services you may be interested in using.

ENGAGE

To evaluate information successfully, we need to develop certain skills so that the decisions we make are the best ones. Asking ourselves the following questions before we purchase health products will help us be more discerning consumers.

It is important to analyse health information, products and services we see and hear through advertisements.



- Do I need it?
- Are its promised health benefits reasonable or realistic?
- Can I find information from other sources (for example, family or GP) to support or contradict its claim?
- Are there any health risks of which I need to be aware?
- Are there similar products that are possibly cheaper, more effective or with fewer health risks?
- Is there something I can do if I am not satisfied with the product or service, such as a warranty or back-up?
- Is there ongoing support while I am using the product?

We can assume that information originating from government organisations like VicHealth or well-known organisations like the Heart Foundation is in our best interests. However, we should be cautious of health information that originates from many widely-used sources, including:

- radio and television
- the internet
- print media (books, magazines and newspapers).

Use the **Fact-finding mission** interactivity in your Resources section to assess three virtual products and decide how useful the products would actually be.

Resources



Try out this interactivity: [Fact-finding mission](#)

Searchlight ID: [int-5458](#)

6.6.2 Establishing the reliability and accuracy of health information and products

As health consumers, we need to investigate a product fully before purchasing or using it. In many cases, our first stop in the search for accurate information should be the Australian Consumers Association, which compares and reports to the public through its magazine *Choice* on many items' suitability and effectiveness.

Use the **Choice** weblink in your Resources section to visit the Australian Consumers Association website. Does this website have a review for a product you regularly use?

Resources



Explore more with these weblinks: [Choice](#)

DID YOU KNOW?

Over-the-counter medicines are safe when taken as directed; however, they can cause serious and potentially fatal side-effects when misused.

Evaluating health information online

The internet is often a preferred source of information because it is convenient, efficient and can identify a wide range of products and services. But how do we know whether the site we are accessing is genuine and the information, product or service is reliable? To assist us, we need to ask the following questions.

- *Who runs the site?* Look for something like a logo to indicate the credibility of the site; for example, is it run by the government or a reputable organisation?

- *What is the purpose of the site?* Is it just providing information, or is it selling a product or trying to sign you up for something? Be sure not to purchase or sign up for anything until you have made a full investigation.
- *Is there evidence to support the claim?* Most reputable sites will support claims/information with evidence that you will be able to research independently.

We need to ask many questions before accepting health products advertised online.



- *Is the information current?* Check that the site is continually updated and the information it contains continues to be valid.
- *Does the site collect information about you?* There is always a risk involved in giving out your personal information online. Be sure you fully understand everything before subscribing or providing your information, and always check to see that the site has a privacy clause.
- *Does the site use fake medical language or make claims that are impossible to measure or prove?* Claims about products that will 'detoxify', 'instantly' repair damage or change you 'overnight' are unlikely to be true and should be disregarded.
- *Does the site appeal to your emotions and use persuasive language to convince you that you need its product?* For example, it may ask whether you are feeling tired, rundown or lacking in energy and then promote vitamins or supplements as a medical solution. In the majority of cases, people who get enough sleep and eat a well-balanced diet do not need supplements.

Evaluating printed health information

Many newspapers and magazines regularly feature health segments, particularly in relation to diet, body image, sexuality and adolescent interests. When evaluating this type of information, you should consider the following questions.

- Has the column or article been written by a qualified health professional?
- Is the solution offered in the article specific to the problem or a general remedy?

- Does the column use bogus medical jargon? Do you understand the language it uses?
- Is the article objective or is it trying to convince people to purchase a product?
- Can you be sure the article has provided accurate information? Has it quoted reputable sources or studies?

Magazines provide enjoyable reading; however, they are paid for by the advertisements inside and some of these can be quite persuasive.



ACTIVITY

Doctor Know-It

1. Divide the class into two groups and allocate one of the letters to each group. Evaluate each letter, read Doctor Know-It's response and then write your own reply.
2. In your group, discuss whether you think reading articles like this broadens your health knowledge or simply confuses the issue.
3. Report back to the whole class and discuss each letter and reply.

STRESSED TO THE MAX!

Why do I feel so unhappy? I am completely depressed about my life — my family, my schoolwork and my job all seem too much. And I can't talk to anyone about it. I don't think anyone understands how much I hate living like this. Why is it so hard to be happy?

Unhappy, Geelong.

DOCTOR KNOW-IT: Being able to state how you're feeling is a great first step towards getting your wish to be happy. Depression is a common illness; you may or may not be suffering from it. Sometimes, life can cause incredibly high stress without you actually having depression. But you should ask a doctor to check it out for you. Depression is feeling down and unmotivated and that life isn't worth living. It can also interrupt your sleep, change your appetite and produce other physical symptoms like lethargy or constipation. Perhaps start by talking to an adult who you trust, maybe a teacher or the school counsellor. Your local doctor could assess your symptoms and perhaps offer treatment. Or you could look in the White Pages for young people's service telephone help lines and youth health centres.

SCARED OF AIDS

I just started seeing a girl whose father has AIDS. We're both 17 and thinking about sleeping together, but I'm worried that I could get AIDS from her. Is that possible?

Scared, Wodonga.

DOCTOR KNOW-IT: AIDS is caused by a virus called HIV. You can only catch HIV from someone who is infected with it. Your girlfriend may not have AIDS just because her dad has it. You should discuss this with her openly and ask whether she has been tested for HIV. To catch the virus from an infected person, you would have to engage in behaviours that put you at risk, such as having sex without a condom, sharing needles or exchanging blood or bodily fluid. Regardless of whether your girlfriend has HIV or not, you should always use condoms for protection during sex or you could risk catching many other infections, such as chlamydia, warts or herpes.

CHECK & CHALLENGE

Elaborate

1. Why is it important to assess or evaluate our health information, products and services?

Explain

2. List three questions you should ask when assessing health information.

Evaluate

3. Why is a website that is trying to sell a product less reliable than one which is simply offering information?

Elaborate

4. If you are lacking in energy, does this mean you should take health products that promise to improve your energy levels? Why or why not?

Evaluate

5. How can you check whether the information provided in a magazine article is correct?
6. Why is the internet a valuable resource for finding health information, products and services?

6.7 My rights and responsibilities as a health consumer

6.7.1 Protecting our interests

As health consumers, we have the right to have our safety and interests protected by those providing us with health information, products and services. However, with these rights come certain responsibilities. It is through this combination of rights and responsibilities that we can reach and maintain our optimal health.

ENGAGE

Do you know what your rights and responsibilities as a health consumer are? Our main rights concern our safety when choosing health information, products and services. These rights are upheld by organisations that provide product reviews and reliable information to the public. Our responsibilities require us to communicate openly and work in partnership with the health care provider so that we receive the best care.

6.7.2 Consumer protection

Australia supports a United Nations agreement that has broad guidelines to ensure the interests of health consumers are protected. The guidelines are:

- *the right to safety* — to be protected against products and services that may be hazardous to your health
- *the right to be informed* — to be given correct information so you can make the best possible choice
- *the right to choose* — to select from a range of products and services with the assurance of the quality of each
- *the right to redress* — to receive fair settlement of just claims, including compensation for poor quality goods or unsatisfactory services.

A number of agencies provide accurate information about health products and services for young people and ensure their rights as consumers are protected. Some of these agencies are listed below.

- *Australian Competition and Consumer Commission* — promotes competition and fair trading and provides information on a range of health and other issues
- *Australian Consumers' Association* — provides a wide range of reviews and reports on topics such as health, food, lifestyle and your rights
- *Consumer protection agencies* — provide information and education on the rights and responsibilities of businesses and consumers, resolve disputes and ensure compliance with the law. They also provide help for consumers on buying products and services, and have sections for young people. These agencies can be called Consumer Affairs or Fair Trading offices, depending on your state.

Use the weblinks in your Resources section to find out more about these consumer protection agencies.

You have the right to choose from a range of health products in the knowledge that they are all safe and of a high standard.



on Resources



Explore more with these weblinks: Australian Competition and Consumer Commission

Explore more with these weblinks: Choice

Explore more with these weblinks: Victoria Fair Trading

Explore more with these weblinks: NSW Fair Trading

Explore more with these weblinks: Office of Fair Trading Queensland

Explore more with these weblinks: Consumer affairs

Explore more with these weblinks: Consumer online

6.7.3 Your health responsibilities

Along with your rights as a health consumer, you also need to accept some responsibilities to ensure you receive the best service. It is your responsibility to:

- know your medical history and inform your doctor about any health treatments you are using or allergies you have. If you smoke, drink or have recently used illegal drugs, you should let your health practitioner know.
- be honest and open in your answers even though you may feel embarrassed or uncomfortable discussing topics like drug use or sexual orientation. Your health professional needs a clear and accurate picture of your health and any behaviour that may affect it.
- be actively involved in your health care by asking questions. If you are diagnosed with a condition, try to be fully informed about the condition and treatment options. Do your own research by asking the doctor for reading material, using reliable websites or the library.
- take medication only according to the instructions provided by your doctor and follow the treatment plan that is developed for you. If this treatment causes you any unpleasant or unexpected side effects, make sure that you tell your doctor immediately.

It is important to be honest and open when talking to your health practitioner.



6.7.4 Communicating health concerns

Communicating health concerns can be difficult, but it can make a big difference to how we feel about our health and wellbeing. If a health concern presents a challenge you may need to consider talking to other people about it. Assertive communication may be necessary to communicate your concern clearly and succinctly.

While your friends are great emotional support and need to know if something is bothering you, ultimately your health concern may need to be resolved by specialised health practitioners such as general practitioners, nurses, or psychologists.

DID YOU KNOW?

You should never share medicine — not even common OTC drugs like pain killers, as some people are allergic to paracetamol, the main ingredient. It is also essential not to take more pain killers than recommended on the label, as it is possible to overdose on paracetamol and damage your kidneys and liver.

ACTIVITIES

1 Being a responsible health consumer

Read the scenarios below and answer the questions that follow.

Dipesh was feeling unwell, so he went to see his family doctor. His doctor asked him a range of basic questions to try to get a picture of his lifestyle, including asking Dipesh about his sexual orientation. Dipesh was uncomfortable about the fact that he had never kissed a girl, so he told his doctor that he had a girlfriend.

Eva had been feeling unhappy and tired almost all the time. After talking to her friend Charlotte, who had recently been diagnosed with depression, Eva began to think she might also have depression. Charlotte offered Eva some of her anti-depressant medication in the hopes of helping her friend feel better, as they had similar symptoms and the medication really helped Charlotte.

Scott had recently been diagnosed with epilepsy. When his doctor was explaining this illness to him, Scott became concerned that his friends would treat him differently if he told them he had a disability. So Scott researched the condition with the help of his parents and doctor, and created a fact sheet for his classmates about epilepsy.

1. How could Dipesh's lie to his family doctor negatively affect his health?
2. Was sharing anti-depressant medication the responsible thing for Eva and Charlotte to do? Explain your answer.
3. Who else could Eva have talked to about her symptoms?
4. What kind of questions would you ask your doctor if you had been diagnosed with epilepsy? List four examples.
5. Why is Scott a responsible health consumer?
6. Use the **What is epilepsy?** weblink in your Resources section to create a fact sheet about epilepsy for your classmates.

2 Communicating health concerns

In pairs, practise communicating the following health concerns to a fellow classmate who is the 'listener'. Select a concern below that you feel comfortable to role-play.

- You are being bullied.
- You feel anxious when faced with large assignment tasks and don't know where to begin.
- Your mother is drinking heavily and it is worrying you.

- Your boyfriend takes drugs and he just broke up with you because you weren't prepared to do the same.

In communicating your concerns include:

1. the nature of your concern
2. how this concern has impacted your health
3. how long it has been happening
4. how often this concern impacts your health
5. what you have already done about this concern.

After you have completed your role play, identify how it felt communicating with people taking on different roles and what skills it requires. Swap roles and choose another health issue to communicate.

CHECK & CHALLENGE

Explain

1. What does it mean to have the right to be informed?
2. What is the role of organisations like the Australian Consumers Association and consumer protection agencies?
3. Why is it important to be honest and open with your doctor?

Elaborate

4. Suggest two consequences of not following the treatment plan your doctor has developed for you for a course of antibiotics.

Evaluate

5. List five ways you can be actively involved in your own health care.

on Resources



Explore more with these weblinks: What is epilepsy?

6.8 ICT activities- Project: Create an interactive map of local health facilities

projectsplus

6.8.1 Scenario

The councils of Albury and Wodonga are interested in promoting the area to attract young families who are moving to the country. You have been hired as part of a team responsible for demonstrating to the councils how to create an interactive map that can advertise any area's health and fitness facilities to promote healthy lifestyles.



6.8.2 Your task

You will use Google Maps to create an interactive map of an area that provides the location and details of 10 health and fitness facilities available in that area. You can use any suburb or area you like for this task. You must place a 'pin' on the site of each facility; each pinned site should help potential residents learn more about the health and fitness opportunities and entice them to move there. Each pin can include images of the site and details of the types of health and fitness services on offer. The potential residents will want to know:

- a short description of the facility and its services
- why this facility is important. What are the health benefits of using the facility?
- what is the cost of using this facility
- when they can use this facility
- how they can access or contact this facility.



6.8.3 Process

- Open the ProjectsPLUS application for this chapter in your Resources section. Watch the introductory video lesson and then click on the 'Start Project' button and set up your project group. You can complete this project by inviting other members of your class to form a group. Save your settings and the project will be launched.
- Visit your Media Centre and view the selection of images of the types of health and fitness facilities that have been provided for you to use in your Google Map. You can also view the sample Google Map model to see the kind of map you will be creating.

- As a group, discuss the types of health facilities you want to research. Each member of the group should be responsible for researching 3–4 facilities. Each group member is required to create a separate map containing the information about the facilities they have personally researched. One group member should be designated as the web manager, and it will be their job to collate all the information onto one map for assessment. Because the web manager must take on extra responsibilities, they should be allocated fewer facilities to research.
- Navigate to your Research Forum. To help get you started, some suggestions of types of health and fitness facilities have been pre-loaded as topics.
- Research. Find online resources that describe the health and fitness facilities available in your chosen area, and resources which describe the health benefits of the services offered at these facilities. You might like to include interesting facts or ‘did you knows’ with your interactive map. Enter your findings as articles under your topics in the Research Forum. You can view and comment on other group members’ articles and rate the information they have entered.
- Use the ‘Creating a Google Map’ guide in your Media Centre to help you create your Google Map showing health and fitness facilities in your chosen area.
- Use pins to add images and approximately 100 words about each of your must-visit sites to your map. Try to use persuasive language that makes your site sound interesting; for example, ‘the stunning scenery that can be enjoyed at the Albury Botanical Gardens’ is better than ‘the Albury Botanical Gardens’.
- Be sure to give your interactive map a ‘test run’ before you submit it. Do all the pins work? Is it informative and entertaining? You might like to compare yours with a friend’s.
- Email your Google Map and a completed bibliography to your group’s web manager. This group member is responsible for using the ‘Collate’ function on Google Maps to collect each individual’s map together into one map to submit to your teacher. The web manager should also collect the group’s bibliographies together into one document, then print the completed bibliography as well as the Research Report from your ProjectsPLUS Research Forum. Hand these in to complete your project.



SUGGESTED SOFTWARE

- ProjectsPLUS
- Google Maps
- Microsoft Word

MEDIA CENTRE



Your Media Centre contains:

- a completed map to use as an example
- photos you can add to your map
- weblinks to help you locate health and fitness facilities
- a guide for creating a Google Map.

on Resources



Watch this eLesson:

Searchlight ID: [PRO-0055](#)

6.9 Review

6.9.1 What have I learned?

- Young people can make better decisions about their health when they are provided with accurate information.
- Both individuals and communities need to be empowered for young people to make the best decisions about their health.
- Young people can use advocacy to improve their own health and the health of others.
- Young people can help support their friends in tough times by listening, giving emotional support and helping find professional help.
- The most important aspect of consumer health is being able to evaluate and act correctly on health information.
- Often, the most important role your family and friends can play is to help you understand the problem, seek out sources of help and evaluate the information.
- Your school network includes your Health teachers, counsellors and other staff who have a good understanding of adolescent problems, reliable information and knowledge of available products and services.
- The internet is the largest source of health information but also contains some unreliable and even harmful advice. You must carefully evaluate information found on the internet.
- Health advice that appears in print is not necessarily always reliable or correct, despite an authoritative appearance.
- The family doctor is probably the most reliable source of health information and advice available to you.
- Most of the health choices that people need to make are in relation to the products available, the services needed and the people to contact.
- To be allowed to purchase certain types of medication, you need to be given a prescription by a qualified medical practitioner, such as a doctor.
- People buy over-the-counter (OTC) drugs and products to treat a lesser problem that they have diagnosed themselves.
- Education enables us to perform basic skills like reading, writing and analysing information, making it easier for us to access and understand health information.
- You are responsible for being open and honest with your doctor and being actively involved in your health care by asking questions.

CHECK

1. What skills do young people need to make positive decisions about their health?
2. List two ways you can support others when they are having a challenging time.
3. List three sectors of the community that can influence health.
4. Who is an excellent source of health information at your school?
5. List four of the best websites containing health information.
6. Who is the most reliable source of health information and advice available to you?
7. What are the two categories for health products?
8. Suggest four conditions that can be treated with over-the-counter drugs.
9. Explain the differences between public and private hospitals.
10. What are the factors that influence our access to health information, products and services?
11. What are four rights of health consumers that ensure our best interests are protected?
12. List two things you are responsible for doing in order to maintain your optimal health.

ESSENTIAL QUESTION REVIEWED

What types of health information and support networks are available to me?

Evaluate your initial response to the essential question now that you have studied the topic.

on Resources

-  **Try out this interactivity:** [Multiple choice quiz](#)
Searchlight ID: [int-5368](#)
-  **Try out this interactivity:** [True/false quiz](#)
Searchlight ID: [int-5369](#)
-  **Try out this interactivity:** [Crossword](#)
Searchlight ID: [int-5370](#)

Chapter 7: Understanding movement

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- 7.2 Techniques affecting performance
- 7.3 Projectile motion
- 7.4 Movement sequences
- 7.5 Elements of game sense
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7

Understanding movement



7.1 Overview

on Resources



Watch this eLesson: [Understanding movement](#)

Searchlight ID: [eles-2328](#)

7.1.1 Effort, space, time, objects and people

To assist performance during an activity it is important that people understand how a range of elements can enhance performance. These elements include effort, space, time, objects and people. Performance of a skill depends on a range of factors. These include body position at different times during skill execution, and a capacity to modify movement patterns to cater for environmental changes.

Sport and recreation in Australia has changed considerably over the last century. The influx of different cultures has transformed the types of activities that Australians are engaged in.

Badminton, a game which has European and Asian origins, is one of many games that has increased in popularity over the last century.



ESSENTIAL QUESTION

How can the elements of effort, space, time, objects and people enhance performance?

STARTER QUESTIONS

1. How can we manipulate our body position to maximise performance in games and activities?
2. What are the factors affecting the flight path of a projectile?
3. How can movement sequences be adapted to promote optimal performance?
4. What are some game sense strategies that can be used during sport and other activities?
5. How has multiculturalism in Australia changed our sporting experiences?
6. What are the sport and recreational interests of other nations?

INQUIRY SEQUENCE

7.2 Techniques affecting performance

7.3 Projectile motion

7.4 Movement sequences

7.5 Elements of game sense

7.6 Cultural influences on physical activity

7.7 Review

7.2 Techniques affecting performance

7.2.1 Different factors affect performance

ENGAGE

Many factors affect performance, such as physical fitness, skill development, decision making and genetic make-up. To maximise the ability of an individual it is vital that athletes and their coaches have a good understanding of **technique**. Technique can be described as a particular way of performing a skill. Some techniques are preferred in certain actions, depending on the needs of the performer. For example, does the action need to be completed:

- using the least amount of energy?
- with submaximal effort?
- with maximal effort?
- using accuracy?
- generating the appropriate flight path of an object?
- using a combination of two or more of the above?

Swimming is an activity that requires correct technique to optimise performance.



7.2.2 Biomechanics

Although certain individuals have physical advantages over others, most people achieve their best results by performing well-controlled and accurate movements. They do this by adopting various techniques and strategies that give them a mechanical advantage over others. This mechanical advantage can be described as a technique that produces more efficient, greater controlled and more powerful movements. An example is a world class golfer, who doesn't have the greatest strength in the world but can hit golf balls further due to using a technique that produces well-timed, accurate and forceful movement.

Biomechanics is the study of the human body in motion and the forces (both internal and external) that influence movement. Having an understanding of biomechanics can help performers and coaches adjust their technique to maximise performance. [Table 7.1](#) provides a list of biomechanical terms.

TABLE 7.1: Biomechanical terms

Term	Definition	Examples
Weight/mass	How heavy something is	A golf ball has a lower weight than a cricket ball.
Inertia	An object's resistance to change; its state of motion	A stationary soccer ball has inertia; it will not move unless force is applied.
Projectile	Something travelling through the air	An arrow shot through the air is a projectile, as is a human body in a high jump.
Acceleration	An increase in speed	A 100-metre runner accelerates out of the blocks.
Deceleration	A decrease in speed	A long jumper decelerates as they land.
Force	The combination of mass and acceleration	A heavy tennis racquet swung with great acceleration has a large degree of force.
Air (wind)/water resistance	The horizontal resistance to movement caused by air or water	A golf ball hit will be confronted by air pressure, reducing the distance it will travel.

Gravity	The vertical resistance to movement	All objects will be pulled back towards the ground, restricting the height of a projectile.
Balance	Where something remains steady/stable	An athlete with feet extended when hitting a baseball will be balanced when striking the ball.
Friction	The hindrance to motion caused by contact between two surfaces	A golf ball rolling along the ground will eventually stop due to friction.
Stability/ balance	The ability to control desired body movement, either stationary or while moving	A gymnast performing a handstand during a floor routine (stationary) and performing a cartwheel (while moving) exhibits stability/balance.
Agility	The ability to move quickly with speed and balance while changing directions	A squash player moving around the court during a long point displays agility.

A number of internal and external forces impact on movement. Internal forces refer to those that are generated within an individual via the contraction and relaxation of muscles. External forces include air resistance, gravity, friction and the forces of other objects and bodies. An example of forces in action is when a rugby player is running with the ball. Internal forces generated by the player propel the player forward, overcoming the external force of gravity that attempts to keep the athlete on the ground and air resistance that acts head-on against the player. In addition, friction between the players' boots and the ground slows the athlete down. If gravity, air resistance and friction is not enough to stop a player, 'defenders' are mobilised to try to stop a player in their tracks by applying a force equal to or greater than the attacking player.

If the forces of gravity, air resistance and friction are not enough, rugby players have other external forces to contend with.



on Resources



Try out this interactivity: [Biomechanics](#)

Searchlight ID: [int-5460](#)

7.2.3 Techniques and tips to reduce energy lost due to external forces

When a human body is moving through water and air it is opposed by forces that can slow it down, known as air (wind) or water resistance. To maintain the same speed the person must therefore expend more energy. Over time this increases the likelihood that fatigue will occur, leading to a decrease in performance. These forces act on the horizontal component of the human body. Another external force that impedes movement is gravity, acting on the vertical component. Other items that are thrown in the air are similarly affected by air resistance and gravity.

This swimmer is attempting to minimise water resistance by maintaining a streamlined position. A streamlined position enables the performer to move through the water with greater ease.



Another way that energy can be lost is via friction, when objects lose energy when in contact with each other. Losing energy slows down an object. When performing skills and movements, sometimes friction can be a help while at other times a hindrance. Sometimes getting the 'right' amount of friction is desirable, such as when rollerblading or skiing.

Gravity acts on all things equally. In theory, a brick and a feather dropped from the top of a 100-storey building should hit the ground at the same time. In practise though, the feather would hit the ground long after the brick. The difference is the air resistance acting on the feather, which is significantly greater than the air resistance acting on the brick. This is because of the greater surface area exposed to the air. The more surface area, the greater the air resistance and the slower a projectile will drop.

A range of techniques can be adopted to overcome external forces that act on the body or other projectiles during movement:

- To work against gravity, exert as much 'upward' force as possible.
- To work against air resistance, produce as much 'forward' force as possible.
- To work against both air resistance and gravity, exert a combination of upward and forward force.
- To work against air resistance, limit the time that the projectile has contact with the resistance by selecting shiny/smooth equipment that allows air to quickly move past it.
- To work against friction, limit the surface area in contact with the ground such as having one leg on the ground instead of two.
- To work against friction, select surfaces that slip over each other easily, such as a shiny, smooth ten pin bowling ball and the shiny surface it is thrown on.
- To reduce air or water resistance, limit the surface area exposed to the air or water by positioning the body or projectile in a streamlined manner.

By adopting a straight position, this diver minimises air resistance before entering the water.



May the force be with you

It is possible to use external forces to aid performance as they are not always a negative factor. Imagine a high jump competition without gravity. There wouldn't be a winner as nobody would return to Earth! Air resistance can be worked with to limit the distance something travels, such as a golf ball that doesn't need to travel long distances. Even friction can be worked with to improve outcomes. Examples include the friction required to slow a rollerblader as they change direction, or a lawn bowl that needs to slow down to stop as close to the target as possible.

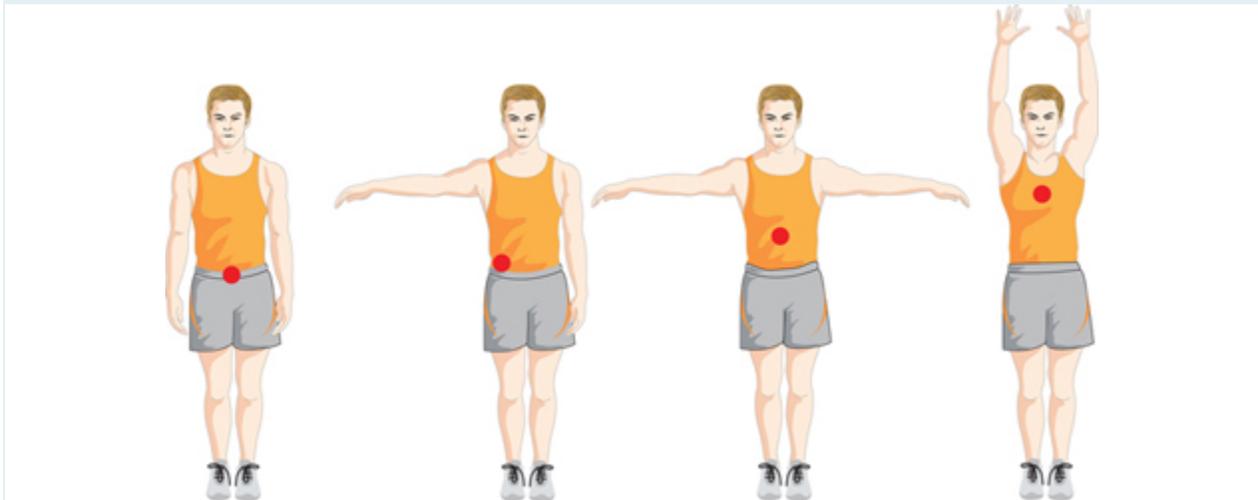
7.2.4 Stability and balance

Stability, also referred to as **balance**, is important in many sports, particularly where force is required to move others, such as in wrestling. This balance can refer to a person being in control of their body position while stationary, such as a gymnast holding a steady handstand. This is an example of static balance. Dynamic balance on the other hand relates to a person in control of their body position while moving. An example would be a squash player or netballer moving with speed and control on the court, or a diver doing a forward somersault.

Some important stability definitions

The **centre of gravity** (COG) is the central point of an object, about which all of its weight is evenly distributed and balanced. This point shifts with every movement of the body.

The centre of gravity (depicted in red) changes depending on the position of body parts.



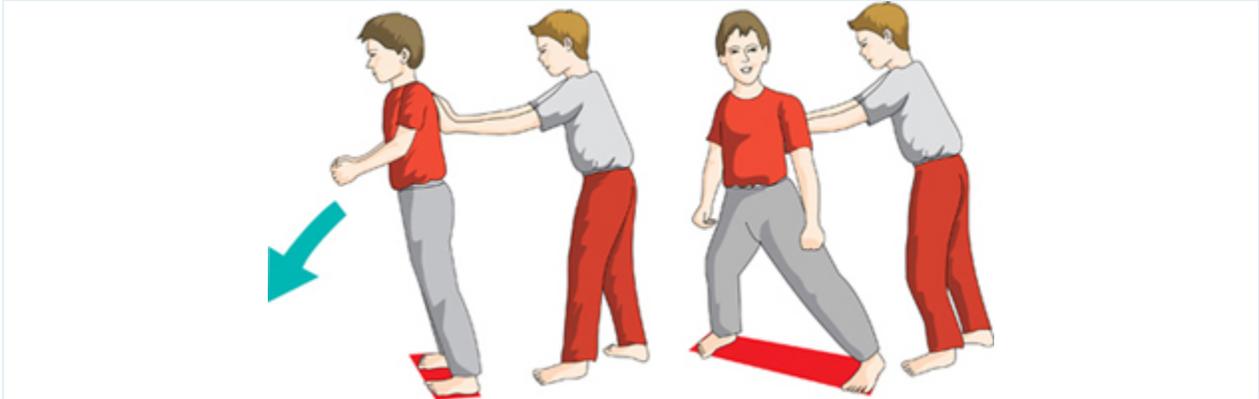
The line of gravity is an imaginary line that passes through the centre of gravity and continues down into the centre of an object's base of support.

The base of support refers to the area of an object that is in contact with the surface supporting it.

Stability and balance can be increased in the following ways:

- by lowering an object's centre of gravity
- by ensuring that the line of gravity is in line with the base of support
- by widening the base of support.

The area in red indicates the size of the base of support. By widening your stance the base of support increases in size, which significantly increases your stability.



There is a performance issue with being stable: the more stable an object or person is, the harder it is to shift them. Think of a cricketer being very stable facing a fast bowler, or a 100-metre sprinter. Their ability to move quickly is diminished if their body is in a stable position. Instead people adopt body positions where there is a degree of stability, but they can quickly shift their body to an unstable (but controlled) position so fast movement can occur. The cricketer, for example, will reduce their base of support by removing their heels from the ground. This also raises their centre of gravity and shifts their line of gravity closer to being outside their base of support.

You can reduce stability and balance to promote agility by:

- raising an object's centre of gravity
- shifting the line of gravity outside the base of support
- narrowing the base of support.

Look at this girl as she is about to start a sprint. Using the terms centre of gravity, line of gravity and base of support, explain why this runner is currently in a 'stable' position and becomes 'unstable' as soon as she takes her hands off the ground to start the race.



ACTIVITIES

1 Stability exercise

Working in pairs, take turns trying to push your partner over, as they stand in the starting positions below:

- both feet close together
- one foot on the ground
- both feet grounded hip width apart
- both feet grounded shoulder width apart
- very wide stance
- wide stance with bent knees
- one foot forward, one foot back.

When you have completed the activity, discuss how the different positions affected stability. What accounts for these differences? What impact does your centre of gravity and your base of support have on your stability?

2 Take off!

Equipment: measuring tape, cones, long jump pit or grassed area

Long jump



Through this activity you will explore the impact that various techniques have on jumping performance.

- Perform a long jump with an adequate run up. Make three attempts. Measure and record your results.

- b. This time have the same run up but increase the base of support on take-off by jumping with two feet planted on the ground. Make three attempts and measure them.
- c. Next, after jumping off one foot, spread out in a star position to increase the surface area in contact with the air. Make three attempts and measure them.

Using the data taken from the Take-off! activity, answer the following.

1. Describe the impact of increasing the base of support by jumping off two feet in this activity. What do long jumpers do to decrease their base of support?
2. Describe the impact of increasing the surface area by spreading out in a star position in the activity. What do long jumpers do to decrease their surface area in contact with the air?
3. Why do jumpers prefer to land with two feet and not one during the landing stage? Use key terms learnt in this section to support your response.

CHECK & CHALLENGE

Explain

1. What does the term 'technique' refer to?
2. Why does a road cycle have thinner tyres than a mountain bike?
3. Explain how an individual may increase their stability just by altering their body position.
4. Why does a cyclist wear lycra?

Evaluate

5. If a baseballer has to decide whether to use a heavy or light bat, what other factor must be taken into account if the aim is to generate maximal force?
6. Describe a situation in sport where a person is neither accelerating nor decelerating.
7. List two sporting examples when static balance is required for success and two sporting examples when dynamic balance is necessary for success.

Elaborate

8. How can a golfer modify their technique when hitting the ball close to the green compared to when hitting off a tee?
9. During a long jump identify the forces acting on the body while in the air.

7.3 Projectile motion

7.3.1 The impact of gravity and air resistance

ENGAGE

As soon as an object or body is released into the air it becomes a **projectile** and is automatically under the influence of gravity and air resistance. Air resistance is an external force working against motion. Drag forces are created which then cause the projectile to slow down. Gravity acts against motion by pulling the object back towards the ground. Quite often the human body itself becomes a projectile when airborne.

This hurdler became a projectile as soon as she became airborne.



7.3.2 Factors affecting the flight path of a projectile

Application of force

The force applied to the projectile will have a large impact on its motion. The force can vary in amount as well as its direction of application. The greater the force applied to the projectile the further it will travel, all other factors being equal. A technique to increase force is to use as many body parts as possible, for example a bowler in cricket or a serve in tennis.

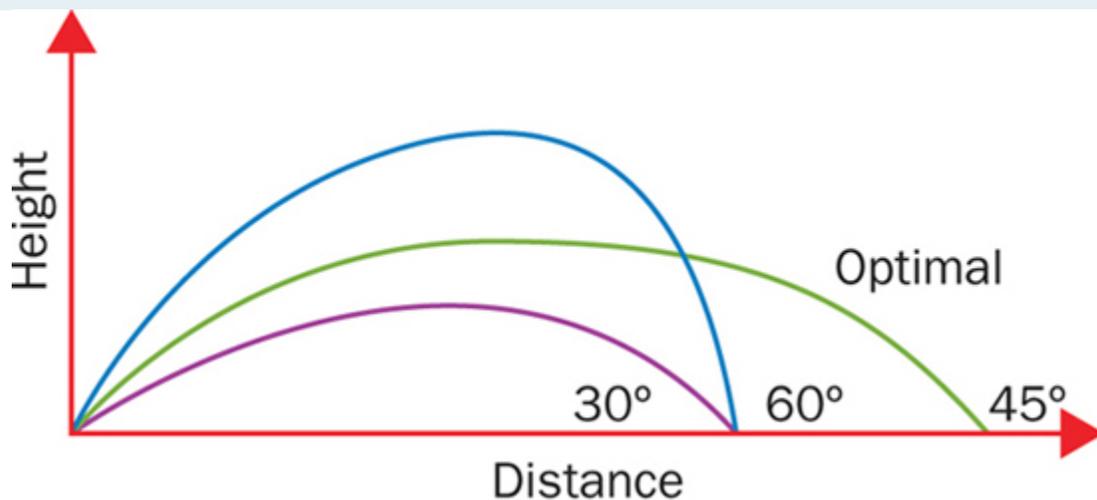
The addition of extra body parts increases the distance a projectile can travel.



Angle of release

In most sporting situations where maximal distance of a projectile is desired, there needs to be an optimal **angle of release**, to minimise the effects of both gravity and air resistance. In these instances the desired angle of release is 45 degrees. Any deviation from this optimal angle (above or below) will result in reduced distance.

The angle of release has an impact on the distance a projectile travels.

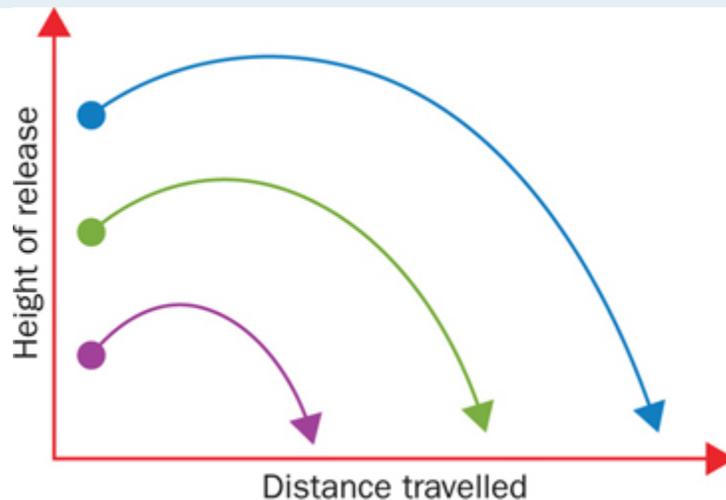


Some sporting situations require that the angle of release will be higher or lower than 45 degrees. For instance, in events where the ideal trajectory (flight path of the projectile) is low, then the angle of release will be well below 45 degrees. An example would be a tennis forehand from the baseline where the ball should be kept as low as possible when going over the net. The opposite would occur in a volleyball dig, where the aim is to achieve height so the ball is elevated for a team-mate to easily set or spike. The angle of release therefore should be higher than 45 degrees.

Height of release

Another factor that may affect the distance a projectile will travel is the **height of release**. If the angle and speed of release were constant, an object released from a higher point, such as from a cliff top, would travel further than one released from ground level. This may be evident at a golf course where the tee is significantly higher than the green. In this situation golfers have the opportunity to hit the ball further due to greater flight time before the ball hits the ground.

All other factors being equal, the greater the height of release, the further the projectile will travel.

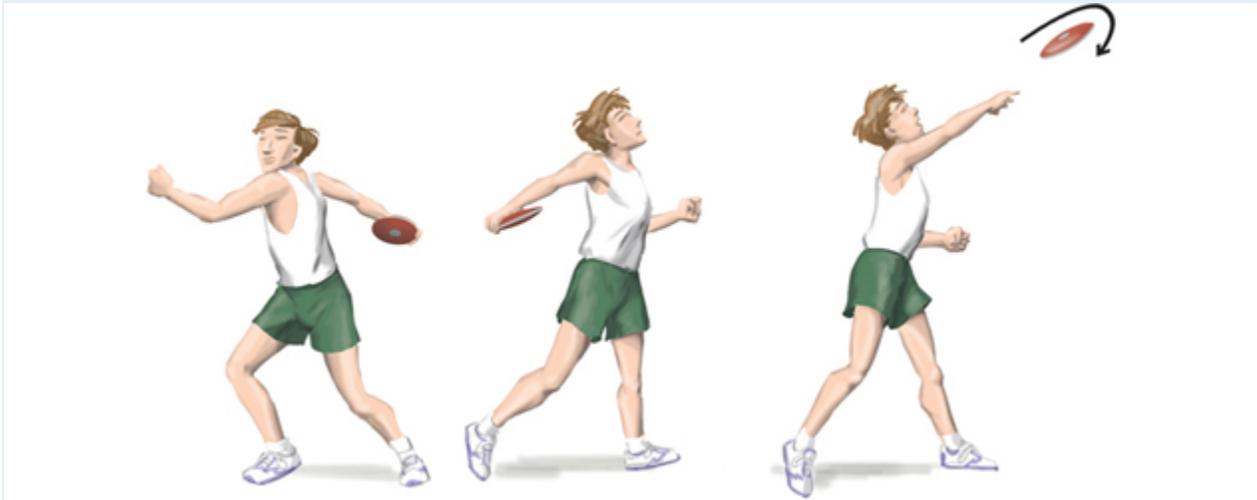


7.3.3 Adjusting the angle of release

A person can easily alter the angle of release by moving body parts in different ways. In a sport such as golf, special clubs are designed for different purposes. A putter, designed to release the ball to travel along the ground, is flat and therefore the ball comes off the face of the club at 0 degrees. Other clubs such as a 3 iron release the ball at about 23 degrees, while a sand wedge is closer to 55 degrees.

The human body can be manipulated to change the angle of release. Consider an Australian Rules footballer kicking the ball as far as they can. Their leg will be positioned at such an angle to maximise distance, aiming for a release height of approximately 45 degrees. Compare this to a player kicking a short distance where the aim is to get the ball to a team mate with a flatter trajectory. The leg will be positioned so the release angle is much lower than 45 degrees.

This thrower attempts to release the discus at an angle close to 45 degrees for maximum distance.



ACTIVITY

Angle of release

Working with a partner, discuss the following situations and then decide for each which would be the most appropriate angle of release, out of the three options available.

- A. Higher than 45 degrees
 - B. At 45 degrees
 - C. Lower than 45 degrees
-
- Example 1: An archer shooting at a target
 - Example 2: A swimmer diving off the blocks into the pool
 - Example 3: A pole vaulter
 - Example 4: A high jumper
 - Example 5: A discus thrower
 - Example 6: A tennis serve
 - Example 7: A soccer goalie kicking a rolling ball as far away from the goals as possible
 - Example 8: A netball shot
 - Example 9: A basketball chest pass
 - Example 10: A table tennis serve

CHECK & CHALLENGE

Explain

1. What does the term angle of release mean in relation to a projectile?
2. Why does a taller javelin thrower have an advantage over a shorter thrower, all other factors being equal (i.e. force applied, length of arm, speed of run up)?

Evaluate

3. How would a tennis player change their technique to ensure a drop shot hit by an opponent is returned back over the net?

Elaborate

4. A 3 iron golf club will result in a longer hit than a 7 iron. Other than the length of the club, describe why this is the case.
5. If you were a coach teaching someone to throw a ball, explain why you would recommend an angle of release of 45 degrees.

7.4 Movement sequences

7.4.1 Linking individual movement skills

ENGAGE

Once you are at a stage where a number of individual movement skills have been practised and developed, these movements can be combined into a sequence such as a dance or gymnastic routine. When performing **movement sequences**, there are a number of important considerations to take into account.

The structure of the movement sequence sometimes needs to be planned. When this is essential it is referred to as a routine. The linking of different movements needs to be made to ensure a smooth transition throughout the entire movement sequence.

7.4.2 The purpose of a movement sequence

In gymnastics or dance, correct technique is vital if the performer is to score well. A variety of skills are required to be performed accurately in order to achieve good results. Sometimes the performer needs to apply a significant amount of effort to generate muscular power and strength, while at other times a reduced effort is required to produce movements that rely more on accuracy and grace.

This forward roll to arabesque is an example of a movement sequence requiring a balance between power and grace.



Does the movement need to be aesthetically appealing? This refers to how the performance looks to others, particularly in sports where visual appeal is paramount to the success of the movement, such as figure skating, cheerleading, dancing, diving, gymnastics and synchronised swimming. Team and individual sport performance also becomes more appealing when movements are executed with style.

7.4.3 Is there scope in varying the movement sequence?

Performers need to be able to adapt to pre-planned movements as a result of changing opposition tactics, environmental changes and changes that affect the amount of time or space available. Examples where varying movements is essential include:

- a softball player may have to modify their speed of pitch to fool their opponent
- a gymnast may have to come out of a tucked position more quickly than planned to avoid a fall
- a netball team may have to change their passing sequences because an opponent regularly intercepts their passes.

Maybe it is time for 'plan B'. Netballers often need to change their movement sequences in response to external pressures.



7.4.4 Let's dance

Dance provides many opportunities to create and perform movement sequences. There are many different dance styles. In this lesson you will practise Australian bush dance and Latin American style dancing. These present a contrast of styles and will expose you to some of the many techniques used in dance.

Dancing is an example of an activity where movement sequences are created and performed



on Resources



Explore more with these weblinks: [How to jive](#)

7.4.5 Why dance?

Dance is part of every culture. It provides enjoyment through social interaction, the opportunity to learn new movement skills and to be creative. Movement is the language of dance. We need to stay in time with music while moving to steps we have learned or movements we are developing. All forms of dance require the development of basic skills such as balance and timing, together with the need to memorise the steps. This is best achieved through repetition of the required movements.

Dance can be quite aerobic. Repetition of movement and sustained activity helps the circulatory system, strengthens bones and improves muscle tone, flexibility and stamina. It also helps reduce stress and muscle tension.

There are many personal and social benefits associated with dance. It's a great way to meet other people, make new friends and improve your social life. It can also improve confidence and encourage feelings of wellbeing.

Bush dance is a traditional form of Australian dance. Experiencing bush dance provides opportunities for fun and enjoyment in a social context. Once we learn some basic steps, it is easy to learn a range of dances. There are many other styles from which we could choose – for example, Greek dance, hip hop or tap dance.

In recent years, the popularity of many of the traditional forms of dance has increased, their appeal being driven by their athleticism and easy adaptation to contemporary music. Dance Easy and DanceSport programs, popularised by television productions such as *So You Think You Can Dance*, have brought these styles of dance into favour, particularly with young people.

Dance has a wide range of appeal.



ACTIVITIES

Locate appropriate bush dance music and enjoy the following dances.

1 Heel and toe polka

Equipment: music

Follow the directions in [table 7.2](#) to learn the heel and toe polka.

TABLE 7.2: The heel and toe polka

Boys	Girls
1. Make a circle formation facing partners, boys on the inside	1. Make a circle formation facing partners, girls on the outside
2. Left foot: heel and toe, heel and toe, slide four steps anticlockwise direction	2. Right foot: heel and toe, heel and toe, slide four steps clockwise direction
3. Right foot: heel and toe, heel and toe, slide four steps clockwise direction	3. Left foot: heel and toe, heel and toe, slide four steps anticlockwise direction
4. Three right-hand claps with partner. Three left-hand claps. Three both-hand claps.	4. Three right-hand claps with partner. Three left-hand claps. Three both-hand claps.
5. Three slaps to own knees with both hands	5. Three slaps to own knees with both hands
6. Hold partner's right hand and swing arms (4 beats)	6. Hold partner's right hand and swing arms (4 beats)
7. Boys remain where they are while girl moves anticlockwise to new partner (4 beats)	7. Move anticlockwise to new partner (4 beats), while boys remain where they are
8. Repeat sequence with new partner	8. Repeat sequence with new partner

Circle formation



2 Stockyard

Equipment: music

1. Circle, all facing towards the centre, and girls to the right of their partner.
2. All join hands, take four steps towards the centre of the circle and four steps back.
3. Repeat movement.
4. Swing partner (16 beats). See below.

Swinging



5. *Promenade* partner, anticlockwise, for 16 steps. See below.

Promenade



6. Swing partner (16 beats).
7. Begin again. When you reach step 4 (swing partner), boy should first progress to a new partner, when he turns to the girl on his left.

3 Virginia reel

Equipment: music

1. In *longways* sets of six couples, skip four steps toward one another and four steps away. See [figure \(a\)](#).

(a) Longways set



2. Skip in, join right hands, turn with your partner and return to place.
3. Skip in, left-hand turn with your partner and return to place.

4. *Do-si-do* left. *Do-si-do* right. See [figure \(b\)](#).

(b) *Do-si-do*



5. Skip in, join both hands, circle and return.
6. Head couple skips in, joins hands and side skips to the head of the set and back (16 beats).
7. *Reel the set*: The head couple join right elbows and spin. The couple then splits, using their left elbows to spin with the next boy/girl in line, before rejoining right elbows in the middle. Continue this progression to the end of the line and back again. See [figure \(c\)](#).

(c) *Reel the set*



8. *Cast off* and repeat the dance. See [figure \(d\)](#).

(d) Cast off



4 Waves of Bondi

Equipment: music

1. Skip in, bow and skip out (eight beats).
2. Skip in and change places with your partner (repeat).
3. Repeat steps 2 and 3.
4. Skip in, join hands and swing (16 beats).
5. Cast off (16 beats).
6. *Make waves* (32 beats) as shown.

Making waves



5 Dance sport routines – the progressive jive

Equipment: music

Danced in a circle and changing partners at the end of each short routine, this dance has an easy pattern of steps that concentrates on the use of the side-step action.

Form a circle that will move in an anticlockwise direction. Boys stand on the inside of the circle facing out, girls stand on the outside of the circle facing in. Use the *ballroom hold*, as shown. Then follow the steps outlined in [table 7.3](#).

Ballroom hold



TABLE 7.3: The progressive jive

Boys	Girls
1. Step left foot to side	1. Step right foot to side
2. Feet together	2. Feet together
3. Step left foot to side	3. Step right foot to side
4. Right foot taps next to left foot	4. Left foot taps next to right foot
5. Step right foot to side	5. Step left foot to side
6. Feet together	6. Feet together
7. Step right foot to side	7. Step left foot to side
8. Left foot taps next to right foot	8. Right foot taps next to left foot
9. Turn to left to be side by side with girl's left hand in boy's right while stepping left foot to side towards centre of circle	9. Turn to right to be side by side with partner holding hand while stepping right foot to side towards outside of circle
10. Feet together	10. Feet together
11. Step left foot to side	11. Step right foot to side
12. Right foot taps next to left foot	12. Left foot taps next to right foot
13. Step right foot to side	13. Step left foot to side
14. Feet together	14. Feet together
15. Step right foot to side	15. Step left foot to side
16. Left foot taps next to right foot	16. Right foot taps next to left foot
17. Step left foot to side	17. Step right foot to side
18. Feet together	18. Feet together

Boys	Girls
19. Step left foot to side	19. Step right foot to side
20. Right foot taps next to left foot	20. Left foot taps next to right foot
21. Still holding the girl's left hand in boy's right hand, raise hands to allow girls to turn under arm. Walk around the girl in a clockwise direction commencing on the right foot, for six steps. Finish on the inside of the circle facing new partner and bring feet together for a tap on step 6.	21. Still holding the boy's hand, turn under his arm walking in an anticlockwise direction. Then, moving on to new partner, take six steps starting with the left foot. End on the outside of the circle facing in to new partner and bring feet together for a tap on step 6.

6 Choreography

Why not create your own dance? Use the **Be a choreographer** weblink in your Resources section to watch a video on how to create your own dance. Work in small groups and present your dance move sequence to your class.

CHECK & CHALLENGE

Explain

1. Why do players and coaches need to be flexible with their tactics in team games?
2. Why would a batsman in cricket regularly change their standing position during a game?

Evaluate

3. Compare a dance routine and a surfer. Evaluate whether the dancer or surfer requires greater adaptability in their movement sequences. Justify your response.
4. Which of the Australian bush dances did you enjoy most? Identify factors that contributed to this selection.

Elaborate

5. Research a popular dance other than the jive. Suggest why this dance has appeal.

on Resources



Explore more with these weblinks: Be a choreographer

Try out this interactivity: [Heel-and-toe polka](#)

Searchlight ID: [int-5461](#)

7.5 Elements of game sense

7.5.1 Space, time and direction

In many activities the tactics used by players and coaches can have a significant impact on the success of a performance. The concepts of space, time and direction are used in games and activities. These elements are related to each other in a game context.

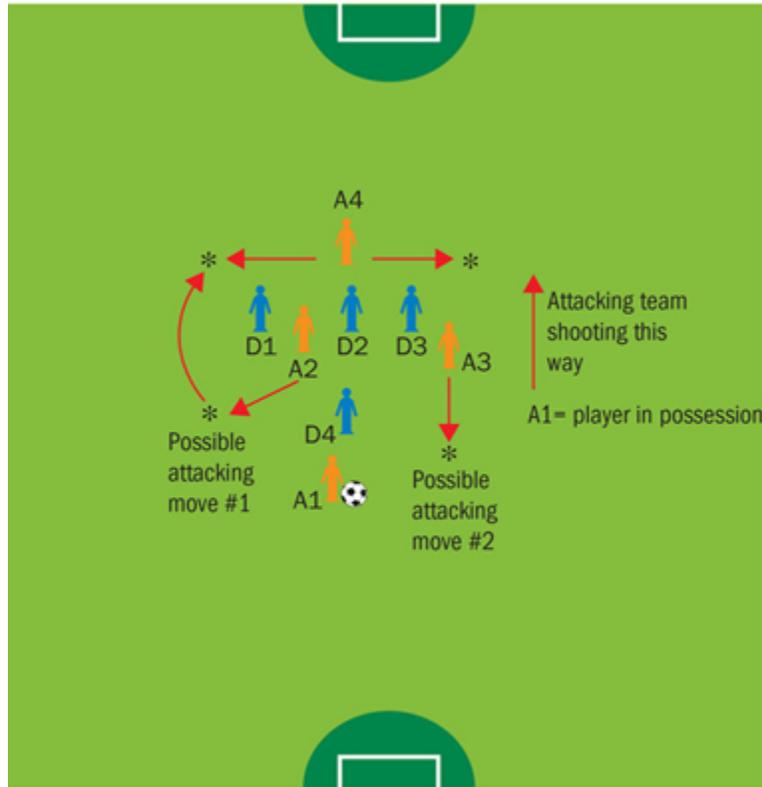
ENGAGE

In team sports, certain movement sequences can be adopted to increase the likelihood of being successful. The first important component of a game plan is that it must be flexible. A lack of flexibility means that the opposition can easily anticipate your movements, enabling them to develop their own tactics to combat this. The complexity of the movements is influenced by a range of factors, such as the requirements of the sport and the skill levels of the performers. You will learn how to use these factors to improve your performance.

7.5.2 Space

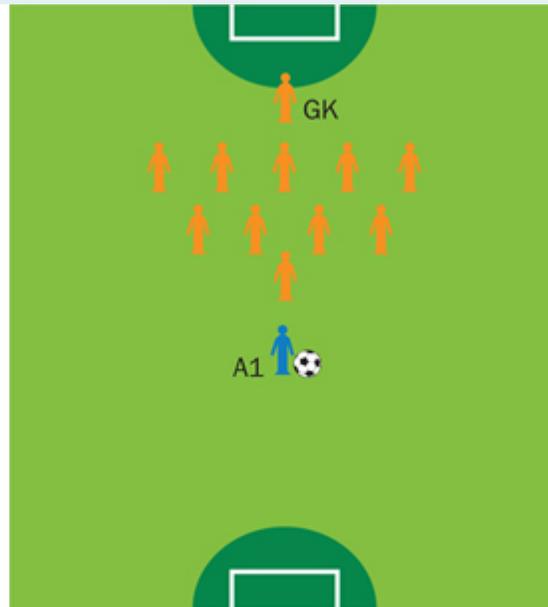
In team sports a wide variety of open spaces is often available. Many teams attempt to 'create space' by passing to a team mate who is not close to opposition players. This enables the performer to have greater time to complete the required movements correctly without the distraction of evading other players. This could explain why a coach will often yell 'run to space' to encourage the players to move to an open space instead of remaining in a congested area.

By running into space both A2 and A3 create attacking opportunities for A1. After the choice is made to pass, A4 then has the opportunity to receive the second pass. By running wide it forces the defenders to also move wide, possibly opening up space through the centre of the field where it is easier to score.



By reducing the space your opponent has to move in (i.e. invading their space) you can successfully limit their opportunities. This is seen in sports where tight defensive tactics are adopted, such as netball, where players have a direct opponent and attempt to run with them to reduce their available space. In other sports players may select to spread out across a space in a zone formation. Invasion games such as European handball adopt zones to reduce space for attacking players to move and shoot.

An example of a very defensive zone with players blocking space near an opponent's goal.



Key
A1 - Attacking player with the ball
GK - Goalkeeper
- Defending player

In sports such as tennis and squash, tactics used include moving opponents around the court as much as possible so the amount of space available to hit a winning shot is increased.

In individual performances such as rhythmic gymnastics or figure skating, athletes use as much space as possible for their performance. Performers are rewarded by judges for maximising the use of the space available to them. They have the opportunity to gather momentum and force by using this space, increasing the opportunity to perform movements that are more complex and aesthetically appealing.

7.5.3 Time

Time can be used for either attacking or defensive purposes. As an attacking option, having time when in possession of the ball is vital so that skills can be performed with less pressure. Players in team sports regularly pass and move into space to create time for each other. They will also use time to enable a team mate to get into position, often retaining possession until the best attacking opportunity presents itself.

Reducing an opponent's space to move into is a common defensive tactic in sport.



As a defensive tool, players will minimise the time available for their opponents when they are in possession. Time can also be used to reduce opponents scoring opportunities. Teams that are attempting to defend a lead will often use up time by being slow to perform a skill and by keeping possession of the ball to prevent the opposition from scoring.

7.5.4 Direction

The direction of a team's movement sequence can influence the success of a performance. Changing the direction of play in a team game can affect the movements of opponents. For example, a hockey pass to the lefthand corner of the hockey field will draw the opposition to that side of the field. A quick pass to the righthand side increases the space and time available for the attacking team.

Environmental factors such as wind can affect the direction and style of play. Movement sequences may have to be varied in these circumstances. In tennis, playing in windy conditions increases the emphasis on control and directing the ball into safer parts of the court to avoid the wind blowing shots out of play. A cross-wind for a golfer will change the direction of a shot, as it will for an archer shooting at a target.

ACTIVITIES

1 Game analysis

Attend a training session or competitive game of a senior team of a sport of your choice. Take notes about how the team uses space, time and direction to their team's advantage. Alternatively, for an in-class activity find internet footage on 'classic' plays and analyse why they were effective.

2 Basketball coach

1. You are a coach of a basketball team and have to devise both offensive and defensive team tactics. How would you propose to:
 - a. move the ball down the court/field in an attacking move?
 - b. reduce the opposition team's chance of scoring?
 - c. create training drills for both your attacking and defensive strategies?
2. In groups of five discuss the strengths and weaknesses of each other's strategies. As a group, come up with the tactics that the five of you want to use.

3 Putting a team plan into action

Come together and practise the training drills that were planned in order for the five of you to have a 'team plan'. After a couple of training sessions it is time to take on another group of five in a game. Good luck!

CHECK & CHALLENGE

Explain

1. What does a coach mean if they advise a player to 'run into space'?
2. Why would some sports use a zone to help them defend, such as in basketball or soccer?
3. In Australian Rules football the commentators refer to the players 'switching' the ball/play. What does this mean? How is this an advantage to the attacking team?

Evaluate

4. Describe the advantages and disadvantages of a team having set plays that they have practised at training.
5. A tennis player trying to defend often hits the ball higher than they normally would. Why would this strategy be adopted?

Elaborate

6. Describe how a coach could create extra space for their attackers in a sport such as hockey.
7. A soccer team has a player red carded for a dangerous tackle on an opponent. Discuss why this is an advantage for the other team.

7.6 Cultural influences on physical activity

7.6.1 Factors influencing choices

ENGAGE

The health benefits of being physically active are huge, yet many people are not active. In this chapter you will explore the reasons why some people are active and why others are not. In addition you will learn new games and activities from Indigenous Australians and across the globe!

Bocce is a game now played in Australia due to the influence of Italian immigrants.



The choices people make about how they spend their leisure time are influenced by a wide range of factors. Some of these include factors relating directly to an individual, while others are linked to the social and physical environment. Policy decisions can also impact on physical activity behaviours. These influences are explained in the table below. These influences can have either a positive or negative impact on being active. These negative influences are known as barriers to being active. Examples of these influences are shown in [table 7.4](#).

TABLE 7.4: Barriers to being active

Category	Explanation	Examples include
Individual factors	Relate uniquely to that person	Age, disability, injury, gender, education
Social environmental factors	External people, clubs and groups that can influence behaviour	Doctor, Physical Education teacher, sports club, culture and coach
Physical environmental factors	The external environment including weather	Weather, access to sports fields, equipment and bike paths
Policy factors	Decisions made by others that promote rules and regulations	School rule banning competitive games at lunchtime

HEALTH FACT

Being physically active is linked to many health benefits. Exercise is a protective factor against conditions that are prevalent throughout the Australian population such as cardiovascular disease, cancer, high blood pressure, diabetes and obesity. In addition to the physical benefits of being active, health experts stress the major link between an active body and good mental health. There is strong evidence that during exercise the body secretes chemicals into the bloodstream that when circulated around the body enhance a person's mood. These chemicals are called hormones. This mood enhancement continues well after the exercise is completed and can assist in the prevention and/or treatment of mental disorders such as depression.

DID YOU KNOW?

Recent research into the physical activity and sedentary behaviours (time spent inactive during the day) reveals that Australian adults spend on average 13 hours per week watching television. Australian Bureau of Statistics data from the 2011–12 Australian Health Survey also calculates that men and women spend over two months of the year sitting while being involved in sedentary behaviour!

7.6.2 Cultural influences on physical activity

A significant impact on the amount and types of physical activity undertaken within a community are the **cultural influences** that exist at a given time. These cultural influences can be described as the external factors that help shape the attitudes and behaviours of an individual or group. These external factors may include geographical location, influences of family and friends, language and religion.

Over time, cultural influences often shape the behaviours expected within a community and shape the importance placed on things such as art, religion, family and sport. In a country like Australia, a lot of emphasis is placed on sport and therefore it plays a significant part in our national culture. However, different cultural influences may dictate the typical sports and activities undertaken by different communities throughout Australia. For example, Rugby League is a culturally significant part of community life in states such as New South Wales and Queensland, while AFL is more popular in other states and territories.

Australian Rules football and Rugby League are more popular in different parts of Australia.



on Resources



Try out this interactivity: [Influences on activity choices](#)

Searchlight ID: [int-5462](#)

7.6.3 Change in Australia's sporting landscape

In the early 1900s the sporting landscape in Australia was dominated by culturally significant sports such as Australian Rules football, netball (first known as women's basketball), horse racing, Rugby Union and cricket. This reflected the strong cultural ties Australia had with the United Kingdom. Over the last one hundred or so years there has been a significant impact on the types of physical activity played by Australians as more and more migrants have arrived in this country, bringing with them sports and activities from their own cultures. Examples include soccer from the UK/Europe, bocce from Italy, and more recently the growing popularity of basketball and skateboarding as American influences on our culture increase.

Cricket has been a part of Australia's sporting culture for a long time.



During this time sports such as badminton, surfing, table tennis, soccer, hockey and lacrosse have been absorbed into Australia's sporting culture and collectively play a significant role in the activities accessible and played by Australians.

Popular Australian pastimes



The world game

An example of a sport that has flourished over the last 100 hundred or so years is soccer. First introduced into this country in the late 1800s by English immigrants, the game has continued to grow. In 1911 the first governing body for soccer was formed and the first national team played in 1922. It wasn't until the post-war influx of immigrants that the game started to really embed itself into Australia's sporting culture. From there soccer has become an incredibly popular sport in Australia, with the Football Federation of Australia revealing that there are close to 2 million Australians involved with this sport as a player, coach or match official.

International players such as Tim Cahill have helped increase the participation levels of Australians playing soccer.



ACTIVITIES

1 Group presentation

In groups of three research and play a culturally significant sport from the list below. Select a presentation tool that you are unfamiliar with such as **Prezi** to build your ICT skills.

- Seprak takraw from South-East Asia
- Lacrosse from North America
- Gaelic Football from Ireland.

Seprak takraw participants going head to head



Your report should contain the following:

1. Name of the sport or activity
2. Country or culture of origin
3. How the game has evolved over the years
4. The basic rules and regulations of the activity
5. Why do you think this activity is popular in this culture?
6. How has culture shaped the importance of this game or activity? This may include the religion of the people, the environment, historical events etc.
7. Explain how the game can be modified to enable the class to play safely.

Now you are ready to play!

2 Research and play!

Considerable research has been done on traditional Indigenous games and activities played in Aboriginal and Torres Strait Islander communities. Your task is to present to the class an activity that is unique to these Indigenous populations and able to be played by your class. Once the rules are explained the class will participate in this culturally significant activity. Note: you may 'modify' the activity so it can be safely played in your school. Use the **Indigenous games and activities** weblink in your Resources section to research and choose your game.

3 Improvised game

Your task is to create your own game! In groups of four or five, design a game that can be played by your class at school.

1. Decide on the playing venue.
2. Based on the playing venue select the appropriate number of players per team.
3. What is the aim of the game? How do teams score?
4. In your group decide on the rules of the game. Consider ways to make the game fast, safe and fun.
5. Does the game enable maximum participation with the players?

After the game has been designed it is time for the game to be tried by the class. After setting up the playing area, explain the rules and scoring to the class. Start playing the game or activity. You need to stop the game at any stage if it appears that the rules you created are inappropriate for ensuring the safety of the class. After a certain time period (determined by the teacher) call the teams in and get some feedback. This could include suggestions about improving the enjoyment levels, safety, pace and rules of the game. After the suggestions are discussed and where possible implemented, try the game again.

6. *Reflection.*

After class write down your reflections on the game. What were the strengths and weaknesses of the game? How could it be improved further? Did the class enjoy the game? Were there participants that were not engaged? Finally, was your game influenced by cultural factors such as modifications of current games that you play and enjoy? Was the game limited by the environment, such as the weather (forcing an inside game) or lack of facilities?

CHECK & CHALLENGE

Explain

1. Why are water sports such as swimming and surfing popular in Australia?
2. What does the term 'barrier' mean in relation to physical activity?

Evaluate

3. Indoor activities (such as snooker and darts) are played significantly more in England compared to Australia. Why?
4. Why do more Australians engage in activities such as ten pin bowling and bocce compared to a century ago?

Elaborate

5. Research an activity that originally came from Asia but is now common in Australia in the last 40 years such as yoga (India) or karate (Japan). Suggest why they have appeal.
6. Describe the cultural influences that shape the activities that you enjoy.

Resources



Explore more with these weblinks: Prezi

Explore more with these weblinks: Indigenous games and activities

7.7 Review

7.7.1 What have I learned?

- It is possible to change technique when performing a skill depending on the needs at the time.
- Understanding biomechanical principles can help give an understanding of how to move the human body and other sports objects in order to maximise performance.
- Internal forces are generated by the muscles and apply varying degrees of effort when performing movements.
- External forces include gravity, air resistance and friction that act on moving objects.
- An object is most stable when the centre of gravity is low, there is a wide base of support and the line of gravity is over the base of support.
- Balance can relate to both stationary objects and moving objects.
- Adjusting the angle of release, height of release and effort applied can alter the flight path of a projectile.

- Movement sequences combine a series of skill-based movements linked together.
- Movement sequences can include a planned routine such as a floor routine in gymnastics, or be flexible such as a player navigating around opponents in a team sport.
- The direction of a team's movement sequence can influence the success of a performance.
- The element of space can be used for defensive and attacking purposes in sport and plays an integral role in set routines.
- Time is required for skills to be executed in team games with fluency and accuracy.
- Many cultural influences impact on a person's time and type of physical activity undertaken.
- The types of activities Australians are engaged in has changed considerably over the last century as immigrants have shaped a different cultural landscape, bringing new games and activities to the Australian people.

CHECK

1. Why would an understanding of biomechanics help a coach or athlete?
2. Explain the difference between internal and external forces in relation to movement.
3. How would a cyclist reduce the air resistance during an event?
4. Describe the relationship between stability and agility.
5. Describe how a golf player can change the angle of release when hitting the ball. Explain why they would do this.
6. Give an example of a gymnast performing a movement sequence.
7. If you were a coach and a player asked you what 'run to space' meant, what would you say? Explain why you would often want a player to 'run to space'.
8. Provide an example in team sport where it would be necessary to change the direction of the ball. Use the terms space and time in your response.
9. Describe the cultural influences that have helped shaped the activities that you are interested in.

ESSENTIAL QUESTION REVIEWED

How can the elements of effort, space, time, objects and people enhance performance?

Evaluate your initial response to the essential question now that you have studied the topic.

on Resources

-  **Try out this interactivity:** [Multiple choice quiz](#)
Searchlight ID: [int-5371](#)
-  **Try out this interactivity:** [True/false quiz](#)
Searchlight ID: [int-5372](#)
-  **Try out this interactivity:** [Crossword](#)
Searchlight ID: [int-5373](#)

Chapter 8: Moving with skill

Contents

- 8.1 Overview
- 8.2 Using feedback
- 8.3 Composing and performing movement
- 8.4 Practising and applying specialised skills
- 8.5 Transferring skills and movements
- 8.6 Deciding and choosing actions to move
- 8.7 Review

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8

Moving with skill



8.1 Overview

on Resources



Watch this eLesson: [Moving with skill](#)

Searchlight ID: [eles-2329](#)

8.1.1 Skills and strategies

To perform specialised movement skills efficiently requires great body control and coordination. Feedback, in a range of different forms, provides information to assist you to improve your performance. Through practise and training you will find that many skills that have been developed can be transferred to a range of different games and physical activities. Your new skills will assist you to make good decisions and effective choices when playing games with your team mates.

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



ESSENTIAL QUESTION

How can I gain skills and strategies to participate in a range of physical activities with confidence, competence and creativity?

STARTER QUESTIONS

1. What type of feedback helps me most to improve my skills?
2. How can I use ICT to improve my performance?
3. What strategies have I learned playing games that I can apply to solve problems in other games?
4. When can balance and the flow of different movements help me to perform?

INQUIRY SEQUENCE

8.2 Using feedback

8.3 Composing and performing movement

8.4 Practising and applying specialised skills

8.5 Transferring skills and movements

8.6 Deciding and choosing actions to move

8.7 Review

8.2 Using feedback

8.2.1 The importance of feedback

Feedback is very important when we learn and refine new skills. Feedback takes a variety of different forms. All forms of feedback happen using our senses, as we listen to our coach or teacher, as we see our performance, or feel how the performance went. In this topic, you will learn about the impact of different types of feedback on your performance.

ENGAGE

Feedback is a very important part of **skill** learning. Through practice, we can improve control and co-ordination of our movement when we perform specialised movement skills. When we practise, our muscles and our brain receive feedback about our performance. As a result the brain can send updated messages to the muscles so they can guide all body parts through movement. This type of feedback is known as **kinaesthetic feedback**. This helps us learn how to use the correct muscles at the correct time. Other types of feedback include **visual feedback** and **auditory feedback**. Visual feedback occurs when we see the results of our actions. Auditory feedback, meaning 'to hear', includes advice given by our teacher or our friend about our performance of a skill.

Use the **Aussie Rules** weblink in your Resources section to examine how the drop punt kick is used by experts in the game of Australian Rules football. You will practise and develop this skill using a range of different types of feedback in the next activity.

Two important Australian Rules football skills are the drop punt and the arm or chest mark. Carefully consider the following technique points before practising the skill in a range of activities.

on Resources



Explore more with these weblinks: Aussie Rules

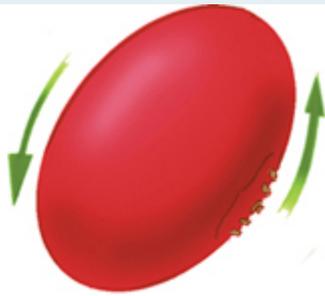


Explore more with these weblinks: This is AFL football

8.2.2 The drop punt

1. Face the target at which you are directing the kick.
2. Spread your fingers evenly along each side of the ball and have the thumbs pointing towards the lacing. The grip is the same for both left- and right-foot kicks, as shown below.
3. Hold the ball over the thigh of the kicking leg and take a few steps forward.
4. Release the ball, guiding it towards the lower laces of the boot on the kicking foot.
5. With toes pointed at the target, kick the bottom point of the ball towards the target, as shown below. The ball should spin backwards, end over end, as shown below.

Ball flight for the drop punt



Correct grip on the ball



The drop punt



Once you have practised the drop punt, use the **AFL skills guide** weblink in your Resources section to learn about how you might improve your kicking.

HEALTH FACT

Recently released physical activity guidelines for Australians recommend that young people should be involved in at least 60 minutes of moderate to vigorous activity each day to benefit their health. This should include a variety of activities, such as playing a team sport, kicking a football, bike riding, running or swimming. To find out how intensely you are exercising, you can try this test.

- If you can talk and sing without puffing at all, you're exercising at a low intensity.
- If you can comfortably talk, but not sing, you're working at a moderate intensity.
- If you can't say more than a few words without gasping for breath, this is considered vigorous intensity.

DID YOU KNOW?

Each Saturday morning more than 550 000 boys and girls throughout Australia are involved in the Auskick program, developed by the Australian Football League.

on Resources



Explore more with these weblinks: AFL skills — kicking

8.2.3 The chest mark

1. Watch the ball flight closely and position your body behind the flight path of the ball as soon as possible.
2. Move forward to meet the ball as it approaches.
3. Extend your fingers and hands towards the ball, keeping the palms facing upwards.
4. Keep your elbows tucked into your sides.
5. Catch the ball in your hands and arms and guide it into the chest, as shown below.
6. Secure the ball by letting the hands and arms close around it.

The chest mark





Explore more with these weblinks: AFL skills — chest mark

ACTIVITIES

1 Drop punt practice

Equipment: one football per group of three

1. In threes, kick to one another using the right foot. On your next turn, kick using your left foot.
2. One person kicks; the second person catches and then quickly kicks to the third person.
3. Kick to each other, first as stationary targets, then as moving targets.

2 Chest mark practice

Equipment: one football per pair

1. Toss the ball up and mark it.
2. With a partner, stand five metres apart, toss the ball and have your partner mark it.
3. In pairs, perform a drop punt to your partner who then marks the ball.
4. In groups of three, have one person kick to two people who are both attempting to mark the ball. Following five marks, rotate positions.

3 Drop punt practice — giving feedback

Work with a partner to practise your drop punt kick.

1. Get your partner to provide you with some auditory feedback, by talking to you about your performance (e.g. grip on ball, ball flight, release of the ball, accuracy of the kick). Use the technique points of the drop punt to assist you to provide feedback to your partner.
2. Work with your partner to practise your drop punt. Use a blindfold or shut your eyes as you attempt to perform the kick. Get your partner to assist you by providing feedback as you perform the skill. Your partner could assist you to guide the ball to your target. What other ways could your partner assist you?

3. Work with a partner who will video your kick using your digital device such as an iPad or smartphone. Review the video and provide feedback to your partner. To assist you in receiving additional visual feedback, you are encouraged to use movement analysis software such as Kinovea, which you can access through the **Movement analysis software** weblink in your Resources section.

CHECK & CHALLENGE

Explain

1. Explain why feedback is important for skill development.
2. Describe the technique for the drop punt.
3. Describe the technique for the chest mark.

Elaborate

4. We sometimes hear the phrase 'practice makes perfect'. Discuss why this may not be true.

Explain

5. Describe how feedback has helped you learn to perform a skill.

Elaborate

6. Investigate other sports which have similar skills to the drop punt and chest mark, for example, rugby. Comment on how your skill development in this lesson might assist your ability to play these related sports.

on Resources



Explore more with these weblinks: Movement analysis software



Try out this interactivity: [Types of feedback](#)

Searchlight ID: [int-5463](#)



Complete this digital doc: [Developing skills](#)

Searchlight ID: [doc-14669](#)

8.3 Composing and performing movement

8.3.1 Practice makes perfect

Most of us can perform a variety of sporting skills without a lot of practice. For example, we can catch a ball or hit a ball with a racquet. However, composing and performing a series of movements achieved with accuracy, which are technically correct and aesthetically pleasing, requires a refinement and a specific focus on correct technique.

ENGAGE

Although most of us are unlikely to develop the level of movement proficiency demonstrated by elite players, we still require sufficient skill to participate safely in sporting activities and feel confident when attempting new movements. Successfully composing and performing movement requires time and practice. As we become more familiar with the requirements of particular movements, we will make fewer mistakes, which will enhance our confidence, self-assurance and skill execution.

Use the **A perfect performance** weblink in your Resource section to watch some elite gymnasts perform. Reflect on how they reached this level of skill execution.

The development of body control allows us to enjoy many different and challenging activities.



on Resources

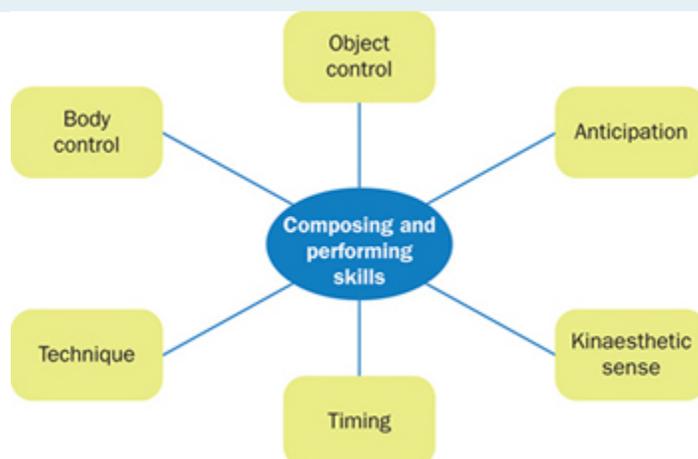


Explore more with these weblinks: A perfect performance

8.3.2 Better skill execution

The most important aspects of movement skill development are body control, object control, anticipation, kinaesthetic sense, timing and technique. Increased control over these elements will enable us to move more skilfully, use equipment and apparatus safely, and participate in activities more confidently in complex and challenging situations.

A number of important factors contribute to successfully composing and performing skills



8.3.3 Body control

The importance of **body control** is evident in activities like backstroke and butterfly swimming styles, both of which require considerable coordination between arms and legs. In gymnastics, effective body control for a handstand requires coordination, strength and balance.

8.3.4 Object control

Many team games require us to control, manipulate and project objects in a particular way. This is explored in detail later in the chapter.

DID YOU KNOW?

At the Australian Institute of Sport, expert gymnasts train more than 20 hours each week. Typically, these highly skilled athletes train twice daily, with each session lasting up to two or three hours. In their training sessions, gymnasts develop fitness components such as strength and flexibility, in addition to the learning and consolidating of new skills in order to sequence movements correctly within their highly refined routines.

8.3.5 Kinaesthetic sense

Kinaesthetic sense relates to the mind knowing what is required of the trunk and limbs, and being conscious of how a movement is being performed in relation to our expectations. Being aware of our body position is essential to the successful execution of any skill. During a one-and-a-half somersault from the 3-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.



8.3.6 Technique

Sound **technique** is important for skill improvement. Good technique ensures the movement is economical and flows well and the action has a better chance of success. The correct technique usually enables us to achieve at a higher level.

8.3.7 Anticipation

Anticipation is evident when we watch elite players. For example, good tennis players are able to cross the court quickly to cover shots by opponents because they anticipate what is going to happen. They carefully watch how opponents position themselves and use this to predict the type of shot that will be played.

8.3.8 Timing

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

HEALTH FACT

Being involved in sport and physical activity has a number of benefits. Not only do you get to learn new skills and play different games, but there is an opportunity for you to meet new friends and gain new experiences as you face the physical challenges provided. You may prefer individual activities such as rollerblading or cycling, or team games like netball or football. Your choices and preferences will depend on a number of different factors. It doesn't matter what you choose, just remember that you should aim to be active for at least 60 minutes each day.

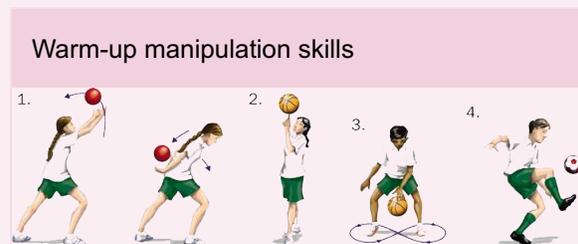
ACTIVITIES

1 Warm-up manipulation skills

Equipment: soccer and basketballs

Try the following manipulation skills as a warm-up for the lesson.

1. Catch the ball behind your back.
2. Spin a basketball on one finger.
3. Bounce a basketball in a figure eight around your legs.
4. Bounce a soccer ball on one foot.
5. What types of feedback are you using in these activities?



2 Gymnastics routine to develop body control and kinaesthetic sense

Equipment: gym mats

Following an appropriate warm-up, practise the following gymnastic skills and movements individually and then perform them consecutively in a routine.

1. Start
2. Arabesque
3. Cartwheel
4. Turn
5. Dive forward roll
6. Turn
7. Prone fall
8. Push up, roll and turn
9. Shoulder balance
10. Roll to headstand
11. Roll to single leg uprise
12. V sit
13. Turn
14. Straight leg backward roll
15. Finish

Timing and sequencing can be developed by practising gymnastic routines.



3 Timing the tennis serve

Equipment: tennis racquets and balls, marked court

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

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

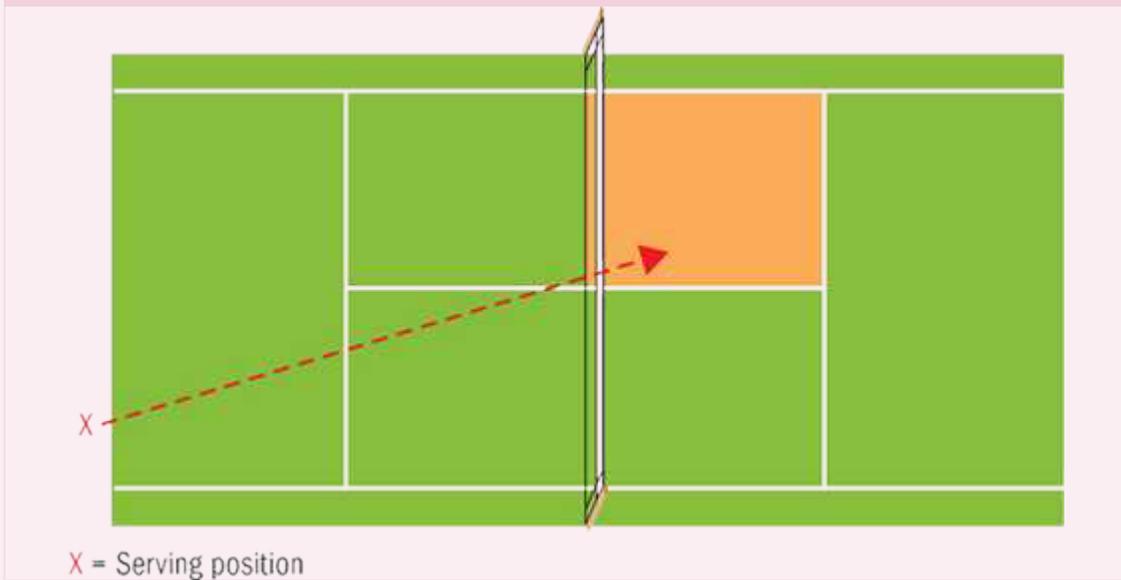
1. Stand side-on to the direction of the serve, with most of the weight on the front foot and the racquet and shoulders pointing in the direction of the serve.
2. Swing the racquet back, bending the knees a little and pushing the ball straight forward and up into the air. If the ball landed without being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

The tennis serve



2. The serve needs to land in the serving area indicated in the figure below. A serve that fails to touch this section of the court on the first bounce is called a fault. In small groups, continue practising the serve until you feel reasonably comfortable with the movement. Focus on placing the ball at the right height, and on rhythm as the body moves forward into the hit. Once you are comfortable with your serve, use the **Slow motion serve** weblink in your Resources section to watch Roger Federer's serve.

The tennis court and landing area for the serve



4 Basic Zumba steps to develop technique and timing

Zumba is an activity that links Latin dance steps with fitness to provide an effective and fun workout.

Some basic steps include the Salsa and Cumbia. The Salsa uses movements that include side to side, backward and a 'travel'. The Cumbia has the performer stepping forward, then back, followed with the 'candle step'. Use the **Zumba basic steps** weblink in your Resources section to watch some of these basic Zumba steps.

1. Use the demonstrations to create a sequence that includes all of the movements in this section of the video.
2. Choose some music to add to your dance sequence and practise the routine.

5 Orienteering — technique and anticipation

Orienteering is an activity that links simple and complex navigation skills with a high level of fitness to provide another type of effective workout. Orienteering has been called ‘cunning running’ as the sport requires participants to navigate through different types of terrain, accessing a series of checkpoints (called controls) in a timed competition. It requires an efficient running technique, the ability to move through natural terrain and an ability to anticipate and react to the presence of obstacles to complete the course.

Use the **Orienteering Australia** weblink in your Resources section to find out more about orienteering.

1. Use the demonstrations and information to create an orienteering course around your school, and include either natural or artificial obstacles to navigate around.
2. Make a map of your school grounds, then set out a simple course with a number of different controls and practise your orienteering skills.

CHECK & CHALLENGE

Explain

1. Explain what is meant by ‘kinaesthetic sense’.
2. Explain why body control is important in sports like gymnastics and diving.

Elaborate

3. Predict the effect of good anticipation on your ability to play tennis and soccer.

Evaluate

4. Evaluate the need for sound technique in performing gymnastic movements.

Explain

5. Identify three skills where good timing is important, such as serving in tennis. Explain the importance of good timing for correct execution for these skills.

on Resources



Explore more with these weblinks: [Slow motion serve](#)



Explore more with these weblinks: [Zumba basic steps](#)



Explore more with these weblinks: [Orienteering Australia](#)



Try out this interactivity: [Types of movement skills](#)

Searchlight ID: [int-5464](#)



Complete this digital doc: [Tennis skills checklist](#)

Searchlight ID: [doc-14671](#)

8.4 Practising and applying specialised skills

8.4.1 Developing and improving

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

ENGAGE

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

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

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



on Resources



Explore more with these weblinks: Slow motion swing

8.4.2 Developing specialised skills in cricket

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

DID YOU KNOW?

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

8.4.3 Batting

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

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

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

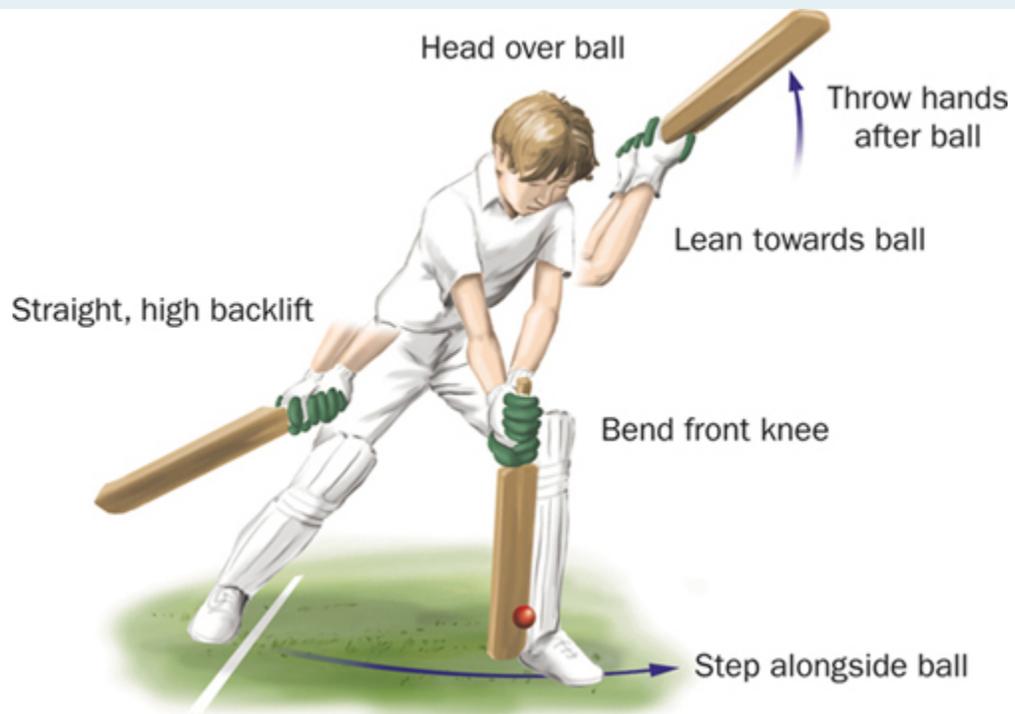
1. Lift the bat straight back towards the stumps.
2. Step towards the ball with the front foot.
3. Lean towards the ball, ensuring the front elbow is bent.
4. Hit the ball with an upright bat.

5. Keep the head over the front foot, watching where the ball makes contact with the bat.
6. Bring the bat through, allowing the arms to roll over in the follow-through.

The front foot drive in cricket



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



HEALTH FACT

Cricket Australia recognises the damage that exposure to the sun can cause and recommends that all cricket players and fans wear sunscreen and protective clothing when they compete in or come to matches.

ACTIVITIES

1 Practising the front foot drive

Equipment: one cricket bat and tennis ball per pair

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

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



2 The front foot drive in action

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

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

Practising the front foot drive with the ball being thrown



3 Continuous cricket

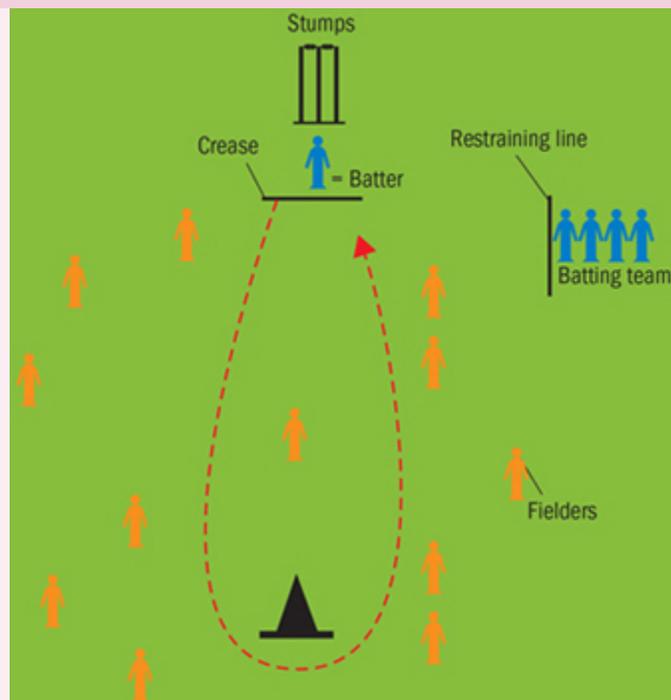
Equipment: cricket or softball bat, softball or soft cricket ball, set of cricket stumps and a softball base, oval or cricket field

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

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

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

Continuous cricket



CHECK & CHALLENGE

Explain

1. In your own words, define the word 'skill'.
2. Describe what is meant by a skilful person.
3. Explain the difference between basic and specialised skills.
4. Describe the most important points to remember when learning the front foot drive in cricket.

Elaborate

5. Discuss why some skills are more difficult to learn than others.
6. The activity 'Practising the front foot drive' is an example of isolating a skill. Discuss why some skills are better learned in isolation.

Evaluate

7. Evaluate your results in using the forward drive in a game of continuous cricket. If you experienced difficulty, suggest why this happened and develop strategies to address these difficulties.

Explain

8. Identify five skills important in other games or activities that require considerable development for success (such as a golf swing). Choose one skill and describe the action in detail.

Elaborate

9. How would you help a beginner who had never seen the skill identified in question 8 to visualise it?

Explain

10. Explain how practice improves the way we execute skills.

Evaluate

11. Assess the importance of visualisation in learning a skill.



Explore more with these weblinks: Continuous cricket

8.5 Transferring skills and movements

8.5.1 Using objects in sport

The ability to transfer skills requires the use of objects such as balls, bats, clubs and racquets to be able to play the game or participate in the activity. In this lesson you will develop a range of different skills you might require when playing your favourite games.

ENGAGE

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

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

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

Hockey involves high-level manipulative skills.



DID YOU KNOW?

Some research into learning new physical skills suggests that it takes about 10 000 hours of practice to become an expert at that skill. Effective practice helps us to progress through various stages of learning, from beginner to expert.

on Resources



Explore more with these weblinks: Ball control!

8.5.2 Transferring skills in games

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

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



DID YOU KNOW?

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

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

ACTIVITIES

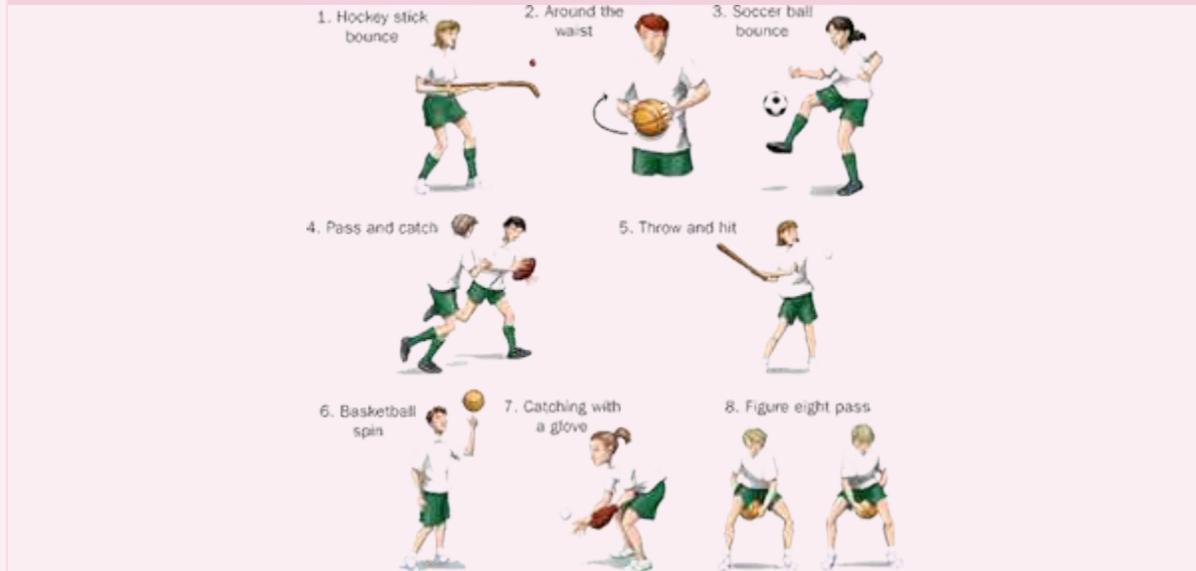
1 Fun ways to improve the transfer of skills

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

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

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

Improving our manipulative ability



2 The golf swing

Equipment: golf clubs, balls (soft rubber)

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

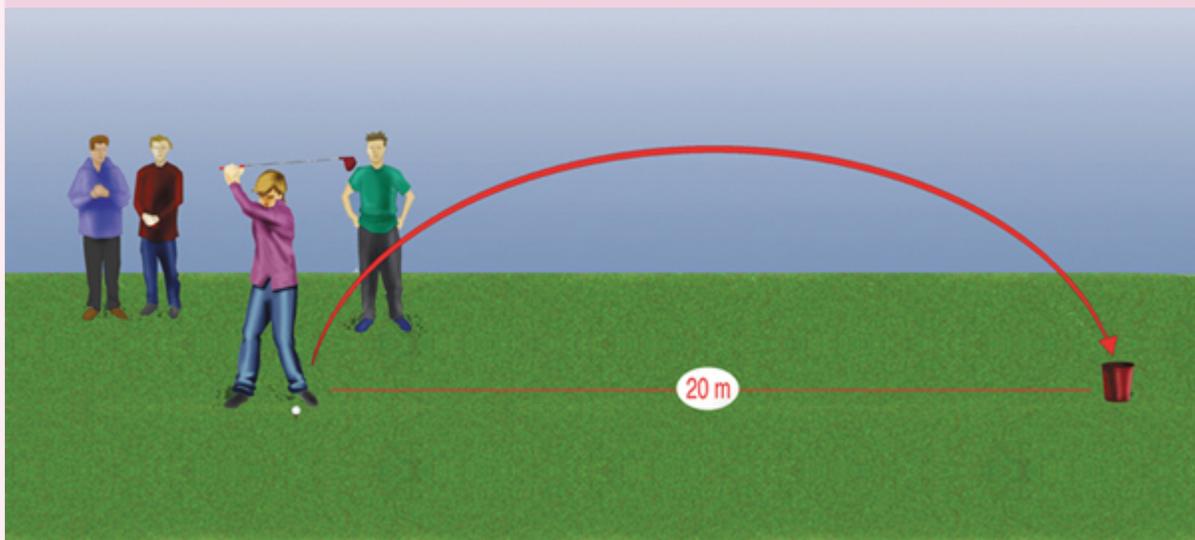
1. Hold the golf club with the last three fingers of your left hand and then wrap the index finger and thumb around the grip.
2. Slide the right hand onto the club just below the left hand, slightly covering the thumb.
3. Flex your knees and bend forward a little at the waist.
4. Gently swing the club around the body using a big shoulder turn.
5. Swing through at the ball, keeping your eye on the ball at all times.

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

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



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



CHECK & CHALLENGE

Explain

1. Explain what is meant by the term 'transfer'.
2. Explain why it is important to develop the ability to transfer skills.

Elaborate

3. Discuss how manipulation skills can be improved.

Explain

4. Outline the basic technique for the drop punt in AFL.
5. Identify the basic principles of the golf swing. Why is this skill classified as a manipulative skill?
6. Identify skills in the lesson that you could practise to improve your general manipulative abilities.

Elaborate

7. Develop and outline a drill that could be used to improve control in a hockey dribble. Justify your answer.
8. Discuss when manipulation of objects is essential in gymnastics.

Evaluate

9. Assess the importance of the senses and feedback in developing manipulation skills.

Resources



Explore more with these weblinks: Basketball drills

8.6 Deciding and choosing actions to move

8.6.1 Effective strategy choices

Decision making and problem solving are essential in successful game play. In a game, we are under pressure to decide, choose and execute our actions quickly and efficiently to allow play to successfully continue. Choosing the correct action in a game might involve some decisions like the timing of a pass, who to pass to or trying to make space to move away from a defender to effectively receive the ball. Another way of stating that someone can 'read the play' is that they possess good 'game sense'. The term game sense describes our ability to successfully respond to and develop solutions in game situations. Making effective strategic choices leads to developing competence in many games.

ENGAGE

Games provide ways of developing fitness and skills such as agility, coordination and speed. They also provide enjoyment and competition, help develop leadership skills and are important in nurturing social skills. Our game sense will develop most when we experience a variety of different games and have the opportunity to analyse our skills, plays and tactics.

Game sense builds on general and specialised skills that have already been learned. When playing new games, it helps us to transfer skills from similar activities, making shared aspects of the new game, such as teamwork, strategy and decision making, a lot easier to learn.

Many important skills and movements are developed through participation in games.



HEALTH FACT

Physical activity develops your memory. Playing games and sports stimulates your brain, which can improve your short-term memory. Staying physically active throughout your life can help delay the onset of memory decline which comes with old age.

8.6.2 Problem solving and choosing actions in games — developing game sense

We develop **game sense** through observation, practice, involvement in small games and exposure to the major game itself. Through experience, we develop our instincts, reactions and our thoughts about what to do, where to go, which pass to make, when to kick and how to pressure an opponent. Ultimately, we become better at 'reading the game' and become more comfortable with the team role we have been given.

Game sense is not unique to a particular game. Experience in one game or activity can transfer to another game that is similar, making the learning experience easier. There are many similar types of games such as:

- invasion games, including Australian Rules football, netball, soccer and basketball
- court/net games, including tennis, badminton and volleyball
- target games, including golf, archery, croquet and tenpin bowling
- striking/fielding games, including cricket, baseball and softball.

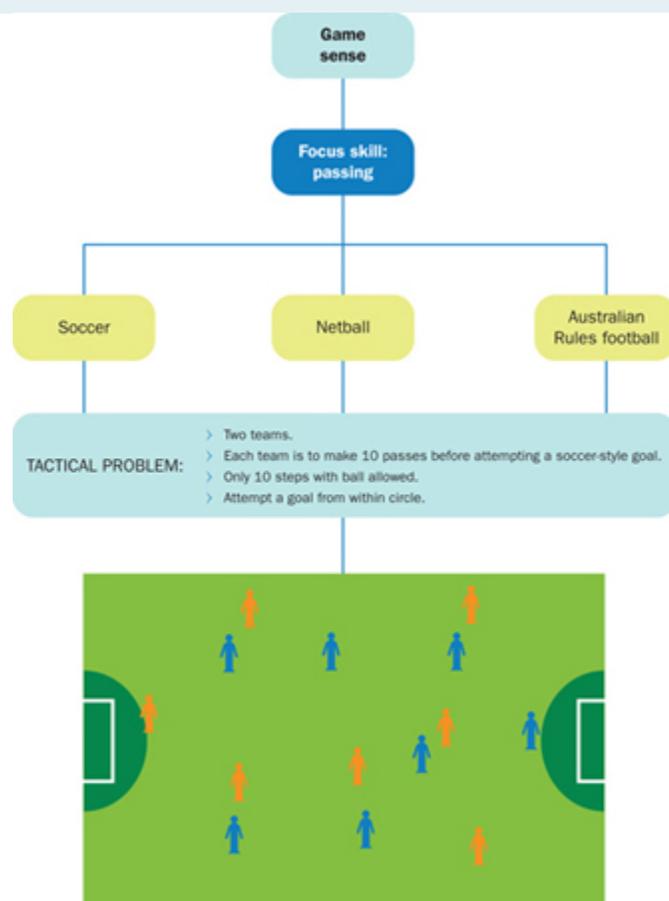
Within each of these areas, many of the skills are similar. For example, during invasion games such as Australian Rules football, basketball, netball and rugby, the ball needs to be passed from one player to another. Even though the methods are different within each game (for example, a handball in Australian Rules football, a chest pass in netball and the spiral pass in rugby), some aspects of each technique are similar. In each case, for example, the pass needs to be delivered to the front of a player so that the player is running towards the ball.

The activities that follow all have a focus. By using problem-solving exercises, such as the one illustrated in the figure below, you can find ways to use your skills on the field. As you become familiar with how certain techniques work, you will find that you can relate the basic principles to many games that are similar in structure. The game-sense approach then allows us to develop skills that apply to many games, and, as a result, we will readily learn and enjoy sports.

DID YOU KNOW?

Soccer is the world's most popular sport. It is played by more than 20 million people in more than 140 countries.

As game sense develops, many similar activities become easier to learn.



ACTIVITIES

1 Simplified soccer

Equipment: soccer ball, court, markers

1. Two equal teams line up along the goal lines, facing one another. The goal lines are about 25 metres apart. The soccer ball is placed in the centre between the two teams. Players in each team are given the numbers 1, 2, 3 and so on. When the teacher calls a number, both students with that number run forward and try to kick the ball past the opponents' goal line. The ball is not allowed to be kicked higher than the players' heads. When the ball is kicked, teams try to prevent the ball crossing the goal line by trapping it with their feet or kicking it. The ball is not allowed to be touched by the hands. When a goal is scored, teams reassemble and a new number is called. The winning team is the one scoring the most number of goals within a set time period.

This game can develop into soccer. Many specialised skills are involved in soccer, including dribbling, passing, trapping and heading.

Set-up for simplified soccer



2. Use the **Soccer smash** weblink in your Resources section to try your skills at soccer smash.

2 T-ball

Equipment: T-ball stand, softball, softball bat, four bases, softball gloves, face mask, helmets, a softball diamond with bases about 15 metres apart

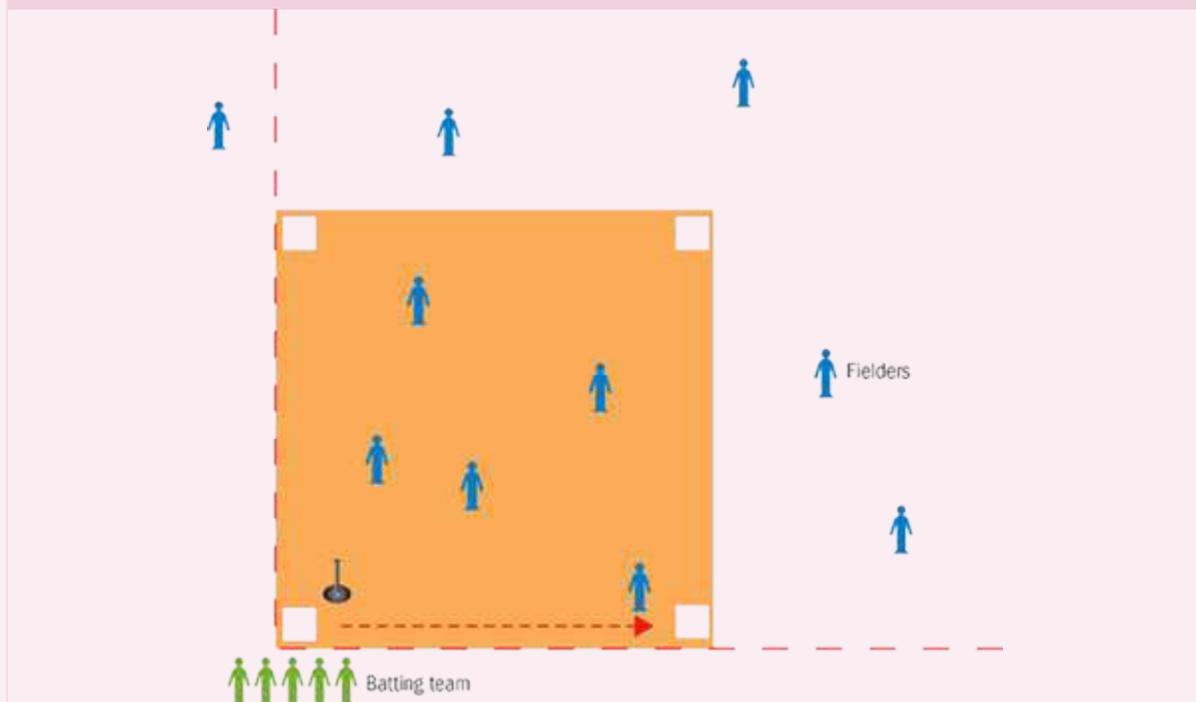
Create teams of 10–12 players each. The batting team assembles in batting order well away from the T-ball stand. The fielding team occupies the bases and various places in between.

The batter places the ball on the T-ball stand, hits it into the infield (within the dashed lines of the diagram below) and attempts to run around the bases and back to home base. The batter is out if the ball is hit out of the field of play, caught on the full or they are tagged with the ball before getting to a base. If the batter chooses to wait on a base, they must remain there until the next batter makes contact with the ball on the T-ball stand.

Batters must run on a straight line between bases. They can return to a base if the ball reaches the base ahead of them first, providing the base does not become occupied by one of their own team in the meantime. If the runner is forced from a base, they are out if the ball reaches that base before they get there. If the runner is free — that is, the base to which they are running is unoccupied — the runner must be tagged. The winning team is the team scoring the most number of runs.

T-ball has many of the skills required in softball but is much easier to play because the hit involves a ball that is stationary. In softball, the pitched ball is moving rapidly towards the batter and the hit requires good timing and anticipation.

Set-up for T-ball



3 Modified hockey

safety check 

Equipment: hockey sticks, soft foam ball, bucket, court

1. Devise a game where players must use a hockey stick to get a soft foam ball into a bucket at the far end of a court. Develop rules as a class, including how far off the ground the stick may be lifted, how to block a player getting to the ball, the use of feet to control/dribble the ball and how far it may be dribbled.
2. Draft a list of safety issues, particularly as they relate to lifting sticks when close to other players.
3. Discuss the game as a class, identifying skills you may need to play the game effectively.
4. Play the game.

CHECK & CHALLENGE

Explain

1. Explain what is meant by 'game sense'.

Elaborate

2. Choose two sports where passing is important and discuss how what you have learnt in one might assist developing the skill in the other.

Explain

3. Explain why problem-solving activities are good for developing game sense.

Evaluate

4.
 - a. When you played simplified soccer, describe the tactics your team used to prevent the ball crossing the line.
 - b. As an attacker, what type of pass worked best when a defender was in the way? Why?

Explain

5. In modified hockey, explain how the rules generated by the class assisted in promoting safety in the game.

Elaborate

6. Discuss the importance of field placements in hockey and T-ball.
7. Investigate another small-sided game which could be used to develop attacking skills. Devise a drill that could be used to assist. Use the **Small-sided soccer** weblink in your Resources section to help you. Justify your choice of strategies.

Resources



Explore more with these weblinks: Small-sided soccer

Explore more with these weblinks: Soccer smash

8.7 Review

8.7.1 What have I learned?

- Feedback is an important element in learning new skills.
- Feedback can take a number of different forms.
- Successful manipulation of objects requires good hand–eye and foot–eye coordination.
- Skill level can improve through effective practice and receiving correct feedback.
- ICT applications can provide excellent feedback to improve our skill learning.
- When composing and performing movement sequences we need to carefully link together a range of different skills.
- Skills and strategies can transfer to different games and different game situations.
- Effective and successful performance in games is dependent on making correct decisions and actions.
- Game sense helps participants to ‘read’ the game better.
- Game sense helps to transfer learning from one game context to another.

CHECK

1. Outline the technique for the drop punt in Australian Rules football.
2. Explain the different types of feedback that can assist skill learning.
3. Identify other factors that are important to assist skill learning.
4. Investigate another ICT application that could assist to provide feedback to the learner.
5. Describe a strategy you have learned playing games that can be applied to solve similar problems in other games.
6. Explain how the balance and flow of different movements can help you to perform.

ESSENTIAL QUESTION REVIEWED

How can I gain skills and strategies to participate in a range of physical activities with confidence, competence and creativity?

Evaluate your initial response to the essential question now that you have studied the topic.

on Resources

-  **Try out this interactivity:** [Multiple choice quiz](#)
Searchlight ID: [int-5374](#)
-  **Try out this interactivity:** [True/false quiz](#)
Searchlight ID: [int-5375](#)
-  **Try out this interactivity:** [Crossword](#)
Searchlight ID: [int-5376](#)

Chapter 9: Building successful teams

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- 9.2 Roles and responsibilities
- 9.3 Working as a team
- 9.4 Tactics and strategies for success
- 9.5 Developing initiative
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9

Building successful teams



9.1 Overview

on Resources



Watch this eLesson: [Building successful teams](#)

Searchlight ID: [eles-2330](#)

9.1.1 Effective teamwork

Effective teamwork is essential in games and sports. Teamwork also translates into other tasks that we face in life, such as working with others at school. To be an effective team, all members need to contribute by performing a range of tasks to ensure success in completing projects. This includes sports teams where teamwork is essential for success.

Teams are great for building skills, challenging our abilities and having lots of fun!



ESSENTIAL QUESTION

How are team roles, tactics and strategies developed to provide fairness, inclusion, structure and direction?

STARTER QUESTIONS

1. How can we be successful and work together as a team?
2. What personal and social skills will I need to develop to be an effective team member?
3. How can we demonstrate fair play in games?
4. Why is it important to include everyone in a game?
5. What can be done to make our games safe?

INQUIRY SEQUENCE

9.2 Roles and responsibilities

9.3 Working as a team

9.4 Tactics and strategies for success

9.5 Developing initiative

9.6 Ethical behaviour

9.7 Review

9.2 Roles and responsibilities

9.2.1 Various roles in teams

We often think of teams only in terms of the players on the field. However, teams are much more than that. Even if you are unable to be one of the players, there are many other important roles that can connect you to the team. In this topic you will examine a few of these roles.

ENGAGE

Teams are only one part of a much wider sporting umbrella. Competitions need to be organised and refereed, and teams need coaches, trainers and assistants. The higher the level of competition, the wider the support structures need to be. Is there a place for you in one of the many affiliated roles within sport? It is not uncommon for players to juggle a number of roles such as coach and player.

Sports psychology is an interesting and developing role in sport. It is concerned with maximising performance of athletes by getting greater control over the mind. To find out more about sports psychology, use the **Think it! Do it!** weblink in your Resources section.

All teams need a person or people to organise them.



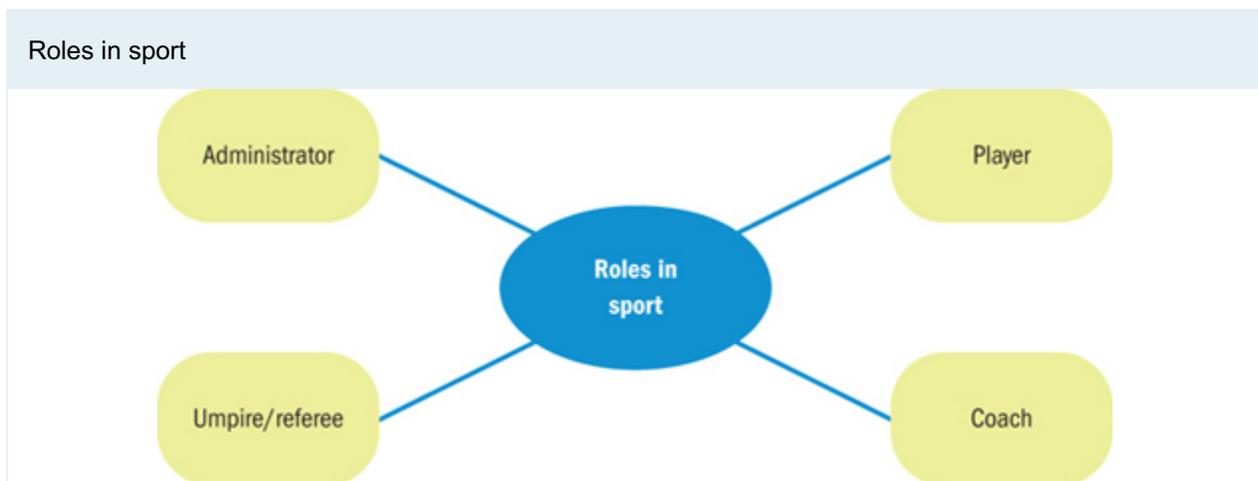
on Resources



Explore more with these weblinks: [Think it! Do it!](#)

9.2.2 Roles in sport

Playing, being captain, coaching, instructing, refereeing and administration are examples of some of the roles in sport. The general role of players is well-established. Among other things, they attend training, play in games, support the coach and perform required tasks that assist the team. Each team has a captain who must be experienced and possess a good understanding of the rules of the game. The team captain may be elected by the players or appointed by the coach, organisation or committee. The captain will make important decisions during the game, and liaise between referee/umpire and fellow players regarding disputes and rule interpretations.



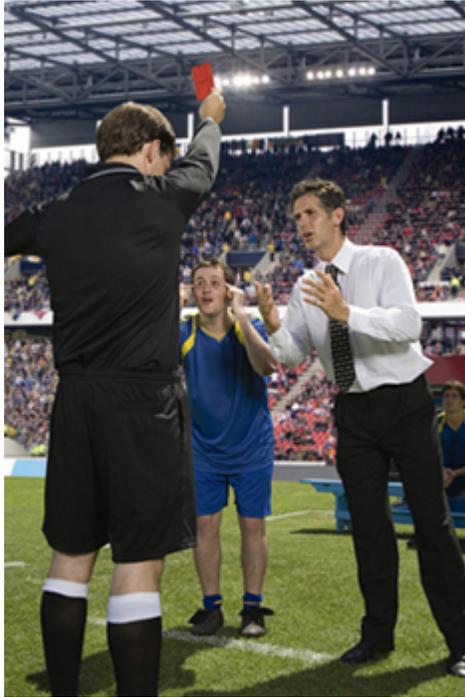
Coaches can play a number of roles. Some of these are illustrated in the figure below. They do not need to be elite athletes themselves, but must have a good understanding of the game and be able to communicate their ideas and inspire their players.

Some sports have instructors rather than coaches because short periods of tuition are preferable. For example, fitness trainers provide teaching or tuition in specific areas of an activity.

Most sports require referees or umpires. Referees/umpires are given the highest level of responsibility for conducting a game. They need to be knowledgeable about the rules and able to make decisions regarding their implementation. They often need to settle disputes and provide explanations to captains using their interpretation of the rules.



Referees need a good knowledge of rules to be able to use them during a game.



DID YOU KNOW?

Hawk Eye is a computer system used in cricket, tennis and other sports to trace the path of the ball and predict its future path. Originally developed in the United Kingdom in 2001, the technology is now used in many sports around the world including snooker. Its technology continues to improve, making it a valuable innovation in elite-level sports.

Finally, there is the role of administrator. This task requires good organisational and communication skills, and effective methods of assisting people to work productively and within the timelines allocated. Administrators take care of tasks such as team registrations, uniforms, competition organisation and planning, as well as rewarding good sportsmanship with prizes and trophies.

DID YOU KNOW?

Our senses are gatherers of the information around us. When we hear, see, taste, smell and touch, information is being taken in, interpreted and then used by us in a way we see fit. Our sight is by far the richest of the senses, accounting for about 75 per cent of all our perceptions. So when a coach says 'keep your eye on the ball', it is good advice.

ACTIVITIES

1 A team captain

1. Form groups with a few other students who enjoy the same sports as yourself. Choose one sport to examine.
2. Draw a chart similar to the one below.

Plus	Minus	Interesting
<ul style="list-style-type: none">• Listens• Leads by example	<ul style="list-style-type: none">• Too demanding	<ul style="list-style-type: none">• Respected, but not the best player

Brainstorm the important qualities in a potential team captain of that sport, grouping your ideas in the above categories. Some suggestions have been made.

3. Use your brainstorm to give a short presentation to the class. Discuss the importance of the qualities you selected to the team's success or otherwise.

2 An administrator

1. You have been appointed to the match committee and are responsible for organising two competitions. One competition has eight teams and the other has nine teams. By the next committee meeting you need to have a draw ready for consideration. How would you go about this?

- a. The first thing to consider is the number of teams — one competition has an even number (no byes), while the other has an uneven number, necessitating a bye each week. It is a lot easier to use a system to make the draw rather than trying to work out matches by a process of elimination and then having to crosscheck for clashes. The following figure illustrates how a system could be used to organise a draw for an even number of teams — in this case, six. The system simply involves holding the first numbered team and rotating the remaining teams clockwise.

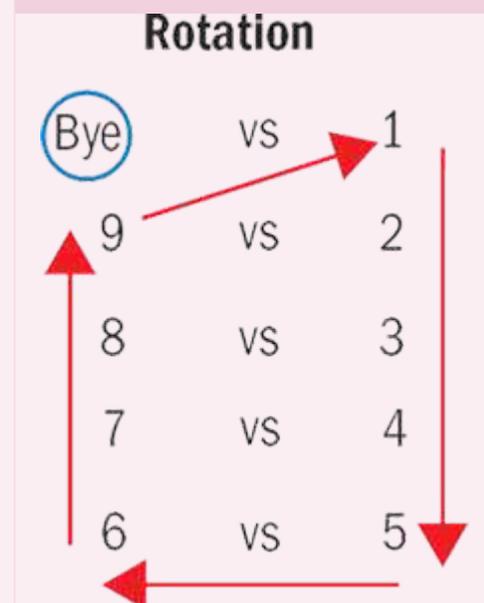
A system for an even number of teams is to hold team number one and rotate the other teams clockwise.

Rotation	Draw				
	Week 1	Week 2	Week 3	Week 4	Week 5
	1 vs 2	1 vs 6	1 vs 5	1 vs 4	1 vs 3
	6 vs 3	5 vs 2	4 vs 6	3 vs 5	2 vs 4
	5 vs 4	4 vs 3	3 vs 2	2 vs 6	6 vs 5

Use the system and structure to organise your competition for eight teams.

- b. To create a draw for an odd number of teams, place the bye in the top left, hold the position and rotate the remaining numbers. The draw will take the same number of weeks as the number of teams, as shown in the figure below. Use the figure to complete the draw for your competition for nine teams.
- Use what you have learnt to generate a round of competition for the AFL.
 - Sometimes it can be time-consuming to organise a full draw. Use the **Competition organisation** worksheet in your Resources section to explore how to organise a round-robin competition.

A system for an odd number of teams.



3 A team player

Equipment: different types of balls

Across a number of classes, organise a team sporting competition. Play a number of short games such as touch football, soccer or basketball and, following each game, rotate roles between coach, team member and umpire/referee. Utilise all aspects of game sense, teamwork, strategy and initiative that you have learnt in this chapter. After you finish playing, as a group discuss and reflect on how the different roles contributed to the success of the game.

4 A team competition

Consider the tournament that you organised. Compare the different games that you played and make recommendations that you could implement to improve the competition. Could additional roles be implemented?

CHECK & CHALLENGE

Explain

1. Explain the role of each of the following.
 - a. Team player
 - b. Team captain
 - c. Coach
 - d. Administrator
 - e. Referee
2. Explain how a round robin tournament is organised.

Elaborate

3. Investigate the role of a sports trainer.

Evaluate

4. Choose one sporting role that appeals to you. Analyse the role in terms of potential benefits and possible problems.

on Resources



Complete this digital doc: [Roles in sport](#)

Searchlight ID: [doc-14660](#)



Complete this digital doc: [Competition organisation](#)

Searchlight ID: [doc-14661](#)



Try out this interactivity: [Roles in sport](#)

Searchlight ID: [int-5466](#)

9.3 Working as a team

9.3.1 Communication is key

During team training and games, players must communicate with one another, strategise, establish ways of arriving at important decisions and solve problems that might arise. Exposure to situations such as these helps to develop important personal attributes such as leadership, cooperation and good sporting conduct.

ENGAGE

The backbone of teamwork is cooperation — where players work together to achieve a common goal, maximise their abilities, are motivated to accomplish their best, support each other and give their all in the interest of the team. How can a team pull all these elements together?

Use the **Work together** weblink in your Resources section to discover more about the importance of teamwork.

People work together in teams to achieve a common goal.



on Resources

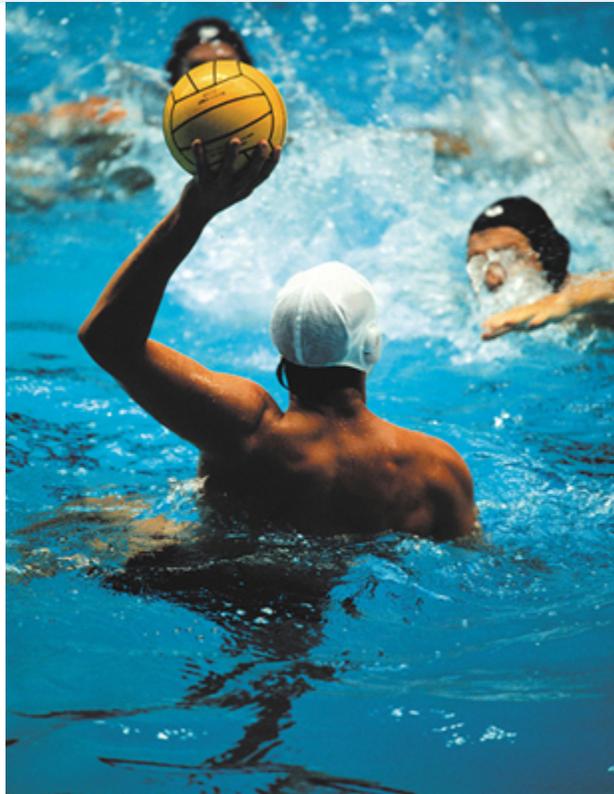


Explore more with these weblinks: [Work together](#)

9.3.2 Teamwork

Team activities provide an opportunity to develop individual strengths and abilities together with cooperative skills. In a rugby team, for example, the ball passes through the hands of many players before one player scores a try. In a debating team, one of the speakers may be more skilled than the others but the points gained by all speakers contribute to the final tally. In a medical team, the more experienced doctor may perform the most difficult procedures but the team will work together to produce the best result for the patient.

Being in a team provides opportunity to develop individual strengths and abilities.



HEALTH FACT

According to the Australian Institute of Sport, drinking fluids or hydrating while you play sport or participating in physical activity is very important for your health. You need to replace the fluid you lose as sweat. You can check this loss by weighing yourself before and after exercise. Each kilogram of body weight lost during exercise is the equivalent of one litre of fluid lost. Don't forget that you need to include the amount of water that you drink within the session. As an example, if you finish your activity session 1 kg lighter than when you started and you drank 1 litre of water through your session, you lost the equivalent of 2 litres of sweat. This needs to be replaced by drinking water.

Being involved in a sporting team provides an opportunity for fitness gains and personal growth. People join teams for many reasons; some are listed below.

There are many reasons why you might join a team.



In most sports, teams become involved in competitions. Although these provide a challenge and enjoyment for most people, negative behaviours are sometimes exhibited by other players. Frustration, anger, parental pressure, the use of unfair tactics and an unhealthy focus on winning can lead to unsporting conduct that needs to be addressed.

The following activities focus on developing teamwork. They will challenge your skill execution, decision-making ability and competitiveness. However, you will hopefully be able to identify and experience some of the positive results of joining a team, highlighted in the figure above.

DID YOU KNOW?

Have you thought about why you play sport? Researchers have found that the main reasons young people are involved in sport and physical activity are to be with their friends to have fun. They also enjoy the challenges provided and the excitement of playing games. Sport and physical activity also provide us with a sense of personal achievement and develop responsibility towards others. The development of skills is also seen as important.

ACTIVITIES

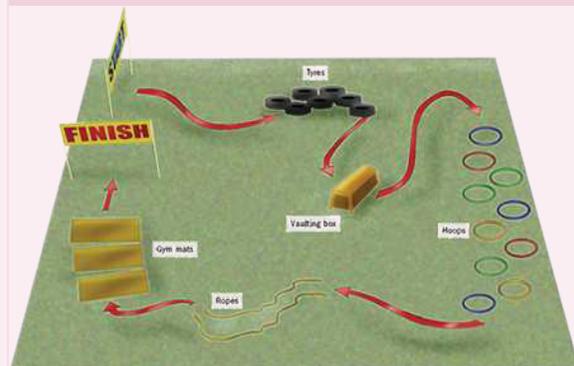
1 Teamwork challenge

safety check 

Equipment: a selection of safe obstacles (see instructions), blindfolds, ties (for three-legged race), sacks, six basketballs, oval or large space

On a large area such as an oval, set up an obstacle course, as shown in the figure below, using safe equipment such as vaulting boxes, hoops, ropes, tyres and gym mats. Divide the class into four teams of about six or seven people. The aim is for each team to move around the obstacle course in the quickest time. However, the team has not finished until the last team member crosses the finish line. The problem will be that each team has a number of members who will require assistance; one must be blindfolded; two have their legs tied together (as in a three-legged race); and two must remain in sacks (as in a sack race). Additionally, each team must transport six basketballs without using carrying bags. People may change roles during the activity and help one another where possible. Draw the order of teams at random and use a sheet to record the times.

A teamwork challenge course



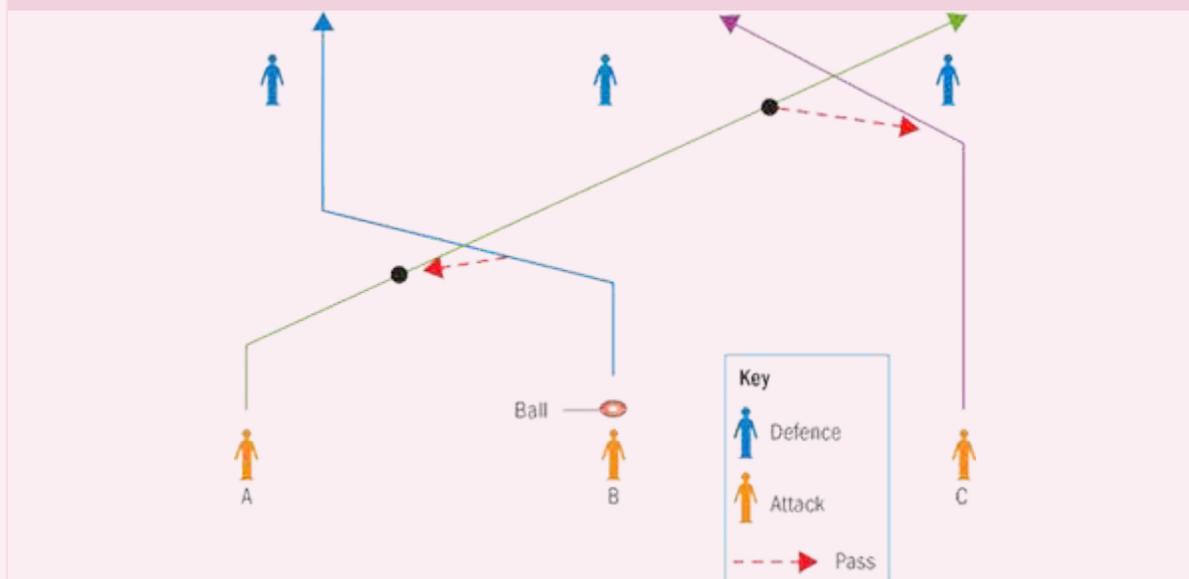
2 Developing teamwork

safety check 

Equipment: one football per group

1. Study the figure given below. It shows a simple rugby play where three attacking players pass the ball and move right or left, forcing the defence to adjust.
 1. Passes cannot travel in a forward direction (a forward pass).
 2. Three players line up across the field, the middle player (B) starting with the ball.
 3. As players run forward, player B switches places with player A, passing the ball in the process.
 4. Player A continues and switch passes to player C, who ends up in the centre.
 5. Repeat from step 1.
2. In groups of three, perform this move and, additionally, plan two other moves that help create space for one of your players.
3. Try all three moves against three passive defensive players. As you become more comfortable with your move, the defence may become an **active defence** and you may increase the pace.

Developing special plays helps develop teamwork.



3 Touch

safety check 

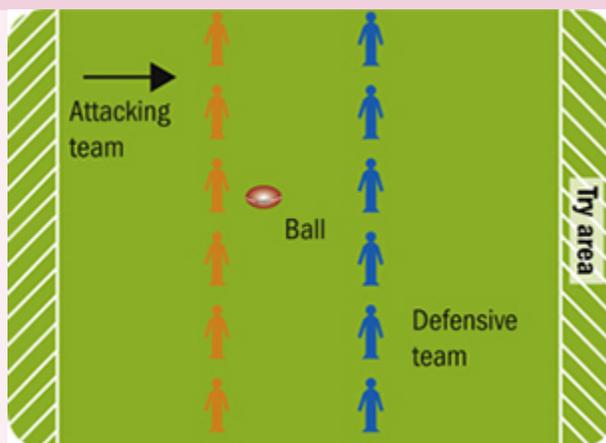
Equipment: one football (any type) for every two teams, markers for goals

1. This activity relates to invasion games and focuses on passing and avoiding being touched when in possession of the ball. Divide the class into teams of six or seven players and allocate them to areas of approximately 60 m × 50 m (see figure below). Provide one team with any type of football. The aim is to cross the opponent's end line and score a try without the person in possession of the ball being touched. The ball cannot be passed forward to a player on the same team, nor can it be dropped. If this occurs, the ball is handed to the opposing team. Each team has six opportunities to score a try. If this does not happen, the ball is handed over to the opposition.

The game should be stopped if players experience difficulty with passing, if the ball is being dropped or if players are not moving forward.

2. Once you are comfortable with this game, try some of the following variations.
 - a. Experiment with different types of balls.
 - b. In any phase of play, the attacking team must make three passes before one of their players is touched, otherwise that team loses the ball. This rule encourages players to make quick passes.
3. Use the **Touch football** weblink in your Resources section to find a list of positions played in touch football. Use the list of attributes for each position to identify which one you think would best suit you and reflect on why.

Teamwork can be developed in simple activities like avoiding being touched with the ball.



CHECK & CHALLENGE

Explain

1. In activity 1, identify four characteristics (for example, trust) that helped team members work together. Explain how each of these improved team cohesion.

Evaluate

2. In activity 1, comment on how leadership in your group affected the final outcome.
3. Activity 2 focused on moving in patterns to create mismatches in defence. Develop a strategy that would create space in defence and allow an attacker a clearer shot at goal.

Elaborate

4. In activity 3, discuss further skills that need to be developed to prevent errors such as dropped balls and forward passes.

Evaluate

5. Identify the types of passes in activity 3 that were most successful.
6. In activity 3, what strategies were used to evade the defence? What made you choose this strategy?

Resources



Explore more with these weblinks: Touch football



Complete this digital doc: [Wild way to build teamwork](#)

Searchlight ID: [doc-14662](#)

9.4 Tactics and strategies for success

9.4.1 Gaining an advantage

When teams oppose one another in competition, they use tactics and strategies to try to give themselves an advantage over the opposition. Wise use of tactics and strategies can provide positional advantage and help overcome the skills and abilities of competent opponents.

ENGAGE

All successful teams use tactics and strategies in both attack and defence. Creating and using tactics and strategies that are suited to the ability of the players in a team can be difficult. Although there are many strategies available, the first consideration must be the ability of the players to implement them.

Use the **Soccer strategies** weblink in your Resources section to watch a video on soccer tactics. Many of these tactics could be applied to other sports. Write a brief statement about your understanding of tactics and strategies and how they relate to team sports.

Teams use tactics and strategies to create an advantage, whether it is in attack or defence.



on Resources



Explore more with these weblinks: Soccer strategies

9.4.2 Understanding tactics and strategies

Tactics and strategies are moves that aim to improve the team's attacking or defending abilities. It might be as simple as blocking an opponent to help advance the ball up the field quickly, or structuring a defence that concentrates on protecting an area close to a goal or basket. For example, 'flooding' the backline is a common tactic in Australian Rules football.

There are many tactics and strategies that have been developed for use in specific sports. Many are well known and widely used. Most teams set up structures from which a positional advantage can be gained. Some target the weakness of particular opponents. Regardless of the type of strategy used, its effectiveness will be determined by how well the team understands the strategy and utilises the combined skills of players.

The use of tactics and strategies will help you become conscious of working as a group. You'll soon find that most strategies won't be effective without teamwork. Players are allocated roles such as passing to another player and then moving to a position that blocks the intended path of an opponent. With the use of tactics, the focus moves from each individual trying to score a goal to players working together to increase the scoring opportunities for the team. All players in both defensive and attacking positions contribute equally when tactics are used because the tactic would not have been successful had each role not been performed.

DID YOU KNOW?

In basketball, prior to 1937, the referee tossed the ball from behind the end line following every basket.

Successful execution of tactics and strategies requires regular rehearsal during training sessions. Tactics need to be built and adapted to the strengths of fellow players and target opposition weaknesses. However, to be effective, they must be versatile. Tactics and strategies need to have built-in options or alternative movements should opportunities arise elsewhere on the field. Or, in the case that an opposition is able to adjust to a particular movement, variations may need to be used to allow other possibilities to be created.

Because of the spontaneous nature of games, the movements of opponents cannot be scripted. Opposition players often move differently to what was anticipated during practice. As a result, flexibility and creativity become key ingredients in the execution of tactics. Many tactics that worked well in practice may be less effective in a game situation. Being able to adapt strategies to match the ever-changing movements of players within games requires experience, confidence and the ability to make the best of limited opportunities.

Passing in volleyball plays a tactical role in the development of strategy.



HEALTH FACT

Using tactics and strategies requires good thought processing. While accounting for only three per cent of the body's weight, the brain draws on about 17 per cent of the body's total energy production.

DID YOU KNOW?

Have you ever wondered why chess players seem to spend a lot of time thinking about their next move? There are more than 318 billion ways of playing the first four turns in a game of chess. There are almost 1.7×10^{29} ways of playing the first 10 turns.

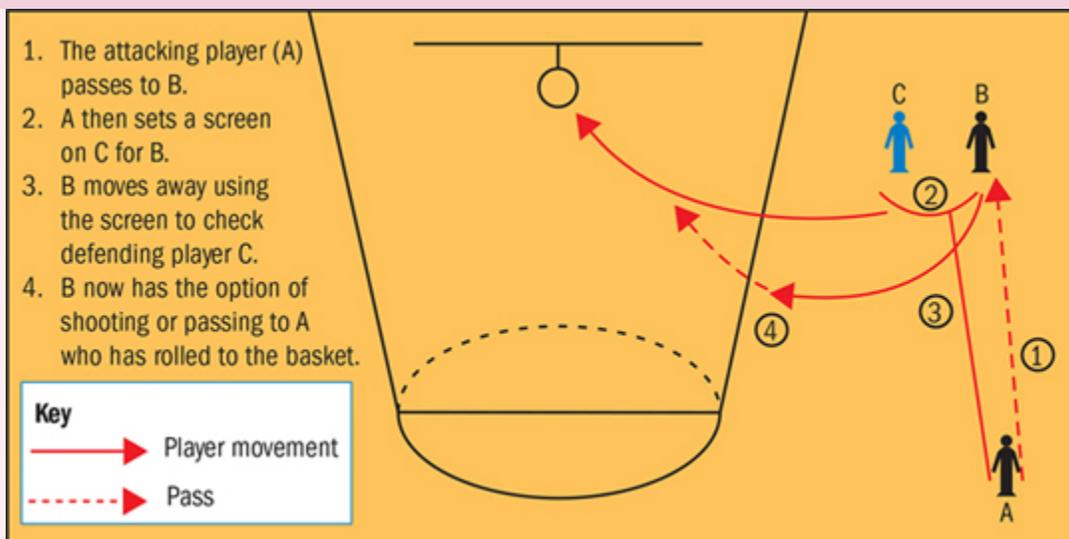
ACTIVITIES

1 Screen and roll

Equipment: one basketball, court

A simple attacking strategy used in basketball, called a **screen** and **roll**, is illustrated in the figure below. Observe it closely and practise it in groups of three. Reflect on how and when you would use this in a game.

The screen and roll is a basic sequence commonly used in basketball. By varying the options, a more creative sequence can be developed from this structure.

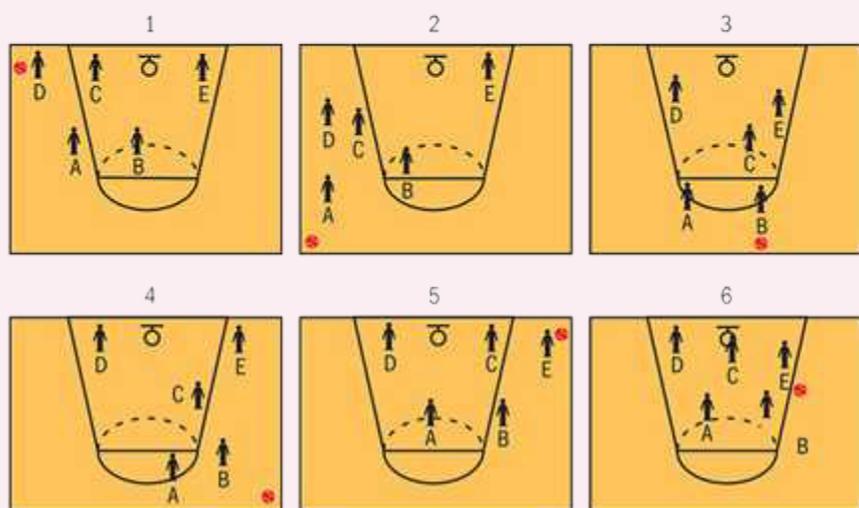
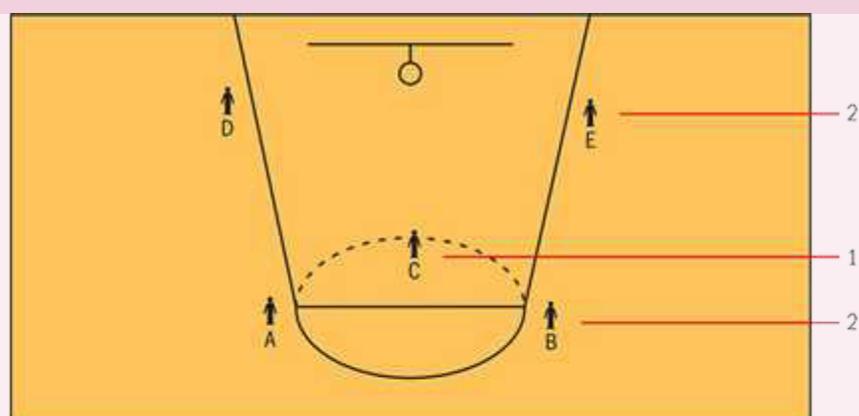


2-1-2 zone defence in basketball

Equipment: one basketball, court

Defensive strategies in basketball focus on stopping/intercepting the ball or keeping players away from the basket where their chances of making a successful goal are less likely. Sometimes teams may organise to 'fortify' the area around the keyhole and use a special formation to protect this area. The formation illustrated in the figure below is known as a 2-1-2 zone defence. Observe where players move to when the ball is passed from one place to another.

The 2-1-2 zone defence in basketball



The shape of the zone changes according to the position of the ball.

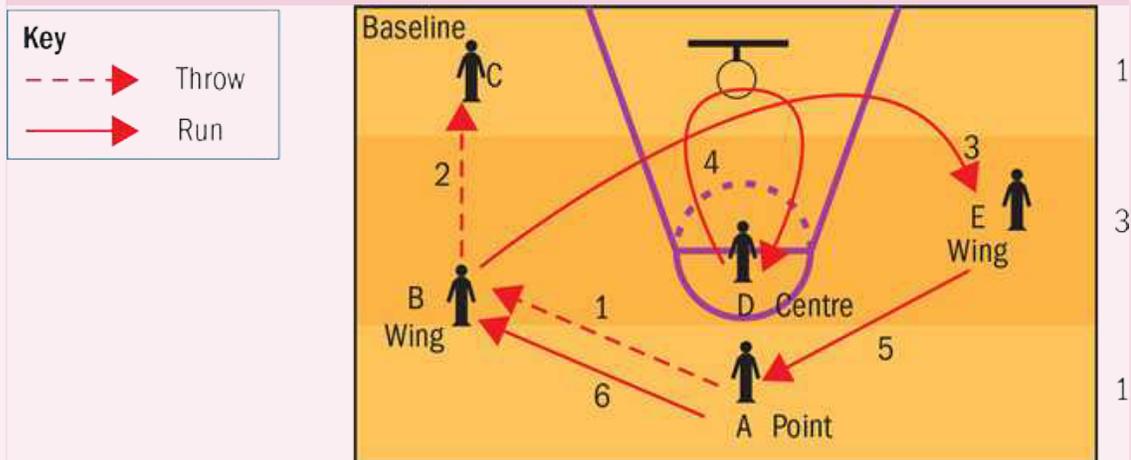
In groups of 10 (half on offence and half on defence), practise moving to the areas indicated in the figure above as the ball is passed around the outside. The idea is to have at least two people between the ball and the basket at all times. Gradually increase passing speed to encourage the defence to move quickly.

3 1–3–1 offence in basketball

Equipment: one basketball, court

1. Offensive teams will develop patterns and tactics to help break formations such as zone defences. The 1–3–1 pattern illustrated in the following figure is an example of a strategy that could be used to break the zone formation. Read the 1–3–1 offence described below.
 1. The ball starts at the point player A and is passed to the wing player B on the left.
 2. The wing player B passes to the baseline player C.
 3. The wing player B cuts through the keyhole looking for the ball.
 4. The centre player D rolls towards the basket and back to the centre position.
 5. The far wing player E replaces the point player A.
 6. The point player A moves to the vacant wing position (vacated by B).
 7. The ball is passed back to the new wing player A, who passes to the baseline player C.
 8. Player A cuts and is followed by the centre roll D. The move continues.

The 1–3–1 offence in basketball



2. In groups of five, practise the 1–3–1 offence.
3. Try it with the point player throwing the ball to the wing player on the other side and the baseline player having to move across.

4. Once you are comfortable with the offence, try it against defence.
5. Use the **Offensive basketball strategy** weblink in your Resources section to see an animation of another good zone offence. Practise the offence in a later lesson.

4 Using strategies in a game

Equipment: one basketball, court

Divide the class into teams. Play games of basketball utilising a 2–1–2 zone defence and a 1–3–1 offence. Although many aspects of this will be difficult to remember and carry out under pressure, persevere with the task. You will find that you will be thinking all the time — an attribute that all good players have developed.

5 Develop a strategy

Equipment: a selection of footballs, netballs, volleyballs and basketballs

1. As a class, choose a game such as soccer, netball, volleyball or Aussie Rules. Divide the class into small groups and appoint a leader or coordinator. As a group, plan a move or strategy that would help advance the ball and improve the opportunity for scoring. Plan your move on paper and practise it within your group. Ensure that all players have a role.
2. Have groups perform their strategy against defensive players to see whether it works. At this stage, the defence should play a passive role; that is, they should not go for intercepts but rather focus on keeping defensive positions. It is very difficult to successfully execute moves and strategies while you are still learning about the game; however, it is important to persevere and be willing to make necessary modifications and changes.
3. As a class, choose the best two strategies and have all groups practise these for use in a modified game.

CHECK & CHALLENGE

Explain

1. Define the terms 'tactics' and 'strategies'.

Elaborate

2. Discuss why teams use tactics and strategies.

Explain

3. Describe a simple strategy that could be used in basketball.

Evaluate

4. Analyse the 2–1–2 zone defence in basketball and comment on its weaknesses.
5. Evaluate the 1–3–1 offence in basketball in terms of its ability to get the ball close to the basket.
6. Outline and analyse a similar strategy that could be used in a different team sport.

Elaborate

7. What are some of the factors that contribute to making tactics and strategies work effectively?

Evaluate

8. Identify factors that may hinder effective implementation of tactics and strategies in game situations.

Resources



Complete this digital doc: [Developing tactics and strategies](#)

Searchlight ID: [doc-14663](#)



Explore more with these weblinks: [Offensive basketball strategy](#)

9.5 Developing initiative

9.5.1 Enhancing initiative

Initiative refers to an ability or attitude required to create or start something, and is highly effective in team games when used appropriately. In this topic you will explore a wide range of activities that will enhance initiative.

ENGAGE

Most team games are highly structured. They have offensive and defensive formations and players can be evenly matched. Successful teams rely not only on players with considerable ability, but players with initiative. These players are thinking players. They readily 'take in' what is happening, adapt to varying and spontaneous situations and use their creative processes to achieve the best outcomes. They work within the cycle of offensive and defensive plays to expose weaknesses and gain the upper hand. Is your initiative developed to its fullest?

Use the **Show initiative** weblink in your Resources section to read the instructions for the initiative game. Use the challenge as part of your next warm-up.

Initiative can be developed through games.



on Resources



Explore more with these weblinks: [Show initiative](#)

9.5.2 Developing initiative

Although games develop our physical skills, they are also about getting along with other people and developing our thinking skills. We usually imagine games as contests between teams and the field as the place where competition happens. However, some games can involve small numbers of people with no opposition. Here, the team members are working together to solve a problem. They need to communicate with one another and work out the best way of achieving their goal. These are called cooperative games and **initiative** activities.

Initiative activities foster our ability to think creatively and put forward a solution. The thoughts and opinions of others need to be taken into account as team members arrive at the best method for solving a problem. These games are fun to play and improve our social skills at the same time. The activities in this lesson illustrate some cooperative games and initiative activities that can be carried out in the school environment.

Cooperative games are a good way of developing initiative.



A number of these activities focus on problem solving; others provide a challenge. In the case of problem-solving activities, only enough direction is given to outline the nature of the task. The problem must be solved without assistance.

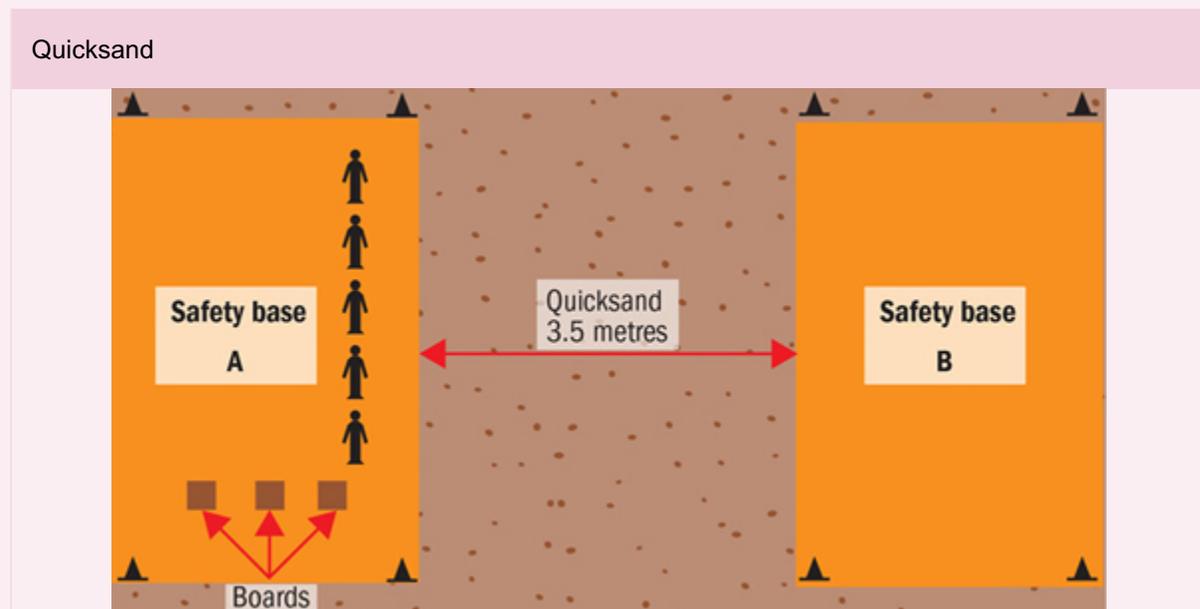
ACTIVITIES

1 Quicksand

safety check 

Equipment: eight markers, three pieces of board (each about 30 square centimetres)

Use the markers to outline two safety bases (A and B) which are 3.5 metres apart, as illustrated in the figure below. The area between the safety bases is quicksand. The aim is to work cooperatively and use the boards to get the class to move from one safety base to the other without falling into the quicksand. Students cannot stand on a board for more than five seconds, otherwise it will sink.



2 Flip

Divide the class into groups of 10 and nominate a team captain for each group. Each group must sit or stand in a triangle, forming a 4–3–2–1 arrangement as illustrated in the following figure. The idea is to swap the base with the apex by moving only three people.

Flip



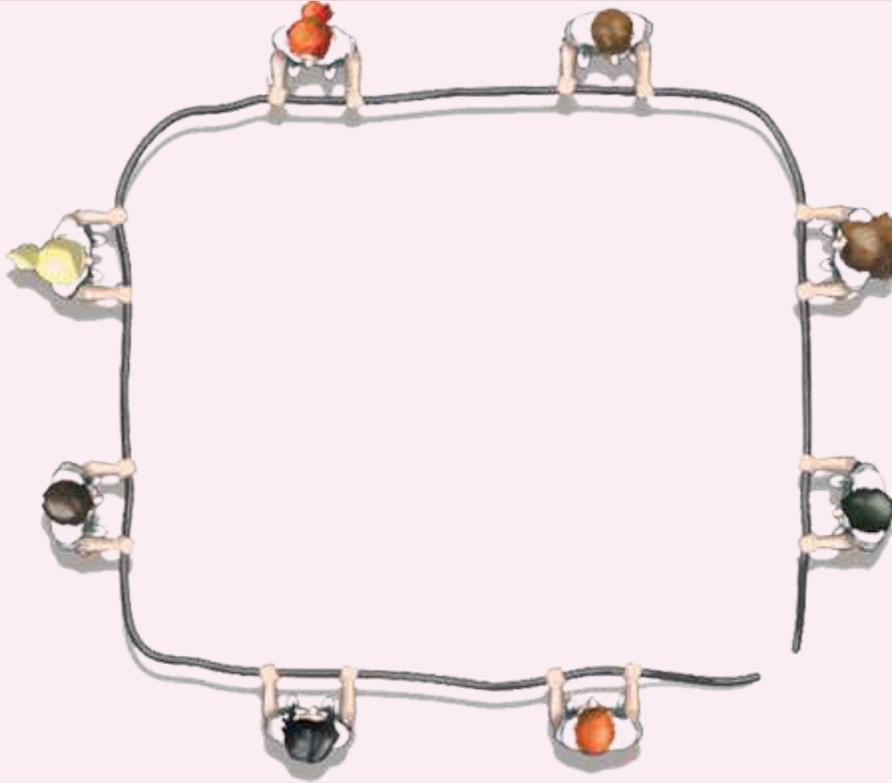
3 Shapes

safety check 

Equipment: tug-o-war rope joined at the ends, blindfolds

The rope is placed on the ground. Eight to twelve students stand around the outside of the rope and blindfold themselves, as illustrated in the figure below. They then place both hands on the rope and make the formation requested by the teacher — for example, square, triangle, arc, line, half moon, star and arrow. Students should make one attempt to achieve the requested shape unguided, then try again under the supervision of a non-blindfolded student acting as a coach.

Shapes



4 Balance

safety check 

Equipment: spinner

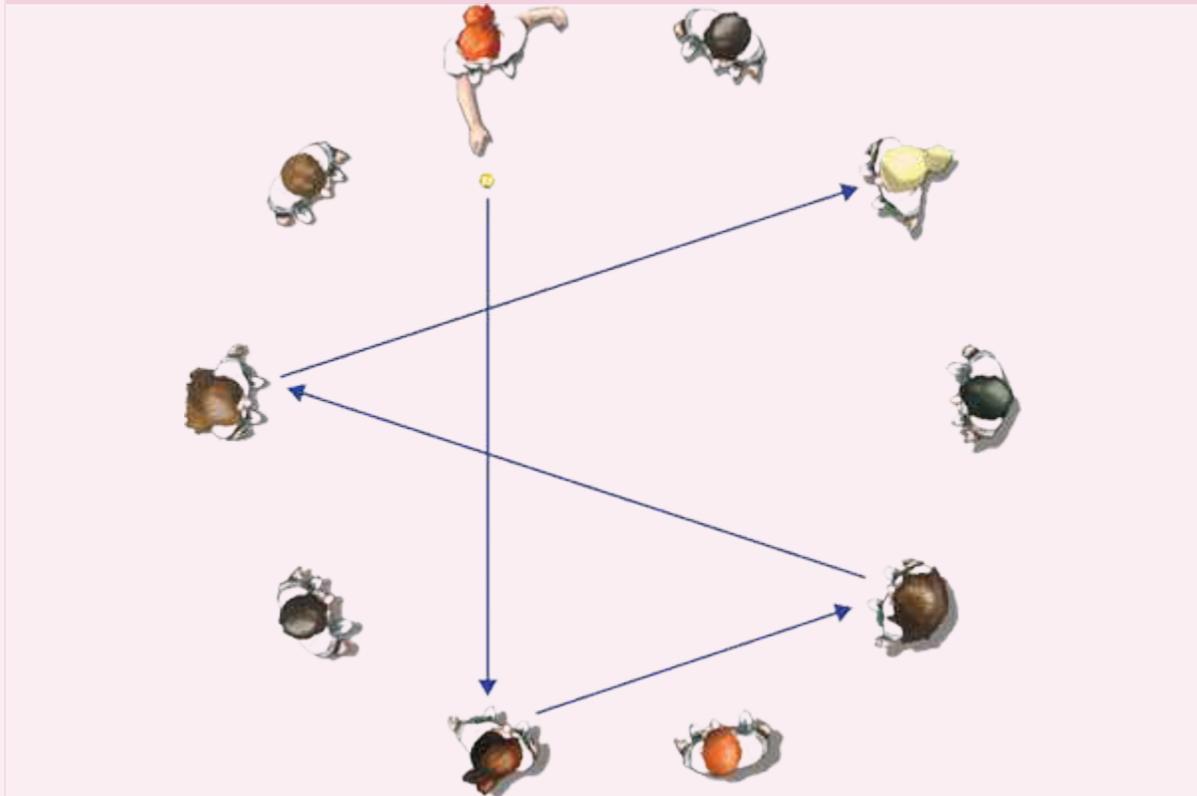
1. Form evenly numbered groups of seven to nine students. The aim is for each group to construct a balance activity with the least number of body parts touching the ground and hold the balance for 10 seconds.
2. A second balance activity involves groups of three to four students. For this activity, nominate one student to act as an administrator who must create a cardboard spinner labelled with a range of body parts (left hand, right hand, left foot, right foot, buttocks, chest, head) written on each of the flat surfaces. The administrator spins the hand of the spinner and only those parts can be used as a base. Evaluation of the winners involves deciding who has the most creative balance within the rules.

5 Circle throws

Equipment: tennis ball

The class forms a circle and a tennis ball is given to a student nominated as the leader. The leader then throws the ball across the circle to any other student who does likewise until all students have caught and thrown the ball (see following figure). Students must remember from whom they received the ball and who they threw to because this becomes the pattern for the remainder of the activity. The leader receives the last throw and begins repeating the pattern of throwing and catching. As students become familiar with the pattern, more balls are added. The aim is to see how many balls can be introduced before the activity becomes unmanageable.

Circle throws

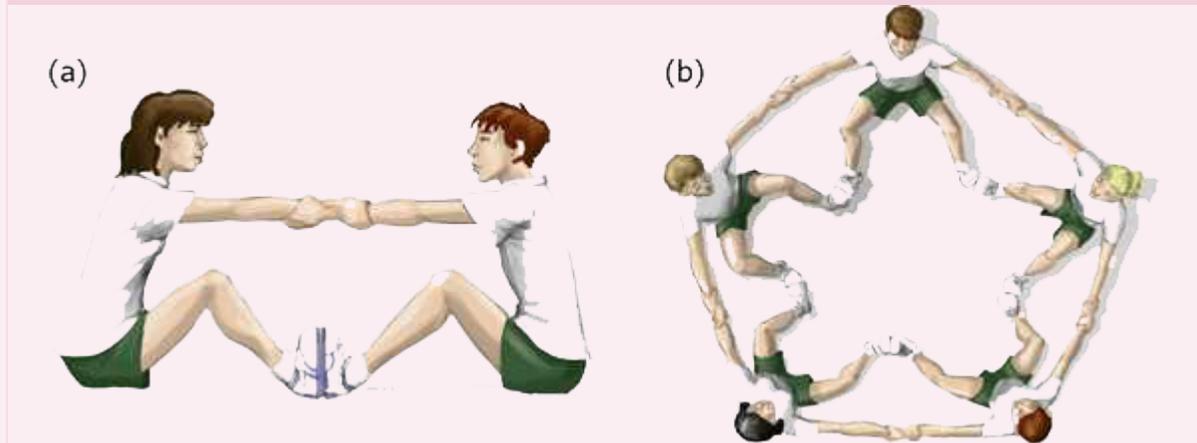


6 Rise and grow

safety check 

Form pairs and sit on the ground with hands joined and soles of the feet up against each other's feet. The aim is to try to pull each other off the ground to a standing position (see below left). When you are able to do this, form threes, fours and even larger groups and perform the same task (see below right). See how big your group can become before the task becomes too difficult to do.

Rise and grow (a) in pairs and (b) in groups



7 Create your own

safety check 

Equipment: one ball (any type), one hula hoop

Divide the class into two groups. Each group is given the task of creating a game or activity that focuses on challenge or problem solving. One group must include a ball in their activity; the other must include a hula hoop. The activity must be safe and be able to be conducted in the school environment. Spend some time developing the initiative, trial it and then ask the other group to solve it.

CHECK & CHALLENGE

Explain

1. Explain what is meant by initiative.
2. Why is initiative important in games?
3. Describe ways in which initiative can be developed.

Evaluate

4. How important was listening and exploring the ideas of others in the development of initiative?

Elaborate

5. Discuss why cooperation is important in the development of initiative.
6. Which of the initiative activities did you like most? What skills were developed by this game?

Evaluate

7. Assess how participation in these games helped to develop leadership qualities.

Explain

8. Explain the initiative activity you developed. Comment on its ability to foster cooperation and thinking.

9.6 Ethical behaviour

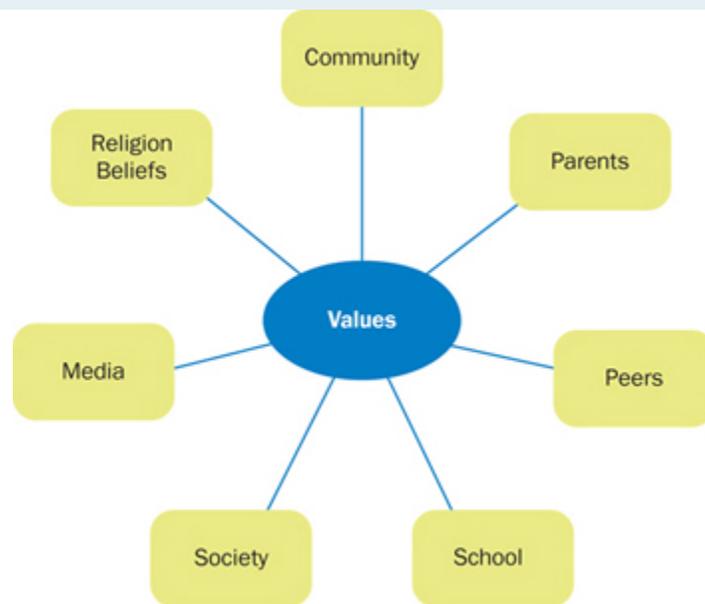
9.6.1 Setting a good example

We often hear reports in the media about behaviour by athletes that is sometimes positive, but is often negative. Many sporting stars are seen as a **role model** for others and their examples of behaviour are often followed. They can also influence the conduct of others through their actions. The decisions and actions that you demonstrate when you are playing sport say a lot about you as a person. Your values help to shape your behaviour. In this topic, you will develop a better understanding of **ethical** behaviour in sport and physical activity.

9.6.2 Ethical behaviour

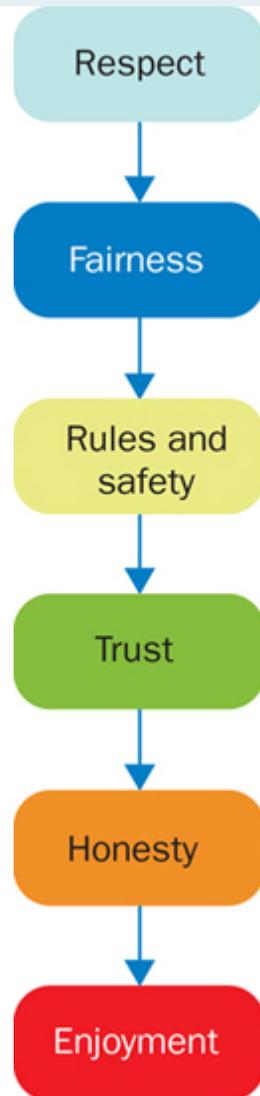
Ethical behaviour can be described as making judgements or decisions that are fair and proper. How we decide what is right from wrong is based on a number of different factors and include our values or what we consider important as guiding principles in our lives. These values are shaped by our peers, our families, our school, the media, our religion and spiritual beliefs, as well as the community and society in which we live.

Values have an impact on our behaviour in sport.



Our values affect our behaviour in sport. How we respond to our opponents, the umpires and our coaches reflect these values. They assist in developing a set of principles that determine our behaviour. These might include values such as respect, fairness, following rules, enjoyment, trust, honesty and safety. They help us to decide what is fair or unfair and what is right or wrong.

Principles for ethical behaviour in sport



Jonny Marray was a member of the winning men's doubles team at Wimbledon in 2012. Wimbledon is arguably the most prestigious tennis championship on the professional tennis circuit. Jonny discusses fair play and ethical behaviour in sport in the **Tennis and fair play** weblink in your Resources section.

on Resources



Explore more with these weblinks: Tennis and fair play

HEALTH FACT

There are a number of health benefits for young people who regularly participate in physical activity and sport. However, the social benefits of playing sport can often be overlooked. Sport and physical activity provide opportunities to make friends and can develop a sense of belonging to a group of friends who share similar interests. Sport and physical activity can also develop your self-confidence and boost your esteem (the way you view yourself). Sport and physical activity challenges us to work together as a team and encourages us to consider and think of the needs of others.

ACTIVITIES

1 Inclusion in sport

A student with a disability wants to join your sport and be a part of your game. Identify some of the issues to include the student in your game, using your own ethical behaviours. Explore the scenario in the weblink **Play by the rules: disability** in your Resources section.

2 Rules and scoring systems in games

Develop a scoring system and additional rules for a game that you are currently playing that fulfils the requirements of ethical behaviour (fair play, rewarding skill, encouraging participation). Your discussion and actions might be based around:

- the value of a score
- how you might create and encourage skilled passages of play
- setting rules to include every player in the scoring process.

3 Team selection in sport

Team selection is sometimes a controversial issue in sport. Think about some of the issues related to team selection. How do you select teams fairly? What decisions need to be made to include all your players? Explore the scenario in the weblink **Play by the rules: teams** in your Resources section.

4 Substance use in sport

While training in the gym, you overhear older students talking about wanting to try substances that are claimed to be performance-enhancing. The students say that because there is no drug testing in the sport they are playing at school, there wouldn't be a chance of getting caught. They are able to buy these substances through a contact at the local community gym. They believe that if they are bigger, faster and stronger, they will have a much better chance of making next year's representative team.

Apply some principles of ethical behaviour to this scenario.

1. Do you consider this action cheating?
2. What values might have an impact on an individual's decision to take these substances?
3. What would you do in this situation?

5 Girls playing in boys' sports teams

Louisa wants to play in your football team. Develop a list of some of the issues that need to be considered in this situation.

Explore the scenario in the weblink **Play by the rules: gender** in your Resources section.

6 Parent involvement in sport

Create a code of conduct for ethical behaviour of parents in junior sport. Include what type of behaviour should be encouraged and what behaviour is not okay.

1. What rules should be created for parents' involvement in junior sport?
2. What issues should be considered?
3. Should parents be involved in the selection of teams that include their children?
4. Should parents be involved in coaching teams that include their children?

7 Verbally abusive coach

Your team is not playing well and it is clear that your coach is not happy with your performance. The coach starts to pick on players, saying they are no good and shouldn't be part of the team. What can you do in this situation?

Explore the scenario in the weblink **Play by the rules: abuse** in your Resources section.

DID YOU KNOW?

We live in a culturally diverse country, with people living here who were born in over 200 different countries. More than 260 languages are spoken in Australia. According to the Australian Sports Commission, we love supporting and playing our favourite sport, with 62 per cent of the population playing and attending sport regularly. However, some people who want to play sport feel excluded for a range of cultural or social reasons. Although we consider Australia a 'sporting nation', many Australians are not physically active due to barriers such as cost, lack of resources, lack of cultural support and language barriers.

CHECK & CHALLENGE

Explain

1. How might you describe 'values'?
2. Describe one example of ethical behaviour in sport or physical activity.

Elaborate

3. Discuss an example of how you might make sure that everyone is included in an activity. Why do you think this is important?
4. What are some of the factors that contribute to ethical behaviour in sport?

Evaluate

5. Consider and recommend additional ways that the principles of ethical behaviour could be embedded in your sport or physical activity.

on Resources



Explore more with these weblinks: Play by the rules: disability



Explore more with these weblinks: Play by the rules: teams



Explore more with these weblinks: Play by the rules: gender



Explore more with these weblinks: Play by the rules: abuse

9.7 Review

9.7.1 What have I learned?

- Fitness, friendship and personal growth are important reasons for joining teams.
- Collective decision-making activities, such as strategy development, enhance teamwork, cooperation and spirit.
- Tactics and strategies aim to improve a team's attacking and defending ability.
- The screen and roll in basketball is an example of an attacking or offensive strategy.
- The 2–1–2 zone defence is an example of a defensive strategy used in basketball.
- The development of initiative is important because it fosters our ability to think creatively.
- Activities such as 'flip' and 'quicksand' develop initiative and teamwork.
- There are many roles within sports including player, coach, administrator and referee/umpire.
- Ethical behaviour in sport and physical activity is shaped by our values.
- Fairness and inclusion are important principles of ethical behaviour in sport and physical activity.

CHECK

1. Explain some responsibilities and tasks that you could contribute to your team's performance.
2. Describe how you might modify rules in a game to allow everyone to achieve success.
3. Identify some other aspects of fair play, based on the weblink **Tennis and fair play** in your Resources section.
4. Discuss why people join teams.
5. Explain the importance of activities like 'Teamwork challenge' (see [section 9.2](#)) in developing teamwork skills.
6. Discuss the importance of leadership in teamwork.

7. Explain why teams develop and implement tactics and strategies.
8. Describe a simple offensive and defensive strategy that may be used in a sport of your choice.
9. Why is initiative important in games? Discuss how it can be developed.
10. Describe the role of a coach in a sporting team.
11. Outline the role of a team captain.
12. Describe how you would organise a round robin competition for eight teams.
13. 'A single arrow is easily broken but not 10 in a bundle'. Use the **The importance of teamwork** weblink in your Resources section to explore this concept and discuss how it can be applied to team games.

ESSENTIAL QUESTION REVIEWED

How are team roles, tactics and strategies developed to provide fairness, inclusion, structure and direction?

Evaluate your initial response to the essential question now that you have studied the topic.

on Resources



Try out this interactivity: [Multiple choice quiz](#)

Searchlight ID: [int-5377](#)



Try out this interactivity: [True/false quiz](#)

Searchlight ID: [int-5378](#)



Try out this interactivity: [Crossword](#)

Searchlight ID: [int-5379](#)



Explore more with these weblinks: [Tennis and fair play](#)



Explore more with these weblinks: [The importance of teamwork](#)

Chapter 10: Fit for life

Contents

- 10.1 Overview
- 10.2 Fitness — what is fitness?
- 10.3 Health-related fitness components — how to measure
- 10.4 Health-related fitness components — how to improve
- 10.5 Skill-related fitness components — how to measure
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- 10.7 FITT — the formula for fitness
- 10.8 Fit for life — overcoming barriers for fitness
- 10.9 ICT ACTIVITIES Project: Creating a website 'Living to win'
- 10.10 Review

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10 Fit for life



10.1 Overview

on Resources



Watch this eLesson: [Fit for life](#)

Searchlight ID: [eles-2331](#)

10.1.1 Measuring fitness

Being fit doesn't just mean being able to swim the fastest, run a marathon or being a certain weight. Fitness incorporates a number of components that can be specifically measured and trained. Some of these components are more closely related to sports performance and some of these are related to everyday health and wellbeing. Being 'fit for life' will help maintain better health for life.

Being fit, no matter our age, helps our bodies function better, helps us feel better and can be fun!



ESSENTIAL QUESTION

What does it mean to be fit and how can I improve my fitness?

STARTER QUESTIONS

1. Who is the fittest person: a marathon runner, a sumo wrestler, a sprinter, a hockey player or a brick layer? Justify your choice.
2. Can you judge someone's fitness by just looking at them? Explain why or why not.
3. Can everyone use similar training programs to improve their fitness? Explain why or why not.

INQUIRY SEQUENCE

10.2 Fitness — what is fitness?

10.3 Health-related fitness components — how to measure

10.4 Health-related fitness components — how to improve

10.5 Skill-related fitness components — how to measure

10.6 Skill-related fitness components — how to improve

10.7 FITT — the formula for fitness

10.8 Fit for life — overcoming barriers for fitness

10.9 ICT ACTIVITIES Project: Creating a website 'Living to win'

10.10 Review

10.2 Fitness — what is fitness?

10.2.1 Fitness enhances people's lives

Fitness has an enormous effect on our quality of life. Being fit allows us to engage in activities that interest us. It also positively affects our sense of self and improves our general level of health.

If we are unable to do activities we would like to or if physical activity causes us discomfort — and if we are not injured or ill — we are probably lacking in fitness. When we are fit, we live a certain quality of life; we are able to perform our daily activities without undue fatigue. We can also choose to be involved in additional activities we enjoy because we have sufficient energy in reserve for these activities. All this adds up to feeling good and being able to approach each day positively and with enthusiasm.

Physical fitness encompasses both health- and skill-related components. Health-related fitness relates to the level of fitness we need to maintain good physical health during our daily activities. Skill-related fitness relates to the level of fitness we need for involvement in physical activities like sport.

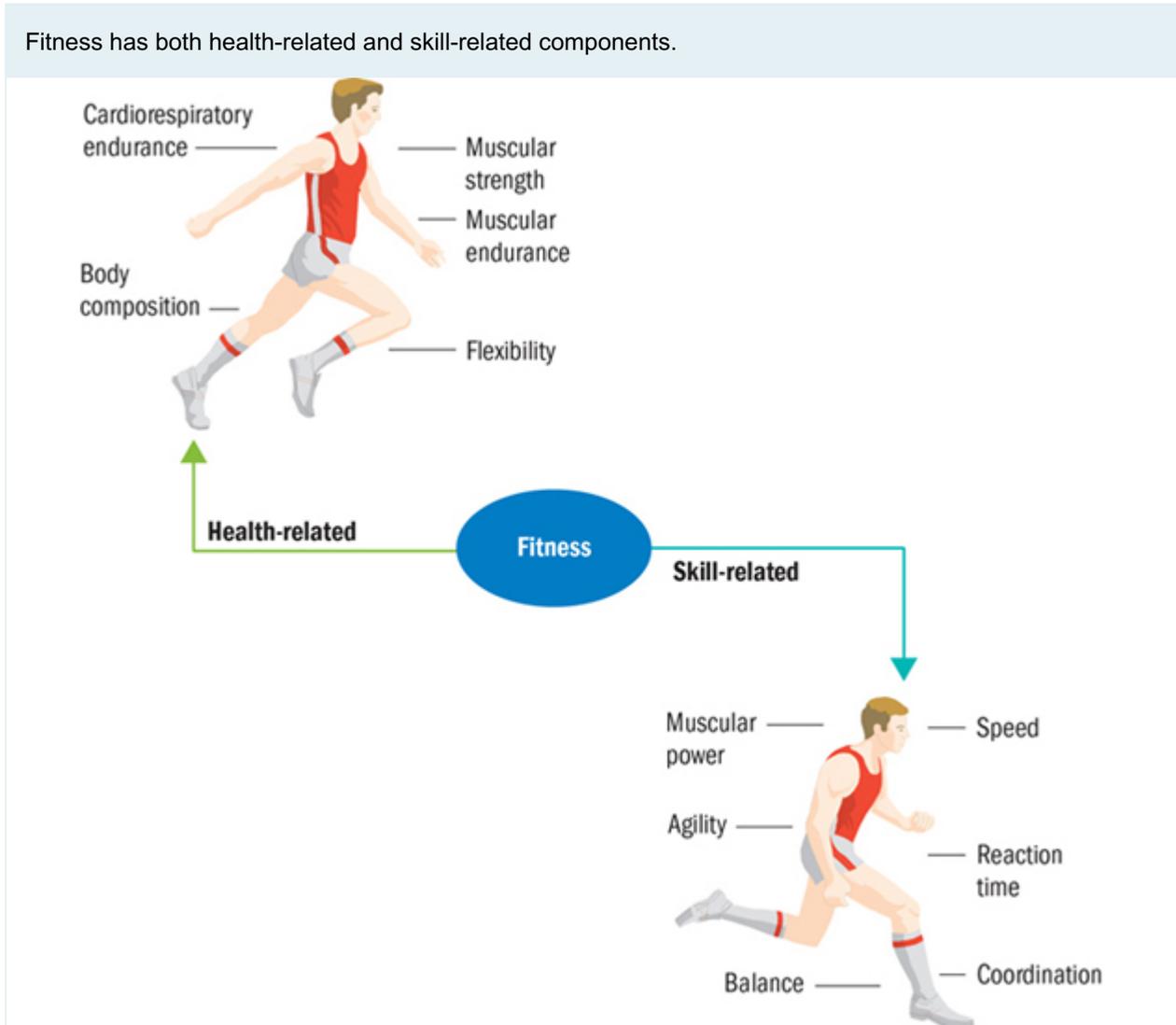


TABLE 10.1: The various aspects of physical fitness

Component	Health- or skill-related	Definition	Sporting example
Cardio respiratory endurance (aerobic fitness)	Health	The body's ability to sustain prolonged exercise with the use of oxygen. It is also known as aerobic fitness, aerobic capacity or aerobic endurance.	Running a marathon
Muscular strength	Health	The ability of muscles to exert force	Holding someone down in a wrestle
Muscular endurance	Health	Ability of the muscle or muscle group to sustain (isometric) or repeat (isotonic) contractions for a long period of time	Repeated actions by the legs while cycling
Flexibility	Health	The degree of movement around a joint	Rotation of shoulders in butterfly stroke
Body composition	Health	Describing body shape or type with reference to the ratio of muscle tissue in the body compared to fat	Gymnasts require little body fat and a higher proportion of muscle.
Muscular power	Skill	A combination of speed and strength. When strength is exerted quickly, it is called power.	High jumper
Speed	Skill	The ability to get from one point to another as quickly as possible	50m swimmer
Agility	Skill	The ability to change direction quickly with speed and balance	Dodging an opponent
Reaction time	Skill	The time it takes to initiate the first response to a stimulus	Responding to starting gun in sprint
Balance	Skill	The ability to control our centre of gravity while stationary or moving	Diver on the edge of 10m platform in a static handstand

Coordination	Skill	The ability of body parts to work together resulting in smooth, efficient movements	Tennis serve
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In order to be considered physically fit, a person needs to attain a particular standard when tested for each of the components. Even then, some components are more important than others. **Cardiorespiratory endurance** (or aerobic fitness) is the most important component of all because it directly affects our health, such as our **cardiovascular** health, cholesterol levels and lung function. It is also important for participating in sustained physical activity and promoting recovery processes.

DID YOU KNOW?

Exercise improves heart function. When you begin an aerobic exercise program, expect your resting heart rate to decrease by about one beat per minute every week during the first few weeks. This indicates that your heart is becoming more efficient and pumping more blood each beat. Highly trained Olympic endurance athletes have had resting heart rates recorded at just 28–40 beats per minute.

ACTIVITIES

1 Views about fitness

1. Fitness means different things to different people. Allocate the following occupations or roles to pairs within the class and create a list identifying how you think that person might view fitness. Have a representative of each pair report to the class on why that person would view fitness that way. The occupations or roles are:
 - a. plumber
 - b. dentist
 - c. surfer
 - d. chronically ill person
 - e. triathlete
 - f. body builder
 - g. elderly person
 - h. police officer
 - i. nurse
 - j. office worker
 - k. obese person.

2. Why do people view fitness differently?
3. Which of the above people would you consider to be the fittest? Why?
4. What factors affect an individual's optimal level of fitness?

2 Identifying fitness components

In pairs, discuss and justify the most important fitness components (at least three) for each of the following athletes. Share and compare different group's responses. Analyse how the components are developed through the activity.

1. Sprinter
2. Long distance swimmer
3. Pole vaulter
4. Midfielder in soccer
5. Javelin thrower

3 Analysing fitness components

Complete the following table.

Activity	Health or skill	Definition	Sporting example
Jump as high as you can			
Complete 5 mins of step-ups			
Sitting down with straight legs touch your toes			
Alternate hand toss with tennis ball			
Weave around a set of 5 cones			
Complete a prone hold for 1 min			
Stand on one foot with your hands above your head and hold for as long as possible			

CHECK & CHALLENGE

Explain

1. Define the term 'physical fitness'.
2. Distinguish between health-related and skill-related components of fitness.
3. Why is cardiorespiratory endurance the most important element of fitness?
4. Identify the health-related components of fitness.
5. Identify the skill-related components of fitness.

Elaborate

6. Discuss why views about fitness differ from one person to another.

Evaluate

7. Evaluate your performance in health- and skill-related fitness components. What are your strengths and weaknesses? Why do you think this is the case?

Explain

8. Explain why being able to run for a long time doesn't necessarily mean you will be successful in other sports.

Elaborate

9. Research and suggest a sport that requires the greatest number of fitness components.

Resources



Explore more with these weblinks: Heart rate levels



Complete this digital doc: [Fitness components](#)

Searchlight ID: [doc-14664](#)



Watch this eLesson: [Heart exercise](#)

Searchlight ID: [eles-0220](#)

10.3 Health-related fitness components — how to measure

10.3.1 Measuring health related fitness components

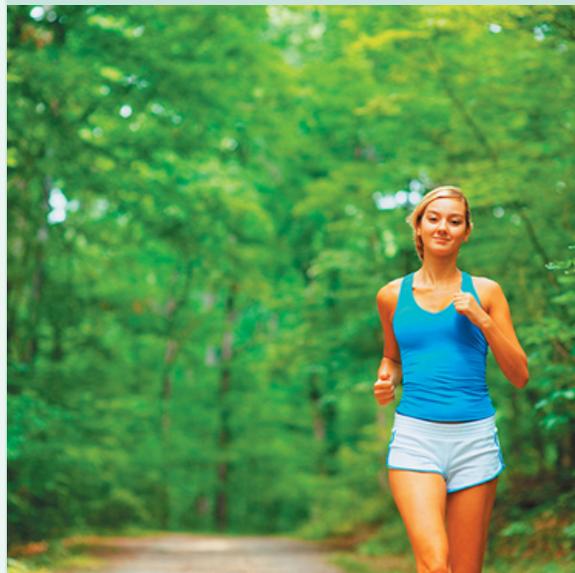
The health-related components of fitness are cardiorespiratory endurance, flexibility, muscular strength, body composition and muscular endurance. There are recognised ways of measuring these components.

ENGAGE

Cardiorespiratory endurance, muscular strength, muscular endurance and flexibility are all important components of our health. Most of us may know a little about them, but are not sure how to gauge them. Unless we can do this, attempts to improve our fitness will be ineffective. How do we measure health-related components of fitness?

To find a simple test which you can use to track the improvements in your flexibility, use the **Trunk flexion test** weblink in your Resources section.

Developing cardiorespiratory endurance is an important part of health-related fitness.



on Resources



Explore more with these weblinks: [Trunk flexion test](#)

10.3.2 Importance of health-related components

The health-related components of fitness target essential body functions that impact directly on our health. Improved cardiorespiratory endurance, muscular strength, flexibility, local muscular endurance and body composition all positively affect our health.

Regular exercise strengthens bones and muscles, both of which give shape to the body. Physical activity promotes healthy bone growth which is important to support our weight as well as enabling basic motor skills like carrying objects. Exercise strengthens the heart, making it a more effective pump in supplying the body with oxygen and nutrients. The heart muscle needs to remain strong so that it can pump blood every day for our entire lives. Exercise increases the heart's ability to contract forcefully, allowing it to pump more blood into our circulatory system with each beat.

Activity also improves our breathing and the ability of the lungs to take in oxygen. The harder we work, the more oxygen we need to deliver via the blood to the working muscle. This is why we breathe more rapidly during exercise sessions.

Body composition is an important health-related component. This relates to composition of our body in terms of muscle and fat. Unused energy is stored in the body as fat. We need to balance our intake (food) with our output (**metabolism** and exercise) to control our weight. It is better to monitor weight and maintain a healthy weight range than to let our weight fluctuate. Activity has the advantage of increasing our metabolism and keeping it elevated for hours after we have finished, so that we continue to burn more fuel even as we recover.

Finally, exercise strengthens muscles, making them respond quickly and forcefully. This helps us to run faster, be active for longer and control our bodies with greater precision in activities such as dance, gymnastics and games.

The following activities include a series of tests designed to measure the levels of some of your health-related components of fitness. It is very important that the tests are carried out as instructed for accurate results. Remember, these results are a reference point only. They are not meant to grade your fitness ability; rather, they are used to highlight areas in which you can improve.

Once you know which areas you need to improve you can choose appropriate activities to help improve your weaknesses while maintaining your strengths.

ACTIVITIES

1 Pulse rate — an indicator of fitness

Learn to take your pulse rate accurately.

1. Place your index and middle finger on the thumb-side of your wrist as indicated in the photo and count the pulse for 20 seconds.
2. Multiply by 3 to convert to a reading for a minute.
3. Repeat the exercise two more times and then average the reading. You have now established your resting pulse in beats per minute.
4. An average resting heart rate is about 72 beats per minute. As your fitness level improves, your resting pulse rate will decrease. Heart rates can also be measured on a heart rate monitor. It is worn while participating in physical activity and lets you know your pulse rate.



Use the **Heart rate levels** weblink in your Resources section to find out how hard your heart needs to work for activities of varying intensity. Calculate your maximal heart rate by subtracting your age from 220.

2 Measuring aerobic fitness using the multistage fitness test

Equipment: multilevel fitness test audio, firm surface with two lines marked 20 metres apart

1. Form a group of no more than 10 subjects to one supervisor.
2. Divide the group into two. Half the group is to perform the test while the remaining half observes and records the results.
3. Perform a general purpose warm-up including leg stretching exercises before commencing this test.

- The subjects in group 1 should move to the start line and listen to the introductory remarks on the audio, which tell them when to start and how to judge pace.

The multistage fitness test



- Subjects begin by walking to the end line, aiming to reach it on the 'beep'. Both feet must cross the line. They then turn and walk back, aiming to reach the start line on the next 'beep'. Gradually the tempo is increased, necessitating a jog and then a run to reach the other line by the sound of the 'beep'. When subjects fail to stay in time with the 'beep' they are given a warning. Failure to catch up or a second warning means the subject must stop the test.
- Recorders should note the level at which their subject was unable to continue the test. Record the level and the fitness rating using [Table 10.2](#) below.

TABLE 10.2: Fitness rating (15-year-olds)

Level	Fitness rating (boys)	Fitness rating (girls)
2	Poor	Poor
3		Fair
4		
5	Fair	Average
6		
7	Average	Good
8		
9	Good	Excellent

10		
11	Excellent	
12		
13		
14		
15		

3 Measuring muscular strength using the hand-grip dynamometer test

Equipment: hand dynamometer

1. Pick up the dynamometer and push the arrow back to zero.
2. Let your arm hang vertically with the dynamometer comfortably gripped in your hand.
3. Gradually lift the dynamometer to shoulder height, squeezing the grip as hard as you can with your arm extended.
4. Read the result and record it in [table 10.3](#). Repeat with your other hand.
5. Allow three tests on each hand and record the best result. Determine your rating using [table 10.4](#).

TABLE 10.3: Results for muscular strength using a hand dynamometer

	Result (kg)	Rating
Right		
Left		
Best		

TABLE 10.4: Ratings for muscular strength using a hand dynamometer (13–15-year-olds)

Classification	Strongest hand (kg)	
	Boys	Girls
Excellent	≥ 36	≥ 29
Good	31–35	25–28
Average	26–30	21–24
Fair	21–25	16–20
Poor	≤ 20	≤ 15

4 Measuring muscular endurance using the sit-up test

Equipment: stopwatch, recording sheet

1. Work in pairs. Nominate who will be the first subject and who will be the first counter.
2. The subject should lie on the floor with the knees bent and feet flat on the floor. Arms are folded across the chest. Palms are open and rest on the front of the shoulders. Elbows are close together. The counter should hold their partner's feet firmly on the floor. The angle at the knees should not be less than 60°. In the sit-up, the trunk is raised and the elbows brought to a position between the knees. The body then returns to the floor. The total movement counts for one sit-up.
3. Have a number of practices to warm-up and ensure the technique is correct. Disallow any sit-ups performed incorrectly.
4. Perform the test, counting the number of correctly executed sit-ups in one minute.
5. Change roles and repeat the process.

6. Determine the rating for each person, using [table 10.5](#).

The sit-up test



TABLE 10.5: Muscular endurance ratings for sit-ups (13–15-year-olds)

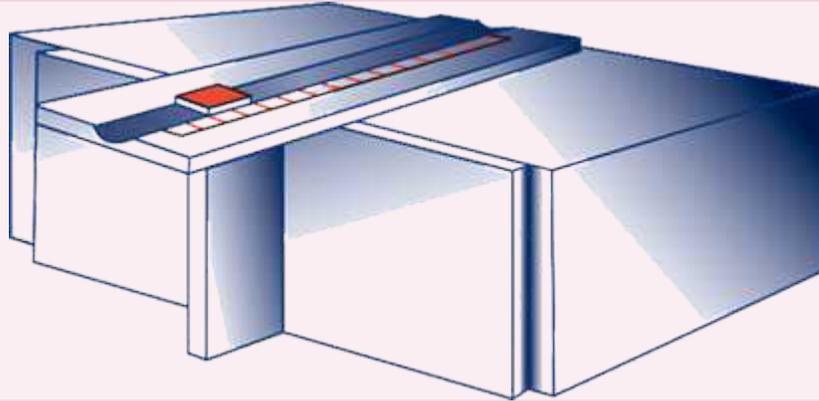
Classification	Number of sit-ups	
	Boys	Girls
Excellent	≥ 46	≥ 36
Good	41–45	31–35
Average	33–40	26–30
Fair	26–32	21–25
Poor	≤ 25	≤ 20

5 Measuring flexibility using the sit-and-reach test

Equipment: sit-and-reach measuring device, box for mounting

1. Divide into pairs. Set up the box with a sit-and-reach measuring device placed horizontally on top.

Sit-and-reach measuring box



2. The first subject sits on the floor with both legs straight, as shown below.
3. The second subject holds the first subject's knees firmly on the floor and sets the markers.
4. The first subject should reach forward slowly (no jerky movements allowed) and push the markers forward as far as possible with the fingers. Fingers remain extended with palms down.

Sit-and-reach test



5. The best of three attempts should be recorded.

TABLE 10.6: Sit-and-reach ratings (13–15-year-olds)

Classification	Reach (cm)	
	Boys	Girls
Excellent	≥ 33	≥ 36
Good	29–32	32–35
Average	25–28	28–31
Fair	21–24	23–27
Poor	≤ 20	≤ 22

6 Analysing your results

Use the **Analysing health-related fitness components** worksheet in your Resources section to collate your results and analyse your health-related fitness.

CHECK & CHALLENGE

Explain

1. Explain how regular exercise improves the health-related components of fitness.

Elaborate

2. What was your rating in the multistage fitness test? Suggest what you can do to maintain (if satisfied) or improve this rating.
3. Were you satisfied with your muscular strength rating? Do you feel this reflected your overall body strength?
4. When in your daily life is adequate strength important?

Evaluate

5. Analyse your level of muscular endurance in terms of the ratings provided.

Elaborate

6. Choose any five sports and describe how muscular endurance is essential for good performance in each.

Explain

7. Explain how muscular endurance can be improved.

Evaluate

8. Evaluate your level of flexibility in terms of the ratings.

Explain

9. Explain the advantage of good flexibility in sport and game situations.

Evaluate

10. Evaluate your level of flexibility in terms of exposure to injury in the sports or activities in which you participate.

Resources



Complete this digital doc: [Analysing health-related fitness components](#)

Searchlight ID: [doc-14665](#)



Explore more with these weblinks: Heart rate levels



Watch this eLesson: [Measuring fitness](#)

Searchlight ID: [eles-0764](#)

10.4 Health-related fitness components — how to improve

10.4.1 How do I rate?

Knowing how you rate in health-related fitness components such as aerobic fitness, strength, endurance and flexibility is just the start. Different sports require you to use different components and different activities will require focus on certain components.

ENGAGE

In pairs make a list of the health-related fitness components you tested in [section 10.2](#). Describe each component using at least two key words. Watch a clip of a team sport and identify the use of the health-related fitness components. Explain why they are important in this sport.



DID YOU KNOW?

How fit are you? The best measure of endurance fitness is maximal oxygen uptake or VO_2 max. After running the beep test, you can find out your VO_2 max by using the **VO_2 max** weblink in your Resources section. The higher the value, the fitter you are. The highest ever recorded is 96 mL/kg/min for men and 77 mL/kg/min for women. Both people were cross-country skiers. Cross-country skiing requires a very high cardiorespiratory endurance due to the length of the event and because the event is held at high altitude. At high altitudes less oxygen is available so the athletes must be able to take in, transport and use oxygen very efficiently.

The key to training **cardiorespiratory endurance/aerobic fitness** is stressing the whole body over a longer period of time at a moderate intensity. By improving your cardiorespiratory endurance not only will you be able to work for longer, but you will also recover faster.

HEALTH FACT

Our maximal heart rate during exercise varies from person to person. To get a rough indication, subtract your age from 220. For example, the maximal heart rate for a 14-year-old would be 206 beats per minute ($220 - 14 = 206$). However, the heart has been known to race at speeds of 300 beats per minute or more under certain medical conditions.

To train muscular strength you need to stress the body using weight, usually with added weights or resistance. Due to the increased load you should not be able to complete many **repetitions**. To train muscular endurance you need to stress a muscle/group of muscles at a moderate to high intensity for many repetitions. To train **flexibility** you need to stretch a muscle beyond its resting length. Body composition can be changed by decreasing body fat, increasing muscle tone or both at the same time. The following activities will help you to develop a particular component of health-related fitness.

DID YOU KNOW?

To improve your fitness you actually need to 'stress' your body so that it can recover and grow. This can include small muscle tears which can then repair and grow to be bigger.

ACTIVITIES

1 Training cardiorespiratory endurance/aerobic fitness — parlouf relay

In pairs, person 1 runs a lap of the oval while person 2 completes star jumps. When person 1 returns to the start, person 2 runs a lap while person 1 completes star jumps. Repeat at least 3 times.

2 Training muscular strength

Complete eight repetitions (excluding prone hold) of the following exercises in a slow and controlled movement:

- – lunges
- – ab crunch
- – push-ups
- – squats

- – prone hold for 30 seconds.
Complete three sets.



Lunges



Squats



Push-ups



Ab crunches



Prone hold

3 Training muscular endurance

Complete as many repetitions of the following exercises as you can in 60 seconds:

- – lunges
- – ab crunches
- – push-ups

- – squats.

4 Training flexibility

Participate in a yoga or pilates class.



CHECK & CHALLENGE

Explain

1. Explain the difference between training activities for muscular strength and muscular endurance.

Elaborate

2. Create a training session aimed to develop cardiorespiratory endurance.

Evaluate

3. Evaluate the use of the parlouf activity for a swimmer.

Elaborate

4. Create a training session aimed to develop cardiorespiratory endurance that does not involve running.
5. Create a training session aimed to develop muscular strength.
6. Create a training session aimed to develop muscular endurance.
7. Create a session aimed to develop three health-related fitness components.

Resources



Explore more with these weblinks: [VO₂ max](#)

10.5 Skill-related fitness components — how to measure

10.5.1 Measuring skill-related fitness components

The skill-related components of fitness are muscular power, speed, agility, balance, coordination and reaction time. In this lesson you will explore the uses of these components and learn how to measure them so that you can identify areas where your level of skill may not be sufficient for the demands of sporting and day-to-day activities.

ENGAGE

Some fitness components are more directly related to sports performance. These are called skill-related fitness components because an improvement in these areas will enable us to perform movements safely and with greater skill in a range of sporting and recreational activities. People who have adequate development of skill-related fitness components perform better, both in individual games such as tennis, and team games such as netball, because their movements are skilful, practiced and controlled.

One skill important to many sports, such as surfing, golf and gymnastics, is balance. Use the **Test your balance** weblink in your Resources section to gauge your balance skills.

Balance is an important fitness component in most sports.



on Resources



Explore more with these weblinks: [Test your balance](#)

10.5.2 Importance of the skill-related components of fitness

Muscular power is an important skill-related fitness component because it determines the 'explosiveness' of our movements. This affects skills like rebounding in basketball, marking in AFL and sprinting. Strength and power are closely related. As we increase our strength, we simultaneously and indirectly increase our power. We can further develop power through the use of **plyometric** activities, which involve springing-, landing- and bounding-type movements.

HEALTH FACT

Females are more flexible than males as they have more elastic tendons, muscles and ligaments. Females also generally have less muscle around joints, which has the effect of improving their flexibility.

Speed is probably the most important of the skill-related components. There are very few sports or activities where speed is not an advantage. Although speed is essential in track events, it can also be a decisive element in games like hockey, AFL and soccer. This ability provides positional advantage in attacking strategies and enables defenders to cover a wider area.

Agility is related to speed and is important in most sports, particularly team sports where you must move around opponents and team mates. An agile person is able to manoeuvre themselves better, take evasive action and wrong-foot opponents more easily than players who lack agility.

Coordination is the ability of body parts to work together, resulting in smooth, efficient, movements. Coordination is developed with practice.

All activities, from the simplest to the most complex, require balance. For example, running requires us to balance our body weight on one foot momentarily and then shift weight and balance to the other foot. Good balance improves performance in all activities, particularly in fast-moving ones such as snowboarding, surfing, skating and skiing. It is also important, however, in activities such as gymnastics, golf and wrestling, where establishing a solid platform on which to perform a skill or movement is critical.

The ability to respond quickly is called reaction time. It is important at the start of events like running and swimming and used constantly in games like rugby, soccer or table tennis.

DID YOU KNOW?

The standing long jump and standing high jump were Olympic events until 1912. The world record for the standing long jump was 3.47 metres and the standing high jump was 1.65 metres. They were both held by the same person, Ray Ewry, an American athlete who competed in the Olympic Games in 1900, 1904 and 1908. Nicknamed 'the human frog' for his incredible leaping ability, Ewry's feats were even more incredible considering he was confined to a wheelchair as a boy because of polio. He followed a rigorous jumping program to develop his leg strength and overcome muscle weakness brought on by the disease.

ACTIVITIES

1 Measure muscular power using the vertical jump test

Equipment: vertical jump board or tape measures attached to wall, Blu-Tack

1. Divide into pairs. One person is the subject and the other is the recorder.
2. The subject should take some blue tack, face the wall, extend both hands upwards and make a mark. Record the height of the mark in centimetres.
3. The subject should then turn sideways to the wall, spread their feet, take a deep squat and jump vertically. No feet movements are allowable in preparation for the jump.
4. At the height of the jump, the subject should mark the wall with their Blu-Tack. Record the difference between the first and second marks.
5. Allow three jumps and record the best attempt.
6. The subject and recorder should now change roles and repeat steps 2–5.
7. Take the best jump for each person and determine their power rating using [table 10.7](#).

TABLE 10.7: Muscular power rating (13–15-year-olds)

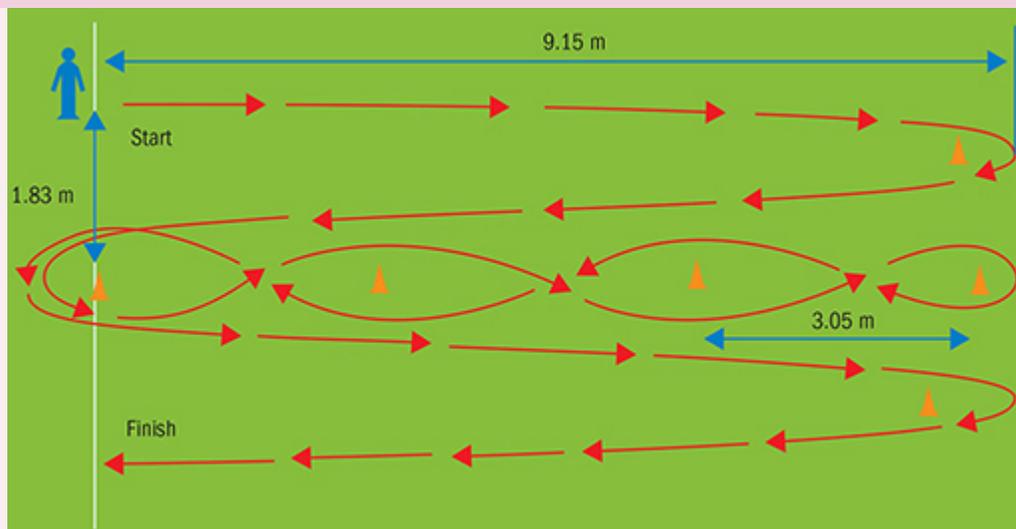
Classification	Height (cm)	
	Boys	Girls
Excellent	≥ 50	≥ 41
Good	41–50	31–40
Average	31–40	21–30
Fair	21–30	11–20
Poor	≤ 20	≤ 10

2 Measure agility using the Illinois agility test

Equipment: tape measure, four markers (chairs or witches' hats), stopwatches, recording sheets

1. On a football field or suitable flat surface, mark two parallel lines 9.15 metres apart. Place four witches' hats 3.05 metres apart as illustrated in the figure below. Place two witches' hats 1.83 metres each side of the first line marker to indicate start and finish.
2. Divide into pairs. One person is to complete the course and the other is to time and record the results. Ensure that you warm up and stretch before you begin.
3. The first person from each pair must lie face down flat on the ground in a push-up position just behind the line at the start.
4. On the instruction 'go', that person:
 - a. runs to the end line, around the marker and back
 - b. weaves around the markers to the end and back
 - c. then runs to the end line, around the marker and back to the finish.
5. During the run, each end line must be crossed. The marker cannot be jumped or knocked.

The Illinois agility test



6. The other person records the time for completion of the course.
7. Allow two attempts, with recovery time between each. Then repeat the test for the other person.

8. Check your agility rating using [table 10.8](#).

TABLE 10.8: Agility rating (13–15-year-olds)

Classification	Time (seconds)	
	Boys	Girls
Excellent	≥ 16.9	≥ 16.9
Good	17.0–17.9	17.0–18.9
Average	18.0–18.9	19.0–20.9
Fair	19.0–19.9	21–22.9
Poor	≤ 20	≤ 23

3 Measure coordination using the alternate ball toss

Equipment: tennis ball, measuring tape, a marker, wall, recording sheet

1. Mark a spot 1 metre from the wall.
2. Stand behind the line, facing the wall.
3. Throw the ball from one hand in an underarm action against the wall and attempt to catch it with the opposite hand.
4. Throw the ball back against the wall and catch with the first hand.

5. Continue for 30 seconds.

Table 10.9 lists general ratings for the wall toss test, based on the score of the number of successful catches in a 30 second period.

TABLE 10.9: General ratings for the wall toss test

Rating	Score (in 30 seconds)
Excellent	>35
Good	30–35
Average	20–29
Fair	15–19
Poor	>15

4 Measure reaction time using the Latham reaction time test

Equipment: two one-metre rulers, desk and chair, recording sheets

1. Divide into pairs. Nominate one person to be the subject and the other to conduct the experiment and record the result.
2. The subject sits at a desk and places their forearms across the desk so that the hands are beyond the far edge of the desk. Fingers and thumbs point away and have a gap between them, approximately two centimetres wide.
3. The recorder stands beside the subject's hands and suspends the rulers just beyond the far edge of the desk. The bottom edges of the rulers should be level with the thumb and index finger of the subject.

- Any time after the recorder says 'ready', the rulers should be dropped, but not at the same time. However, the rulers must be dropped within 10 seconds of each other.

Conducting the Latham reaction time test



- The subject should try to catch each ruler. The score is read in centimetres and is the point at which the thumb and index finger grasp the ruler. Combine the scores for each hand and average the result.
- Allow three trials prior to testing and then five attempts during the test. Record the best result.
- Repeat the test for the second subject.
- Use [table 10.10](#) to determine your reaction time rating.

TABLE 10.10: Reaction time rating

Classification	Ruler reading (cm)
Excellent	< 6
Good	7–10
Average	11–15
Fair	16–21
Poor	> 22

5 Analyse your results

Use the **Analysing skill-related fitness components** worksheet in your Resources section to collate your results and analyse your skill-related fitness.

CHECK & CHALLENGE

Explain

1. What is muscular power?

Evaluate

2. What was your muscular power rating? Is your power sufficient to be able to perform sporting movements as well as you would like?

Elaborate

3. Describe aspects of daily life where muscular power is an advantage.

Explain

4. According to the ratings chart, how was your level of agility classified? How could it be improved?
5. Identify five sports or activities in which above average levels of agility are essential.

Elaborate

6. Comment on your coordination as indicated by your measurement. Do you think this was an accurate measure? Discuss what you could do to improve your coordination.

Explain

6. What is reaction time?
7. Identify three activities where reaction time is important.

Elaborate

8. Discuss a range of activities that could be used to improve reaction time.

on Resources



Try out this interactivity: [Fitness components](#)

Searchlight ID: [int-5468](#)



Complete this digital doc: [Analysing skill-related fitness components](#)

Searchlight ID: [doc-14666](#)

10.6 Skill-related fitness components — how to improve

10.6.1 Maintaining skill-related fitness components

We know skill-related fitness components are linked to elements that can have a big impact on our sporting performance. Now you have your benchmarks for the components of skill-related fitness, the next step is to find out how to maintain or improve these components.

ENGAGE

In pairs list the skill-related fitness components and at least two key words to describe each component. Use the **USA vs Aus basketball** weblink in your Resources section, or watch a team sport of your choosing, and over a period of 3–5 minutes identify the use of the skill-related components in this sport. Explain their importance.



DID YOU KNOW?

High jump requires power, flexibility and agility. Before 1965, most high jump records were made using a scissor kick.

Resources



Explore more with these weblinks: [USA vs Aus basketball](#)

10.6.2 Improving skill-related fitness

The key to developing muscular power is completing explosive efforts. Plyometric training involves explosive efforts. When completing these activities you should always start with low stress activities such as skipping and build up to high stress activities such as hop, step and jump.

To develop speed you need to work at maximal intensities over shorter distances, but also focus on technique.

The key to developing agility is by combining speed training with changes in direction such as weaving around cones.

Improving coordination, balance and reaction time generally need to be more specific to the sport. For example, a rugby player requires hand–eye coordination, but a soccer player requires foot–eye coordination. These are best developed using sport-specific drills.

ACTIVITIES

1 Training power — plyometrics

Complete at least two sets of 10 repetitions of the following exercises over 20 minutes.

Plyometric exercises

Low-impact plyometric drills



Light medicine ball throw



Side jumps



360° jumps



Skipping



Low hops



Steps



Jumps



Throwing a ball

High-impact plyometric drills



Jumps onto, over and from 35-cm benches



Hop, step and jump



1. Define power.
2. Rank the exercises from easiest to hardest.

CHECK & CHALLENGE

Explain

1. Explain the difference between training activities for speed and agility.

Elaborate

2. Create a training session aimed to improve power.
3. Discuss how the session in question 2 could be made more specific for a tennis player.
4. Create a training session aimed to improve speed.
5. Create a training session aimed to improve agility.

Evaluate

6. Identify how the need for balance and coordination would differ for a diver and for a rugby player.

Elaborate

7. Using a sport of your choice, create a specific activity that could be used to develop balance, coordination and reaction time.

Evaluate

8. a. Consider the following basketball training session and predict which fitness components are likely to be developed.

Warm up — 5 min jog at 55% MHR

10 repetitions — Sprint 10 m and walk back

5 repetitions — Sprint 15 m and walk back

10 repetitions of the following exercises with rest between each exercise:

- skipping
- bounding
- lateral jumps
- lateral hops
- squat jumps (as high as you can)
- squat jumps (as far as you can).

5 min cool down

- b. Modify the above session to develop the same fitness components, but make it more specific to the sport of your choice.

on Resources



Explore more with these weblinks: Speed training drills

10.7 FITT — the formula for fitness

10.7.1 Achieving fitness success

There are many ways to improve our fitness. Ideally, the measures we take should be well-planned, involve a variety of enjoyable activities, be challenging and target the components most in need of attention.

ENGAGE

All athletes must have a plan. Plans will differ based on the number of events and the recovery time required. Some sports have seasons that require building up to and then recovering from one high intensity game a week, such as rugby. However, some sports have only one or two major events in a year, like many Olympic sports. Discuss how you think this would change their training programs.

How and why do training programs differ in different sports?



DID YOU KNOW?

It takes 6-12 weeks for training effects to become evident. After only two weeks without training you can lose up to half of any gains you had made.

10.7.2 How FITT works

FITT stands for frequency, intensity, time and type. It is an acronym for an exercise prescription designed to improve the way we plan and carry out our fitness program.

The FITT principle

Frequency (how often)



Intensity (how hard)



Time (how long)



Type (what type of exercise)



Frequency

Frequency relates to how often we engage in the program. To improve cardiorespiratory fitness, three or four days per week is the minimum, with five or more being preferable.

Intensity

Intensity is a measure of how hard we are working. The level of intensity is indicated by our heart rate. When we are at rest, our heart rate is relatively slow (around 70 beats per minute) because the muscles require less oxygen as they are not working very hard. When we move (work), our heart rate increases. There is a limit to how fast our heart can beat during physical activity. This is called the **maximal heart rate (MHR)** and is roughly calculated by subtracting your age from 220.

To improve our fitness, the pace at which we exercise must be hard enough to make the heart work at between 70 and 85 per cent of its maximum rate. Somewhere between these two values lies our **target heart rate**. When we begin an exercise program, we should aim for a target heart rate that is around 70 per cent of our maximal heart rate. As our fitness improves, we should lift our target heart rate to 75 per cent MHR, and higher again with continued improvement.

How then do we estimate our target heart rate? The easiest method is to subtract your age from 220 and multiply by the level you are aiming for, in this case, 70 per cent MHR. For a 14-year-old, for example, this would be $(220 - 14) \times 0.70 = 144$ beats per minute (to the nearest whole number). The 14-year-old person should then aim to keep their heart rate around the target heart rate for a sustained period of time. This general area is called the **target heart rate zone**. When they are comfortable with this level of intensity, the target heart rate could be lifted to 75 per cent MHR, or 154 beats per minute.

Another indicator of intensity can be **respiratory rate (RR)**. As we increase our intensity our respiratory rate will increase in order to supply increased levels of oxygen to our muscles. The harder you work the more oxygen your muscles will require therefore your respiratory rate will also increase.

The higher your respiratory rate, the harder it can be to talk. It is very difficult to talk when you are working at maximal intensities. The talk test is a very easy method of indicating intensity.

Low–moderate intensity	You can hold a conversation with ease, maybe even sing.
Moderate intensity	You can talk with possible pauses between sentences, but you cannot sing.
Vigorous intensity	You cannot say more than one or two words without pausing to take a breath.

The talk test is easy to implement, but it is not as accurate as measuring heart rate.

DID YOU KNOW?

A normal breathing rate for an adult at rest is 8 to 16 breaths per minute. For an infant, a normal rate is up to 44 breaths per minute.

Calculating intensity

$$\text{INTENSITY} = (220 - \text{Age}) \times 0.75$$

Time

Time refers to the length of a session or program. For aerobic capacity, time refers to the minimal amount of time that we should spend with our heart rate in the target heart rate zone. Twenty minutes should be the minimum, with 30 minutes or longer being ideal.

Type

Type refers to the best kind of exercise that is appropriate to our fitness needs. To develop cardiorespiratory fitness, aerobic type exercises such as cycling, jogging and swimming are best.

To develop power, the best exercises are plyometrics.

ACTIVITIES

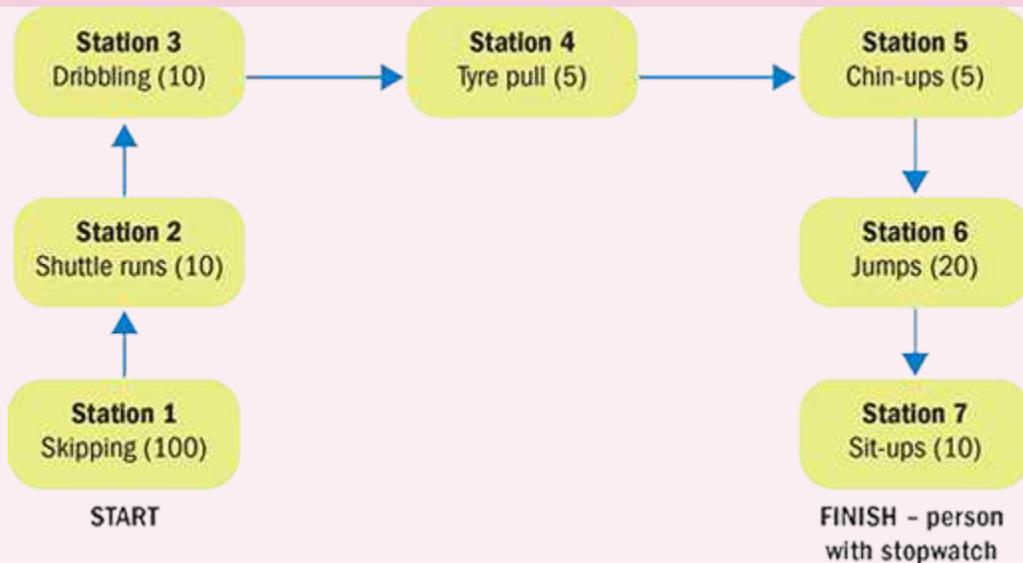
Choose some of the following activities to improve your fitness in a fun and challenging way.

1 Fitness circuit

A fitness circuit is a series of stations where different exercises are performed. The aim is to complete the circuit in the shortest possible time. Some examples of activities for inclusion are skipping, shuttle runs, dribbling between markers, running while pulling tyres, chin-ups, jumps and sit-ups. Organise these into a circuit and make signs that display the number of times that an activity needs to be performed by each individual (illustrated below). Allocate people to a starting position and complete two laps of the circuit, recording the time it takes. Repeat the exact circuit in following lessons to see if you can improve your time.

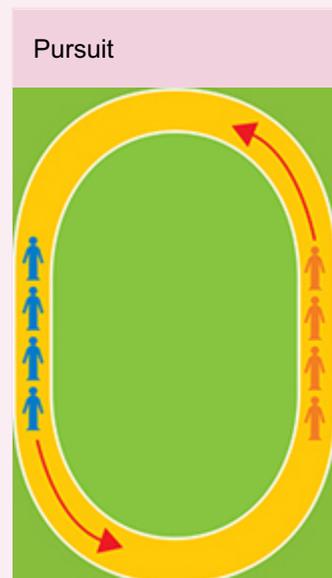
Rate your intensity using the talk test after each activity.

A fitness circuit



2 Pursuit

Organise the class into four teams of roughly equal endurance fitness ability. The aim is to engage in a game of pursuit where teams run around a 200 metre (or approximate) circular track trying to overtake the other group. Teams begin on opposite sides of the track and must stay as a unit (illustrated below). They may use any tactics to help their own group such as carrying or assisting slower runners, so long as they do not interfere with another group. When a team catches and passes the last person in the group ahead, it is declared the winner. The other two teams compete in the same manner, with winners advancing to the finals.



3 Relay carnival

Organise the class into four teams of equal running ability and assemble on a 60-metre track. Conduct relays in which each stage is a different activity. The first relay, for example, might consist of running, skipping, running backwards and hopping. Another relay might include stages for sack racing, three-legged sprints, car-tyre pull and skipping-rope run. As a class, discuss ideas for other activities that could be included. Plan your relays in advance to ensure you have all the necessary equipment. Conduct the relay carnival and have a class presentation.

4 Health hustle

Divide the class into small groups, each of which is responsible for organising an activity for the health hustle. Each group is allocated a phase such as warm-up, stretching, strengthening, cardio work and cool-down. One group is given the responsibility for equipment and supplying music. Groups demonstrate their activity to the class and then organise the activities into a sequence. Finally, perform the health hustle with each group leading the activity it organised.

5 Ironman/Ironwoman contest

As a class, suggest activities that could be included in an Ironman/Ironwoman contest. If possible, organise the inclusion of swimming and beach sprint events. If facilities like these are unavailable, however, improvise using activities like modified cross-country, skipping, a 50-metre medicine ball roll and jumping races to make up the contest. Conduct the event and establish the Ironman/Ironwoman for the class.

6 A personal fitness plan

Use the FITT principle to plan a personal fitness plan. Complete and then review the **Weekly training plan** worksheet in your Resources section to track your progress. Does anything need to change? What were some of the barriers you faced? How did you overcome these?

CHECK & CHALLENGE

Explain

1. Explain the FITT principle.
2. Demonstrate your knowledge of how intensity is measured.
3. Clarify the difference between maximal heart rate and target heart rate.
4. Develop a fitness circuit and describe the activities that you would include and why.

Elaborate

5. Discuss some other possible measures of intensity and rank them from most accurate to least accurate. Justify your response.

Evaluate

6.
 - a. Evaluate all the activities in this lesson in terms of their potential to improve your fitness.
 - b. Which do you think was the most effective activity? Why?
 - c. Not all fitness activities require specialised equipment to be effective. Use the **How to exercise at home** weblink in your Resources section and list some of the activities you would find useful.

on Resources



Explore more with these weblinks: [How to exercise at home](#)



Complete this digital doc: [Weekly training plan](#)

Searchlight ID: [doc-14667](#)

10.8 Fit for life — overcoming barriers to fitness

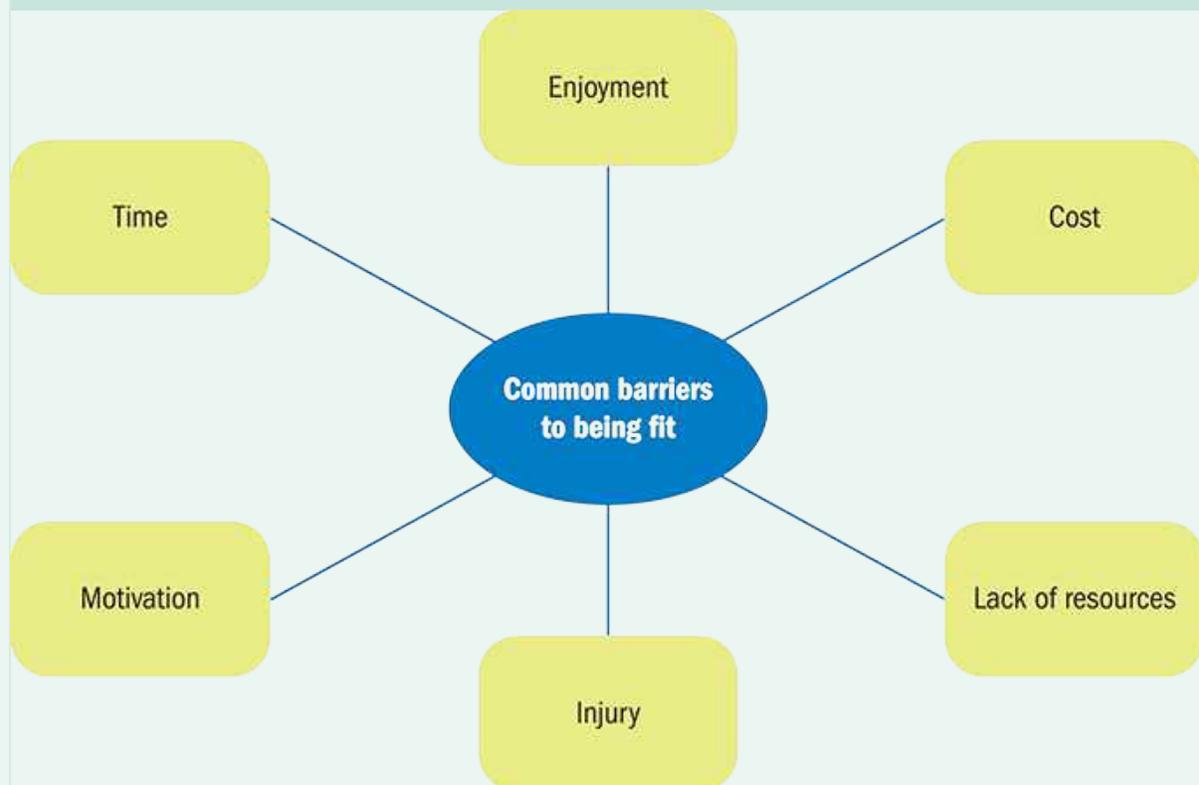
10.8.1 Staying fit for life

There are many ways to improve your fitness. The more enjoyable you make the process, the keener you will be to continue with your exercise and the more likely you will be to succeed in achieving your ideal level of fitness.

ENGAGE

Consider the image below. On your own, list as many barriers or excuses you have faced when trying to improve your fitness. Compare your list to a partner. As a class, discuss the most common barriers. Do these barriers differ for boys and girls? Would these barriers be the same for 7-year-olds, 18-year-olds or the elderly? Why or why not?

There are many barriers to fitness.



10.8.2 SMART goals

Setting short-term and long-term goals can be a very effective way to overcome some of the common barriers. When setting goals it is suggested you follow the SMART rule. This rule states each goal should be:

- Specific
- Measurable
- Achievable
- Realistic

- Timely.

Setting SMART goals can increase your chance of overcoming barriers and achieving success.

A SMART goal does not say 'I want to be more active, or to be a better tennis player or runner'. Vague goals are not motivating, nor can you track your progress, so there is a good chance you will not achieve your goal. A SMART goal is broken down into small achievable parts that you can measure against specific times and dates. For example, instead of hoping 'to run faster' you set the goal of 'I want to run 5 kilometres in 30 minutes by 30 June'. This is more motivating because you can easily track your progress and work out exactly what you need to do to achieve success. Complete the **SMART goals** worksheet and interactivity in your Resources section to practise identifying and setting SMART goals.

How can I make fitness fun?



Ways of making fitness fun

Training at the elite level is different from the way we need to work to achieve a general level of fitness. Much of what we see at football training, for example, is geared to toughening players in preparation for contact sport. If we are more interested in health-related fitness rather than skill-related fitness, we need a different approach to exercise. With some creative thinking, we can make getting fit fun — so much so that we can actually improve our fitness without noticing small discomforts experienced in the process. Some suggestions for making fitness an enjoyable experience are listed below.

- Play field games/activities such as beach volleyball and frisbee whenever you can.
- Do aerobic exercises such as power walking, jogging and cycling with a friend so you can socialise at the same time. This takes your mind off what you are doing and often encourages you to exercise for a longer period of time than you might by yourself.
- Plan enjoyable outdoor activities such as hikes, cycling, walks and backyard games.

- Enter fun runs and community adventure activities whenever you get the chance.
- Look for new activities that challenge you mentally as well as physically, such as dancing, water sports, badminton, golf, karate, rope climbing or skating.
- Devise cross-training programs that include a range of exercises such as running, stretching, strength work, skipping, jumping and so on. Challenge yourself by creating new activities to keep you interested. Test for improvement and monitor your progress to keep motivated.
- Make choices that favour activity over inactivity. Walk to the shops if you can and choose stairs rather than escalators.
- Join a gym or centre where you can learn something new and different such as Pilates, yoga or aquarobics.
- Work with friends who are also keen to be active and maintain their health and fitness to achieve common goals.
- Reward yourself when you complete your work or achieve your fitness goals.

Can you think of others?

ACTIVITIES

Try two or three of the following activities. They will help improve your fitness and hopefully you will enjoy them at the same time.

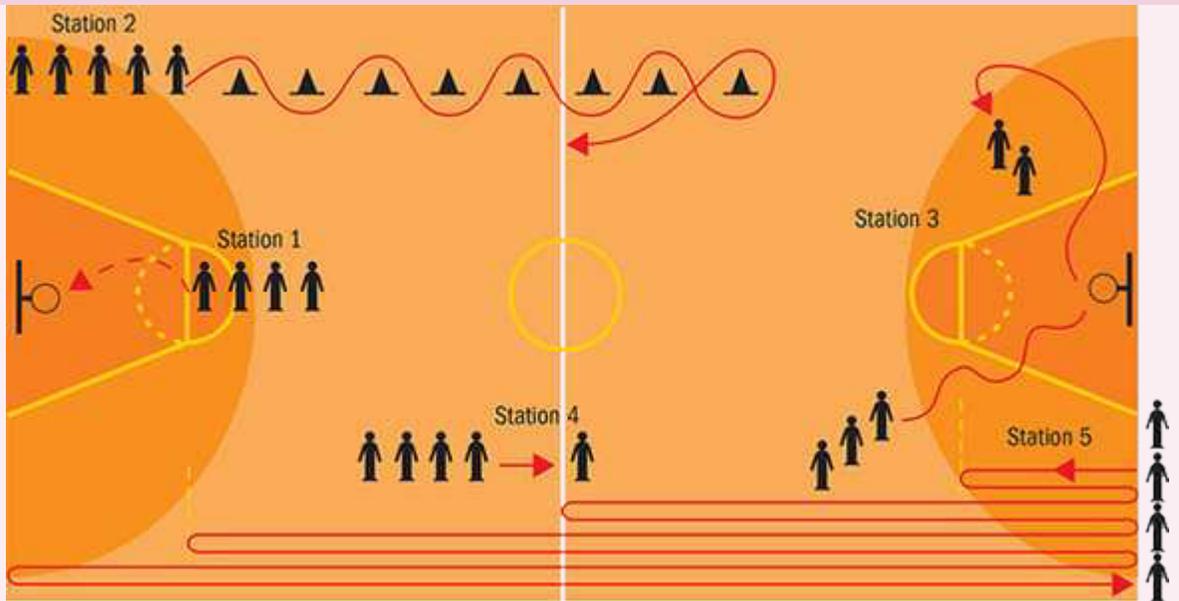
1 Basketball tabloid

Equipment: court, basketballs, markers, skipping rope, station cards, whiteboard, markers

A tabloid is a fun activity where teams compete against one another by completing simple skills in a set period of time. Points are awarded to teams for the number of times an activity such as passing the ball is completed. At the end, the team which gains the most points is the winning team.

Set up the basketball court with stations spaced well apart, as illustrated below.

Basketball tabloid



1. Divide the class into five teams and allocate a leader/scorer for each team. Demonstrate the activity that is required at each station.
 - a. *Station 1: Free throws.* Team members line up on the free throw line with a basketball in the hands of the team leader. Each person in turn has a shot for goal. One point is scored for each successful goal. The thrower returns the ball and goes to the end of the line until his/her turn comes again.
 - b. *Station 2: Skip and dribble.* Team members complete 20 skips with the skipping rope and follow this with a dribble in and out of the cone markers and back to the line. Members gain one point for each completed skip and dribble.
 - c. *Station 3: Lay-ups.* A team divides into two lines — a shooting line and a rebounding line. Players in the shooting line dribble towards the basket and do a lay-up. If successful, the team gains one point. The first person in the rebounding line gathers the ball, passes to the next person in the shooting line and runs behind the shooting line. The shooter goes to the end of the rebounding line.

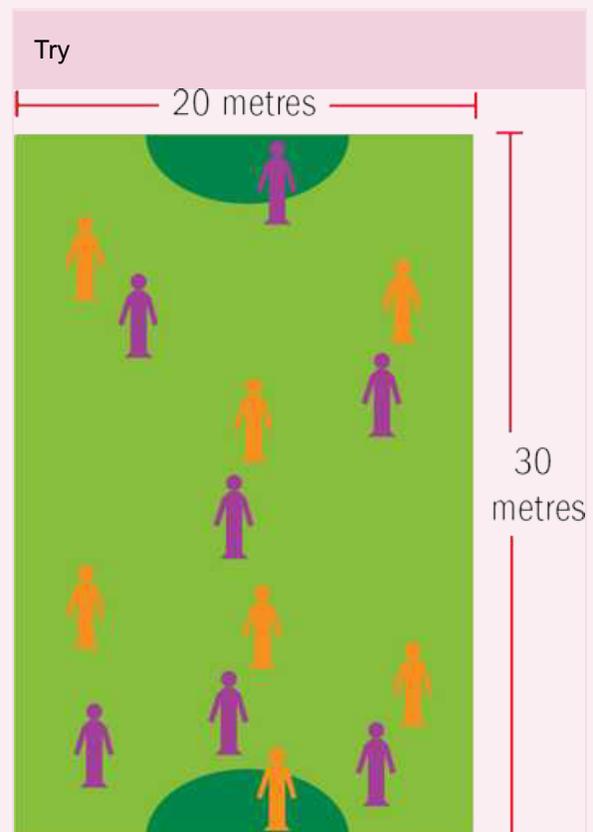
- d. *Station 4: Captain ball.* The team leader faces the group and, from a distance of three metres, passes to each of the team members. Once team members have passed back to the leader, they duck to allow the pass to go to the next person in the line. The end person runs up and replaces the leader who then goes to the front of the line. The team gains one point for each rotation made.
- e. *Station 5: Dribble conditioner.* Team members line up on the end line. The leader dribbles the ball to the quarter-line and back, to the halfway line and back, to the three-quarter line and back and finally to the far end line and back. This completes one dribble conditioner and gains one point for the team.

2 Try

Equipment: field, rugby ball, bibs

Divide the class into teams of seven players and allocate the following positions within each team — goal scorer, three defensive players and three forwards. Allocate bibs to identify players in their respective teams. On a field measuring approximately 30 metres × 20 metres, mark out a 5-metre semicircle at each end to indicate the try area. Only the goal scorer is allowed in this area. This is illustrated below.

Use a rugby ball and begin the game with a toss. The team that gains possession attempts to pass the ball to their goal scorer who, after receiving the ball, puts it on the ground for a try, which is worth one point. The defensive side is allowed to intercept. Body contact (foul), however, is not allowed. If a person incurs five fouls, they must leave the field. The offensive side loses the ball if they take more than two steps with the ball or hold it for more than three seconds. The winning team is the team that scores the most tries in the time period.



Slide hockey

3 Slide hockey

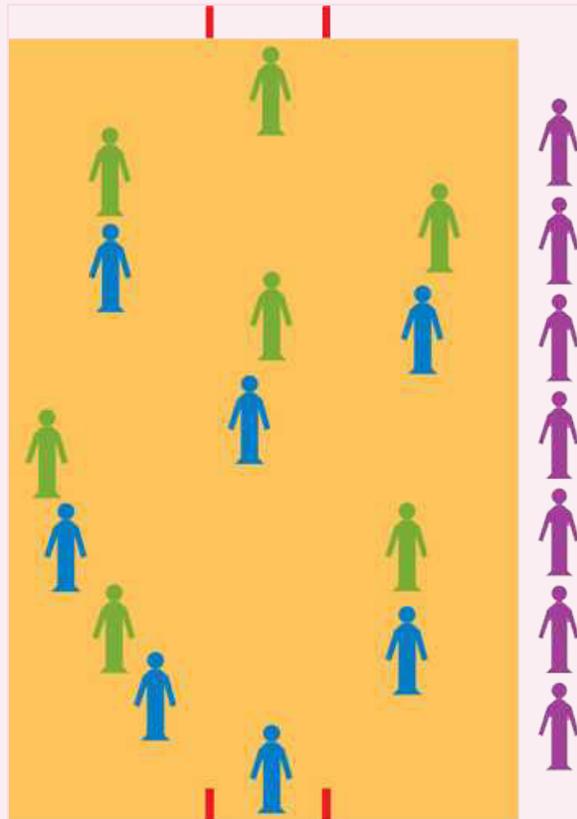
Equipment: hockey sticks, puck, bibs, markers

Play a game of slide hockey on an indoor surface or outdoor sealed area where the puck will slide easily. Divide the class into three teams. Mark an area approximately 20 metres × 10 metres and use markers to indicate goals that are one hockey stick wide. This is illustrated below.

One team begins with the puck, which must be pushed, not hit, to teammates. The offensive team can push the puck with either side of the stick but loses possession if responsible for the puck going over the sideline or end line. The defensive team is able to intercept the puck. When a team scores, the losing team leaves the field and is replaced by the team waiting on the sideline.

4 Design your own tabloid

Use the **Fun group fitness activities** weblink in your eBookPLUS to investigate some ideas for making fitness fun. Using equipment available to you, create your own fun fitness tabloid. As a class, decide on the best ideas and use them in your next lesson.



CHECK & CHALLENGE

Explain

1. Why is it important to ensure the process of improving our fitness is a fun activity?
2. Why is it important to have variety in fitness programs?
3. Describe three activities that could be used to improve aerobic fitness.
4. Describe three activities normally conducted in gyms that could be used to improve fitness.

Evaluate

5. Evaluate tabloid activities in terms of their ability to improve fitness in a fun way.

Explain

6. Create a soccer tabloid based on the 'Basketball tabloid' activity. Explain each station of your tabloid and use a diagram to illustrate progression from one activity to the next.
7. Identify the fitness components that are improved by participation in the 'Slide hockey' and 'Touchdown' activities.

Elaborate

8. Predict the potential of the first three activities in this section to improve fitness.

on Resources



Complete this digital doc: [SMART goals](#)

Searchlight ID: [doc-14668](#)



Try out this interactivity: [SMART goals](#)

Searchlight ID: [int-5469](#)



Explore more with these weblinks: [Fun group fitness activities](#)

10.9 ICT ACTIVITIES Project: Creating a website 'Living to win'

10.9.1 Scenario

You are a personal trainer on a prime-time reality TV show. A new series is being developed which aims to educate young people on diet and exercise. It will be called *Living to win*.

The television network wants you to create a website educating young people about incorporating diet and regular exercise into their life. The website will 'go live' when the series screens in four weeks.



10.9.2 Your task

You will create a website that encourages young people to become healthier and educates them about regular exercise and good nutrition choices (see chapter 4). You will be provided with two case studies. You must select one and design an exercise and nutritional plan to use as an example on the website. It is possible that your employer will want you to work as part of a web design team, so be prepared to collaborate and work with others.

SUGGESTED SOFTWARE

- ProjectsPLUS
- Dreamweaver
- iWeb
- FrontPage
- Adobe PageMaker

10.9.3 Process

- Open the ProjectsPLUS application for this chapter in your Resources section. Watch the introductory video lesson, click the 'Start Project' button and then set up your project group. You can complete this project individually or invite other members of your class to form a group. Save your settings and the project will be launched.



- Navigate to your Research Forum. Here you will find a series of topics just like you would find in a gym or health care setting. Choose a number of these topics to include on your website or add your own.
- Research. Make notes of interesting facts and ideas that are relevant to the case studies provided. Enter your findings as articles under your topics in the Research Forum. You should find at least three sources (other than the textbook and at least one offline source, such as a book or newspaper) to help you discover extra information about exercise and nutrition. You can view and comment on other group members' articles and rate the information they have entered. When your research is complete, print your Research Report to hand in to your teacher.
- Visit your Media Centre and download the website model, website planning template, exercise program and 'diet for a day' template to help you build your website. Your Media Centre also includes images and audio files to help bring your site to life.
- Use the website template to draw a design spec for your site. You should have a Home page (individual or group) and at least three link pages per person. You might want to insert features like 'interesting facts' and 'did you know?' into your interactive web site. Remember the three click rule in web design — you should be able to get anywhere in a website (including back to the Home page) with a maximum of three clicks.



- Use FrontPage, Adobe PageMaker or other web authoring software to build your website. Remember that 'less is more' with website design. Your mission is to make young people aware of exercise and nutrition in an informative and encouraging way. You want them to make some positive life changes after viewing your website.



MEDIA CENTRE



Your Media Centre contains:

- the website model
- the website planning template
- an exercise plan
- the 'diet for a day' template
- images and audio files.

on Resources



Watch this eLesson:

Searchlight ID: [PRO-0056](#)

10.10 Review

10.10.1 What have I learned?

- Fitness is good for us because we feel better, look better and perform better.
- Physical fitness is a measure of our ability to perform daily tasks and activities.
- Health-related components of fitness include cardiorespiratory endurance, body composition, muscular strength, muscular endurance and flexibility.
- Skill-related fitness components include muscular power, agility, coordination, balance, reaction time and speed.
- A progressive lowering of our resting heart rate indicates an improving level of fitness.
- Regular exercise strengthens muscles, promotes healthy bone growth and helps the heart to transport blood more efficiently.
- There are recognised tests available for measuring both health-related and skill-related components of fitness.
- FITT stands for frequency, intensity, Time and type.
- The FITT principle is an exercise prescription that guides us through developing and monitoring our fitness program.
- Target heart rate is the number of beats per minute that we want the heart to work at during exercise.
- The target heart rate zone is the general range of the target heart rate.
- Respiratory rate (RR) and your ability to talk while exercising can be an indication of exercise intensity.
- Setting SMART goals can assist in setting up and maintaining a fitness program.
- There are many barriers to being fit, but the more enjoyable you can make getting fit the more likely you are to overcome these barriers.

CHECK

1. Describe the benefits of fitness.
2. Explain the difference between health-related and skill-related fitness components.
3. Define cardiorespiratory endurance.
4. Explain why views about fitness differ from person to person.
5. Describe three ways to make getting fit a fun activity.
6. What is a tabloid and how can it be used to improve fitness?
7. Describe a test used to measure a health-related component of fitness.
8. Describe a test used to measure a skill-related component of fitness.
9. Explain how the FITT principle is used to develop and monitor a fitness program.
10. Explain how intensity is calculated.

ESSENTIAL QUESTION REVIEWED

What is fitness, how is it measured and how can it be improved? Can getting fit actually be fun?

Evaluate your initial response to the essential question now that you have studied the topic.

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Try out this interactivity: [Multiple choice quiz](#)

Searchlight ID: [int-5380](#)



Try out this interactivity: [True/false quiz](#)

Searchlight ID: [int-5381](#)



Try out this interactivity: [Crossword](#)

Searchlight ID: [int-5382](#)

Glossary

active constructive: describes a response that shows genuine enthusiastic support

active defence: defence that pressures the attack, intercepts the ball and/or frustrates the flow of play

Adam's apple: the enlargement of the larynx (voice box) which sticks out at the front of the throat

adolescence: the time during which we mature from a child to an adult

advocacy: the act of championing or arguing for a particular issue or cause

aerobic activities: activities that generally involve a large number of muscles/muscle groups working at a moderate intensity

aggressive: expressing your viewpoint in ways that deny another person's right to be treated with respect

amygdala: an almond-shaped set of neurons located deep in the brain's temporal lobe that play a key role in the processing of emotions

angle of release: the angle at which a projectile is released into the air

anticipation: the ability to expect or predict a particular action

assertive: expressing your viewpoint in a way that is respectful and non-threatening

auditory feedback: information we receive through hearing our coach or partner

balance: in a sporting context, balance refers to an object, either stationary or moving, that is in control

belonging: a sense of knowing where you fit and having meaningful relationships

binge drinking: drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days

biomechanics: the study of the human body in motion and the forces (both internal and external) that influence movement

blood-borne virus: a virus that can be transmitted from an infected person to another person through blood-to-blood contact. This includes sharing of injecting equipment.

body control: the ability to coordinate movements with precision

body image: what we and other people think of our physical appearance; how we feel about our body

built environment: the human-made structures of our communities

bully, bullying: using power over another person to cause harm or to scare them

bystanders: a person or people that are aware that there is a bullying situation occurring but are not directly involved in it

cannabinoid: types of chemicals that act on particular receptors in the brain

cardiopulmonary resuscitation (CPR): an emergency life support procedure using a combination of rescue breathing and chest compressions

cardiorespiratory endurance/aerobic fitness: the body's ability to sustain prolonged exercise using the large muscles of the body. It is also known as aerobic fitness or aerobic stamina/endurance.

cardiovascular: refers to the heart and its blood vessels

cardiovascular disease: any disease that affects the heart or blood vessels, including stroke and high blood pressure

centre of gravity: the central point of an object, about which all of its weight is evenly distributed and balanced

circadian rhythm: the internal body clock that is roughly a 24-hour cycle. It is affected by external forces such as sunrise and crossing time zones (jet lag).

civic participation: joining in events in your community, being involved

cohesive: joined together, unified

community empowerment: individuals and organisations working together to address an identified problem

conception: the union of a female's egg and a male's sperm

confidentiality: a patient's right to have the information they have given to their health care professional kept private

connected: having a feeling or sense of belonging to someone, a group of people or a place

connectedness: the degree to which people come together and interact with others and their environment

contraception: any method or device that prevents conception and, therefore, a pregnancy

cultural influences: the external factors that help shape the attitudes and behaviours of an individual or group

culture: ethos, values, beliefs and/or philosophies of a group of people

culture: where we come from or the group with whom we identify. It is the 'way of life' of societies.

defibrillator: a device that provides an electric shock to a patient whose heart has stopped beating

dependence: reliance on or needing the drug to function; many of your thoughts, emotions and actions focus on the drug

depressants: drugs that slow the activity of your nervous system

determinants: causes or reasons

discrimination: treating a person or group of people less favourably because they are different

diverse: varied or different

diversity: the broad range of differences that exist between people and communities, including aspects of gender, race, geographic location, culture, socio-economic background, age, disability, religion and sexuality

drugs: substances that change the way in which your nervous system and body work

ecological model of health: a model that describes the many factors that affect a person's health

ejaculation: the release of semen from the penis

emotional: refers to our feelings

empathy: the ability to identify, appreciate and understand another's situation or feelings

endometrium: the lining of the uterus. It is made of hormones, mucus and blood, and nourishes a foetus.

erections: when blood fills the spongy tissue in the penis. The penis enlarges and stiffens.

ethical: deciding right from wrong

feedback: information received about a skill or movement

first aid: the initial care or treatment of someone who is ill or injured

flexibility: the degree of movement around a joint

focal lengths: the distance from the lens of your eye to the object you are viewing

follicles: small clusters of cells. Human egg cells develop in follicles on the ovaries (but your hair grows in the follicles on your head).

game sense: the ability to 'read' the game; helps us use known fundamental and specific movements, skills and understandings to make the learning of related activities easier

gender: our beliefs about what it means to be a male or a female

genes: the biological units through which we inherit traits from our parents

grey matter: where the majority of the brain's neuronal cell bodies are located

grief: the response we have to a significant loss in our lives

grieving: the process we go through in coming to terms with changes that are happening in our lives, and learning to cope with the gaps that the loss has created

growth hormone: causes a rapid growth spurt

hallucinogens: drugs that work on the brain to cause hallucinations

harassment: a kind of bullying. It is any form of behaviour that is not wanted, or is offensive, humiliating or intimidating.

health agencies: an organisation that assists in matters relating to health by providing services, products and information

health consumers: people who buy health products or use health services

health information: knowledge about a health product or service you may need, want, buy or receive

health products: an item produced or manufactured and designed to improve one's health, such as toothpaste, sunscreen or vitamins

health services: something that helps people maintain or improve their health, for example, ambulance services, internet advice or health care hotlines

height of release: the height a projectile is released into the air in relation to its landing point

heterosexual: emotionally and sexually attracted to people of the opposite sex

homophobia: an irrational fear, aversion to or discrimination against people who are homosexual, or same-sex attracted. It can also refer to stigma arising from social ideologies about homosexuality.

homophobic bullying: discriminating against people who are, or who are thought to be, same-sex attracted

homosexual: emotionally and sexually attracted to people of the same sex

hormone: a substance in our bodies that affects how our bodies work and grow. Hormones are produced by glands

identity: how we see ourselves and what we believe about ourselves

inclusive: language and behaviour that doesn't isolate others or make them feel inferior

individual empowerment: an individual's ability to make decisions about, or to have control over, their health and life

inequities: injustice; unfairness

influence: the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself

initiative: an ability or attitude required to create or start something, or adapt to a situation

intensity: how hard we work

kilojoules: energy value of food

kinaesthetic feedback: information we receive from the systems inside our bodies

kinaesthetic sense: awareness of movement, body weight and body position

legumes: vegetables such as beans, peas and lentils

LGBTI: lesbian, gay, bisexual, transgender and intersex

loss: temporarily or permanently losing touch with someone we are close to, or something we value or that is important to us

manipulative skill: the ability to control objects with precision

maximal heart rate (MHR): the assumed maximum at which the heart can beat is calculated by subtracting your age from 220

medicare: Australia's national health insurance scheme

menstruation: also known as a girl's period. It occurs when the uterus lining is shed.

metabolism: the rate at which the body burns up the energy provided by the food we eat

movement sequences: a series of skills linked together

muscle memory: the ability to perform actions without conscious thought

myopia: short-sightedness; the inability to see long distances

natural environment: any naturally occurring environment, such as beaches, rivers and mountains

nocturnal emission (wet dream): an ejaculation of semen when a male is asleep

non-assertive: avoiding expressing your viewpoint because of a lack of self-confidence and a belief that someone else's viewpoint is more important than yours

nutrients: chemical substances in food that nourish the body in specific ways; for example, carbohydrates provide energy

obesity: the presence of excess fat tissue in the body, having a body mass index (BMI) over 30

oestrogen: female reproductive hormone. It is produced in the ovaries.

ovaries: part of a girl's reproductive system. Girls have two ovaries. They produce oestrogen and ova.

over-the-counter (OTC) medication: considered low-risk drugs if taken in accordance with their directions, and can be purchased at pharmacies and supermarkets without a prescription

ovulation: the process of the ovary releasing an ovum (egg)

ovum: the egg produced by the ovaries. The plural of ovum is ova.

paramedical services: special health care services that support the medical profession, such as an optometrist, who treats vision problems

passive smoking: a non-smoker breathing in the second-hand smoke from a burning cigarette

peers: someone who is of similar age or shares common interests

physical: refers to our body; in particular, its movements, systems (such as the muscular system) and structures (such as our bones and joints)

physical abuse: abuse using power to be physically violent towards another less powerful person

physical fitness: a measure of our ability to perform daily tasks and activities

pituitary gland: a gland located in the brain. It releases a number of different hormones.

plyometric: a training method in which a muscle is lengthened before being rapidly shortened to develop explosive power; for example, jumping on to and off a box

power: the ability to do something or make something happen in a relationship

prefrontal cortex: located in the very front of the brain. It is responsible for abstract thinking, thought analysis and for regulating behaviour.

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

prescription: a note from a doctor that instructs a chemist to provide a drug to a patient

primary sex characteristic: the characteristics directly necessary for reproduction; the ovaries and the testes

private health insurance: health insurance with a health fund (for example, HBA or MBF), which covers all or some of the costs incurred that are not covered by Medicare

progesterone: a hormone produced by the ovaries that plays a key role in sustaining pregnancy

projectile: refers to an object moving through the air

protected sex: using a condom during sexual intercourse to prevent pregnancy and the spread of sexually transmitted infections

puberty: time during which our bodies change physically so we can reproduce

reasonable degree of risk: the potential for a positive outcome is much greater than for a negative outcome

recovery position: the position in which to place someone (on their side) to protect the airway from being blocked by the tongue or by vomit

repetitions: a training activity that is repeated. The number of times it is repeated represents the number of repetitions. Usually used in flexibility and weight training.

rescue breaths: given to a victim who is not breathing. The breath will take one second to deliver and will make the victim's chest rise.

resilience: an individual's ability to properly adapt to stress and adversity

respiratory rate (RR): the number of breaths taken per minute

responsibilities: your obligations; for example, you have a responsibility not to harm other people

rights: something that everyone should have; for example, everyone has the right to feel safe

rip: a stretch of turbulent and dangerous water at sea or in a river

risk: the chance for potential injury or loss

risk management: identifying elements of risk, for example, bushfires

role model: a person who might influence your behaviour through their actions and examples

roll: a pivot towards the ball followed by a movement towards the basket

same-sex attracted: people who are emotionally and sexually attracted to people of the same sex. They often identify themselves as being gay or lesbian.

screen: taking a position that blocks the path of an opponent

secondary sex characteristics: traits that distinguish females from males but are not directly part of the reproductive system

sedentary: any behaviour that results in low energy expenditure (less than 2 METS)

self-talk: the internal statements we use relating to/describing our self

semen: a whitish fluid released by the prostate gland

sexual abuse: abuse using power to involve another person in sexual activity against their wishes

sexually transmitted infection (STI): an infection that is transmitted through sexual activity

sign: something experienced that you and others can see or measure, such as a rash or elevated heart rate

skill: an ability that is developed through learning and deliberate practice

skills: a special ability enabling a person to perform a movement to a high standard

social: refers to our interactions with other people

social interaction: the way you talk and what you do when with other people

social network: the social relationships an individual has developed

social rejection: occurs when an individual is deliberately excluded from a relationship or group interaction

specialised skills: specific games skills that usually incorporate a number of smaller movements within a bigger movement, such as batting in cricket

specialists: doctors who diagnose and treat medical problems of specific organs; for example, the heart or bones

sperm: the male reproductive sex cell. It is produced in the testes.

stakeholder: someone or a group who have invested interest in something and are therefore affected by any actions taken

stereotype: a set of characteristics typically used to categorise a group of people

stimulants: drugs that stimulate or speed up your brain and nervous system

support network: a group of people you trust and can talk to when you need help

symptom: something experienced that is known only if you tell someone, such as a headache or blurry vision

tactics and strategies: planned moves used to out-manoeuvre opponents, providing your team with an advantage. They can be used in both attacking and defensive situations.

target heart rate: the number of beats per minute that you want the heart to work at during exercise

target heart rate zone: the general range around the target heart rate

technique: a particular way of performing a skill

technique: the method used for performing a skill

testes: part of a boy's reproductive system. Boys have two testes. They produce testosterone and sperm.

testosterone: male reproductive hormone. It is produced in the testes.

the magic ratio of 5:1: for every one negative interaction or feeling between people, there must be five positive interactions or feelings for the relationship to be positive and in balance

timing: the way the parts of a movement flow together

tolerance: the higher the tolerance, the more of the drug is needed for the same effect

type 2 diabetes: high blood glucose levels as a result of not making enough insulin or because the insulin produced is not working effectively

unique: one of a kind

vigorous intensity: exercise that causes you to 'huff and puff' as your heart rate and respiratory rate increase significantly (6+ METS)

visual feedback: information we receive as we see our own performance