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JACARANDA

HEALTH & PHYSICAL EDUCATION 7+8

VICTORIAN CURRICULUM | SECOND EDITION

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JACARANDA

HEALTH & PHYSICAL EDUCATION

7+8

VICTORIAN CURRICULUM | SECOND EDITION

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Second edition published 2025 by
John Wiley & Sons Australia, Ltd
Level 4, 600 Bourke Street, Melbourne, Vic 3000

First edition published 2015

Typeset in 10.5/13 pt TimesLTStd

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ISBN: 978-1-394-35066-7

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Illustrated by various artists, diacriTech and Wiley Composition Services

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The publishers of this series acknowledge and pay their respects to Aboriginal Peoples and Torres Strait Islander Peoples as the traditional custodians of the land on which this resource was produced.

This suite of resources may include references to (including names, images, footage or voices of) people of Aboriginal and/or Torres Strait Islander heritage who are deceased. These images and references have been included to help Australian students from all cultural backgrounds develop a better understanding of Aboriginal and Torres Strait Islander Peoples' history, culture and lived experience.

It is strongly recommended that teachers examine resources on topics related to Aboriginal and/or Torres Strait Islander Cultures and Peoples to assess their suitability for their own specific class and school context. It is also recommended that teachers know and follow the guidelines laid down by the relevant educational authorities and local Elders or community advisors regarding content about all First Nations Peoples.

All activities in this resource have been written with the safety of both teacher and student in mind. Some, however, involve physical activity or the use of equipment or tools. **All due care should be taken when performing such activities.** To the maximum extent permitted by law, the author and publisher disclaim all responsibility and liability for any injury or loss that may be sustained when completing activities described in this resource.

The publisher acknowledges ongoing discussions related to gender-based population data. At the time of publishing, there was insufficient data available to allow for the meaningful analysis of trends and patterns to broaden our discussion of demographics beyond male and female gender identification.

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About the authors

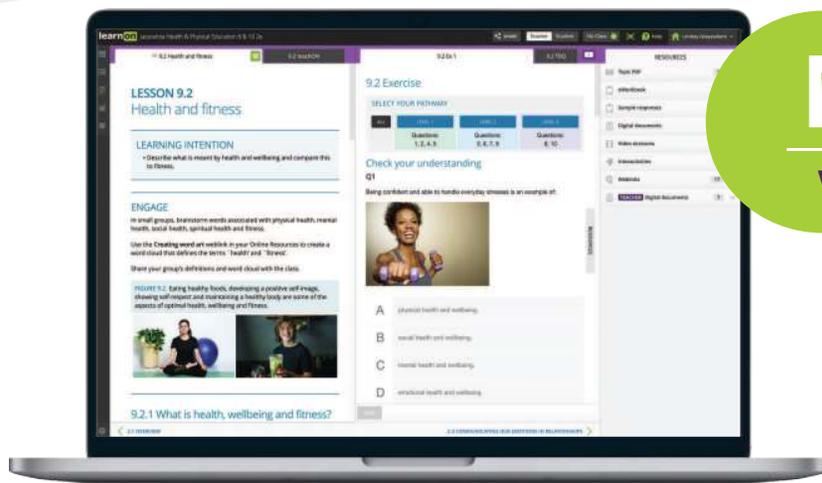
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About this resource



NEW FOR
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The screenshot displays the learnON interface for 'Jacaranda Health & Physical Education 9 & 10 2e'. The main content area is titled 'LESSON 5.2 Social, cultural and economic factors that influence health and help-seeking'. Below this, there is a 'LEARNING INTENTION' section with a bullet point: 'Identify how the social conditions in which you are born, live and work may influence your health and help-seeking.' The next section is '5.2.1 Health and community', which includes a paragraph: 'A number of factors can affect the health of people in the community. In this lesson, you will explore how the circumstances that people live in affect their health. You will look at why community health programs are so important and discover whether the communities you are a part of are healthy or not.' Below this is an 'ENGAGE' section with the text: 'What happens to life expectancy as education level falls? Discuss how education level might contribute to disease and death.' An 'Interactivity' section titled 'Education levels and life expectancy' features a bar chart. The chart shows life expectancy in years for men and women, categorized by education level: Low (blue), Medium (pink), and High (green). The y-axis ranges from 0 to 65 years. For men, life expectancy is approximately 52 years for Low, 55 years for Medium, and 58 years for High. For women, it is approximately 58 years for Low, 60 years for Medium, and 62 years for High. To the right of the main content, there is a '5.2 Exercise' section with a 'SELECT YOUR' dropdown menu (set to 'ALL') and a 'Check your Q1' section with a question: 'Which of the following individual's health?' and three options: A 'Where...', B 'Motivat...', and C 'Level o...'. A 'SAVE' button is at the bottom right of the exercise section. A '5.1 OVERVIEW' link is at the bottom left of the main content area.

Sex	Low	Medium	High
Men	52	55	58
Women	58	60	62

powerful learning tool, learnON

The image shows a screenshot of the learnON software interface. The interface is divided into several sections: a top navigation bar with 'SHARE', 'Teacher', 'Student', 'No Class', 'Help', and a user profile; a main content area with a 'PATHWAY' section showing 'LEVEL 1', 'LEVEL 2', and 'LEVEL 3' with question counts; a 'RESOURCES' sidebar with a list of resource types and counts; and a main text area with a question about socioeconomic factors. Callout boxes on the right point to specific features: 'Differentiated question sets' points to the level selection; 'Teacher and student views' points to the 'Teacher' button; 'Textbook questions' points to the '5.2 TBQ' tab; 'eWorkbook' points to the 'eWorkbook' resource; 'Sample responses' points to the 'Sample responses' resource; 'Digital documents' points to the 'Digital documents' resource; 'Video eLessons' points to the 'Video eLessons' resource; 'Interactivities' points to the 'Interactivities' resource; 'Extra teaching-support resources' points to the 'TEACHER Digital documents' resource; and 'Interactive questions with immediate feedback' points to the question text.

Differentiated question sets

Teacher and student views

Textbook questions

eWorkbook

Sample responses

Digital documents

Video eLessons

Interactivities

Extra teaching-support resources

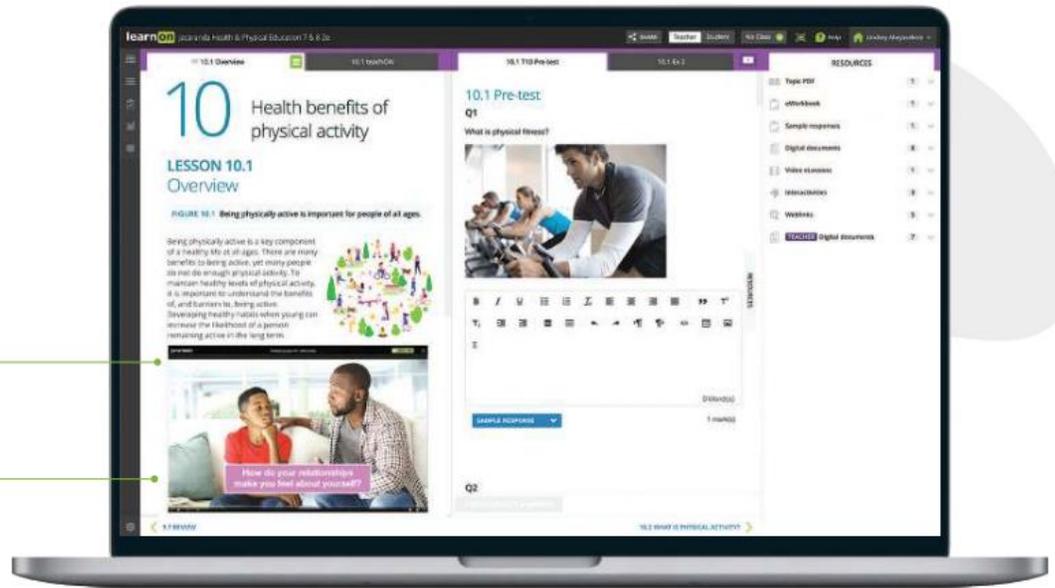
Interactive questions with immediate feedback

Get the most from your online resources

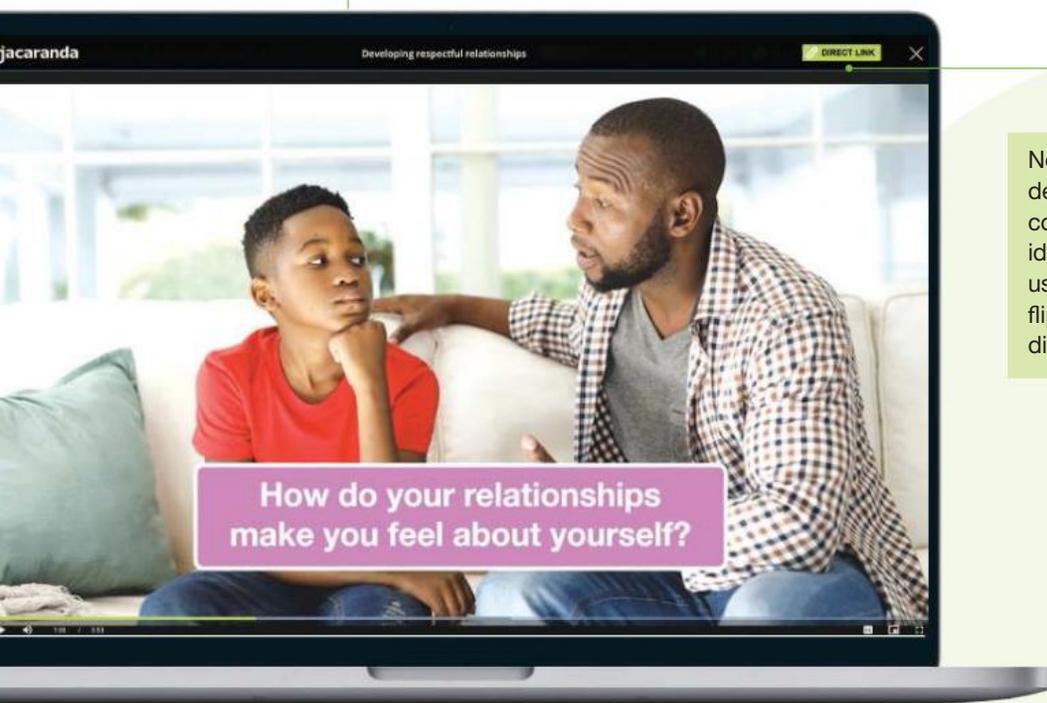
Online, these new editions are the complete package

Trusted Jacaranda theory, plus tools to support teaching and make learning more engaging, personalised and visible.

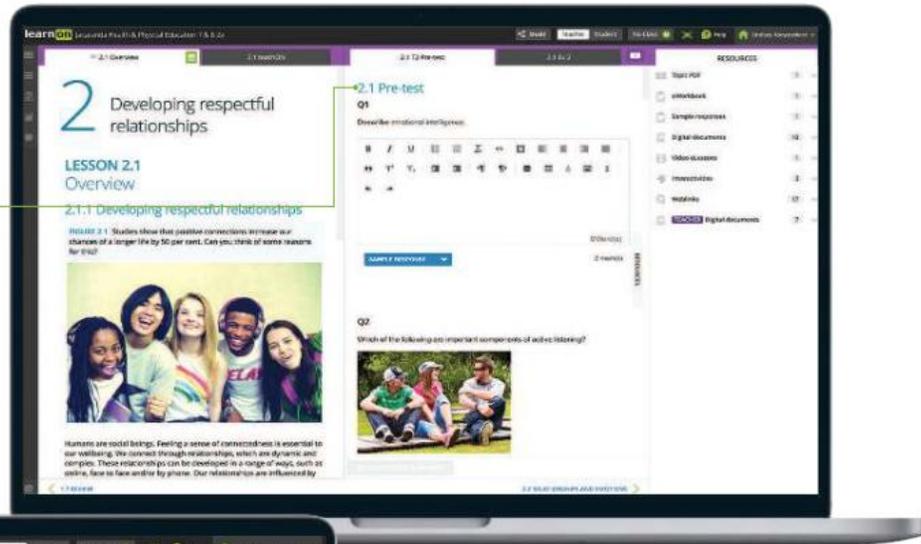
Embedded interactivities and videos enable students to explore concepts and learn deeply by 'doing'.



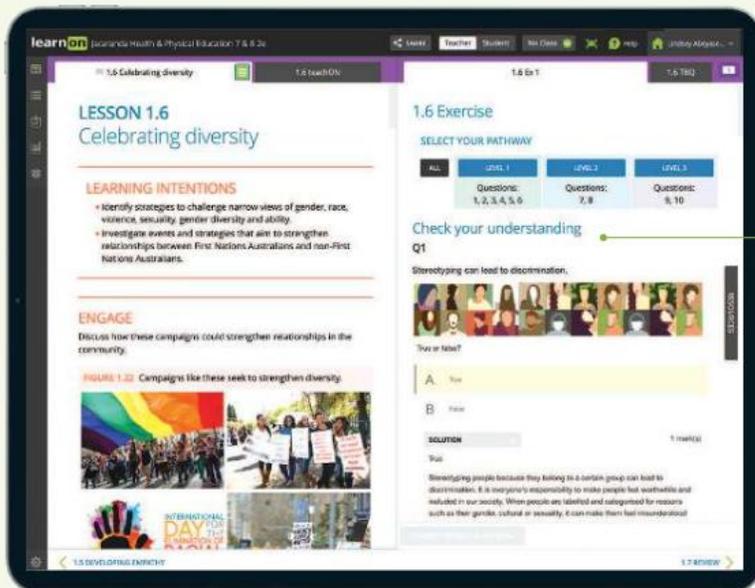
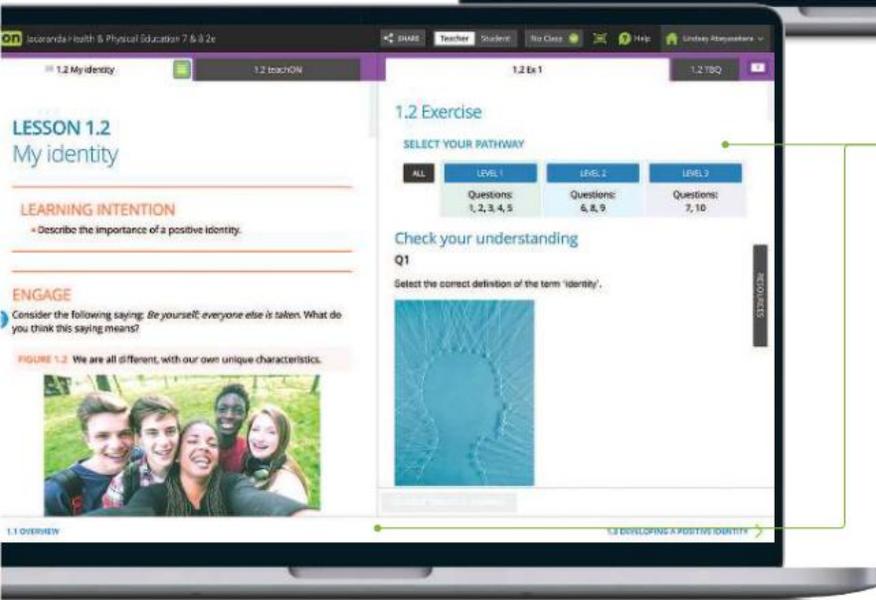
New videos for every topic are designed to help students learn concepts by introducing the key ideas and are flexible enough to be used for pre- and post-learning, flipped classrooms, class discussions, remediation and more.



Pre-test and post-tests help test skill acquisition.



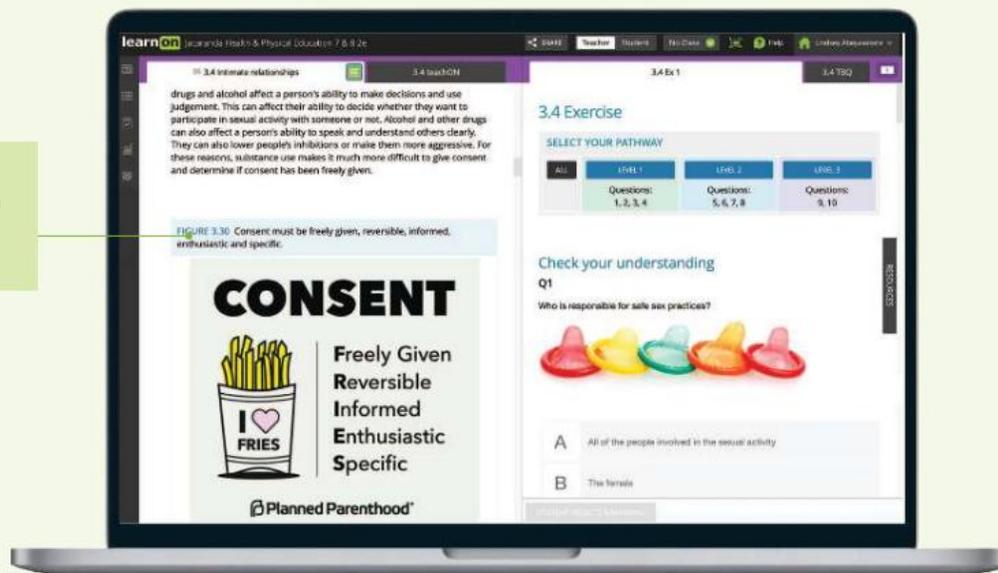
Three differentiated question sets, with immediate feedback in every lesson, enable students to challenge themselves at their own level. Instant reports give students visibility into progress and performance.



Every question has immediate, feedback to help students overcome misconceptions as they occur and get unstuck as they study independently – in class and at home.

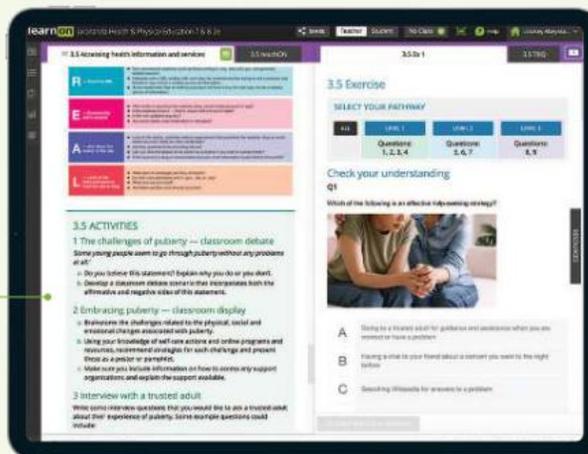
Consent and respectful relationships

Reliable and practical content and activities on consent and respectful relationships.

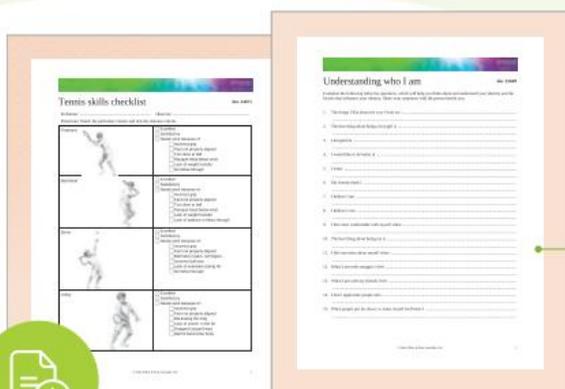


A wide variety of activities

Includes a range of practical activities in every lesson including group work and practicals.

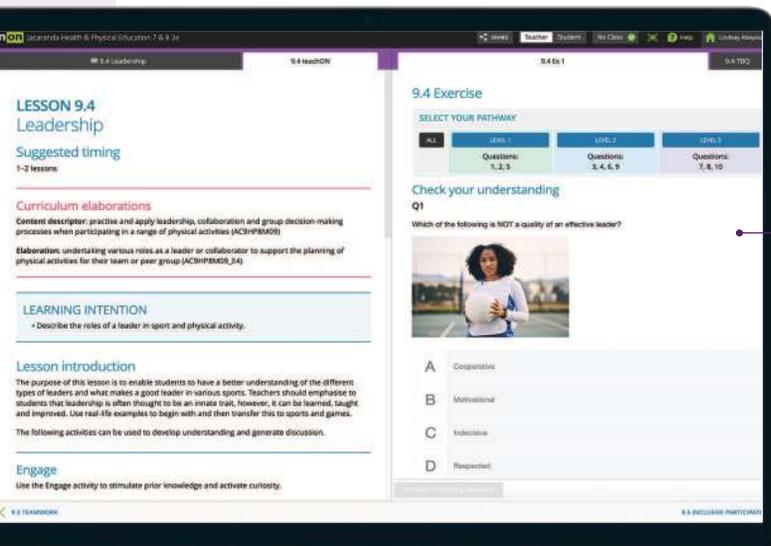


eWorkbook



The eWorkbook enables teachers and students to download additional activities to support deeper learning.

A wealth of teacher resources

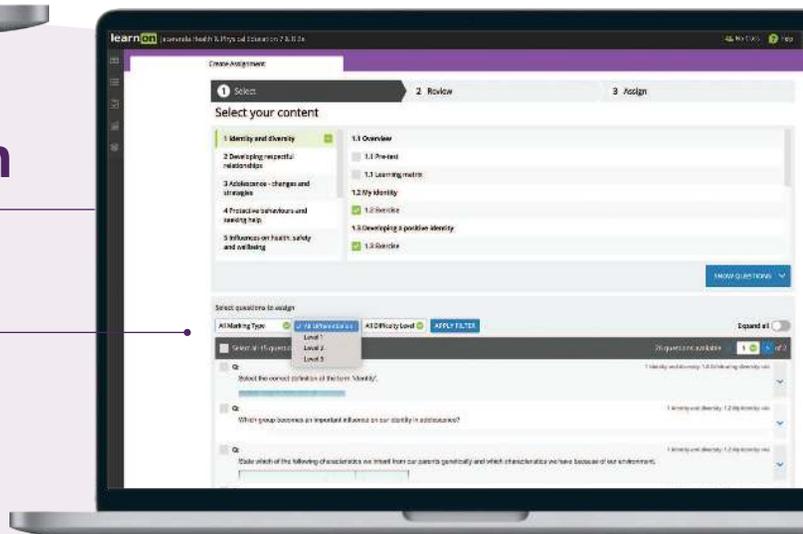


Enhanced teaching-support resources for every lesson, including:

- work programs and curriculum grids
- practical teaching advice
- quarantined topic tests (with solutions)

Customise and assign

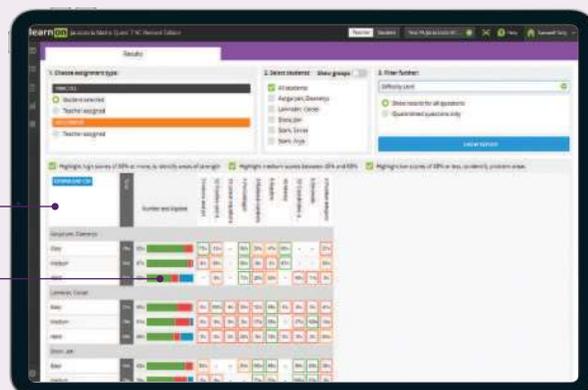
An inbuilt testmaker enables you to create custom assignments and tests from the complete bank of thousands of questions for immediate, spaced and mixed practice.



Reports and results

Data analytics and instant reports provide data-driven insights into progress and performance within each lesson and across the entire course.

Show students (and their parents or carers) their own assessment data in fine detail. You can filter their results to identify areas of strength and weakness.



Acknowledgements

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The full list of acknowledgements can be found here:

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1 Identity and diversity

LESSON SEQUENCE

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1.2 My identity	4
1.3 Developing a positive identity	9
1.4 Valuing and appreciating diversity	19
1.5 Developing empathy	25
1.6 Celebrating diversity	30
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FIGURE 1.1 What might influence the levels of happiness felt by Australian young people?



LESSON 1.1 Overview

1.1.1 Being different together

Diversity means that everyone is different and special in their own way. It makes life interesting. People can be different in what they like, their culture, age, gender, language and more.

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 others and might discriminate against or bully them. We can embrace diversity by becoming more self-aware (i.e. forming our own identity), having rich and respectful conversations, learning about other people's points of view and being open-minded.

FIGURE 1.1 What might influence the levels of happiness felt by Australian young people?



ESSENTIAL QUESTIONS

- Why is valuing diversity important for developing a positive identity?
- How can valuing diversity support you through your adolescence?
- How can communities value diversity and promote inclusion?

STARTER QUESTIONS

1. What is unique about you?
2. How is your identity shaped by your changes, transitions, family, culture and traditions?
3. How can respecting diversity promote healthy communities?
4. How can we actively promote and celebrate inclusion?

learn on

-  **Pre-test** Online pre-test
-  **eWorkbooks** Topic 1 eWorkbook
-  **Digital documents** All the digital documents for this topic
-  **Video eLesson** Identity and diversity (eles-6018)
-  **Weblinks** Useful weblinks available throughout the topic

LESSON 1.2 My identity

LEARNING INTENTION

- Describe the importance of a positive identity.

ENGAGE



1. Consider the following saying: *Be yourself; everyone else is taken*. What do you think this saying means?
2. The 2024 *Mission Australia Youth Survey Report* found that 57 per cent of Australian young people are happy overall with their lives. Breaking down this figure, we see that 61.5 per cent of males reported feeling happy or very happy with their lives, compared to 54.5 per cent of females and 35 per cent of gender-diverse young people. What might influence the levels of happiness felt by Australian young people?

FIGURE 1.2 We are all different, with our own unique characteristics.



1.2.1 We are all unique

We are all individuals with our own set of characteristics that make us unique. In this lesson, you will explore the ways each of us is **unique** and how we develop our **identity** — that is, our ideas and **beliefs** about ourselves. 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, we can still have things in common, like playing the same sport or liking the same music.

unique one of a kind
identity sense of self in terms of characteristics and beliefs
beliefs attitude that something is true or accepted
health and wellbeing a state of a person's physical, social, emotional, mental and spiritual wellbeing and not merely the absence of disease or infirmity.

1.2.2 Identity and health and wellbeing

Understanding health and wellbeing: a resource for life

Health and wellbeing is more than just the absence of illness. It's a resource that helps us live a happy, active, and balanced life. It's the state of feeling good physically, mentally, emotionally, socially and spiritually. When we talk about health and wellbeing, we are referring to how well we function in these different areas of life. It's about feeling capable, engaged and at peace with ourselves.

Throughout this subtopic and throughout the text, we'll explore the many factors, influences and experiences that impact on some or all of the physical, emotional, mental, spiritual and social dimensions of health and wellbeing. Each of the five dimensions plays a crucial role in our overall health, and by understanding these areas and how they connect, we can make choices that help improve our health and wellbeing.

Through this, you'll learn how your actions and choices, the people around you and the environment you live in impact your health and wellbeing, and how all of these elements come together to create a healthy, balanced and fulfilling life.

Each dimension of health and wellbeing focuses on different aspects of our lives, and they all play a role in making us feel happy, healthy and engaged. Physical health is about keeping your body and all of its systems strong and active. This means that you can go about your daily life and participate in the activities you enjoy doing. Emotional health is how you understand and express your feelings, while mental health focuses on thinking clearly, solving problems and staying positive. Spiritual health is about having values and a sense of purpose in life, and social health is about building strong relationships with friends, family and your community. All these areas work together to make sure you feel good in mind, body and spirit.

DISCUSS

Which dimension of health and wellbeing do you think most people focus on when we talk about being in good health? Why do you think this is the focus?

Brainstorm a list of influences for each of the dimensions. For example, being active will influence your fitness and your physical health and wellbeing.

What happens to the other dimensions when one dimension of health and wellbeing is not at its best? For example, if you have a disagreement and fall out with your friendship group will it impact on other dimensions?

Your sense of identity has a big impact on how you see yourself, your confidence and the way you interact with other people. In this way, your identity influences your mental, social, and emotional health and wellbeing. In particular, having a positive sense of identity helps your health and wellbeing through:

- having good self-awareness, self-acceptance and self-worth
- feeling good about who you are — having high levels of self-esteem
- feeling included in social groups, leading to a sense of belonging
- sharing and developing interests within a group of similar-minded people
- allowing for greater independence
- providing purpose and motivation in life and supporting resilience
- supporting resilience and emotional wellbeing
- lowering rates of anxiety and improving mood.

Your identity forms within your environment, including your culture. It is not a deliberate or conscious process — we do not generally set out to create a certain identity for ourselves. We learn about culture and the identities of others through our family, peers, school and the media, and our daily experiences. Your identity is built from your memories, experiences, relationships and **values** and it develops and changes over time.

Key parts of identity — like gender, sexual orientation, race and ethnicity, religion, age and physical ability — help how we view the world. They affect the types of opportunities we get and the challenges we face.

Over time, we come to think of ourselves in certain ways. You may think of yourself as a reliable and trustworthy friend or a good sportsperson. When we are children, our family has the greatest influence on our identity. Our sense of identity is generally associated with the support and security of a caring adult. In the early primary school years, identity may also be influenced by what our parents/carers value and do. During our later school years, as we reach **adolescence**, our **peers** have an increasing influence on our behaviours, attitudes and beliefs.

Our changing sense of identity

How our peers treat us can have a major impact on the way we feel about ourselves. To fit in we may dress and behave in ways in certain ways. This is because society, through the media, often promotes a belief that people must look a certain way to be valued and accepted. The media uses images, words and characters that make people look perfect, but these images are often not real. It is important to see people for who they are, not just how they look.

FIGURE 1.3 Identity is influenced by many factors, including peers, culture, relationships and the changes that occur during puberty.



values beliefs about what is important; guide our attitudes and behaviour

adolescence the time during which we mature from a child to an adult

peer someone who is of a similar age or shares similar interests

As we grow older, we experience new relationships and situations that affect our thoughts and feelings. We also make choices that shape our identity. This can include trying new things, deciding what we like, and exploring our feelings. Our sense of self can change in different situations, like feeling confident with family but less so with peers at school.

FIGURE 1.4 Trying out new experiences is part of developing your identity.



Through our identities, we make statements about who we are and who we are not. 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 — no two people have the same experience.

There are a number of reasons why no one is exactly the same as anyone else. These reasons are both physical (biological) and social (environmental). When we are conceived — that is, when an egg and sperm unite — we receive **genes** from both our biological 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; our abilities; and whether we are born with certain diseases or conditions.

Our differences are not just genetic. From the day we are born, we are influenced by many things within our environment that are also unique. Our **culture** affects our diet, how we dress, the languages we speak, our religion and the customs we follow. Our family influences us even more, affecting how we deal with our emotions, relationships and education, the values we hold, what we think about ourselves, what we eat, how active we are and what interests or hobbies we have.

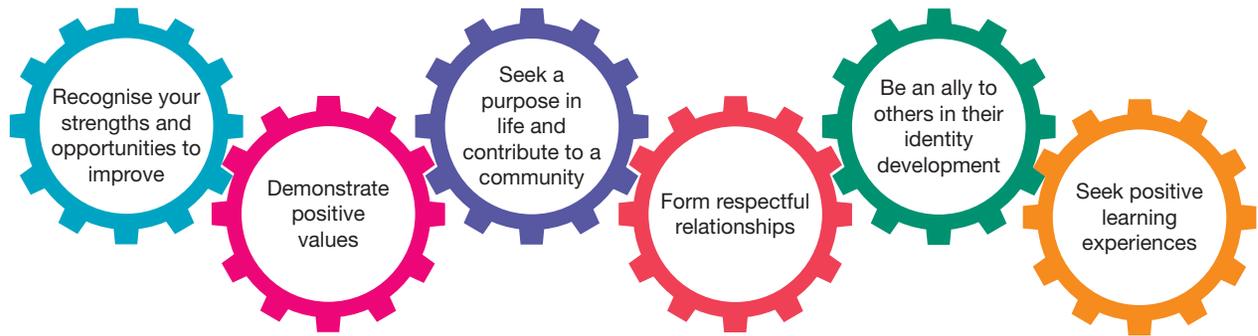
We live in a very **diverse** society. Remember, we are all unique! Being inclusive benefits the health and wellbeing of everyone.

1.2.4 It's okay to be me!

Most people find it easy to identify a number of things about themselves that they would like to change. This is okay, provided 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 you can improve. Accepting who you are and liking things about yourself is the first step towards a positive identity.

physical refers to our body and its' systems
social refers to our interactions with other people
emotional refers to our feelings
genes the biological units through which we inherit traits from our biological parents
culture the ethos, values, beliefs and/or philosophies of a group of people
diverse varied or different

FIGURE 1.5 Some actions on the path towards a positive identity.



DISCUSS

- List five words that people could use to describe you.
- Ask at least one other person who knows you well to list five words to describe you. Compare their list with yours.
- Identify two different factors (e.g. your family, peers, an organisation you belong to) that may have influenced your development of these characteristics. Outline how these factors affected you.
- Compare your words and suggested influences to those of at least two classmates. Analyse the similarities and differences.
- Justify the most influential factor for people your age.

1.2 ACTIVITIES

1 This is me!

- Using a presentation software (e.g. Canva or PowerPoint), compile a profile about yourself. This profile should show how you see yourself, your beliefs about yourself and what you value in yourself and others. You may wish to include photos, videos or a collage of words that describe 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.
- In pairs, compare your profiles with each other.
 - Write down all the similarities and differences that you notice.
 - Identify the factors that may have influenced these similarities and differences.

2 #Guesswho?

Introduce yourself as a unique person in 280 characters. Explain why anyone would want to be friends with you. What would it mean to have you as a friend?

3 My avatar

An avatar is an icon or image that represents a person or character in the virtual world. Create an avatar for yourself. You can use the **Bitmoji** or **Avatar** maker weblinks in your learnON Resources.



4 The changing nature of our identity

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

- Does your identity change when you are in different social contexts (e.g. with your family, at school with your peers)?
- How does your behaviour change in different social contexts?
- Describe another social context you have experienced in which you feel your identity varied. Explain the factors that influenced your identity in this situation.
- What aspects of your identity do you think might change as you get older?

5 My sense of identity



Complete the **Improving my sense of identity** worksheet in your learnON Resources to explore your strengths and weaknesses.

SUMMARY – what you need to know

- Our identity is shaped by our family, culture, friends, and experiences.
- Having a positive identity helps us feel good about ourselves.
- We feel happier and healthier when we respect and celebrate our differences.
- It's important to accept and appreciate who we are.
- Our identity can change as we grow and have new experiences.

1.2 Exercise

learnON

Learning pathways

LEVEL 1

1, 2, 3, 4, 5

LEVEL 2

6, 8, 9

LEVEL 3

7, 10

Check your understanding

- MC** Select the correct definition of the term 'identity'.
 - Identity is how we see others.
 - Identity is what others think of our actions and beliefs.
 - Identity is how we see ourselves and what we believe about ourselves.
 - Identity is how we judge others based on their actions or beliefs.
- MC** Which group becomes an important influence on our identity in adolescence?
 - Peers
 - Grandparents
 - Parents
 - Teachers
- State which of the following characteristics we inherit from our parents genetically and which characteristics we have because of our environment.

	Genetic	Environmental
Eye colour		
Biological sex		
The languages we speak		
The values we hold		

Height		
Blood type		
Interests and hobbies		
The customs we follow		

4. Our identity is dynamic; it changes over time. True or false?
5. **MC** The first step towards developing a positive identity is accepting who you are. What does this mean?
 - A. Recognising your good qualities
 - B. Recognising the aspects of your behaviour that you could improve
 - C. Liking things about yourself
 - D. All of the above

Apply your understanding

6. **State** the meaning of 'values' and 'beliefs'.
7. **Describe** some key parts of your identity. **Identify** three things that have influenced the development of your identity and then **explain** how they influenced you.
8. **Describe** how your sense of self develops as you get older.
9. **Explain** why having a positive identity is important to your physical and social health and wellbeing.
10. The only thing we all have in common is that we're all different. Do you agree with this statement? **Explain** your response.

LESSON 1.3 Developing a positive identity

LEARNING INTENTIONS

- Describe influences on identity.
- Discuss how cultural values and beliefs can influence identity.

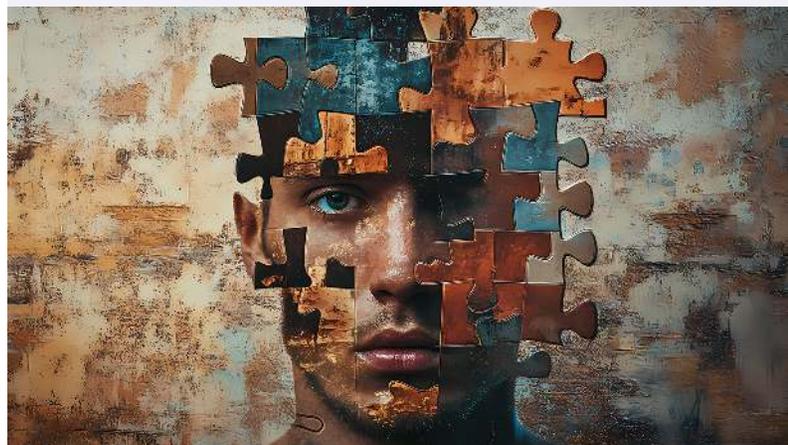
Aboriginal and Torres Strait Islander readers are advised that this subtopic may contain images of and references to people who have died.

ENGAGE

Finding how all the pieces fit together in the jigsaw puzzle of your identity is a dynamic process. Puberty is a key time for collecting pieces of the puzzle.

- Do you think the puzzle of your identity can ever be finished?
- What are some pieces of your identity puzzle?
- How has your identity changed during puberty?
- How do external influences, such as family and culture, shape your identity?

FIGURE 1.6 Your identity can be thought of as a jigsaw of many pieces.



1.3.1 Forming an identity

Many factors shape our identity. In this lesson, you will explore how family, peer groups, cultural identity, changes during puberty and the school environment all play a role in developing a positive identity.

DISCUSS

Puberty has been described as a time of 'trying on hats'. What do you think this means when used in reference to identity?

1.3.2 Factors that shape our identity

Identity is based on having a sense of self that is formed from your experiences, values and relationships.

The factors that influence our identity include our family, peer group, culture and traditions, school, gender, sexuality, body image, physical development, the media and our experiences, including our successes and failures. We now look at each of these in turn.

FIGURE 1.7 Our identity is influenced by a range of factors.



Family

Family provides the environment in which young people are raised. Young people who are encouraged and supported by their families have the opportunity to develop positive self-esteem, and will take on challenges and experiences that help develop confidence. This is an important factor in a positive identity.

Parents and caregivers also directly teach values and beliefs. This includes teaching about right and wrong and sharing religious and political beliefs, beliefs about how to interact with people, and social rules and expectations. Parents also pass on values and beliefs through their behaviours and the examples they set.

The transition to adulthood involves young people actively exploring their own individual value systems and accepting or rejecting the values of their family, community and culture. This can involve questioning why things are the way they are or experimenting with different values and beliefs. If young people challenge the religious or cultural values held by the family, or directly challenge parental authority, this can be frustrating for many parents and may be a source of tension.

 Follow the **ReachOut: Family conflict** weblink in your learnON Resources for a teenager's story about family conflict.

Peer group

The peer group is increasingly influential during adolescence. Having a close friend or group of friends can be very important for young people as they expose you to a range of values that may or may not be similar to those of your family. 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. Likewise, how they respond to you can influence how you see yourself. Having a peer group also gives you people to discuss your opinions and attitudes about the world with. They can give you feedback that tells you how your opinions and attitudes compare to those of others. These experiences will have a significant impact on your identity.

FIGURE 1.8 Our peer group can help shape our identity.



Developing positive relationships with your friends is an important part of forming a positive identity, 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

Cultural identity is important in shaping our sense of self and how we relate to others. Culture includes the ideas, knowledge, attitudes, customs, beliefs and social behaviour of a particular community of people. Australia is a culturally rich and diverse society with almost 30 per cent of our population being born overseas and 48 per cent having a parent who was born overseas. This diversity means we meet and learn from people with various cultural backgrounds.

Aboriginal and Torres Strait Islander Peoples have lived here for at least 65 000 years and have significant and diverse social and kinship structures and cultures. Understanding culture, rituals and traditions are important for Aboriginal and Torres Strait Islander Peoples to help share cultural knowledge and foster connections with family and community. This helps shape self-identity. These are explored in the case study below.

Some cultural differences may be quite visible (e.g. food choice, dress, customs, rituals, behaviours and interests); however, other differences are less visible (e.g. values, attitudes and beliefs). Culture is something we learn from our experiences and the people around us; it changes over time and adapts to new circumstances.

Cultural stereotypes

Cultural stereotypes are oversimplified ideas about people from different backgrounds. For example, saying all Asian Australian children are good at math or music is a stereotype. It can be harmful because it overlooks individual differences and pressures people to fit a certain image.

Stereotypes can be damaging and can be spread with the careless use of labels and language. However, young people have the power to challenge stereotypes. In Greater Dandenong, Melbourne, a group of 12 young people formed The Change Makers project team to address racial stereotypes and their negative impacts on young people's wellbeing and sense of belonging. The project team created a video encouraging young people to reclaim their identities by choosing their own labels and challenging harmful racial stereotypes. Follow the

 **Change Makers** weblink in your learnON Resources to view the video.

Traditions

Traditions are practices and beliefs passed from one generation to the next. They come in many forms, such as family customs or religious or cultural celebrations. Many young people may move between cultures and traditions. For example, if your parents were born in Vietnam, but you generally self-identify as Australian, you may celebrate the Vietnamese festival of Tet with your family, but celebrate Australian holidays with your peers from school. In this case, you have an Australian national identity, but in the home environment, your ethnic

 identity is also important. Follow the **ReachOut: Understanding a different culture** weblink in your learnON Resources for some tips on how to understand different cultures.

FIGURE 1.9 Food choice reflects our culture and traditions.



FIGURE 1.10 In Australia, we constantly interact with people from a range of cultural backgrounds.



CASE STUDY

Aboriginal and Torres Strait Islander Peoples

Totems

For Aboriginal and Torres Strait Islander Peoples, identity is shaped by kinship and connections to Country. For many, a major aspect of their identity is their totem. This is a natural object, plant or animal that members of a clan or family hold as their spiritual emblem. Some people have several totems.

Totems play many important roles within Aboriginal and Torres Strait Islander communities. For example, they can represent your role within the kinship system, as well as your responsibilities and obligations to others and to Country. People who share the same totem can feel a connection with each other, which is made stronger by the fact that they will share some of the same responsibilities within the community.

You can have a nation group totem and a family totem, which are given to you at birth. You can have a personal totem, which can be given to you by an Elder. You can also have a special plant or animal totem that may have been present at the time of your conception or birth. So not all totems are 'given'; some are inherited as your birthright. A child is taught the importance of their totems as Elders share Dreaming stories and how their totems fit into the wider kinship system.

Kinship

A complex social system that determines how people relate to each other, their roles and responsibilities to each other and to Country (their non-human kin). Families are connected to the land through kinship, which involves specific roles and responsibilities. These are regulated by traditional law and observed through ceremonies, cultural practices and language. This creates a unique Aboriginal and Torres Strait Islander way of seeing and being in the world.

Land

'Country' includes the animals and plants, lands, sky and waters, which all must be cared for by their traditional owners. Aboriginal and Torres Strait Islander Peoples have a deep connection with the land or Country, which is central to their spiritual identity. This connection remains despite the many Aboriginal people who no longer live on their land. Aboriginal and Torres Strait Islander Peoples describe the land as sustaining and comforting, fundamental to their health, relationships and their culture and identity.

Cultural practices

These include caring for Country, ceremony, song, corroboree (communal celebration) and initiation. The responsibility to uphold lore promotes community and identity.

Understanding the importance of the connection between these elements supports an understanding of how identity and belonging were affected in the Stolen Generations and the impact this had on the social and emotional health and wellbeing of Aboriginal and Torres Strait Islander Peoples.

Sorry Business

Sorry Business is an important time of mourning that involves responsibilities and obligations for Aboriginal and Torres Strait Islander Peoples to attend funerals and participate in other cultural events, activities or ceremonies with the community. This is part of a community and cultural tradition that is highly important for Aboriginal and Torres Strait Islander Peoples who share the belief that this life is only one part of a longer journey. Death and loss affect us all in different ways, and while local groups, clans and communities may follow different traditions and rituals, many aspects of mourning and grief for Aboriginal and Torres Strait Islander Peoples look somewhat different from the conventions for death and grieving followed in Western society.

FIGURE 1.11 Totems are important in the identities of Aboriginal and Torres Strait Islander Peoples.



When a person passes away, the spirit leaves the body and must be sent on the next part of its journey. Following their passing, a deceased person is referred to as Kumanjayi, meaning 'no name'. The tradition not to depict a deceased person, their image or their voice is very old.

Knowing how to respond and show empathy and kindness to a person grieving a loss and completing Sorry Business can be complex, particularly if the person's culture, beliefs or faith differs from yours.



Source: <https://vpssc.vic.gov.au/html-resources/aboriginal-cultural-capability-toolkit/aboriginal-culture-history>

Questions

1. Describe ways that culture and traditions might influence the identity of a young Aboriginal and Torres Strait Islander person.
2. How can understanding and valuing culture as part of an Aboriginal and Torres Strait Islander person's identity positively impact health and wellbeing?
3. Discuss why it is important that all Australians understand Aboriginal and Torres Strait Islander traditions and cultures.

School

Schools that provide interesting and challenging learning opportunities help students succeed. Acknowledging students' personal growth and success helps them to feel good about themselves. For many adolescents, school is a place where they feel supported and **connected**. Identity is developed, in part, through relationships and feedback received from others. At school, young people participate in activities and programs that can help them discover their abilities and interests and further develop them.

connected having a feeling or sense of belonging to someone, a group of people or a place

Gender

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

Sexuality and gender diversity

During adolescence, young people become physically and sexually attracted to others. A person's sex, as determined by their biology, does not always correspond with their gender identity.

Gender identity refers to a person's view of themselves as male, female, both, genderqueer or non-binary. A person's gender identity can be the same or different to the sex assigned at birth. Cisgender is an umbrella term used to describe people whose gender identity corresponds with their birth sex, while transgender is a term used to describe people whose gender identity does not correspond with their birth sex.

Gender identity is not the same as sexual orientation. Gender identity describes how a person sees themselves, while sexual orientation refers to the sex that an individual is sexually and romantically attracted to. When a young person is sensitive about their sexuality, they may feel unsure about themselves. Treating everyone with respect and accepting difference allows young people the freedom to explore and understand these aspects of their identity.

Body image

Body image is our thoughts and feelings about the way we look and what other people think of our looks. Body image contributes to our beliefs about who we are. **Body confidence** is how a person feels about the way they look. It means we accept and are happy with how we look and what our bodies can do.

No-one feels great about their body all the time, but there are simple actions you can take to shape a positive self-image around your body.

- Surround yourself with positive people
- Unfollow people, products or activities that drag you down
- Focus on positive attributes of other people
- Collect and display affirmations
- Meditate/journal/self-talk that thanks your body for supporting you through everything
- Follow body-positive people and sites
- Be media savvy
- Be realistic.

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. Be kind to yourself and others.

FIGURE 1.12 Both males and females can be influenced by stereotypes.



FIGURE 1.13 Respecting and accepting differences helps everyone be themselves.



gender our beliefs about what it means to be a male or a female
stereotype a set of characteristics typically used to categorise a group of people
body image what we and other people think of our physical appearance; how we feel about our body
body confidence how a person feels about the way they look

FIGURE 1.14 Having body confidence means you accept and are happy with how you look and what your body can do.



It's also important to understand and challenge society's made-up and constantly changing ideals. For example, keep in mind that the use of filters and media editing tools popular among social media users means that the images created are often fake and unrealistic.

Physical development

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

Puberty is a period of greater variation between individuals compared to childhood. This can raise identity-related questions such as 'Are the changes I'm going through normal?', 'Why are the others taller/stronger/more attractive than me?' Physical changes during puberty can also mean coming to terms with sexual identity.

The media

We are influenced by the stereotypes of the different genders that we see on television, in movies and online. Media can also set expectations in relation to body shape, relationships and even ways to behave and dress. Some young people compare themselves to these unrealistic or non-representative images. This comparison can have a negative influence on their identity.

FIGURE 1.15 Maturing early or late in relation to one's peers affects one's sense of self-esteem and identity.



While social media has traditionally been a great way to connect with others, its focus on rewarding appearance with ‘likes’ has been problematic. Instagram, Snapchat and TikTok all involve using ‘views’, ‘likes’ and comments to show approval. There is an important problem with basing your self-identity on how many ‘views’ or ‘likes’ you receive: someone will always have more than you, and someone will always have more than them, and so on. Imagine if people start to think that the number of ‘likes’ they get on social media determines how valuable they are as a person. It’s important to remember that social media approval doesn’t define who you are as a person. There are many other things that make you special and valuable.

Some areas of the media are starting to celebrate people’s unique qualities through news, entertainment and sports brands aimed at empowering all people in our society. For example, SBS now has a dedicated television channel sharing First Nations’ perspectives — NITV (National Indigenous Television) — and fashion magazines are increasingly showing plus-size models. This allows a greater range of people to feel represented by the broader media, which positively affects their sense of belonging. Advertising companies are also beginning to show the diversity in our community realistically, such as by using actors and models with intellectual disabilities or who use mobility aids.

FIGURE 1.16 The media can influence our thoughts and feelings about our identities.



Success and failure

For most people, if we are successful at the things we do, we will feel good about ourselves. Confidence means believing that we can do well in the future too, and it is connected to how much we like and trust ourselves. Confidence helps you make safe, informed decisions and avoid unsafe people and situations. Sometimes, we may avoid trying new things because we are worried we won’t be good at them and that might make us feel embarrassed. Learning to take on appropriate challenges and risks, and developing resilience are important aspects of developing our personal identity.

1.3 ACTIVITIES

1 Gender

- a. In small groups, collect pictures of people of different genders from websites and the sports sections of newspapers.
 - i. List the characteristics of the genders as shown in the pictures.
 - ii. Discuss the messages being sent about what people of these genders should be like.
- b. As a whole class, discuss the following:
 - i. Do you think the images of the different genders shown in the media are accurate representations?
 - ii. Are these images healthy?
 - iii. Do you think these images and messages would have a positive or negative effect on young people’s identities? Explain why.
 - iv. What can young people do to challenge negative images and messages?
 - v. What kinds of images do you think should be shown to encourage young people to develop positive identities?
- c. Complete the **Gender stereotypes** worksheet in your learnON Resources to learn more.

2 Cultural similarities

As a class, brainstorm the different cultural groups to which students belong. (Think about your family, religion, peer groups, as well as interest groups, such as a football team, dance troupe or drama club.) Complete the following:

- a. List the characteristics that help identify each group.
- b. Examine how cultural groups influence the people who belong to them. Develop a list of the influences you have learned about.

3 Family traditions

- a. List as many of your family traditions as you can think of.
- b. Explain how the traditions identified in part a influence your identity now and into the future.

4 Cultural identities

- a. Use the **Aboriginal and Torres Strait Islander Peoples Cultures: Identity, racism and connection** weblink in your learnON Resources to view the video about Grace.
- b.
 - i. Consider this statement: 'Many people believe the heritage of the Aboriginal and Torres Strait Islander Peoples of Australia and a deep knowledge of Aboriginal and Torres Strait Islander cultural identity are important to all Australians.'
 - ii. Write a 300-word personal reflection on this statement.

5 Media and body image

- a. 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?
- b. Use the **Advertising and body image** weblink in your learnON Resources to investigate one company's campaign to challenge beauty stereotypes in advertising.

6 Media and diversity

- a. A study on media diversity in Australia, *Who Gets To Tell Australian Stories?*, revealed that more than 75 per cent of media presenters, commentators and reporters have an Anglo-Celtic background, while only six per cent have either an Aboriginal and Torres Strait Islander or non-European background.
- b. Take action by creating a letter, email or tweet that addresses this issue. Explain how a lack of diverse representation in the media can negatively affect identity formation among young people in our multicultural society. Identify why this impact can continue over multiple generations.

SUMMARY – what you need to know

- Our identity is made up of our experiences, values, and relationships.
- Family helps shape who we are by teaching us values.
- Friends influence our identity by sharing their opinions and supporting us.
- Culture and traditions give us a sense of belonging and shape our identity.
- School helps us discover our abilities and interests.
- Gender beliefs, body image, physical changes and the media can all influence how we see ourselves and act.

1.3 Exercise

learnON

Learning pathways

■ LEVEL 1
1, 2, 3, 4, 5

■ LEVEL 2
6, 7, 9

■ LEVEL 3
8, 10

Check your understanding

1. Factors that influence identity are independent of each other. True or false?
2. A person's identity can embrace more than one culture. True or false?

3. **MC** Stereotypes are:
 - A. useful for deciding what boys and girls should do.
 - B. always accurate.
 - C. a set of characteristics that are not always accurate but that are used to group people.
 - D. useful for working out who we want as friends.
4. **MC** What is meant by the term 'body image'?
 - A. What we think of our physical appearance
 - B. What other people think of our physical appearance
 - C. How we feel about our body
 - D. All of the above
5. **MC** Which factor has an impact on our identity?
 - A. Media
 - B. Family
 - C. Culture
 - D. All of the above

Apply your understanding

6. **Identify** who and what influences your identity. **Explain**, using an example, how one of these factors has influenced your attitudes, beliefs and behaviours.
7. **Describe** how the identity of Aboriginal and Torres Strait Islander Peoples can be shaped.
8. **Explain**, using an example, how the factors that influence identity are related to one another.
9. **Identify** the types of images the media uses to stereotype the different genders. **Explain** why these stereotypes can be unhealthy for young people.
10. **Create** a slogan that promotes a healthy body image for young Australians.

LESSON 1.4 Valuing and appreciating diversity

LEARNING INTENTIONS

- Identify how respecting diversity and challenging discrimination supports individual and community health and wellbeing.
- Describe the need for valuing diversity when developing respectful relationships.

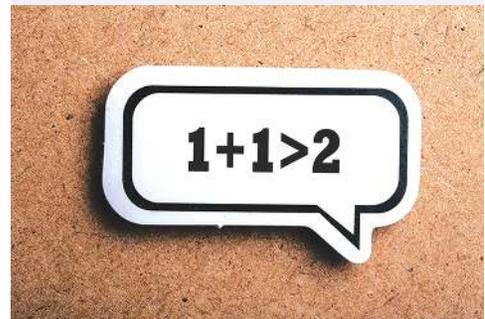
ENGAGE

 Watch Fadak's story video by using the **Refugee stories** weblink in your learnON Resources.

Consider this saying: *The whole is greater than the sum of its parts.*

What does this saying mean? How does it relate to diversity and inclusion?

FIGURE 1.17 When is the whole greater than its parts?



1.4.1 Enriching society through diversity

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 values and beliefs, 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 gives us the chance to understand and experience different lifestyles and ways of thinking.

Living in a diverse society helps us:

- understand and tolerate different cultures
- share experiences with different people
- include and accept everyone
- learn to see differences as positive
- think more about our own values and beliefs.

1.4.2 Challenging inequities and discrimination

While diversity offers many benefits for 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 how people are treated, which in turn can impact their levels of health and wellbeing.

discrimination treating a person or group of people less favourably because of differences

inequities injustice; unfairness

Inequities occur when some people in society receive better treatment than others, not because they are hardworking or in need, but because they look or act in a particular way. For example, people in Australia on a higher income may have greater access to healthcare than those on lower incomes because they can afford to pay for extra services above what Medicare covers. Rural Australians may face more barriers to getting medical care because, geographically, they can be further away from larger hospitals and doctors.

FIGURE 1.18 Discrimination is treating a person or group of people less favourably because they are different.



Inequities can be based on factors such as a person's:

- income
- religion
- sexuality
- gender
- disability status
- ethnicity
- sex
- age
- culture.

Sometimes, several forms of discrimination combine to leave a particular individual or group at an even greater disadvantage. For example, discrimination against women frequently means that they are paid less than men for the same work. Discrimination against an ethnic minority often results in members of that group being paid less than others for the same work. When women from a minority group are paid less, they are suffering from discrimination on the grounds of both their sex and their ethnicity.

Challenging inequities shows that we value and support everyone's right to be treated fairly and with respect. You can challenge inequities by:

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

DID YOU KNOW?

Challenging inequities and discrimination is about human rights. A section of the Human Rights Commission website is dedicated to 'How young people can get involved in human rights'.

DISCUSS



Access the **No excuse** weblink in your learnON Resources. What inequities have young people experienced? How might this affect their wellbeing or identity?

A recent Victorian Population Health survey revealed that over 91 per cent of Victorians agreed that multiculturalism (as a general concept) improved life in their area.

People discriminate against others for a range of reasons. This includes fear of anything different, trying to fit into a social group, prejudice, power or assumptions based on stereotypes. Valuing and appreciating diversity starts with us being curious and open-minded about difference. It is also important that we challenge negative stereotypes and not be too quick to judge people. Sometimes it can be difficult, but it is also exciting and rewarding. We all have a choice about how we treat people. We can work to treat all people with respect and to truly value and appreciate differences. Use the **Diversity activities** weblink in your learnON Resources to find activities on this topic.



1.4.3 Embracing diversity for health and wellbeing

There is growing evidence that shows 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’.

Valuing diversity means we understand the benefits of differences and similarities in people and that we work to build respectful relationships among diverse people. When we value diversity, we make sure that we provide equal treatment. This includes access to resources and decisions for all community members regardless of race, ethnicity, sexual orientation and physical ability. If we are valued and appreciated by others, we feel safer and supported within our communities. A community that embraces diversity and recognises the value of all its members is more likely to thrive. In this way, challenging discrimination can positively impact the health and wellbeing of both individuals and communities. People’s health and wellbeing are improved when they feel valued and appreciated.

FIGURE 1.19 What changes would we see in Australia if our communities embraced diversity?



1.4.4 ‘Mind-body-spirit’ connections to health and wellbeing

Health and wellbeing include more than just the physical body — you must also care for your mind and spirit. Looking after your mind, body and spirit is about creating balance in your life by nurturing your whole self. This includes meeting your spiritual, mental, emotional and physical needs. Different cultures see the link between mind, body and spirit in different ways, as seen in practices 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*. By 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 connections relate to a connection to Country, people and ways of being. Aboriginal and Torres Strait Islander Peoples’ traditional approach to medicine is holistic and recognises the social, physical and spiritual dimensions of health. It considers the personal, family and community issues surrounding an illness, looks at how the whole person became sick and seeks out the reasons underlying the sickness.

FIGURE 1.20 Meditation can help you care for your mind and spirit.



1.4.5 Kinship

Kinship systems — networks of social relationships — are an important part of people’s lives in most societies. Kinship systems define how a person fits into the community.

Australian society was multicultural long before the arrival of European colonisers. In Aboriginal and Torres Strait Islander cultures, richly complex kinship systems put everybody in a specific kinship relationship. A person's position in the kinship system gives them specific roles and responsibilities in their community and significantly influences the development of their identity. Kinship systems are regulated by traditional law. They tell people who they can and can't marry, who their relatives are, what their skin names and totems are (for some groups) and where their traditional lands are located. They are also tied up with important customs, traditions, language, Dreaming stories and songs connected to traditional lands.

The strong sense of identity fostered through kinship relationships can help support Aboriginal and Torres Strait Islander People's health and wellbeing. The positive sense of identity encouraged by strong connections to family, extended family and community helps people feel supported and included.

1.4 ACTIVITIES

1 Identifying and challenging inequities

In pairs, undertake the following tasks:

- Identify and discuss the 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, which might give you an advantage in sporting matches.
- Suggest why such inequities have developed.
- How might these inequities influence a person's identity?
- What could you do to advocate for the rights of people who are not 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 learnON Resources to investigate Melbourne City Mission's annual appeal. Answer the following questions:

- Outline the cause that is supported by the Sleep at the 'G appeal.
- Describe how the campaign works.
- Analyse how the campaign encourages you to think about inequities in society.
- Create a flyer for a similar event that could be hosted at your school using what you have learned so far.

3 What you say matters

 Use the **What you say matters** weblink in your learnON Resources to view a performance by Brothablack featuring 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 to allow all students at your school to learn and flourish in a safe and supportive environment. Your rap or music video could aim to challenge 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, ableism, discrimination or homophobia?
- Why are some people racist, sexist, ableist, discriminatory or homophobic?
- Where does it happen?
- Why is it a problem?
- What can you do to challenge it?

4 Kinship tree

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

SUMMARY – what you need to know

- Diversity means differences in things people do, like, and believe in.
- Living in a diverse society helps us understand and accept others.
- We can challenge discrimination by learning, supporting others, and using respectful language.
- Diverse communities are happier and healthier.
- Caring for your mind, body, and spirit helps you stay balanced and healthy.

1.4 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 7, 9

■ LEVEL 3

6, 8

Check your understanding

1. Diversity should be valued. True or false?
2. **MC** Inequities occur when some people in society receive better treatment than others because
 - A. they are hardworking.
 - B. they look or act a particular way.
 - C. they are in need.
 - D. All of the above
3. **MC** You can challenge discrimination by:
 - A. educating yourself.
 - B. role-modelling inclusive behaviour.
 - C. advocating for others.
 - D. All of the above
4. **MC** What effect can discrimination have on people's identity?
 - A. They may feel isolated or alone.
 - B. They may avoid going to school.
 - C. They may become depressed.
 - D. All of the above
5. **MC** Identify two ways you can advocate for others when they are discriminated against.
 - A. Treat people differently because of their sex or race.
 - B. Speak out on others' behalf.
 - C. Role model inclusive language and behaviours.
 - D. Don't get involved.

Apply your understanding

6. **Explain** why some people discriminate against others.
7. Inequities relate to unfairness or injustice. **Identify** inequities that you think occur in Australia.
8. How could you become a role model for people looking to challenge inequities? **Identify** some specific examples (e.g. you could raise money for a local charity to help provide food for families in need).
9. **Explain** what is meant by 'valuing diversity'. Why is it important for wellbeing?

LESSON 1.5 Developing empathy

LEARNING INTENTION

- Examine the role of empathy and sensitivity in respectful relationships.

ENGAGE

- *A Mile in My Shoes* is a mobile exhibition in the United States that invites visitors to walk a mile in someone else's shoes — literally. Housed in a giant shoebox, this roaming exhibit has a diverse collection of shoes and matching audio stories that explore our shared humanity. Visitors wear the shoes of a stranger while listening to their story. The stories cover a range of experiences designed to foster empathy.
- If you created a similar exhibit to tour Australia, whose stories would you include? Who would benefit from experiencing those stories?

FIGURE 1.21 Walk a mile in someone else's shoes.



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 an excellent characteristic to have and will help you to trust and develop meaningful relationships with others. The next topic will explore this in more detail.

empathy the ability to identify, appreciate and understand another's situation or feelings

Empathy is how we understand what others are experiencing, as if we were feeling it ourselves. It doesn't necessarily require us to have gone through the same situation. Empathy is linked to emotional intelligence, which will also be explored in the next topic.

There are many benefits to being able to experience empathy. For example:

- Empathy allows you to build social connections with others.
- By understanding what people are thinking and feeling, you are able to respond appropriately in social situations. This adds to your feeling of belonging.
- Empathising with others helps you learn about and manage your own emotions. This makes you more resilient and protects you from becoming overwhelmed, even in times of great stress.
- Showing empathy promotes support for others and by others in return.

DISCUSS

To understand the value of inclusivity and empathy, reflect on these questions:

- When was the last time you had to think about your ethnicity, gender, religion, ability level or sexual orientation?
- When watching movies or TV shows, how often do you see characters that reflect who you are?
- How often are you in social settings where most people have a different identity from you?

1.5.2 When empathy is difficult

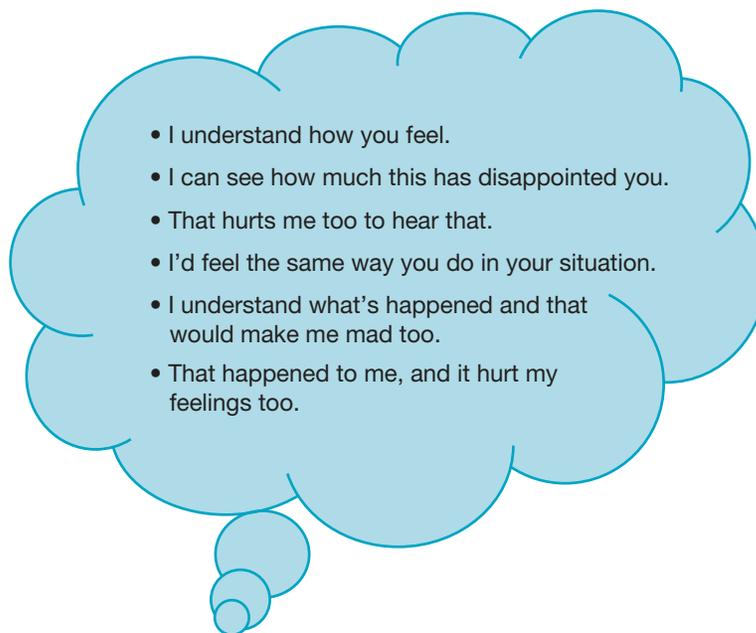
Sometimes, we focus too much on our own problems and cannot see or appreciate other people's feelings and situations. Trying to understand the problems other people experience will help you to know, respect and connect with those people and improve your relationships. Sometimes it is harder for us to feel empathy for people we are close to or know well because our own feelings and judgements 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; refrain from giving advice.
- *Imagine what it might be like.* Put yourself in another person's situation and think about what it would feel like to be treated unfairly.

Empathy means listening to someone else's story about what it's like in their shoes and believing their experience and emotions even when it doesn't match our own experience.

FIGURE 1.22 Use these phrases to show empathy.



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 should protect their rights and freedoms.

1.5.3 Learning to be inclusive

Being **inclusive** is about valuing difference and respecting others regardless of their 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.

inclusive language and behaviour that doesn't isolate others or make them feel inferior

The use of discriminatory language can make some groups of people feel less important or acknowledged than others. For example, the word ‘man’ has historically been used generally in terms such as ‘mankind’, ‘policeman’, ‘fireman’, ‘salesman’ and ‘businessman’. This has led people to associate males with these terms, excluding females. By using terms such as ‘sales assistant’ or ‘police officer’, all genders are 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 positively influence other people’s identity when your behaviours show that you respect and value them and do not exclude them.

FIGURE 1.23 Some things you can do to overcome stereotypes.

CHALLENGE why the stereotype exists and has power.

If you can see and demonstrate that a stereotype is based on wrong assumptions or on fear about differences, you can reduce the power of the stereotype and the stigma attached.

ACCEPT differences in others.

People are unique products of their individual upbringing and background.

REDEFINE your thinking.

What do you think about people who are different from you? Think outside the box when it comes to diversity. Just because those around you believe something about a group or individual, does not make it right.

REFLECT on your own behaviours and treatment of others.

Do you place any stereotypes on others based on gender, culture, income or ability? Do you show respect for others, include them and treat them fairly? Do you show empathy towards others?

DID YOU KNOW?

Almost one in five same-sex attracted young people report having been physically assaulted due to homophobia.

Source: Australian Human Rights Commission

1.5 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 was frustrated by these changes. She 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 thought she was a good teacher and generally they got on well. Both Sebastian and his Science teacher were upset about their confrontation.

- a. What prevented the Science teacher from feeling empathy for Sebastian?
- b. How could this situation have been avoided?
- c. How was the relationship between Sebastian and his teacher affected by a lack of empathy?
- d. What needs to happen for people to develop empathy?
- e. Describe how this situation could have been different if:
 - i. the teacher had been more empathetic
 - ii. 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 lunchtime. 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 he doesn't speak English well enough to hold a conversation.

- a. Explain how the treatment of each person is unfair.
- b. List some of the feelings or emotions the person may be experiencing in each situation.
- c. What would it feel like for you if you were in each situation?
- d. Suggest how the treatment of each person could be changed. What effects might this have on each person's relationships with others?

3 Inclusion in the community

Investigate a local program that aims to increase inclusion within the community. This might be a program aimed at including people of all ages, genders or ethnicities.

- a. Explain the purpose/aim of the program, including the target group.
- b. Identify how the program overcomes two barriers to inclusion in the target group.
- c. Outline one positive health impact of the program for the individuals involved and one for the wider community.
- d. Create an advertisement (poster, ad, web page) for the program that highlights its positive health outcomes.

4 Inclusiveness



Design a poster or fact sheet that promotes inclusiveness. Use the **Posterini** or **Canva** weblink in your learnON Resources to design your poster online.

5 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?

SUMMARY – what you need to know

- Empathy means understanding how someone else feels by imagining yourself in their situation.
- Being empathetic helps you connect better with others and build strong relationships.
- To show empathy, listen carefully, ask questions, and try to understand their feelings.
- Empathy helps you manage your own emotions and makes you more resilient.

1.5 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3, 5, 8

■ LEVEL 2

4, 6, 7

■ LEVEL 3

9, 10

Check your understanding

1. **MC** How can you show empathy?
 - A. By focusing on your own problems and no-one else's
 - B. By trying to understand others' problems
 - C. By not listening to what others have to say
 - D. By ignoring others' opinions and beliefs
2. Being inclusive means using language or behaviour that doesn't isolate others or make them feel inferior. True or false?
3. **MC** Which of the following are examples of showing empathy?
 - A. Putting yourself in another person's shoes to understand what they are feeling
 - B. Trying to imagine how someone else might react in a situation
 - C. Building trust with another person by showing them that you feel what they feel
 - D. All of the above
4. **MC** Language and behaviour that doesn't isolate others or make them feel inferior is called:
 - A. inclusive.
 - B. empathetic.
 - C. understanding.
 - D. discriminatory.
5. A benefit of empathy is that it allows you to build social connections with others. True or false?

Apply your understanding

6. **Explain** why empathy is important in our community and for respectful relationships.
7. **Describe** a time in your life when the ability to feel empathy would have helped to avoid a conflict.
8. **Explain** what it means to be 'inclusive'.
9. **Consider** if you think adopting inclusive behaviour and language in your interactions with others will support their identity. Why or why not?
10. Imagine you and your family were just told that you have 10 minutes to evacuate your home. You can take only what you can fit into a backpack. **Explain** what you would take with you and what would be hard to leave behind. How would you feel in this situation? What groups does this exercise promote empathy for?

LESSON 1.6 Celebrating diversity

LEARNING INTENTIONS

- Identify strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability.
- Investigate events and strategies that aim to strengthen relationships between Aboriginal and Torres Strait Islander Peoples and other Australians.

ENGAGE

Discuss how these campaigns could strengthen relationships in the community.

FIGURE 1.24 Campaigns like these seek to strengthen diversity.



1.6.1 Learning from diversity

At the individual level, we differ from other people in many ways. The most obvious difference is in our physical appearance, but we each offer different views, ideas, attitudes and beliefs. At the community level, our society is one of many different groups and subcultures. However, even within these groups, there is diversity. Diversity provides variety and 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. By celebrating diversity, we contribute to the positive identities of those around us. Further, diversity brings many opportunities to learn about lives and experiences that differ from our own. The diverse nature of Australian society is something to be celebrated.

1.6.2 Affirming diversity

Individuals can differ from one another in many ways, including in their ideas, beliefs, attitudes, values, backgrounds, experiences and behaviours. Diversity includes differences in:

- race
- ethnicity
- cultural background
- educational background
- socioeconomic status
- gender or sexual orientation
- age
- religion
- physical ability
- neurodiversity.

These differences are a great advantage to our society and should be affirmed. To affirm diversity means talking about, acknowledging, being comfortable with and supporting these differences. However, some people may face a barrier to celebrating diversity — prejudice.

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 family or peer groups have certain beliefs or because they feel they will be judged if they do. For example, you may not agree with your peers 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, cultures and beliefs can help you to appreciate the differences that exist between people and groups of people. Consider that you may be just as different to other people as they are to you. Resist the thinking that you are somehow the 'norm', and that the other person is the one who is different.

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

diversity the broad range of differences that exist between people and communities, including in terms of gender, ethnicity, culture, socioeconomic status, age, religion, ability and sexuality

DISCUSS

Why is it important from the diversity and inclusion perspective to correctly pronounce someone's name?

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 another language, have different coloured skin or a lower socioeconomic status, differ in their ability or are same-sex attracted, they are more likely to be discriminated against.

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

1.6.3 We're better together

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 that people are treated fairly. Within many workplaces, there are policies that ensure that everyone has equal access to work opportunities and is treated fairly by employers and workmates.

FIGURE 1.25 Diversity provides us with different perspectives in life.



At the individual level, how you treat someone can significantly influence their identity and make them feel either included or isolated. An important part of inclusion is overcoming any stereotypical ideas you may have about particular groups or cultures. Indeed, stereotypes are a major cause of discrimination.

If you do have some discriminatory attitudes or beliefs, think about why this is and whether these opinions are valid. You will probably find that you have formed these opinions based on stereotypes and other people's prejudices. Treating each person as an individual, rather than as representative of a particular group, will help you overcome any prejudices you may have.

HEALTH FACT

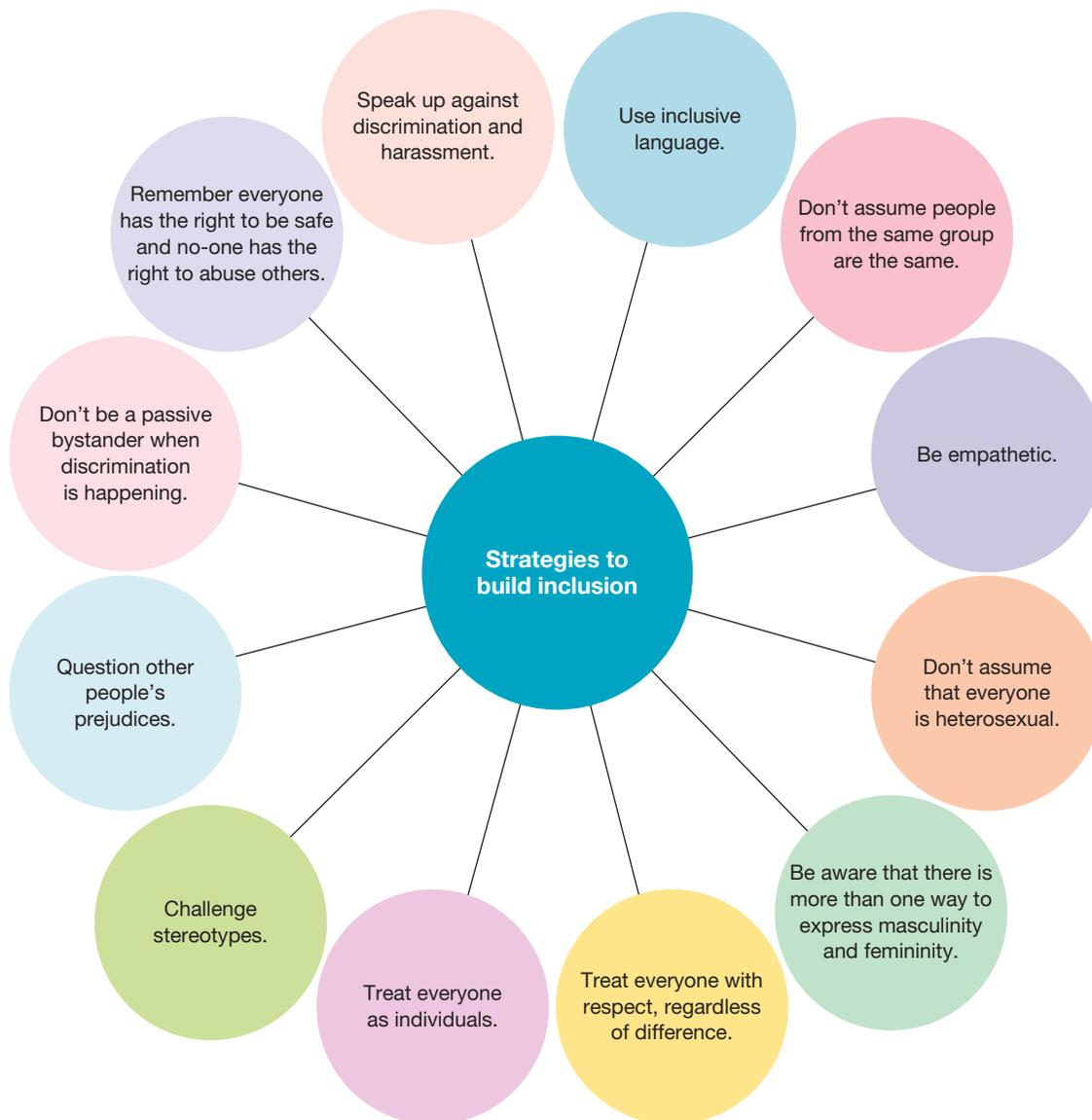
Stereotyping people because they belong to a certain group of people can lead to discrimination. When people are discriminated against and treated badly, their identities can be negatively affected. This can lead to depression, poor relationships and other health problems.

FIGURE 1.26 Welcoming all people affirms diversity.



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 that everyone is **heterosexual**. For a young person who is **LGBTIQA+** 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.

FIGURE 1.27 Which of these strategies do you use to ensure others feel included?



Promoting inclusion through sport

Sport is a powerful way to bring groups together. Reconciliation in Australia is about strengthening relationships with Aboriginal and Torres Strait Islander Peoples for the benefit of all.

Football Australia, the AFL and Cricket Australia are among the national sports governing bodies that have developed and implemented reconciliation action plans. Reconciliation Australia endorses these plans and aims to build and strengthen relationships with Aboriginal and Torres Strait Islander communities. Each plan also seeks to empower and educate those in the sport about the

heterosexual emotionally and sexually attracted to people of the opposite sex

LGBTIQA+ a term that stands for Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Asexual. The plus sign represents all the other identities that are not explicitly mentioned.

issues that continue to face Aboriginal and Torres Strait Islander Peoples in the pursuit of reconciliation. The Indigenous rounds in AFL help strengthen relationships and support reconciliation.

FIGURE 1.28 Sport can be a powerful tool for reconciliation.



DID YOU KNOW?

In 2020, Nike ran a campaign called 'Just Don't Do It' in a plea for people not to overlook acts of racism.

Harmony Week

The Department of Home Affairs leads national celebrations for Harmony Week, which aims to recognise and promote diversity and inclusion. Activities take place during the week (Monday to Sunday) that includes 21 March, which is the United Nations International Day for the Elimination of Racial Discrimination. Harmony Week is about inclusiveness, respect and belonging for all Australians, regardless of cultural or language background.

Orange is the colour chosen to represent Harmony Week. Traditionally, orange signifies social communication and meaningful conversations. It also relates to the freedom of ideas and encouraging mutual respect, diversity and inclusivity.

FIGURE 1.29 Harmony Week aims to increase respect for diversity.



1.6 ACTIVITIES

1 Inclusive actions and behaviours

- a. As a class, brainstorm a list of words that people associate with each of the following groups:
 - i. Aboriginal and Torres Strait Islander Peoples
 - ii. Same-sex attracted people
 - iii. Asian people
 - iv. Muslim people
 - v. People with a disability.
- b. Divide your brainstormed list into positive and negative words. Discuss.
- c. As a class, discuss why stereotypes and the negative use of language are harmful to health and wellbeing
- d. Identify strategies that individuals and groups could use to affirm difference and diversity.

2 Affirming diversity



- a. Complete the **Celebrating diversity** worksheet in your learnON Resources.
- b. Access the **Do one thing for diversity and inclusion** weblink in your learnON Resources to watch a short animation about diversity. Make your own video or slideshow that shows the diversity 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, and then create a report by completing the following:

- a. Identify the name of the organisation.
- b. Outline the guiding aims and objectives of the organisation.
- c. Explain how it embraces diversity.
- d. Identify the organisation's achievements to date.
- e. List and describe some ways you can support the organisation's aims and objectives within your own community.



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

4 Reconciliation

Reconciliation Australia lists some goals that will create a culture of reconciliation for Australia.

- a. Positive two-way relationships built on trust and respect exist between Aboriginal and Torres Strait Islander Peoples and other Australians throughout society.
- b. Aboriginal and Torres Strait Islander Peoples participate equally and equitably in all areas of life (i.e. we have closed the gaps in life outcomes) and the distinctive individual and collective rights and cultures of Aboriginal and Torres Strait Islander Peoples are universally recognised and respected. Aboriginal and Torres Strait Islander Peoples are self-determining.
- c. Our political, business and community institutions actively support all dimensions of reconciliation.
- d. Aboriginal and Torres Strait Islander Peoples' histories, cultures and rights are a valued and recognised part of a shared national identity and, as a result, there is national unity.

With a partner, choose one of these actions and design an event or media item to support it.

5 Affirming diversity

Run a photo competition in your school to promote diversity.

6 Diversity advocate

Investigate the work that Dylan Alcott does for diversity through his Dylan Alcott Foundation or the Ability Fest.

SUMMARY – what you need to know

- Celebrating diversity helps everyone feel included and respected.
- Prejudice is when people unfairly judge others based on stereotypes.
- Being inclusive means not making assumptions about others and treating everyone fairly.
- We all have a role in making sure people feel valued and included.

Learning pathways

■ LEVEL 1

1, 2, 4, 5, 6

■ LEVEL 2

3, 7, 8

■ LEVEL 3

9, 10

Check your understanding

1. Stereotyping can lead to discrimination. True or false?
2. **MC** What is meant by the statement 'prejudices are learned behaviours'?
 - A. Prejudices don't exist.
 - B. People are born with prejudices.
 - C. People are not born with prejudices; prejudices are something people learn from what they see and hear.
 - D. All of the above
3. **MC** The government helps people to be treated fairly through:
 - A. the right to vote.
 - B. education laws.
 - C. anti-discrimination laws.
 - D. TV ads.
4. **MC** Which of the following can have a negative effect on the health of communities and individuals?
 - A. Discrimination
 - B. Celebrating diversity
 - C. Being curious and open-minded about differences
 - D. Learning about other cultures
5. Sport in Australia plays a role in promoting inclusive behaviour. True or false?

Apply your understanding

6. **Outline** why it is important to celebrate diversity.
7. **Explain** how stereotyping can lead to discrimination.
8. **Identify** a group of people who have been or are currently discriminated against. **Explain** the reasons behind the discrimination.
9. **Evaluate** how accepting you are of people who are different from you. **Identify** how you can improve.
10. In some communities, Harmony Week includes a Harmony Walk. **Propose** how this affirms diversity and encourages empathy.

LESSON 1.7 Review

1.7.1 Success criteria

1.2 My identity

- I can describe the importance of a positive identity.

1.3 Developing a positive identity

- I can describe influences on identity.
- I can discuss how cultural values and beliefs can influence identity.

1.4 Valuing and appreciating diversity

- I can identify how respecting diversity and challenging discrimination supports individual and community health and wellbeing.
- I can describe the need for valuing diversity when developing respectful relationships.

1.5 Developing empathy

- I can examine the role of empathy and sensitivity in respectful relationships.

1.6 Celebrating diversity

- I can identify strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability.
- I can investigate events and strategies that aim to strengthen relationships between Aboriginal and Torres Strait Islander Peoples and other Australians.

ESSENTIAL QUESTIONS REVIEWED

- Why is valuing diversity important for developing a positive identity?
- How can valuing diversity support you through your adolescence?
- How can communities value diversity and promote inclusion?

Evaluate your initial responses to the essential questions now that you have studied the topic.

learn on

 Post-test	Online post-test
 eWorkbooks	Topic 1 eWorkbook
 Digital documents	Topic 1 Key term quiz Word version (doc-39434) Topic 1 Key terms Crossword Word version (doc-39435)
 Interactivity	Crossword (int-8913) Key term quiz (int-8981)

1.7.2 Key terms

adolescence the time during which we mature from a child to an adult

beliefs attitude that something is true or accepted

body confidence how a person feels about the way they look

body image what we and other people think of our physical appearance; how we feel about our body

connected having a feeling or sense of belonging to someone, a group of people or a place

culture the ethos, values, beliefs and/or philosophies of a group of people

discrimination treating a person or group of people less favourably because of differences

diverse varied or different

diversity the broad range of differences that exist between people and communities, including in terms of gender, ethnicity, culture, socioeconomic status, age, religion, ability and sexuality

emotional refers to our feelings

empathy the ability to identify, appreciate and understand another's situation or feelings

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 biological parents

health and wellbeing a state of a person's physical, social, emotional, mental and spiritual wellbeing and not merely the absence of disease or infirmity.

heterosexual emotionally and sexually attracted to people of the opposite sex

identity sense of self in terms of characteristics and beliefs

inclusive language and behaviour that doesn't isolate others or make them feel inferior

inequities injustice; unfairness

LGBTIQA+ a term that stands for Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Asexual. The plus sign represents all the other identities that are not explicitly mentioned.

peer someone who is of a similar age or shares similar interests

physical refers to our body and its' systems

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

social refers to our interactions with other people

stereotype a set of characteristics typically used to categorise a group of people

unique one of a kind

values beliefs about what is important; guide our attitudes and behaviour

1.7 Exercise

learn on

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

■ LEVEL 2

11, 12, 17, 19

■ LEVEL 3

13, 14, 15, 16, 18, 20

Check your understanding

Identify whether the following statements are true or false.

Statement	True or false
1. A positive identity is not important to our physical health.	
2. The influences on your identity stay the same throughout your life.	
3. Our identity is affected by many factors, including family, peers and the media.	

4. There are many cultures and traditions in Australia that influence people's identities.	
5. Only professionals can provide help when discrimination occurs.	
6. Discrimination can have a negative impact on the health of communities and individuals.	
7. The sense of identity created through kinship relationships and extended family can support Aboriginal and Torres Strait Islander Peoples' health and wellbeing.	
8. Being inclusive is about including everyone with similar views and ideas.	
9. Empathy is putting yourself in someone else's shoes.	
10. People are born with prejudices and they cannot be changed.	

Apply your understanding

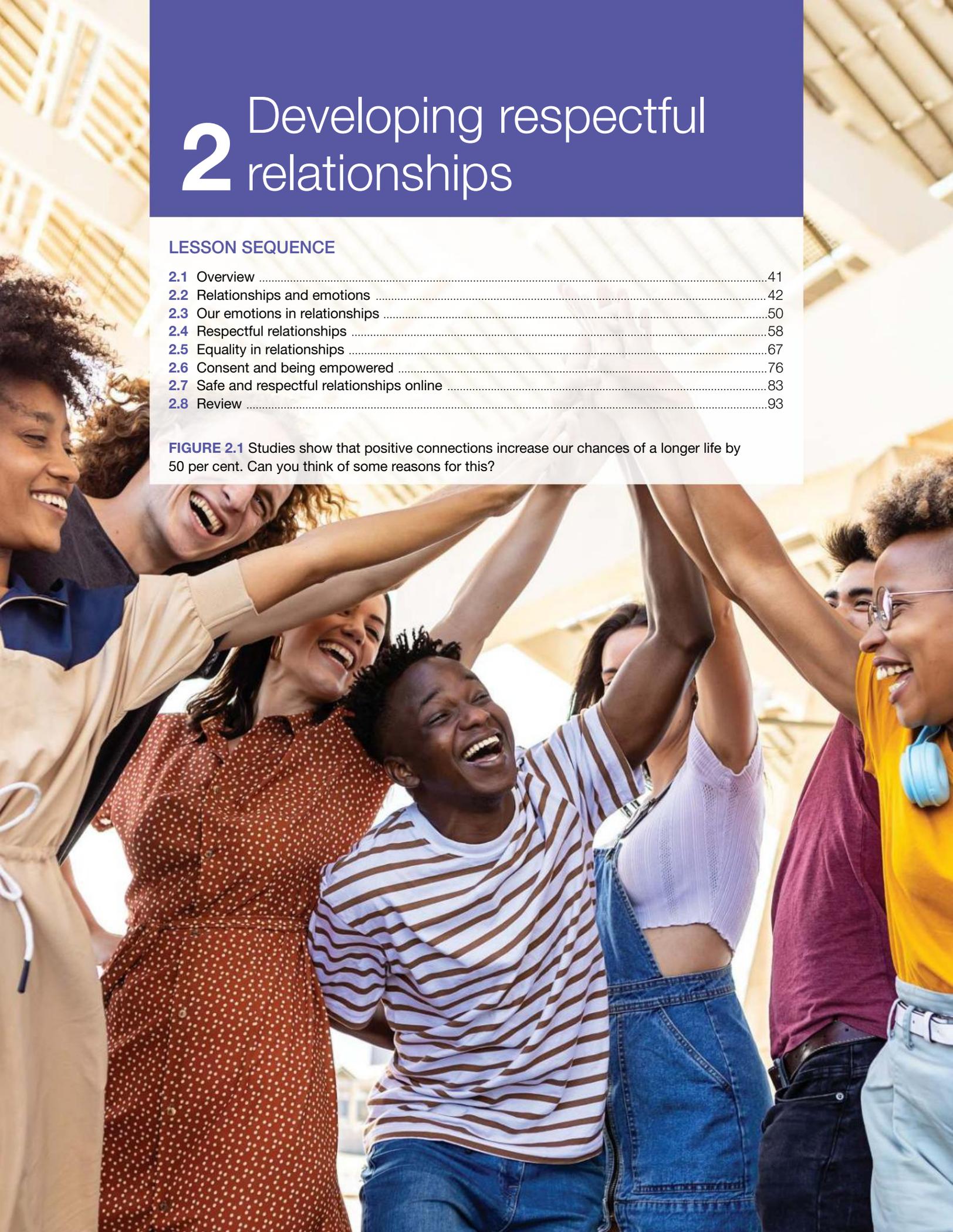
11. **Explain** the benefit to wellbeing of having a positive identity.
12. **Outline** some actions you can take to develop a positive identity.
13. **Explain** why adolescence is a complex time for identity development.
14. **Describe** why culture is a major influence on identity development.
15. **Analyse** why diversity should be valued.
16. **Propose** how you can challenge discrimination.
17. **Describe** how you can show empathy.
18. **Explain** why showing empathy is important.
19. Valuing the difference between people is important for the health and wellbeing of both individuals and Australian society. **Outline** some strategies to build inclusion.
20. **Explain** why celebrating diversity can support others' identities.

2 Developing respectful relationships

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FIGURE 2.1 Studies show that positive connections increase our chances of a longer life by 50 per cent. Can you think of some reasons for this?



LESSON 2.1 Overview

2.1.1 Developing respectful relationships

People need to feel connected to others to be happy and healthy. We make connections through relationships, which can be made online, in person, or by phone. Our health and wellbeing is influenced by our relationships, and in turn our ability to make and maintain positive relationships is influenced by our health and wellbeing, especially our mental and emotional health and wellbeing.

The relationships you have will affect your happiness, your self-esteem and how you see yourself. It's important to have safe and respectful relationships, both online and offline. Respectful relationships need good communication, respect, empathy, understanding, and valuing differences.

FIGURE 2.1 Studies show that positive connections increase our chances of a longer life by 50 per cent. Can you think of some reasons for this?



ESSENTIAL QUESTIONS

- What factors affect our emotions and how can we manage our emotions?
- What role do respect, consent and empathy have in respectful relationships?
- How do gender stereotypes influence our relationships?
- What steps can you take to ensure your online relationships are safe and respectful?

STARTER QUESTIONS

1. Why are relationships important to health and wellbeing?
2. Which factors influence our emotions and how can we manage emotions to enhance relationships?
3. What makes a respectful relationship?
4. What is the impact of gender stereotypes on power and equality within relationships?
5. How can you challenge stereotypes and stay safe in relationships?

learn on

-  **Pre-test** Online pre-test
-  **eWorkbooks** Topic 2 eWorkbook
-  **Digital documents** All the digital documents for this topic
-  **Video eLesson** Developing respectful relationship (eles-6019)
-  **Weblinks** Useful weblinks available throughout the topic

LESSON 2.2 Relationships and emotions

LEARNING INTENTIONS

- Understand the benefits of relationships for health and wellbeing.
- Connect personal, social and cultural factors with the way individuals respond emotionally.
- Describe how emotions affect thinking and behaviour.

ENGAGE

Belonging or ‘fitting in’?

You can ‘belong’ to a group (when you are accepted into a group for who you are) or you can ‘fit in’ to a group (when you change things about yourself to be accepted).

Have you found yourself ‘fitting in’ to any groups?

FIGURE 2.2 Fitting in to a group can sometimes be a challenge.



2.2.1 Why we interact with others

Humans have an emotional need to belong and to be accepted by members of a group. We feel a sense of **belonging** when we have a network of support around us. Connecting with others and building strong relationship networks enhance our **health and wellbeing** and give purpose and meaning to our lives. The more closely connected we are to others, the happier we feel, the more satisfaction we have in our lives and the greater the chance of a long and healthy life.

belonging a sense of knowing where you fit and having meaningful relationships

health and wellbeing the state of a person’s physical social, mental, spiritual and emotional existence characterised by an equilibrium where the person feels happy healthy capable and engaged

emotions strong feelings

needs something that is required

Emotional needs

TABLE 2.1 Our relationships are driven by a range of emotional needs.

Emotional need	Description
Safety, security and acceptance	<ul style="list-style-type: none"> • Feeling protected, cared for and guided by others • Feeling that you are liked and worthwhile as a person
Freedom to say what we need and how we feel	<ul style="list-style-type: none"> • Communicating emotions and needs in ways that are helpful to ourselves and others
Self-direction, assertiveness and identity	<ul style="list-style-type: none"> • Accepting how we are unique and different to others • How we feel we are, or would like to be, similar to others
Joy, spontaneity and creativity	<ul style="list-style-type: none"> • Being curious • Developing confidence and resilience to face challenges
Self-control	<ul style="list-style-type: none"> • Having self-discipline • Having the ability to manage responsibilities and difficult feelings

Supportive and respectful relationships provide opportunities to belong to groups that accept you for who you are. This allows you to feel secure and good about who you are and what you stand for, increasing confidence and self-esteem. This in turn help you experience a full range of emotions, and manage your emotional actions and reactions.

Emotional health and wellbeing

FIGURE 2.3 Relationships influence all aspects of our emotional health and wellbeing.



Emotional intelligence

Healthy relationships are promoted when we have **emotional intelligence**. This refers to our ability to identify and manage our own emotions, as well as identifying the emotions of others. Emotional intelligence can be learned.

It involves:

- being aware of our own feelings and those of others
- controlling our emotions
- expressing how we feel
- showing empathy.

emotional intelligence the awareness of and ability to control and express our emotions with empathy towards others

 Go to the **Emotions and the brain** weblink in your learnON Resources to learn more.

2.2.2 Belonging or fitting in?

Our need to belong means that we develop a range of different relationships as we move through life. All our relationships will help to shape us as people.

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
- gaining respect and support from members of the group, as well as providing the same to them in return
- being accepted for who you are and accepting others in the same way.

DISCUSS

Consider this scenario posted to a youth blog:

'Ever since I left primary school, I have more friends from different social groups. I'm a reader, blogger, average student and former soccer player, and each group is different. I feel like I behave differently in each of my groups and don't know if I'm behaving like a jerk at times. It seems like only my best friend knows the real me.'

Outline the emotional needs that might be causing this person to behave differently in their different relationships.

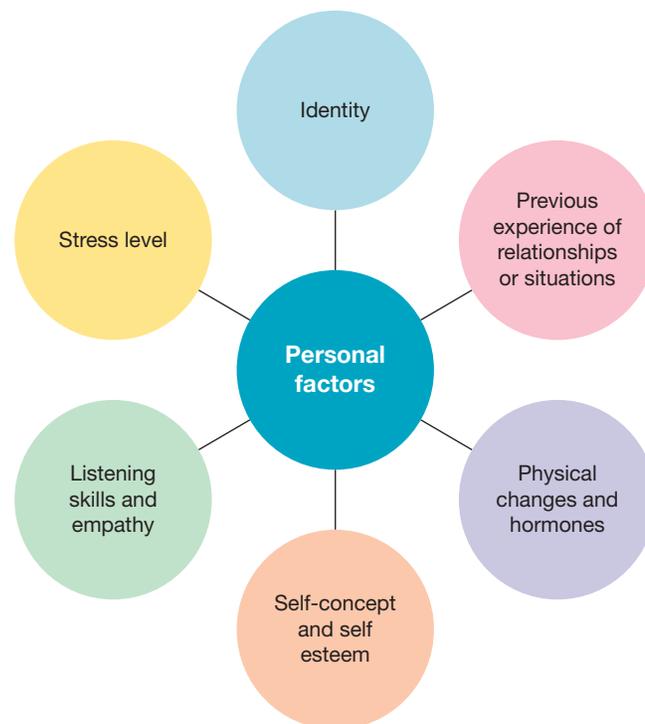
2.2.3 Factors that influence the way we respond emotionally

Within our relationships, we experience a broad range of emotions. These emotions can range from happiness, frustration and anxiety, to love, rage and despair.

Many personal and sociocultural factors affect what emotions we feel, how we relate to others and how we express our thoughts and feelings in relationships (see figures 2.4 and 2.5). These factors influence our expectations of what we want and need, how we treat others and how we want to be treated in relationships in our **social network**. Our emotions also affect how others respond to us.

social network the social relationships an individual has developed

FIGURE 2.4 Which of these personal factors affect your emotional health and wellbeing?



DISCUSS

During puberty, the brain starts strengthening parts that allow you to feel intense and complex emotions. However, the part of the brain that is responsible for regulating emotions, deep thinking, reasoning and decision making is often the last to develop.

How might this present challenges to a young person in their relationships?

In topic 1, you considered stereotypes. When left unchecked, stereotypes can affect how you feel about and act towards others. The media messages you receive, as well as the interactions you have with others, influence how you view people based on their race, sexuality or religion. The way you think about others affects how interact and how you behave toward them.

FIGURE 2.5 Which of these **sociocultural factors** affect your emotional health and wellbeing?



Many sociocultural factors influence the way you understand, manage and express your emotions. This in turn can affect the quality of your relationships. For example, if your family or friends often lash out at others in anger or frustration, this is role modelling these behaviours and making them seem acceptable and normal. If you then adopt these patterns it may make it difficult to form respectful and positive relationships with others.

2.2.4 Recognising our emotions

We often cannot control the things that life throws our way, but we can learn to control our emotional response to them.

Emotional regulation is about:

- which emotions we have
- when we have them
- how we experience and express them.

Emotional regulation allows you to control your emotions by slowing down and processing them before reacting to them. This doesn't mean you avoid negative emotions; it just means you can notice your feelings and respond effectively in different situations.

When we can regulate our emotions, we are better able to cope with stress in life and be more resilient. This can lead to increased confidence and emotional wellbeing. It also has a positive effect on how others respond to us.

FIGURE 2.6 Social media use has a direct impact on our emotions.



sociocultural factors the social and cultural conditions into which people are born, grow, live, work and age.

emotional regulation understanding which emotion you are feeling and when, and expressing it in an appropriate way for the situation

The 'anger iceberg'

When we experience anger, it can be similar to an iceberg — people only see about 10 per cent of the emotion we are feeling.

What we see and hear can be yelling and loud voices. What we don't see beneath the surface can be a mix of other emotions, such as frustration, disappointment, pain, jealousy, loneliness or fear.

It is usually easy to spot anger, but the anger iceberg shows us what other emotions might be affecting our relationships and helps us better understand why we feel so mad. This can help us to manage our anger in a productive and meaningful way.

Table 2.2 shows how anger can affect your thinking and behaviour. It also describes a range of other emotions, how they might affect your thinking and how you might behave in a relationship as a result. How could the behaviours listed below affect others? How might they feel and behave in response?

FIGURE 2.7 Would someone respond differently to you if you expressed the emotions shown below the surface rather than just anger?

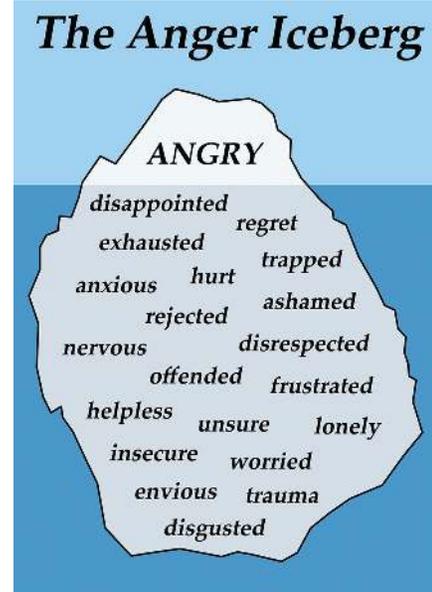


TABLE 2.2 Emotions affect how we feel, think and behave in a relationship.

Emotion: How do I feel?	Thinking: What thoughts am I having?	Behaviour: What do I do in response?
Anger	Your mind is full of negative thoughts. You want to do something. You are being treated unfairly.	You confront the person or group.
Fear	You imagine the worst. Your brain makes quick decisions about what to do next for safety.	You avoid the person, group or interaction.
Sadness	Your thoughts are negative and you feel that there is no hope. You replay thoughts over and over. You are missing out.	You withdraw from the situation or relationship.
Guilt	You focus on yourself and your words or actions. The opinion others have of you matters a lot. You have done something wrong.	You hide from the situation or relationship.
Joy or happiness	You think freely, quickly and have positive thoughts. It's good to be you.	You look forward to the relationship or challenge and embrace it.
Contentment	You are in the moment, feeling calm and relaxed. Things are good for you.	You stay in a relationship or group.

2.2 ACTIVITIES

1 Factors that trigger emotions

- Create your own mind map of figure 2.4. Use it to identify examples of how each of the personal factors can affect your emotions. Identify some of the ways you respond to these emotions.
- As a class, consider the impact that a range of sociocultural factors can have on our emotions.
- Copy figure 2.5 onto the whiteboard. Identify how each factor might affect someone's emotions and how they could respond.
- Identify some possible consequences of these emotional responses.

2 Belonging or 'fitting in'?

Professor Dr Brene Brown researches vulnerability, courage and empathy. She compares 'fitting in' and belonging. She believes that 'fitting in' takes a lot of courage, emotion and energy from an individual. Belonging, on the other hand, takes effort from a group or community but a lot less from an individual.

- a. As a class, write this idea in the centre of a whiteboard.
- b. Create a mind map to expand on this idea.
- c. As a group, consider what responsibility we have to make sure others feel like they belong. Things to consider are:
 - How could they be made to feel safe and accepted?
 - How could they be made to feel important to a group?
 - How could they be accepted for who they are?

3 Is it fair?

Two Sky Sports presenters in the UK were accused of sexism after commenting during an English Premier League match about a female referee's understanding of the offside rule. Believing that their microphones were off, the commentators were heard making negative remarks about the female linesman and saying that women don't know the offside rule.

- a. Identify the emotions that might be felt by:
 - the referee
 - the commentators
 - the viewers of the game.
- b. Identify what other sociocultural factors could be affecting the emotions of people who heard the negative comments.

4 How would you react?

Your friends have received invitations to a party, but you haven't.

- a. Identify the emotions that you might show to others.
- b. Identify the emotions that you might be feeling under the surface.
- c. How might you react?
 - Look sad with your group of friends and hope they ask you what's wrong.
 - Pretend you don't care and say negative things about the party.
 - Confide in a close friend who has been invited and go to the party with them.
 - Tell yourself it's just one party and find something else to do.
- d. For each option in part c, think about what might happen next. Which reaction would lead to the best outcome for you and others? What could you do to control emotions that may be inappropriate to this situation?

5 What lies below the surface?

- a. What emotions do people freely express in your family, or in the culture you grew up in? What emotions do they keep to themselves?
- b. Think of a person you know who handles difficult emotions, such as sadness, fear or hurt, effectively. Describe how they show these emotions. Explain what they do to cope with them.
- c. Anger is sometimes used to cover emotions that make a person feel vulnerable, such as hurt or shame. Can you think of a time you expressed anger to hide another emotion you were feeling?

6 Thinking and feeling

An emotion wheel is a tool that helps people understand and express their feelings. Each colour represents a different feeling, like green for anger, blue for happiness and purple for sadness.

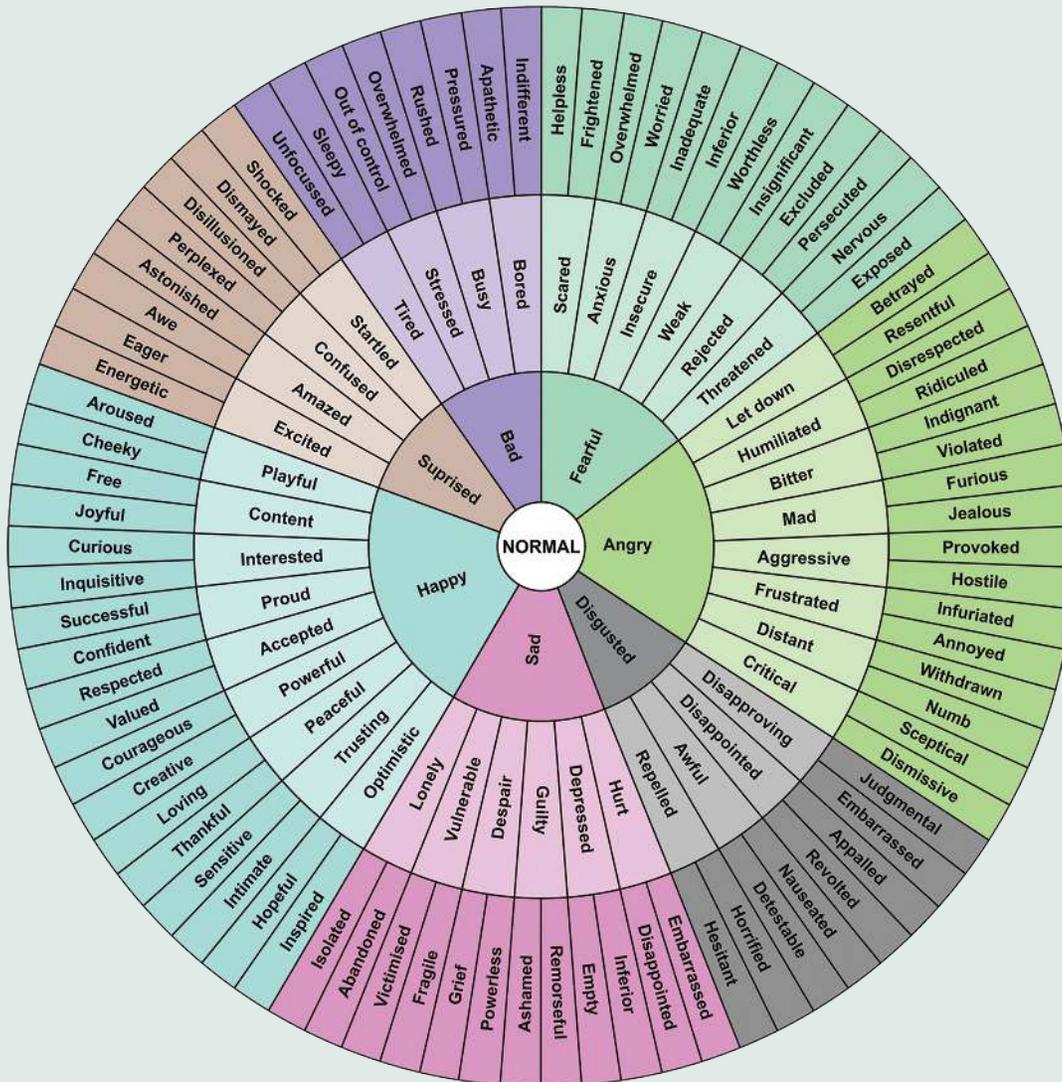
Inside the circle, there are more specific words that describe different types of feelings. For example, under the green 'angry' section, there are words like frustrated, critical and mad.

The emotion wheel can help you understand your emotions better and communicate them to others more effectively.



- Choose an emotion from the emotion wheel in figure 2.8.
- Identify how the emotion might negatively affect your thinking. Explain how you might behave as a result.
- With a partner, exchange ideas about how the emotion might affect your thinking positively and how it might affect your behaviour.

FIGURE 2.8 An emotion wheel



7 Feeling and responding

- Read the following scenario:
Aminah was reasonably new to her school and to Australia. She didn't fit in to any popular group but she had a small group of friends from mixed cultural backgrounds. They all stuck together during breaks in the school day. Today, as Aminah was on her way to drama class, she felt someone push her in the back and she fell over, dropping her computer. She turned and saw a girl that she had seen around the school but did not know well. 'Go back to your own country,' the girl said. Aminah saw the girl two more times that week and each time the girl pushed her in the same way and made a nasty comment. As she left school on Friday, Aminah heard the girl say, 'Catch you next week, Aminah.' Then she winked and walked off laughing with her friends.
- List the emotions Aminah might feel in this situation.
- Describe the actions or behaviours these emotions could prompt in Aminah.
- List the emotions Aminah's friends might feel and why?
- Explain what the girl bullying Aminah might feel and why.

SUMMARY – what you need to know

- Humans need to feel like they belong to a group to be happy and healthy.
- Good relationships can make us feel safe, accepted, and understood.
- Emotional intelligence helps us manage our emotions and understand others' feelings.
- Our emotions can be influenced by personal and social factors, like family and friends.
- Understanding our emotions can help us build better relationships.

2.2 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

4, 7, 9

■ LEVEL 3

5, 8, 10

Check your understanding

1. **MC** Why is fostering positive and respectful relationships important?
 - A. To be popular and have lots of friends
 - B. For our opinions to be heard
 - C. To feel a sense of belonging
 - D. To impress others
2. **MC** What are the consequences of a positive relationship?
 - A. You have a sense of belonging.
 - B. You feel good about yourself.
 - C. You are accepted for who you are.
 - D. All of the above
3. Emotional intelligence can be learned. True or false?
4. Match each emotional need with the correct description.

Emotional need	Description
a. Safety, security and acceptance	A. Having self-discipline
b. Freedom to say what we need and how we feel	B. Feeling protected, cared for and guided by others
c. Self-direction, assertiveness and identity	C. Communicating emotions and needs in ways that are helpful to ourselves and others
d. Joy, spontaneity and creativity	D. Accepting how we are unique and differ from others, how we feel we are, or would like to be, similar to others
e. Self-control	E. Being curious

5. Sort the following examples of things that can affect our emotions according to which type of factor they are.
Word list: identity, family influence, previous experience, peer influences, self-esteem, empathy, media, stereotypes and prejudice
Categories: Personal or Sociocultural

Apply your understanding

6. **Outline** how emotions and relationships have an impact on each other.
7. Select one of the emotional needs listed in table 2.1. **Explain** what it might look like in a friendship you have.
8. Look at figure 2.8, the emotion wheel. Choose one of the emotions in the 'happy' section. **Explain** how this could create positive thinking and behaviour. How could others respond to this?
9. **Explain** how one personal factor and one sociocultural factor could influence our emotions.
10. **Explain**, using an example, how the changes to the brain during adolescence could make emotions hard to control.

LESSON 2.3 Our emotions in relationships

LEARNING INTENTIONS

- Recognise and interpret emotional responses to stressful situations.
- Propose strategies for expressing emotional responses appropriately.

ENGAGE

Scenario: Your friend is great fun to be with when it's just the two of you, but when you're with others they are not 'themselves'. They act differently, make insulting jokes about you and other people and are unkind. You don't want to lose them as a friend, but their behaviour is hurtful.

Describe one or two strategies you can use to address this situation.

FIGURE 2.9 Sometimes people can show two sides of themselves.



2.3.1 Expressing our emotions to others

No matter how well you know a person, you cannot read their mind. We need to communicate clearly to avoid misunderstandings. Effective communication is not just exchanging information. You need to listen in a way that gains the full meaning of what's being said and makes the other person feel heard and understood. Effective communication is essential to managing emotional responses and developing all types of relationships.

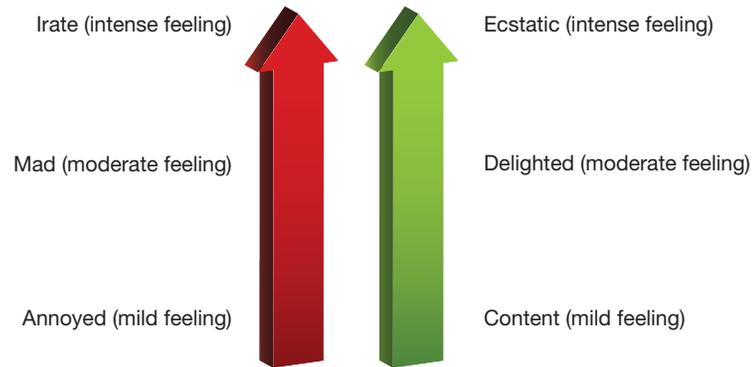
Effective communication

We can all learn how to improve the way we communicate. Part of this is identifying the most appropriate and respectful way to relate to each other depending on the situation.

To express our emotions or communicate how we are feeling, we need to have an emotional vocabulary that indicates how strongly we feel across a wide range of emotions. This can make it easier for others to understand the feelings we are trying to share and to have empathy for us.

Refer back to the emotion wheel in figure 2.8, in lesson 2.2. How many of the emotions shown are you familiar with?

FIGURE 2.10 Some emotions linked to anger and happiness, by level of intensity



DISCUSS

Emojis are symbols or visual language. We can use them to express a broad range of emotions when we use digital technology. They are used in the same way that tone of voice, facial expressions and body gestures are used in face-to-face and verbal communication. For people who find it difficult to express themselves through words, emojis can help them to better communicate their thoughts and feelings.

What are the benefits and limitations of emojis as a way of expressing emotions?

FIGURE 2.11 Emojis allow us to represent emotions in text-based communication.



2.3.2 Building resilience through communication

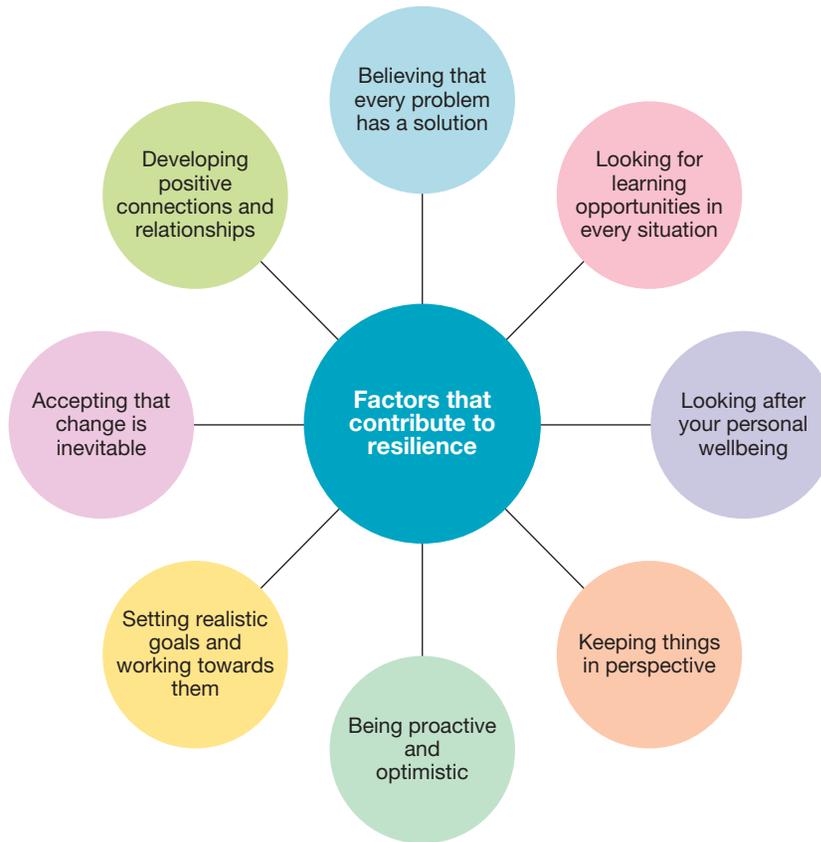
You can't change someone else, but you can develop skills to protect and look after yourself when you come up against negative people. Having a strong sense of self-esteem and confidence helps you to think positively about yourself in the face of negative situations. Developing techniques for becoming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

'Happiness is created, not discovered.' With this in mind, acting proactively and constructively in negative situations is important. This promotes a positive sense of wellbeing and overall happiness.

Many factors combine to build resilience. One of the main factors is having caring and supportive relationships. Respectful relationships help boost a person's resilience. Other contributing factors are shown in figure 2.12.

optimistic hopefulness and confidence about the future or the success of something
resilience the ability to recover or bounce back from challenges and/or difficulties

FIGURE 2.12 Taking these actions will help you to be more resilient.



2.3.3 Dealing with conflict through communication

Even in a respectful relationship, disagreements and arguments can happen. Conflict is normal and healthy, and can help you learn about and understand each other. It can also be unpleasant and make you feel sad, guilty, confused or angry.

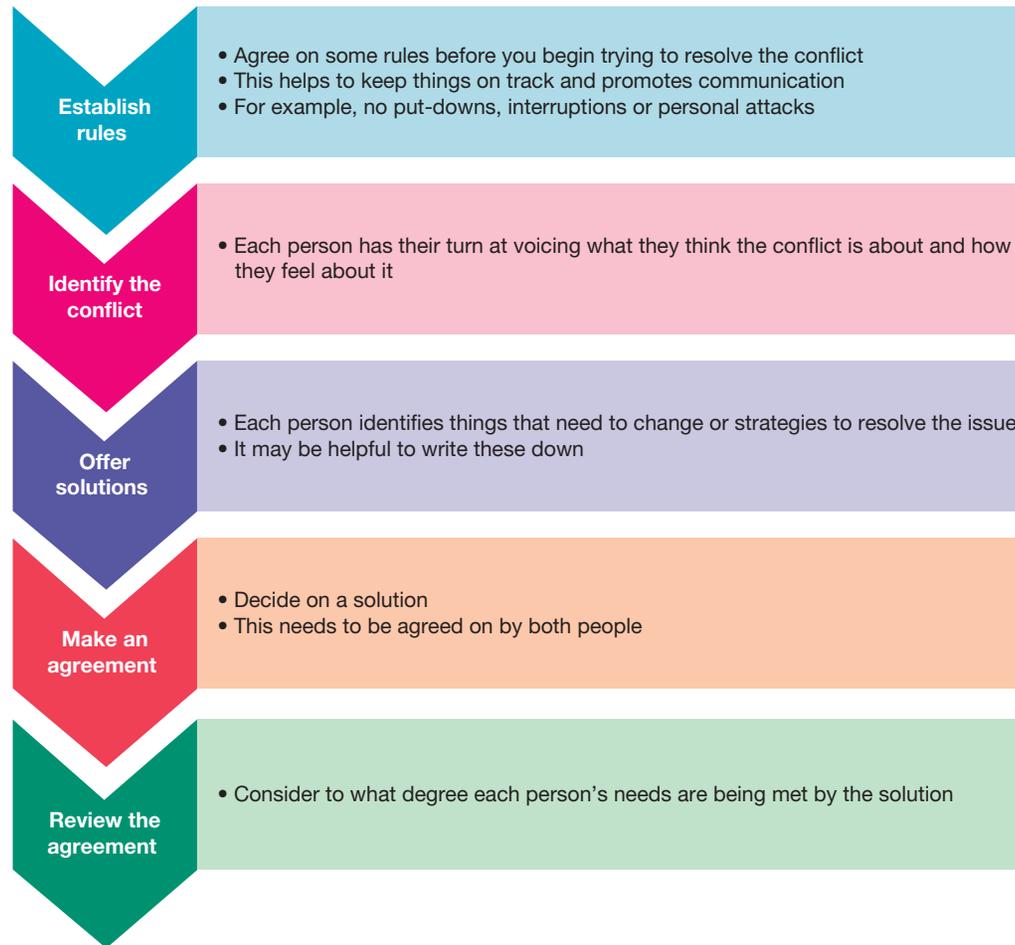
It's important to deal with conflict as it arises. Maintaining a respectful relationship depends on how you manage your differences and come to resolutions. Dealing with conflict immediately will prevent a small conflict, such as a difference of opinions, from becoming an unsafe or dangerous situation.

2.3.4 Communicating effectively

 Sharing your feelings can seem hard but like other skills, the ability to communicate feelings can be improved through practice. First, you need to recognise the emotions you're having and what's causing them. You also need to take ownership of your emotions using 'I' statements. Instead of saying, 'You're making me really angry!' you could say, 'I'm feeling frustrated because we don't agree.' Use the **'I' statements** worksheet in your learnON Resources to practise this.

Open, clear and effective communication can be learned. We communicate and express ourselves both verbally and non-verbally. We can say a lot without speaking. Our posture, tone of voice and facial expressions all give a message. It is important that our body language and tone reflect what we are saying. When our words match our body language and tone, people understand us. When they don't match, people tend to believe the body language. Non-verbal communication ultimately determines how genuine a conversation is and how the other person feels and responds.

FIGURE 2.13 A helpful model in dealing with conflict



2.3.5 Active listening skills

Listening is a very important part of effective communication. When you do not use effective listening skills, you are not communicating effectively. This prevents the development of positive relationships. Have you ever mindlessly responded with 'uh huh' when someone was trying to tell you something, then had to ask them to repeat the question? Have you ever had someone do that to you?

Active listening takes work but it improves our communication. If we want our communication skills to strengthen, it is crucial to adopt good listening skills. With effective communication skills you can appreciate the experiences and perspectives of other people, even if they are different from your own.

active listening the ability to engage completely with the speaker, understand their message, comprehend the information, respond thoughtfully and recall specific details

2.3.6 Assertiveness in relationships

Using your effective communication skills to be assertive in an intimate relationship can be difficult. This can be affected by the power dynamics in the relationship due to:

- age
- gender
- position
- ability
- wealth.

FIGURE 2.14 Communicating your needs and feelings



Being assertive means standing up for yourself and your rights while also respecting the rights and opinions of others. It is important for both people in a relationship to be able to communicate their needs and wants in a safe and respectful manner.

In any type of relationship, we should not try to force, control, pressure, persuade or manipulate others to change because it would be better for us, or because we think it would be better for them (e.g. trying to convince someone to change the way they dress, go on a diet or do the activity we prefer on the weekend). Consent applies to all types of relationships, not just sexual relationships. It is everyone's right to say 'no' or not to give consent. This can also be called setting boundaries in your relationships. Establishing and setting your personal boundaries can be supported by clear communication.

There are things that you can do to ensure that your communication is respectful but assertive. These include:

- Clarify what you feel and want or don't want.
- Don't be afraid to say 'no'.
- Be clear.
- Use a calm voice and keep your body relaxed.
- Listen and let the other person finish speaking.
- Show respect and kindness.
- Use careful, non-blaming language and don't seek to win.
- Talk openly and honestly, maintaining open body language.
- Recognise that your needs are as important as your partner's.
- Stick to each point until you've worked through it.

2.3 ACTIVITIES

1 All the feels

- a. In pairs, choose one of the basic emotions: happiness, sadness, fear, disgust, anger and surprise.
- b. List as many words as you can that are like the emotion you chose.
- c. Use this to create a list of emotions from A to Z.
- d. Explain how you can experience a contrasting mix of emotions about the one event. For example, changing schools could make you feel excited, apprehensive, curious and sad.
- e. List four unpleasant emotions that you might experience from A to Z.
- f. Describe how you might behave as a result of each of these emotions.
- g. Describe how others might feel and behave in response to you.

2 Resolving conflict

- a. In a small group, choose one of the following scenarios 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 a party because your friend's parents won't be home.*
 - *You told your best friend a secret and they went and told other kids in your class.*
- b. Identify the problem in your scenario and discuss what each character might be feeling.
- c. Use the model in figure 2.13 to identify the steps you would take to resolve each problem.
- d. In your group, roleplay how you would resolve the conflict presented in the scenario.
- e. As a class, identify the positive strategies that each group used to resolve the conflict.
- f. As a class, explain why conflict resolution is an important skill for young people to have.

3 Resolving conflict roleplay

- a. Refer back to figure 2.14 on how to express emotions effectively.
- b. Roleplay the following potential conflict situations with a partner using the steps in the figure.
 - *A classmate told another friend that you had said something mean about them, but you didn't.*
 - *One of your classmates started a rumour about you.*
 - *Your group of friends made fun of someone from a different culture and it made you feel uncomfortable.*
- c. Did the situation end productively or not? Why or why not?

4 Communicating and listening

- a. Arrange a single line of desks in the middle of the room with a chair on either side of the desk so that pairs of students face each other, or organise students sitting in two circles on the floor in the classroom with the students in the inner circle facing the students in the outer circle.
- b. Each pair must communicate with no-one else other than their partner for two minutes (timed by the teacher).
- c. 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).

- d. The aim is for each student to get to know the person opposite them as best they can in the allocated two minutes.
- e. Remember that verbal and non-verbal communication and listening skills are equally important in this activity. Encourage the conversations to be 'two-way', and use simple starting questions if necessary. For example, 'Do you have siblings?', 'Do you have pets?', 'What are your favourite hobbies?', 'What is the best thing that you have ever gotten away with?'
- f. At the end of each two-minute time period, the 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.
- g. At the end of the activity, the teacher might ask each student to identify the most interesting point made by any other student that they spoke to.
- h. Reflect on this activity by answering the following questions.
 - What behaviours or actions made you feel like you were being listened to?
 - What behaviours or actions made you feel like you weren't being listened to?
 - What are some strategies you can use to ensure you are communicating effectively?

5 Active listening

Access the **Active listening** weblink in your learnON Resources. Reflect on the following questions.

- a. We hear what is being said but are we really listening?
- b. What is listening?

6 Relationships values and beliefs

Complete the worksheet **Deciding what you want from a relationship** in your learnON Resources.

SUMMARY – what you need to know

- For effective communication, you need to understand your emotions and express your feelings clearly to avoid misunderstandings.
- Good communication includes listening and body language.
- Conflict is normal and can help us understand each other and better deal with conflicts quickly to prevent them from getting worse.
- Effective communication helps resolve conflicts and set boundaries.
- Active listening means paying attention and understanding others.
- Assertiveness means standing up for yourself while respecting others.

2.3 Exercise

learnON

Learning pathways

■ LEVEL 1

1, 2, 5, 8

■ LEVEL 2

4, 6, 7

■ LEVEL 3

3, 9, 10

Check your understanding

1. **MC** Good listening skills include:
 - A. asking questions and responding passively.
 - B. acting disinterested and interrupting the conversation.
 - C. being distracted by the things around you.
 - D. keeping eye contact and showing genuine interest.

2. Good listening skills include giving a conversation your full attention and concentrating on what the other person is saying. True or false?
3. **MC** Which of the following are important components of active listening? Choose all possible answers.
 - A. Maintaining eye contact
 - B. Asking relevant questions
 - C. Responding before someone has finished
 - D. Showing genuine interest
4. Match the active listening skill with its description.

Active listening skill	Description
a. Paraphrase	A. Take your time to think, wait before you respond
b. Ask questions	B. Be there for the other person, don't be tempted to solve the problem for them
c. Use positive body language	C. Wait until the person has finished speaking before you try to give advice
d. Listen	D. Try not to interrupt while they are speaking
e. Evaluate the conversation	E. Reword what the person has said to show you are clear about what they are saying
f. Don't give advice too quickly	F. Nod, face the other person and be relaxed and open
g. Avoid judgement	G. Try to show support and put yourself in their shoes
h. Show empathy	H. Help the other person provide detail about their thoughts and feelings

5. Place the following steps for resolving conflict in the correct order.
 - Offer solutions
 - Make an agreement
 - Establish rules
 - Identify the conflict
 - Review the agreement

Apply your understanding

6. **Explain** why it is important to use the right word for the intensity of the emotion you are feeling.
7. **State** an example of when verbal and non-verbal communication don't match. What might be the outcome?
8. **Identify** and list some actions we can take to make our communication more effective.
9. **Explain** what resilience means when we apply it to feeling emotions.
10. Imagine that you are in the scenario described at the beginning of lesson 2.3 and repeated here.

Scenario: *Your friend is great fun to be with when it's just the two of you, but when you're with others they are not 'themselves'. They act differently, make insulting jokes about you and other people and are unkind. You don't want to lose them as a friend, but their behaviour is hurtful.*

Create a script for a conversation between you and your friend using the tips given about how to express emotions effectively to resolve conflict.

LESSON 2.4 Respectful relationships

LEARNING INTENTIONS

- Describe the concepts of respect, power balance and decision making, stereotypes and inclusivity.
- Identify the qualities of respectful relationships.
- Understand the rights and responsibilities in respectful relationships.

ENGAGE

‘It is not our differences that divide us. It is our inability to recognize, accept and celebrate those differences.’

— Audre Lorde (American writer)

In small groups, respond to this idea, referring to respect, stereotypes and inclusion.

FIGURE 2.15 Sometimes it can feel hard to stand out from the crowd.



2.4.1 Respect

Fostering respectful relationships is essential in every aspect of our lives, including at school, at home, online, in the community and on the sporting field. **Respect** means:

- recognising and appreciating the differences between people
- treating people fairly
- respecting other people’s emotions
- recognising and protecting other people’s right to express their emotions, thoughts, opinions and who they are
- respecting other people’s right to be safe.

respect recognising and appreciating the differences between people and treating them fairly

It is important that both people in a relationship respect each other. This is the foundation for a caring relationship, characterised by trust, safety, empathy and effective conflict resolution and negotiation.

To build mutual respect in a relationship:

- consider your words before speaking
- consider your actions before acting
- act with kindness and tolerance
- treat people fairly
- recognise and appreciate the differences between people
- consider other people’s preferences
- acknowledge the rights of others.

FIGURE 2.16 Respect means recognising and appreciating the differences between people and treating them fairly.



2.4.2 Building respectful relationships

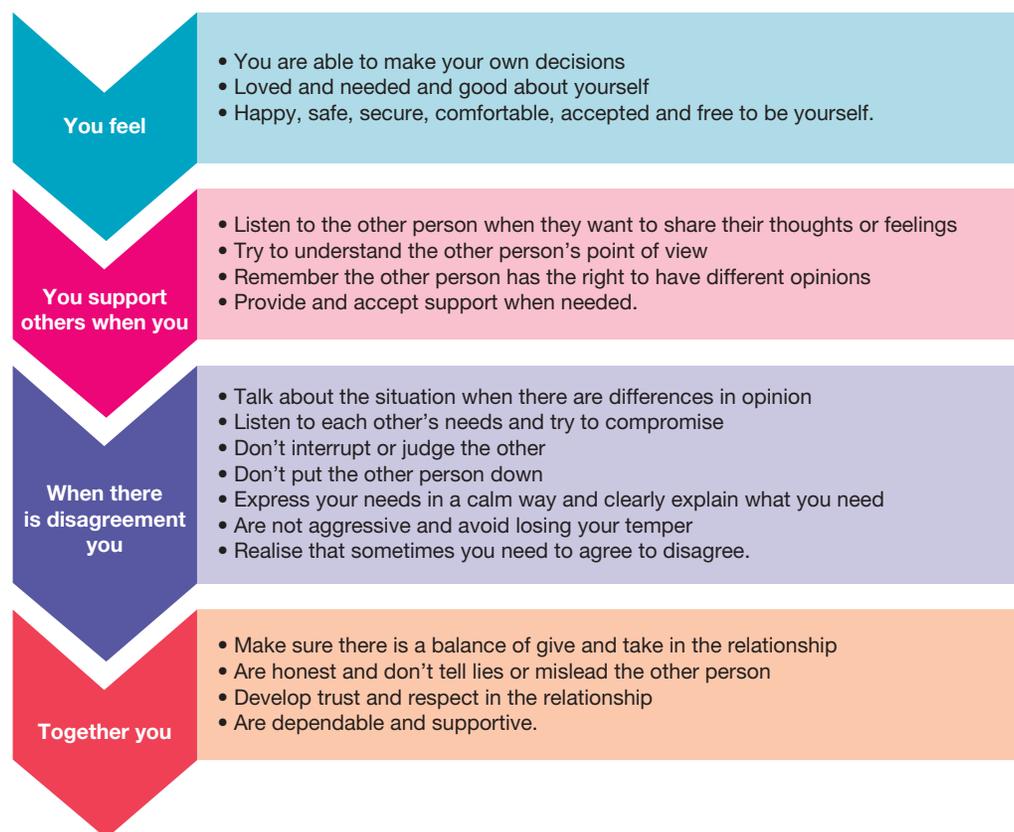
How do you know if your relationship with someone is respectful or not? To help you identify whether a relationship is respectful for you, think about how you feel and how you are treated in the relationship.

A respectful relationship is one of mutual respect, trust, good communication, understanding and honesty. Being in a relationship should be a positive experience for both people. Everyone has the right to feel safe, valued and cared for in relationships, particularly when starting a closer, intimate relationship.

When you develop relationships, it is important to think about what you want and need from 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.

The characteristics of a respectful relationship

FIGURE 2.17 In a respectful relationship.



DISCUSS

When someone follows you on Instagram or adds you as a friend on Snapchat, does it mean that you have a relationship that is as close and intimate as the one you have with offline friends?

Some young people engage in 'friend-collecting behaviour'. This means increasing the size of their online social network by 'friending' people they don't know personally or that they wouldn't talk to in person. Do you agree that some young people engage in 'friend-collecting behaviour'?

2.4.3 Rights and responsibilities in relationships

Everybody has **rights** in relationships, such as the right to feel safe and express their own opinions. 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 respectful relationships. Practice your understanding of the difference between rights and responsibilities by completing the **Rights and responsibilities** interactivity in your learnON Resources.

TABLE 2.3 Examples of rights and responsibilities in relationships

Rights	Responsibilities
<ul style="list-style-type: none">• To feel safe• To be treated fairly• To have a say• To be able to express thoughts, feelings and needs freely• To be respected• To say no• To change your mind• To make your own decisions• To be free to spend time with others	<ul style="list-style-type: none">• To be respectful• To be considerate of other people's feelings• To listen• To accept others' right to have an opinion or different point of view• To respect the other person's needs• To provide support• To respect the other person's feelings• Not to put others down• Not to harm others

ALERT!

This topic includes discussion around issues such as power in relationships, sexual assault, physical and emotional abuse, and discrimination and harassment. This content may be difficult to think about for some young people and it is important that you care for your safety and wellbeing. If any of this content makes you feel uncomfortable or could trigger negative thoughts or feelings, remember to seek support. Possible sources of support include:

- a teacher or your school counsellor
- Kids Helpline (1800 55 1800)
- online youth support groups, such as Reachout, Beyond Blue and Lifeline eheadspace
- your doctor
- a youth health service.

2.4.4 Power

When we use our **power** in relationships in a positive way, our relationships become stronger. This means that not only do our decisions and actions make others feel good in the short term, but the relationship will continue long into the future.

An uneven balance of power, on the other hand, can lead to unhealthy and destructive relationships. Power imbalances create an environment for mistrust, abuse (verbal, emotional, physical), and negative behaviours or attitudes. It is very important that there is a mutual sense of understanding, decision making, respect and communication so that no member of the relationship feels excluded or taken advantage of.

rights something that everyone should have; for example, everyone has the right to feel safe

responsibilities your obligations; for example, you have a responsibility not to harm other people

power the ability to do something or make something happen in a relationship

DISCUSS

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 perceived as being:

- bigger and stronger
- more popular
- in greater authority in their job or position
- more knowledgeable or more skillful
- connected to someone important or who has more power
- older
- more attractive.

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



Complete the **Power in relationships** worksheet in your learnON Resources to explore different scenarios of power within relationships.

Power affects how people think, feel and interact. Problems can develop in relationships when there is a power imbalance. The partner with less power might:

- be excluded from making decisions
- grow resentful
- feel taken for granted or unsafe
- withdraw from the relationship to protect their own feelings and self-esteem.

You may have lost power in a relationship if you:

- sometimes feel alone when you are with the other person
- feel intimidated (physically, emotionally, intellectually) by them
- measure your self-worth based on how they see you
- don't get to participate in decision making, so your needs, beliefs or interests are not met.

A sign that you have too much power can be that you make decisions based only on your personal beliefs, preferences or interests. For a relationship to be respectful, it must be based on mutual respect and equality.

As children, and during our teenage years, we may see conflict in our family environment. In families where negotiation and problem-solving are modelled and practised to solve conflict, young people can learn communication and relationship skills for life.

In families with high conflict where insults, name-calling, shouting or walking away in public areas happens, young people's feeling of safety may be challenged. This is harmful for their future relationships as well as their current and future mental health. Our childhood experiences with our parents provide a model for our adult relationships.

2.4.5 Diversity, stereotypes and being inclusive

One problem in diverse communities is **stereotyping**. This means thinking everyone in a group is the same. People can be stereotyped based on age, gender, ability, looks, religion, culture, or skin color. For example, thinking all old people are grumpy is a stereotype.

stereotyping where a set of characteristics is used to categorise a group of people

The media can make stereotypes stronger or weaker. Stereotypes can be damaging when they cause prejudice and discrimination. This means treating people unfairly because of a stereotype. Stereotypes can lead to bias and although bias is something we all have (when we prefer one thing over another), sometimes our bias can make us act in a way that can be unfair or discriminatory. We often learn bias from media, school, friends, family, and society. These messages can be repeated until we believe they are true.

FIGURE 2.18 Break The Bias is a movement to respect **diversity** and equality, and reduce discrimination.

#BreakTheBias



These opinions can be very damaging to people's sense of belonging, confidence and self-esteem and reduce their health and wellbeing.

The Australian Government lists values based on freedom, fairness and respect as central to our community. They consider this as including:

- respect for the freedom and dignity of the individual
- freedom of religion
- equality of opportunity for all people, regardless of their gender, sexual orientation, age, ability, race, or national or ethnic origin
- mutual respect
- tolerance.

Be the upstander

Individuals make a choice when they witness unkind, discriminatory or bullying behaviour. A bystander is someone who sees or knows that someone is being bullied or treated poorly and takes no action. This can actually work to empower the perpetrator. An **upstander** is someone who recognises that something is wrong and takes steps to make it right. They speak up in a way that supports, helps or even protects the person. Always try your best to be an upstander if you see or hear something unkind. The more you do this, the more others will too. Some steps you can take to be an upstander are listed below.

 Go to the ReachOut weblink **How to be an Upstander** in your learnON Resources to explore other steps in being an upstander.

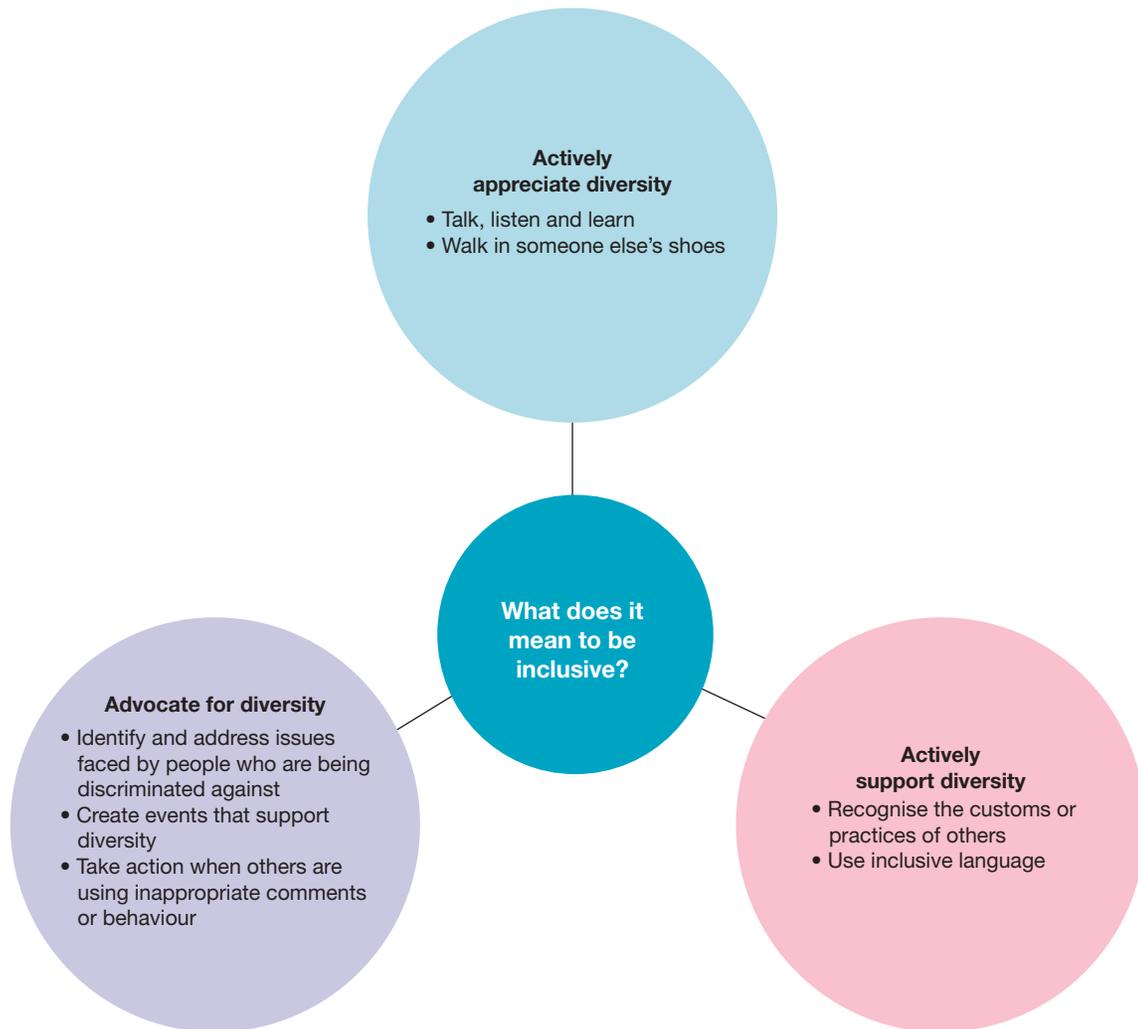
- Stop harmful messages from spreading
- Be friendly to people you don't know.
- Accept and promote diversity and difference.
- Help people who experience bullying or harmful behaviour.
- Seek help from trusted adults.

diversity the broad range of differences that exist between people and communities, including in terms of gender, ethnicity, culture, socio-economic status, age, religion, ability and sexuality

upstander someone who speaks up or acts to support a person or cause, especially when they witness bullying, harassment or other harmful behaviour

There are many steps you can take to promote inclusivity. Some of these are shown in Figure 2.19.

FIGURE 2.19 How can you be more inclusive?



2.4 ACTIVITIES

1 Respectful relationships

In pairs, use the **What makes a good friend?** weblink in your learnON Resources 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 find their way through a relationship. You may wish to focus on relationships in general, or friendships, intimate relationships or family relationships. The following questions can be used as a guide.

- List the key elements of a respectful relationship.
- Outline important relationships for young people.
- Describe the characteristics of an unhealthy relationship.
- Discuss strategies for negotiating respectful relationships.

2 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 dodgeball 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.

- a. 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.
- b. After the class has participated in each game, discuss the following questions as a whole group.
 - i. Were there any moments of fair play shown?
 - ii. Did you hear any words of encouragement from either team during the game?
 - iii. How did people relate to and communicate with each other during the game? Provide some specific examples.
 - iv. Were the official rules ever broken?
 - v. Did you notice anything else worth mentioning in relation to positive and respectful participation?
 - vi. How does participation in a team sport help you to develop respectful relationships?
 - vii. How do people feel when players are not positive and respectful?
 - viii. What is the most important aspect of participating in a team sport?

3 Rights and responsibilities

- a. As a class, discuss the rights and responsibilities listed in table 2.3. Add any other rights and responsibilities that the class identifies to the table.
- b. Make a list of the:
 - i. behaviours that show respect for others' needs and feelings
 - ii. behaviours that help to make others feel safe.

4 Understanding rights and responsibilities

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

5 *For the Birds*, short Pixar film

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

- a. Discuss the relevance of the film in terms of taking responsibility for your own needs while respecting the needs of others.
- b. 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.

6 Appropriate use of personal power

- a. 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 have jobs. Her best friend Jessica has always been more motivated to achieve; she currently has a part-time job and is studying at TAFE. Jamie doesn't know how to get out of the negative cycle she is in. She is feeling down and is bored with her life.*
- b. Discuss ways in which each person with the power in the scenarios could use their power in a positive way.
 - c. Choose one scenario and roleplay the situation in front of the class so the use of power contributes positively to the relationship. Alternatively, devise your own scenario and roleplay it. As a class, discuss each group's roleplay and determine how power was used and how it contributed to respectful relationships.

7 Responding to differences

- a. When we meet people who are different from us, we can respond to the differences by excluding, avoiding, allowing, accepting or appreciating them. Read the explanations of the five ways of responding.
 - Excluding** — You deliberately deny the person access to information, friendships, place, groups and activities. For example, you do not let them join your group for a game at lunch.
 - Avoiding** — You deliberately have as little contact as possible with this person. For example, if they are sitting at a certain table in the library, you choose a different table.
 - Allowing** — You see the differences in this person as negative but feel that it's OK as long as they don't get in your way.
 - Accepting** — You see the differences in this person but it doesn't bother you. You work with them in sports teams and class activities and it's not a problem. You don't seek friendship with them.
 - Appreciating** — You see the person's differences in a positive way. You enjoy being around them and make an effort to include them.
- b. Identify which of the five ways of responding to differences are being used in the following scenarios.
 - *Bella and Carla are assigned to be partners for a sport project. They don't usually spend time together outside of school. They only talk when necessary for the project and once the lesson ends they both move off to different classes with different groups of friends.*
 - *Amber finds out that Cherry has joined the group working on the menu for the Chinese New Year celebrations, so she joins a different group working on the entertainment.*
 - *Jorja often goes to Petra's house after school. Petra's mother and father were not born in Australia, and Jorja enjoys watching videos of their life in the country of their birth. She enjoys the food Petra's mum prepares for dinner, which is different to the meals she has at home.*
 - *Depak and Anh have been friends since primary school. Depak often asks Anh for advice about what to do when he feels pressure from the group to behave in a certain way that makes him feel unsure about himself. Anh tells him to be himself and points out all the things Depak is good at. Depak feels that Anh understands him and he is thankful they are friends.*
 - *Amara is working on a project to raise money for a nearby youth homeless shelter. She posts an invitation on social media for other students to be involved. Many students volunteer and Amara is excited to work with people with different skills and experience that can help her project.*
 - *Daisy intentionally does not invite Jessie or Peta to the music festival.*
 - *David is Catholic and Caleb is Jewish. They live just around the corner from each other and catch the same train to school. They talk about sport and music and catch up on weekends. Neither of them have ever discussed their religious differences.*
- c. If you have identified the people in these scenarios as responding to differences by excluding, avoiding, allowing or accepting behaviour, explain how they could move to the 'appreciating' stage described in part a at the start of this activity.

SUMMARY — what you need to know

- Respectful relationships are important everywhere - at school, home, and in the community.
- Respect means treating people fairly and appreciating their differences.
- Mutual respect in relationships includes trust, safety, and good communication.
- Everyone has rights and responsibilities in a respectful relationship.
- Power should be used positively in relationships to make them strong and fair.

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

5, 7, 9

■ LEVEL 3

4, 8, 10

Check your understanding

- MC** What are the characteristics of a positive relationship? Select all possible answers from the options below.
 - Allows different opinions
 - Allows you to be yourself
 - Makes you feel anxious
 - Involves good communication
- MC** How can you improve the way in which you relate to others so your relationships are happy and respectful? Select all possible answers from the options below.
 - Disrespect the other person's values
 - Respect the other person's rights
 - Do not show interest in the other person
 - Be honest about what you want out of the relationship
- MC** What makes a respectful relationship?
 - A positive balance of power
 - One person exerting more power over another person
 - Making compromises too frequently and being non-assertive
 - All of the above
- MC** Which of the following is NOT a personal skill necessary for developing balance in a relationship?
 - Compromise
 - Being assertive
 - Respecting the needs and rights of others
 - Being aggressive
- Use the words 'Abuse' and 'Positive use' to complete the following sentences.

_____ of power involves influencing others in ways that show respect for yourself and others.

_____ of power occurs when someone does not respect the rights of others and their own responsibilities.

Apply your understanding

- Identify** ways to build respect.
- Describe** the role of an upstander and give examples of actions that could be taken.
- Imagine that you and three other people have been stranded on a desert island. **Propose** three ways in which the relationships between the four of you might be tested. **List** rules to maintain respectful relationships on the island.
- Describe** one reason why people have power in a relationship and discuss its impact.
- Figure 2.19 shows what it means to be inclusive. Using this list, **discuss** an example of how respecting the diversity of someone from a different cultural background can help to address stereotypes.

LESSON 2.5 Equality in relationships

LEARNING INTENTIONS

- Examine how gender stereotypes influence roles, decision making, power and control in relationships.
- Identify indicators of unequal relationships.
- Identify the impact of gender stereotypes on relationships.

ENGAGE

A class in Kerry, Ireland began a *Detect to Protect* program for their peers to help them identify unhealthy relationships. The *Detect to Protect* acronyms mean:

DETECT (Dishonesty, Envy, Tension, Exclusion, Control and feeling Trapped)

- This helps students identify toxic traits and characteristics in unhealthy relationships.

PROTECT (Privacy, Respect, Openness, Time, Encouragement, Communication and Trust)

- This aims to help educate students on nurturing healthy friendships and romantic relationships.

Does your school need something like this?

Source: <https://www.irishtimes.com/life-and-style/health-family/toxic-teen-relationships-it-s-considered-normal-that-s-the-massive-issue-1.4570603>

2.5.1 Recognising problems in relationships

An unhealthy relationship will generally be one that prevents you from challenging yourself to be the best 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 and how to handle it.

We all encounter unhealthy relationships at some stage in our lives; however, it is when relationships become abusive and beyond our ability to control that we need to seek help to ensure our safety. Suggestions about where to go are included later in this lesson.

Your 'emotional bank account' and the magic ratio

If you opened an 'emotional bank account', an unhealthy 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.

According to Dr John Gottman, a relationship researcher, to achieve a respectful relationship, the bank account needs to be in credit. While positive and negative interactions will occur in any relationship, Dr Gottman found that stable relationships have a balance of five positive interactions to every one negative interaction. He called this **the magic ratio of 5:1**. These positive interactions protect the relationship from negative interactions.

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

FIGURE 2.20 Warning signs you may be in an unhealthy relationship.

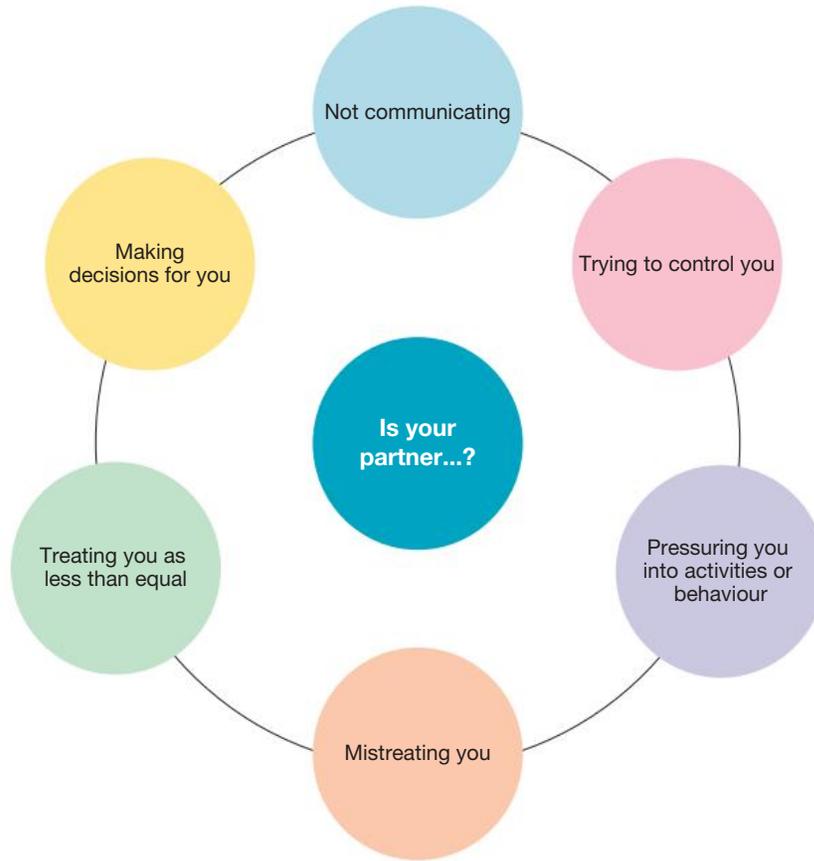
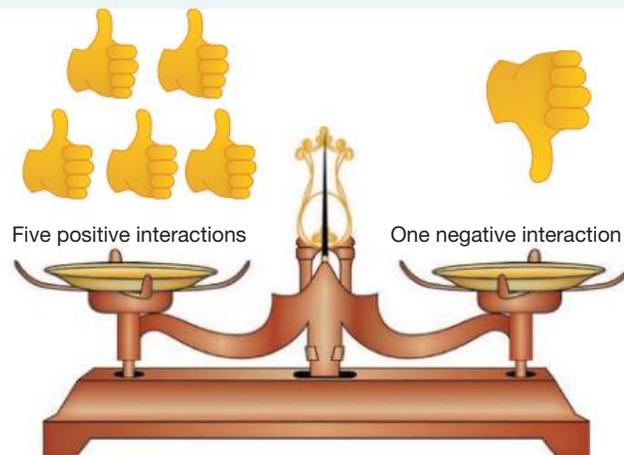


FIGURE 2.21 The magic ratio of 5:1 for stable, positive relationships.



social rejection occurs when an individual is deliberately excluded from a relationship or group interaction

DID YOU KNOW?

Teenagers learn extensively from their peers and tend to feel pressured, especially by those who have more social power, are older or are more popular. Adolescents can sometimes let themselves be drawn into an unhealthy relationship because of the fear of **social rejection**. This can cause them to place more importance on what other people think of them than what they think of themselves. It can also make them ignore their true feelings.

2.5.2 Gender stereotypes

Gendered stereotypes are oversimplified and generalised beliefs about the characteristics, attributes, and roles of all men and all women. These stereotypes can reflect and affect how others see us, how we behave and how we think about ourselves. Despite considerable social change over the years, **gendered expectations** still exist today. These stereotypes can be harmful as they often limit individuals' potential and reinforce inequality.

gendered expectations how we are expected to act, speak, dress and conduct ourselves based upon our assigned sex

Examples of gender stereotypes

Gender stereotypes involve assumptions and beliefs that are untrue and restrictive, yet they're still used in the media, celebrity culture, society and even by families, schools and professionals.

Common gender stereotypes include:

- Boys don't cry and real men don't talk about how they feel.
- Girls are emotional and caring.
- Girls are polite and accommodating. Boys are sporty.
- Men are powerful.
- Boys want sex.
- Girls need love.
- Girls are better at reading and boys are better at maths.
- Girls should be thin and beautiful to make them appealing to men.
- Assertive women are unfeminine, 'bossy' or 'bitches'.
- Men are naturally assertive and bold. Women are natural nurturers; men are natural leaders.
- Women don't need equal pay because they are supported by their husbands.
- Women who appear less feminine or reject advances from men are lesbians.
- Women with children are less devoted to their jobs.
- Men who are not aggressive and/or assertive are unmanly.
- Same-sex couples cannot make good parents.

Gender stereotypes and self-concept

Gender stereotypes can undermine people's confidence and make them doubt their abilities. They can lower their sense of competence, reduce access to learning and prevent people from reaching their full potential.

 Self-stereotyping can also occur when people start thinking and acting like the stereotypes they hear. Go to the weblink **Because why...shouldn't boys dance?** in your learnON Resources for more information.

2.5.3 Gender stereotypes and relationship behaviour

It's normal to hold expectations of ourselves, of other people and of relationships. The expectations people hold of you come from images they have of who they want you to be or how they want you to act. People hold images of many kinds of relationships and sometimes their expectations can be unrealistic and even harmful.

For example, it's common to have images of what an intimate relationship is supposed to be like. These images influence how you treat your partner and how you expect to be treated. Having fixed images of how people of different genders 'should' and 'shouldn't' behave can leave young people of all genders vulnerable and under pressure to behave in certain ways. This can create unhealthy relationships and negatively affect peoples' safety, confidence and wellbeing. For example, if traditional, rigid, gender attitudes exist within sexual relationships (i.e. the male partner expects to be in control, has the power or puts his needs first), this can be a barrier to condom use or to consent in a relationship.

If both people in a relationship have equal power this can promote communication and help both people to be open about consent and condom use as well as who is organising contraception. No one person should be making all the decisions about what happens in a respectful sexual relationship.

DID YOU KNOW?

The Man Box report

The 2018 Man Box report studied attitudes to manhood and the behaviours of young Australian men aged 18 to 30. It revealed the social pressures that young Australian men experience to be a 'real man'. These social pressures affect their wellbeing, behaviours and the safety of our wider community. The report uses the term 'The Man Box' to describe the set of beliefs that place pressure on men to be tough, not show any emotions, be the breadwinner, always be in control, use violence to solve problems and have many sexual partners.

2.5.4 Unhealthy relationships

Understanding what unhealthy relationships look like is important as you navigate new friendships and romantic relationships. An unhealthy relationship is one where one or both people feel unsafe, disrespected, abused or controlled. These unhealthy relationships can take many forms.

Harassment and bullying

When a more powerful person or group delivers unwanted behaviours that are designed to intimidate, humiliate, offend or put down another person this can be harassment or bullying. Using repeated aggressive behaviours to control and harm others can be very harmful.

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 non-verbal sexual conduct)
- cyber (e.g. using the internet, texting, email and other digital technologies).

FIGURE 2.22 Everyone has the right to be free from harassment.



Each person has the right to be free from harassment and we all have the responsibility to treat others how we would like to be treated. Despite this, harassment and bullying can sometimes be used to target a particular group or people and may be based on stereotypes, race, culture, sexual orientation or gender identity. Each person has the right to be free from harassment and we all have the responsibility to treat others how we would like to be treated.

Emotional abuse

When one person uses their power to try and control another this is emotional abuse. This type of abuse will be a pattern of behaviour over time rather than an isolated incident. A relationship may be emotionally abusive if your friend or partner repeatedly:

- Tries to control what you think or feel
- Tells you who you can or cannot see
- Tells you what you can or cannot wear
- Shows extreme jealousy
- Displays possessive behaviour over you
- Stops you having other friends
- Threatens to hurt themselves if you break up with them
- Makes you feel guilty for things outside your control
- Tries to embarrass you in front of others
- Ignoring you

Gaslighting

A form of emotional abuse is **gaslighting**. Gaslighting aims to trick people into not trusting their own thought, emotions or experiences. People who gaslight manipulate and control others and gain power in the relationship.

FIGURE 2.23 Gaslighting redflags



Physical abuse

Physical abuse can include acts in which 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 figure 2.24.

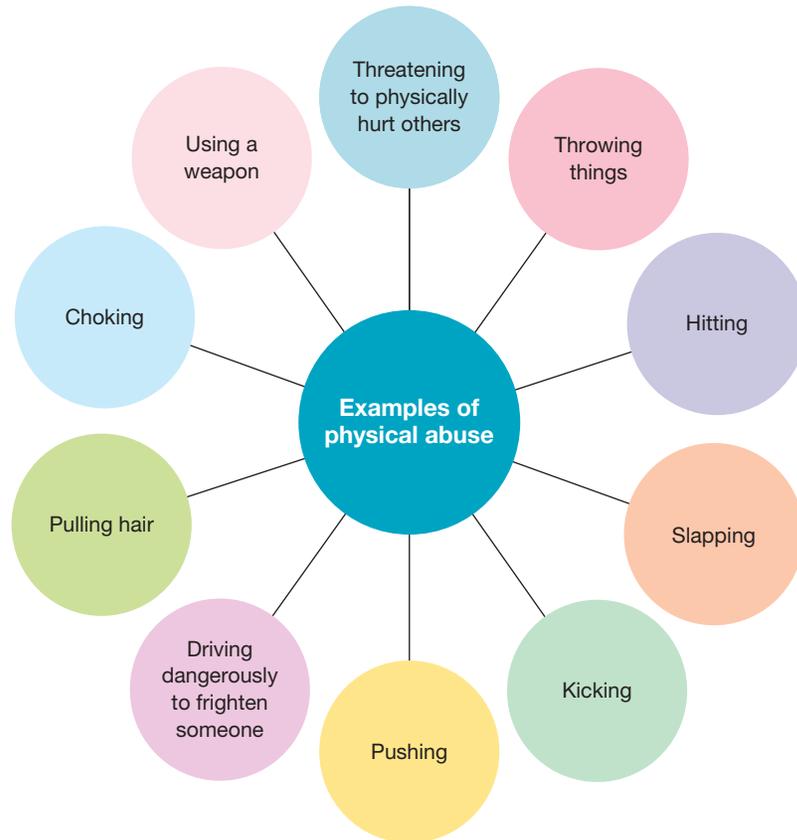
Sexual abuse

Any sexual activity without consent is sexual abuse. **Consent** means a person freely agrees to participate in a sexual activity and understands what they are agreeing to.

gaslighting a form of manipulation in abusive relationships in which a person creates a false narrative and makes the target of their gaslighting question their judgements and reality

physical abuse using power to be physically violent towards another less powerful person
consent occurs when everyone agrees or gives permission for something to happen

FIGURE 2.24 Acts of physical harm are indicators of an unhealthy relationship.



Consent is needed for every sexual activity, every time and must be clearly communicated. There can be no mystery or doubt. There are laws around who can consent and who can't. Consent can also be withdrawn at any time, even during a sexual activity. Continuing to act after consent has been withdrawn is sexual abuse. Any sexual activity without consent is against the law. Understanding how to gain and give consent is an important skill that is explored in topic 3.

People who sexually abuse may use bribes, threats, trickery or manipulation to get their way, but without consent this is still abuse.

Sexual abuse can include a range of behaviours including:

- manipulation.
- 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 object.

Sexual abuse is never the fault of the victim. Telling a trusted adult if you have experienced abuse is an important step.

 **Kids Helpline** is a valuable source of information and advice for young people on a range of issues, including consent.

HEALTH FACT

In 2023, the top five reasons for young people contacting Kids Helpline were:

1. emotional wellbeing
2. mental health concerns
3. suicide-related concerns
4. family relationship issue
5. friends/peer relationships.

Source: Kids Helpline, Insights 2024, www.kidshelpline.com.au

Gendered violence

Gendered stereotypes are oversimplified and generalised beliefs about the characteristics, attributes, and roles of all men and all women. These stereotypes can be harmful as they can lead to a power imbalance in relationships. Gendered violence refers to harmful acts directed at individuals based on their gender. This includes physical, emotional, and sexual abuse, often targeting women and girls but can affect anyone across all walks of life.

Addressing this problem requires the involvement and support of everyone, regardless of gender. Examining the role of gender in violence is not about blaming men but about fostering a safer and more equitable society for all. Challenging rigid and strict understandings about the way different genders 'should' behave is an important step in breaking down gender stereotypes. It is important to state that not all men are violent and predatory, and women are not naturally victims. However, current data shows that issues of violence impacting women, such as sexual assault and intimate partner violence, stem from gender stereotypes and the imbalance of power they create in relationships.

FIGURE 2.25 Gender stereotypes and gendered violence looks like, sounds like.

Looks like <ul style="list-style-type: none">• Groping• Unsolicited pictures of genitals• Online threats of violence• Photographing people without their consent• Sexist attitudes	Examples of gender-based violence <ul style="list-style-type: none">• Physical violence• Emotional abuse• Coercive control• Sexual assault• Domestic violence• Financial abuse	Sounds like <ul style="list-style-type: none">• Cat-calling• 'It's only a joke'• 'Boys will be boys'• Victim blaming• Sexist jokes
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Unfortunately we still see people condoning or excusing violence against women through comments such as 'Boys will be boys', or the shifting of blame to women with comments like 'she asked for it dressed like that'.

Violence is also more common in relationships in which men control decision making and hold rigid ideas about what is acceptable behaviour for females. If men have greater control over power and resources it can reinforce the message that women have lower social value and are less worthy of respect.

2.5.5 Seeking help and support networks

No matter who you are, there will be times in your life when things seem too hard, or you don't know how to resolve a conflict or get out of an unsafe situation. Everyone needs to seek help at some stage, and it's OK to ask for help when you need it.

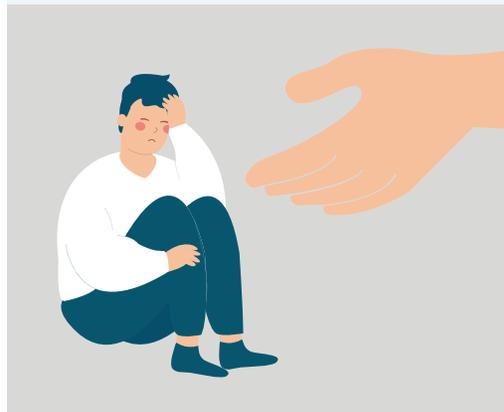
Sometimes, seeking help can be mistakenly seen as a sign of weakness. However, seeking help is really a sign of strength because it involves you identifying a need, clearly expressing the need to others and communicating how they can help you meet it.

An important strategy for seeking help is developing and using a support network. This can be face-to-face or an online community or resource. The purpose is to give you an inclusive space with people who can provide you with advice, guidance and resources. A support network can help you take action.

The benefits of a support network include:

- building connections and relationships
- having someone to listen to you
- being able to share your thoughts and feelings
- having another perspective on a situation
- having another person's opinion and life experiences 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.

FIGURE 2.26 Everyone needs a helping hand sometimes.



2.5 ACTIVITIES

1 Class emotional bank account

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

- a. Design a banknote, leaving a space for a comment to be added.
- b. Each of you will have your own banknote to use when you notice another member of the class displaying positive relationship behaviour. When this occurs, write down the behaviour in the space on the note and deliver it to the class emotional bank account (a box in the classroom). You can do this at any time during the class and this activity can be carried over a few classes or even the whole term.
- c. The teacher will read out the banknotes in the class emotional bank account at a time that they determine is appropriate.
- d. 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
 - complimenting someone for using good listening skills to show interest in a conversation.
- e. It would be great if the teacher could also develop a banknote of their own.
Option: Each student may develop more than one banknote or photocopy their design to be used on a few occasions.

Note: The comments will only have a positive effect if they are genuine.



2 Is it abuse?

Rena is an excellent student. She is happy at school. She works hard at her schoolwork and always feels prepared for assessments. Rena is part of the school soccer team and the Rainbow Alliance. She has a supportive group of friends with whom she feels comfortable spending time with. It is different for Rena at home, though. Rena's parents are never happy with her school reports. They think that Rena attending the Rainbow Alliance is a waste of time and they have made her stop going. This has made Rena feel hurt and disappointed. Although her parents watch her soccer games, they are always critical of her play. Rena is not allowed to have friends over after school or on the weekends. Rena feels lonely, isolated and unhappy at home and feels anxious when it's time to leave school at the end of the day or for the weekend.

- a. Is Rena experiencing abuse? If so, what type?
- b. What are the warning signs for Rena?

3 Appropriate use of personal power

Cigarette packages warn people of the dangers of smoking. Write or visually design a warning to tell people about the dangers of stereotyping.

4 Gaslighting



Create a Y chart to show what gaslighting looks like, sounds like and feels like. Use the **Y chart** worksheet in your learnON Resources to help you get started.

5 It's good to be me



Use the **ReachOut: Self talk** weblink in your learnON Resources to help you identify some ways that positive self-talk can assist you to develop your self-esteem. How could this reverse the effects of emotional abuse?

SUMMARY – what you need to know

- Gender stereotypes are unfair ideas about how people should behave and can limit what people think they can do or achieve.
- Respecting everyone, no matter their gender, helps create equal relationships.
- Healthy relationships are built on respect, understanding, and equal power.
- When both people in a relationship have equal power, they can communicate better and respect each other's needs.
- Always seek help if you are in an unhealthy relationship- a support network can help with this.

2.5 Exercise

learnON

Learning pathways

■ LEVEL 1

1, 2, 4, 6

■ LEVEL 2

3, 7, 8

■ LEVEL 3

5, 9, 10

Check your understanding

1. **MC** What factors make a relationship negative and/or abusive? Select all possible answers from the options below.
 - A. Controlling behaviour
 - B. Insults
 - C. Sexual or physical abuse
 - D. Feeling secure and safe
2. **MC** Who can become a victim of abuse?
 - A. Children
 - B. Women
 - C. Men
 - D. Anyone
3. **MC** Identify two examples of emotional abuse.
 - A. Trying to control what you think and feel
 - B. Being possessive
 - C. Giving you compliments
 - D. Introducing you to all their friends



4. Match the type of abuse with the correct description.

Type of abuse	Description
a. Emotional	A. When a person physically harms or uses threatening actions to intimidate another person
b. Sexual	B. When a person uses power to try to control another person
c. Physical	C. Activity such as touching and kissing without the agreement and understanding of both people

5. Teenagers can sometimes be drawn into unhealthy relationships because of fear of social rejection. True or false?

Apply your understanding

6. **List** features of an unhealthy relationship.
7. **Explain** the idea of 'an emotional bank account'.
8. **State** three emotions that might be warning signs of an abusive relationship.
9. **Explain** how gender stereotypes contribute to harassment.
10. **Identify** the barriers to stopping or reporting harassment or gender-based violence. **Suggest** some strategies to overcome these barriers.

LESSON 2.6 Consent and being empowered

LEARNING INTENTIONS

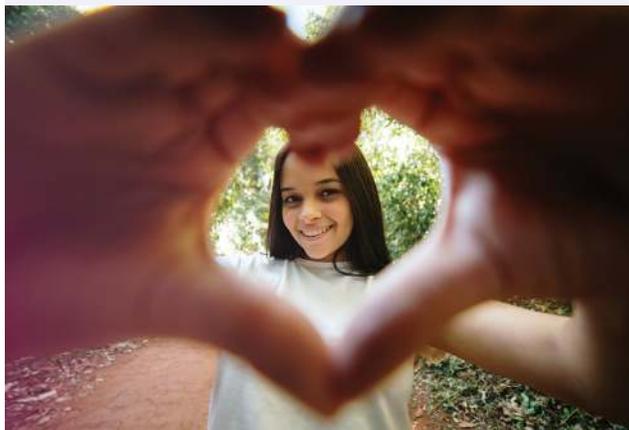
- Understand strategies for assertive communication.
- Examine the roles that respect, consent and empathy play in developing respectful relationships.
- Propose and practise strategies for giving and gaining consent respectfully.
- Identify online and social protocols to enhance relationships with others and protect wellbeing.

ENGAGE

'No one can make you feel inferior without your consent' — Eleanor Roosevelt (Former First Lady of the United States).

In small groups, talk about this idea. Think about concepts such as self-esteem, dignity, assertiveness and being in control of your life.

FIGURE 2.27 Everyone deserves to feel respected and valued.



2.6.1 Communicating assertively

When there is equal power in a relationship there will be a balance of give and take. For this to happen a person needs to take responsibility for their own feelings and needs while still respecting the needs of others. Ideally we would always consider the needs of others, but we also need to communicate our own needs clearly and assertively.

Being **assertive** is not about being **aggressive**. It is feeling confident to share your point of view and stay true to your values. A willingness to compromise strengthens the bond between people. However, if you are making compromises too frequently and being **non-assertive** in your communication, then you may be neglecting your needs.

assertive expressing your viewpoint in a way that is respectful and non-threatening

aggressive expressing your viewpoint in ways that deny another person's right to be treated with respect

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

TABLE 2.4 Examples of assertive, aggressive and non-assertive communication

ASSERTIVE I win – You win	AGGRESSIVE I win – You lose	NON-ASSERTIVE I lose – You win
<ul style="list-style-type: none"> • Everyone's needs are important • Actively listening • Compromising • Standing up for yourself • Being clear and confident • Being resilient 	<ul style="list-style-type: none"> • My needs matter more • Shouting, talking over others • Dominating a conversation • Stating opinions too forcefully 	<ul style="list-style-type: none"> • My needs don't matter • Not speaking up • Trying to avoid conflict • Not saying what you think • Holding back

Steps to being assertive

Why isn't everyone assertive? Part of the reason is based on our personality. Another part is because we pick up habits from what we see or experience others doing around us.

Some people are non-assertive because they lack confidence in themselves or worry too much about pleasing others, being liked or fitting in. They may feel sensitive to criticism or have been hurt in the past when their ideas were rejected.

Some people are aggressive because they lack listening skills and focus too much on getting their needs met and their opinions across. They may not respect other people's views or needs.



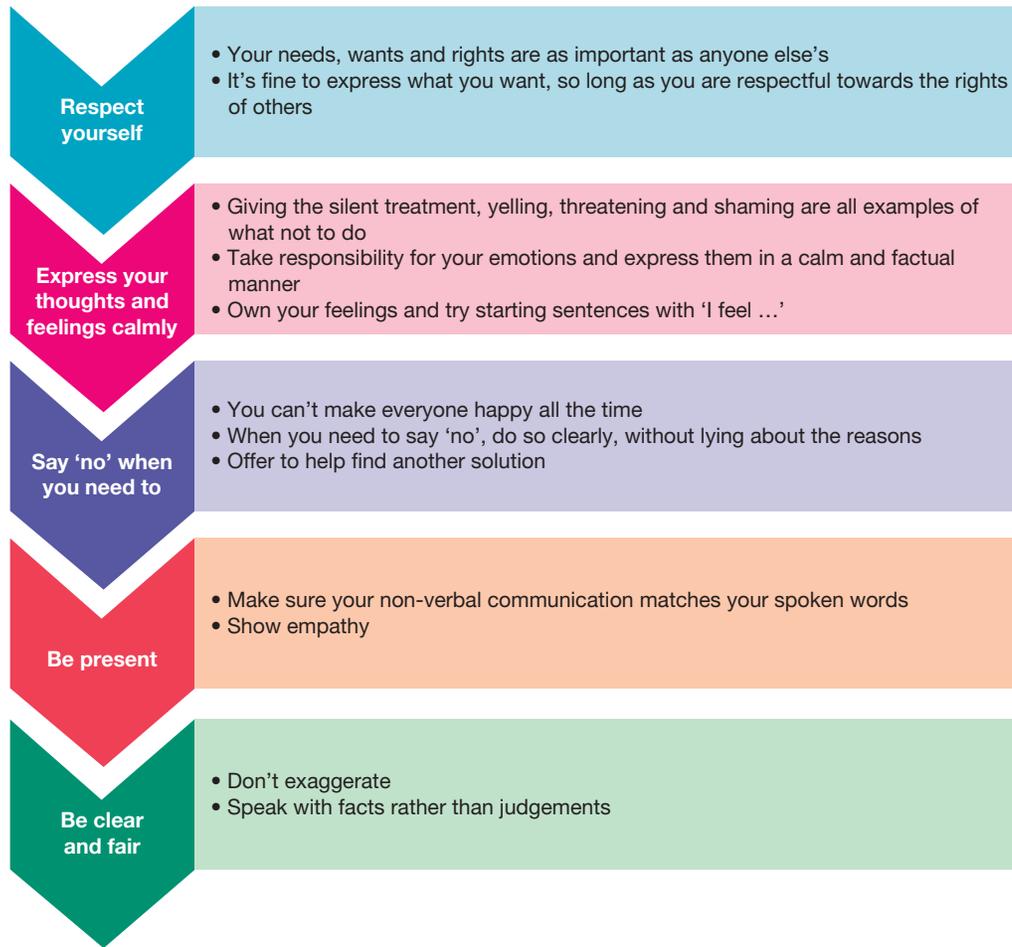
STYLES OF COMMUNICATION

Complete the activities in the **Styles of communication** worksheet in your learnON Resources to practise your understanding of assertive vs aggressive vs passive communication styles.

FIGURE 2.28 A technique for assertive communication



FIGURE 2.29 Steps to assertive communication



2.6.2 Consent

Going out with someone or being in a relationship can make you feel many different things, such as happiness, nervousness, excitement and love. Sometimes it can also be confusing, especially when it comes to intimacy and sex. There are no laws about when you can start to have a relationship with someone but there are laws about when you can start to have sex.

Consent in sexual relationships

Consent is when everyone agrees or gives permission for something to happen. In a relationship, consent means that everyone involved agrees to what is happening, feels comfortable, and is of legal age before any sexual activity takes place. They don't feel pressured, forced or threatened, and they can change their mind at any time.

The law in Australia sets clear age limits for when you can legally have sex. This is called the age of consent. The legal age for consensual sex in Victoria is 16 years old.

Asking for and obtaining consent shows respect for you and your partner. It eliminates the power that one partner might feel over the other. It is important to remember that your body and your sexuality belong only to you.

Consent is an essential part of safe and respectful sexual relationships. It's important that you are sure that the person you're with is happy and comfortable because sexual activity without consent (anything from touching and kissing to penetration) is against the law. The emotional consequences of sexual assault can last a lifetime.

Kids Helpline lists the following features that show what consent is when a person agrees to any form of sexual activity.

FIGURE 2.30 Consent is...



Informed consent cannot be given if:

- you are passed out or unconscious due to drugs, alcohol or a violent assault
- you are asleep
- you are conscious, but you are unable to say what you do or don't want due to the effects of alcohol or drugs
- the other person tricks you into thinking they are someone else
- the other person makes you feel too scared to say no.

DID YOU KNOW?

Sexting (or sending a nude) refers to the sending and receiving of sexually explicit or sexually suggestive texts or images via phone or internet. Sexts might be sent to the wrong person by accident or shared with other people without your permission. They can be used to bully if they are posted online to try to hurt or embarrass someone.

Sexting is a crime if the photo includes a person under the age of 18. It's never OK for someone to pressure you into sending a nude — you can say 'no'. For people under 18, sexting without consent is illegal.

sexting sending or receiving sexually explicit or sexually suggestive texts or images via phone or the internet

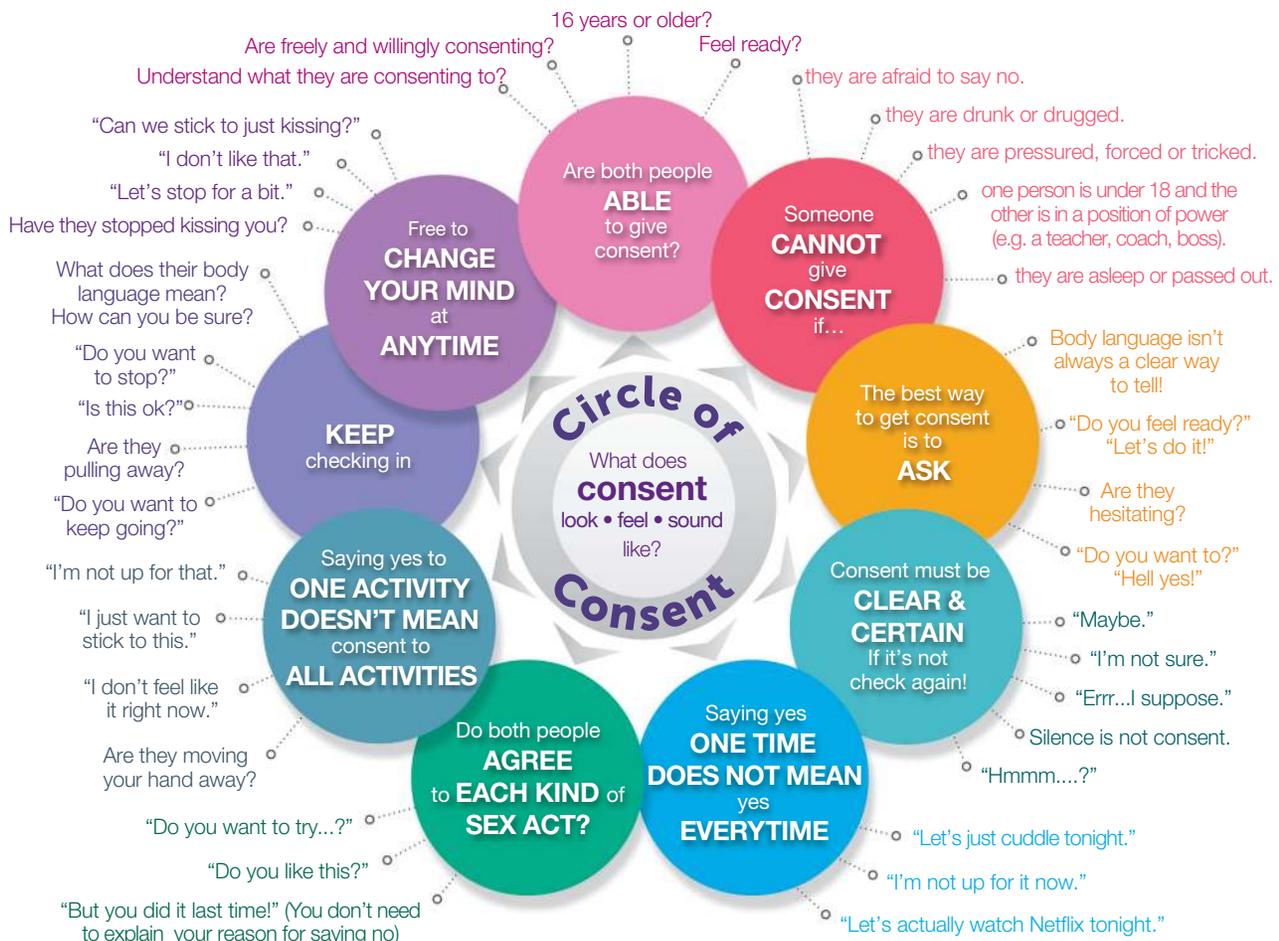
2.6.3 Giving and gaining consent

Communication is the key to giving and gaining consent. One of the best ways to determine if someone is uncomfortable with any situation, especially a sexual one, is to ask them. Use clear verbal communication.

Questions you could ask to gain consent include:

- 'Is there anything that you don't want to do?'
- 'Are you happy with this?'
- 'Are you comfortable?'
- 'Do you want to stop?'
- 'Do you want to go further?'

FIGURE 2.31 Safety and sexual health require informed consent and respect for personal boundaries.



Source: Government of Western Australia Department of Health — Talk soon. Talk often.

Non-verbal communication also needs to be considered when seeking consent. The look on someone's face and their body language can communicate how they feel, and often have more meaning than the words they say.

If someone is uncomfortable with what you are doing together, they may:

- push you away
- have an uncomfortable or distressed facial expression
- turn away from you or hide their face
- stiffen their body
- not respond to your touch.

Figure 2.31 outlines the basics of consent and questions to ask yourself.

2.6 ACTIVITIES

1 Communication roleplays – 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 roleplay scenarios and complete the discussion questions.

a. Non-assertive roleplay scenario

Act out the 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.

Scenario: *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.*

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

b. Aggressive roleplay scenario

Act out the scene demonstrating aggressive communication.

Scenario: *Two classmates are pestering a third classmate to let them cheat 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.*

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

c. Assertive roleplay scenario

Act out the following scene demonstrating assertive communication.

Scenario: *Two classmates are pestering a third classmate to let them cheat 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.*

- Was the outcome of this scenario positive or negative? Why?
- What are the benefits of using assertive communication to express your point of view?

d. Think about the following scenarios and identify the most effective way to respond to each 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. 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 train 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?*

2 What does consent look and sound like?

Use the information in figure 2.31 to roleplay with a partner what consent looks and sounds like.

3 Giving and gaining consent

Jacinta is 14 and in secondary school. Tomas is 18 and works with Jacinta's father. Tomas came to know Jacinta when he visited her house to help her father. Tomas and Jacinta have started meeting away from her house after school. Sometimes Tomas gives Jacinta a lift home. Recently, he has started telling her how much he loves her and saying that he really wants to have sex with her. Jacinta is unsure about her feelings for Tomas or about having sex. Tomas has asked her again several times.

- With a partner, discuss the behaviour and feelings of Jacinta and Tomas in the scenario.
- Do you think the Kids Helpline guidelines in figure 2.30 for consent are met? Why or why not?
What can someone do to be sure that a person who is consenting to sex is doing so freely and in an informed way?

4 Your support network

Think about what makes a person supportive. Make a list of people you think you could ask for help. What other resources are available that you might use? Investigate two resources that could provide support if you had concerns with your relationships.

SUMMARY – what you need to know

- You need to be assertive about your own needs in a relationship.
- Consent means agreeing to something and making sure everyone is comfortable and happy with it.
- It is important to ask and respect your partner's wishes.
- Consent should be clear and can be given or taken away at any time.
- It's never okay to pressure someone into doing something they don't want to do.
- Sexting (sending nudes) is illegal for people under 18 and can be used to hurt or embarrass someone.

2.6 Exercise

learn **on**

Learning pathways

■ LEVEL 1

1, 2, 5, 8

■ LEVEL 2

3, 4, 7

■ LEVEL 3

6, 9, 10

Check your understanding

- Match the style of communication with the correct description.

Style of communication	Description
a. Assertive	A. Avoiding expressing your viewpoint because of a lack of self-confidence and a belief that someone else's viewpoint is more important than yours
b. Aggressive	B. Expressing your viewpoint in a way that is respectful and non-threatening
c. Non-assertive	C. Expressing your viewpoint in ways that deny another person's right to be treated with respect

2. **MC** When should you ask for consent?
 - A. The first time you have sex
 - B. Every time you have sex
 - C. The first time you have sex with someone new
 - D. Every once in a while
3. Sexual activity without consent is against the law. True or false?
4. **MC** Which one of the following is a characteristic of a positive relationship?
 - A. Feeling worried
 - B. Controlling who you speak to
 - C. Allowing different opinions
 - D. Lack of support
5. All relationships will experience conflict at some stage. True or false?

Apply your understanding

6. **Explain** the difference between being assertive, aggressive and non-assertive in a relationship.
7. **Explain** what you think consent means.
8. **Describe** three things that consent sounds like and three things it doesn't sound like.
9. **Propose** how you can look after your own and others' health and safety in unhealthy relationships.
10. *Sophie is very shy, but her boyfriend is one of the most popular people in the year. At school, he makes fun of her and doesn't always include her. When they are alone, he is kind and caring. Sophie is very upset and wants to break up with him but she is worried she will be further socially outcast if she does.*
Identify the emotions you think Sophie would be feeling. **Describe** how that would impact her ability to seek help. **Propose** advice you could give to Sophie. **Identify** what support networks might be available for her.

LESSON 2.7 Safe and respectful relationships online

LEARNING INTENTION

- Explain the steps you can take to ensure your online activities and relationships are safe and respectful.

ENGAGE

As a class, discuss ways to stay safe and be respectful online and while using devices. Create a mind map to summarise them.

FIGURE 2.32 There are many tools to use to help stay safe online.



2.7.1 Being safe and respectful online

Young people can access a range of groups and resources online. Feeling like you belong in an online group can be just as important and rewarding as feeling accepted in a face-to-face friendship group. We can use social media to connect with friends and family in a way that can deepen relationships and provide support when we're unable to be together. When there are simple ways for others to 'like' your posts, social media can have a positive impact on your emotions. However, your self-image can also be affected negatively if the online community is critical of what you post.

TABLE 2.5 Positives and negatives 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 for and find you• Faceless bullying• Used at the expense of developing face-to-face friendships• Permanent digital footprint

DID YOU KNOW?

Social media laws

There are new laws to help protect young people in the online space. Known as *The Online Safety Amendment (Social Media Minimum Age) Act 2024*, this law introduces a minimum age of 16 for accounts on certain social media sites to create safer digital spaces for everyone. This change aims to protect young from accessing potentially harmful social media content and features such as persistent notifications and alerts that have been found to have a negative impact on sleep, stress levels and attention.

While there has been a large amount of support for this law from parents, politicians and media commentators, people are concerned that social media age restrictions will not eliminate every risk that children face online, and these risks will not disappear when a child turns 16.

Research the current laws around social media usage for your age group. Discuss in your class if you think these laws will keep young people safe. Why/why not?

Your digital footprint

Just like you leave a trail of footprints behind you when walking on sand, your **digital footprint** is the electronic evidence that you leave online when you use a digital device. Every time you go online, you leave behind a trail of evidence. Think about your most recent posts or 'likes'. In ten years, will you be happy for a potential employer to see these? Your digital reputation is defined by your behaviours and by the content you post about yourself and others. The things you do online shape how you are perceived by others online and offline, both now and in the future.

digital footprint information about you that exists on the internet as a result of your online activity

Online and social protocols

Like respectful face-to-face relationships, online relationships have rights and responsibilities. Going online makes you a digital citizen. In particular, you are responsible for behaving ethically and respectfully and protecting your own and others' reputation and privacy. When interacting with people online, think about how your communication can impact on others. While it is always important to manage your own identity, you must also respect the identity of others. There are times when it is appropriate to comment or open a discussion with someone online, but this needs to be carefully monitored. A good rule is that if you wouldn't say something

to a respected adult, then it isn't appropriate to post online. Not only are there potential legal issues, it is inappropriate to criticise or belittle someone online.

Protocols to follow that will make your online relationships respectful and safe relate to both privacy and behaviour.

Privacy:

- Keep a list of your online accounts.
- Remember that once you share a message, photo or video online, you may not be able to control where it goes or how long it stays online.
- Don't share your personal information.
- Think before you share something.
- Make sure that only friends you know face-to-face can see what you post by making your accounts private.
- Respect the privacy of others.
- Take steps to avoid viruses and scams.
- Be careful who you trust. Don't 'friend' random people or allow people you don't know to 'follow' your social media accounts, and avoid strangers online. Not everyone is who they say they are.

Behaviours:

- Think about how your communication can impact on others.
- Consider how you would feel if someone posted a negative comment on something important to you.
- Ensure posts are free from hateful comments, opinions or gossip.
- Show empathy and appropriate reactions to others to avoid miscommunication.
- Check with reliable sources to distinguish between real and fake information.
- Treat other internet users with respect and avoid inappropriate behaviour.
- Understand the consequences of cyberbullying.
- Avoid too much screen time.

 The weblinks **You online, you offline** and **Digital footprint** have more useful information.

2.7.2 Cyberbullying

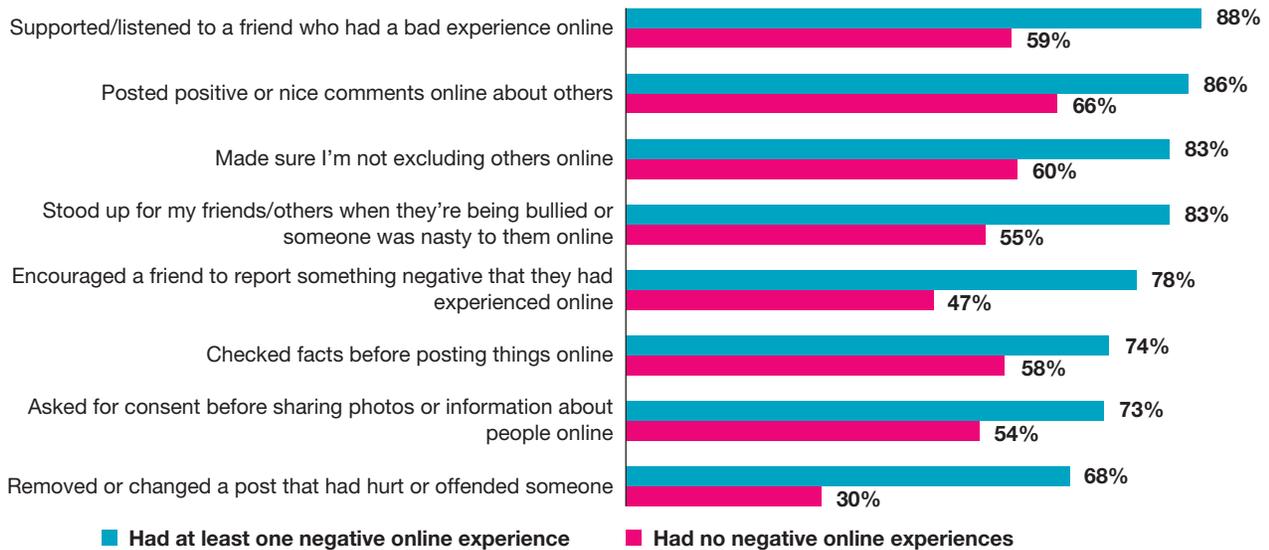
In 2021, the eSafety Commissioner produced a report '*The digital lives of Aussie teens*'. The research is based on a survey of 627 teens aged 12–17 in September 2020. The results below show the percentages for each question. Results from the young people surveyed indicate that even though Australian teens face online safety challenges, they are acting to build a safer and more inclusive online environment. The findings show that young people who had experienced at least one negative online experience were more able to be supportive of their peers than those who had not had negative online experiences.

They were more likely to:

- support or listen to a friend who had a bad experience (88 per cent of those who had a negative online experience compared with 59 per cent who hadn't)
- post positive/nice comments about others (86 per cent compared with 66 per cent)
- make sure that peers are not excluded online (83 per cent compared with 60 per cent).

If you know someone who is being bullied, let them know you are there to support them and encourage them to report the bully. It is important to show your support for victims of bullying so they are aware they aren't alone and they have someone backing them up. Taking action when you see bullying will change you from a bystander to an upstander. Your actions can help make online spaces more safe for everyone.

FIGURE 2.33 Positive online behaviours young people are taking to create a safe and inclusive online community.



Personal strategies to deal with cyberbullying include:

- Don't respond — that's what someone who bullies wants.
- Try to stop checking posts.
- Block the person who is doing the bullying.
- Keep a record of threatening or intimidating messages or take screenshots.
- Contact the police about any threatening or intimidating messages.
- Report the person to the social media platform.
- Report them to eSafety.
- Check your privacy settings.
- Talk to someone you trust about the situation.

Helping a friend who is being bullied could involve:

- going from being a bystander to an upstander
- messaging your friend to see if they are OK
- standing up to the person doing the bullying if you feel confident. Give them a 'thumbs down'!
- getting your friend some extra help from a counsellor or support service
- helping your friend report the bullying.

 Complete the **Say NO to bullying** and **Establishing a support network** worksheets in your learnON Resources to learn more.

FIGURE 2.34 Support others who may be the target of cyberbullies.



If you are the victim of cyberbullying it's OK to seek help from others.

 Topic 3 includes more information about protecting yourself from bullying. For advice about reporting inappropriate online behaviour, go to the **Report cyberbullying** weblink in your learnON Resources.

FIGURE 2.35 If you experience online abuse or bullying, here are some steps you can take.



2.7.3 Grooming

In online **grooming**, a person builds an emotional connection with you and then uses that connection to pressure or trick you into doing things such as:

- having sexual conversations online or by text message
- sending naked images of yourself, which is sometimes called sexting
- sending sexual videos of yourself
- doing something sexual live on webcam
- meeting them in person.

Online grooming can occur on:

- social networking websites
- instant messaging and live-streaming apps
- photo-sharing apps and sites, like Instagram
- chat rooms
- dating apps
- online gaming sites.

Online grooming is wrong and against the law.

Be suspicious if an online 'friend' does any of the following:

- asks a lot of questions about personal information soon after meeting
- starts asking you for favours and does things in return

grooming building a relationship with a child in order to sexually abuse them

FIGURE 2.36 You never really know who you are talking with online.



- wants to keep the relationship secret and asks for it to be something ‘special’ just between the two of you
- contacts you frequently
- asks you things such as who else uses your device or computer or which room you use it in
- compliments you on your appearance or body or asks things like, ‘have you ever been kissed?’
- insists on meeting. Tries to make you feel guilty or even threatens you if you are unwilling.

TAKING ACTION TO PROTECT YOURSELF

It’s not easy to know if someone’s trying to groom you. If you think you or a friend are being groomed, don’t worry about getting into trouble — you haven’t done anything wrong. Know that there is support available if you need it and there are things you can do to protect yourself, such as:

1. Ask the person to stop
2. Tell an adult you trust
3. Report it.

Kids Helpline is open 24/7 for a call, email or talk through WebChat about online safety and issues such as sexting and online grooming.

2.7.4 Image-based abuse

Image-based abuse involves threatening to take or share a nude or sexual image of another person. It is against the law. A person using image-based abuse may share (or threaten to share) intimate photos or videos of a person without their permission so that others, including the person’s friends and family, will see them. They may also encourage others to post abusive comments about the image. Blackmail could also be used; they may ask for money to not share the intimate images.

image-based abuse when a nude or sexual image of a person is taken or shared without that person’s permission

Sometimes, the images may be taken with permission in an intimate relationship. It becomes abuse when there is no consent for images to be taken or shared, or when the abuser threatens to share the images with others. Image-based abuse can also be called ‘revenge pornography’. This is how it may be spoken about in the news or media, but revenge is not always the reason behind image-based abuse.

Some examples of image-based abuse include:

- taking, sharing or posting a nude or sexual image of another person without their permission
- photoshopping or using an AI tool to place a person’s image onto a sexually explicit photograph or video
- taking an image of a woman’s breasts or cleavage without her permission
- taking an image up a woman’s skirt without her permission
- secretly filming or sharing consensual sexual activity or a sexual assault.

TAKING ACTION TO PROTECT YOURSELF

Most Australian states have laws that make it illegal to:

- record or capture intimate images without permission
- distribute intimate images without permission
- threaten to record or distribute intimate images.

The eSafety website has the following advice:

1. If you find an intimate image of yourself online, you can contact the website or the social media service and ask to have the images removed.
2. Some sites have an image-removal request form that you can fill out.
3. Facebook uses photo-matching software to detect and prevent the image from emerging again on Facebook after you make a formal complaint. You can also request that a search engine (e.g. Google) has content involving you taken out of internet searches.

The Office of the eSafety Commissioner website provides support and resources on image-based abuse, including:

- how to report an image to a social media service or website to request that your image be removed
- information on collecting evidence of the abuse for the police
- how to find and delete online images
- getting the image removed from social media or an app
- getting the image removed from a website.



Image-based abuse is a crime and can be reported to the police. See the weblinks **eSafety: My nudes have been shared** and **eSafety: Unwanted contact** in your learnON Resources for more information.

2.7.5 Resources for seeking help

Remember there are many ways to get help, and there are lots of good online places that offer help if you are being bullied or abused or feel unsafe.

Kids Helpline



Kids Helpline offers both a phone service and an online service where you can talk to people who might be going through the same stuff as you or have experienced it before.

FIGURE 2.37 Kids Helpline offers a range of services to support you with whatever you are going through.

The screenshot displays the Kids Helpline website interface. At the top, there is a banner for 'Have a niggle?' with an illustration of a smartphone and a pink button that says 'Find out more'. Below this, a central section features the text 'Talking helps! We're here for you.' and 'No problem is too big or too small. We're here 24 hours a day, 7 days a week'. Three buttons are provided: '1800 55 1800', 'Email Us', and 'WebChat with Us'. At the bottom, there are three illustrated panels: 'Anxiety disorders' with a person looking thoughtful, 'COVID-19: Quarantine, Isolation and Lockdown' with a person at a desk, and 'COVID-19: My parents lost their jobs' with a person talking to another.

eSafety Commissioner

-  As mentioned, the eSafety Commissioner website provides a lot of useful advice for staying safe online. You can learn how to protect yourself online, how to block people and about some unsafe behaviours to watch out for. Visit the **eSafety Commissioner** weblink in your learnON Resources for more information.

2.7 ACTIVITIES

1 Staying safe online

-  Use the **Staying safe online** weblink in your learnON Resources to access tips for protecting yourself online. In pairs, think of some strategies to stay safe online. 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. Identify the risks, assess the level of risk and make an informed decision.

- Ahmed received an email from a person he didn't recognise. They claimed to be a friend from primary school and provided a photo of themselves. They asked Ahmed to reply with his photo. He didn't want to be rude, so he sent a photo of himself.*
- Tomika is completing her assignment on her mother's computer when a pop-up appears on the screen. It says she has won a laptop. She clicks on the pop-up to see what she has won.*
- Kim bought a dress online one month ago. She used her parents' credit card to pay for it. The dress was supposed to be delivered within two weeks, but after one month, it still hasn't been delivered.*
- Jay met a girl online and they have been chatting for over three months. She wants to meet him in person but Jay posted a photo of someone else on his profile.*

4 Setting limits

Audrey has checked her screen time and it is at eight hours a day.

- Working with a group, create a list of strategies that Audrey could use to reduce her screen time.
- What practical steps could she include in her daily routine to make sure she isn't on her phone so much?

5 Acting on cyberbullying

-  Use **The cyberbullying virus** and **Think U Know** weblinks in your learnON Resources to watch a video and conduct research. In groups of three, discuss the following questions and write as many detailed responses as possible.

- Identify and list the pros and cons of social networking.
- Identify the important things you should think about before publishing your profile on a social networking site.
- Describe the types of content you can put on a social networking site.
- Consider what you should think about before uploading content.
- Explain what you can do if you experience bullying online or find that people are misusing your content.
- A friend you have known since primary school posts some intimate photos on their social networking account. They suggest that you do the same and they keep asking you repeatedly. You are unsure and are worried that your parents will find out or see the images.
With a partner, role play how you could respond to this peer pressure to be involved in sexting. Things you could include in the role play are:
 - what might happen to these photos if people at school discover them
 - the legal implications of sexting when you are both under 18 years of age
 - potential legal issues.

6 Prevention strategies

-  Access the **Staying safe online** weblink in your learnON Resources to learn more about staying safe online.

Consider the types of problems that could arise when you and your friends interact using the internet. Create a class list of problems. Think of some solutions or strategies for dealing with each of the problems.

7 Online protocols

Use the **eSafety: Young people** weblink in your learnON Resources to access the keywords filter.

- a. With a partner, apply a keyword filter to access advice on one particular aspect of life online.
- b. Create a fact sheet, flyer, Instagram post or similar to explain an aspect of staying safe online and actions to help you stay safe.

8 Your digital footprint

- a. Use the **Digital footprint** weblink in your learnON Resources. Watch the videos and write down the important insights that you identify. Discuss everyone's insights as a class.
- b. Ask yourself these questions in relation to your digital footprint.
 - i. What might somebody think about me from the information I have posted?
 - ii. How might this information affect me in the future, such as when I am applying for a job?

SUMMARY – what you need to know

- Online tools can be used to connect with friends and family but come with responsibilities.
- Think before sharing anything online and keep your personal information private.
- Block and report anyone who bullies you online. If you see bullying, support your friend and report it.
- Be careful who you trust online; not everyone is who they say they are.
- Respect others and avoid posting hurtful comments.
- There are ways to get support if you or someone you know is experiencing grooming or image-based abuse

2.7 Exercise

learnON

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 6, 7

■ LEVEL 3

8, 9, 10

Check your understanding

1. **MC** What are acceptable behaviours when communicating on the internet? Select all options that apply.
 - A. Set strong passwords to protect your personal details in online accounts.
 - B. Use spam filtering software available from your email account provider.
 - C. Open emails from people you do not know.
 - D. Give out your email address or mobile phone number.
2. Use the following words to complete the paragraph.
Word bank: consequences, highlight, anyone, digital identity, digital footprint
Your _____ advertises who you are online. It should _____ your interests, skills and/or goals. Anything you post online is added to your _____ and could be viewed by _____ now or in the future. You need to make sure all posts are appropriate and think of the _____ before you post.
3. There is nothing you can do if inappropriate images appear on one of your online profiles. True or false?
4. Use the following words to complete the sentences.
Word bank: sexting, cyberbullying, digital footprint, digital reputation
The trail of evidence about what you have done online is called your _____.
Your _____ includes your own digital footprint as well as what others say about you online.
Sending explicit images or videos to someone is called _____.
_____ is the use of electronic communication to bully a person.
5. Hanging out with your friends but staying on your phone the entire time is an example of healthy phone use. True or false?

Apply your understanding

6. **Identify** how many digital identities you have. If you have more than one, **explain** why you need more than one identity.
 7. **Explain** how you maintain your online security and privacy.
 8. **Create** an image with a catchy hashtag on how to ensure you have a healthy pattern of use with your phone. The image should include things like using do not disturb, activating sleep mode and maintaining a low screen time.
 9. **Outline** how you would offer support to someone who is experiencing bullying online. **Explain** why it is important that bystanders show support.
 10. **Create** a list of behaviours that demonstrate positive online communication skills.
-

LESSON 2.8 Review

2.8.1 Success criteria

2.2 Relationships and emotions

- I can understand the benefits of relationships for health and wellbeing.
- I can connect personal, social and cultural factors with the way individuals respond emotionally.
- I can describe how emotions affect thinking and behaviour.

2.3 Our emotions in relationships

- I can recognise and interpret emotional responses to stressful situations.
- I can propose strategies for expressing emotional responses appropriately.

2.4 Respectful relationships

- I can describe the concepts of respect, power balance and decision making, stereotypes and inclusivity.
- I can identify the qualities of respectful relationships.
- I can understand the rights and responsibilities in respectful relationships.

2.5 Equality in relationships

- I can examine how gender stereotypes influence roles, decision making, power and control in relationships.
- I can identify indicators of unequal relationships.
- I can identify the impact of gender stereotypes on relationships.

2.6 Consent and being empowered

- I can understand strategies for assertive communication.
- I can examine the roles that respect, consent and empathy play in developing respectful relationships.
- I can propose and practise strategies for giving and gaining consent respectfully.
- I can identify online and social protocols to enhance relationships with others and protect wellbeing.

2.7 Safe and respectful relationships online

- I can explain the steps you can take to ensure your online activities and relationships are safe and respectful.

ESSENTIAL QUESTIONS REVIEWED

- What factors affect our emotions and how can we manage them?
 - What role do respect, consent and empathy have in respectful relationships?
 - How do gender stereotypes influence our relationships?
 - What steps can you take to ensure your on-line relationships are safe and respectful?
- Evaluate your initial responses to these essential questions now that you have studied the topic.

learn on

-  **Post-test** Online post-test
-  **eWorkbooks** Topic 2 eWorkbook
-  **Digital documents** Topic 2 Key term quiz Word version (doc-39437)
Topic 2 Key terms Crossword Word version (doc-42866)
-  **Interactivity** Crossword (int-8914)
Key term quiz (int-8992)

2.8.2 Key terms

active listening the ability to engage completely with the speaker, understand their message, comprehend the information, respond thoughtfully and recall specific details

aggressive expressing your viewpoint in ways that deny another person's right to be treated with respect

assertive expressing your viewpoint in a way that is respectful and non-threatening

assumption something that is accepted as true before one gathers any proof that it is so

belonging a sense of knowing where you fit and having meaningful relationships

consent occurs when everyone agrees or gives permission for something to happen

digital footprint information about you that exists on the internet as a result of your online activity

diversity the broad range of differences that exist between people and communities, including in terms of gender, ethnicity, culture, socio-economic status, age, religion, ability and sexuality

emotional intelligence the awareness of and ability to control and express our emotions with empathy towards others

emotional regulation understanding which emotion you are feeling and when, and expressing it in an appropriate way for the situation

emotional health and wellbeing the ability to identify manage and express feelings appropriately as well as display resilience

emotions strong feelings

gaslighting a form of manipulation in abusive relationships in which a person creates a false narrative and makes the target of their gaslighting question their judgements and reality

gendered expectations how we are expected to act, speak, dress and conduct ourselves based upon our assigned sex

grooming building a relationship with a child in order to sexually abuse them

health and wellbeing the state of a person's physical social, mental, spiritual and emotional existence characterised by an equilibrium where the person feels happy healthy capable and engaged

image-based abuse when a nude or sexual image of a person is taken or shared without that person's permission

mental health and wellbeing relates to a person's mind or brain and their ability to think and process information. It includes thought patterns, self-esteem and levels of stress and anxiety

needs something that is required

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

optimism having hopefulness and confidence about the future or the success of something

optimistic hopefulness and confidence about the future or the success of something

physical abuse using power to be physically violent towards another less powerful person

power the ability to do something or make something happen in a relationship

resilience the ability to recover or bounce back from challenges and/or difficulties

respect recognising and appreciating the differences between people and treating them fairly

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

sexting sending or receiving sexually explicit or sexually suggestive texts or images via phone or the internet

social network the social relationships an individual has developed

social rejection occurs when an individual is deliberately excluded from a relationship or group interaction

sociocultural factors the social and cultural conditions into which people are born, grow, live, work and age.

stereotype a set of characteristics typically used to categorise a group of people

stereotyping where a set of characteristics is used to categorise a group of people

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

upstander someone who speaks up or acts to support a person or cause, especially when they witness bullying, harassment or other harmful behaviour

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

■ LEVEL 2

11, 12, 14, 16

■ LEVEL 3

13, 15, 17, 18, 19, 20

Check your understanding

Identify whether the following statements are true or false.

Statement	True or false
1. In most cases, family relationships are dependable and trustworthy.	
2. Young people always prefer to share information about themselves with adults rather than their peers.	
3. Feeling connected and supported by positive peers and adults is essential to your overall wellbeing.	
4. The way you relate and communicate with everyone is the same.	
5. Giving a conversation your full attention and concentrating on what the other person is saying shows good listening skills.	
6. A positive relationship is one in which the rights and responsibilities of each person are recognised and appreciated.	
7. Assertive communication is all about making compromises.	
8. The fear of social rejection is strong in adolescents because their relationships are essential to their wellbeing and growth into adulthood.	
9. Just as respectful relationships that are conducted face-to-face have rights and responsibilities, so too do those conducted online.	
10. The eSafety website has actions to follow for online personal safety against grooming and image-based abuse.	

Apply your understanding

11. **Describe** the characteristics of a respectful relationship.
12. **Outline** what your rights and responsibilities are in your relationships.
13. **Describe** how we can express our emotions to manage differences in a relationship.
14. **Identify** some effective ways to communicate with and relate to others.
15. **Explain** what the effects are on people who experience abuse in relationships.
16. **Describe** what types of actions are considered to be bullying or harassment.
17. **Outline** what consent looks like.
18. **Compare** the difference between grooming and image-based abuse.
19. **Explain** the value of assertive communication.
20. **Explain** the protocols you can use to stay safe online.

3 Adolescence — changes and strategies

LESSON SEQUENCE

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3.3 Social and emotional changes	110
3.4 Intimate relationships	119
3.5 Health information and services	131
3.6 Culture and community	136
3.7 Review	141

FIGURE 3.1 Adolescence is a time of many changes and challenges. Support from friends and family can help you during this time.



LESSON 3.1 Overview

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 aspect of adolescence. Support from families, communities, schools, peers and health services will help young people develop skills that can help them make a successful transition from childhood to adulthood.

FIGURE 3.1 Adolescence is a time of many changes and challenges. Support from friends and family can help you during this time.



ESSENTIAL QUESTIONS

- What physical, social and emotional changes occur during adolescence?
- What are some effective strategies and resources that can help you navigate this time of change?

STARTER QUESTIONS

1. What physical, social and emotional changes occur in males and females during adolescence?
2. How might your relationships change as you move through adolescence?
3. Can you think of any tips and strategies to deal with the physical changes associated with puberty?
4. What are some resources available to you at school, online or within the community to help manage the physical, social and emotional changes that occur during adolescence?

learn on

-  **Pre-test** Online pre-test
-  **eWorkbook** Topic 3 eWorkbook
-  **Digital documents** All the digital documents for this topic
-  **Video eLesson** Adolescence — changes and strategies (eles-6020)
-  **Weblinks** Useful weblinks available throughout the topic

LESSON 3.2 Physical changes

LEARNING INTENTIONS

- Explain the physical changes that occur during puberty.
- Describe a range of strategies you can use to manage the physical changes of puberty.

ENGAGE

Adolescence is the stage of the human lifespan between childhood and adulthood.

What changes need to occur during adolescence that enable you to become an adult? Brainstorm the physical changes that occur during this stage of the lifespan.

FIGURE 3.2 Adolescence is a time of change.

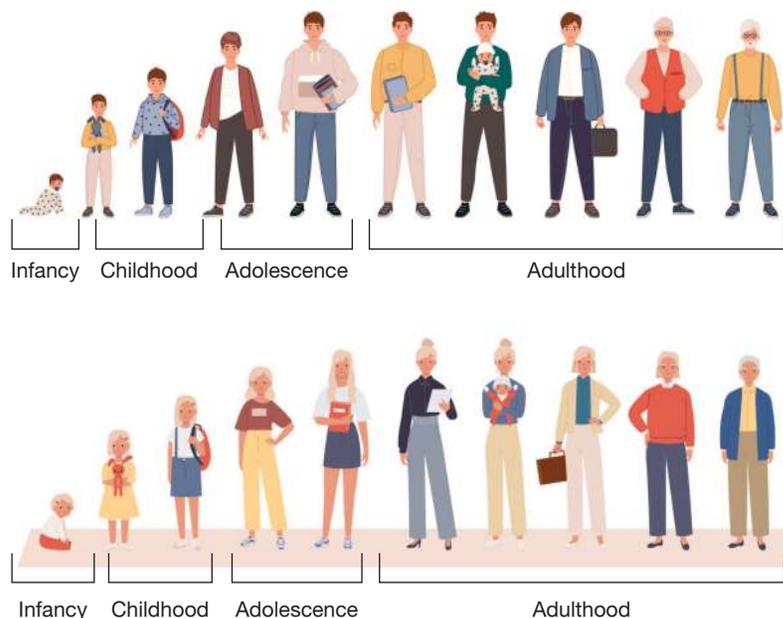


3.2.1 Adolescence

Adolescence is a stage of the human lifespan when you mature from childhood to adulthood. It is a time of significant physical, emotional, intellectual and social change. The beginning of adolescence is signalled by the onset of **puberty**.

puberty a time of physical, social and emotional change, characterised by the maturation of sexual and reproductive organs

FIGURE 3.3 Stages of the human lifespan.



The pituitary gland triggers the release of the female reproductive hormone, **oestrogen**, and the male reproductive hormone, **testosterone**. Oestrogen is released by the **ovaries** in females and testosterone is released by the **testes** in males. These hormones contribute to the enlargement and maturity of the primary sex organs. For males, their penis and testes grow bigger, and their testes start to produce sperm. Females start to release mature ova (eggs) from their ovaries. The production of sperm in males and mature ova in females are referred to as **primary sex characteristics**.

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 figure 3.6.

Am I normal?

Puberty involves many amazing changes that happen to your body inside and out. The timing of these changes is different for each individual, so it is important not to be concerned if the start of puberty for you occurs later or earlier than for your friends. In addition to the great variability in the timing of the onset of puberty, the speed at which the changes occur and the length of time puberty takes to complete also differ greatly. Your particular experience of puberty is part of what makes you unique.

Puberty results in a changing body that may feel 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 over time. The important thing to remember is that, while it can sometimes be challenging, puberty is a brief but important period of transition from childhood to adulthood.

 Visit the **KidsHealth — Am I normal? Girls and puberty** and **KidsHealth — Boys and puberty** weblinks in your learnON Resources to learn more.

oestrogen female reproductive hormone. It is produced in the ovaries.

testosterone male reproductive hormone. It is produced in the testes.

ovaries there are two ovaries that make up a female's reproductive system. They produce oestrogen and release ova.

testes there are two testes that make up a male's reproductive system. They produce testosterone and sperm.

primary sex characteristics the characteristics directly necessary for reproduction; the ovaries and the testes

secondary sex characteristics traits arising from changes at puberty. They are not directly related to reproduction and are not present at birth.

FIGURE 3.5 Many physical changes occur in both males and females as they transition from childhood into adulthood. The timing, rate and way in which these changes take place vary for each adolescent. This is totally normal.



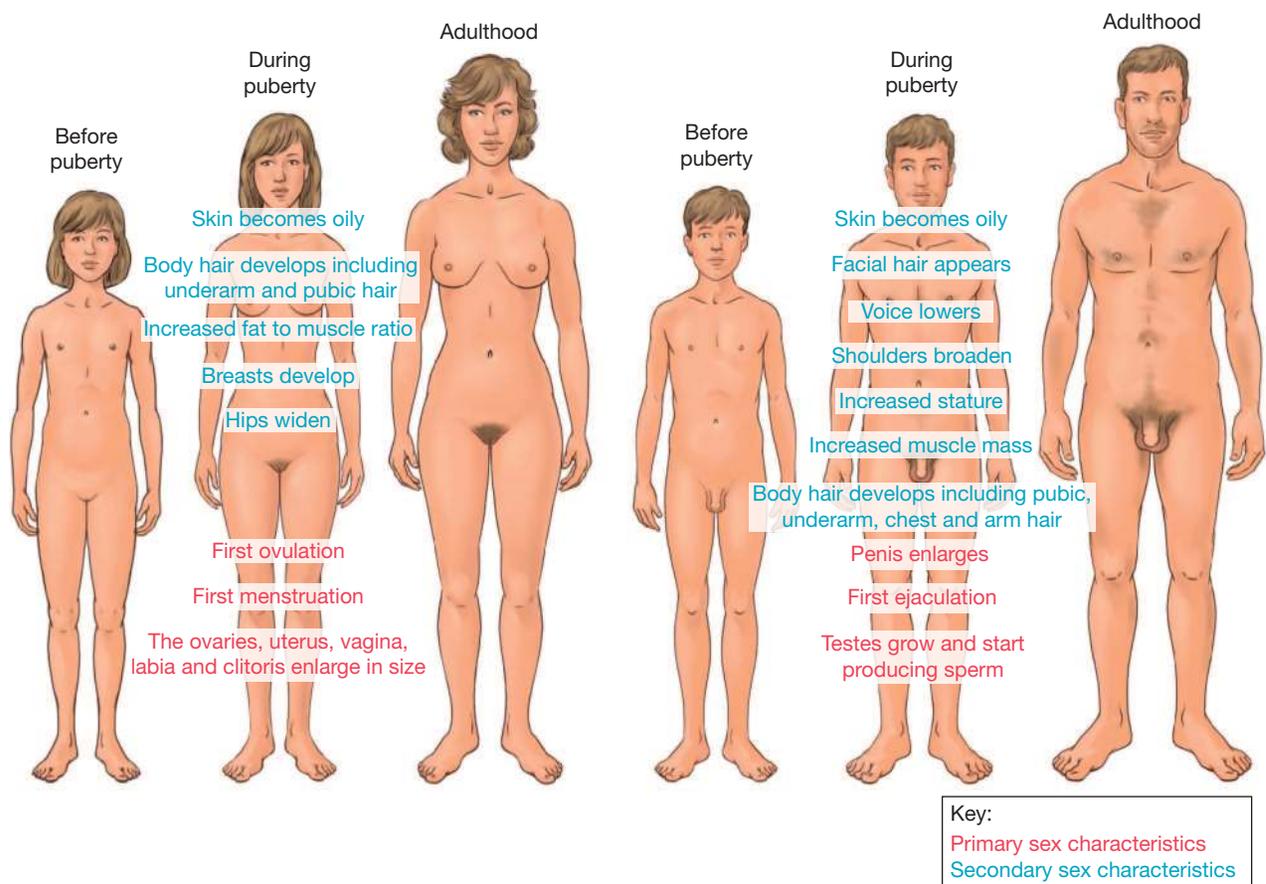
HEALTH FACT

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

3.2.3 Primary and secondary sex characteristics

The changes that occur in the body during puberty can be classified as either primary or secondary sex characteristics. The visible and more noticeable changes that occur during puberty are known as secondary sex characteristics. They are considered secondary because they occur only after the release of hormones. Learn more by completing these interactivities in your learnON Resources: **Puberty – how our bodies change!** and **Reproductive systems during puberty.**

FIGURE 3.6 Changes in body composition and the primary and secondary sex characteristics that develop for males and females as they transition from youth to adulthood.



3.2.4 Puberty and females

Puberty usually occurs in females between the ages of 10 and 14, but it may occur as early as 8 years of age. Generally, the first sign of puberty for females is the development of breast tissue; however, it may also be the growth of pubic hair. Breast development starts with small, firm and relatively tender lumps under one or both nipples and then the whole breast starts to get bigger.

Underarm hair starts to grow, and pubic hair appears on the **vulva**. A girl's body begins to become curvier as her hips widen. Usually, within one to four years of the start of breast development, menstruation will begin. Go to the **Puberty for girls** and **Puberty for girls video** weblinks in your learnON Resources to learn more.

vulva the external female genitalia

Menstruation

Menstruation occurs for most individuals who are born with ovaries, a uterus and a vagina. Menstruation is also known as a 'period'. A person starts to menstruate (or get their period) during puberty. It usually happens around two years after the first physical signs of puberty appear. However, because puberty starts at a different time for everyone, the age at which a person gets their period will vary. It will generally occur anywhere between 9 and 16 years of age. The arrival of a person's first period signifies an individual's ability to reproduce; however, sometimes **ovulation** can happen just before the first period, so it is important to be aware that it is possible to become pregnant before having a first period.

menstruation also known as a period. It is the shedding of the uterus lining.

ovulation the process of the ovary releasing an ovum (egg)

endometrium the lining of the uterus. It is made of hormones, mucus and blood. When pregnant, it nourishes the foetus.

The menstrual cycle

A menstrual cycle is about 28 days in length, although the length of a cycle is different for everyone. It is controlled by the release of different hormones that regulate what happens in the cycle. The first day of a period signals the start of the 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 with bleeding being the heaviest in the first few days. The length and heaviness of a period are different for everyone and can often be irregular for the first few years before settling into a regular cycle. Some people 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.

Stages of 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:

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

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.

FIGURE 3.7 The female reproductive system (front view).

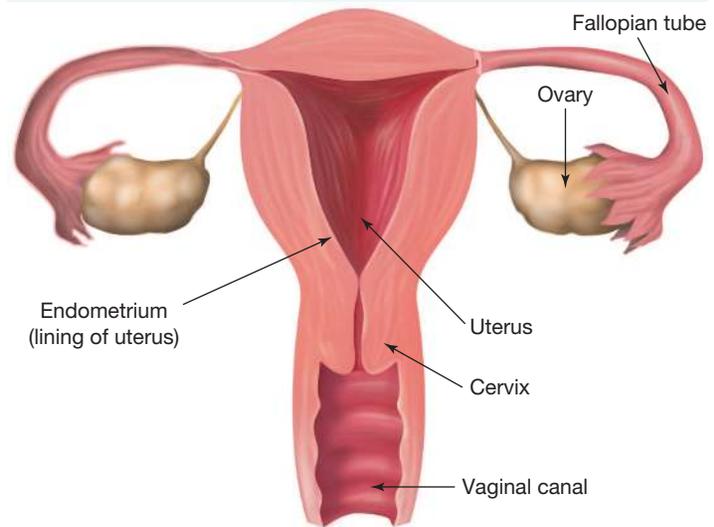
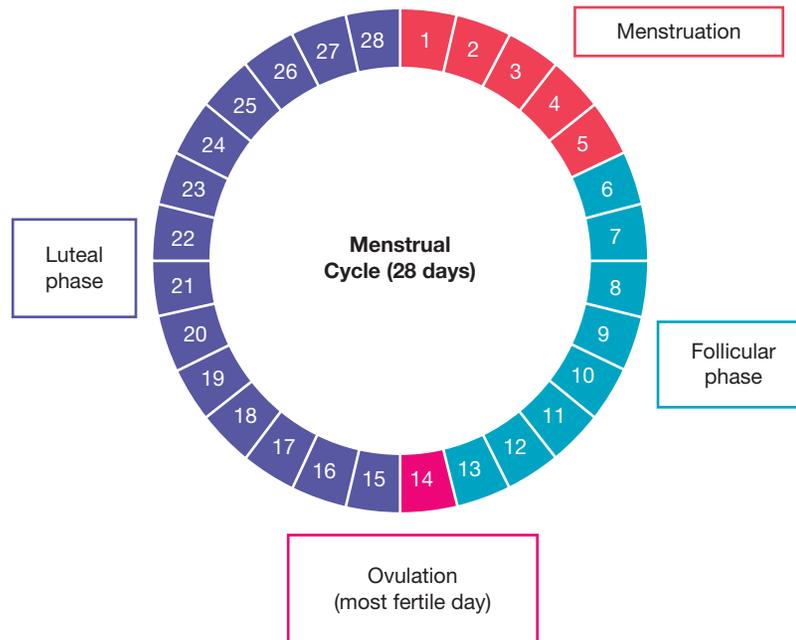


FIGURE 3.8 The menstrual cycle.



The follicular phase is the time between the first day of menstruation (period) and when ovulation occurs. At this time, the lining of the uterus begins to thicken again in preparation for the possible fertilisation of an **ovum** and the resulting pregnancy.

ovum the egg produced by the ovaries. The plural of ovum is ova.
sperm the male reproductive sex cell. It is produced in the testes.

The ovulation phase occurs when the mature egg is released from the ovary. Ovulation usually occurs in the middle of the menstrual cycle — that is, on about day 14 of a 28-day menstrual cycle. The lifespan of the egg is around 24 hours and unless it meets a **sperm** during this time, it will die.

 The final phase, known as the luteal phase, is approximately two weeks in length. Initially during this phase, the thickened lining of the uterus is maintained. However, if the ovum is not fertilised by a sperm to create a pregnancy, the lining of the uterus will come away and flow with blood through the vagina as a menstrual period. See the weblink **The female reproductive system** and complete the **Menstruation** eworksheet in your learnON Resources for more information. And quiz yourself using the **Female reproductive system** interactivity.

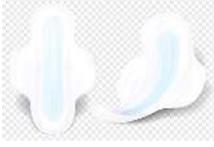
3.2.5 Strategies for managing physical changes for females

Products for managing menstruation

Many products and resources are available to assist in managing your period. There are a range of different products, and it might take some experimenting to find what is right for you. Table 3.1 shows some of the product options available. The option you choose will depend on personal preference. Many people also switch between products depending on their situation, menstrual flow and the time of day.

Before you start your period, it's useful to carry products such as a sanitary pad in your bag just in case your period starts at school.

TABLE 3.1 Sanitary products for managing periods.

Product	Description	How it works	How to access it	Considerations
<p>Pads (also known as sanitary pads)</p> 	<p>A pad is a rectangle of absorbent material that has an adhesive strip that sticks to the inside of a person's underwear in the crotch area. Pads can vary in size, thickness and absorbency. Pads can also have 'wings', which wrap around the edge of the underwear to help the pad stay in place.</p>	<p>Pads absorb the menstrual blood as it comes out of the vagina. Pads should be changed every 3–4 hours. This prevents the build-up of bacteria and stops odour.</p>	<p>Pads can be purchased at the supermarket. They are often found in the 'personal care' section. You can also buy them from the chemist or convenience store. Pads are also stocked in your school Health Centre.</p>	<p>Pads are quick and easy to use. They are especially good for when you are new to having periods.</p>
<p>Tampons</p> 	<p>A tampon is a small tube of compressed absorbent material. Tampons come in different sizes and absorbencies, such as 'super' and 'mini'.</p>	<p>After washing your hands thoroughly, a tampon is inserted/pushed into the vagina using a finger (or an applicator), leaving the string dangling out so the tampon can be removed later. Tampons absorb menstrual blood from inside the vagina. Tampons need to be changed every 3–6 hours.</p>	<p>Tampons can be purchased at the supermarket. They are often found in the 'personal care' section. You can also buy them from the chemist or convenience store. Tampons are also stocked in your school Health Centre.</p>	<p>It takes practice to insert a tampon, which can take time and may be uncomfortable at first. Using tampons is beneficial if you are active or want to swim.</p>
<p>Menstrual cups</p> 	<p>A menstrual cup is a small silicone cup that is inserted into the vagina and catches menstrual blood as it leaves the uterus. A menstrual cup is approximately 4 cm wide and 6 cm long.</p>	<p>Menstrual cups are made of a flexible material that collapses and can be pushed up into the vagina. Once in place, it returns to its original cup shape. Menstrual cups can be used for up to 12 hours at a time.</p>	<p>Menstrual cups can be purchased from supermarkets or chemists. You can also buy them online.</p>	<p>It takes practice to insert a menstrual cup, which can take time and may be uncomfortable at first. Using a menstrual cup is beneficial if you are active or want to swim. Menstrual cups are cheaper and more environmentally friendly, as the cup is reusable and can last up to 10 years.</p>

<p>Period underwear/briefs</p> 	<p>Period underwear have a leak-proof cloth pad built into the crotch. Period underwear come in lots of different sizes, styles and absorbencies, such as 'heavy-overnight' or 'light-moderate'.</p>	<p>Period underwear are worn like normal underwear. The special material stops the blood from leaking through. This underwear can also be used in combination with other products, such as a tampon, for extra security.</p>	<p>Period briefs are available at mainstream supermarkets, department stores and online. Specific styles for swimming or exercise are available for purchase online.</p>	<p>Period underwear is reusable but needs to be washed after each use following the care instructions. Prices vary from \$15–50 a pair. You don't have to worry about the disposal of menstrual products. Period swimwear is also available</p>
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Strategies for managing menstruation

Some people may experience discomfort, pain or cramps just before or at the start of their period. Some simple strategies that may help include:

- gentle exercise
- a heat pack applied to the lower abdominal area
- relaxation, including breathing or meditation exercises
- discussion with a parent/guardian around pain relief medication, such as Ibuprofen, which is an anti-inflammatory and can help reduce muscle cramps.

It is also important to know how to dispose of sanitary products, keep track of your period and be prepared for the arrival of your period.

Disposing of sanitary products

- Don't flush tampons or pads down the toilet as they can block sewerage pipes.
- Wrap used tampons or pads in toilet paper and place them in a sanitary disposal bin (if in a school or public bathroom) or a rubbish bin or garbage bin (if at home).
- If there are no suitable bins available, wrap the used sanitary product in toilet paper and place it in your pocket or bag to dispose of when you find a suitable bin.
- If at a friend's house, put the used tampon or pad in a zip-lock or paper bag and dispose of it when you get home.
- Wash your hands with soap and warm water after changing and disposing of the used sanitary product.

Keeping track of your period

- Tracking your period can help you predict and prepare for when you will menstruate next, which can reduce stress.
- Use a diary, a calendar or a free downloadable menstrual cycle app to make note of the first day of your period. This is when the blood starts to flow. You should also track the length of your period.
- Your cycle is measured from the first day of bleeding to the first day of your next period. This is 28–32 days on average, but it is very normal for this to be shorter or longer. Everyone is different.

FIGURE 3.9 Sanitary products, including pads and tampons, must be disposed of in a hygienic manner using a suitable bin.



FIGURE 3.10 People can use a calendar or a free-downloadable app to track their menstrual cycle.



Preparing a period pack

Before you get your first period, it is a good idea to prepare a period pack and carry it with you. This is a small bag, such as a pencil case, that includes:

- a spare pair of dark-coloured underwear
- a zip-lock sandwich bag if you need to change soiled underwear
- your choice of sanitary products, such as pads, period underwear, liners and/or tampons.

Strategies for managing other physical changes

Table 3.2 contains some strategies for managing the physical changes that come along with puberty.

FIGURE 3.11 Have you got your period pack organised? What would you put in it?



TABLE 3.2 Ideas for females for managing physical changes during puberty.

Changes	Tips and strategies to manage other changes during puberty
Pimples	<ul style="list-style-type: none"> • Wash your face twice daily with a facial cleaner using warm water. You can buy cleansing products from the supermarket or pharmacy. • Use a toner after cleansing your face as it helps reduce oily skin. • Don't pick or squeeze pimples. • If you wear make-up, remove it before going to bed. • Drink plenty of water. • Avoid consuming excessive amounts of added sugar.
Sweat and body odour hygiene	<ul style="list-style-type: none"> • Have a shower at least once a day using soap, and shampoo your hair weekly. Don't use soap on your vagina. It has its own cleaning mechanism and soap can upset the chemical balance. Be sure to gently rinse the folds (labia) with warm water. • Change your underwear daily and make sure you dry your genitals properly after showing. • Increased sweat in the underarm region is normal during puberty. In the morning, put on antiperspirant deodorant. This can help stop sweat and body odour. Antiperspirant deodorants can be purchased from the supermarket or pharmacy.
Vaginal discharge	<ul style="list-style-type: none"> • Vaginal discharge, a fluid that comes out of the vagina, is normal. Its role is to clean and moisten the vagina. It might be thick, sticky and elastic, or thick and gooey in texture. This changes over the duration of the menstrual cycle. It should be clear, white or off-white in colour. • Wearing a panty liner can help keep underwear dry. • Cotton underwear is more breathable and prevents bacteria from growing in the vagina. Bamboo underwear is also good. • Carrying spare underwear can allow you to freshen up when you need to.

3.2.6 Puberty and males

Puberty usually occurs in males between the ages of 10 and 16 years. It starts an average of 1–2 years later than for females. Generally, the first physical sign of puberty for males is the enlargement of the testes and penis and also the growth of pubic hair. A male's limbs, hands and feet often grow faster than the torso and other parts of the body. Their shoulders start to broaden, and they experience an increase in weight and muscle mass, in line

with the significant growth spurts that occur. Males may also notice the development of an ‘**Adam’s apple**’ at the front of their throat and their voice may become a little unpredictable. However, by the end of puberty, their voice will be deeper. Males 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, males experience their first **ejaculation**, which is the 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.

Adam’s apple caused by the enlargement of the larynx (voice box)

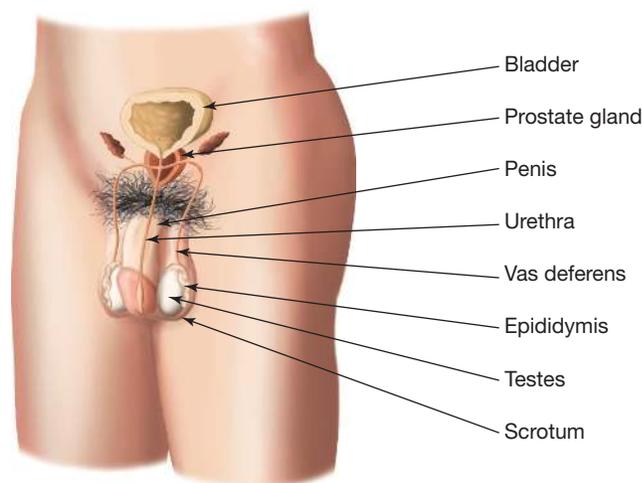
erection when blood fills the spongy tissue in the penis. The penis enlarges and stiffens.

ejaculation the release of semen from the penis

semen a whitish fluid released by the prostate gland

nocturnal emission (wet dream) an ejaculation of semen when a male is asleep

FIGURE 3.12 The male reproductive system.



3.2.7 Strategies for managing physical changes for males

Table 3.3 contains some strategies for managing the physical changes that come along with puberty. See also the weblinks **Puberty for boys**, **Puberty for boys video**, **KidsHealth – Boys and puberty** and **The male reproductive system** in your learnON Resources to learn more. And quiz yourself using the **Male reproductive system** interactivity.

TABLE 3.3 Ideas for males for managing physical changes during puberty.

Changes	Tips and strategies to manage other changes during puberty
Shaving and grooming	<ul style="list-style-type: none"> • Talk to a parent or a trusted male figure to discuss your grooming options to manage increased facial hair. • Grooming products such as shaving cream/gel and disposable razors are available at supermarkets and the pharmacy. • Electric razors are a good option too, as they reduce the risk of cutting yourself. • Make a personal grooming ‘checklist’ with the items you need. Ask your parent or guardian to purchase them for you.

(continued)

TABLE 3.3 Ideas for males for managing physical changes during puberty. (continued)

Changes	Tips and strategies to manage other changes during puberty
Pimples	<ul style="list-style-type: none">• Wash your face twice daily with a facial cleaner using warm water. You can buy cleansing products from the supermarket or pharmacy.• Don't pick or squeeze pimples.• Drink plenty of water.• Avoid consuming excessive amounts of added sugar.
Ejaculation and wet dreams	<ul style="list-style-type: none">• Wet dreams are common and normal for males going through puberty. They occur because of increased levels of the hormone testosterone. They can often happen at night when you are sleeping.• Learn how to use the washing machine in case you need to wash your pyjamas or bedsheets.• Take a spare pair of underwear with you if you are sleeping over at a friend's house.
Sweat and body odour hygiene	<ul style="list-style-type: none">• Have a shower at least once a day using soap, and also shampoo your hair weekly. Don't forget to clean your genitals, especially if you have an uncircumcised penis.• Change your underwear daily and make sure you dry your genitals properly after showering.• Increased sweat in the underarm region is normal during puberty. In the morning, put on an antiperspirant deodorant. This can help prevent sweat and body odour. Antiperspirant deodorants can be purchased from the supermarket or pharmacy.

FIGURE 3.13 During puberty, males may experience oily skin, pimples and, in some cases, acne. It's important to wash your face at least once a day using a facial cleaner and warm water.



FIGURE 3.14 When shaving, shave in the same direction the facial hair is growing. If you shave against the growth of the hair, this can cause razor burn, redness and rashes. Ouch!



DISCUSS

Discuss what resources, services or strategies schools could implement to assist adolescent students to cope with the physical changes of puberty.

3.2 ACTIVITIES

1 Am I normal?

Using the **KidsHealth** weblinks in your learnON Resources, visit the 'Am I normal? Girls and puberty' and 'Boys and puberty' pages and complete the following.

- Watch the video 'Am I normal? Girls and puberty'.
- Read through the 'Boys and puberty' page.
- In pairs, discuss your understanding of 'What is normal?'
- Share your ideas and develop a whole-class understanding.

2 Male and female puberty interactivity

- Letter to a sibling

Write a letter to a younger sibling telling them what happens to male OR female bodies during puberty and why it is important that people don't compare themselves to their friends during this time.

- Radio interview

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

3 Anonymous questions

Use a class question letter box or set up an poll using an online poll system such as the **Poll everywhere** weblink in your learnON Resources so that students in your class can ask questions about puberty. These questions will be anonymous, so no-one feels embarrassed in front of the class.

SUMMARY — what you need to know

- Adolescence is a period when you grow from a child to an adult and involves many changes.
- Hormones are chemicals in your body that cause these changes during puberty.
- For boys, puberty includes growth of the penis, testes, and body hair, and their voice becomes deeper.
- For girls, puberty includes development of breasts, growth of pubic hair, and the start of menstruation (periods).
- It's normal for these changes to happen at different times for everyone.
- Remember to talk to a trusted adult if you have any questions or need help.

3.2 Exercise

learnON

Learning pathways

■ LEVEL 1

1, 2, 3, 7

■ LEVEL 2

4, 6, 9, 10

■ LEVEL 3

5, 8, 11

Check your understanding

- MC** Which hormone causes growth spurts?
 - Testosterone
 - Oestrogen
 - Growth hormone
 - Reproductive hormone
- People go through puberty at different times. True or false?

3. **MC** When does sexual development occur?
 - A. During pregnancy
 - B. During puberty
 - C. During infancy
 - D. When you start having sex
4. **MC** During which phase of the menstrual cycle does a female release an ovum from the ovaries?
 - A. The menstruation phase
 - B. The follicular phase
 - C. The ovulation phase
 - D. The luteal phase
5. **MC** Which of the following is an example of the primary sex characteristics that develop in males and females during puberty?
 - A. Body hair, including pubic and underarm hair
 - B. First ejaculation for males and first period for females
 - C. Oily skin
 - D. None of the above

Apply your understanding

6. Decide if females and males grow at the same rate. **Justify** your answer.
7. **Outline** the secondary sex characteristics of males and females.
8. Sexual development occurs during puberty. **Explain** what this means and why it happens.
9. **Discuss** the four stages of the menstrual cycle.
10. **Describe** the path of sperm from when they are produced to when they are released during ejaculation.
11. **Propose** the advice you would give a friend struggling with the physical changes of adolescence. Suggest at least four strategies to help your friend cope.

LESSON 3.3 Social and emotional changes

LEARNING INTENTION

- Describe how your relationships and emotions change during puberty and propose skills to manage these changes.

ENGAGE

As you transition through adolescence, your peer groups will change as you mature. You will also start to develop a range of relationships that can be meaningful and long lasting.

How have your friendships and peer groups changed as you have moved into secondary school and embraced new activities and interests?

FIGURE 3.15 Peer relationships can be a source of fun and support throughout adolescence.



Many social and emotional changes happen along with the physical changes of puberty. Understanding and using strategies to manage these changes can help adolescents to have a high level of health and wellbeing during this time.

Social health and wellbeing depend on forming meaningful relationships and adapting to social situations. During puberty, peer and family relationships change, helping you develop your identity as an individual, friend, and family member. Young people may also start closer and more intimate relationships during this time.

Emotional health and wellbeing involves recognising, understanding, managing and expressing emotions appropriately. The sudden release of hormones during puberty, along with physical and social changes, can cause enormous upheaval for the individual. This period is often described as an emotional roller-coaster, making it difficult to deal with complex feelings. Learning to manage these emotions is a normal part of growing up.

3.3.1 Changing relationships

Family

As you go through adolescence, you may spend more time with friends and less time with family. Parents and other family members still play an important role in most young people's lives by providing love, support and guidance as they transition to adulthood.

During adolescence, you may feel like an adult and want to be treated as one, but at other times, you might feel like a child and seek the security your family gives you. Conflict with parents can happen when you want to do things independently. Parents worry because they know that young people sometimes take risks when they are out with friends. When conflicts arise, try to work things out with your parents. Listen to what they have to say, then talk to them about what you need. Share your ideas on how to keep safe. By considering the risks and suggesting ways to manage them, you show your growing maturity. Some ideas for how to start can be found in figure 3.16.

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.

FIGURE 3.16 Clear communication will help your relationship with parents or guardians.

- *I'd like your advice about something. When can we talk?*
- *There's a party this weekend. Can we chat about it?*
- *Hey – now that I'm getting older, can we talk about when our family rules might change?*
- *I need to talk to you about something, but it's quite embarrassing!*
- *I need to talk to you about something. I'm worried about how you might react, but can you hear me out first?*
- *I want to tell you something. I'm not ready to listen to advice yet – can you just listen for now?*

DISCUSS

Discuss a range of different ways you could initiate difficult conversations with your parents or guardians.

Peers

Forming a close group of friends who support you and to whom you feel connected can contribute to a positive sense of self. Many young people want to be accepted by their friends and develop peer groups in which they share common interests and values.

Friendships and peer groups may change during adolescence as people develop new interests, establish their values and confirm their own identities. This also means your friendship groups may become bigger or change completely. These changing friendships can be confusing. Changes may occur slowly over time as people drift apart or could be more sudden as a result of a difference in ideas, opinions, experiences, interactions or goals in life.

Experiencing these transitions is normal and can be affirming; however, at the time, they can be disruptive, challenging and may even cause some sadness and grief.

Developing personal boundaries

Sometimes, your peer group can put pressure on you to adopt certain behaviours and beliefs. This is known as peer pressure. This pressure may be negative, such as the pressure to vape, or positive, such as encouragement to engage in regular physical activity.

Developing **personal boundaries** helps you know what you are comfortable with. Boundaries are important in peer relationships because they help you know your values. They can act as a personal alarm to stop you from getting into uncomfortable and difficult situations that are hard to manage. Setting clear boundaries in advance can empower you to resist peer pressure with confidence. Understanding and communicating your boundaries also helps you develop a peer environment that is supportive and empowering.

personal boundaries the limits you set for yourself and your interactions with others to help you know what you are comfortable with

Practising communication skills to assert boundaries

Sometimes, you may find yourself in situations in which you need to have a conversation to assert your boundaries, challenge another person's inappropriate behaviour or even respond to peer pressure.

Thinking about and practising these tricky conversations in advance can improve your communication skills and increase your confidence among your peers. Figure 3.19 contains some helpful phrases to get you started.

FIGURE 3.17 Friends can provide positive support during adolescence.



DISCUSS

Discuss boundaries you could set in different areas of your life.

How could you positively communicate these to your friends?

FIGURE 3.18 Things to consider when setting personal boundaries with friends.

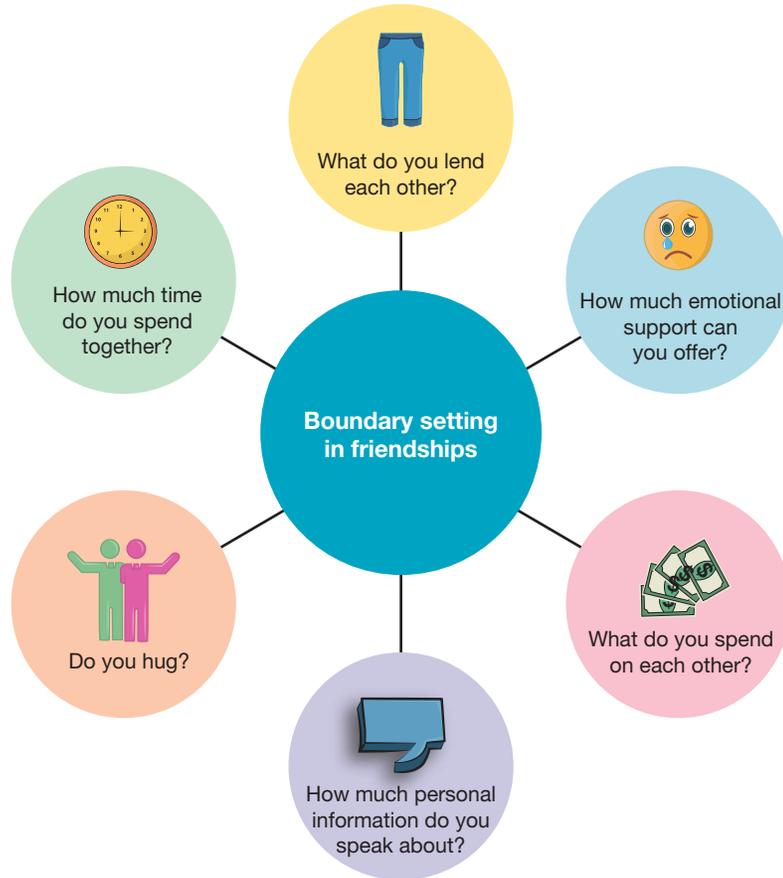
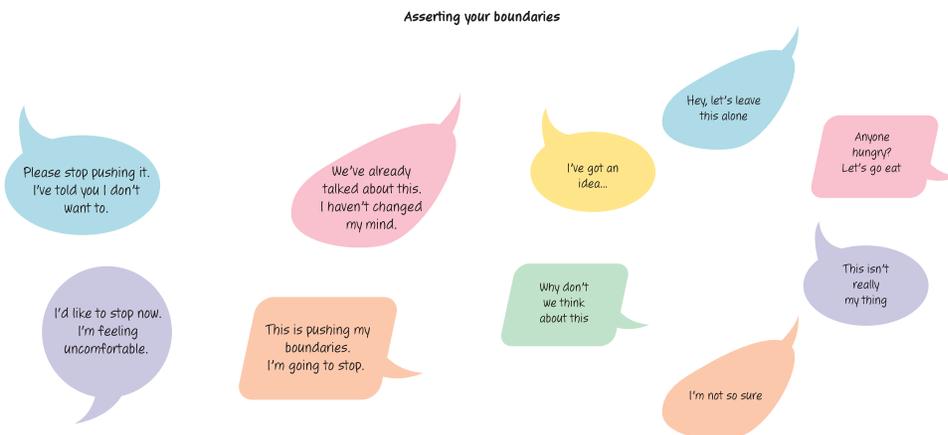


FIGURE 3.19 Clear communication can help you assert your boundaries in challenging situations like peer pressure.



Reaching out

If you are being pressured to do something you don't feel comfortable doing, it is a good idea to talk to someone you trust to try to work out some strategies to deal with the issue. It's normal to talk to your friends; however, they may not always know the answer or give you the right advice. A trusted adult may offer more help. This could be a family member, a friend's parent, a teacher, a sporting coach or someone else who is part of your life and who is safe and respectful. Exploring shared ideas and strategies with a trusted person when unsure what to do is a mature approach and will help you develop your skills and resilience.

FIGURE 3.20 A trusted adult can help you think of strategies for navigating peer relationships.



Intimate relationships

During adolescence, we start to become more aware of our sexuality. We may develop a desire or sexual attraction for another person, which could lead to an intimate relationship. That other person could be someone of another sex, someone of the same sex or someone with no defined sex. The person to whom you are sexually attracted can change and keep on changing throughout your life. In early adolescence, intimate relationships usually last for a short time. In late adolescence, relationships may last longer and become more significant. Intimate relationships are explored in lesson 3.4.

FIGURE 3.21 As adolescents become more aware of their sexuality, they may develop intimate relationships.



3.3.2 Changing emotions

Developing an understanding of emotions and feelings is part of the emotional change that occurs during adolescence. As you grow and mature emotionally, you become better at understanding and managing your feelings and behaviours. This means you are less likely to lash out at family and peers as you develop the skills to regulate and express a wider range of complex emotions.

Emotional maturity is not about hiding emotions that may be seen as negative, nor is it only about showing positive emotions. Emotional maturity is about:

- identifying and understanding your own emotions and feelings
- regulating emotions in an appropriate way
- controlling impulses
- bouncing back after difficult times
- expressing emotions appropriately.

Managing emotions takes practice, time and work. This means you need to think about what you are feeling rather than just reacting. You need to work out positive ways to deal with challenges and cope with difficult situations. However, it's important to remember that you are only human, and you will not always manage and express emotions in the most desirable way. When you are finding it difficult to manage your emotions, don't

forget that it can be much easier with the help and support of trusted adults and friends. Try to calmly explain your frustrations to a trusted adult or ask for some personal space. This will give you time so you can process and work out how to best communicate what you are experiencing.

- Follow the **Emotions** weblink in your learnON Resources to learn more about being aware of your emotions. See also topic 2, lesson 2.2 Relationships and emotions.

3.3.3 Managing emotions

Being in tune with your emotional responses is one skill that you will develop as you grow older. In addition to recognising these emotions, it is important to your health and wellbeing to know how to best manage and express them.

STRATEGY

Measures you can take to help manage your emotions include:

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

FIGURE 3.22 Taking time out can help with managing emotions.



Reducing stress

The following simple strategies can help manage your emotions by reducing stress and minimising **cortisol** levels in your brain. Try them!

cortisol the body's main stress hormone

- Engage in regular physical activity: 20–30 minutes of physical activity as regular exercise improves the body's ability to deal with stress, and less cortisol will be released as a consequence. Try cycling, weights, swimming, running to the bus or walking to the shops. Physical activity releases 'feel good' hormones called endorphins, which reduce the effects of stress.
- Practise deep breathing or mindfulness: Shallow breathing is a stress response of the body. Consciously breathing more deeply and slowly can encourage the body to relax and reduce your stress levels. Practising mindfulness — focusing on what you are sensing and feeling at a point in time — is a good way to help manage your breathing. Use the free **Smiling Mind** app to get you started, following the weblink in your learnON Resources.
- Cultivate social connections: although people are more 'connected' via devices than ever before, spending quality time with family and peers seems to foster genuine connectivity. How often do you 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.
- Listen to music you like: music changes your mood, so try to include some music in your day.

DID YOU KNOW?

Your adrenal glands release the hormones adrenaline and cortisol. These hormones cause your heart rate and blood pressure to increase, and activate certain areas in the brain so that the body is ready for 'fight or flight'. This physical response to stress prepares our body for action.

FIGURE 3.23 Maintaining social connections, including with family, is important when going through the changes associated with puberty.



FIGURE 3.24 Walking the dog and exercising can provide a way to cope with challenges.



Positive self-talk

Sometimes, the key to coping with problems or difficult situations is in the way you think about them.

Self-talk is your inner voice, the voice in your mind that says things you don't necessarily say out loud. It's the 'little voice' in your head. Self-talk can have a powerful influence on how you feel about yourself in certain situations. Your thoughts can directly affect your emotions.

self-talk the internal statements we use relating to and describing ourselves

Using positive self-talk in unfamiliar or new situations, such as when meeting someone for the first time, can help you feel in control and build your 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.

Positive self-talk involves saying positive things to yourself 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 you realising it. Identifying your negative or irrational thoughts can help you to develop the confidence to deal with new situations and generally make you feel better. Positive self-talk can empower you to try new and challenging things and not be afraid of failure.

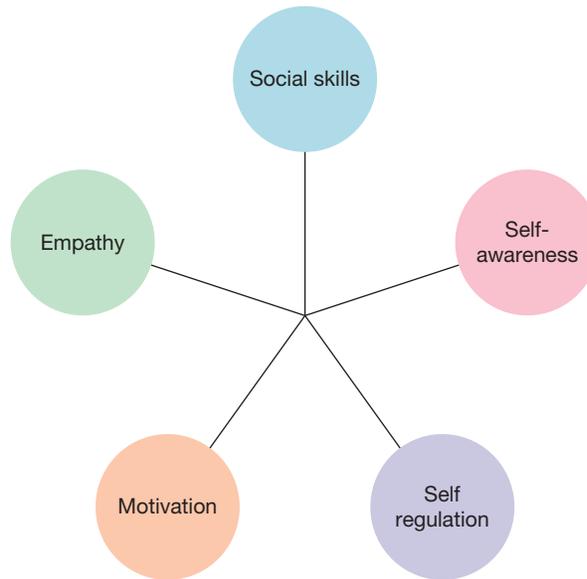
FIGURE 3.25 Using positive self-talk improves confidence and our relationships with others.



Emotional intelligence

As you learned in Topic 2, emotional intelligence is the ability to recognise and understand your emotions and the emotions of the people around you. Emotionally intelligent people are aware of other people's emotions and can respond to them appropriately, which improves their ability to have productive relationships. According to psychologist Daniel Goleman, having well-developed skills in the areas shown in figure 3.26 is associated with a high level of emotional intelligence.

FIGURE 3.26 Emotional intelligence involves recognising and understanding emotions.



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 successful in life.

3.3 ACTIVITIES

1 Negotiating a win–win



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

2 Setting personal boundaries

With a partner, write statements or comments you could use to assert your personal boundaries with your friends. For example, 'I don't think that is funny because...' or 'I am hoping you can respect my opinion or else I will need to leave'.

3 Managing stress



Use the **No shame in talking it out** weblink in your learnON Resources to find a list of strategies to manage stress. Choose three you can put into practice tomorrow. Try them and see what impact they have on your body and mind.

4 Reframing your thinking



Use the worksheet **Reframing your thinking** in your learnON Resources to explore ways you can change your self-talk. Positive self-talk can improve your confidence and help you manage your emotions. Work through the examples to practise ways of using positive self-talk.

SUMMARY – what you need to know

- During puberty, you may spend more time with friends and less time with family.
- Friendships may change as you develop new interests and values.
- It's important to set personal boundaries and communicate them to friends to stay safe and comfortable.
- Managing emotions involves identifying, understanding, and expressing your feelings in a healthy way.
- Using strategies like talking to someone, taking time out, and practising mindfulness can help reduce stress.
- Positive self-talk can boost confidence and help you cope with challenges.

3.3 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 6, 8

■ LEVEL 3

7, 9

Check your understanding

1. **MC** What is it important to do if conflict arises with a parent?
 - A. Be patient and negotiate a compromise
 - B. Be aggressive
 - C. Be stubborn and rude
 - D. Be submissive and don't voice your opinion
2. Personal boundaries are the limits you set for yourself and for your interactions with others to help you know what you are comfortable with. True or false?
3. **MC** Social changes that occur during puberty could include:
 - A. spending more time with friends and less time with family.
 - B. increased independence to engage in more social activities with peers.
 - C. a growing and changing network of friends.
 - D. All of the above
4. _____ is about identifying, understanding and managing our own emotions and feelings appropriately.
5. **MC** When you feel your emotions rising, identify what you can do to calm yourself down.
 - A. Breathe deeply
 - B. Sing or use humour
 - C. Engage in physical activity
 - D. All of the above

Apply your understanding

6. **Outline** how your parents' and teachers' expectations of you have changed as you have grown from childhood into adolescence.
7. **Identify** five characteristics of an emotionally mature person.
8. **Explain** ways in which you can resolve conflict using compromise.
9. **Describe** why it is important to be patient with your parents if a conflict arises.

LESSON 3.4 Intimate relationships

LEARNING INTENTION

- Explore sexual feelings, consent and safe sex practices when considering an intimate relationship.

ENGAGE

Adolescence is 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 to you. If you decide to start a close or intimate relationship, making good decisions about your sexual health should be a priority.

- What do you think an intimate relationship is? What might it involve?
- What decisions would you need to consider or make before starting an intimate relationship?
- The decision to be sexually active is an individual one. What are some possible consequences, and how might these affect your health, relationship and future plans?

FIGURE 3.27 The decision to have an intimate relationship is a personal one.



3.4.1 Considering intimate relationships

As you move through adolescence, you may want to form closer bonds and relationships with others. These more intimate relationships can take many forms and may include sexual relationships. Being sexually attracted to other people is something that everyone can experience. 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.

3.4.2 It is normal to 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 males and females, happen because you can have sexual feelings while you are asleep.

Sex is more than a physical act. It is about feeling 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 might be of another sex, and some may be of the same sex. You may or may not pursue a relationship with any of the people you are attracted to. All these experiences are healthy and normal.

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

DID YOU KNOW?

Gender identity describes which gender people consider themselves to be (e.g. masculine or feminine).

Sexual orientation refers to the sex of the person you are attracted to. This can include heterosexual, homosexual and bisexual.

Heterosexual describes sexual attraction to people of the opposite sex.

Homosexual describes sexual attraction to people of the same sex.

Bisexual describes sexual attraction to people of both the same and opposite sex.

3.4.3 Setting boundaries in an intimate relationship

Social expectations can put pressure on young people in relationships. People's values, attitudes, behaviours and expectations about sexual activity reflect a range of influences, such as:

- family
- media
- religion
- gender
- culture
- past experiences
- peer groups.

It can be confusing to make sense of all these influences and determine your own boundaries in relation to intimate and sexual relationships.

The level of intimacy or sexual activity you engage in should be your choice. You are in control of your body and 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 to have sexual experiences, then they do not respect you. Similarly, you should not be shamed or made to feel guilty for the experiences you choose to have within your own values framework.

The decision to become sexually active is a personal one. It may take time for you or your partner to decide if and when the time is right. You should not feel pressured by your partner or friends to engage in any level of intimacy in a relationship. Remember, having sex does not necessarily mean someone loves you. And it is also possible to enjoy a loving relationship without being sexually intimate.

Consent

When you give **consent** to engage in sex or sexual touching, it must be freely given, reversible, informed, enthusiastic and specific. Someone cannot assume you give consent based on your silence, previous sexual history or the clothing you are wearing. Permission for any type of sexual activity needs to be asked for and clearly given before proceeding. A person can show that they do not give consent through their body language. They do not have to say anything.

Drugs and alcohol impact the functioning of a person's brain. Specifically, drugs and alcohol affect a person's ability to make decisions and use judgement. This can affect their ability to decide whether they want to participate in sexual activity with someone or not. Alcohol and other drugs can also affect a person's ability to speak and understand others clearly. They can also lower people's inhibitions or make them more aggressive.

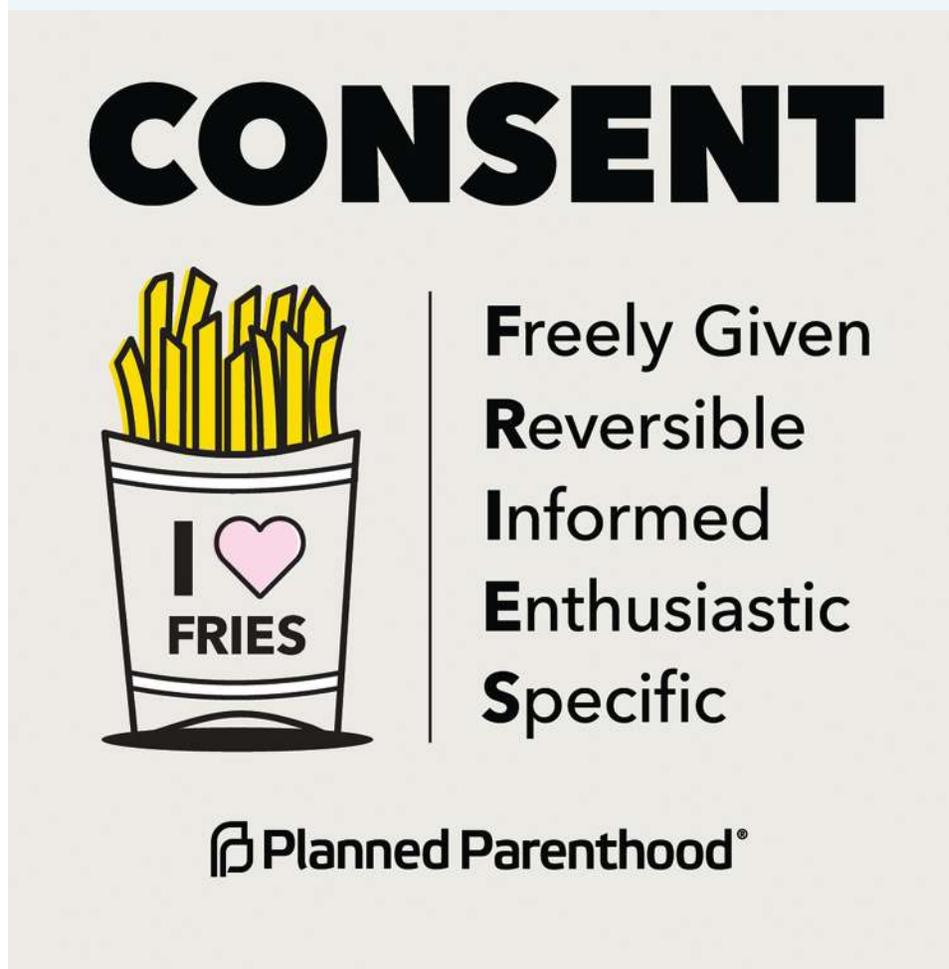
FIGURE 3.28 Social expectations in sexual relationships can lead to young people engaging in sexual activity when they are not ready. It is important to know your rights and to be respected in sexual relationships.



consent free and enthusiastic agreement to participate in a sexual activity and an understanding of what is being agreed to

For these reasons, substance use makes it much more difficult to give consent and determine if consent has been freely given.

FIGURE 3.29 Consent must be freely given, reversible, informed, enthusiastic and specific.



What does it mean for consent to be freely given, reversible, informed, enthusiastic and specific?

Freely given. This means free and voluntary agreement without pressure or manipulation. It can only be given by someone who is not affected by alcohol or drugs.

Reversible. Anyone can change their mind about any activity at any time, even if they've done it before or they are in the middle of sexual activities.

Informed. Everyone understands exactly what they are giving consent to. This requires everyone to be honest.

Enthusiastic. All parties should be eager, happy and comfortable. If there is any uncertainty or hesitation in words or body language, then consent has not been given.

Specific. Saying yes to one activity does not mean that you are giving consent for other activities. It only applies to acts agreed to at that moment.

Sex without consent is sexual assault. There are personal, social, legal and physical consequences of not gaining consent before engaging in sexual activity. Figure 3.31 gives some ideas of language you can use to give, withdraw and withhold consent.

FIGURE 3.30 Consent must be given freely, and you have the right to say no.

how to give consent	how to say no
<p>KEEP DOING that</p> <p>I like it when you... That feels good!</p> <p>GIVE ME MORE</p> <p>yeah baby</p> <p><u>YAAAAS !!!</u></p>	<p>NO</p> <p>I <u>don't</u> like... how about we</p> <p>try</p> <p>Lets take a pause</p> <p>I'm not ready to...</p> <p>I don't feel comfortable</p> <p>!!STOP!!</p> <p>you can also use a safe word</p>

3.4.4 Forms of intimate and 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 sexual 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 conversation needs to be safe, respectful and constructive, so that everyone involved feels their privacy and level of comfort are being considered.

3.4.5 Your rights and responsibilities in intimate relationships

Intimate and sexual relationships can be wonderful when they include respect, consent, equality and open communication. People enter into intimate relationships at different stages in their lives and for a range of reasons, such as fun, companionship and pleasure. However, if relationships are just about self-satisfaction, they may be hurtful to both people. Everyone has rights and responsibilities in an intimate and sexual relationship (see table 3.4).

TABLE 3.4 Rights and responsibilities in sexual relationships.

Rights	Responsibilities
<ul style="list-style-type: none"> • To be loved and accepted for who you are • To be respected as a whole person and not just a sexual object • To express your thoughts, needs and desires without fear • To be safe by making the choice to use protection when having sex and only doing things you are comfortable with • To choose not to have sex or participate in any sexual touching if you are not ready or when you don't want to • To withdraw consent at any time 	<ul style="list-style-type: none"> • To respect the other person's opinions, needs and choices • Not to pressure the other person into having sex or engaging in sexual activities they are not comfortable with • To discuss what each person wants and establish agreed boundaries • To listen to what the other person has to say about their involvement in a sexual relationship and be aware of their body language in relation to this • To provide and use protection when having sex • To respect the other person by not telling others about your sexual activities

3.4.6 Making positive sexual choices – contraception

Choosing 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. Here, you will learn about contraception and how to be safe should you choose to be sexually active.

Unplanned pregnancy

Unplanned pregnancy is one possible consequence of choosing to be sexually active. Although adolescent parents may be able to manage their own and their children's lives, many sacrifices are required and many responsibilities are involved, particularly for the mother. Unplanned parenthood affects schooling, career opportunities, friendships and independence. Young mothers may face put-downs, negative stereotypes and discrimination. 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 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. There are online, confidential and professional counselling services that can assist and guide young people who might find themselves in this situation.

Contraception methods

If you are considering having sexual intercourse in an opposite-sex 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 (see table 3.5). You will need to make well-informed decisions about the contraceptive method that is right for you and your sexual partner.

It is important to remember that no contraceptive is 100 per cent effective at stopping a pregnancy — this can only be guaranteed by not having vaginal intercourse. Further, the methods of contraception you choose may not only be about preventing unplanned pregnancy; they may also help you to avoid contracting **sexually transmitted infections (STIs)**, which are explored below.

FIGURE 3.31 The responsibilities associated with parenthood require many sacrifices.



contraception any method or device that prevents conception and, therefore, a pregnancy
conception the union of a female's egg and a male's sperm
sexually transmitted infection (STI) an infection that is transmitted through sexual activity

HEALTH FACT

The age of consent for engaging in sexual intercourse varies between 16 and 17 years across Australian states and territories. 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 3.5 Contraceptive options for all genders.

Description	How it works	Effectiveness	Possible side effects	Suitability	How it is obtained
<p>The pill — a small tablet made up of two female hormones, oestrogen and progesterin (a synthetic hormone)</p> 	<p>The pill stops an egg from being released from the ovaries each month. It also makes the mucus in the uterus thicker, which stops sperm from getting through. One pill must be taken every day, starting from the first day of the menstrual cycle.</p>	<ul style="list-style-type: none"> Protects against pregnancy but not STIs 93% effective 	<ul style="list-style-type: none"> Irregular bleeding between periods Sore breasts Nausea Weight gain 	<ul style="list-style-type: none"> Safe to be used by most women. Women with heart conditions, high blood pressure, liver problems, certain types of migraine or who are heavy smokers should talk to their doctor first. 	<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 mini-pill — like the pill, but contains only progesterin</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"> Protects against pregnancy but not STIs 91% effective 	<ul style="list-style-type: none"> Spotting between periods Irregularity in the menstrual cycle 	<p>Safe to be used by most women except those with cancer of the reproductive organs or those that have had an ectopic pregnancy.</p>	<p>It is obtained by prescription after having a medical check-up by a doctor or at a family planning clinic.</p>
<p>Long-acting reversible contraception (LARC), 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"> Protects against pregnancy but not STIs More than 99% effective 	<ul style="list-style-type: none"> Cramps and bleeding after insertion Period pain and heavier periods 	<ul style="list-style-type: none"> 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>It is inserted and removed by a doctor. A local anaesthetic is often used when it is inserted.</p>
<p>Barrier method, condom — a very thin rubber sheath that goes over the penis when erect</p> 	<p>The condom is rolled over an erect penis before any skin-to-skin genital contact or sex, so that semen and the sperm in it are collected inside the condom when ejaculation occurs. The condom is then removed after sex.</p>	<ul style="list-style-type: none"> Protects against STIs and pregnancy 80–98% effective, depending on application 	<p>None, except some people may be allergic to latex rubber or the lubricant that covers it.</p>	<ul style="list-style-type: none"> Can be used by all males. A condom is single use only. 	<p>It can be purchased from various outlets, including chemists, supermarkets, vending machines and sexual health clinics.</p>

(continued)

TABLE 3.5 Contraceptive options for all genders. *(continued)*

Description		How it works	Effectiveness	Possible side effects	Suitability	How it is obtained
Barrier method, female condom (femidom) — a long polyurethane tube or pouch with a flexible ring at each end		It is inserted into the vagina before intercourse to act as a barrier against sperm.	<ul style="list-style-type: none"> Protects against STIs and pregnancy 79% effective 	None	<ul style="list-style-type: none"> Suitable for all women. A female condom is single use only. 	It is available from most sexual health clinics, some women's health centres and chemists.
Long-acting reversible contraception (LARC), Implanon — a small flexible plastic rod containing progestogen. It is inserted under the skin of the upper arm		The slow release of progestin stops ovulation occurring while also changing the uterus lining so an egg cannot grow.	<ul style="list-style-type: none"> Protects against pregnancy 99.95% effective 	<ul style="list-style-type: none"> Irregular bleeding Headaches Weight gain Sore breasts 	<ul style="list-style-type: none"> Suitable for most women. Lasts up to 3 years. Don't have to remember to take something daily. Can be removed at any time and fertility returns quickly. 	It is inserted and removed by a doctor. A local anaesthetic is usually used.
Emergency contraception, 'morning after pill'		The pill should be taken within 24 hours after unprotected sex. However, it can still work if taken up to 72 hours after. It might stop the release of an ovum.	<ul style="list-style-type: none"> Protects against pregnancy 85% effective 	<ul style="list-style-type: none"> Potential nausea Irregular bleeding Period might come late 	It is not a termination or abortion pill.	You can access the 'morning after pill' from the pharmacy with no prescription. The price can range from \$15–50, depending on the brand and type.

(continued)

TABLE 3.5 Contraceptive options for all genders. (continued)

Description	How it works	Effectiveness	Possible side effects	Suitability	How it is obtained
<p>Diaphragm</p> <ul style="list-style-type: none"> — a small rubber dome or cup-shaped diaphragm that is inserted into the vagina 	<p>When placed in the vagina, it covers the cervix, so sperm are unable to reach an egg.</p>	<p>Protects against pregnancy</p> <ul style="list-style-type: none"> • 82% effective 	<p>Some women may be allergic to the rubber in the diaphragm material.</p>	<p>Suitable for any woman who is comfortable fitting and removing it.</p>	<p>The diaphragm needs to be fitted and checked by a nurse.</p>
<p>Fertility awareness based methods</p> <ul style="list-style-type: none"> — various methods of determining the fertile phase of the menstrual cycle (ovulation) and avoiding intercourse at those times. 	<p>Natural methods are the least effective contraceptives and should only be used in conjunction with other forms of contraception.</p>	<p>The calendar method can be unreliable, particularly if menstruation is irregular.</p>	<p>Can be used by anyone.</p>	<p>Time, patience and commitment are required to learn how to recognise signs of fertility and calculate 'safe' times for sex. Discipline is also needed by both partners to avoid intercourse at unsafe times.</p>	<p>Advice on how to recognise and record the signs of ovulation should be obtained from a doctor.</p>
	<p></p> <ul style="list-style-type: none"> • <i>Calendar method</i> <ul style="list-style-type: none"> — recording the dates of one's periods to determine when ovulation may take place • <i>Temperature method</i> — recording one's temperature daily to monitor for the changes that occur with ovulation • <i>Mucus changes</i> <ul style="list-style-type: none"> — recognising and recording the texture and appearance of one's cervical mucus to monitor for the changes that occur with ovulation 				

DISCUSS

On a continuum, place the contraceptive methods from most effective to least effective: the most effective being those that prevent pregnancy and STIs. You can write the methods on a continuum or place cards in order.

As a group, justify the placement of each contraceptive method.

FIGURE 3.32 The right method of contraception is an individual choice.



3.4.7 Sexually transmitted infections

Once you become sexually active, you risk contracting infections and illnesses caused by unsafe sexual activity. Many of these infections have few or no visible symptoms but can cause great damage to a person's health. When people choose not to have **protected sex**, they are at risk of catching an STI. Many infections are transmitted through sexual activity such as penetrative sexual intercourse and oral sex. You can avoid catching many STIs by using a male condom during sex. To prevent blood-borne STIs, such as hepatitis B, human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), never share needles, syringes or drug injecting equipment. Table 3.6 gives some more detail about STIs, their symptoms and their treatment. As noted, all can be prevented by condom use.

FIGURE 3.34 Talk to your doctor if you have any concerns about your sexual health.



FIGURE 3.33 Decisions about sexual activity are a personal choice. You should consider your feelings, level of readiness and safety precautions, including contraception.



protected sex using a condom during sexual intercourse to prevent pregnancy and the spread of sexually transmitted infections (STIs)

TABLE 3.6 Sexually transmitted infections — symptoms and treatments.

STI	Symptoms	Treatment
Chlamydia is a common STI that affects both men and women. If left untreated, it can lead to infertility.	<ul style="list-style-type: none"> • In most people infected with chlamydia, there are no symptoms. • If symptoms are present, they occur 7–21 days after infection and include discharge from the penis, pain when urinating, abnormal vaginal discharge, abnormal vaginal bleeding, pelvic pain or pain during sex. 	Antibiotics
Genital herpes is caused by the herpes simplex virus (HSV). It is contracted through close skin-to-skin contact.	Painful, tingling or itchy blisters or ulcers on the genitals	Antiviral tablets. There is no cure. Once you have the virus, it lies dormant and can cause more outbreaks in the future.
Genital warts are caused by a virus and are transmitted via skin-to-skin sexual contact.	<ul style="list-style-type: none"> • Lumps on the genitals that are cauliflower-like or flatter • Often painless • Much more difficult to see in women because they may be inside the vagina 	Warts can be removed by freezing, burning or laser, or by applying liquid wart paints or creams.
Gonorrhoea can infect the urethra, anus, cervix, throat and eyes of both men and women.	Burning or discomfort when urinating or an abnormal discharge from the vagina or penis	Antibiotics. Sexual contact should be avoided until the infection has cleared.
Hepatitis B is caused by a virus that affects the liver. It is a blood-borne virus spread through sexual activity, sharing of syringes/needles, childbirth, or sharing toothbrushes or razors.	You may have no symptoms, flu-like symptoms or nausea, vomiting, abdominal pain or jaundice (yellowing of the skin).	Resting and avoiding alcohol and other drugs will help in recovery. There is a vaccination that prevents you from contracting hepatitis B.
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 (human immunodeficiency virus) damages the body's immune system so it cannot fight off disease and infection. AIDS (acquired immunodeficiency virus) is a later stage of HIV infection.	<ul style="list-style-type: none"> • Many people will not have any symptoms. • When symptoms occur, they can include flu-like symptoms, unexplained diarrhoea, weight loss, rashes and fever. 	A blood test can determine if you have HIV. There is no cure, but the condition can be managed with medication.

3.4 ACTIVITIES

1 Rights and responsibilities

- a. Divide into small groups and create a 'Bill of sexual health rights'. Begin each point with 'I have the right to ...'.
- b. As a class, share your viewpoints.
- c. Is it consent? Identify the examples that include consent from the list below.
 - *Your partner didn't say 'no' to your touching but didn't say 'yes' either.*
 - *You say 'yes' enthusiastically and without feeling pressured.*
 - *Your partner said 'yes' last time.*
 - *Your partner's body language matches them saying 'yes'.*
 - *You change your mind and say 'no'.*
 - *Your partner said 'no'.*
 - *You pushed the other person away.*
- d. Divide into small groups, read the following scenario and answer the questions that follow.

Andrea is in Year 8. She has experienced early puberty and a rapid growth spurt and looks much older than her age. 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.

 - i. What might Andrea be feeling?
 - ii. How does an understanding of the rights and responsibilities that apply in relationships allow Andrea to manage this situation?

2 Telling it like it is



- a. Use the **Types of contraception** interactivity in your learnON Resources to find out how much you know. Write the correct answers for any questions you got wrong in your workbook.
- b. Create two new questions to add to a quiz and write them 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.

3 Sexually transmitted infections



- a. In pairs, research one sexually transmitted infection. Use the internet or the **Information on sexually transmitted infections** and **ReachOut: STIs** weblinks in your learnON Resources.
- b. Design a fact sheet about the STI you researched that includes the following information:
 - i. what causes the infection
 - ii. how it affects the body
 - iii. how it is transmitted from person to person
 - iv. who is at risk
 - v. how it is treated
 - vi. ways to prevent contraction.

4 What does consent mean?



Complete the **Consent** worksheet in your learnON Resources to explore your understanding.

SUMMARY — what you need to know

- It's normal to have sexual feelings during puberty.
- Respect your own boundaries and don't feel pressured by anyone.
- Consent means saying 'yes' freely, and it's okay to change your mind at any time.
- There are different types of contraception to prevent pregnancy and protect against STIs.
- Always use a condom to prevent STIs if you are sexually active.
- It's important to talk to a doctor if you have concerns about your sexual health.

Learning pathways

■ LEVEL 1

1, 2, 4, 5

■ LEVEL 2

3, 6, 7, 8

■ LEVEL 3

9, 10

Check your understanding

1. **MC** Who is responsible for safe sex practices?
 - A. All of the people involved in the sexual activity
 - B. The male
 - C. The female
 - D. No one
2. Sort the following statements as either rights or responsibilities in a sexual relationship.
 - a. To be loved and accepted for who you are
 - b. To respect the other person's opinions, needs and choices
 - c. To provide and use protection when having sex
 - d. To choose not to have sex if you are not ready or when you don't want to
 - e. To be respected as a whole person and not just a sexual object

Rights	Responsibilities

3. **MC** Identify two ways to ensure your sexual relationships in the future are positive.
 - A. Do not communicate
 - B. Clearly speak your boundaries
 - C. Know your rights and responsibilities
 - D. Rush into a decision
4. Contraception methods and devices are designed to prevent conception and, therefore, pregnancy. True or false?
5. **MC** What is the benefit of condoms over other contraceptives?
 - A. They stop an egg from being released from the ovaries.
 - B. They regulate hormones.
 - C. They provide protection against STIs.
 - D. They are free.

Apply your understanding

6. **Outline** why it is important to obtain consent before *and* during sexual activity.
7. The acronym FRIES is a good reminder of the key elements of consent. **Identify** what each letter of FRIES stands for and explain what each means.
8. Choose two rights or responsibilities and **explain** why each is important in a sexual relationship.
9. **Identify** two types of contraceptives that would be appropriate for young, sexually active people to use. **Justify** your reasoning. Think about the pros and cons.
10.
 - a. **Identify** some possible outcomes for males and females who decide to become sexually active at a young age.
 - b. **Discuss** strategies you could implement to promote safer sex practices and interactions.

LESSON 3.5 Health information and services

LEARNING INTENTION

- Access health information to manage the physical, social, and emotional changes and transitions during adolescence.

ENGAGE

You have learned about the many changes that occur during puberty. It is both an exciting and challenging time. Brainstorm strategies, tips and resources that you can use to help you manage this time of transition. Think about:

- How might you take care of your growing and changing body?
- How important are nutrition, exercise and rest?
- Who are some of the trusted adults who can support you?
- What organisations can give you information and support?

FIGURE 3.35 The juggling act during adolescence.



3.5.1 Dealing with puberty

The many changes that occur during puberty can make for a challenging time. It is important to remember that everyone who has reached adulthood has gone through these changes. You don't need to feel alone; there are many strategies and resources available to support you during this time. When things get difficult, remember that this is a normal stage of every person's life, and all your friends are going through similar changes. Be kind to yourself and your friends as you navigate this time. The following tips can be useful when dealing with the changes of puberty (figure 3.36). See also the weblinks **Inside puberty** and **No shame in talking it out** in your learnON Resources.

DID YOU KNOW?

Endorphins are chemicals produced by 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 relieves stress and can help you manage your emotions.

FIGURE 3.36 Tips for managing puberty.

Read and learn about puberty	Knowing what to expect can help you manage changes.
Talk with family and friends	Discussing any issues can solve them before they become unmanageable.
Get enough sleep	Getting sufficient sleep helps you feel energised and manage your emotions.
Take time to relax	Strategies such as engaging in hobbies, practising meditation, listening to music or hanging out with friends are important to stay connected and to boost confidence.
Be physically active	Staying active every day helps you to manage stress.
Seek help from others	Talking with trusted adults, counsellors or healthcare workers can give you strategies to manage any issues you are concerned about.

3.5.2 Accessing healthcare

Medicare

Medicare is an Australian government service that pays for some or all of the cost of healthcare services for all Australians, including adolescents. Most of the time, simple visits to a doctor can be paid for by Medicare if you present a Medicare card. This is known as **bulk-billing**. You may be listed on your parent or guardian's Medicare card, or if you are over 15 years of age, you may be eligible to apply for your own Medicare card.

bulk-billing when a health service accepts your Medicare card as payment for the appointment, meaning that the fee will be paid in full by the government

General practitioners (GPs) are often the first contact young people have with the healthcare system. GPs provide a range of services, including:

- treatment and care advice about anything from managing acne to coping with symptoms of period pain
- preparation of mental health plans
- referral to the right health professional (including specialists)
- information on contraception and safe sexual practices
- prescriptions for appropriate medicines.

During adolescence, you may move towards 'health independence'. This is the ability to confidently manage your own health, including seeing a GP on your own, confidentially.

Below is a basic checklist to follow when booking an appointment with a health professional.

FIGURE 3.37 Medicare is Australia's universal health insurance scheme. It provides subsidised healthcare services, such as GP consultations, which may be useful when navigating the changes of puberty.



1. If you have a Medicare card, find a doctor who bulk bills and book an appointment. You can search for local bulk-billing medical centres or doctors online, or ask when you call to make an appointment.
2. Ring your doctor to:
 - confirm you will be attending without your parents
 - confirm you want the appointment kept private
 - ask for a male or female doctor if you want to
 - ask about payment options
 - ask about nearby public transport options.
3. Prepare a list of questions or current signs and symptoms to discuss with your doctor.
4. Arrive 10 minutes before your allocated appointment in case you need to fill out any forms.
5. Make sure you communicate openly with your doctor and listen to their advice.
6. Consider taking a parent, friend or trusted adult with you for support.
7. Depending on the reason you are seeing your doctor, it might be a good idea to take some time after the appointment to think about your treatment options before making commitments.

FIGURE 3.38 How to make an appointment with a doctor.



3.5.3 Accessing health information and services

A range of community and government services and programs are available that specifically target the needs of young people. This includes assisting with managing the physical, social and emotional changes of adolescence. These services and programs are generally free, accessible from anywhere, focused on the needs of young people and of high quality. Some examples of services are shown in figure 3.39, and will be further explored in topic 6.

FIGURE 3.39 There are many sources of health information.



DISCUSS



Look at the services and apps in figure 3.39. Go to their websites and explore the resources available to help young people navigate puberty. Share your findings with the class.

3.5 ACTIVITIES

1 The challenges of 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 that incorporates both the affirmative and negative sides of this statement.

2 Embracing puberty – classroom display

- Brainstorm the challenges related to the physical, social and emotional changes associated with puberty.
- Using your knowledge of self-care actions and online programs and resources, recommend strategies for each challenge and present these as a poster or pamphlet.
- Make sure you include information on how to access any support organisations and explain the support available.

3 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:

- What do you remember most about going through puberty?
- How did you learn about puberty?
- What physical, social and emotional changes can I expect will happen? How can I best prepare for those changes?
- What aspects of puberty did you find the most challenging?
- What is one piece of advice you would give young people currently going through puberty?
- What other strategies can we use to navigate through this time together?

4 Postcard to a parent or trusted adult

What do you want your parents or a trusted adult to know about supporting you through puberty? Using your knowledge of resources that provide advice on puberty and adolescence, write a postcard telling an adult how they can best support you.

- Include information about at least three webpages or online resources that you feel provide good advice on helping adolescents navigate puberty.
- Make sure you include the URL as a link.
- Provide a short explanation of why you think they should visit that page and read that material.

5 Mindfulness

Smiling Mind is a modern meditation tool for young people. It is a unique web- and app-based program developed by a team of psychologists with expertise in youth and adolescent therapy. Smiling Mind is a simple tool that gives you a sense of calm, clarity and contentment using the practice of mindfulness.

Using this self-care tool gives you the chance to reflect and be aware of your emotions. This helps you to manage any stress or confusion. Meditation can be a helpful tool during difficult times, but it is also very healthy to include it in your daily routine. Use the **Smiling Mind** weblink in your learnON Resources to explore the benefits of mindfulness for dealing with the changes and challenges of puberty.



6 Medicare

All Australians are eligible for a Medicare card to help access subsidised healthcare. You will need to provide your Medicare number if you make an appointment with the doctor. Use the **Youth Law Australia** weblink in your learnON Resources to research who can access a Medicare card. Find out how you can apply for your own Medicare card. Create a flow diagram that shows this process.



7 How do I feel?



Complete the worksheet **How do I feel about the challenges in my life?**

SUMMARY – what you need to know

- Knowing where to find health information is important for your wellbeing. This can include talking to a doctor, nurse, or looking at reliable websites.
- There are services and people who can help with your health questions.
- Medicare is a service in Australia that helps pay for doctor visits.
- General practitioners (GPs) can help with many health issues, such as acne, period pain, and mental health.

3.5 Exercise

learnON

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7

■ LEVEL 3

8, 9

Check your understanding

1. **MC** Which of the following is an effective help-seeking strategy?
 - A. Going to a trusted adult for guidance and assistance when you are worried or have a problem
 - B. Having a chat with your friend about a concert you went to the night before
 - C. Searching Wikipedia for answers to a problem
 - D. Chatting to a classmate that you don't know very well about a problem
2. Ensuring you get enough sleep, stay active and maintain a healthy diet can help manage some of the physical and emotional changes of puberty. True or false?
3. If you are over 14 years of age you can apply for a Medicare card. True or false?
4. Moderate to vigorous physical activity is recommended for adolescents every day to relieve stress and help manage emotions. True or false?
5. Websites such as ReachOut and headspace don't provide online accessible resources for young people to talk about issues and worries related to puberty. True or false?

Apply your understanding

6. **Outline** the advice you would give to someone who is not coping with the changes they are experiencing during adolescence.
7. **Identify** two people who could help you deal with the changes of puberty. **Describe** the types of advice or support they might offer.
8. If you decided to visit a doctor to get some advice, **outline** the steps you would take to choose a GP and prepare for the appointment.
9. **Discuss** who (if anyone) you would take with you to a doctor's appointment and explain why.

LESSON 3.6 Culture and community

Aboriginal and Torres Strait Islander readers are advised that this subtopic may contain images of and references to people who have died.

LEARNING INTENTION

- Examine how learning cultural knowledge can increase social standing and responsibilities in communities and support adolescents in times of transition.

ENGAGE

Many cultures, including Aboriginal and Torres Strait Islander Peoples, have traditional ceremonies to mark milestones and significant life events and mentor young people into adult roles in the community.

Consider and discuss the following questions:

- Should the onset of puberty be marked with a celebration? Why or why not?
- What knowledge, skills and opportunities might young people want to experience or gain from these ceremonies?

3.6.1 Taking your place in your community

Adolescence is a time of great change. Not only do young people mature physically and emotionally during this time, they also explore their identity and expand their relationships. During adolescence, young people start to develop responsibility and independence by taking their place in their family and community. This can build their understanding of their roles and responsibilities as adults in their own communities. Schools, sporting clubs and community organisations can provide opportunities for young people to take on more responsibilities, which can not only increase confidence and self-esteem, but also increase their social standing and provide a sense of belonging. These organisations can help support adolescents to become independent, respectful and knowledgeable members of their families and communities. They can also help young people to find purpose and meaning and to become more self-confident, active and responsible members of their society. This supports their overall health and wellbeing.

FIGURE 3.40 Adolescence brings with it an increasing range of rights and responsibilities.



3.6.2 Code switching

Family and culture are important during adolescence. Some young people live across multiple cultures and are experiencing these changes in the context of all these cultures' various expectations and customs. For example, a student whose identity incorporates aspects of one or more cultures other than mainstream Australian culture (e.g. because they are Aboriginal and Torres Strait Islander or because they or one or more of their parents migrated to Australia) is influenced by these multiple cultures as they transition into adulthood. Their peer culture may be very different from their cultural heritage in terms of language, social expectations and cultural values. This may make it difficult to achieve a sense of belonging and could affect their relationships with friends and family, as they work through the complex and possibly competing demands of different cultures. This switching between cultures or 'code switching' can be confusing and stressful, and may cause conflict between young people and their parents and friends.

code switching the way in which someone, consciously or unconsciously, adjusts their language, behaviour and/or appearance to fit into a different or dominant culture

3.6.3 Ceremonies of Aboriginal and Torres Strait Islander Peoples

'Aboriginal and Torres Strait Islander cultures are complex and diverse. The Indigenous cultures of Australia are the oldest living cultural history in the world — they go back at least 65,000 years. Indigenous communities keep their cultural heritage alive by passing their knowledge, arts, ceremonies and performances from one generation to another, speaking and teaching languages, protecting cultural materials, sacred and significant sites, and objects. For Indigenous Australians, the land is the core of all spirituality and this relationship and the spirit of "Country" is central to the issues that are important to Indigenous people today.' — Ngunnawal Elder, Tina Brown

The sharing of intergenerational knowledge from Elders to young Aboriginal and Torres Strait Islander Australians ensures these young people become connected to Country and become custodians of their history and culture.

There are hundreds of Aboriginal and Torres Strait Islander language groups across

Australia, each with their own ceremonies and rituals designed to build a strong connection to Country, culture, history and community. The nature of these ceremonies differs between groups. These ceremonies can be sacred and private, only known and celebrated by members of that cultural group.

Rituals and ceremonies that pass on cultural knowledge are important for young Aboriginal and Torres Strait Islander Australians. They foster their personal identities, connection with family and community, and enrich their sense of belonging in their society. Connection to culture may lead Aboriginal and Torres Strait Islander youth to be happier, healthier and more fulfilled in life, promoting their spiritual, social and emotional health and wellbeing.

FIGURE 3.41 Culture is the foundation upon which everything else is built for Aboriginal and Torres Strait Islander Peoples.

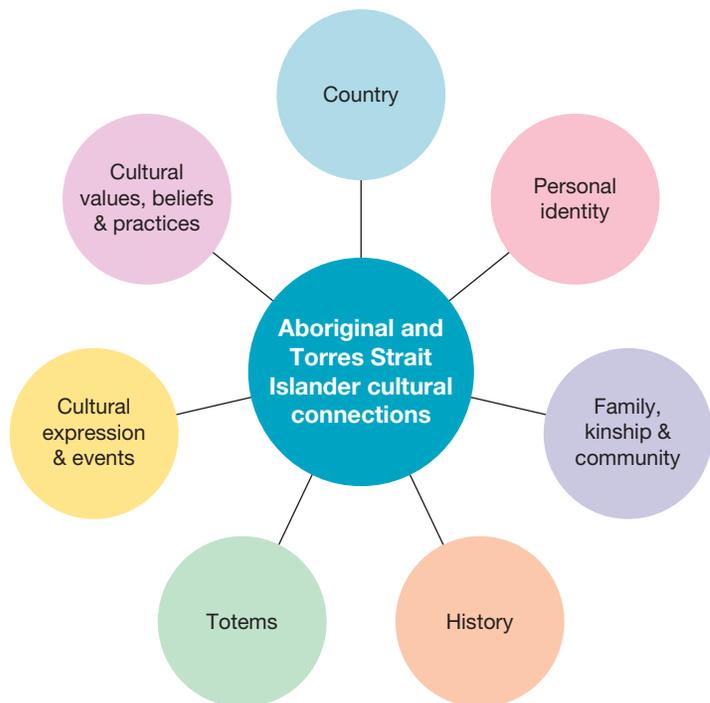


TABLE 3.7 Aboriginal and Torres Strait Islander ceremonies.

Aboriginal and Torres Strait Islander ceremonies

Corroboree

A corroboree is a ceremonial meeting to express culture through ceremony, music, costume and dance. It can involve painting bodies and wearing various special adornments for the occasion. It is sacred, held on Country and is sometimes private. Corroborees differ between language groups and are held for a range of different ceremonies.



Smoking ceremony and cleansing

Burning native plants is an ancient custom. Various plants are burnt to produce smoke to cleanse and heal places and people, ward off bad spirits, and provide safe passage for visitors on Country.

Those present will generally be invited to walk through the smoke for an individual cleansing.

Story telling – Dreaming

Dreaming stories can be delivered verbally, in song and dance, and through art. Dreaming stories explain history and culture, such as explaining the origin of the universe, the workings of nature and the cycle of life and death. They shape and structure life by regulating kinship, ceremonial life and even the relationship between the genders with a network of obligations involving people, land and spirits.



Case study

Young Mob – First Nations youth program

Having a strong cultural identity and connection to Country is vital to the health and social and emotional wellbeing of Aboriginal and Torres Strait Islander youth. Many Aboriginal and Torres Strait Islander students struggle with their confidence, self-esteem and self-identity, and many don't finish Year 12.

Young Mob is a World Vision program that works with communities where they are invited, with the aim of responding to individual school and local community needs. The program employs, trains and strengthens local Aboriginal and Torres Strait Islander Peoples and supports youth to increase their knowledge and understanding of their culture and identity. Facilitators of the program range in age, knowledge and skills and have links to the local community, land and culture. The team features staff, Elders and members of the community.

The core method of teaching is yarning. This is a conversational process involving the sharing of stories and communicating in ways that are culturally prescribed, cooperative and respectful. Themes covered by Young Mob include identity, culture, strong spirit, yarning and storytelling, Aboriginal and Torres Strait Islander Peoples' resilience, social justice, health, goal setting, community contribution and public speaking.

Young Mob is in the city, the regions and out bush. Activities happen at schools, day forums, road trips, camps and exchange trips. Their programs offer experiences to Aboriginal and Torres Strait Islander students from urban NSW and Victoria.

In 2018, the Young Mob program expanded into more schools than ever before, and together with their partner, the Aboriginal and Torres Strait Islander organisation First Hand Solutions, they delivered more camps and trips than in previous years. Participants have built on their life skills, increased their school engagement and are more empowered and excited as they confidently step up and take on opportunities focused on their future. They are now looking towards a brighter future, positively engaging with the world around them. In turn, many schools have increased their cultural knowledge and understanding and are more inclusive of Aboriginal and Torres Strait Islander students.

Source: <https://www.worldvision.com.au/youngmob>

Questions

1. Identify some of the skills and knowledge that Aboriginal and Torres Strait Islander youth might learn by participating in the Young Mob program.
2. Young Mob could be considered a rite of passage to help young people transition into adulthood and take their place in their family and culture. Explain why you agree or disagree.
3. Discuss how participating in the Young Mob program might improve the physical, social and emotional health and wellbeing of young Aboriginal and Torres Strait Islander Peoples.

DISCUSS

Could an absence of ceremony in the lives of adolescents lead to difficulty in transitioning to adulthood?

3.6 ACTIVITIES

1 Transitioning to adulthood – research

Investigate local community organisations that offer opportunities for young people to take on roles and responsibilities that support their transition to adulthood. Consider organisations like lifesaving clubs, sporting clubs, groups like scouts and youth groups and other organisations.

2 Design a celebration of puberty as a cultural event

In the absence of a formal ceremony to celebrate the beginning of adolescence, many families will mark the occasion with their own celebrations. This might be a special family meal, a camping trip or a family photo session. Some organisations even hold seminars and camps for you to attend with a significant adult to bond and celebrate this time.

- a. In small groups, plan a celebration that recognises this important stage in a young person's life.
- b. Think about the knowledge that might be shared at this event.
- c. What extra responsibilities could you take on as a result of undertaking this celebration.

3 Cultural events and health and wellbeing

Being connected to your culture and understanding your cultural history can play an important role in your identity as well as your health and wellbeing. As you transition through adolescence, this connection can become even more important in helping you understand your emerging roles and responsibilities in adulthood.

- a. Use the weblink **First Nations Australians' cultural experiences and events** in your learnON Resources to explore Aboriginal and Torres Strait Islander Peoples' cultural events.
- b. Think about how events such as these can connect young people to their culture and improve their spiritual and emotional health and wellbeing.



SUMMARY – what you need to know

- Your culture and community influence who you are and how you see the world including your traditions, values, and a sense of belonging.
- Respecting different cultures and communities is important. Everyone's background is unique, and learning about others helps us understand and respect them.
- You can learn a lot from people with different backgrounds such as new languages, foods, and ways of thinking that enrich your own experience.
- Switching between different cultures can be confusing for some adolescents.
- Aboriginal and Torres Strait Islander Peoples have special ceremonies to teach young people about their culture.

3.6 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 6, 8

■ LEVEL 3

7, 9

Check your understanding

1. Adolescence is a time when young people can start to develop knowledge and skills so they can transition into adulthood. True or false?
2. **MC** Which of the following is not a true feature of ceremonies that celebrate the transition to adulthood for Aboriginal and Torres Strait Islander youth?
 - A. Intergenerational knowledge is passed from Elders to young people.
 - B. They use rituals and ceremonies to teach and pass on cultural knowledge.
 - C. Ceremonies can be different for each language group.
 - D. Spirit of Country is not at all important for Aboriginal and Torres Strait Islander People.
3. For all cultural groups, including Aboriginal and Torres Strait Islander Peoples, having ways of passing on and connecting to culture and history is important for health and wellbeing. True or false?
4. In relation to culture, 'Code Switching' means
 - A. Changing between football codes
 - B. Translating documents in different languages
 - C. Adjusting behaviour to fit a culture
 - D. Enrolling to vote
5. Aboriginal and Torres Strait Islander Peoples have the oldest continuous culture in the world. True or false?

Apply your understanding

6. **Discuss** how community groups can help young people develop skills and relationships to take on responsibilities of adulthood.
8. Aboriginal and Torres Strait Islander cultures emphasise the importance of Country, community and culture. **Describe** how this may assist in keeping traditions alive over generations.
9. **Evaluate** how a strong cultural connection can improve the health and wellbeing of Aboriginal and Torres Strait Islander Peoples.

LESSON 3.7 Review

3.7.1 Success Criteria

3.2 Physical changes

- I can explain the physical changes that occur during puberty.
- I can describe a range of strategies you can use to manage the physical changes of puberty.

3.3 Social and emotional changes

- I can describe how your relationships and emotions change during puberty and propose skills to manage these changes.

3.4 Intimate relationships

- I can explore sexual feelings, consent and safe sex practices when considering an intimate relationship.

3.5 Health information and services

- I can access health information to manage the physical, social, and emotional changes and transitions during adolescence.

3.6 Culture and community

- I can examine how learning cultural knowledge can increase social standing and responsibilities in communities and support adolescents in times of transition.

ESSENTIAL QUESTIONS REVIEWED

- What physical, social and emotional changes occur during adolescence?
- What are some effective strategies and resources that can help you navigate this time of change?

Evaluate your initial responses to these essential questions now that you have studied the topic.

learn on

 Post-test	Online post-test
 eWorkbook	Topic 3 eWorkbook
 Digital documents	Topic 3 Key term quiz Word version (doc-39440) Topic 3 Key terms Crossword Word version (doc-39441)
 Interactivity	Crossword (int-8915) Key term quiz (int-8983)

3.7.2 Key terms

Adam's apple caused by the enlargement of the larynx (voice box)

bulk-billing when a health service accepts your Medicare card as payment for the appointment, meaning that the fee will be paid in full by the government

code switching the way in which someone, consciously or unconsciously, adjusts their language, behaviour and/or appearance to fit into a different or dominant culture

conception the union of a female's egg and a male's sperm

consent free and enthusiastic agreement to participate in a sexual activity and an understanding of what is being agreed to

contraception any method or device that prevents conception and, therefore, a pregnancy

cortisol the body's main stress hormone

culture the ethos, values, beliefs and/or philosophies of a group of people

ejaculation the release of semen from the penis

endometrium the lining of the uterus. It is made of hormones, mucus and blood. When pregnant, it nourishes the foetus.

erection when blood fills the spongy tissue in the penis. The penis enlarges and stiffens.

growth hormone a chemical released by the pituitary gland that causes a rapid growth spurt

hormone a chemical that is made by specialist cells and released into the bloodstream to send a message to another part of the body. It affects how our bodies work and grow.

menstruation also known as a period. It is the shedding of the uterus lining.

nocturnal emission (wet dream) an ejaculation of semen when a male is asleep

oestrogen female reproductive hormone. It is produced in the ovaries.

ovaries there are two ovaries that make up a female's reproductive system. They produce oestrogen and release ova.

ovulation the process of the ovary releasing an ovum (egg)

ovum the egg produced by the ovaries. The plural of ovum is ova.

personal boundaries the limits you set for yourself and your interactions with others to help you know what you are comfortable with

pituitary gland a gland located in the brain. It controls the release of a number of different hormones.

primary sex characteristics the characteristics directly necessary for reproduction; the ovaries and the testes

protected sex using a condom during sexual intercourse to prevent pregnancy and the spread of sexually transmitted infections (STIs)

puberty a time of physical, social and emotional change, characterised by the maturation of sexual and reproductive organs

rites of passage a process that transforms you from one stage of life to the next

secondary sex characteristics traits arising from changes at puberty. They are not directly related to reproduction and are not present at birth.

self-talk the internal statements we use relating to and describing ourselves

semen a whitish fluid released by the prostate gland

sexually transmitted infection (STI) an infection that is transmitted through sexual activity

sperm the male reproductive sex cell. It is produced in the testes.

testes there are two testes that make up a male's reproductive system. They produce testosterone and sperm.

testosterone male reproductive hormone. It is produced in the testes.

vulva the external female genitalia

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

■ LEVEL 2

11, 12, 13, 14, 15, 16, 20

■ LEVEL 3

17, 18, 19

Check your understanding

Identify whether the following statements are true or false.

Statement	True or false
1. Generally, females begin puberty earlier than males.	
2. Semen contains sperm.	
3. The endometrium is a part of the male reproductive system.	
4. Menstruation is also known as a period. It is the shedding of the uterus lining and the 'dead' egg if not pregnant.	
5. The contraceptive pill alone can help prevent chlamydia.	
6. The 'R' in the consent acronym FRIES stands for 'reversible'.	
7. A person in an intimate or sexual relationship has a responsibility to put the decision making, choice and use of protection when having sex onto their partner.	
8. Using a condom is still advised when using most other forms of contraception because it increases your protection against unplanned pregnancy and STIs.	
9. Medicare can provide subsidised general practitioner consultations for young people.	
10. Culture can influence young people as they transition to adulthood.	

Apply your understanding

- Describe** some of the physical, social and emotional changes that young people experience during adolescence.
- Explain** the role of hormones during puberty.
- Describe** the menstrual cycle.
- Explain** why young people mature at different rates.
- Explain** the rights and responsibilities people have when they engage in sexual relationships. Why are these important for your health?
- Identify** and **explain** strategies that can help you deal positively with the changes and challenges that you will experience during adolescence.
- Propose** the advice you would give to someone who is not coping with the changes they are experiencing during adolescence.
- Consider** what future changes and challenges you expect in your life and **propose** how you will deal with them effectively.
- Identify** an online support service for young people. **Discuss** how it can assist them in managing the changes experienced during adolescence.
- Describe** the role of ceremonies in promoting the health and wellbeing of young Aboriginal and Torres Strait Islander Peoples.

4 Managing risk and staying safe

LESSON SEQUENCE

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FIGURE 4.1 Identifying and managing risk is an important skill.



LESSON 4.1 Overview

4.1.1 Managing challenge and risk

What is risk? Is it important? Why does adolescence bring about challenges? These years are exciting and fun, filled with new experiences and opportunities. However, there are also risks and challenges, and it's important to identify risk and know how to respond positively to keep yourself and others safe. Some of the major health issues affecting adolescents relate to alcohol and drug use and managing situations when teenagers come together with greater freedom and autonomy. It is important to develop strategies, skills and knowledge to keep yourself and your friends safe, including first aid and CPR. In this topic, you will explore how a better understanding of these risks and challenges and develop skills and knowledge to remain safe.

FIGURE 4.1 Identifying and managing risk is an important skill.



ESSENTIAL QUESTION

How can I manage the challenges of adolescence, make the right choices and help keep people safe?

STARTER QUESTIONS

1. What risks have you taken in the past year and how did you keep yourself and/or others safe?
2. What dangers can be associated with alcohol misuse and illicit drug use?
3. What is DRSABCD and how could it be used to save a life?
4. If a friend needed help, what support services within the community could you tell them to access?

learn on

-  **Pre-test** Online pre-test
-  **eWorkbooks** Topic 4 eWorkbook
-  **Digital documents** All the digital documents for this topic
-  **Video eLesson** Managing risk and staying safe (eles-6779)
-  **Weblinks** Useful weblinks available throughout the topic

LESSON 4.2 All about risk

LEARNING INTENTIONS

- Identify what a risk is and describe the difference between positive and negative risks.
- Describe strategies you can use to manage risk.

ENGAGE

1. In groups, discuss different types of risk. Brainstorm different risks that people your age take.
2. Classify the risks in your list as positive or negative and give reasons why.
3. Choose one example of risk from your list. Outline steps you could take to make this risk safer.

FIGURE 4.2 Adolescence is a time of risk and challenge.



4.2.1 What is risk?

Taking risks is an important part of growing up. It is through challenging ourselves and taking risks that we grow skills and confidence and learn about ourselves. In this way, **risk** can be a positive experience. Risk refers to the uncertainty about the effects or implications of a challenge or activity, which can be positive or negative. Some challenges can cause harm, loss or injury.

risk uncertainty about the effects or implications of an activity; can be positive or negative. Some challenges can cause harm, loss or injury

Risk taking is part of everyday life. Managing risk is a skill that must be learnt and practiced. Managing risk involves identifying where there is risk, measuring the level of risk involved, and developing and implementing strategies to manage this risk appropriately. Sometimes this involves reducing the possibility or extent of harm that can come from that risk. Can you think of some ways to reduce harm from a risk?

Every day, people are presented with challenges and must decide how they respond. Choosing to respond in the most appropriate way can help you to maintain good levels of health and wellbeing. Consider the examples of risk in figure 4.3. How might these actions impact on the physical, social or mental health and wellbeing of themselves or others?

FIGURE 4.3 Examples of risk-taking behaviours

Risk-taking behaviours

Teasing others repeatedly
Making a public speech
Riding a bike without a helmet
Not telling your parents where you are going with friends
Changing peer groups
Stepping in to stop bullying in the playground
Vaping with friends
Uploading photos of a friend to the internet
Undertaking a rock-climbing course
Underage drinking

4.2.2 Positive and negative risks

The examples in Figure 4.3 show that not all risk-taking is negative. Some appropriate risks can have positive impacts. Taking positive risks is a way young people can grow and develop their skills and abilities. In addition, attempting activities that are at an appropriate level of challenge and risk can grow self-esteem and confidence and improve mental health and wellbeing. For example, you might decide to take a risk and tryout for a representative sports team. You risk not being selected, or perhaps being teased by your peers. However, the positive outcomes are that you can develop self-esteem by receiving positive feedback during the trial and meeting new people with similar interests and aspirations. If you succeed in being selected, you will experience a boost in self-esteem and confidence. In addition, even if you are not successful, the process of trying can build your **resilience**, which can enhance your emotional health and wellbeing.

Young people are still developing their brains, including decision making and impulse control. This can affect their ability to consider the consequences of their behaviours and actions, which includes considering the impacts of their actions on the health and wellbeing of themselves and others. This may explain why teenagers are more likely to take risks.

Different people also have different interpretations of what makes an activity positive or negative, high or low risk. The way a person views risk can be influenced by:

- previous experiences
- level of skill
- self-confidence
- influence of peers and **peer group**
- influence of drugs at the time a decision is made
- level of perceived reward or benefit.

4.2.3 Reasons for taking risks

Positive

Reasons for taking positive risk include wanting to challenge yourself to try something hard or new, which can help you develop skills, confidence and resilience, as well as rewards associated with the activity like a new job or position.

FIGURE 4.4 Risks can be positive or negative.



resilience the ability to manage a difficult situation and 'bounce back'; increases the chance of responding well to future challenges

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

Negative

Reasons for taking negative risks can include:

- impressing peers
- attention-seeking
- thrill-seeking
- peer pressure
- rebelling against authority or testing boundaries
- poor role modelling (especially by parents)
- underestimating the level of risk.

4.2.4 Recognising risk situations

It can be difficult for young people to recognise that a situation might be unsafe or present a degree of risk. This can be due to a lack of prior experience, or not being able to see possible consequences of actions or behaviours. If you have a feeling that something isn't quite right, or if you are planning to try something new, it is important to be willing to talk through situations with a friend or trusted adult, or do some research to get advice, guidance and other perspectives.

4.2.5 Skills to reduce risks

Making informed decisions in different situations is critical to reducing the risk of harm. Finding out relevant information 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. You can then make an informed decision. You might decide to seek advice from your teacher to help you resolve the conflict.

It is important that you recognise the impact of your behaviour. Your choices not only affect you, they can also affect others. Consider your attitude to taking risks. What do you do 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 you answered 'no' to any of these, then you are likely to be at greater risk of harm.

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 people with different viewpoints can express their thoughts and feelings and find a reasonable solution without aggression or violence.
- Setting your boundaries — know what you are comfortable with, what your limits are and what level of risk is acceptable to you.
- Problem solving — anticipating or identifying a problem, and applying strategies to overcome the problem and find a positive solution.
- Assertiveness — clearly stating your needs, thoughts and boundaries without being aggressive.

FIGURE 4.5 Being assertive in unsafe situations can help keep you safe.



DISCUSS

What phrases and words can you use to clearly state that you don't wish to participate in a risky activity?

4.2.6 Reducing harm from risky activities

There are three steps to minimising the risk of harm in risky situations. This is known as **harm minimisation**.

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 help you. 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 who can provide the help that you need.

As you grow up there are more opportunities to spend time with your friends and meet new people. These opportunities come with responsibilities to keep yourself and your friends safe. This requires good communication skills and planning to ensure that you minimise any risks.

Minimising harm in any environment is about planning. For example, 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 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 you trust and who respect and value your company is a good start to staying safe.
- Never go out alone.
- 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 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 a party. Decide who is driving you, where you are being dropped off 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 alcohol, 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.

harm minimisation an approach that focuses on strategies to reduce harms to the individual and society

FIGURE 4.6 Looking after your friends and sticking together will help you celebrate safely.



 For information about myths around alcohol consumption and to know the law about underage drinking, use the **Safe party guide** weblink in your learnON Resources.

DID YOU KNOW?

The proportion of young people who chose NOT to drink has risen dramatically from 29% in 2007 to 63% in 2010 and 72.5% in 2019.

4.2.7 Some risk scenarios and strategies

TABLE 4.1 Other situations you may come across and suggested responses.

Topic	Issue you may encounter	How to deal with the situation
Substance use	Friends or family using and/or abusing vapes, drugs and alcohol	<ul style="list-style-type: none">• Educate yourself on the dangers of substance use so you can make your own choices.• Be assertive and say no when offered vapes, drugs or alcohol.
Risk taking	Any risky situation, such as drinking, stealing, reckless driving or swimming in unsafe areas	<ul style="list-style-type: none">• Be assertive. Practice statements to say no.• Educate yourself so you know the risks you are taking and how to make good choices to encourage positive outcomes.
Sexual health	Being pressured to have unsafe sex	<ul style="list-style-type: none">• Know your personal boundaries.• Tell them you will not engage in any sexual behaviour without protection.• Understand consent

4.2 ACTIVITIES

1 Reducing risk through smart decisions

Read the following scenario 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. They 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 he dived with them into the water and they started racing 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.

- Identify the factors that influenced the boys' decision to swim in the river.
- Were the boys' attitudes safe? Explain.
- Outline the essential information to know in this situation to reduce the risk of harm to Ross and his friends.
- How could Ross have influenced his friends not to swim in the river?
- Considering Ross's options and the potential risk to Ross and his friends, what decision should Ross have made in this situation?

2 Developing strategies

- In pairs, discuss each of the following scenarios. Identify the possible risks, assess the level of risk and suggest how the person could stay safe.
 - A boy is diving into a waterhole at a friend's property. He has never swum there before.
 - A girl suffering from depression is being bullied at school by her peers.
 - A child is allowed to move around in the car freely while his dad is driving.
 - A group of girls at a party are leaving their drinks on a table while they dance.
 - A boy is riding his bike. He takes his helmet off when he is out of sight of his parents.
- Share your responses as a class.

3 Identifying risks

- In groups of no more than four, divide a large sheet of poster paper into two columns.
- In the left-hand column, list the concerns a person might have about going to a party.
- For each concern, in the right-hand column, write a solution or action to remain safe.
- Share your group's work with the class.



Use the **Safe party guide** weblink in your learnON Resources to find more information.

4 Managing risk and 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 right. Consider the following scenarios to identify risks involved, and what options you have. Explore the pros and cons of these decisions.

- 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 your friends are really keen to leave this party by taxi and check out the other. When you all arrive at the new party, you can't find your friend, who had been drinking heavily. What do you do?*
- There is a girl at your school who everyone thinks is a bit weird. She is quite new and no one really knows much about her, but there are lots of rumours swirling around about who she is and where she has come from. You do notice that the teasing has escalated, and it has gone from excluding and ignoring this girl, to vicious verbal attacks and jostling. What do you do?*

5 Group activity

Design a safe partying ad that outlines how to be safe at parties to minimise risk to yourself and others. Decide on the best format for your ad to best reach young people.

6 Minimising harm



Complete the **Minimising harm in risky situations** worksheet in your learnON Resources to devise strategies to minimise harm and to protect your own and others' health.

FIGURE 4.7 Why is it dangerous for children to move around in the car while it is in motion?



SUMMARY – key things to know

- There are positive and negative risks; positive risks can help you grow, while negative risks can cause harm.
- Managing risk means recognising dangers, reacting properly, and reporting unsafe situations.
- Skills to reduce risk include conflict resolution, setting boundaries, problem-solving, and being assertive.
- Planning ahead can help you stay safe, like telling your parents where you are going and sticking with friends.
- Trust your instincts — if a situation doesn't feel right, it probably isn't.

Learning pathways

■ LEVEL 1

1, 3, 4, 5

■ LEVEL 2

2, 6, 8

■ LEVEL 3

7, 9

Check your understanding

- MC** Why do young people take risks? Select all options that apply.
 - They are being pressured by friends.
 - They want to rebel against authority.
 - They want to challenge themselves.
 - All of the above
- MC** What can taking risks lead to?
 - Injury or death
 - Damage to property
 - Increase in confidence
 - All of the above
- Saying 'it won't happen to me' is a safe attitude. True or false?
- MC** You're considering riding your bike down a steep hill without a helmet. You should
 - do it, it's a fun thrill.
 - wear a helmet and take the necessary precautions.
 - ride the bike down the hill backwards for an extra challenge.
 - not ride down the hill at all.
- Knowing your personal boundaries is an important step in managing risk. True or false?

Apply your understanding

- Outline** examples of positive risk taking and why it is important.
- Outline** reasons why young people might perceive levels of risk differently.
- Describe** three skills that are important in helping young people stay safe.
- Discuss** what peer pressure is and reflect on how it can influence a young person to participate in risky behaviour.

LESSON 4.3 Drugs and your health — smoking and vaping

LEARNING INTENTION

- Identify the risks associated with smoking and vaping and explore strategies for dealing with situations linked to cigarettes and e-cigarettes.

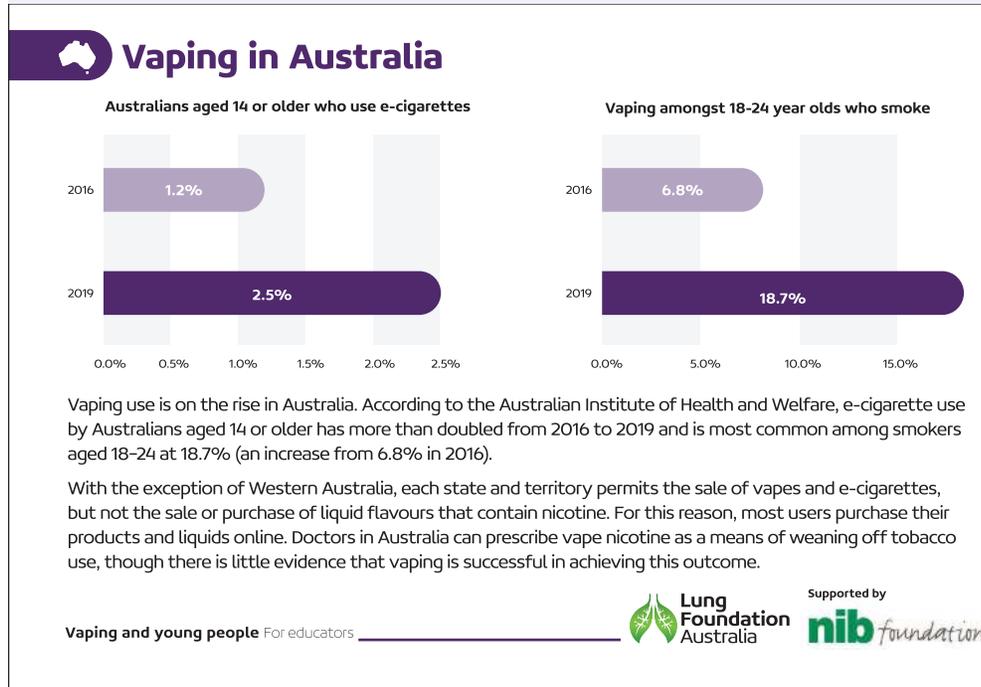
Substance abuse in relation to alcohol, smoking, vaping, and other drugs is one of the biggest risks that adolescents will deal with. Use of these substances can cause physical, social and mental harm. Making good decisions about your health is not always easy. Risk taking, peer pressure, the need to fit in and experimentation are just some of the reasons why young people misuse drugs. In this topic, you will learn about specific **drugs** and their effects, and understand why people use, misuse or choose not to use drugs, as well as strategies that can help you make decisions and manage this risk.

drug a substance that has a physiological effect on the body; can be legal or illegal

ENGAGE

Drugs are used for many reasons, including for pain relief, to fight 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. Of particular note in recent years is the increase in vaping, particularly among adolescents. Selling, possessing or buying nicotine liquid for e-cigarettes without a medical prescription is illegal in Australia.

FIGURE 4.8 Statistics show vaping is on the rise among teenagers.



As shown in figure 4.8, from 2016 to 2019 the rate of vaping among Australians aged 14 or older doubled, and 18–24-year-olds who already smoked also doubled their use of e-cigarettes.

Look at the advertisements used for e-cigarettes in figure 4.9 and identify the:

- target audience
- motive
- effectiveness of the advertisement and why
- techniques that were used to make it engaging.

FIGURE 4.9 Advertisements for e-cigarettes.



4.3.1 Why some people take drugs

People take drugs for many reasons, such as:

- 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 (e.g. a party)
- to experiment (e.g. to try something new)
- as an act of rebellion (e.g. against parents)
- due to pressure from peers
- to fit in with a peer group.

4.3.2 Why people don't use drugs

There are also many reasons people choose not to use drugs.

For example:

- Their family values and attitudes are against drug use.
- Using drugs is against the beliefs of their religion or culture.
- Some drugs are illegal.
- Drugs are too expensive.
- They value personal health or are athletes.
- They do not want to feel out of control.
- There are age limits.

FIGURE 4.10 Tobacco, like alcohol, is an illegal drug for people under 18 years of age.



4.3.3 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:

Person-related factors	Drug-related factors
<ul style="list-style-type: none">• height and body weight• past experience with the drug• mood• state of health when taking the drug• the environment — whether used alone or with others, at home or at a party	<ul style="list-style-type: none">• how much is used• the strength of the drug• whether the drug is used on its own or with other drugs• what type of drug is used• how the drug is taken

 All drugs, including prescription medicines, have the potential to negatively affect your health if they are not used correctly. Long-term misuse or abuse of a drug can lead to damage to your body and even death. For more information go to the **Drugs facts** weblink in your learnON Resources.

4.3.4 The effect of drug use on others

Often, one person's drug use can affect the health and wellbeing of others, even those who choose not to use drugs. For example, **passive smoking** can cause cancer in people breathing second-hand smoke and drink driving can lead to other people being injured or killed.

passive smoking breathing in second-hand cigarette smoke

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 (e.g. discarded cigarette butts, needles or bottles).

4.3.5 Smoking and vaping

Smoking is a leading cause of ill-health and death in Australia, and even though rates of cigarette smoking have declined in response to tough laws and ad campaigns, smoking is still a leading cause of death. The increased use of e-cigarettes or vapes, especially by young people, is also an issue of concern in relation to the negative impact on Australian health.

Smoking

Through smoking, tobacco and other substances are inhaled into the throat and lungs and absorbed into the bloodstream. Tobacco contains thousands of substances, including nicotine, which are highly toxic. Nicotine is a highly addictive chemical that speeds up nervous system function. Although in Australia, it is legal for people over the age of 18 to purchase tobacco, the health risks of smoking are widely known and well-documented.

Choosing to smoke cigarettes is often the result of peer pressure, poor role-modelling and a lack of knowledge about the impacts of smoking. Due to the significant health issues associated with smoking, the Australian Government continues to put in place laws and initiatives to help reduce the number of people who smoke. Some of these initiatives include:

- banning smoking in public places
- using graphic anti-smoking advertising on television
- restricting the display and sales of cigarettes.

DISCUSS

What are some facts about cigarettes and vaping?



Use the **QUIT Smoking and Vaping factsheet** weblink in your learnON Resources to compile a list of facts.

FIGURE 4.11 One person's drug use can affect the health and wellbeing of others.



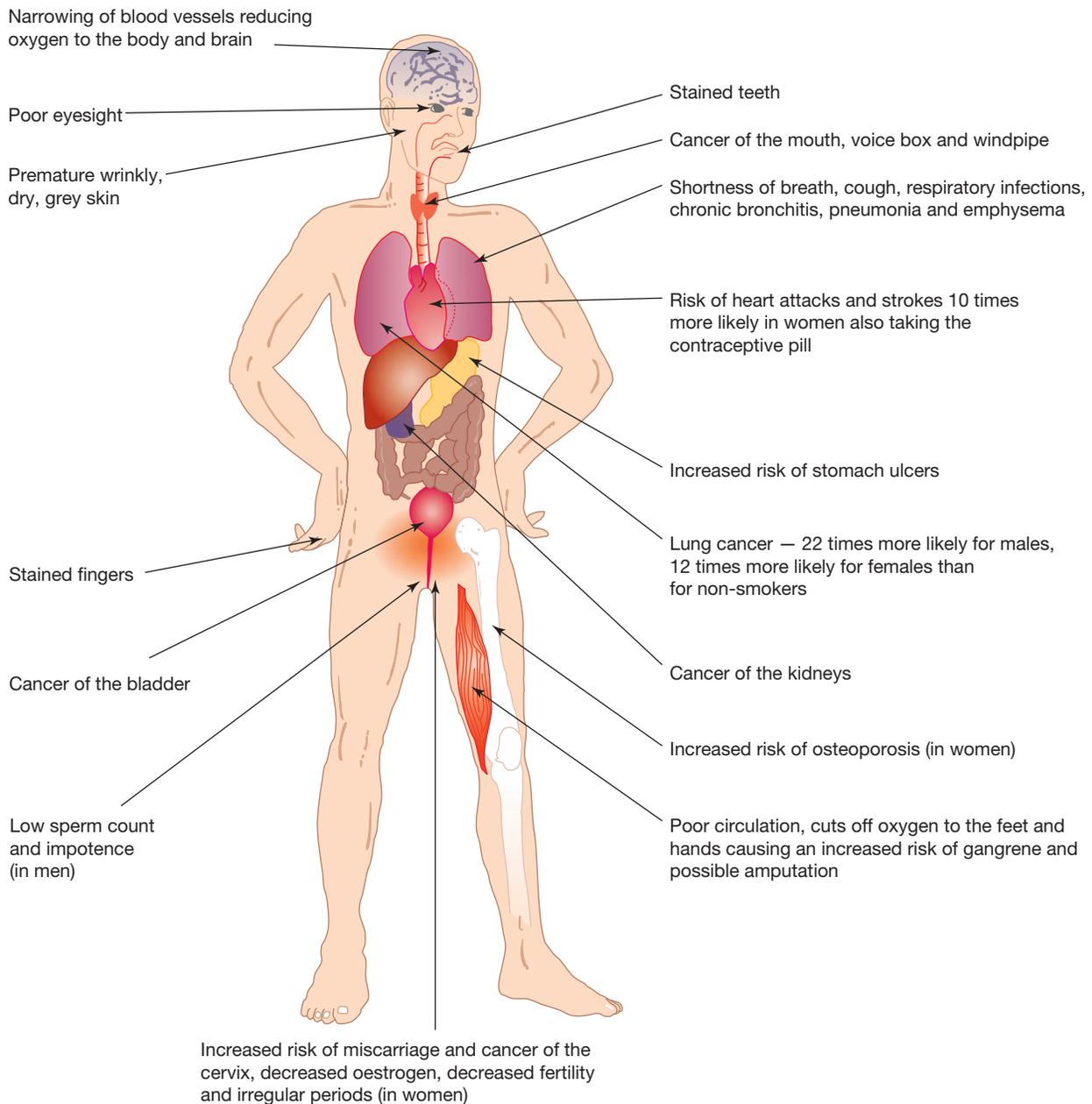
There are both short- and long-term effects of smoking, as shown in table 4.2 and figure 4.12. The good news, however, is that when a person stops smoking, the body begins to repair itself and the risk of smoking-related illness decreases over time. It is certainly worth the effort of quitting!

TABLE 4.2 Effects of smoking

Short-term effects of smoking	Long-term effects of smoking
<ul style="list-style-type: none"> • Reduced fitness levels • Smelly clothes and breath • Irritated eyes from smoke • More coughing • More prone to chest infections 	<ul style="list-style-type: none"> • Cancer of the lung, throat, mouth, lips, tongue, nose, sinus, voice box, oesophagus, pancreas, stomach, kidney, bladder, urethra, cervix and bone marrow • Heart disease • Emphysema and/or bronchitis • Peripheral vascular disease — a narrowing of the arteries in the leg, which can cause a blockage and possible amputation



FIGURE 4.12 The short- and long-term effects of smoking cigarettes



Vaping

Vaping involves inhaling a vapour that is heated using an e-cigarette.

Under current state and territory laws, only pharmacies can sell vapes and vaping products, regardless of whether they contain nicotine. If you are under 18, it is illegal for someone to sell you any kind of e-cigarette (it doesn't matter if it contains nicotine or not). It is also illegal for someone who is aged 18 or over to buy a vape for you.

Health effects of vaping

The long-term health impacts of vaping are still not known because this is a relatively new technology. Some concerns and impacts of vaping include:

- risk of asthma and lung irritation
- harm to brain and lung development, especially in young people, due to toxic chemicals
- consumption of poisons, including nicotine
- can be addictive and can cause addiction issues in young people.

4.3.6 Resisting pressure to smoke or vape

As you gain more independence and socialise without your parents, you might find yourself in a situation where cigarettes or vapes are present or being offered around. You may even feel pressured to try them.

Thinking in advance about how you feel towards issues such as vaping can help you to better respond to pressure from others. This is known as setting your personal boundaries. Being well informed and understanding the risks will help you to know where you stand. This will make it easier to be true to yourself. It can still be difficult to speak up, but thinking about ways to respond in advance can help you to be assertive and clear about your values, beliefs and personal boundaries. Discuss with your friends some ways you could say no.

4.3 ACTIVITY

1 Reasons why young people take drugs

- a. As a class, discuss the reasons why young people take drugs. List all the reasons on the board.
- b. As a class, decide which reasons are most relevant to young teenagers, older teenagers and to everyone. Identify the potential consequences of young people misusing drugs.
- c. As a class, discuss how to reduce drug use among young people.
- d. Split into groups of four. Design a poster or advertisement, complete with a marketing phrase, that could be a helpful strategy to use when you are being offered substances such as a vape, cannabis or alcohol.

2 Smoking/vaping poster

Divide the class into groups of 3 or 4. Your teacher will assign each group either smoking or vaping to research. Make a poster explaining the:

- short-term effects
- long-term effects if known
- current data about usage
- Laws to limit access by young people to these drugs

Present your poster to the class.

3 Drug interactivity

Complete the **Drug classification** interactivity in your learnON Resources to test your understanding.



SUMMARY – key things to know

- Smoking and vaping can harm your health.
- People may use drugs to treat illness, relax, or due to peer pressure.
- Using drugs can cause serious health problems.
- It's important to understand the risks of smoking and vaping.
- Vaping involves inhaling vapour, which can be harmful.
- Knowing how to say no to peer pressure is important.

4.3 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7

■ LEVEL 3

8, 9

Check your understanding

1. **MC** Why might young people use drugs? Select all options that apply.
 - A. To treat an illness
 - B. To socialise with others
 - C. Out of curiosity
 - D. All of the above
2. **MC** In many cases, drug use can be substituted with healthier alternatives. For example, there are many ways to relax or treat pain that do not involve drugs, such as meditation. Select three healthier alternatives to drug use.
 - A. Going to lots of parties with other people that take drugs
 - B. Drinking plenty of water and taking regular breaks to treat headaches
 - C. Drinking 'mocktails' rather than alcohol at parties
 - D. Avoiding peer pressure to smoke or vape by spending time with friends in places where smoking is prohibited
3. Your body weight and height can impact the effect a drug might have on you. True or false?
4. All drugs have a negative impact on your health. True or false?
5. **MC** Which one of the following is NOT a long-term effect of smoking?
 - A. Cancer
 - B. Increased fitness
 - C. Heart disease
 - D. Lung disease

Apply your understanding

6. **Suggest** two ways vaping could negatively affect a child's health.
7. **Outline** why people choose to smoke or vape.
8. Think about the education you have received on the effects of vaping or smoking. **Evaluate** how effective this information has been in stopping you from taking up vaping or smoking.
9. **Discuss** whether making a drug illegal is effective in minimising its use. For example, does the legal age of drinking and vaping stop young people using these drugs?

LESSON 4.4 Drugs and your health — alcohol

LEARNING INTENTION

- Describe the risks associated with alcohol and explore strategies for reducing harm from alcohol use.

4.4.1 Alcohol and youth

Alcohol is an integral part of Australian culture, and is central to many social activities and celebrations. It is, therefore, not surprising that many adolescents decide to experiment with alcohol despite it not being legal. Young people are strongly discouraged from drinking alcohol due to the impact on their growing brains and bodies, and laws prohibit underage drinking.

ENGAGE

Young people are twice as likely to participate in risky behaviours like underage drinking when they are with their peers.

What are the effects of alcohol on the body?

What risks are associated with underage drinking?

Brainstorm any strategies you could use to reduce the impacts of underage drinking.

FIGURE 4.13 Your peers can influence whether you drink alcohol or not.



4.4.2 Alcohol

Alcohol is classified as a depressant 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. For example, your body may react differently 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 biological sex
- the amount of alcohol that is consumed
- how quickly the alcohol is consumed
- whether the person ate before they started drinking
- whether any other drugs have been used while drinking
- how frequently a person drinks
- a person's mood when drinking.

FIGURE 4.14 Alcohol is a type of depressant.



Young people are often more affected by alcohol than adults because their bodies are usually smaller, and they take longer to break down the alcohol and process it in their bodies.

These effects become more obvious and more serious if drinking continues. Drinking too much alcohol can result in alcohol poisoning. This happens when the body is unable to tolerate the high concentration of alcohol in the bloodstream.

4.4.3 The effects of alcohol

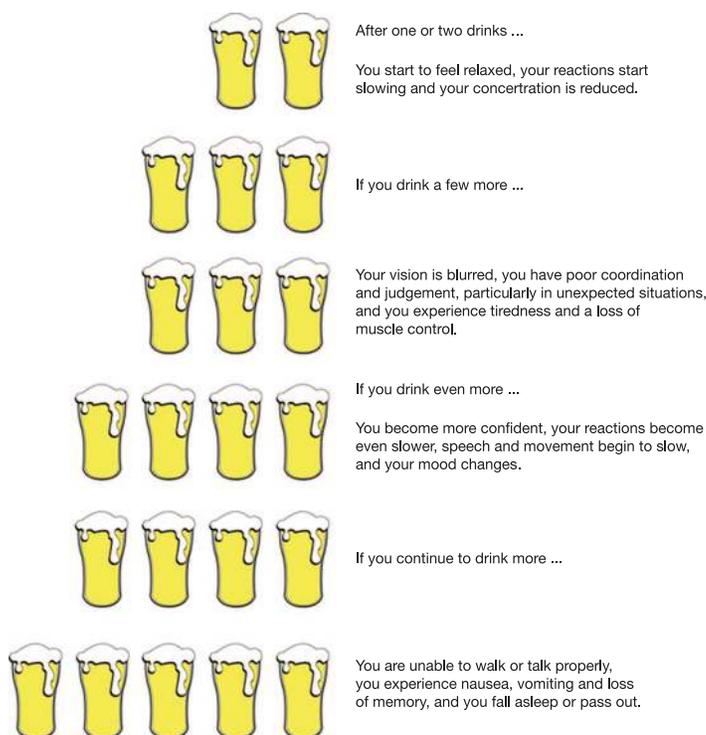
The short-term effects of alcohol can include:

- decreased heart rate
- slower breathing
- drowsiness
- loss of sensation
- pain reduction
- relief from anxiety.

Some of the effects of drinking are outlined in figure 4.15.



FIGURE 4.15 The effects of alcohol increase as more alcohol is consumed.



4.4.4 Binge drinking

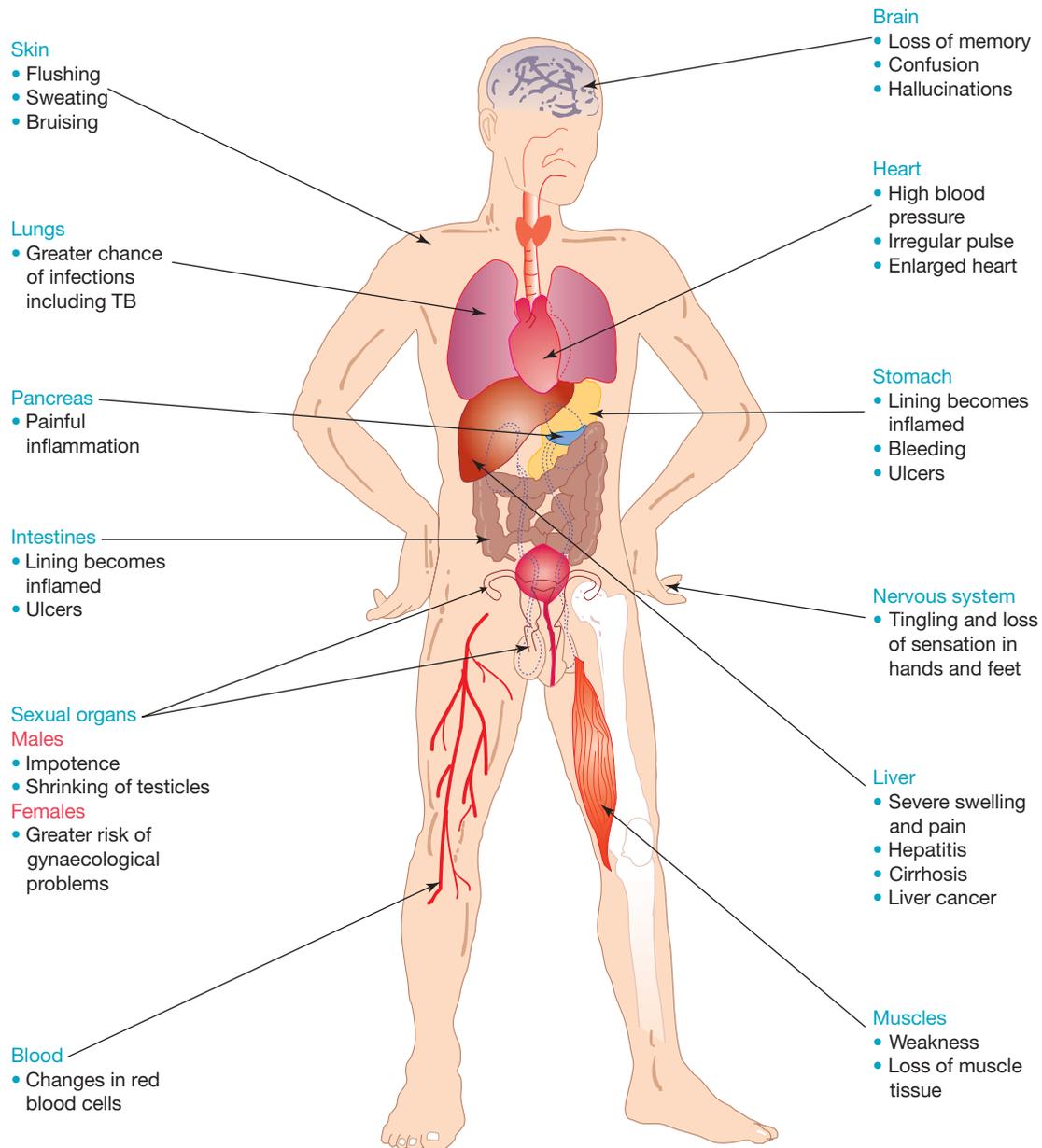
In addition to feeling the effects of alcohol more quickly than adults, young people also tend to drink faster than adults. **Binge drinking** is common among young people and is very unsafe. Some young people purposefully binge drink to get drunk; however, because there is a delay between consumption of alcohol and its effects on the body, drinking large amounts quickly means the effect can hit suddenly and be quite dangerous. Possible outcomes of binge drinking in this way include:

- alcohol poisoning
- blackouts
- violence-related trauma
- higher rates of injuries, cuts and concussions
- death.

binge drinking 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. Use the **Alcohol and your peers** weblink in your learnON Resources to find out how to resist peer pressure.

FIGURE 4.16 The long-term effects of alcohol use and abuse.



4.4.5 Consequences of alcohol use for individuals and the community

Alcohol use, particularly binge drinking, has many consequences for both the individual and the community. 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 are mostly due to road accidents, violence, accidental drowning and self-harming behaviours that occur after consuming large amounts of alcohol. Alcohol causes feelings of bravado, while also slowing reaction time and affecting concentration. This combination can lead 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 so much you become unconscious, brain damaged or even die.

Considering all the consequences

Consuming too much alcohol even one time can have serious consequences. For example, a road accident due to drink driving can lead to:

- 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 repair costs (financial harms), which may require you to borrow money from family or friends
- feelings of guilt and shame (emotional harms)
- loss of independence and freedom (social harms) due to the loss of a driver's licence or imprisonment.

FIGURE 4.17 Consuming large amounts of alcohol can have numerous consequences for the individual and the community.



4.4.6 Alcohol and consent

A person is unable to give consent if they are under the influence of alcohol or drugs.

An intoxicated person may experience:

- loss of coordination and balance
- slurred speech
- impaired judgement
- delayed reaction time
- sleepiness
- 'blackouts'.

Therefore, a drunk person cannot make informed, reasonable and rational decisions.

Remember that without consent, sexual activity is against the law. Consent must be:

- mutual
- freely given
- certain and clear
- enthusiastic
- reversible
- specific
- ongoing.

Consent cannot be **freely or voluntarily given** if the person is intoxicated or drug affected.

4.4.7 Strategies for minimising harm from alcohol consumption

You cannot judge how intoxicated or drunk you are from the way you are feeling. A number of factors like mood, sleep and stress can influence your perception of how drunk you are. It is also difficult to remember how much you have had to drink when you are drunk and you can lose count. If you are planning on consuming alcohol, you can minimise the potential harm to yourself and others by using the following strategies:

- Avoid drinking before going out (pre-loading).
- Avoid playing drinking games with friends. This can lead you to drink more and faster than planned.
- Avoid doing shots or drinking high-alcohol content drinks like cocktails or spirits.
- Don't let others top up your glass. This can cause you to lose track of how many drinks you've had.
- Drink water or non-alcoholic drinks between alcoholic drinks to give your body time to process the alcohol so it doesn't 'hit' you suddenly.
- Eat some food to slow down how quickly you drink.

4.4 ACTIVITIES

1 Dealing with the consequences of alcohol use

- In groups of four, allocate the following roles to group members.
 - Doctor in the local hospital
 - Chief of the local police
 - Youth worker
 - Principal of the local high school
- In your role, identify your concerns about the harms caused by alcohol use, particularly binge drinking, for individuals and the whole community. Consider the particular harms that you would deal with in your role.
- Prepare your key points as a short speech and then deliver it to the rest of your group. If there is time, some students can present their speeches to the whole class.

2 Influences on young people's attitudes to alcohol

- Use the **DrinkWise** weblink in your learnON Resources to watch the campaign video 'Kids absorb your drinking'.
- Did the men in this clip have a healthy attitude to alcohol? Explain your answer.
- How did these men pass on their attitudes towards alcohol to their children?
- As a class, discuss the influence that parents can have on children's attitudes to alcohol. In what ways can this be either positive or negative?

3 Binge drinking

Complete the worksheet **The day after a big night out** in your learnON Resources to further explore issues associated with binge drinking.

SUMMARY – key things to know

- Alcohol is a drug that slows down your brain and body.
- Drinking too much alcohol can make you sick or hurt you.
- Young people are more affected by alcohol than adults.
- Binge drinking is drinking a lot of alcohol quickly, which is very dangerous.
- Alcohol can cause accidents, injuries, and even death.
- It's important to be careful and make safe choices about drinking alcohol.

4.4 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8

■ LEVEL 3

9, 10

Check your understanding

1. **MC** What does a depressant drug do to the body?
 - A. Makes you depressed
 - B. Slows down the central nervous system
 - C. Speeds up the central nervous system
 - D. Makes you imagine things that aren't there
2. A drunk person is still able to give consent. True/ false?
3. **MC** Strategies to manage harm from alcohol include:
 - A. Avoid shots and spirits
 - B. Avoid pre-loading
 - C. Alternate water with alcoholic drinks
 - D. All of the above
4. **MC** Binge drinking refers to drinking a ____ amount of alcohol over a _____ period of time.
 - A. small, long
 - B. impressive, long
 - C. small, short
 - D. large, short
5. **MC** Alcohol is a factor in what percentage of drug-related deaths?
 - A. 5
 - B. 35
 - C. 18
 - D. 60

Apply your understanding

6. **Explain** why there are laws that restrict the consumption of alcohol to people who are 18 years or older.
7. **Identify** the various factors that can influence how alcohol affects you.
8. **Identify** what binge drinking is and how it can affect your health.
9. **Decide**, making your own judgement, whether or not you think young people should be allowed to drink alcohol. Give reasons for your answer.
10. **Explain** how drinking alcohol at risky levels can affect:
 - a. the individual and their relationship with other people
 - b. the community.

LESSON 4.5 Drugs and your health — other substances

LEARNING INTENTIONS

- Describe the impacts of other substances, including caffeine, inhalants and prescription medications, and their short- and long-term effects on the body.
- Discuss strategies for reducing risk and seeking help when gathering with peers.

ENGAGE

- In small groups, brainstorm a list of as many different types of drugs as you can think of, including both legal and illegal drugs.
- Share your list with the rest of the class.
- Discuss what you know or have heard about the short- and long-term effects of these drugs.

FIGURE 4.18 Drugs can be legal or illegal.



4.5.1 Other drugs

While we have looked at some of the more common drugs you will be exposed to (nicotine and alcohol), there are other common drugs you might encounter. It is important to understand their effects on your body and mind so you can make safe and healthy choices. Sometimes drugs are categorised according to their effects, such as depressants, stimulants, opioids and hallucinogens, and sometimes they are classified as being legal, illicit and prescription. In this lesson we will be looking at some of the drugs and drug categories you may encounter, including caffeine products, hallucinogens, cannabis inhalants and prescription drugs. Many drugs that have mind-altering effects are illegal in Australia. This is because they can have a wide range of negative effects on people's health, many of which are unpredictable, can cause addiction or are damaging to both physical and mental health.

4.5.2 Caffeine products

Drugs that speed up your brain and nervous system are called stimulants. People use stimulants such as caffeine to improve mental performance and to feel energised. Yet even in moderation, these legal drugs can damage your body.

Energy drinks

Like coffee and tea, energy drinks contain caffeine. Energy drinks can also contain sugar, and the mix of both of these on the adolescent brain can have negative effects. The sugar in the drink gives you an immediate burst of energy, but then causes a sugar crash. This can make you feel lethargic, moody and tired. Each of the drinks shown in table 4.3 contain caffeine and sugar.

DISCUSS



Research and compare the amount of sugar in each drink using the **Rethink sugary drinks** weblink in your learnON Resources

TABLE 4.3 Each of these drinks contains caffeine, and all contain a different amount of sugar.



Red Bull 335 mL



Unsweetened black coffee



Black tea with 1 teaspoon of sugar



Coke 330 mL

4.5.3 Effects of caffeine

Caffeine is a stimulant — a drug that increases heart rate and blood pressure and makes you feel more awake and alert. In large amounts, caffeine can make you feel agitated, anxious or aggressive.

The effect of a stimulant like caffeine on your body will vary according to the drug. Generally, the common short-term effects of stimulant use include:

- being alert, excited or agitated
- feeling anxious
- feeling confident
- increased heart rate
- increased blood pressure
- increased aggression
- feeling sick in the stomach
- sweating more.

Long-term reliance on caffeine products can impact on overall health and wellbeing for young people. While caffeine impacts adults too, its effects are greater on young people as teenage bodies are still developing. Some long-term impacts of caffeine products include:

- increased blood pressure
- damaged tooth enamel
- headaches
- stomach issues
- jitters and anxiety
- disrupted sleep leading to poor concentration and mental health issues.

FIGURE 4.19 Coffee contains the stimulant caffeine, which is why many people feel that drinking coffee in the morning can energise them.



4.5.4 Hallucinogens

These 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 a large amount of money and/or jailed if you are caught with such drugs.

4.5.5 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 and 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 health problems for some people.

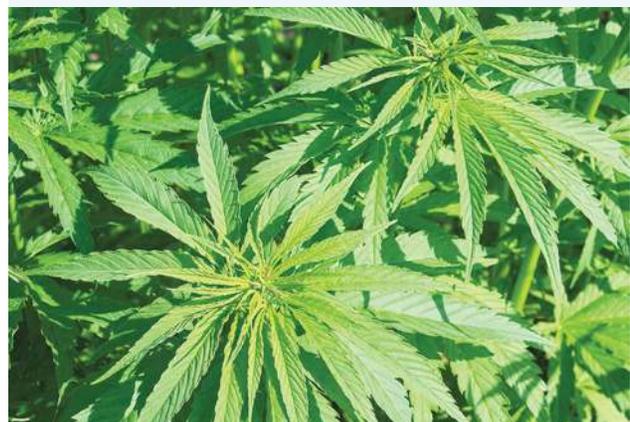
4.5.6 Cannabis

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. It can also be cooked into foods and eaten or drunk as a tea.

FIGURE 4.20 Dilated pupils are one short-term symptom of hallucinogen use.



FIGURE 4.21 Cannabis is a type of hallucinogen.



DID YOU KNOW?

Using, keeping, selling or giving away marijuana is illegal in Australia. This prohibition also covers items used to take marijuana, such as bongs. Penalties can differ between states. In South Australia, for example, the personal use of small amounts of marijuana has been decriminalised. All states and territories now also have laws relating to the use of medicinal marijuana for patients suffering from particular illnesses. The conditions for use vary between states.

Immediate effects of cannabis use

Although often classed as a depressant drug because it slows the workings of the central nervous system, cannabis is technically a **cannabinoid**. When cannabis is consumed, its main chemical ingredient, tetrahydrocannabinol (THC), attaches to 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 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.

Consequences of cannabis use

Cannabis use can have a range of short- and long-term health, social, legal and financial consequences.

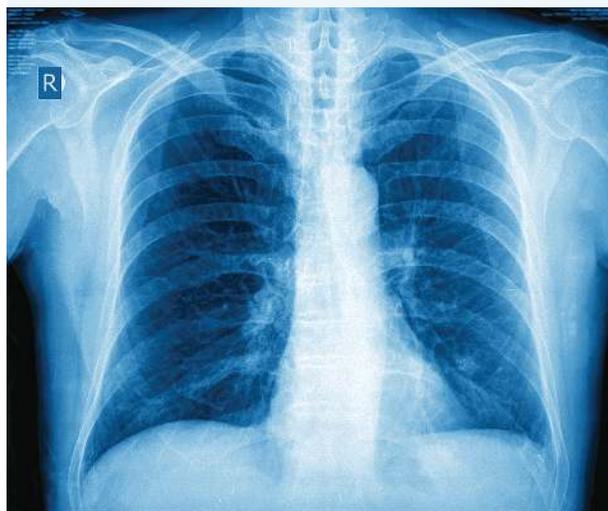
Health problems

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. In fact, the carcinogens 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 harmful chemicals for longer.

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.

cannabinoid types of chemicals that act on particular receptors in the brain

FIGURE 4.22 Cannabis use exposes the lungs to carcinogens for a longer time than smoking cigarettes. This can cause lung diseases such as bronchitis and cancer.



Accidents and injuries

As with alcohol use, the loss of inhibitions, coordination and decision-making skills that result from cannabis use can cause people to engage in risky behaviours. This can cause accidents and injuries. When a group of young people are affected by cannabis, it can be especially difficult for them to recognise possible dangers and seek help if an emergency arises.

School and work

Cannabis use can also affect school and work performance. Regularly using cannabis reduces memory, concentration and the ability to learn. This results in difficulties understanding work, and in being able to study or do homework. These problems can be made worse if the person becomes dependent on cannabis. They may begin to lose interest in other important aspects of their life, such as school, sport or friends.

Relationship problems

Using cannabis can also cause relationship problems. Friends and family may worry about their loved one's cannabis use. They may also become frustrated if cannabis use starts taking over the person's life. Memory difficulties caused by cannabis use can limit a person's ability to hold a conversation, and affect their reliability and their commitment to relationships.

Legal problems

All illegal drugs, including cannabis, carry penalties if someone is caught using, possessing, making or selling them. The police choose from a variety of options when determining the penalty that a young person will face after being caught with an illegal drug. These options include formal cautions, warnings and arrests. A criminal record relating to illegal drugs can have significant consequences. For example, a criminal record can:

- limit international travel opportunities, because travellers must declare criminal convictions on visa applications
- reduce work options, because many applications require candidates to state whether they have a criminal record
- restrict a person's ability to be approved for loans or credit cards.

Cannabis and mental health

Although some young people may use cannabis as a means of coping with mental health problems, cannabis can make the symptoms much worse. Anxiety, panic, paranoia and hallucinations can make the problems more severe and cause the person to feel isolated and afraid.

For some young people, 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 or depression, or when a person is at greater risk of developing these illnesses.

FIGURE 4.23 Driving under the influence of a hallucinogen is incredibly dangerous. Australian police now test drivers for recent drug use.



FIGURE 4.24 Some people turn to drugs such as cannabis when they are feeling anxious or upset as a way to escape reality or their feelings.



4.5.7 Inhalants

Inhalants are substances that people might breathe in to experience a quick, temporary high. These substances can be found in everyday products like glue, paint thinners, and cleaning sprays. However, inhaling these chemicals is very dangerous and can cause serious health problems, including lung damage, brain damage, heart failure, and even death. Using inhalants is not safe and can have long-lasting negative effects on both the body and mind.

4.5.8 Prescription drugs

Prescription drugs are medications prescribed by doctors to treat or manage specific medical conditions. They can be safe when prescribed and taken correctly, but they can cause damage if not used correctly. It is important that you are honest with your doctor when you are being prescribed medications and fully disclose any other prescribed, over-the-counter and natural medicines you might be taking. This is because different substances can interact with each other and change the way they behave in your body. You must take the medications as instructed by your doctor and dispose of any unused drugs at the end of your treatment. It is also important that you don't share your prescription medications with somebody else, even if they appear to have the same symptoms as you. Your prescription medication may not be the best treatment for every person and sharing medications can even cause harm.

FIGURE 4.25 Prescription drugs can be safe when prescribed and taken correctly.



Over-the-counter medications that do not require a prescription, such as paracetamol and ibuprofen, must also be used carefully by young people. They are still drugs that affect the body and the dosage advice must be followed carefully. You should not be taking these drugs for more than a few days at a time, and if you rely on these drugs frequently, you should seek advice from a doctor or even a support service like Kids Helpline (see figure below).

FIGURE 4.26 Kids Helpline offers 24 hour support.



4.5.9 Planning a safe party or gathering

If you're planning or attending a gathering or party with friends, preparing and planning ahead helps you to reduce the risks and ensures you and your friends are as safe as possible. Some things to consider include:

- Know the details and share them. For example:
 - where is the party
 - who will be attending (do you know and trust them)
 - will there be adult supervision or someone near by?
- How will you travel to and home.
- Make sure your mobile phone is fully charged.
- Have some cash or payment for emergencies such taxi or Uber home.
- Attend the party with at least one reliable and trusted friend and look out for each other.
- Revisit your personal boundaries and set your limitations for the party.

Download *Emergency +* on your phone to assist you to call triple zero (000) quickly and to accurately communicate your location to the emergency call-taker.

Calling triple zero

If you are ever in doubt about the health and safety of your friend, don't hesitate or be afraid to call 000 (or 112 from a mobile phone, even if you don't have a network connection). If a friend needs medical assistance, make sure you ask for help as quickly as possible. If you call for a medical emergency, the police will not be called to the scene unless there is danger and the paramedics can't do their job. Further information on calling triple zero is in lesson 4.6.2.

FIGURE 4.27 Looking after your friends and staying together will help you celebrate safely.



FIGURE 4.28 Call 000 in an emergency.



4.5 ACTIVITY

1 Highs 'n' lows

- Divide into small groups. Each group should select one of the following drugs: ecstasy, cocaine, LSD, methamphetamine or GHB. Use the **Don't get used** weblink in your learnON Resources to create a poster or ICT presentation for the class summarising your selected drug. Your presentation should include: other names for the drug, what category of drug it is considered to be, and the effects and consequences of taking the drug.
- In your group, create a table, poster or other product (e.g. a 'reel' or song) that includes:
 - the reasons a person might take your drug, and why they should not
 - strategies that could be used to say no to using illegal substances.
- Share your group's creation from part **b** with the class. As a class, identify and discuss any similarities and differences across the different drugs.
- Use your findings from parts **a** and **b** of this activity to create a poster, PowerPoint, Prezi, Kahoot! quiz or video presentation to educate your peers about your findings.

2 Safe party tips

Design a poster that gives tips on how to conduct a safe party.

Use the information in this lesson, the **Partying safely** weblink in your learnON Resources, and the **Police partying** weblink in your learnON Resources to make the party as safe as possible.

3 What should I do?

Consider the following scenario:

Your dad drops you and a friend at a party at 9:00 pm. You ask him to pick you both 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. You are also worried that he'll think that you lied about there being no alcohol at the party.

In small groups discuss:

What you should do now do?

What you could have done differently?

SUMMARY — key things to know

- There are many different drugs, both legal and illegal, with various effects on your body and mind.
- Caffeine is a stimulant found in coffee, tea, and energy drinks. It can make you feel awake but also cause problems like headaches and anxiety.
- Hallucinogens, like LSD and magic mushrooms, affect your senses and are illegal.
- Cannabis (marijuana) is a type of hallucinogen that can cause health problems and is illegal in many places.
- Inhalants are dangerous chemicals that people might breathe in to get high, causing serious health issues.
- Prescription drugs should only be taken as directed by a doctor and never shared with others.
- Plan ahead for safe parties by knowing the details, sticking with trusted friends, and being ready for emergencies.

4.5 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

7, 8

■ LEVEL 3

6, 9

Check your understanding

1. **MC** Hallucinogens are drugs that
 - A. speed up the nervous system.
 - B. slow down the nervous system.
 - C. make you imagine or feel things that aren't really there.
 - D. make you run fast.
2. **MC** Which one of the following is NOT good practice in relation to prescription drugs?
 - A. Follow your doctors' instructions
 - B. Share medications with others
 - C. Dispose of unused medications
 - D. Tell your doctor about all the medications you are taking
3. All caffeine drinks are perfectly safe and healthy to drink every day. True or false?
4. **MC** One negative long-term effect of smoking cannabis is
 - A. sleeping better.
 - B. smelling like cannabis.
 - C. pain relief.
 - D. lung disease.

5. **MC** Using cannabis can make mental health problems worse because it can cause
- A. anxiety.
 - B. paranoia.
 - C. panic attacks.
 - D. All of the above

Apply your understanding

6. **Explain** the effect that the use of common stimulants such as caffeine or energy drinks may have on a young person.
7. **Identify** the potential harms of hallucinogenic drug use to personal relationships and the community.
8. **Identify** how the effects of hallucinogens can vary from person to person.
9. **Consider** the possible harms associated with alcohol and cannabis use. **Determine** how these are:
- a. similar
 - b. different.

LESSON 4.6 Responding to emergencies — DRSABCD

LEARNING INTENTION

- Practice DRSABCD to assist others in an emergency situation.

ENGAGE

What would you do?

You are walking home after school with your friend Jo and you see a woman collapse in front of you as she crosses a busy intersection. You can see she is not moving, and her friend is screaming and doesn't know what to do.

1. What dangers exist for the collapsed woman, her friend and yourself? List the dangers, and in another colour write some suggestions for how to provide help and manage the dangers.
2. When it is safe, you discover the collapsed woman is not responding to your voice or touch. What would you do next?
3. Explain what information you or Jo would have to give to the emergency services operator over the phone.
4. Explain what you could do to get an ambulance to the scene as quickly as possible.
5. What steps will you take to help the collapsed woman?

FIGURE 4.29 Learning what to do in an emergency is an important skill.



4.6.1 What is first aid?

First aid is the initial or first help that is given to an injured or ill person. It should not be confused with medical aid, which is treatment by a doctor or other qualified person, such as a nurse or ambulance officer.

First aid begins when a person arrives at the scene of an accident. It continues until the casualty recovers or medical aid arrives.

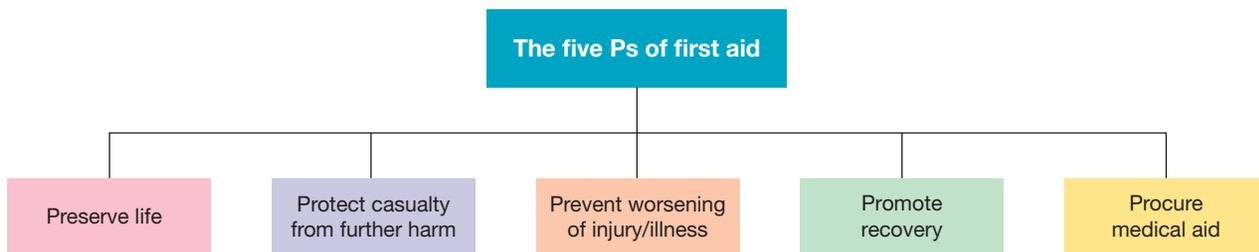
first aid the initial or first help that is given to an injured or ill person. It should not be confused with medical aid, which is treatment by a doctor or other qualified person, such as a nurse or ambulance officer

The aim of first aid is to:

- preserve life
- protect the casualty from further harm/protect the unconscious
- prevent injury or illness from becoming worse
- promote recovery
- procure medical aid.

These are known as the five Ps.

FIGURE 4.30 The five Ps of first aid.



4.6.2 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 for help, **A**irway, **B**reathing, **C**PR and **D**efibrillation.

In an emergency situation, your plan of action needs priorities. This allows you to address the most life-threatening injuries first. For example, if a person has a broken bone but they are also not breathing, you must attend to the breathing first. A person does not usually die from a broken bone.

The following subsections explain each step of the DRSABCD action plan.

Danger

When you get to the scene of an emergency, you must check for danger to yourself, the injured person and bystanders. Potentially dangerous situations can arise from obstacles such as traffic, broken glass, smoke and fire.

In an emergency, smoke and fire can be fatal to both the victim and the person helping.

Response

The next step is to assess if the casualty is conscious. This is done by gently squeezing the shoulder of the victim and asking ‘COWS’ questions in a loud voice. The COWS acronym stands for the questions:

- ‘Can you hear me?’
- ‘Open your eyes if you can hear me?’
- ‘What’s your name?’
- ‘Squeeze my hand if you can hear me’.

FIGURE 4.31 In an emergency, you need to check for danger before helping.



For the last request, try both of the casualty's hands. A stroke can stop a person from being able to use one side of the body, but they may still be able to squeeze with the other hand. You should ask the casualty before touching them in case they are conscious.

If the casualty responds, check for other injuries and control serious bleeding. A response indicates that the patient is conscious and can be 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

Dial 000 or 112 to request help.

Remember, dial 000 from a fixed landline and dial either 000 or 112 if using a mobile phone, if a patient is unconscious or has injuries that require immediate attention. Remember too, stay calm and stay on the line!

If you have a hearing or speech impairment, you can contact the police, fire service or ambulance on 106 directly through a teletypewriter or text phone (TTY). When the emergency operator answers, state clearly which service you need and give the information as listed.

FIGURE 4.32 If you have a hearing or speech impairment, you can contact emergency services on 106 directly through a teletypewriter or text phone.



Triple Zero provides the following instructions for calling for help in an emergency.

1. Dial 000. Triple zero (000) is Australia's primary telephone number to call for help (ambulance, police or the fire service) in life-threatening or time-critical emergency situations.
2. When the emergency operator answers, state clearly the service you need — police, ambulance or fire brigade.
3. Stay calm and speak clearly. Be ready to give the following information and answer any questions.
 - Location of the emergency (including nearby landmarks and closest intersections).
 - The telephone number from which the call is being made.
 - What has happened/what the emergency is.
 - How many people require assistance.
 - Condition of the casualty.
 - What assistance is being given.
 - Any other information requested.Stay on the line! Only hang up when the emergency services operator tells you to.
4. Ask someone to go where they can direct the emergency service vehicle to the correct place. The most experienced person should stay with the casualty to perform CPR if required.

DID YOU KNOW?

Dialling 112 over 000 provides no advantage. Calls to 112 do not go to the head of the queue for emergency services. It is also not true that 112 is the only number that will work on a mobile phone.

Airway

In some cases, simply opening the airway will be enough 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. It is possible for the airway to be blocked by objects such as the tongue, vomit, saliva, false or broken teeth, or chewing gum. The easiest method of clearing the airway is to open the mouth and turn the head slightly

downwards to allow any obvious foreign material to drain. If necessary, use your fingers to remove any foreign matter.

Breathing

The check for breathing should take 5–10 seconds.

Look — for the rise and fall of the lower chest or abdomen

Listen — for sounds of breathing from the mouth or nose

Feel — for air expelled from the mouth on your cheek

If the casualty is not breathing normally, the rescuer will need to start cardiopulmonary resuscitation (CPR).

If they are breathing normally, place the victim into the **recovery position** and monitor closely until professional responders (such as ambulance officers) take over.

Recovery position

➡ Roll the person away from you into the recovery position.

Cardiopulmonary resuscitation (CPR)

If the casualty is unconscious, shows no signs of life and is not breathing normally, cardiopulmonary resuscitation (CPR) must be started immediately. CPR is a combination of 30 **chest compressions** and two **rescue breaths**.

Chest compressions help the heart continue pumping and circulating oxygenated blood around the body, and rescue breaths provide the oxygen.

Chest compressions

To perform a chest compression, follow these steps:

1. Kneel beside the casualty.
2. Locate the sternum (at the centre of the chest). You can do this by tracing a line inwards from the armpits to the centre of the chest. 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 figure 4.35). The hands need to be positioned on the lower half of the sternum, approximately across from the armpits.
4. Your shoulders should be directly above the patient's chest. This allows you to use your body weight to help with the compressions. Keep your arms straight. Providing chest compressions can be exhausting, so it is important to use your weight, not just your arms.
5. The depth of the compressions should be about one-third of the depth of the chest for all age groups.

Rescue breaths

To perform a rescue breath:

- Kneel beside the casualty and tilt their head back.
- Place your thumb across their chin with your index finger underneath and then lift the chin.

rescue breaths given to a casualty who is not breathing; the breath will take one second to deliver and will make the casualty's chest rise

FIGURE 4.33 The recovery position



FIGURE 4.34 Checking for breathing.



FIGURE 4.35 When performing a chest compression, your hands need to be positioned on the lower half of the sternum, which can be located by tracing a line inwards from the armpits.



- Pinch the casualty's nostrils together with the thumb and index finger of your free hand.
- Place your mouth over the person's mouth, making an airtight seal.
- Take a normal breath and breathe (don't blow) into the casualty's mouth for one second.
- Watch for the chest to rise.

It is important for the rescuer to watch the chest following the first breath. If the chest fails to rise on the first breath, the head tilt and chin lift need to be checked to make sure there is no blockage to the airway. This would stop air from reaching the lungs. If a chest rise is not observed following the second rescue breath, chest compressions need to begin. Rescue breaths should be delivered if you are willing and able to perform them. Some circumstances, such as facial injuries to the patient or the presence of blood, may stop you from delivering rescue breaths. In these cases, giving compression-only CPR is okay.

Defibrillation

Defibrillation is the process of attempting to restore a casualty's normal heart rhythm when they have suffered a sudden **cardiac arrest**. A cardiac arrest is a disturbance of the electrical activity in the muscles of the heart's larger pumping chambers. With the use of a defibrillator, an electric shock can be delivered to hopefully restore the heart's normal rhythm.

The most common type of defibrillator is an **automated external defibrillator (AED)**. An AED delivers an electrical shock to the heart after it analyses that the heart's rhythm is not normal. The defibrillator determines whether a shock is needed to the heart via the adhesive electrode pads attached to the patient's chest. The shock interrupts the chaotic rhythm of the heart and gives the heart the chance to return to its normal rhythm.

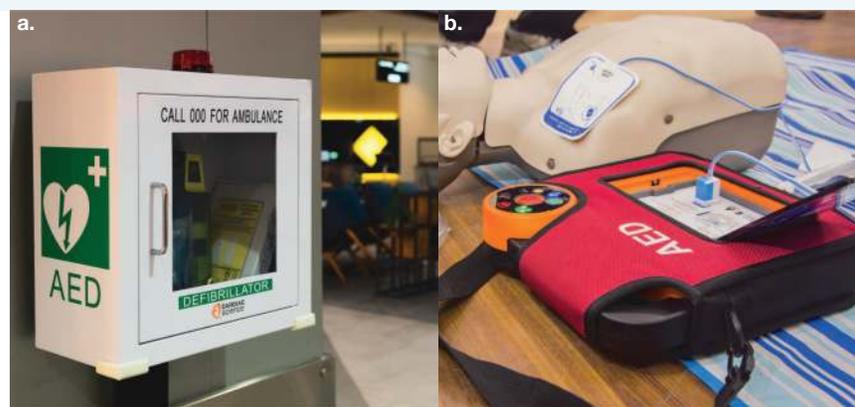
AEDs can be found in many public places such as airports, railway stations, gyms, shopping centres and sports grounds, because a sudden cardiac arrest can happen to anybody, anytime, anywhere. An AED can be used by anyone. It has step-by-step voice and visual guides to guide the first-aider. If there is public access to an AED, it should be fetched and the pads applied immediately while someone continues CPR.

defibrillation the application of electrical therapy that allows the heart to re-establish an effective rhythm

cardiac arrest disturbance of the normal electrical activity in the muscles of the heart's larger pumping chambers resulting in ineffective circulation

automated external defibrillator (AED) an accurate and easy-to-use computerised medical device that analyses a person's heart rhythm and recognises a rhythm that requires a shock. It uses voice and visual prompts to guide the first aider.

FIGURE 4.36 An automated external defibrillator (AED) **a.** in a shopping centre and **b.** on a demonstration model for training.

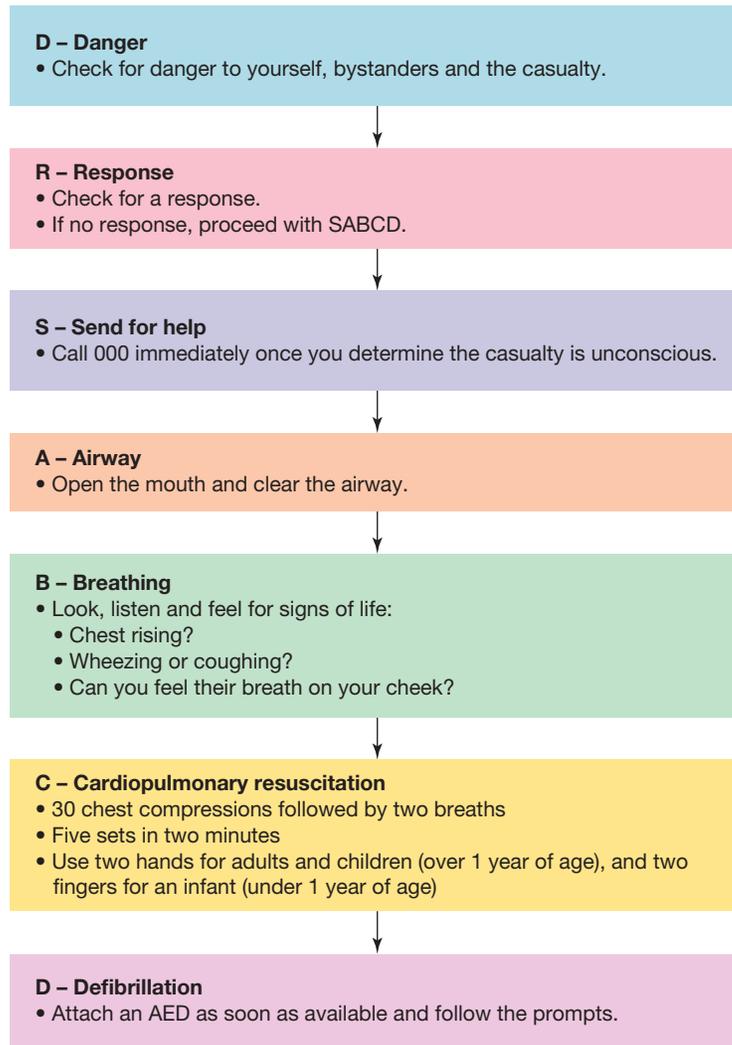


DID YOU KNOW?

The chances of survival from cardiac arrest depend on the time taken to use an AED.

Early access to an AED saves lives. Statistics show that up to 20 000 lives per year in Australia could be saved by the immediate availability of an AED for the person in cardiac arrest. For every minute that a person in cardiac arrest goes without being successfully treated by defibrillation, their chance of survival decreases by 10 per cent.

FIGURE 4.37 DRSABCD action plan.



➡ Use the interactivity **Steps of the DRSABCD action plan** to check your recall of DRSABCD.

4.6.3 Practice the DRSABCD action plan

Look at the following scenario and consider how the DRSABCD action plan would be used.

You are walking home from school when you hear someone screaming. Their friends have had a crash at the skate park and one has collapsed and is not moving, while the other is moving around but is a little dazed and confused.

What do you do?

Danger

First check for dangers to yourself, bystanders and the casualties. Dangers in this scenario might include:

- other people in the skate park
- blood
- broken glass
- debris.

Strategies for removing these dangers include using a stick to move sharp objects. When the dangers have been removed as much as possible, you can move on to 'response'. Only move a casualty if a danger *cannot* be removed, such as a fire.

Response

Which casualty is likely to be more seriously injured? In this scenario, the skater who has collapsed appears to be the most seriously injured. You should first establish whether the casualty is conscious or not. You should approach the skater and loudly say things such as, 'Can you hear me?', 'Open your eyes', 'What's your name?' and 'Squeeze my hands'. Remember to ask for consent before touching the person, even if you think they are unconscious. If the casualty responds, check for bleeding and other injuries, such as broken bones, while a bystander calls for an ambulance. Unfortunately, in this case, the casualty has not responded. What do you do now?

Send for help

While you check for bleeding or other injuries, ask a bystander to call 000 or 112 (you can do this step yourself if alone).

When the person answering the 000 call asks, 'Do you want police, fire or ambulance?', the bystander will need to say 'ambulance'. They will need to stay calm, not shout, and speak slowly and clearly to give the following information.

- Location of the emergency (including nearby landmarks and closest street intersections)
- The telephone number from which the call is being made
- What has happened — that there has been an accident at the skate park
- How many people require assistance — two casualties (give sex and estimated age also if possible)
- Condition of the casualty — one skater is conscious but dazed and appears uninjured; the other is not responding
- What assistance is being given — first aid is being provided by going through DRSABCD and starting CPR
- Any other information requested.

Remember, stay on the line. Never hang up before the emergency services operator hangs up.

If a bystander has made the call while you are providing assistance to the casualty (or casualties), ask them to come back and give you an estimated time of arrival of the ambulance. This way, you know the 000 call has been made and you have some idea of how long you will need to keep providing first aid until more qualified medical assistance arrives. Also ask someone to go to the street or entrance where they can direct the emergency service vehicle to the correct location.

Airway

Because the skater is unconscious, you must check that their airway (the passage that leads from the mouth, nose and throat to the windpipe) is clear. If the airway is blocked, oxygen cannot reach the lungs. Some common causes of a blocked airway are:

- the tongue
- vomit
- broken teeth
- chewing gum.

To assess airway and breathing, leave the casualty in the position in which they have been found. If fluid or foreign matter is obstructing the airway, roll the casualty onto their side. Open the mouth and turn the head slightly downwards to allow any obvious foreign matter to drain.

FIGURE 4.38 Rolling a casualty into the recovery position to remove foreign substances.



Clearing the airway

Complete the following to clear the airway.

1. Turn the casualty's head to the side and slightly downwards.
2. Use your fingers to remove any foreign matter from the mouth.

Once the airway is clear, the casualty can be positioned on their back.

Opening the airway

Complete the following to open the airway. The process is the same whether the person is on their back or in the recovery position.

1. Open the airway by lifting the chin to tilt the head (not the neck) back.
2. Lift the jaw forward and open the casualty's mouth slightly.

FIGURE 4.39 Clearing the airway.



Breathing

You have done a good job clearing the skater's airway; however, he still appears to not be breathing. You are not a doctor, so how do you check whether he is breathing? You look, listen and feel for any signs of breathing by:

- looking at the chest to see whether it is rising and falling
- listening for any sounds of breathing by placing your cheek alongside the casualty's mouth
- feeling with your hand on the ribs and diaphragm for the rise and fall of the chest, and feeling for breath on your cheek.

If the casualty were breathing, you would place them in the recovery position and keep their head tilted slightly backward and face slightly downward. You would wait for an ambulance while monitoring vital signs and checking for other injuries. In this scenario, they are not breathing, so start CPR–30:2.

Compressions

To perform the chest compressions.

1. Visualise the centre of the casualty's chest. Place the heel of one hand on the centre of the chest (the bottom of the sternum). You can find the right place by tracing a straight line from the armpits to the centre of the chest.
2. Place the heel of the other hand on top of the first. Keep the fingers off the ribs. Interlace the fingers of both hands to assist with holding the lower fingers off the chest wall.
3. Ensure that your arms are straight and your shoulders are above the pedestrian's chest.
4. Bend forward at the hips so that you depress the sternum rhythmically and vertically about one-third of the depth of the chest (roughly 4–5 cm).
5. Release the pressure, then repeat.
6. Perform 30 compressions.
7. Pause after each set of 30 compressions to give two rescue breaths, and then repeat. You should be performing CPR at a rate of 30 compressions for every two breaths.
8. Aim to do this five times in two minutes (100–120 compressions per minute).
9. *Do not stop.* Continue doing 30 compressions and then two breaths until one of the following happens:
 - The casualty starts breathing
 - Someone more qualified, such as a paramedic, arrives to take over.
 - You are physically unable to continue.
 - An AED is applied. Follow the AED prompts and restart CPR if the AED instructions tell you to.

Rescue breathing

If you decide to deliver rescue breaths, they can be performed using two main methods:

- mouth-to-mouth
- mouth-to-nose.

Both methods are equally effective, but the mouth-to-mouth method is more commonly used.

To perform the rescue breaths:

1. Position casualty on their back on a firm, flat surface.
2. Kneel beside their chest.
3. Tilt their head back by placing the palm of your hand on their forehead.
4. Pinch their nostrils with your fingers or close off the nostrils with your cheek.
5. Place your mouth firmly over their mouth, making an airtight seal (see figure 4.40).
6. Take a normal breath and breathe (don't blow) into the casualty's mouth for one second.
7. Remove your mouth and check whether their chest is rising after each inflation. Listen for air escaping from their mouth and nose by turning your head so that your ear is close to their mouth. At the same time, observe their stomach to make sure that it has not become swollen with air (which would mean you are breathing too hard, the airway is blocked or you have not tilted their head back enough).

Defibrillation

After two minutes of CPR, a bystander approaches you with an AED. The skater is still not breathing. You need to attach the AED as soon as possible, but you must continue CPR until the AED is ready.

Attach the AED as shown in figure 4.41 and then follow the prompts given by the device. Shortly afterwards, the skater's heart re-establishes a regular rhythm and they start breathing again. You continue to monitor their vital signs until the ambulance arrives.

4.6.4 Variations of CPR

In different situations, CPR might be performed slightly differently, as outlined below. Applying the correct method depending on the situation is important. The method of giving chest compressions and rescue breaths is different for adults and children (1–8 years) compared to infants (less than 1 year).

Two operators

If two people are available to provide CPR.

- Each person should kneel on opposite sides of the casualty's body.
- The more experienced person should start at the head and perform the rescue breaths.
- Give 30 compressions and two rescue breaths
- The person performing the compressions should call out the numbers 1 to 30 as they compress the chest. This helps the other person to time the breaths to limit the amount of interruption to the compressions.
- It is a good idea to change who is giving the chest compressions to prevent fatigue.

FIGURE 4.40 The mouth-to-mouth method. Sealing the nose with the fingers, give two rescue breaths.



FIGURE 4.41 Position and placement of an automated external defibrillator (AED) using adhesive pads.

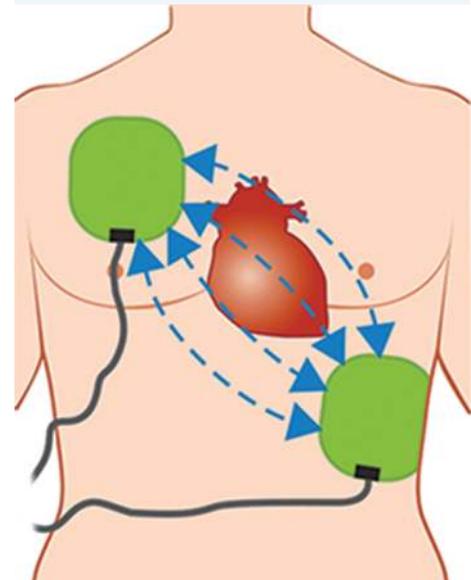


FIGURE 4.42 CPR with two operators.



CPR for infants

Infants have smaller bodies and less developed body systems. For infants below the age of 12 months, use the following procedure.

- Do not apply the head tilt for infants. The head remains in the neutral or horizontal position.
- Apply compressions with the tips of your index and middle fingers over the middle of the chest.
- Compress to one-third of the depth of the chest (about 1.5 cm) using two fingers.
- Cover the child's nose and mouth with your mouth and breathe with a gentle puff — enough pressure to cause the chest to rise gently.
- Use the same breath to compression ratio as for adults and children. That is, two breaths for every 30 compressions at a rate of 100 compressions per minute.

FIGURE 4.43 CPR for infants.



DISCUSS

In small groups, discuss whether all people should have to get CPR training.

First aid helps injured or sick people until medical help arrives.

DRSABCD is a plan to help save lives:

- D - Check for Danger.
- R - Check for Response.
- S - Send for Help (call 000).
- A - Check Airway.
- B - Check for Breathing.
- C - Start CPR if needed.
- D - Use a Defibrillator if available.

Always stay calm and follow these steps to help someone in danger.

4.6 ACTIVITIES

1 Practice skills of DRSABCD

Practise the following skills needed for DRSABCD.

- Place your partner in the recovery position.
- Check and clear the airway.
- Check for breathing.
- Practise rescue breathing and CPR using resuscitation manikins.
- Find the location of the AED in your school. If there is a practice AED available, practice using it on the manikin.

2 DRSABCD Scenarios

In small groups discuss the best response to the following emergency situations.

- You are playing cricket with a group of friends during lunchtime and one of you is hit in the head with a cricket ball.
- You are at the local pool and see someone hit their head when they jump into the pool. They don't come up again.

3 Smartphone emergency apps



Use the weblinks provided in your learnON Resources to research emergency apps. Create a brochure advising people about the role of the apps and how they can help save lives.

SUMMARY – key things to know

- First aid is the first help given to someone who is hurt or sick before medical help arrives.
- DRSABCD is a plan to remember what to do in an emergency.
- DRSABCD stands for: Danger, Response, Send for help, Airway, Breathing, CPR and Defibrillation.
- Always check for danger first, then see if the person responds to your voice or touch.
- If the person is not breathing, you may need to do CPR and use a defibrillator if available.

4.6 Exercise

learnON

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7

■ LEVEL 3

8, 9, 10

Check your understanding

1. **MC** Which two of the following numbers should be called in an emergency?
A. 000
B. 911
C. 112
D. It depends on where you are in Australia.
2. **MC** What is the correct acronym for the action plan to save a life?
A. DRABCD
B. DRABC
C. DRSABCD
D. DRABCD
3. **MC** What is the purpose of a defibrillator (also known as an AED)?
A. To shock the body back into consciousness
B. To complete compressions instead of someone having to do them
C. To check heart rate
D. To shock the heart to try to get a regular rhythm
4. **MC** When giving CPR, what is the compressions to breaths ratio for an adult?
A. 10:10
B. 30:2
C. 2:30
D. 50:5
5. **MC** In a first aid situation, once you are satisfied there is no danger to yourself, bystanders or others, what would you do?
A. Check for a response from the casualty.
B. Call for an ambulance.
C. Check the casualty's pulse.
D. Start CPR.

Apply your understanding

6. **Explain** the objective of first aid and describe the five Ps in relation to first aid.
7. **a.** When giving cardiopulmonary resuscitation (CPR), describe the action plan that must be followed.
b. Identify how many chest compressions must be given when it is established the casualty is not breathing.
c. What is the ratio of compressions to rescue breaths during CPR?
d. When two people are available to give CPR why should they swap roles?
e. Explain how long you should continue to perform CPR.
8. **Describe** the information that should be given to the 000 operator in an emergency.
9. **Discuss** how CPR is performed differently on infants compared with adults. Justify these differences.
10. **Justify** why Danger is the first step in the DRSABCD response plan.

LESSON 4.7 Responding to emergencies — First aid

LEARNING INTENTION

- Practice first aid responses to assist others in emergency situations.

ENGAGE

By maintaining a first aid kit, you will be equipped to provide basic first aid in most situations.

Do you know what to keep in a first aid kit? As a class, discuss the key items that should be kept in a first aid kit, and where the kits should be kept.

-  Use the **First aid kit** weblink in your learnON Resources to find out what you should have ready and how to use the different objects.

FIGURE 4.44 A well-stock first aid kit is important.



4.7.1 Basic first aid

In the event of an accident, knowing some basic first aid principles and procedures can help save someone's life. Developing these skills through a first aid course will give you confidence to deal with emergencies. In this lesson, you will learn how to recognise and treat injuries and some conditions. Some common first aid treatments include:

- Bleeding
- Anaphylaxis
- Asthma
- Burns
- Poisoning
- Bites and stings
- Soft tissue injuries

4.7.2 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 an important consideration. Always check for danger and take steps to manage the cause. This might mean clearing away glass or using equipment like gloves to avoid blood contact.

Be blood safe

In some first aid situations, you may encounter open wounds, such as cuts and abrasions. A person's blood 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 for a person who is bleeding should include wearing disposable latex gloves. Following treatment, immediately wash your hands with soap and water. If you don't have access to protective equipment like gloves, you will need to decide if you will proceed with treatment.

4.7.3 External bleeding

In the event of external bleeding, pressure should be used to try to control the bleeding. Follow the following steps:

- DRSABCD
- Lay the casualty down and keep still.
- Apply firm, direct, continuous pressure until the bleeding stops. By pressing firmly on the wound, the blood vessels beneath the skin are flattened and the blood flow is reduced. This gives time for blood clots to start forming, sealing off damaged blood vessels. You can use your hands, a sterile pad or even a piece of clothing to the wound.
- When blood flow slows, apply a pad or dressing in or directly over the wound. Secure the pad by bandaging firmly. Raise and rest the injured part of the body.
- Raise and rest the injured part of the body.
- Loosen tight clothing and give nothing to eat or drink.
- Seek medical aid urgently.

Once bleeding has been controlled and you are confident that the casualty's condition is not life-threatening, you can commence a secondary assessment of the casualty. This involves a head-to-toe check of the patient. Check for bleeding and other injuries.

4.7.4 Anaphylaxis

This is the most severe form of allergic reaction. A severe allergic reaction can occur within 20 minutes of exposure to the trigger and it can quickly become life-threatening. It must be treated as a medical emergency. Immediate treatment and urgent medical attention are required.

The symptoms include:

- tingling of the mouth
- swelling of the face, lips, eyes
- hives, welts or body redness
- vomiting or abdominal pain
- difficulty and/or noisy breathing
- swelling or tightness in the throat
- wheeze or persistent cough
- paleness and floppiness in young children
- swelling of the tongue
- difficulty talking or hoarse voice
- loss of consciousness and/or collapse.

FIGURE 4.45 An EpiPen.



Management of anaphylaxis

In Australia, anaphylaxis is treated by delivering adrenaline via an adrenaline injector (such as an EpiPen or Anapen). Many people at risk of anaphylaxis will carry an injector pen with them.

Follow these steps to administer an adrenaline injector.

- Lay the patient down — do not allow them to stand or walk.
- If unconscious, lay the person in the recovery position. If breathing is difficult, allow them to sit.
- Give them the injection into the outer mid-thigh following the instructions on the 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.
- Write down the time the injection was given.
- Phone the ambulance on 000 or 112.

Further adrenaline doses can be given if no response is seen after five minutes.

 If you are ever unsure whether an allergic reaction is occurring, administer the adrenaline injector anyway. Go to the **Action plan for anaphylaxis** weblink in your learnON Resources to learn more.

4.7.5 Asthma

Asthma is a breathing problem resulting from a narrowing of the airways. Symptoms include:

- moderate to severe breathing difficulties
- possible coughing and wheezing
- possible paleness, sweating, blueness of lips, earlobes and fingertips
- appearance of being very quiet or subdued
- possible unconsciousness.

To manage a situation where someone is having an asthmatic episode, the Better Health Channel advises the following procedure:

1. Sit the person upright.
2. Give four puffs of blue or grey reliever puffer. Make sure you shake the puffer, put one puff into a spacer and get the person to take four breaths from the spacer. Repeat this until the person has taken four puffs. Remember: shake, one puff, four breaths. If you don't have a spacer, simply give the person four puffs of their reliever directly by mouth.
3. Wait four minutes. If there is no improvement, give four more separate puffs as in step 2. Remember: shake, one puff, four breaths.
4. If there is still no improvement, call triple zero (000) for an ambulance. Tell the operator that someone is having an asthma emergency. Keep giving the person four separate puffs of reliever medication, taking four breaths for each puff, every four minutes until the ambulance arrives.

If you are not sure if someone is having an asthma attack, you can still use asthma reliever medication because it is unlikely to cause harm.

Call triple zero (000) immediately if the person is not breathing, if their asthma suddenly becomes worse, or if the person is having an asthma attack and there's no blue or grey reliever available.

If the person becomes unconscious, follow DRSABCD and seek urgent medical aid.

FIGURE 4.46 Many people manage their asthma using a medicated inhaler.



4.7.6 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.

FIGURE 4.47 Burns should be held under cold, gently running water.



4.7.7 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 remaining substances.

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.

4.7.8 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 **Marine stingers** weblink in your learnON Resources.

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.

FIGURE 4.48 Bites and stings can come from a range of creatures.



4.7.9 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 told 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.

4.7.10 Soft-tissue injuries

Signs and symptoms

Soft-tissue injuries are sprains and strains to the body's muscles, tendons and ligaments. These injuries often happen when playing sport, but they can also occur when moving about in day-to-day life. The aim of first aid is to increase blood circulation to the injured area, and reduce swelling and pain.

Assessment of soft-tissue injuries

A checklist known as **SALTAPS** can be used to assess most injuries. These letters represent the procedure for diagnosing a sports injury.

1. *Stop* play immediately when an injury occurs. The player should be examined on the field or, if practical, removed from the field or court.
2. *Ask* the player what happened, as well as how, when and why. Questions may include:
 - How did it happen?
 - Were you hit or not?
 - From which direction were you hit?
 - Could you move afterwards?
 - Where does it hurt?
 - Did you play on?
3. *Look* at the injury carefully before you touch it. Compare it to the other limb, looking for any change in:
 - colour
 - shape
 - size.

A pale look may mean there is damage to the artery; a blue colour may mean there is a blockage to the veins; redness can indicate inflammation. An obvious change in shape compared with the other limb usually means there is a fracture, **dislocation** or both. An increase in size suggests there is bleeding under the surface of the skin.

4. *Touch* the injured player to further assess the injury *only* when you have thoroughly looked at the injured area and its opposite limb. Begin by feeling the opposite side of the body. Pay particular attention to bone shapes, contours and bumps. Next, feel the injured area for any differences in tissue thickness, lumps, bumps or fluid under the surface. A difference in temperature may mean infection.
5. *Active movement*. Ask the person if they can move the injured area. If not, do not try to move it yourself. Note the range and directions of movement, and any clicking, grating or creaking around the limb.
6. *Passive movement*. When you have established the degree and extent to which active movement is possible, gently move the part through its range of movements without using force.
7. *Stand up, play on*. Check to see whether the person can put weight on the injury. Can they walk or run? Is the person fit to play on?

The decision to play on should not be made by the player or the coach. The decision should be made by a qualified trainer or after following the policies of the sport code.

Management of soft-tissue injuries

The management plan to limit blood loss and decrease swelling is known as **RICER** — rest, ice, compression, elevation and referral.

1. *Rest*. Sit the person down, away from the action.
2. *Ice* should be applied continuously for 15 minutes every 2 hours for the first 24 hours. Ice should then be applied for 15 minutes every 4 hours for 24 hours. (Severe soft-tissue injuries benefit from ice being applied intermittently for up to 72 hours following the injury.) You can use crushed ice wrapped in a damp towel, or an ice pack that is kept in a first aid kit or the fridge. Ice constricts the blood vessels around the injury and, letting less blood escape. This reduces blood loss and swelling. Ice should not be put directly on the skin. Rather, wrap it in a wet cloth or place the ice pack on top of a bandage, as shown in figure 4.49.

SALTAPS simple checklist to use when diagnosing a sports injury; stands for stop, ask, look, touch, active movement, passive movement and stand

dislocation when a bone slips out of a joint and the bones are forced from their normal positions

RICER a management plan for soft tissue injuries that follows up the immediate treatment with a referral to medical care for longer-term management of the injury

FIGURE 4.49 Ice being applied to a soft-tissue injury.



3. *Compression* is achieved by using an elastic bandage. The elastic bandage applied around the injured area restricts internal bleeding and reduces swelling, as shown in figure 4.50.
4. *Elevation* is done by raising the injured body part so it is above the level of the heart. This reduces blood flow to the injured area, as well as blood loss and swelling.
5. *Referral*. Refer the athlete to a qualified sports medicine practitioner for a complete appraisal of the injury. This will ensure correct treatment and speedy rehabilitation. The repair of the injured area will also be more successful — the person is more likely to regain the same movement and strength in the injured area.

FIGURE 4.50 A compression bandage.



In general, the **RICE** method (steps 1–4) should be continued for the first 48 hours after the injury has occurred. It is recommended the patient seek professional medical advice for their injury after first aid treatment. Referring an injured person to medical care can help with ongoing treatment and recovery. This is the fifth step in the management plan, where the final R stands for referral.

RICE management plan used to achieve the immediate treatment of a soft-tissue injury through the application of rest, ice, compression and elevation

FIGURE 4.51 Apply RICER — rest, ice, compression, elevation and referral — to soft-tissue injuries.



FIGURE 4.52 When managing an injury, follow the no HARM method shown here.



➦ To test your understanding, complete the **RICER** interactive in your learnON Resources.

4.7 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!** weblink in your learnON Resources 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 What to do in an emergency

Use the **Responding in an emergency** worksheet in your learnON Resources to describe how you would manage various situations, listing details in priority order.

SUMMARY – what you need to know

- First aid helps people in emergencies. Always check for danger before helping someone and wear gloves to protect yourself from blood and germs.
- First aid skills can be used for bleeding, anaphylaxis, asthma, burns, poisoning, bites and stings and soft tissue injuries.
- SALTAPS and RICER are ways to manage and treat soft tissue injuries
- If someone has a severe allergic reaction, use an EpiPen and call 000.
- For bites and stings, use a tight bandage and keep the injured part still until help arrives.

4.7 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 6, 7

■ LEVEL 3

8, 9, 10

Check your understanding

1. **MC** What is the correct acronym for managing a soft tissue injury?
A. RECIR
B. ICER
C. RICER
D. CERIR.
2. Adrenaline autoinjectors such as epipens should be given multiple times if there is no response. True/false?
3. In the event of a snake bite, pressure and immobilisation can be used to stop the venom from spreading. True or false?
4. **MC** Symptoms of an asthma attack include:
A. Moderate to severe breathing difficulties
B. Coughing and wheezing
C. Paleness, sweating, blueness of lips, earlobes and fingertips
D. All of the above.
5. Treatment for burns include holding the burnt area under cold, gently running water. True or false?

Apply your understanding

6. **List** three services or people you could contact in an emergency.
7. **Explain** the treatment for applying first aid to burns.
8. When treating bites and stings, **explain** why should you bandage as much of the limb as possible.
9. **Summarise** the key steps for managing an asthma attack.
10. Imagine you are a first aid volunteer at a local basketball venue. One of the players goes up for a rebound, lands on the foot of another player and rolls his ankle.
 - a. **Use** the SALTAPS checklist to assess the player's injury.
 - b. **Identify** the type of injury likely to have occurred.
 - c. **Describe** the RICER management plan you would recommend to enhance the recovery process.

LESSON 4.8 Review

4.8.1 Success criteria

4.2 All about risk

- I can identify what a risk is and describe the difference between positive and negative risks.
- I can describe strategies you can use to manage risk.

4.3 Drugs and your health – smoking and vaping

- I can identify the risks associated with smoking and vaping and explore strategies for dealing with situations linked to cigarettes and e-cigarettes.

4.4 Drugs and your health – alcohol

- I can describe the risks associated with alcohol and explore strategies for reducing harm from alcohol use.

4.5 Drugs and your health – other substances

- I can describe the impacts of other substances, including caffeine, inhalants and prescription medications, and their short- and long-term effects on the body.
- I can discuss strategies for reducing risk and seeking help when gathering with peers.

4.6 Responding to emergencies – DRSABCD

- I can practice DRSABCD to assist others in an emergency situation.

4.7 Responding to emergencies – First aid

- I can practice first aid responses to assist others in emergency situations.

ESSENTIAL QUESTION REVIEWED

How can I manage the challenges that come with adolescence, make the right choices and help keep people safe?

Evaluate your initial answer, now that you have more information.

learn on

 Post-test	Online post-test
 eWorkbooks	Topic 4 eWorkbook
 Digital documents	Topic 4 Key term quiz Word version (doc-43193) Topic 4 Key terms Crossword Word version (doc-43194)
 Interactivity	Crossword (int-9377) Key term quiz (int-9378)

4.8.2 Key terms

anxiety feeling uneasy or worried

assertive expressing your viewpoint in a way that is respectful and non-threatening

automated external defibrillator (AED) an accurate and easy-to-use computerised medical device that analyses a person's heart rhythm and recognises a rhythm that requires a shock. It uses voice and visual prompts to guide the first aider.

binge drinking drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days

cannabinoid types of chemicals that act on particular receptors in the brain

cardiac arrest disturbance of the normal electrical activity in the muscles of the heart's larger pumping chambers resulting in ineffective circulation

defibrillation the application of electrical therapy that allows the heart to re-establish an effective rhythm

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

depression a mental illness often characterised by feelings of hopelessness, sadness, isolation and worry

dislocation when a bone slips out of a joint and the bones are forced from their normal positions

drug a substance that has a physiological effect on the body; can be legal or illegal

empathy the ability to identify, appreciate and understand another's situation or feelings

first aid the initial or first help that is given to an injured or ill person. It should not be confused with medical aid, which is treatment by a doctor or other qualified person, such as a nurse or ambulance officer

hallucinogens drugs that work on the brain to cause hallucinations

harm minimisation an approach that focuses on strategies to reduce harms to the individual and society

mental health relates to the state of a person's mind or brain and the ability to think and process information

passive smoking breathing in second-hand cigarette smoke

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

resilience the ability to manage a difficult situation and 'bounce back'; increases the chance of responding well to future challenges

rescue breaths given to a casualty who is not breathing; the breath will take one second to deliver and will make the casualty's chest rise

RICE management plan used to achieve the immediate treatment of a soft-tissue injury through the application of rest, ice, compression and elevation

RICER a management plan for soft tissue injuries that follows up the immediate treatment with a referral to medical care for longer-term management of the injury

risk uncertainty about the effects or implications of an activity; can be positive or negative. Some challenges can cause harm, loss or injury

SALTAPS simple checklist to use when diagnosing a sports injury; stands for stop, ask, look, touch, active movement, passive movement and stand

stimulants drugs that stimulate or speed up your brain and nervous system

tolerance the higher the tolerance, the more of the drug is needed for the same effect

4.8 Exercise

learn on

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5, 6, 8, 9

■ LEVEL 2

7, 10, 11, 12, 13, 15, 16, 17

■ LEVEL 3

14, 18, 19, 20

Check your understanding

Identify whether the following statements are true or false.

Statement	True or false
1. All risk situations are dangerous.	
2. There is never any benefit from taking risk.	
3. All drugs increase your heart rate and give you a 'high'.	
4. The short-term pleasure that might be associated with drugs is far outweighed by the short-term and long-term consequences of taking drugs.	

5. You can call 000 or 112 from a mobile phone to contact emergency services.	
6. Asthma can be a deadly condition.	
7. Using tobacco won't damage your lungs.	
8. In the long term, excessive alcohol use has been linked to heart disease, stroke, liver disease, pancreatic disease and cancer of other organs.	
9. When going to a party, planning ahead isn't needed if you go with your good friends.	
10. Harm minimisation is an action designed to remove or reduce risk.	

Apply your understanding

11. **Outline** the steps a person should follow when attending an accident.
12. **Identify** tips for organising a safe party.
13. **Explain** why tobacco and alcohol are so widely abused in our society.
14. Other than physical effects, **describe** what effects drugs can have on your body.
15. **Explain** how you would deliver first aid to someone having an asthma attack.
16. **Outline** the differences in delivering CPR to a baby and an adult.
17. **Summarise** the steps to use in a soft tissue injury
18. **Discuss** the impact of caffeine drinks on the health of young people.
19. **Elaborate** on why young people take risks.
20. **Evaluate** which communication skills assist you to stay safe in risky situations.

5 Health, wellbeing and safety

LESSON SEQUENCE

5.1 Overview	197
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5.3 Healthy decisions – physical activity	210
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FIGURE 5.1 The components of good health.



LESSON 5.1 Overview

5.1.1 Introduction

Health and wellbeing includes a person's physical, mental, spiritual and emotional existence. The overall level of health and wellbeing experienced is influenced by many factors, including the state of a person's mental health and wellbeing as well as actions they take about nutrition and physical activity. Our choices and actions, especially during adolescence, are shaped by many factors that can be within or outside our control; however, the more we understand about our health and the positive and possible negative outcomes of our decisions, the easier it will be to make healthy choices throughout our lives.

FIGURE 5.1 The components of good health.



ESSENTIAL QUESTIONS

- What actions and decisions can help me to be the healthiest I can be?
- How can I look after myself to promote my health, wellbeing and safety?

STARTER QUESTIONS

1. What healthy choices do you make every day?
2. What actions can you take to support the health, wellbeing or safety of yourself or others?
3. What knowledge or skills could help you make more healthy choices?

learn on

-  **Pre-test** Online pre-test
-  **eWorkbooks** Topic 5 eWorkbook
-  **Digital documents** All the digital documents for this topic
-  **Video eLesson** Health, wellbeing and safety (eles-6780)
-  **Weblinks** Useful weblinks available throughout the topic

LESSON 5.2 Mental health and wellbeing

LEARNING INTENTIONS

- Identify proactive ways to support your own and others' mental health and wellbeing.
- Describe how the different aspects of health and wellbeing are connected.



ENGAGE

1. On a Y chart, like the one shown here, label the three segments 'looks like', 'sounds like' and 'feels like'.
2. Use these categories to brainstorm what looking after yourself and others looks, feels and sounds like.
List all the situations that could pose a potential challenge for you in your teenage years.

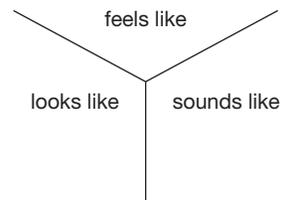


FIGURE 5.2 In what situations do you need to seek help?



5.2.1 What is mental health and wellbeing and why is it important?

Mental health and wellbeing refers to the state of a person's mind or brain. It relates to your ability to think and process information. When you experience optimal mental health you are able to:

- positively form opinions
- make decisions and use logic
- manage day-to-day activities with low levels of stress
- think positively
- feel confident
- have high self-esteem.

mental health and wellbeing relates to the state of a person's mind or brain and the ability to think and process information

Your mental health and wellbeing will vary day-to-day and year-to-year. The state of your mental health can be affected by events in your life, such as your parents getting divorced, a friendship break-up or not making a sports team.

Mental health and wellbeing is dynamic, which means it is always ever-changing. For example, after your sports team wins the grand final you may be excited and on a high, but after the break-up of a relationship you may be running low and feeling sad.

DID YOU KNOW?

According to the National Health Survey 2022 and the National Study of Mental Health and Wellbeing (ABS):

- 1 in 4 (26 per cent,) Australians reported that they had a mental or behavioural condition.
- Females reported a higher proportion of mental or behavioural conditions (22 per cent) than males (18 per cent).
- Overall, 15–24-year-olds had the highest proportion of mental or behavioural conditions (36 per cent) and 0–14 year olds had the lowest (14.7 per cent).
- Of those participants who had a severe disability, 48 per cent had a mental or behavioural condition compared with 14 per cent of people with no disability or long-term restrictive health condition (ABS 2023).

Source: <https://www.aihw.gov.au/reports/australias-health/mental-health> and <https://www.abs.gov.au/statistics/health/mental-health/national-study-mental-health-and-wellbeing/latest-release>

Mental health conditions

While it is normal for the state of a persons' mental health and wellbeing to change according to what is happening in their lives, some people may develop a mental health condition that will affect their thinking, emotions and behaviour. These effects then disrupt their ability to work or participate in day-to-day activities. There is a range of mental illnesses, including depression, anxiety, schizophrenia and body image disorders.

Depression and anxiety are mental health conditions that young people may encounter. The number of people experiencing depression and **anxiety** is increasing, but it is also becoming more acceptable to speak about mental health. As people have more awareness and are more willing to acknowledge when they are experiencing mental health issues, this may lead to an increase in the diagnosis of mental health conditions. It is important to know what the common mental illnesses are and how we can support ourselves or someone else to seek help.

anxiety feeling uneasy or worried

Depression

We all experience feelings of unhappiness or sadness at some point in our lives. These feelings are part of a normal and appropriate response to upsetting and painful events, such as the loss of a loved one or the disruption of moving schools. However, when these feelings persist for more than a few weeks, other help is needed.

Depression is a mental illness often characterised by feelings of hopelessness, sadness, isolation and worry. Individuals may feel worthless and may withdraw from normal situations. These symptoms can be long-lasting and stop an individual from participating in normal activities.

Anxiety

Anxiety is a feeling of being uneasy or worried. These emotions may be brought on by a real or perceived threat to your safety and wellbeing. It may be shortlived or persistent. It may be low level or it could be intense worry and fear about apparently 'normal' everyday situations. Anxiety varies from person to person. For some, it is linked to specific situations, such as a test or social settings. For others, it can be present each day and affect their daily life. Common symptoms include:

- racing heart
- tight chest
- quick breathing
- feeling wound up or edgy
- obsessive thinking
- fear or worry that is too much for the situation
- avoiding situations that could increase anxious feelings.

Experiencing these symptoms can impact on a person’s study, work or social life.

Protective factors

Some things in life help promote good mental health. These are known as protective factors. They include:

- developing good social and emotional skills to avoid social isolation
- having positive connections with your family
- having strong cultural connections
- having a strong sense of identify
- being educated about mental health and having strategies to manage it
- being physically active.

It is useful to know that physical activity can protect against and help manage mental health conditions like depression and anxiety. Figure 5.3 explains how exercise releases chemicals such as endorphins and serotonin, which improve your mood and reduce stress.

FIGURE 5.3 Physical activity is a protective factor for anxiety and depression.

The brain benefits of exercise

- Increases production of neurochemicals that promote brain cell repair
- Improves memory
- Lengthens attention span
- Boosts decision-making skills
- Promotes growth of new nerve cells and blood vessels
- Improves multitasking and planning
- Triggers serotonin production or release which causes feelings of happiness and security, and regulates mood, appetite and sleep patterns
- Triggers the release or production of endorphins that help alleviate depression and anxiety
- Helps give purpose and structure to the day



Sections 4.2.2 and 4.2.3 will look at how you can seek help and help others with their mental health.

5.2.2 Mental health support services

There are many sources of information and support for mental health and wellbeing, including helplines, websites and government mental health information services. Some examples of appropriate support services for mental health and wellbeing are provided in table 5.1. More information in the next topic highlights the range of services available to support your health and wellbeing, as well as giving you advice to help you evaluate and access these services.

TABLE 5.1 Examples of mental health support services.

Australian Government: Head to Health	A good starting point for resources. This is an Australian Department of Health website that lists trusted digital mental health services from Australian mental health organisations. It brings together apps, online programs and forums, phone services, and a range of digital information resources.
Beyond Blue Support Service – Support. Advice. Action	Beyond Blue provides information and referral to relevant services for depression- and anxiety-related matters.
Black Dog Institute	The Black Dog Institute is a world leader in the diagnosis, treatment and prevention of mood disorders such as depression and bipolar disorder.

Butterfly Foundation	Butterfly provides support for Australians who suffer from eating disorders and negative body image issues and their carers.
Carer Gateway	Carer Gateway provides support services for those who care for a loved one, friend or family member. It gives information about the support services available.
FriendLine	FriendLine is for anyone who needs to reconnect or just wants a chat. All conversations with FriendLine are casual and anonymous and friendly volunteers are ready to talk about anything and everything.
headspace	headspace is the National Youth Mental Health Foundation. Their focus is to help young people who are going through a tough time. They also have physical centres you can visit.
Kids Helpline	Kids Helpline provides confidential and anonymous telephone and online counselling services for young people aged 5–25.
Lifeline	Lifeline is a 24-hour telephone counselling service.
Mensline Australia	Mensline is a dedicated service for men with relationship and family concerns.
Mindframe	Mindframe provides information to Australians about suicide prevention and counselling.
Mental Illness Fellowship of Australia	Mental Illness Fellowship of Australia provides resources for those living with a mental illness and their friends, carers and family. It offers access to relevant, up-to-date information, peer support and connections to local community networks.
1800RESPECT	1800RESPECT is a national sexual assault and domestic family violence counselling service. It provides 24-hour online support.
QLife	QLife provides Australia-wide, anonymous, LGBTIQ+ peer support and referral for people wanting to talk about a range of issues including sexuality, identity, gender, bodies, feelings or relationships.
ReachOut Australia	ReachOut is Australia's leading online youth mental health service. Its mission is to help young people lead happier lives.
SANE Australia	SANE Australia is a national charity helping all Australians affected by mental illness lead a better life, through campaigning, education and research. It operates a helpline and website.

Family doctor

Your family doctor is a reliable source of health information and advice and is often the first step in seeking help with your mental health. Developing a care plan with your GP can give you access to subsidised appointments with a psychologist. To access subsidised healthcare, you need to show your **Medicare** card. Until you are 15, you will be listed on your parent or carer's card. Medicare covers some or all of the costs associated with visits to the doctor or other health professionals. Lesson 3.5 has a checklist to follow when booking an appointment with a health professional, including your family doctor or any general practitioner (GP).

Medicare the government scheme that gives Australian residents access to healthcare

5.2.3 Supporting others who need help

Everyone can go through tough times. As we grow up, we face different situations that need support from others. Issues like managing your mental health and wellbeing, relationships, alcohol and drug use, family problems, and nutrition can all challenge our ability to cope and stay positive. We should never underestimate how important it is to support others. It can make a big difference to how someone feels.

Sometimes, it's clear that someone needs our help because they will ask for it, or we might notice something is wrong and ask if everything is okay. There are many ways we can support others. This includes talking to them, showing empathy, and practical actions.

Communication skills to support others

Even when 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**, active listening 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. Often, the conversation can be the solution.

Sometimes, friends need a little push to get help when they're having a tough time. Do you know how to help a friend feel motivated to take action?

The following communication techniques (see figure 5.5) can be used to persuade someone to seek help.

empathy the ability to identify, appreciate and understand another's situation or feelings

respect recognising and appreciating the differences between people and treating them fairly

compassion a feeling of empathy or sympathy towards someone who is going through a difficult time

integrity being honest, fair and trustworthy, and standing up for what you believe in, even if it is not popular or easy

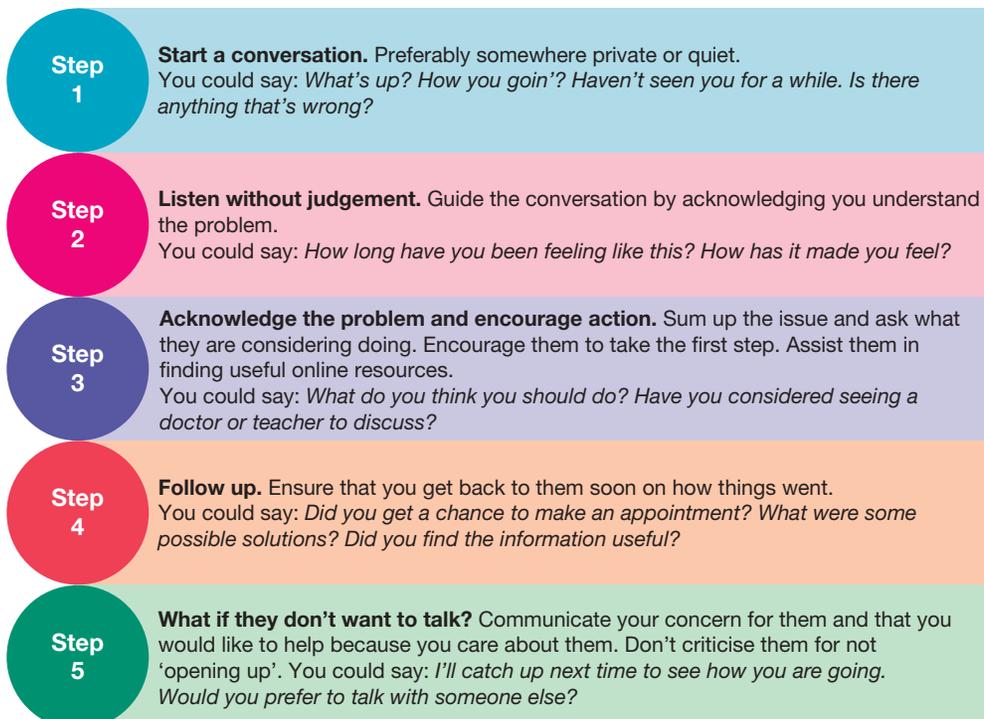
Social-emotional support

1. **Show you care:** Show your friend that you care about their feelings. When you understand and share their feelings, they feel supported.
2. **Spread positivity:** Positive emotions like happiness and laughter are contagious. Try to find humor in tough situations to help reduce stress.
3. **Do kind things:** Small acts of kindness can make a big difference. Compliment someone, help carry their bag, or let them go first in line. You can also join school or community service activities to help others.

FIGURE 5.4 Showing empathy towards others is vital when you show support for others in a challenging situation.



FIGURE 5.5 Use these steps to support your friends.



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 is suffering from a mental health condition, how could you support them? They may require help with home tasks or may need to find new recipes to cook.

Putting yourself in the shoes of others helps you to think about their situation. Going with them to talk to a teacher or counsellor can also give them the confidence to seek help.

Seeking additional support for yourself

Sometimes you don't know when you need support. You might think it's 'normal' to always be stressed. Being able to recognise your emotions helps protect against anxiety or depression.

Healthy digital use for positive mental health

There is evidence to suggest that digital technologies, including social media, can be damaging for your mental health and wellbeing. Staying safe and healthy also means setting healthy patterns for your digital use. This means being aware of how much and how often you use your digital technology. It's also important to have strategies for taking a break from social media.

A first step is to track your screen time and aim for no more than 2 hours a day. Suggestions include:

- switch your phone to silent
- use the 'do not disturb' mode
- turn off notifications.

You can choose certain times when you do this (e.g. during dinner, while doing homework). Experts also recommend keeping your phone out of your bedroom at night, so your sleep is not disturbed. Topic 2 explores some other strategies to engage with technology in a positive and productive way.

5.2.4 Self-worth and body image

The way we think, feel, behave and view our body is referred to as our body image.

Everyone has different ways of thinking about and treating their body. This can be because of where we come from, what our family and friends say, and what we see in the media. All these things help shape how we feel about our body.

One of the top three concerns that young girls experience in Australia is having a negative body image. Negative body image is often linked to eating disorders, low self-esteem, depression and anxiety. These problems can also make you feel less confident, which can stop you from being social and assertive or doing your best in school or sports. It is important to note that it is not only girls who are affected by poor body image; it can affect boys too.

When you have a positive body image, you accept, care for and love your body. Having a positive body image is often linked to:

- higher rates of physical activity
- lower alcohol consumption
- fewer negative eating habits
- greater resilience
- improved mood
- higher self-esteem
- overall greater life satisfaction.

For links to body positive weblinks see topic 1.

FIGURE 5.6 Our minds and our bodies affect each other.



5.2.5 Cultural practices — mind-body-spirit connection

Western approaches to medicine and healing rely on a range of services to treat the individual. For example, a doctor treats the body, a psychologist treats the emotions and mind, and a counsellor or priest provides spiritual guidance. Mind, body and spirit are considered separately. In contrast, many other cultures practice a more holistic approach that views health as a balance between the mind, body and spirit. For example, Figure 5.7 from headspace shows a representation of mental health according to Aboriginal and Torres Strait Island Peoples cultures.

FIGURE 5.7 Mental health is like a tree.



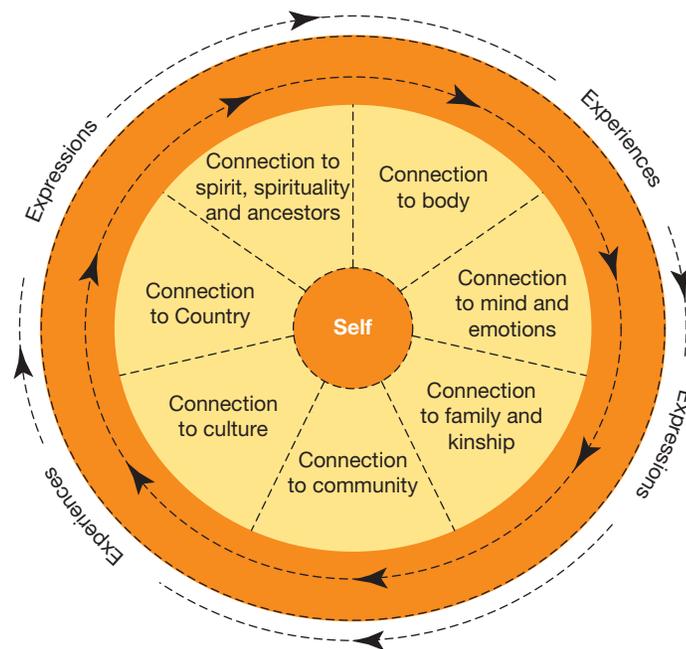
5.2.6 Aboriginal and Torres Strait Islander connections

The image in figure 5.8 shows the following connections in Aboriginal and Torres Strait Island cultures:

- connection to body
- connection to mind and emotions
- connection to family and kinship
- connection to community
- connection to culture
- connection to Country
- connection to spirit, spirituality and ancestors.

When these connections are strong, the individual has a strong sense of self, and feels healthy within themselves.

FIGURE 5.8 Aboriginal and Torres Strait Island Peoples' model of health



Ngangkari healers

Ngangkari are the traditional healers of the Ngaanyatjarra, Pitjantjatjara and Yankunytjatjara (NPY) lands in the remote western desert of Central Australia. Their knowledge has been passed down from generation to generation. Now they can be found, among other places, in South Australia's Royal Adelaide Hospital and rural clinics. The Ngangkari team in South Australia wanted to create a platform for Ngangkari healers in mainstream healthcare as providers of complementary medicine.

Their focus on pain relief and the mind-body-culture connection is popular with clients of varied backgrounds but has been particularly helpful in improving attendance at medical appointments by Aboriginal and Torres Strait Island patients. These registered Ngangkari healers help to provide culturally safe care for Aboriginal and Torres Strait Island Peoples, which is vital to their holistic (whole) health. With the healers, Aboriginal and Torres Strait Island patients feel they are listened to and seen.

The three main techniques the Ngangkari healers use are:

- a smoking ceremony
- bush medicine
- spirit realignment.

The healer discovers where the issues are and, through the chosen method of healing, takes away the pain.

Ngangkari healers see the spirit as a core component of the human body. They view realigning the human spirit as essential for healing. They believe that using these traditional medicines can improve Aboriginal and Torres Strait Island People's health and wellbeing.

Dadirri meditative practice

Dadirri comes from the Nauiyu people from the Daly River. Their language is *Ngan'gikurunggurr*. *Dadirri* means deep listening. It is a meditative practice that centres on the notion of stillness — of not rushing, but waiting. A big part of *dadirri* is listening. Through the years, Aboriginal and Torres Strait Island Peoples have listened to stories of their ancestors, told and sung over and over by their Elders. These practices continue, with the Elders of each community passing on the stories to the younger generations. These stories give them all the information they must know.

Miriam-Rose Ungunmerr-Baumann is an Nauiyu Elder. She believes if Aboriginal and Torres Strait Island cultures are alive, strong and respected, they will grow. The cultures will not die and the spirit of Aboriginal and Torres Strait Island Australians will not die. She calls for all Australians to practice dadirri and listen to Aboriginal and Torres Strait Island Peoples so that everyone can feel the mind-body-spirit connection and be whole.

5.2.7 Mind-body-spirit connection in cultures around the world

Native Americans

For Native Americans, health and wellbeing are intrinsically linked to spirituality. Native American Peoples have used medicines, diets and ceremonies to promote health by living in harmony with the heart.

In Arizona, some Native Americans run each day to greet the rising sun. This practise not only conditions the body but also nourishes their spirit. Stories are told to teach positive behaviours and how to observe nature and live by nature's law. Similar to Australian bush medicine, herbs and ceremonies are used in a variety of combinations to prevent and treat illnesses.

Traditional Chinese medicine

Traditional Chinese medicine is 23 centuries old. It is one of the world's oldest medical systems. Chinese healers aim to restore the balance between the two energy forces: yin (passive) and yang (active).

FIGURE 5.9 At the 49th annual United Tribes Pow Wow, more than 900 dancers and musicians celebrated Native American culture.



FIGURE 5.10 A variety of herbs are used in traditional Chinese medicine.



FIGURE 5.11 In traditional Chinese medicine, harmony is sought between yin and yang.



Chinese healers believe that a person is healthy when harmony exists between these two forces, and when illness occurs it is because yin and yang are not balanced.

Reiki

Reiki, which means 'universal life energy', is a Japanese method of healing. It is used to treat problems of energy flow on the physical, emotional and spiritual level. In reiki, it is believed that energy inside the body is essential to health and optimum functioning. When it becomes blocked or weakened, this causes stress, sickness and pain.

FIGURE 5.12 Reiki is a traditional Japanese healing form of medicine.



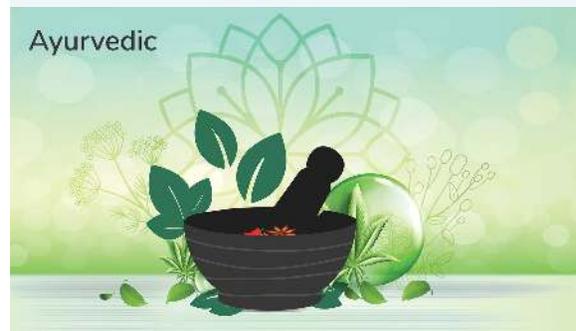
Ayurvedic medicine

Ayurvedic medicine originated in India around 3000 years ago. It is still practised widely in parts of India today, both on its own and together with modern medicine. In Ayurvedic medicine, health is defined as ‘a balance between body, mind, spirit and social wellbeing’.

It has seven basic guidelines:

1. All things in the universe are connected and are made of the same elements: space, air, fire, water and earth.
2. There is a strong connection between the self and the environment.
3. We are all connected to each other, ourselves, the environment and the universe.
4. To stay healthy, we must keep balance and interact healthily with our environment.
5. Our lifestyle often disrupts our balance. Diet, exercise, work and relationships have the potential to create imbalances. These imbalances can be physical, emotional or spiritual.
6. Imbalances in the body cause a lack of harmony and make us more likely to experience disease.
7. We as humans are responsible for our choices and actions.

FIGURE 5.13 Ayurvedic medicine comes from India and focuses on balance and connection.



Yoga

Yoga originated in India over 5000 years ago. It is a practice of physical exercise, breath control, relaxation, positive thinking and meditation that aims to develop harmony in the body, mind and environment. There are a few varieties of yoga, but the basis of Yoga is low-impact physical activity, postures called ‘asanas’, breathing techniques called ‘pranayama’, relaxation and meditation.

The origin of Yoga is ‘Yog’, which means union. It is a union of the body, mind and spirit to bring about a state of calmness. The aim of yoga is to have better physical health, mental control and self-realisation.

FIGURE 5.14 Yoga is believed to be good for the mind, body and spirit.



Meditation

Originating from Buddhism, Buddhists use meditation to take responsibility for their state of mind and change it for the better. Buddhists believe meditation can transform the mind. Meditation is widely used today. Regular practice encourages and develops concentration and clarity, improves emotional positivity and mental resilience, and reduces anxiety and stress.

Meditation and mindfulness

Meditation and mindfulness can help you learn the patterns and habits of your mind and encourage new and more positive ways of thinking. Research has shown that regular meditation reduces blood pressure and has many other mental, physical and emotional health and wellbeing benefits.

FIGURE 5.15 Many believe meditation brings about mental clarity and wellness.



5.2 ACTIVITIES

1 Continuum activity



Copy the continuum line above. Using table 5.2, write where you think each word sits on the continuum. For example, is someone who is 'sad' on the very end of mentally unwell, or in the middle? Share your answers with the class. This would work well as a group activity.

TABLE 5.2 Words to describe wellbeing.

Paranoid	Delusional	Overexcited	Insane	Self-assured
Safe	Lost	Isolated	Bubbly	Miserable
Violent	Flirtatious	Pessimistic	Low	Grieving
Sulky	Cheery	Thrilled	Cheerful	Optimistic
Withdrawn	Down	Miserable	Lonely	Lonely
Celebratory	Worried	Bashful	Frightened	Obsessed

2 Help-giving

Read the following scenarios and discuss how you could help or what your next step would be.

Scenario one: *You have noticed your friend has recently become quite withdrawn. She won't hang out on the weekend and she has stopped playing touch football. What are some proactive steps you could take to help her? Who could you talk to that might be able to offer her further support? Present your group's answers to the class.*

Scenario two: *Each time Jerome has a question he finds difficult, he shuts down and refuses to do the work, even though he is quite smart. He panics before every test and assignment at school. What could Jerome be experiencing? How could you help him? Clearly state your plan.*

3 Support network display

Create a poster, pamphlet or 15-second 'reel' that could be distributed or displayed at your school. List what you believe are the most helpful supports or strategies for those who are struggling with mental health and wellbeing. Your display needs to be engaging, colourful and easy to read so all students can understand it.

4 Body image

Let's work on loving our bodies and building our body image.

- Draw a picture of yourself. Write some things you love about your body.
- Say the following: 'I own my body and my body is for me'. Practise reminding yourself of your worth and to not worry about trying to impress other people or 'fit in'.
- Fill in the following: I am grateful for my body. It helps me to _____.
- Try to perform a body scan. Sit in your seat or lie down and close your eyes. Can you feel your heart beating? Is it slow or fast? Are you too hot or too cold? Move your head up and down slowly. Roll your shoulders so they are relaxed. Notice your stomach going up and down as you breathe. Notice your knees — can you stretch your legs out long? Wiggle your toes. Take five deep breaths and repeat to yourself: 'I am grateful for my body. Thank you for everything you do for me.'

5 Positive mindset

Another way to improve your mental health and wellbeing is to work on developing a positive mindset. This means reframing your thinking to focus on the positive things in life rather than the negative things. It's like looking at the bright side of things, even when they don't go as planned.

Mindset coach Ben Crowe has worked with many high-profile athletes, including Ash Barty. He aims to 'inspire the world to learn how to be a good human first and a great athlete second — where an athlete is anyone who plays, has fun and competes in life!'



Use the **Mojo Crowe** weblink in your learnON Resources and explore the podcasts and apps that are available on the site. Then explore the **Raising children: Positive thinking** weblink. Identify one or two actions you could try.

SUMMARY — what you need to know

- Health and wellbeing include your physical, mental, emotional, spiritual and social health.
- The choices you make, like eating well and staying active, affect your overall health.
- Understanding how to take care of your health helps you make better decisions.
- Good mental health and wellbeing means managing stress and feeling confident and happy.
- There are resources and support available to help encourage positive mental health and wellbeing.

5.2 Exercise

learnON

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 7, 8

■ LEVEL 3

6, 9

Check your understanding

- MC** Which of the following is considered essential for the health and wellbeing of Aboriginal and Torres Strait Island Peoples?
 - Connection to Country
 - Time
 - Honesty
 - Love



2. **MC** The two forces in traditional Chinese medicine are:
 - A. positive and negative.
 - B. self and other.
 - C. internal and external.
 - D. yin and yang.
3. Anxiety symptoms are the same for everybody. True or false?
4. Use the following words to complete the paragraph.
Word bank: understand, empathy, support, communication, problem
 When you want to _____ others, a key skill to have is _____. This will help you to understand the _____ the individual is having. _____ will also help you to _____ the person.
5. When someone comes to you with a problem, you should always keep it to yourself even if you don't know what to do. True or false?

Apply your understanding

6. **Discuss** why you think it is so hard for some people to ask for help. **Propose** some strategies that would make it easier for people to ask for help when they are struggling with their mental health and wellbeing. You can work in groups or individually.
7. **Describe**, in your own words, what anxiety and depression might look or feel like to an individual.
8. **Identify** support networks in your local area and online that are easily accessible for teenagers.
9. **Apply** the information you have learned and **discuss** how you can be proactive about your own mental health and wellbeing.

LESSON 5.3 Healthy decisions — physical activity

LEARNING INTENTION

- Identify actions and behaviours that promote safe participation in physical activities to improve your own and others' health and wellbeing.

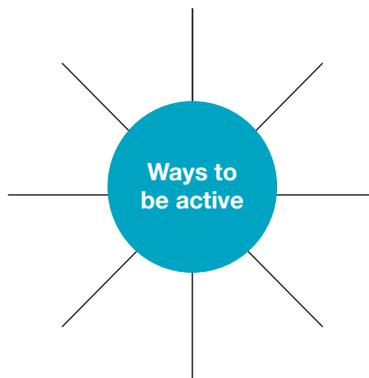
ENGAGE

In how many ways can you be active?



Brainstorm using the map below. Work in pairs or small groups and share your results as a class. You can also use the **In how many ways are you active?** worksheet in your learnON Resources.

FIGURE 5.16 Can you think of anymore ways you can be active?



5.3.1 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.

5.3.2 Physical activity guidelines

The current physical activity recommendations for youth are as follows:

- 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.

vigorous intensity exercise that causes you to ‘huff and puff’ as your heart rate and respiratory rate increase significantly

aerobic activities activities that generally involve a large number of muscles/muscle groups working at a moderate intensity

sedentary any behaviour that results in low energy expenditure

5.3.3 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.

Table 5.3 shows some activities that are generally associated with the different intensities of exercise.

TABLE 5.3 Activities associated with different intensities.

Sedentary behaviour	Low intensity	Moderate intensity	Vigorous intensity
<ul style="list-style-type: none"> • Sitting watching TV • Sitting in class or at a desk • Reading a book • Sitting in a car • Sitting texting or playing video games • Sleeping 	<ul style="list-style-type: none"> • Walking • Wading/treading water in a pool • Housework and domestic chores 	<ul style="list-style-type: none"> • Brisk walking • Dancing • Gardening • Downball/handball 	<ul style="list-style-type: none"> • Running • Cycling • Aerobics • Fast swimming • Boxing • Competitive sports • Skipping

HEALTH FACT

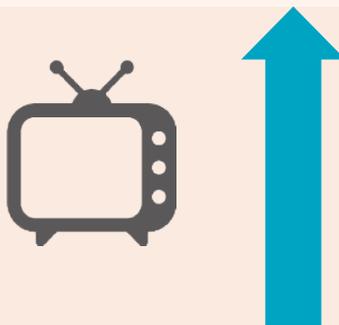
- Less than 23 per cent of 5–14-year-olds did the recommended 60 minutes of physical activity every day.
- The latest data shows that 67 per cent of children aged 0–14 years participated in organised physical activities outside of school hours at least once a fortnight.

Statistics show that not enough children are meeting the recommended 60 minutes of physical activity per day



- Children 5–14 spent more than 2 hours every day sitting or lying down for screen-based activities.
- Children aged 2–4 spend over 83 minutes a day in front of a screen.

Statistics show that most children have too much sedentary behaviour.



Source: <https://www.aihw.gov.au/reports/children-youth/australias-children/contents/health/physical-activity>

5.3.4 Benefits of fitness

Being active provides many benefits for your physical health and wellbeing, such as improved functioning of the heart, lungs and muscles. Additionally, physical activity is beneficial for your social and mental health and wellbeing, as shown in figure 5.17.

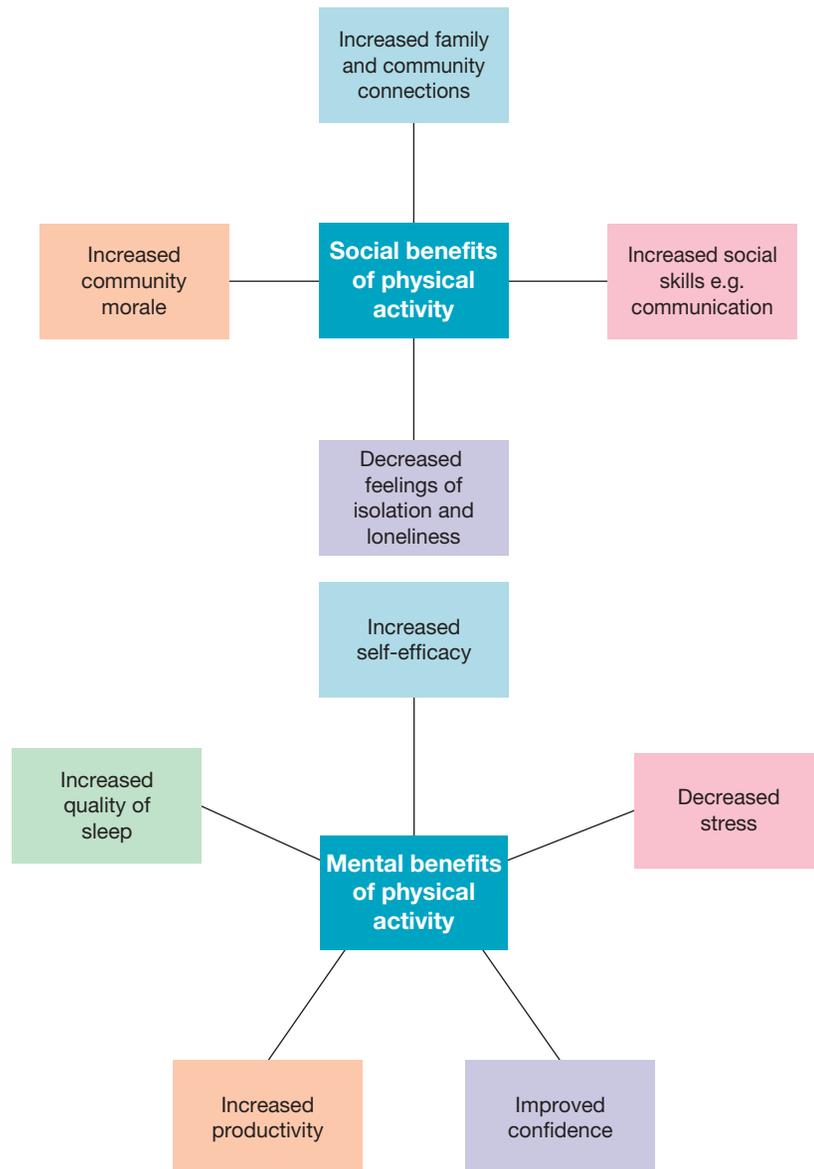
DID YOU KNOW?

Doctors often prescribe patients with an ‘active script’. They recommend that patients do physical activity to treat illnesses rather than take medicine. Illnesses that can improve with increased activity include cardiovascular disease, asthma, diabetes and depression.

An individual who chooses to become more active may find that they can complete their daily tasks with less effort and feel less tired. As a result of participating in group activities, they may increase their social circle and make new friends. This can improve their confidence and self-esteem.

Being active will also help improve your mood. Exercise releases endorphins, which are a chemical that improves mood and creates a general feeling of positive wellbeing. While this is not a cure for mental illness, it is a step in the right direction to improve your mental health and wellbeing.

FIGURE 5.17 What other benefits can you get from physical activity besides being fit?



5.3 ACTIVITIES

1 Intensities of physical activity

- Participate in the following activities. Using your understanding of the intensities of physical activity, categorise and justify each activity as low, moderate or vigorous intensity.
- Reflect on your mood immediately after each activity and then 15–20 minutes after it. Then consider, did it improve your mindset for the rest of the day? Share your ideas with the class.

Activity	Intensity
Group skipping (big rope)	
Downball/four square	
Competitive relays	
Dancing	
Tiggy/chasey	
Keepings off	

2 Your physical activity levels

How much physical activity do you do every week?

- Record your activity for a week and compare them to the guidelines.
- Identify what influences your physical activity and two ways you can modify it.



Use the worksheet **Analysing physical activity levels** to record your responses.

3 Community physical activity



Complete the **Community physical activity audit** worksheet in your learnON Resources to find out what resources are available to you.

4 Case studies



Complete the **Case studies** worksheet in your learnON Resources to explore the benefits of physical activity for your health.

5 Benefits of physical activities

Write a diary entry about how you are feeling today physically, socially and emotionally.

- 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.

When you finish, reflect on how you feel physically, socially and mentally.

- Form two teams. Play a game of (or something similar to):

- keepings off
- tunnel ball
- netball
- basketball
- touch football.

When you finish, reflect on how you feel physically, socially and mentally.

- Discuss whether your physical, social and/or mental feelings were different after finishing the physical activities.

6 Design a physical activity program

- Part 1: Design a survey to conduct on a year group of your choosing. This survey is designed to find out who participates in physical activity and why, and who does not participate in physical activity and why. Try to come up with at least 10 questions that will assist you in part 2 of this activity.
- Part 2: From your survey findings, design a program for your school to implement. This program must focus on increasing physical activity at school, to improve students' mental, social and physical health and wellbeing. The program must run frequently, with opportunities to engage people of all skill levels. For example, at lunch time, you could run a sport such as netball or touch but also offer a walking, gardening or handball group for those who don't enjoy vigorous sports. Choose when you want the program to run and how frequently. Do you need teachers to help? Is it going to involve a lot of equipment?
- Part 3: Present your finished program to the class.

SUMMARY – what you need to know

- Being active every day is important for your health.
- You should do at least 60 minutes of exercise each day, like walking or playing sports.
- Try to limit screen time to no more than 2 hours a day.
- Exercise can make you feel happier and less tired.
- Being active helps you stay fit and strong, and can also improve your mood.

5.3 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 8, 9

■ LEVEL 3

7, 10

Check your understanding

1. **MC** How many minutes of physical activity should young people participate in each day?
 - A. 20
 - B. 120
 - C. 60
 - D. 45
2. **MC** Screen time should be limited to no more than ____ hour(s) per day.
 - A. 5
 - B. 1
 - C. 8
 - D. 2
3. **MC** Bone-strengthening activities should be participated in how many times a week?
 - A. 7
 - B. 3
 - C. 2
 - D. 9
4. Physical activity is great for mental health conditions. True or false?
5. Strength training should only be for boys. True or false?

Apply your understanding

6. **List** two physical and social benefits of being fit.
7. Why is being fit as a child so important?
8. **Explain** why there are recommendations regarding sedentary behaviour.
9. **Identify** three benefits of physical activity you enjoy, or would like to experience. **Explain** why.
10. **Describe** one way physical activity can improve your mental health and wellbeing.

LESSON 5.4 Healthy decisions — nutrition

LEARNING INTENTIONS

- Describe nutrients found in food.
- Discuss where to find information about food and nutrition.
- Analyse the role of marketing and media in food choices.

ENGAGE

Brainstorm how you would advertise fruit and vegetables to teenagers to encourage them to eat more of these foods.

FIGURE 5.18 Could you convince teenagers to eat more apples?



5.4.1 Food for health and wellbeing

The food you consume is important because it determines your nutritional intake. Consuming the right nutrients influences how your body and body systems function and, therefore, how healthy you are. Working out which foods are healthy and what nutrients different foods contain can be a challenge. Sometimes, what you think is nutritious may actually be high in sugars, preservatives, sodium (salt) or fat. The healthy option is not always the easy option either. Being informed helps you to make healthy decisions about your nutrition.

One of the functions of food is to provide fuel for your body. All the food and drink (except water) you consume contains **kilojoules** which are a measure of energy and will be used as fuel for your body or stored as fat. Some foods are very nutritious and contain a lot of **nutrients** — this is called being nutrient dense. These nutrients have important roles in keeping our body healthy. Other foods, such as soft drink and cakes, are high in kilojoules but have very few nutrients. Eating nutrient-dense food gives your body all the nutrients it needs to function efficiently. Table 5.4 outlines the essential nutrients found in foods.

kilojoules energy value of food
nutrients chemical substances in food that nourish the body in specific ways, for example carbohydrates provide energy

FIGURE 5.19 Eating nutritious foods will provide you with the nutrients you need for your body to grow and function at its best. Which meal do you think is more nutritious?



TABLE 5.4 Essential nutrients found in foods.

Nutrient	Functions	Examples of food sources
Carbohydrates come in two types: high GI and low GI. Low GI carbohydrates should make up the majority of your nutrient intake because they release energy slowly over a longer period.	<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: wholegrain bread, pasta, rice, vegetables and noodles <p><i>Note:</i> High GI carbohydrates should be eaten only occasionally.</p>
Protein makes up the main part of body tissue (e.g. muscle, skin and hair).	<ul style="list-style-type: none"> • Used in the growth, repair and maintenance of body tissue • Used in the body's cells 	<ul style="list-style-type: none"> • Milk, eggs, red meat, poultry and fish
Fat comprises three types: unsaturated (healthy fats), saturated and trans fats (unhealthy fats).	<p>Unsaturated fats</p> <ul style="list-style-type: none"> • Provide energy • Insulate vital organs and nerves • Transport fat-soluble vitamins • Used in the body's cells • Saturated and trans fats • Build up bad cholesterol, which can increase the risk of heart disease • Can cause weight gain 	<ul style="list-style-type: none"> • Unsaturated fats: canola oil, olive oil and the oils found in most nuts • Saturated fats: animal fats such as butter • Trans fats: found in margarine spreads, fats used in deep frying and in pastry doughs
Vitamins — there are about 20 different vitamins. Common vitamins are A, B, C and D.	<ul style="list-style-type: none"> • Help to release energy from our food stores • Regulate body processes • Aid in tissue building • Aid in the production of red blood cells 	<ul style="list-style-type: none"> • Fruit and vegetables • A balanced diet with foods from each food group will ensure you obtain all the necessary vitamins
Minerals , for example, calcium and iron	<ul style="list-style-type: none"> • Calcium is required in many body functions, including the growth of bones and teeth • Iron helps carry oxygen to cells 	<ul style="list-style-type: none"> • Meat, fruit, vegetables and dairy products • A balanced diet with foods from each food group will ensure you obtain all the necessary minerals
Water	<ul style="list-style-type: none"> • Helps all cell functions • Regulates temperature • Transports wastes 	<ul style="list-style-type: none"> • Water, fruit and vegetables, juice drinks

5.4.2 What are ‘healthy food habits’?

Young people choose foods for a range of reasons. Think about the foods you consume in an average week and why you select those foods.

Health conscious 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 of appropriate portion size 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 regularly.

5.4.3 Knowing more about food

Australian Guide to Healthy Eating

 The *Australian Guide to Healthy Eating* is a food selection model based on the Australian Dietary Guidelines. It 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 5.5 outlines the number of serves for children and adolescents for each food group. For more information, use the **Australian Guide to Healthy Eating** weblink in your learnON Resources.

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.

FIGURE 5.20 Water is important to our overall health.



The Australian Guide to Healthy Eating recommends that we eat foods from the five food groups every day. These food groups are:

- vegetables
- fruits
- grains
- lean meats, poultry fish eggs nuts seeds and legumes
- milk, yoghurt, cheese and alternatives.

The guide also suggests we drink plenty of water.

As well as promoting these positive food choices, the Australian Guide to Healthy Eating encourages us to limit our intake of discretionary or ‘treat’ foods. These are foods that are high in saturated fat, and added sugars and salt, all of which can be damaging to your health if consumed in excess.

TABLE 5.5 Recommended average daily number of serves from each of the five food groups*

	Vegetables and legumes/beans	Fruit	Grain (cereal) foods, mostly whole grain	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 (for more active, taller or older children and adolescents) 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 aged 2–3, 1 serve [7–10 g] per day for children aged 3–12; 1½ serves [11–15 g] per day for children aged 12–13, and 2 serves [14–20 g] per day for adolescents aged 14–18 and for people who are pregnant or breastfeeding).

** 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.

FIGURE 5.21 Enjoy a wide variety of nutritious foods.



 For more information, follow the **Eat for Health** weblink in your learnON Resources.

Food labels

Food labels are a good source of nutritional information that can be used to make healthy food choices. The law requires that all foods display a nutrition information panel and that these labels 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 now requires labels to show, as a percentage, the amount of the ingredient that characterises or is used to name the food (e.g. the percentage of apricots in apricot jam). Knowing this percentage allows you to compare products (e.g. brands of apricot jam).

In addition, information about the levels of energy (kilojoules), carbohydrates, fats, protein, sugar, sodium (salt) and other nutrients must be included on the nutrition information panel. There are usually two columns: one showing the amount per serve (e.g. 30 grams) and the other showing the amount per 100 grams. The nutrition information panel is usually located on the side or back of the product. It allows 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 a food’s colour, flavour or salt content, but this is sometimes misunderstood to mean the food is low in fat or kilojoules.

🔗 See the **Important nutrients** weblink in your learnON Resources for more information.

Health Star Rating

The Health Star Rating is a labelling system that rates the nutritional value of packaged food. It gives food a rating from half a star to 5 stars. This rating is shown on the front of the pack. This gives a quick, easy way to compare similar packaged foods. The more stars, the healthier the choice. While the Health Star Rating system can help consumers compare products, it is limited because it is a voluntary system and not all food manufacturers choose to put the star rating on their product.

👉 Test your understanding by trying these interactivities in your learnON Resources: **Keeping the balance, The nutrition of food, Reading nutrition panels.**

FIGURE 5.22 Nutritional information panels on food packaging provide information that can help consumers make healthier food choices.



FIGURE 5.23 Reading the nutritional label can help you identify how healthy a food is.

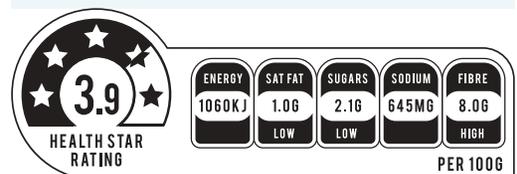
Typical values	100ml	250ml contains	%GDA*	Typical adult
Energy	199kJ	500kJ	6%	2000kcal
Protein	47kcal	120kcal		
Carbohydrate	0.5g	1.3g		
of which sugars	10.5g	26.3g	29%	90g
Fat	trace	trace		
of which saturates	trace	trace		
Fibre	trace	trace		
Sodium	trace	trace		
Salt equivalent	trace	trace		

* Guideline daily amounts

Vitamins/Minerals

100ml contains	%GDA*
62.5mg (100%)	

FIGURE 5.24 The Health Star Rating can help us choose food products.



Traffic light system

Many school canteens will use a traffic light system to help educate students about food choices.

TABLE 5.6 Nutritional traffic light system.

Traffic light colour	Description	Examples
<p>Green</p> 	<ul style="list-style-type: none"> • Healthier choice foods or everyday foods • Good sources of important nutrients • Lower in saturated fat, added sugar and/or salt • Lower in energy (kilojoules) • Higher in fibre 	<ul style="list-style-type: none"> • Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties • Vegetables and legumes/beans • Fruit • Milk, yoghurt, cheese and/or their alternatives (mostly reduced-fat) • Lean meat and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans • Water
<p>Amber</p> 	<ul style="list-style-type: none"> • OK choice for sometimes • 'Select carefully' foods to be eaten only occasionally because they are mainly processed foods with added fats, sugar and salt • Contribute to excess energy (kilojoule) intake • Contain moderate amounts of saturated fat, added sugar and/or salt 	<ul style="list-style-type: none"> • Some grain (cereal) foods, such as savoury breads, scrolls, focaccias, twists and cereals that don't fit into the green category • Fruit and vegetables that are canned or stewed with added sugar (e.g. in syrup or jelly), dried fruit in serving sizes up to 30g or marinated vegetables • Regular fat milk, yoghurt, cheese and/or their alternatives • Meat and poultry that have visible skin or fat, are processed with reduced salt, such as roast beef, chicken or turkey
<p>Red</p> 	<ul style="list-style-type: none"> • Less healthy foods - • Not to be actively promoted and to be eaten sometimes or in small amounts because they are not consistent with the Dietary Guidelines for Australians • High in energy (kilojoules) • High in saturated fat, added sugar and/or salt • Lacking in important nutrients such as fibre 	<ul style="list-style-type: none"> • Confectionery (e.g. chocolate) • Saturated and trans fats, and oils (e.g. butter) • Fried foods (e.g. hot chips) • Frozen ice confections (e.g. slushies) • Sugar-sweetened drinks (e.g. soft drinks)

Sustainability and food security

The foods we choose to eat have an impact on the environment. A sustainable diet has low environmental impact. It contributes to food and nutrition security and helps ensure a healthy life for current and future generations. A diet is sustainable if it is:

- accessible
- affordable
- nutritionally sound
- environmentally safe
- culturally acceptable.

In simple terms, a sustainable diet helps keep our planet healthy while making sure we have enough good food for everyone, now and in the future. If we think about sustainability, we can make sure that there will be enough food for future generations.

As the number of people in the world keeps growing, it's important to make sure everyone has enough to eat. This means we need to take care of our environment and think about how we grow and choose our food, so that there will always be plenty of nutritious food available. See figure 5.25 below for some tips on how to eat sustainably.

Choosing organic food from your local farmers market can help you avoid the unnecessary chemicals often used in farming fruit and vegetables. If your food is sourced from local farmers' markets it will also reduce food miles. Food miles are a contributing factor to carbon emissions. If you can buy locally grown food, it means less travel time and less refrigeration, resulting in fresher and better-for-you produce. Further, you would be supporting local farmers.

FIGURE 5.25 Practical tips to eating sustainably.



5.4.4 Food and marketing

The way food is packaged, labelled, marketed and sold by the food and beverage industry can have a significant influence on the food choices that consumers make. These factors are known as **commercial factors** and some of the tactics used, especially in relation to packaging and marketing, directly influence what we eat. Can you think of a food advertisement that makes you really want to eat that product? Why do you think the advertisement has this impact on you?

commercial factors conditions, actions and policies of organisations that impact health and wellbeing either positively or negatively, including supply chains, product design, packaging and labelling, marketing and the use of media.

FIGURE 5.26 Young children can be exposed to many media messages about junk food.



FACT

A recent study by The University of Adelaide found that Australian children are exposed to twice as many unhealthy food advertisements as healthy food commercials.

Do you think junk food advertisements are more common than ads promoting healthy food? What are the consequences of viewing junk food advertisements?

5.4.5 Marketing, media and sponsorship

Food companies market their products to increase sales. Marketing includes advertising campaigns that can be both electronic (television, radio, internet, social media) and print (newspapers, magazines, billboards) media. We are constantly subjected to advertising that aims to influence our choice of food. The Australian food industry spends more than \$1 million a day on advertising. Food companies produce food and advertising aimed at particular demographics or groups, often children and adolescents, who can be easily influenced by media tactics. Special promotions are often part of a media campaign to promote particular products, such as fast food promotions directed at children. Companies and products also often align themselves with special events or sports programs, such as by sponsoring professional sports teams to increase awareness and loyalty to a food product or brand.

More positively, there are many organisations that use the media to promote healthy eating campaigns directed towards young people. Jump Rope for Heart is a national campaign that encourages school-aged students to develop a positive attitude towards exercise, healthy eating and heart health. Vic Kids Eat Well is another initiative that uses the media to promote healthy messages. This organisation provides simple and achievable steps to make healthy food and drink options available in places like schools and community organisations.

FIGURE 5.27 Promotions, discounts and huge billboards all draw attention to junk food choices.



5.4.6 Laws in relation to advertising processed and fast foods

In Australia, the only law in place regarding food advertisements directed towards young people is the prohibition of advertisements that contain any misleading or incorrect information about the **nutritional value** of foods or beverages. There is no law that limits the volume of unhealthy food advertising directed towards children on TV, social media, radio, billboards and other forms of media. There is clear evidence that children's exposure to unhealthy food advertising influences their food choices. This can contribute to unhealthy eating and even rates of overweight and obesity. Despite Australian children's high rates of being overweight and obese, there are few laws that protect young people from being constantly exposed to clever **marketing campaigns** that encourage and promote unhealthy eating. Research shows that children are often unable to tell the difference between facts and advertising, which makes them particularly vulnerable to these advertising tactics. Therefore, it is essential that young people develop the necessary skills to evaluate the messages about food that they see in the media. Some countries, such as France, have laws that ban food advertising that targets children.

nutritional value the nutrient content of a food; varies from food to food

marketing campaigns an organised course of action to promote or sell a product or service

media literacy the ability to access, analyse, evaluate and communicate information in a variety of forms

5.4.7 Understanding food advertising

Media literacy

Media literacy can be defined as the ability to access, analyse, evaluate and communicate information in a variety of forms, including print and non-print messages. Young people can use media literacy skills to spot the techniques used by companies to attract attention and make a product seem more desirable. These include:

- jingles and catchy music
- catchy slogans
- giveaways, offers, prizes and competitions
- cartoon characters
- famous people endorsing the product
- images of fun, happiness and excitement
- suggesting that the product makes you super or superior to others
- leaving out key health information (e.g. saying that a food is low in fat but leaving out that it is very high in sugar).

FIGURE 5.28 It's important for you to develop skills to assess the messages about food that you see in the media.



Being educated about these techniques helps young people to critically analyse the advertisements they see. Instead of being persuaded by the tricks used by the advertisers, they can instead identify the marketing tactics used and make informed decisions about food and other health products.

DISCUSS

When have you been persuaded to eat something after seeing a food advertisement? What marketing tactics were used that made you want to eat the food?

5.4 ACTIVITIES

1 Let's eat well at school!



- Use the **Australian Guide to Healthy Eating** weblink in your learnON Resources to find serving sizes of each food group for students aged 12–17.
- Collect a menu from your school canteen.
- Compare the healthy eating guide to the options in your school canteen.
- Identify any types of food that are missing or that are in too many items.
- Propose a new menu for your school canteen — next to each item, identify what food group it is from and the serving size it represents.
- If your canteen does not have any options from certain food groups, propose new menu items.
- Investigate if you have any local producers that you can support by stocking them at your canteen.

For example, the Victorian Farmers Direct uses local farms to source produce.

2 Analysing snack and lunch options



- Complete the **Analysing snack and lunch options** worksheet in your learnON Resources.
- In groups, research one snack option for morning tea, and one lunch option. Then using the food label and ingredients, evaluate its nutritional value. Key points to look for are: amount of sugar per 100 g, fat per 100 g, sodium per 100 g. What are the first five ingredients? What is the packaging like? Is it environmentally friendly? Do you think it is a good option for a snack or lunch? Why or why not?

3 Food advertisements

- Survey the television advertisements on a weeknight over a 1-hour period. List all the advertisements that relate to food and drink.
- For each advertisement, identify:
 - the product being advertised
 - the target market
 - the main selling point (e.g. good for your health)
 - the tactics used to persuade the target audience to eat the food.
- Design an ad campaign for a fruit and vegetable using some of the marketing techniques you have described in part b.

SUMMARY — what you need to know

- Eating healthy food is important because it gives your body the right nutrients.
- Different foods have different nutrients that help your body grow and stay healthy.
- Some foods are high in energy but low in nutrients, like lollies and soft drink.
- Eating a variety of nutritious foods gives your body the fuel it needs to work well.
- Reading food labels can help you make healthier food choices.

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 6, 7

■ LEVEL 3

8, 9, 10

Check your understanding

- MC** Carbohydrates are important for:
 - fibre and fuel.
 - energy and speed.
 - sandwiches.
 - function and form.
- MC** Milk, eggs and red meat are all good sources of:
 - dairy.
 - protein.
 - carbohydrates.
 - sugar.
- MC** The recommended serving of fruit for 12–13-year-olds is:
 - 5
 - 1
 - 2
 - 8
- Australian children are exposed to 10 per cent more unhealthy food advertisements compared to healthy food commercials. True or false?
- MC** Which of the following is NOT a marketing tactic used by the media to promote food?
 - Important information about the lack of nutritional value of the food
 - Catchy music and jingles
 - Famous people promoting the food
 - Images of fun, happiness and enjoyment

Apply your understanding

- What is the Australian Guide to Healthy Eating and outline what does it recommend?
- Identify** why it is important to have a variety of fruits and vegetables in your diet.
- Describe** the advice you would give to someone who has a diet of fast food, which is high in fat and salt.
- How can food labels help consumers make healthier food choices?
- Evaluate** the impact commercial factors have on the decisions we make about food.

LESSON 5.5 Review

5.5.1 Success criteria

5.2 Mental health and wellbeing

- I can identify proactive ways to support your own and others' mental health and wellbeing.
- I can describe how the different aspects of health and wellbeing are connected.

5.3 Healthy decisions — physical activity

- I can identify actions and behaviours that promote safe participation in physical activities to improve your own and others' health and wellbeing.

5.4 Healthy decisions — nutrition

- I can describe nutrients found in food.
- I can discuss where you can find information about food and nutrition.
- I can analyse the role of marketing and media in food choices.

ESSENTIAL QUESTIONS REVIEWED

- What actions and decisions can help me to be the healthiest I can be?
- How can I look after myself to promote my health, wellbeing and safety?
Evaluate your initial responses now that you've studied the content.

learn on

 Post-test	Online post-test
 eWorkbooks	Topic 5 eWorkbook
 Digital documents	Topic 5 Key term quiz Word version (doc-43200) Topic 5 Key terms Crossword Word version (doc-43201)
 Interactivity	Crossword (int-9379) Key term quiz (int-9380)

5.5.2 Key terms

aerobic activities activities that generally involve a large number of muscles/muscle groups working at a moderate intensity

anxiety feeling uneasy or worried

commercial factors conditions, actions and policies of organisations that impact health and wellbeing either positively or negatively, including supply chains, product design, packaging and labelling, marketing and the use of media.

compassion a feeling of empathy or sympathy towards someone who is going through a difficult time

empathy the ability to identify, appreciate and understand another's situation or feelings

integrity being honest, fair and trustworthy, and standing up for what you believe in, even if it is not popular or easy

kilojoules energy value of food

legumes vegetables such as beans, peas and lentils

marketing campaigns an organised course of action to promote or sell a product or service

media literacy the ability to access, analyse, evaluate and communicate information in a variety of forms

Medicare the government scheme that gives Australian residents access to healthcare

mental health and wellbeing relates to the state of a person's mind or brain and the ability to think and process information

nutrients chemical substances in food that nourish the body in specific ways, for example carbohydrates provide energy

nutritional value the nutrient content of a food; varies from food to food

respect recognising and appreciating the differences between people and treating them fairly

sedentary any behaviour that results in low energy expenditure

vigorous intensity exercise that causes you to 'huff and puff' as your heart rate and respiratory rate increase significantly

5.5 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

■ LEVEL 2

11, 13, 14, 16, 18

■ LEVEL 3

12, 15, 17, 19, 20

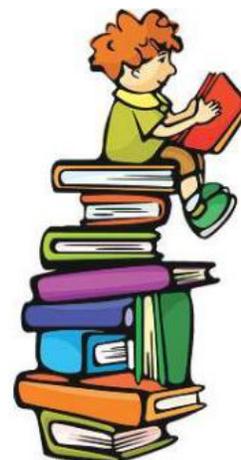
Check your understanding

Identify whether the following statements are true or false.

Statement	True or false
1. Good mental health allows you to manage day-to-day activities with low levels of stress.	
2. Mental health and wellbeing are static and do not change over time.	
3. You should have an equal amount of fruit and vegetables each day.	
4. All foods that are low in fat are good for you.	
5. To meet the Australian Physical Activity Guidelines for youth, you must complete 60 minutes of moderate to vigorous activity in one session.	
6. Reading a book is considered sedentary behaviour.	
7. Exercise can make you feel happier and less tired.	
8. Marketing has little influence on what we purchase.	
9. The mind-body-spirit connection can only be felt by Aboriginal and Torres Strait Islander Peoples.	
10. When a person has a strong sense of self, it can have a positive impact on their wellbeing.	

Apply your understanding

11. **Outline** three protective factors that promote good mental health and wellbeing.
12. **Describe** some signs that a friend might need support with their mental health and wellbeing.
13. **Identify** three ways an adolescent could incorporate more physical activity into their school day.
14. A 13-year-old student completes the following activities during a typical week.
 - Monday: 10-min walk to and from school, 50-min PE class, 60 mins of homework, 180 mins of TV, 45 mins on the PlayStation
 - Tuesday: 10-min walk to and from school, 60-min basketball training, 60 mins of homework, 100 mins of TV, 45 mins on the PlayStation
 - Wednesday: 10-min walk to and from school, 50-min PE class, 60 mins of homework, 180 mins of TV, 45 mins on the PlayStation
 - Thursday: 10-min walk to and from school, 60 mins of homework, 180 mins of TV, 60 mins on the PlayStation
 - Friday: 10-min walk to and from school, 50-min PE class, 180 mins of TV, 60 mins on the PlayStation
 - Saturday: 60-min basketball game, 240 mins of TV, 180 mins on the PlayStation
 - Sunday: 25-min walking the dog, 240 mins of TV, 180 mins on the PlayStationDoes the 13-year-old student meet the relevant physical activity guidelines?
Explain why or why not.
15. How does physical activity benefit mental health?
16. **List** three types of foods, with specific examples, that you should eat in limited amounts.
17. **Identify** two types of nutrients, including specific food sources, that should be eaten in large amounts.
18. **State** the purpose of reading food labels.
19. **Outline** how cultural practices can contribute to health and wellbeing.
20. Select one culture from around the world and **explain** the mind-body-spirit connection for that culture.



6 Promoting health, wellbeing and safety

LESSON SEQUENCE

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6.6 Preventing harm and promoting health – road, sun and water safety	254
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FIGURE 6.1 What do you think influences your health, safety and wellbeing?



LESSON 6.1 Overview

6.1.1 Making healthy decisions

Making healthy decisions starts with understanding what influences them. These decisions can be shaped by many factors, especially during adolescence. Health literacy is key — it means knowing where to find reliable health information and how to use it. Developing health and media literacy helps us evaluate health information and services and make healthy decisions. In today’s society, health promotion plays an important role in improving the health and wellbeing of all Australians. It often relies on the media to spread messages, which can be both positive and negative. It is essential for young people to have the skills to make positive and informed health decisions.

FIGURE 6.1 What do you think influences your health, safety and wellbeing?



ESSENTIAL QUESTIONS

- What are the major influences on my health decisions?
- How do I know who to believe and how do I access accurate and reliable health information?

STARTER QUESTIONS

1. What influences the decisions you make about your health?
2. How do you access health information, products or services?
3. How do you know if health information is credible and relevant to you?
4. What skills do you need to make informed health decisions?

learn on

-  **Pre-test** Online pre-test
-  **eWorkbooks** Topic 6 eWorkbook
-  **Digital documents** All the digital documents for this topic
-  **Video eLesson** Promoting health, wellbeing and safety (eles-6778)
-  **Weblinks** Useful weblinks available throughout the topic

LESSON 6.2 Influences on the health of young people

LEARNING INTENTION

- Explain how the health and wellbeing of young people is influenced by the people around them and the media.

ENGAGE

Using the word cloud in figure 6.2, identify what influences:

- what you wear
- what you eat
- what you do outside of school
- where you go for health information
- what you like
- what you don't like.

FIGURE 6.2 What influences you?



6.2.1 Influences on your health and wellbeing

Many factors affect your health and wellbeing in both positive and negative ways. Some examples include people like your friends and family, your culture and where you live. Sometimes these influences have a direct and obvious link to your health, such as your ability to see a doctor when you are sick. Other factors may influence your health in more subtle ways, such as the level of income you have influencing the food you can afford, which in turn can impact your health.

Can you think of examples of how different factors can influence your health and wellbeing?

6.2.2 Social influences on health and wellbeing

Many people influence the decisions you make in life. These people might change over time and might differ depending on the choices you are making. For example, when we are young, our family are often the most influential people in our lives. However, as we move into adolescence, friends and peers may have an increased influence over our choices.

It is important to be able to recognise who or what influences our attitudes, beliefs, decisions and behaviours, particularly in relation to health and wellbeing. Can you name some people who have a positive impact on your health decisions? This might be a family member, a friend or even a role model.

FIGURE 6.3 There are many things that influence the health of young people.



6.2.3 Media and health and wellbeing

Media is a broad term that includes:

- social media
- television and movies
- newspapers and magazines
- influencers and bloggers
- radio and music
- billboards and other advertisements.

media a broad term that can include many areas such as social media, television, print media and radio

The media can have both a positive and negative impact on the health of young people. For example, it can impact you positively if you follow an influencer who posts healthy food recipes and workout ideas on social media, or even role models who promote body positivity. These people could encourage you to become healthier and more confident. However, the media can also negatively influence young people's self-esteem, food and lifestyle choices through clever marketing campaigns, such as the marketing tactics used by food companies that were explored in topic 5. Being aware of the tactics that are used can help you make smarter health decisions.

FIGURE 6.4 Various forms of media



6.2.4 How sexual relationships are portrayed in the media

Messages related to relationships, in particular, sexual relationships, are portrayed in all forms of media:

- TV shows
- music videos
- social media posts
- billboards
- movies
- YouTube clips
- video games
- novels and magazines.

Young people are particularly vulnerable to this sexual content because their gender roles, sexual attitudes and sexual behaviours are still being shaped.

The way sexual relationships are presented in the media often do not reflect reality. For example:

- Sexual relationships are presented as almost exclusively **heterosexual** in nature.
- Women are often advertised as being sex objects and presented in **sexualised** ways.

FIGURE 6.5 Sexual relationships are often portrayed in the media unrealistically.



heterosexual emotionally and sexually attracted to people of the opposite sex
sexualised to make something sexual or attributed to sex

- Sexual activity is often between unmarried partners.
- Movies and TV shows rarely address consent and often show unprotected sexual intercourse with little discussion around the potential risks involved.

Social media also significantly influences young people's attitudes and behaviours towards relationships. Relationships on social media are often presented through a positive lens that shows a perfect life and perfect relationship. Posts with accompanying hashtags such as 'Relationship goals', 'Couple goals' or 'Insta couples' can lead young people to feel dissatisfied with their own relationship or lack of one. This can make them feel inadequate and lonely. Young people in unhealthy relationships may also apply a positive lens to their posts and photos in an attempt to appear happy in their relationship. This can stop them getting help when they need it.

It is important that young people have the skills to recognise and challenge the unrealistic relationships and behaviours promoted in the media. This will help them to maintain their own values, beliefs and behaviours rather than feeling pressure to conform to fake stereotypes in the media.

DISCUSS

Which people in your life do you feel have the biggest influence on your health and why? Which aspect of the media do you feel has the biggest impact on young people's health, both positively and negatively?

6.2 ACTIVITIES

1 Comparing influences

- Interview someone of a similar age and someone who is significantly older than you.
- Ask your interviewees:
 - who the major influences on their health and wellbeing are
 - who or what had the most significant influence on their current health and why.
- Compare the responses from both interviews. Were the influences similar or different? How? Does age affect what influences health?
- Collate your findings into a presentation using an ICT program or app of your choice.

2 Analysing the impact of the media

- Watch 30 minutes of television. In addition, view an online news source such as Nine News or ABC News.
- Using these media sources, identify some examples of:
 - health messages
 - sexual messages.
- Using an example from the sources you viewed, discuss how the media can:
 - positively impact adolescents' health
 - negatively impact adolescents' health.

3 Group work

In small groups, complete the following activities.

- Provide an example of how each of the following factors influences young people's health.

Influence	Example of the impact on the health of young people
Peers	
Family	
Teachers	
Doctors	
Where you live	
Culture	
Religion	
Values and beliefs	
Media	
Role models/celebrities	

- b. In groups, discuss the influences that you believe have the biggest impact on the health of young people. Which has the least influence? Rank them from 1 to 10, with 1 being the biggest influence on health and 10 being the least.
- c. Share your order with the other groups in the class. Were they similar or different?
- d. As a class, discuss why you think they were similar or different.

SUMMARY – what you need to know

- Many factors influence your health, such as family, friends, and where you live.
- The media, such as TV and social media, can also have a big impact on your health.
- It's important to know who or what influences your health decisions and why.
- People around you, like your family and friends, can help you make healthier choices.
- Understanding the influence of media can help you make better decisions about your health.

6.2 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7

■ LEVEL 3

8, 9, 10

Check your understanding

1. **MC** Which of the following is least likely to influence an adolescent's health decisions?
 - A. Family
 - B. Friends
 - C. Pets
 - D. Religion
2. **MC** Which influence does not come under the media banner?
 - A. Newspapers
 - B. Influencers
 - C. Social media
 - D. Teachers

3. **MC** A person's values and beliefs can influence their health. Values and beliefs are often shaped by:
 - A. past experiences.
 - B. family's morals and values.
 - C. religion and culture.
 - D. all of the above.
4. The media showing fast food advertisements for burgers and chips is a positive influence for young people because they love that type of food. True or false?
5. The biggest influence on the health of young people now will also be the biggest influence on them later in life. True or false?

Apply your understanding

6. **Outline** five influences on the health of young people.
7. **Explain** how the media can be both a positive influence and a negative influence on young people.
8. The increased use of social media has become very common in our society. **Propose** whether the increased use of social media has a positive or a negative influence on young people and provide examples to support your judgement.
9. **List** three different influences on the health of each of the following age groups. **Discuss** why there are differences.
 - Primary school children
 - Young people
 - Adults
10. Consider if you think there are differences between the major influences on health for adolescent boys as compared to adolescent girls. **Justify** your answer.

LESSON 6.3 Accessing health information and services

LEARNING INTENTION

- Explain different ways you can access accurate health information.

ENGAGE

There are so many health products and services available today. What health services and products have you used before? Who influenced you to use those products or services? Which products or services are you interested in trying?

How will you know if the products or services are reliable and good quality?

FIGURE 6.6 Why did you choose the health product you last used?



6.3.1 Be informed

Our optimal health is the best health we can achieve. This varies from person to person. To maintain optimal health, we need to know how to access reliable **health information** and be able to act on it accordingly. Accessing, understanding and using health information is known as health literacy and is an important skill to develop. While accessing health information and finding the right answers can sometimes be a challenge for us as **health consumers**, the ability to evaluate and act correctly on health information is even more important. Lesson 6.4 provides steps to help develop these skills. A wide range of **health products** and **services** are available. Although many are safe, others, such as ‘miracle cures’ or rapid weight-loss diets, can damage our health. Who, then, do we believe?

health information knowledge about a health product or service you may need, want, buy or receive

health consumers people who buy health products or use health services

health product a produced or manufactured item that is designed to improve a person’s health, such as toothpaste, sunscreen or vitamins

6.3.2 Family and friends

Our family and friends are often helpful and convenient sources of health information. 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 not have expertise in specific health matters, such as anxiety disorders. Similarly, our friends may be able to empathise, but they lack the expertise to help 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.

FIGURE 6.7 Family and friends can help you seek out sources of health information.



6.3.3 School

Your school is an excellent resource because your health teachers and counsellors have a good understanding of adolescent problems. They can provide you with reliable information, including about available products and services. Health lessons are a good place to discuss health problems. You should feel free to discuss any concerns you have in class, or with your teacher. Your teacher can then provide guidance on where to find further information if needed.

6.3.4 General Practitioner (GP)

General practitioners (GPs) are often the first contact young people have with the healthcare system. Your doctor is a very reliable source of health information and advice. Always feel free to discuss any health concerns with them. Tell them what you have read and the advice you have already received, and then listen carefully to their assessment of your concerns. GPs provide a range of services, including:

- treatment and care advice about anything from managing acne to coping with symptoms of period pain
- preparation of mental health plans
- referral to the right health professional (including specialists)
- information on contraception and safe sexual practices
- prescriptions for appropriate medicines.

During adolescence, you may move towards ‘health independence’. This is the ability to confidently manage your own health, including seeing a GP on your own, confidentially.

Lesson 3.5 has a checklist to follow when booking an appointment with a health professional.

Medicare is an Australian government service that pays for some or all of the cost of healthcare services for all Australians, including adolescents. Most of the time, simple visits to a doctor will be paid for by Medicare if you present a Medicare card. This is known as **bulk-billing**. You may be listed on your parent or guardian's Medicare card, or if you are 15 years of age or older, you can apply for your own Medicare card.



6.3.5 Health organisations

Many health products and health services are available from **health organisations**. Health organisations include hospitals, doctors, pharmacists and organisations such as the Heart Foundation, St John Ambulance Australia and the Cancer Council. Health organisations answer our calls, give advice, provide pamphlets and generally work to improve the health of all Australians.

It is our responsibility to use this health information and act on it. Some people face barriers in seeking help, like location barriers, embarrassment, or cultural issues. For example, some men hesitate to seek help due to a misplaced sense of toughness. The availability of telephone services and online support can help break down some of these barriers.

FIGURE 6.8 Hospitals are health organisations that provide emergency care to people in need.



6.3.6 Online sources of health information

The internet is now the most extensive source of health information, providing access to a large range of health products, 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 ones that have .org or .gov at the end. Further information on evaluating sources of health information is available in the next section. A list of reliable sources of health information is shown in table 6.1. These are all available as weblinks in your learnON Resources for you to check out for yourself.

health organisation a group that assists in matters relating to health by providing services, products and information

TABLE 6.1 Reliable health websites.

Support for alcohol and drug dependence	Support for nutrition
<ul style="list-style-type: none"> Better Health Channel Be the Influence Alcohol and Drug Foundation Youth Support + Advocacy Service (YSAS) Drug and Alcohol Research and Training Australia 	<ul style="list-style-type: none"> Cancer Council Nutrition Australia National Heart Foundation Better Health Channel Health Direct Australia Health departments in each state or territory
Support for physical activity	Support for safety
<ul style="list-style-type: none"> Australian Sports Commission Physical Activity Australia Department of Health Smartplay 	<ul style="list-style-type: none"> National Heart Foundation Red Cross St John Ambulance State Emergency Services Salvation Army

(continued)

TABLE 6.1 Reliable health websites. (continued)

Support for alcohol and drug dependence	Support for nutrition
Support for mental health <ul style="list-style-type: none"> • Lifeline • Youth Beyond Blue • Black Dog Institute • headspace 	Support for relationships and sexual health <ul style="list-style-type: none"> • Kids Helpline • Centre Against Sexual Assault (CASA) • eheadspace • Family Planning in each state • Better Health Channel • MensLine • Relationship Australia • ReachOut

6.3.7 The 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 marketing 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. The information is often reliable because it has been written or checked by people medical professionals. However, we should be aware that just because health advice appears in print, does not mean it is reliable. It also may not be the appropriate answer to our own problem and should be considered as **general advice** only.

Bloggers, influencers and social media advertisements are a form of media from which many people seek out health information. Unlike some of the other sources previously mentioned, the health information that **bloggers** and **influencers** post has not been checked by medical professionals or professionals in the industry. Instead, it is just the personal opinion of the blogger or influencer. It can also be an opinion that they were sponsored (paid) to give. This information should be reviewed cautiously as it is not always true or credible. When reviewing social media advertisements, it is important to check that they have come from a **reliable source** such as a government website like VicHealth or a reputable organisation such as Beyond Blue. More about evaluating sources of health information can be found in lesson 6.4.

6.3.8 Health information and services for young people

A range of community and government services and programs are available that specifically target the young people’s needs. This includes providing assistance with managing the physical, social and emotional changes of adolescence. These services and programs are generally free, accessible from anywhere, focused on the needs of young people and of high quality.

FIGURE 6.9 There are many sources of health information, but not all are reliable.



general advice information that is meant as a general guideline or suggestion. It is not specific to an individual’s unique needs or circumstances

blogger a person who regularly writes material for a blog

influencer a person with the ability to influence potential buyers of a product or service by promoting or recommending the item, usually on social media

reliable source a source of information that provides a thorough, well-reasoned theory, argument or discussion based on strong evidence

headspace

headspace is the National Youth Mental Health Foundation funded by the Australian Government. It provides information, support and services to young people aged 12–25 years and their families and friends across Australia. headspace welcomes and supports young people of any ethnicity, culture, faith, sexual orientation and gender identity and provides a range of services to improve health and wellbeing.

Their services cover four core areas:

- mental health and wellbeing
- physical and sexual health
- work and study support
- alcohol and other drug services.

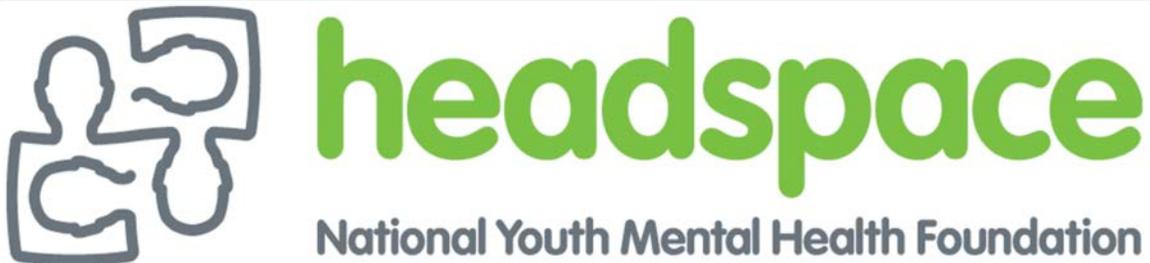
These services are provided through their website, headspace centres and an online counselling service (ehespace). headspace centres are located across metropolitan, regional and rural areas of Australia. The centres are built and designed with input from young people, so they are youth-friendly and don't have the same look or feel as other clinical services.

At these centres, young people can be assisted to access:

- GPs
- psychologists
- social workers
- alcohol and drug workers
- counsellors
- vocational workers or youth workers.

headspace also has youth-friendly general practitioners (GPs).

FIGURE 6.10 headspace provides inclusive online, telephone and in-person support and counselling to people aged 12–25 and their families and friends.



ReachOut

ReachOut is an online mental health service for young people and their parents in Australia. ReachOut provides self-help information, peer-support programs and referral tools to help young people be well and stay well. ReachOut.com offers a range of options for young people aged 12–25, with a focus on supporting their mental health and wellbeing through everyday issues and tough times. The website has articles and information, an online chat and community to connect with. It also has a range of mobile phone apps and tools that can help with health and wellbeing. ReachOut is a free, anonymous, online platform available 24/7. It has no waitlists.

FIGURE 6.11 ReachOut provides 24/7 online support for young people aged 12–25 and their families.

REACHOUT

Kids Helpline

Kids Helpline is Australia's only free (even from a mobile), confidential 24/7 online and phone counselling service for young people aged 5–25. Qualified counsellors at Kids Helpline are available via WebChat, phone or email anytime and for any reason. The Kids Helpline website also has a range of resources, information and strategies to help with issues like:

- mental health
- identity
- friends
- family and relationships
- safety and other life issues.

They have also launched a mobile app called Niggle, which allows young people to capture their niggles — those feelings that won't go away — and do something about them. The app provides information, videos, podcasts, quizzes and tips to help young people 'tame their niggles'.

FIGURE 6.12 Kids Helpline offers free and confidential online and phone counselling for young people aged 5–25.



6.3 ACTIVITIES

1 Inside health

In small groups, discuss each question and report back to the class. Summarise the responses on the board.

- Explain why you purchased or used the last headache tablet that you took. How did you know the medication was safe? Would you choose this brand again?
- Identify what made you or your parents choose the doctor you go to. Do you feel comfortable asking them questions? Are things explained to you fully when you visit?
- Do you regularly read websites or social media advertisements on health? If you do, identify what topics you find interesting. How do you know the information is correct? Do you use the information to diagnose or treat your own problems?

2 Influencers' health messages

Using the internet, find a post from an influencer or blogger that is promoting health information or products. Answer the following questions.

- Identify the health information or message they are promoting.
- Describe how they are promoting the product, service or information.
- Identify the marketing tactics they use.
- Analyse how credible you think their information is. Why?
- Share your findings with the class.

SUMMARY — what you need to know

- It is important to know where to find reliable and good quality health-related products or services.
- There are many sources of information including family, friends, school, GP, health organisations and online sources.
- Advice from bloggers and influencers has not been checked by medical professionals and should be treated with caution.
- There are health resources targeted at young people such as headspace, ReachOut and KidsHelpline

6.3 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 5, 6, 8

■ LEVEL 3

7, 9

Check your understanding

1. **MC** Out of the following options, select two main sources of reliable health information.
A. Supermarket
B. Doctors
C. Children
D. School
2. Use the following words to complete the sentence.
Word bank: information, understand, sources
The most important role our family and friends can play is to help us _____ the problem, seek out _____ of help and evaluate the _____ we receive.
3. We must treat the things we read by bloggers as general advice only. True or false?
4. **MC** The internet can be an extensive source for health information that:
A. can sometimes be misleading — you need to be cautious when using unrecognised sites.
B. always has the correct information.
C. is always produced by health professionals.
D. All of the above
5. **MC** Which one of the following is not a credible health organisation?
A. Heart Foundation
B. Facebook
C. St John Ambulance
D. The Cancer Council

Apply your understanding

6. **Explain** the main sources of information you can consult when seeking out health advice.
7. **Evaluate** which two sources of health information you think are the most reliable. Why?
8. **Explain** why we must treat the things our friends tell us as general advice only.
9. **Describe** four concerns you could talk to your family doctor about.

LESSON 6.4 Evaluating health information and services

LEARNING INTENTION

- Analyse the skills you need to make informed, health-related decisions.

ENGAGE

The health products and services industry brings in billions of dollars every year.

- How do you know who to believe?
- What does health literacy mean?
- What skills do you need to make informed health choices?
- Where can you go to get accurate and reliable information?

FIGURE 6.13 Can you believe all the claims on a health or wellbeing product?



6.4.1 Health literacy

Health literacy involves people understanding information about health and health care, and being able to apply that information to their lives, use it to make decisions and act on it. Every day, everyone is required to make many decisions. Some are more significant than others. Being informed when making decisions about health not only makes the process easier, it can also increase the chances of positive outcomes.

health literacy understanding information about health and health care, and how to apply that information to our lives and use it to make health decisions

In lesson 6.3 you learned about where to find health information, products and services. The next step is to analyse them. 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. It is important to develop the skills you need to evaluate the health products and services you may be interested in.

6.4.2 Evaluating and analysing health information and services

As mentioned, there are many sources of health information online, including influencers, bloggers, social media accounts and health apps that often target adolescents. But how can you tell if the information has come from a credible source? You can use the R.E.A.L. strategy to evaluate the reliability of your health information sources (see figure 6.14).

FIGURE 6.14 The R.E.A.L. strategy helps you work out if health information is reliable.

R – Read the URL	<ul style="list-style-type: none">● Non-commercial websites, such as those ending in .org, .edu and .gov, are generally reliable sources.● Websites with a URL ending with .com may be commercial sites trying to sell a product, and therefore may not be a reliable source of information.● Social media sites that are selling a product will have a buy link and may not be a reliable source of information.
E – Examine the site's content	<ul style="list-style-type: none">● Who funds or sponsors the website, blog, social media account or app?● Is the material current — that is, recent and not out-of-date?● Is the site updated regularly?● Are social media sites moderated or managed?
A – Ask about the author of the site	<ul style="list-style-type: none">● Look at the author, publisher and/or organisation that publishes the website, blog or social media account. What are their credentials?● Are they qualified to be providing advice?● Can you find the details of the author or publisher if you wish to contact them?● If the source is a blog or social media account, what information is provided in the profile?
L – Look at the links and sources from the site or blog	<ul style="list-style-type: none">● What type of webpages are they linking to?● Do their web addresses end in .gov, .edu or .org?● What sources are used?● Are these credible and relevant sources?

In addition to the large amount of health information on the internet, many health-related apps can be downloaded onto your devices. A lot of these require you to input personal information.

When using health-related apps, use the R.E.A.L. strategy to evaluate them. You should also think about:

- who developed and funds the app?
- are they qualified to provide health-related information?
- are they linked to a particular product or brand?
- do they have something to sell?

The answers can help you identify if there is a motive behind the information being provided, and whether the advice being given may be unreliable.

6.4.3 Skills needed to make informed decisions

To evaluate information successfully, we need to develop certain skills so that we can make the best decisions for ourselves. Asking ourselves the following questions before we buy health products or use a health service will help us be more informed consumers.

- Which product or service is best for my issue?
- Are the promised health benefits reasonable and realistic?
- Can I find information from other sources (e.g. family or GP) to support or contradict the claims?
- Is the person promoting the product or service a qualified health professional or a credible source?
- Are there any health risks or side effects I need to be aware of?
- Are there similar products or services that are cheaper, more effective or have fewer health risks?
- If I am not satisfied with the product or service, what other services can I try?

We can assume that information from teachers, doctors and government organisations, such as VicHealth or well-known organisations like the Heart Foundation, are reliable. However, we should be cautious of health information that comes from less trustworthy sources, such as:

- word of mouth (e.g. from friends)
- radio and television
- the internet
- print media (e.g. magazines)
- bloggers
- social media
- influencers.

Sometimes young people can be targets of media campaigns that spread false or misleading information. This is because they might not have developed the health literacy skills required to understand the messages from these sources and make informed health-related decisions. For example, some companies use clever marketing campaigns to advertise alcoholic beverages to young people. They might show images of young people having a great time while drinking alcohol. These campaigns send false messages that alcohol is healthy and the only way you can have fun with friends is if you drink.

FIGURE 6.15 There are so many health products to choose from. How do we decide?



FIGURE 6.16 Advertisements for alcohol can suggest the only way you can have fun with friends is if you consume alcohol.



DISCUSS

What are the major influences on a young person's health literacy? Why do you think it is important for young people to develop health literacy?

6.4 ACTIVITIES

1 Factors impacting health decisions

Despite the large amount of health information, products and services that are available, accessing them can be a challenging task.

A number of factors can stop young people from accessing health information or making informed decisions about health services and products. Some groups of people in particular might lack the skills to make informed decisions. For example:

- 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 English as an additional language
- people with disability.

In pairs, select one group from the list above and answer the following questions.

- a. Explain why the group may have difficulty accessing health services and making informed decisions.
- b. Identify some negative consequences of them not being able to make informed decisions.
- c. Consider the advice you would give the group on how to make informed health-related decisions.
- d. Propose ideas to make health information more accessible for them.

2 Put your skills to the test

In small groups, research and locate two pieces of health information that come from one of the following categories. You need to find one piece of health information that is accurate and reliable and one that is not.

- Mental health
- Nutrition
- Drug use
- Sexual health
- Road safety

Answer the following questions and present your information to the class.

- a. Identify the skills you used when analysing the health information.
- b. Explain how you know that the first piece of health information you found is accurate and reliable.
- c. Identify what makes your second piece of health information not accurate or reliable.
- d. Provide a list of reputable sources to use when accessing health information in your category.

SUMMARY – what you need to know

- Health literacy means understanding health information and using it to make good decisions.
- There are many sources of health information, but not all of them are reliable.
- The R.E.A.L. strategy helps you figure out if health information is trustworthy.
- Ask questions like 'Who made this?' and 'Are they experts?' to decide if health information is trustworthy.
- Always double-check health advice from friends or online with a doctor or trusted adult.

Learning pathways

■ LEVEL 1

1, 4, 5, 6

■ LEVEL 2

2, 3, 7, 9

■ LEVEL 3

8, 10

Check your understanding

- MC** How can you check the accuracy, reliability, and quality of health information?
 - Look at the quality of the images and graphics
 - Identify the organisation, author and funding source behind the site or app
 - Ask at school
 - Check to see if it has followers and likes.
- If a website is trying to sell a product, it is more likely to focus on the positive aspects of the product and ignore the negative aspects. True or false?
- MC** Select two reasons why the internet is a valuable resource for finding health information, products and services.
 - It is convenient and efficient.
 - It is always correct and reliable.
 - It is always specific to each individual's circumstances.
 - It can be used to assess a wide range of products and services.
- MC** Which of the following is NOT an important question when evaluating health information?
 - Is the information enjoyable and does it have pictures to support the written information?
 - Who prepared the information?
 - Is the information up-to-date?
 - What is the purpose of the information?
- Education does not influence access to good health. True or false?

Apply your understanding

- Define** 'health literacy'.
- State** two credible health support organisations for:
 - nutrition
 - mental health.
- Explain** why it is important to assess and evaluate health information, products and services.
- Identify** three questions you should ask when assessing health information.
- If you are lacking in energy, does this mean you should take health products that promise to improve your energy levels? **Justify** why or why not.

LESSON 6.5 Health campaigns for young people

LEARNING INTENTION

- Describe health promotion campaigns that are designed to enhance the health of Australian young people.

ENGAGE

Health promotion campaigns are usually designed to address a particular health focus that needs awareness or improvement.

List areas of youth focus that you think may need to be addressed with a health promotion campaign.

Brainstorm any health campaigns you know about that have a focus on improving an area of youth health and wellbeing.

What strategies does the campaign use to promote and enhance the health and wellbeing of young people?

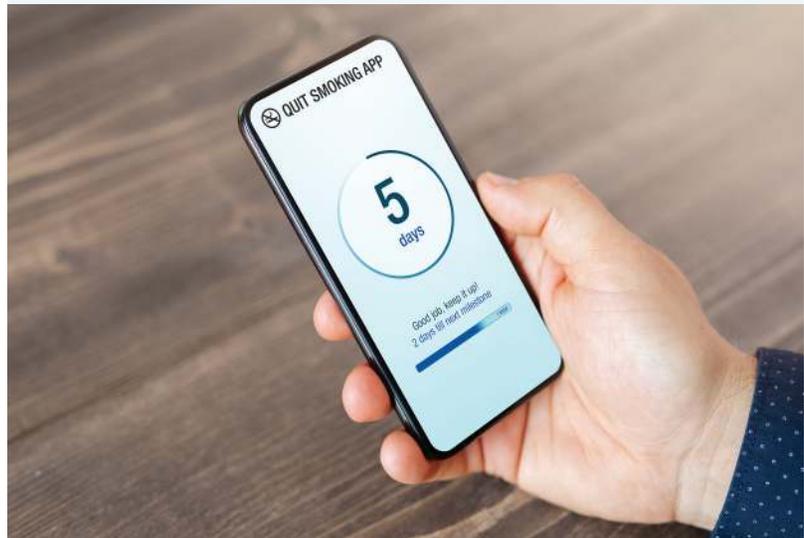
FIGURE 6.17 Would healthy cooking classes help promote healthy eating in young people?



6.5.1 Health promotion campaigns

Health promotion campaigns are often targeted at a particular health issue. They aim to give people the skills and knowledge they need in relation to a health issue or behaviour so they can be empowered to make better health decisions. Health campaigns will sometimes target a specific group of people and will aim to create an environment where individuals feel supported and encouraged to improve their health. The campaigns may be small and targeted such as 'Come try it' days at local sporting clubs to encourage physical activity, apps to encourage behaviour changes such as 'My QuitBuddy', or nation-wide campaigns with TV ads, billboards and media releases like TAC Road Safety campaigns.

FIGURE 6.18 Apps can be used to give people knowledge in a health promotion campaign like this QUIT smoking example.



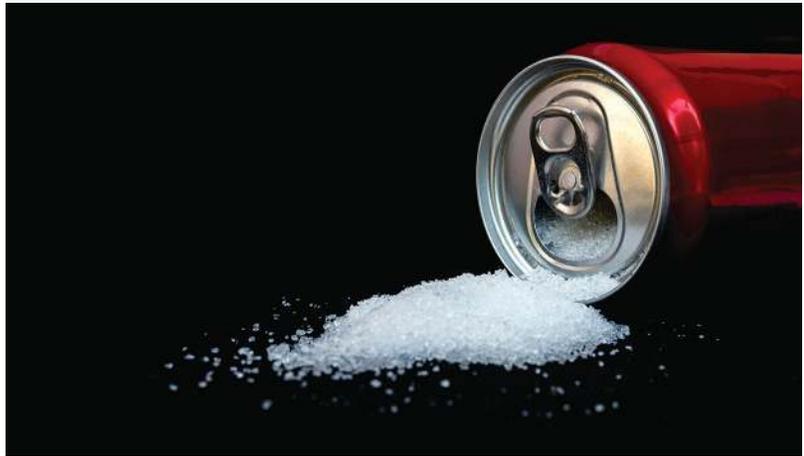
6.5.2 Health campaign targeting young people

Many health promotion campaigns are specifically directed at improving young people's health and wellbeing. The Transport Accident Commission (TAC) is the Victorian Government agency that runs road safety campaigns in Victoria. These campaigns have at different times targeted things like pedestrian behaviour and mobile phone use when driving.

Often, a health promotion campaign will come about when there is data or information that highlights a particular health issue. The National Secondary Students' Diet and Activity survey by Cancer Council

Australia looked at the habits of more than 9000 students across the country and found that boys were huge consumers of sugary drinks. The data showed 22 per cent of boys drinking a litre or more a week compared to eleven per cent of girls. This is alarming due to the possible impacts of large amounts of sugar on dental health, and risks of obesity, type 2 diabetes and even cancer. This has led to a health promotion campaign on social media called 'Full of Crap' targeting teenage boys with information about hidden sugar in drinks and giving strategies to drink less. This campaign has been developed by *Rethink sugary drink*, a coalition of health organisations, including the Cancer Council.

FIGURE 6.19 The *Rethink sugary drink* campaign aimed to educate young men about the amount of sugar hidden in drinks.



6.5.3 Vaping campaign targeting youth

Due to the significant increase in young people using e-cigarettes or vapes despite laws put in place to limit their access, the Australian Government has launched a health promotion campaign. It aims to educate young people about the health impacts of vaping, to encourage them to quit vaping and connect them with support services and resources to empower them in their quitting journey. The campaign is called *Why are we still doing this?*

FIGURE 6.20 The *Why are we still doing this?* is a vaping campaign targeting teenagers.



6.5.4 Health promotion campaigns targeting Aboriginal and Torres Strait Islander Peoples

Aboriginal and Torres Strait Islander Peoples have a strong sense of identity that is connected to the land. The spiritual connection with Country is highly important as it contributes to an individual's sense of belonging and is a key factor in identity.

Many health campaigns are created to respect and support these cultural values, making sure they are safe, culturally appropriate and non-judgmental. These campaigns help improve the health of Aboriginal and Torres Strait Islander young people by using messages and strategies that connect with their culture. Three such health campaigns are:

- *Deadly Choices*
- *Don't Make Smokes Your Story*
- *Yarn Safe*.

Deadly Choices

The *Deadly Choices* campaign was first released in 2010. In Aboriginal and Torres Strait Islander Peoples' slang, 'deadly' means 'very good'. The campaign aims to empower Aboriginal and Torres Strait Islander Peoples to make healthy choices for themselves and their families. Some key messages and strategies promoted through the campaign are to:

- stop smoking
- eat healthy food
- exercise daily
- complete an annual 'health check'.

In order to promote their health messages, *Deadly Choices* use ambassadors to help increase awareness of and engagement with their goals.

Ambassadors are often past and present famous Aboriginal and Torres Strait Islander athletes from a range of sports, or even whole sports teams.

Some ambassadors include:

- Olympic beach volleyballer Taliqua Clancy
- the Brisbane Lions
- the Gold Coast Suns
- the Hawthorn Hawks
- Essendon Football Club.

These ambassadors help promote and enhance the health of others because they live healthy lifestyles and actively encourage others to do the same.

In order to get young Aboriginal and Torres Strait Islander Peoples more physically active, *Deadly Choices* runs annual touch football, rugby league and netball sports competitions for young people to take part in. These events are cigarette, alcohol and sugar free.

FIGURE 6.21 Culture and identity affect health decisions and behaviour.



FIGURE 6.22 *Deadly Choices* run annual sporting competitions to get Aboriginal and Torres Strait Islander young people more involved in sport.



Don't Make Smokes Your Story

The *Don't Make Smokes Your Story* campaign originally launched in 2016 and continues to gain momentum and achieve great results. It is an anti-smoking campaign targeting Aboriginal and Torres Strait Islander Peoples. The campaign uses television commercials, radio, print media and online advertisements to reach its target audience. Research by the Australian Government Department of Health found that 86 per cent of Aboriginal and Torres Strait Islander smokers and recent quitters were aware of the campaign. This shows that the strategies the campaign uses to promote its messages are effective.

Don't Make Smokes Your Story features a man, Ted, who reflects on his experiences of smoking and the benefits of quitting. The campaign then promotes resources to assist people to quit smoking, such as the Quitline number. The campaign's messages are specifically aimed at smokers, recent quitters and their families.

The key objectives of the campaign are to:

- encourage quit attempts among current smokers
- encourage people to keep trying to quit if not successful the first time
- direct people to support resources, including Quitline, quit smoking apps and the campaign website
- communicate the risks of smoking
- show the benefits of quitting for smokers and their families
- encourage family members and service providers to support the campaign.

This campaign effectively enhances the health of Aboriginal and Torres Strait Islander young people because it discourages them from taking up smoking. It also gives the necessary resources to encourage family members to quit.

FIGURE 6.23 *Don't Make Smokes Your Story* aims to reduce smoking among Aboriginal and Torres Strait Islander Peoples.



DISCUSS

Why do you think it is important to have campaigns that target Aboriginal and Torres Strait Islander young people?

6.5 ACTIVITIES

1 Why are we still vaping?

In small groups of 2–3, research the campaign known as ***Why are we still vaping?*** using the weblink in your learnON Resources. Look at the messages and resources that are provided. Do you think it will be successful in encouraging young people to not take up and quit vaping? Discuss why or why not?

Complete the following questions:

- Identify when the campaign was first started.
- State the organisation responsible for creating this campaign.
- Identify and describe the key messages promoted throughout the campaign.
- Explain the strategies used to help promote the messages and enhance young people's health.
- Justify whether your group believes this is an effective campaign.

2 Yarn Safe



In small groups of 2–3, research the campaign known as **Yarn Safe** using the weblink in your learnON Resources. Then, complete the following questions:

- a. Identify when the campaign was first started.
- b. State the organisation responsible for creating this campaign.
- c. Identify and describe the key messages promoted throughout the campaign.
- d. Explain the strategies used to help promote the messages and enhance the health of Aboriginal and Torres Strait Islander young people.
- e. Justify whether your group believes this is an effective campaign.

3 Being a promotor

Using one of the health promotion campaigns outlined above, or another campaign of choice, prepare a presentation to present at an assembly.

It should raise awareness about the health issue and outline health promotion activities that can improve people's health in relation to the issue.

SUMMARY – what you need to know

- Health promotion campaigns teach people how to make healthy and safe choices.
- Sometimes they focus on specific groups, such as young people or Aboriginal and Torres Strait Islander Peoples; others target the whole population.
- Often a health promotion campaign will come about when there is data or information that highlights a particular health issue in the community.

6.5 Exercise

learnON

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 7

■ LEVEL 3

6, 8, 9

Check your understanding

1. **MC** Health promotion can involve
 - A. Billboards and TV ads
 - B. Providing skills and knowledge
 - C. Create a safe environment
 - D. All of the above
2. Fast food companies running hamburger ads is the same as health promotion. True or false?



3. **MC** Deadly is a slang word used by First Nations Australians to mean:
 - A. risky.
 - B. great.
 - C. bad.
 - D. negative for one's health.
4. Health promotion campaigns can be small and local and targeted. True or false?
5. Health promotion campaigns work best when they target the whole population of Australia. True or false?

Apply your understanding

6. **Describe** why it is important to have health campaigns that are culturally appropriate for Aboriginal and Torres Strait Islander Peoples.
7. **Identify** some youth health issues that could be helped with a health campaign.
8. **Outline** the reasons why one of the campaigns you have looked at above might be successful in improving youth health and wellbeing.
9. **Discuss** three positive messages for young people promoted by health campaigns targeting young Australians.

LESSON 6.6 Preventing harm and promoting health — road, sun and water safety

LEARNING INTENTION

- Identify ways to manage risks to minimise harm on the road, in the sun and water.

Many Australians face risks with road, water and sun safety. Health promotion helps reduce these risks by improving knowledge and skills. Knowing how to stay safe and make good decisions is crucial. By being aware of how to stay safe, we can enjoy our environment safely.

ENGAGE

Young people can make decisions that enhance their health and the health of others. Health promotion has been used to improve the health and wellbeing of young people in relation to road, water and sun safety.

Brainstorm health promotion campaigns you may have heard about road, water and sun safety. What were the key messages?

FIGURE 6.24 Young people can make decisions that enhance their health and the health of others.



6.6.1 Road safety

Too many Australians are injured or killed on the road as drivers, passengers or pedestrians. No matter what age you are, you can learn to minimise the risk when using the road. In this section, you will examine why many road accidents happen and how to keep safe on the road.

Between the ages 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 do. They do not think that their behaviour can lead to a road accident, or they have the attitude that ‘it won’t happen to me’.

Young men are at a greater risk of road accidents because, statistically, they tend to engage in more risky behaviours, such as speeding and drink-driving. Combined with inexperience and a powerful car, this can have serious consequences.

How to be safe on the road

There are things you can do to stay safe when using the roads. Planning ahead and obeying the road rules will help ensure you do not become a road accident statistic. Equipment has been designed to reduce injury and protect people when using the roads. For example, when riding bicycles or motorbikes, it is important to wear protective gear such as helmets and reflective clothing; when travelling in a vehicle, a seat belt can save your life.

FIGURE 6.25 Seatbelts and helmets are protective equipment that can help you stay safe.



Even though young people often know the road rules and use protective equipment, a number of factors contribute to children and young people taking risks on the road. These include:

- *complacency* — ‘it won’t happen to me’
- *peer pressure* — doing what their friends do or say, such as driving too fast, drink-driving or crowding people into a car
- *lack of judgement* — underestimating the risk, such as running across a busy road
- *status* — driving powerful cars and driving at high speeds to impress others
- *fitting in with peer groups* — not wearing a bicycle helmet because friends say helmets aren’t ‘cool’.

Rules of the road

Road rules and legislation are designed to make roads safer for everyone. They influence people's behaviour and reduce the risk of accidents. In setting road rules and laws, the government has considered a number of factors that increase the potential for accidents. Road rules and laws aim to reduce these risks. For example, there is a greater risk of pedestrian accidents outside schools at school drop-off and pick-up times. Therefore, the law requires drivers to slow down in school zones during these times.

FIGURE 6.26 Road rules help keep us safe.



DID YOU KNOW?

The highest risk period young Australian drivers is shortly after they get their licence until the age of 24. To help reduce the risk, states and territories have introduced graduated licensing systems. These place restrictions on new, young drivers in terms of blood alcohol limits, the number of passengers they can carry, the power of the vehicles they can drive and, in some states, the maximum speed allowed.

DISCUSS

How can you encourage young people to make good decisions around road safety? Possible topics could include:

- distracted drivers
- speeding
- driving unlicensed
- drug driving.

6.6.2 Sun safety

Australia has the highest rate of skin cancer in the world. More than 2000 Australians die from skin cancer every year. By the age of 70, about two out of three Australians will get skin cancer, which makes up about 80 percent of all new cancers in Australia.

The Cancer Council estimates that between 95 and 99 per cent of skin cancers are caused by exposure to the sun. In Australia, 26 per cent of teenagers get sunburnt on an average summer weekend. Many people get sunburnt while swimming, playing at the beach or pool, playing sport or having a barbecue.

You can protect yourself from sun damage in five ways:

1. *Slip* on sun-protective clothing such as a rash vest and board shorts.
2. *Slop* on SPF 50+ 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 wraparound sunglasses.

 The SunSmart UV alert tells you the times of day when the sun's UV level will be 3 and above. This level of UV can damage your skin and eyes and increase your risk of skin cancer later in life. You can check the UV alert using the **ARPANSA** weblink in your learnON Resources.

FIGURE 6.27 Protect yourself outdoors.



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 sun's ultraviolet (UV) rays not only harms our skin but can also damage 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 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.

6.6.3 Water safety

Swimming and spending time near water is a very popular recreation activity for young people in Australia. Unfortunately every year a number of people will be involved in water safety incidents that can cause serious injuries, and even death from drowning. Some of the most significant risk factors for drowning include young people overestimating their own swimming ability and underestimating currents and dangers in the water environment. 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 section, you will learn some water safety skills to ensure you are prepared for challenging situations when swimming.

Some of the steps you can take to reduce harm from water safety incidents include:

- **Swim at patrolled beaches:** Only swim between the red and yellow flags where lifesavers are on duty.
- **Check the conditions:** Be aware of currents, tides and weather before entering the water.
- **Wear a lifejacket:** When boating, fishing or paddling, always wear a properly fitted lifejacket/vest.
- **Learn to swim:** Make sure you have proper swimming skills and know how to float.
- **Never swim alone:** Always swim with a buddy.
- **Be aware of dangers:** Understand the risks associated with different water environments like rockpools, rivers and deep water.

DISCUSS

According to data from the Royal Life Saving Society Australia, in Australia, children aged 5–14 years there are an average of 12 drowning deaths per year in children aged 5–14 years. Males are much more likely to be involved in a drowning or water safety incident making up 69 per cent of all drowning deaths. The most common drowning locations for this age group are swimming pools followed by rivers, creeks, lakes and dams. This highlights the importance of young people being educated about the dangers around water, and how to keep themselves and others safe.

Brainstorm some of the reasons for drowning and near drowning incidents in this age group. Why do you think males are more likely to be involved in water safety incidents? Can you think of steps to take to reduce these figures?

Safety in the water

At public swimming pools and beaches, there are usually trained lifeguards who can help people who get into trouble in the water. When at patrolled beaches, it is important to swim between the flags so the lifeguards can see you and help you if needed. If you get into trouble in the water, float on your back and raise one arm in the air.

However, at rivers, isolated beaches, dams and home pools, it is important to have someone with you who can help if needed. Remember, avoid swimming in unpatrolled water when possible and *never* swim alone.

Make sure there's always someone to supervise, especially with children around water, including pools, baths, and dams.

 For more information on staying safe at the beach, use the **Beachsafe** weblink in your learnON Resources.

Rips and currents

Rips are the number one hazard on beaches in Australia. Rip currents are the cause of many rescues as well as drownings. Rips are hazardous to both swimmers and non-swimmers. Swimmers caught in a rip often try to swim against it and become exhausted and begin to panic. Non-swimmers in waist-deep water can be pulled into deeper water by rips where they can 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.

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 save your energy. If you have a surfboard or flotation device, keep hold of it. Use the

 **Rips** weblink in your learnON Resources to learn more about rips.

FIGURE 6.28 Warning signs are often displayed when rips are common on the beach.



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. Take the time to evaluate the situation. This is vital to the survival of both the rescuer and the person to be rescued. As part of this evaluation, 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.

Staying safe in a river or dam

Despite looking calm, rivers and dams can pose potential safety risks. For example, they can have currents and fast-flowing water, submerged objects such as rocks and tree branches, slippery banks, changing seasonal patterns and flood water, and very cold water (which can cause shock). Lifeguards do not patrol these inland waterways so it's possible no one will be there if you get into trouble.

To stay safe in rivers or dams:

- check the conditions before you enter — always enter feet first
- be wary of crumbling river beds and slippery dam edges
- check for submerged objects
- avoid crossing flooded waterways
- avoid alcohol and drugs around water
- always wear a lifejacket/vest when boating or using watercraft
- always swim with someone.

FIGURE 6.29 Although they look calm, weirs and dams can be dangerous.



6.6 ACTIVITIES

1 Investigate a health issue

- Use the **Preventative health** weblink in your learnON Resources to help you complete the following.
- Identify some preventative health measures being put in place for all Australians. Examples include cancer screening, vaccinations, being active, eating well and avoiding risky behaviours.
- Choose a health issue that teenagers should be aware of.
- Design an activity to help teenagers improve their health in your selected area. Follow these steps to get started:
 - Name your chosen health issue.
 - Describe how it affects teenagers.
 - Outline what you think teenagers could do to improve their health in this area.

iv. Choose a way to present your health improvement activity. This might include:

- drawing a picture showing the activity
- writing a short (30-second) speech
- designing a dance or rap
- creating a poster
- recording a TikTok video or reel
- designing an advertisement.



2 Road safety



- a. Complete the **Safety on the roads** worksheet to explore road safety for young people.
- b. Use the **Road Safety Education and Transport Accident Commission (TAC)** weblinks in your learnON Resources to find information. You could plan one or more of the following:
- a 30-second video commercial
 - a newspaper advertisement
 - a social media page
 - a catchy hashtag.

3 Water safety



Explore more about water safety with these interactivities in your learnON Resources: **Aquatic survival skills**, **Aquatic skills**, **Rescue methods**.

4 Health campaign sun-smart

Australia has one of the highest rates of skin cancer in the world. Statistics show that melanoma is the most common cancer affecting young Australians aged 15–24.

The good news is that skin cancer is highly preventable.



Use the **Be a SunSmart family** and **Sun protection information** weblinks in your learnON Resources to develop a brochure, presentation or poster aimed at teenagers. Include some of the following information:

- Explain the difference between UV and heat.
- Where can you find out the UV rating.
- When you should wear sunscreen.
- What the SPF means on sunscreen.
- Explain the Slip Slop Slap Seek Slide slogan.



5 Health campaign – vaping

Although vaping is relatively new, there has been a significant number of young people who have tried vapes. Use the **E-cigarettes and vaping – Lung Foundation Australia**, **Vaping quick facts**, and **Effects of vaping on the body** weblinks in your learnON Resources to develop a brochure or poster or presentation aimed at teenagers. Include some of the following information:

- What are the known health impacts of vaping?
- What resources, websites and services exist locally to help people stop vaping?
- How could you support a friend who wanted to stop vaping?

SUMMARY – what you need to know

- It is important to learn how to stay safe on the road, in the sun and around water.
- Road safety is important because many accidents involve young people.
- Wearing helmets, seat belts, and following road rules can save lives.
- Sun safety is crucial to avoid skin cancer; remember to slip, slop, slap, seek, slide.
- Basic water safety skills can help you make pools, beaches and waterways safe places and prepare you for challenging situations when swimming.

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7, 8

■ LEVEL 3

9, 10

Check your understanding

1. True or false? Women are more at risk of road accidents.
2. **MC** P-plate drivers are over-represented in car accidents. Which of the following reasons helps explain this? Select all options that apply.
 - A. They are inexperienced.
 - B. The statistics don't include older people.
 - C. They take more risks, such as speeding and drink-driving.
 - D. They can be inattentive.
3. **MC** When you are at the beach, you must swim between the _____.
 - A. tides
 - B. flags
 - C. lifesavers
 - D. currents
4. **MC** When protecting yourself from the sun you should:
 - A. slip, slop, slap, seek, slide.
 - B. seek, soap, sick, soak, spy.
 - C. sun, safety, surf, sand, sea.
 - D. slip, sop, sap, seek, slide.
5. **MC** Inland waterways are known to have unexpected cold currents which can cause:
 - A. frostbite.
 - B. hyperthermia.
 - C. shock.
 - D. heatstroke.

Apply your understanding

6. **Identify** the key skills essential for water safety.
7. **Identify** behaviours that maintain young people's safety on the road and in the water.
8. **Identify** behaviours that place young people at risk. How could these risks be reduced?
9. **Explain** why it is important to avoid drugs and alcohol around water.
10. **Analyse** the ability of health promotion campaigns to improve the health and wellbeing of young people.

LESSON 6.7 Review

6.7.1 Success criteria

6.2 Influences on the health of young people

- I can explain how the health and wellbeing of young people is influenced by the people around them and the media.

6.3 Accessing health information and services

- I can explain different ways you can access accurate health information.

6.4 Evaluating health information and services

- I can analyse the skills you need to make informed, health-related decisions.

6.5 Health campaigns for young people

- I can describe health promotion campaigns that are designed to enhance the health of Australian young people.

6.6 Preventing harm and promoting health — road, sun and water safety

- I can identify ways to manage risks to minimise harm on the road, in the sun and water.

ESSENTIAL QUESTIONS REVIEWED

- What are the major influences on my health decisions?
- How do I know who to believe and how do I access accurate and reliable health information?

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

learn on

 Post-test	Online post-test
 eWorkbooks	Topic 6 eWorkbook
 Digital documents	Topic 6 Key term quiz Word version (doc-43207) Topic 6 Key terms Crossword Word version (doc-43208)
 Interactivity	Crossword (int-9381) Key term quiz (int-9382)

6.7.2 Key terms

blogger a person who regularly writes material for a blog

general advice information that is meant as a general guideline or suggestion. It is not specific to an individual's unique needs or circumstances

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 literacy understanding information about health and health care, and how to apply that information to our lives and use it to make health decisions

health organisation a group that assists in matters relating to health by providing services, products and information

health product a produced or manufactured item that is designed to improve a person's health, such as toothpaste, sunscreen or vitamins

health service something that helps people maintain or improve their health, such as ambulance services, internet advice or healthcare hotlines

heterosexual emotionally and sexually attracted to people of the opposite sex

influencer a person with the ability to influence potential buyers of a product or service by promoting or recommending the item, usually on social media

marketing campaign an organised course of action to promote or sell a product or service

media a broad term that can include many areas such as social media, television, print media and radio

media literacy the ability to access, analyse, evaluate and communicate information in a variety of forms

nutritional value the nutrient content of a food; varies from food to food

obesity a state of being substantially overweight

reliable source a source of information that provides a thorough, well-reasoned theory, argument or discussion based on strong evidence

sexualised to make something sexual or attributed to sex

6.7 Exercise

learn **on**

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5, 6, 7, 8, 10, 16

■ LEVEL 2

9, 11, 13, 14, 18

■ LEVEL 3

5, 12, 15, 17, 19, 20

Check your understanding

Identify whether the following statements are true or false.

Statement	True or false
1. Family and friends have no influence on your health	
2. Media can influence your health.	
3. Health promotion gives people skills and knowledge to improve their health.	
4. Drinking alcohol when there is a beach, pool or river nearby is safe.	
5. A useful health professional to speak to about nutrition is a physiotherapist.	
6. Social media is always a valid and reliable source of health information.	
7. Credibility refers to whether the information provided is true and can be trusted.	
8. All food advertisements are credible and reliable sources of information.	
9. Health information is equally accessible to all people.	
10. 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.	



Apply your understanding

11. **Outline** why the media has such a significant influence on the health of young people.
 12. **Explain** how your family and peers can influence your health.
 13. **Describe** some of the unrealistic messages about sexual relationships that are portrayed in the media.
 14. **Outline** one health campaign that you have learned about. **Identify** some of the major health messages it promotes.
 15. **Identify** and **describe** the skills young people need to make positive decisions about their health.
 16. **Outline** one excellent source of health information at your school.
 17. **Identify** the most reliable source of health information and advice available to you.
 18. **List** four reliable websites that provide health information.
 19. **Discuss** the importance of having health literacy skills.
 20. **Identify** and **explain** the major influences on your food choices.
-

7 Understanding movement

LESSON SEQUENCE

7.1 Overview	267
7.2 Techniques affecting performance	268
7.3 Projectile motion	275
7.4 Movement sequences	279
7.5 Developing strategic awareness	285
7.6 Review	290

FIGURE 7.1 Understanding what affects your movement can improve your performance.



LESSON 7.1 Overview

7.1.1 Enhancing movement

Picture a skilled athlete performing in their sport at the highest level. You might visualise a marathon runner's seemingly effortless running stride or the high intensity effort of a long jumper sprinting towards the long jump pit. You might imagine a netballer who always finds themselves in space and with plenty of time to decide which of their teammates they will pass the ball to next. You might even picture an AFL player manipulating their kick to vary the height and distance in different locations on the field. No matter the sport, skilled athletes have the ability to use effort, space, time, objects and other people in order to enhance their movement and improve their performance.

FIGURE 7.1 Understanding what affects your movement can improve your performance.



ESSENTIAL QUESTION

How can you manipulate the elements of effort, space, time, objects and people to improve performance?

STARTER QUESTIONS

1. What skills require maximum effort and what skills require controlled effort?
2. How will you change the angle of release for a long throw compared to a short throw?
3. How can athletes vary flow and levels in movement sequences?
4. How can you create space in team sports to maintain possession?
5. How can you limit the space of the opposition when defending?

learn on

-  **Pre-test** Online pre-test
-  **eWorkbooks** Topic 7 eWorkbook
-  **Digital documents** All the digital documents for this topic
-  **Video eLesson** Understanding how we move (eles-6024)
-  **Weblinks** Useful weblinks available throughout the topic

LESSON 7.2 Techniques affecting performance

LEARNING INTENTIONS

- Explain the relationship between effort (force) and performance.
- Adjust my technique when performing movements to minimise or maximise effort.

7.2.1 The impact of effort on performance

ENGAGE

Technique can be described as a certain way of performing (doing) a skill. Some techniques are better for certain actions, depending on the needs of the performer. Think about an activity. Does it need:

- the least energy?
- medium effort?
- full effort?
- accuracy?
- the right flight path for the object?
- a mix of these?

FIGURE 7.2 Swimming is an activity that requires correct technique to optimise performance.



7.2.2 Biomechanics

At a school swimming carnival, you may have noticed that some competitors thrash through the water with vigorous arm movements, while others use sound technique to glide through the water, often at faster speeds. Although both types of competitors are using large amounts of **effort**, the competitor with sound technique produces more efficient, greater controlled and more powerful movements. Another example is a world class golfer. They might not have the greatest strength in the world but they can hit golf balls further than an amateur golfer due to using a technique that produces well-timed, accurate and forceful movement.

technique the method used for performing a skill
effort force applied by the body's muscles to generate movement
biomechanics the study of the human body in motion and the forces (both internal and external) that influence movement

Biomechanics is the study of how the body moves and the forces that affect this movement. Understanding biomechanics can help athletes and coaches adjust their technique for better 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	An airborne object.	An arrow shot through the air is a projectile, as is a human body in a high jump.
Acceleration	An increase in velocity (speed).	A 100-metre runner accelerates out of the blocks.

Deceleration	A decrease in velocity (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 is affected by air pressure, reducing the distance it will travel.
Gravity	The vertical force that pulls objects to the ground on Earth.	All objects will be pulled back towards the ground, limiting the height of a projectile.
Equilibrium	When all forces acting on a body are balanced.	When a body is stationary or moving at constant velocity.
Balance	The ability to control equilibrium.	An athlete with feet extended when hitting a baseball will be balanced when striking the ball.
Friction	The resistance to motion caused by contact between two surfaces.	A golf ball rolling along the ground will eventually stop due to friction.
Stability	The resistance to change equilibrium.	A gymnast performing a handstand during a floor routine (stationary) and performing a cartwheel (while moving) is showing stability/balance. A sumo wrestler is very stable (hard to move or change equilibrium). A gymnast doing a handstand may be unstable (easy to move) but still balanced.
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.

FIGURE 7.3 If the forces of gravity, air resistance and friction are not enough, rugby players have other external forces to contend with.



Learn more using the **Biomechanics** interactivity in your learnON Resources.

7.2.3 Take-off, body position and landing

Take-off

When an athlete becomes airborne, they are in the take-off phase of movement. Take-off will happen in jumping events such as long jump and high jump, and movements such as contesting for a ball in team sports. It is also seen at the start of a race in both athletics and swimming.

During the take-off phase, athletes use the effort force of their muscles to move themselves upwards and/or forwards, depending on the needs of their sport. Through technique, they can increase the amount of generated force while also minimising energy expenditure and improving performance.

FIGURE 7.4 Different sports require different techniques in the take-off phase.



Body position

While in the air, athletes will manipulate (move) their body position in order to improve performance for their particular sport. Netballers will keep their body in a tall position with their arms outstretched above their head in order to increase their maximum height to catch the ball. High jumpers use a technique called the 'Fosbury flop' in order to bend their back around the peak of the bar.

FIGURE 7.5 Netballers and high jumpers use different techniques to manipulate their body position to enhance movement.



Good body position helps in all movements, not just jumping. Technique that creates efficient movement can allow athletes to reduce their overall effort, which allows them to perform at higher intensities for longer periods of time. Body position can also enhance **balance** and **stability** by lowering the **centre of gravity**, widening the base of support and making sure the line of gravity passes through the base of support.

balance in a sporting context, balance refers to an object, maintaining or controlling its equilibrium, while moving or stationary

stability your resistance to changes in equilibrium. This means how well you can keep your balance when external forces are applied, such as when you're pushed or when you're moving quickly. Some sports require athletes to be stable (Sumo wrestling) and others require instability to change direction quickly (gymnastics)

centre of gravity the central point of an object, about which all of its weight is evenly distributed and balanced

FIGURE 7.6 A person's line of gravity and base of support affect their stability.

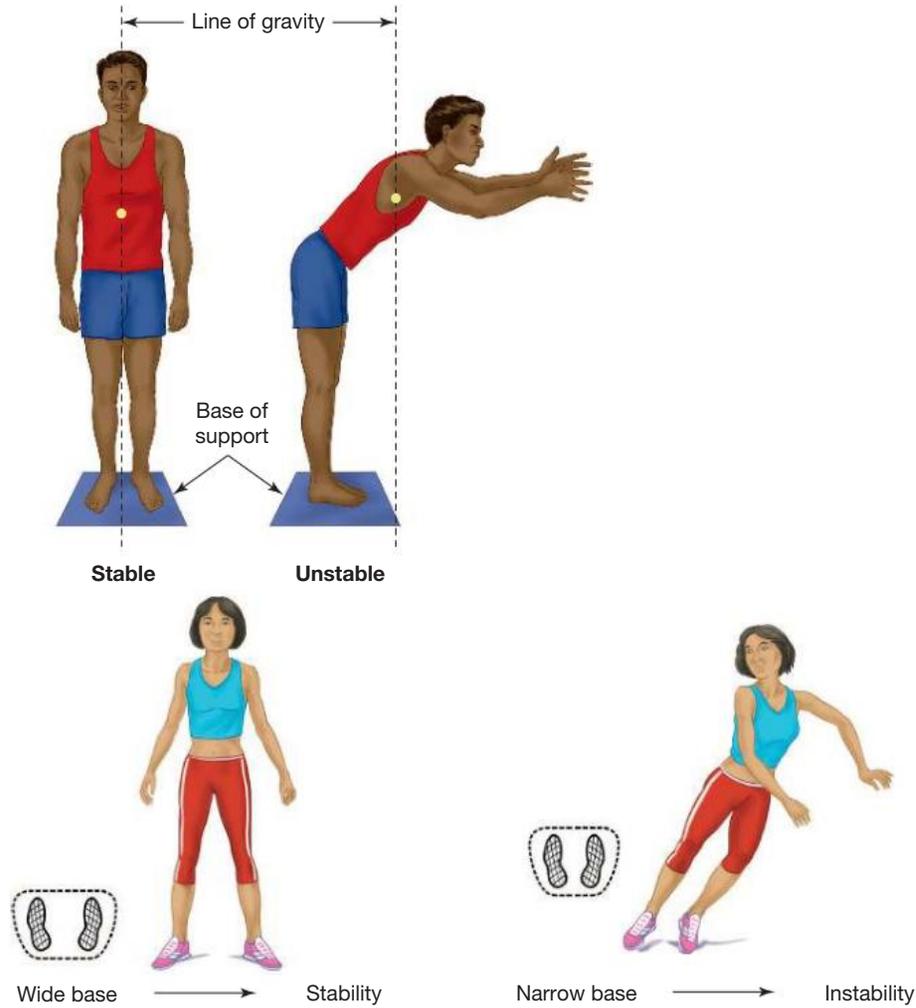


TABLE 7.2 Body position and movement efficiency.

Sport/movement	Use of body position to reduce effort and enhance movement
<p>Swimming</p> 	<p>Swimmers use the streamline position to move through the water with greater ease. This gives them a narrow profile, which reduces the surface area exposed to the water.</p>
<p>Rugby</p> 	<p>When running the ball, a player will lower their body and centre of gravity in contact situations. This gives them greater balance and stability in order to break tackles.</p>

(continued)

TABLE 7.2 Body position and movement efficiency. (continued)

Sport/movement	Use of body position to reduce effort and enhance movement
<p data-bbox="178 226 267 256">Cycling</p> 	<p data-bbox="605 226 1364 315">Cyclists will ride in a crouched position to minimise air resistance while riding. This reduces the total surface area of the rider's body that is exposed to the wind.</p>
<p data-bbox="178 468 251 497">Tennis</p> 	<p data-bbox="605 468 1393 588">A tennis player will lower their body and centre of gravity when making agile movements on the baseline. By making the shot in a lowered position, their muscles are ready to accelerate out of their stance to make the next shot.</p>

Landing

When landing, athletes should think about safety, as well as performing well. In most circumstances, athletes should aim to land on two feet in order to reduce the risk of injury. However, sometimes the dynamic nature of the sporting contest may only allow a one-legged landing. In either case, when landing, athletes should absorb the force by bending at the knees and hips to reduce the pressure on the joints in the leg. Due to the position high jumpers put themselves in using the Fosbury flop, it is better and safer to land on their back at the conclusion of their jump.

FIGURE 7.7 During landing it is important that athletes think about safety to reduce the risk of injury.



7.2 ACTIVITIES

1 Stability exercise

Working in pairs, take turns trying to push your partner over, as they stand in the following starting positions:

- 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 finished the activity, discuss how the different positions affected stability and why. 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

FIGURE 7.8 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.
- Perform the long jump again. 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 and record your results.
- Perform the set of long jumps for a third time. This time, jump off one foot and spread your arms and legs out in a star position to increase the surface area in contact with the air. Make three attempts and measure and record your results.
- Using the data taken from your sets of long jumps, answer the following questions.
 - Describe the impact of jumping with one foot compared to two feet.
 - Describe the impact of increasing the surface area by spreading out in a star position. What do long jumpers do to decrease their surface area in contact with the air?
 - Why do jumpers prefer to land with two feet and not one during the landing stage? Use key terms learned in this lesson to support your response.

3 Contesting the ball

Working in pairs, participate in a jump-ball contest using the following techniques:

- Catching the ball on their chest:* Partner A and B cannot jump.
- Catching the ball on their chest:* Partner A can jump; Partner B cannot jump.
- Catching the ball with arms and hands outstretched above their head:* Partner A cannot jump; Partner B can jump.
- Catching the ball with arms and hands outstretched above their head:* Partner A can do a two-step run up; Partner B remains stationary.
- Both participants can have a two-step run up and jump:* Partner A catches the ball on their chest; Partner B catches with arms and hands outstretched above their head.

When you have finished this activity, discuss how the different techniques influenced your take-off and maximum jumping height.

4 Performance checklist

- Based on your findings from the Take-off! activity, create a performance checklist for completing the optimal long jump.
- Choose two steps from your long jump performance checklist. Create a task that could be used to practise each step (e.g. landing on two feet — jumping with two feet from hoop to hoop).
- Using the same biomechanical principles as you did for the long jump, create a performance checklist for the triple jump.

SUMMARY — what you need to know

- Technique is a way of performing a skill smoothly and efficiently.
- Biomechanics is the study of how our bodies move and the forces that act on them.
- Using proper technique helps athletes perform better and use less energy.
- Balance is improved by having a wide stance and a low center of gravity, which helps you stay steady.
- Agility is the ability to change direction quickly with balance and control.

7.2 Exercise

learn **on**

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8

■ LEVEL 3

9, 10, 11

Check your understanding

- Effort is the force applied by the body's muscles to generate movement. True or false?
- A heavier cricket bat will require less force to swing. True or false?
- Gravity and air resistance are external forces that act on a moving person. True or false?
- MC** Which of the following will reduce your balance and stability?
 - A lower centre of gravity
 - A narrow base of support
 - Line of gravity outside the base of support
 - Both B and C
- MC** Which of the following actions will reduce your risk of injury when landing?
 - Landing on one foot
 - Landing with straight legs
 - Landing on top of an opposition player
 - Bending at the ankles, knees and hips while landing

Apply your understanding

- Identify** ways to maximise your jump height from a stationary starting position.
- Describe** the advantages and disadvantages of making a catch on your chest.
- Explain** how athletes use take-off, body position and landing in a long jump event to improve performance and safety.
- Justify** the reasons for catching a ball with your arms and hands outstretched above your head in Australian Rules football and netball compared to rugby.
- Compare** the differences in effort applied by a runner in a marathon and in a 100 m sprint.
- Predict** the combined impact of equipment and body position on effort in cycling.

LESSON 7.3 Projectile motion

LEARNING INTENTIONS

- Describe how the angle of release affects the flight of an object or person.
- Perform a variety of movements with different angles of release to observe changes in flight.

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. A projectile is simply an object that is moving through the air. The hurdler in figure 7.9 becomes a projectile as he becomes airborne (lifted off the ground).

- How do you think gravity and air resistance will influence the hurdler as he moves through the race?
- In what ways might these influences be similar to the influences of gravity and air resistance on a cricket ball being thrown a long distance?

FIGURE 7.9 This hurdler became a projectile as soon as he became airborne.



7.3.1 Speed, angle and height of release

Speed of release

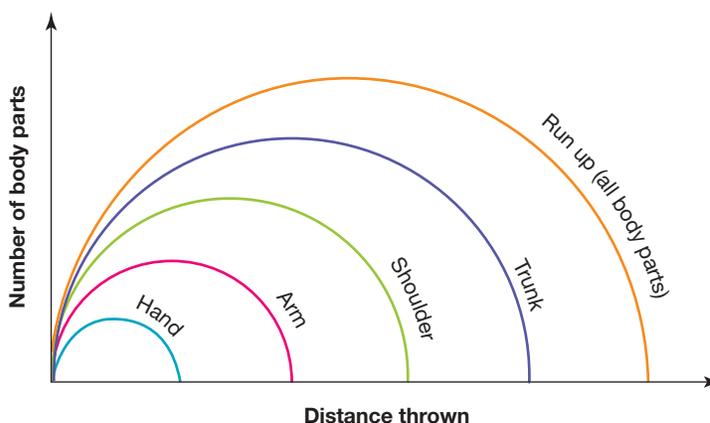
The amount of force applied to a projectile will have a large impact on its speed of release. The force can vary in amount as well as in the direction of application. The greater the force applied to the projectile, the faster and, therefore, further it will travel, assuming all other factors are equal. A technique to increase force is to use as many body parts as possible (see figure 7.10). For example, a cricket bowler or a tennis player will use their whole body when bowling or serving the ball.

Angle of release

Where the aim is for a projectile to go as far as possible, there is an optimal **angle of release**.

This reduces the effects of both gravity and air resistance. In these instances, the optimal angle of release is often approximately 45 degrees, depending on the height of release of the projectile. In sports such as shotput, where the height of release (shoulder) is higher than the height of landing (ground), the optimal angle is just below 45 degrees.

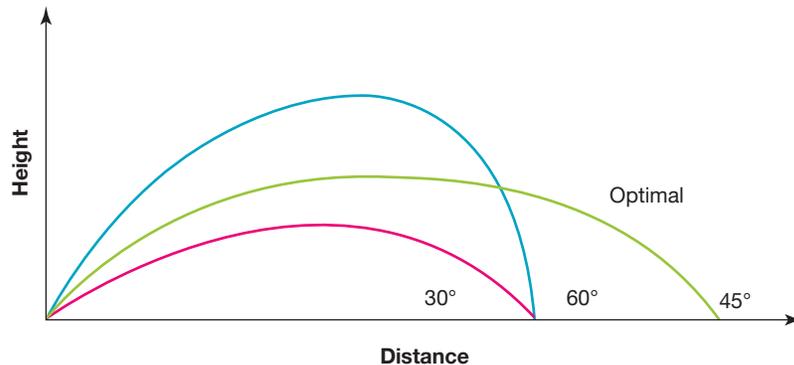
FIGURE 7.10 The addition of extra body parts increases the distance a projectile can travel.



projectile an object moving through the air
angle of release the angle at which a projectile is released into the air

Some sporting situations require the angle of release to be higher or lower than 45 degrees. For instance, in events where the ideal trajectory (flight path of the projectile) is low, 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 that the ball is high enough for a teammate to easily set or spike. In this case, the angle of release should be higher than 45 degrees.

FIGURE 7.11 The angle of release has an impact on the distance a projectile travels. If the aim of the sport is maximal horizontal distance, 45 degrees is the optimal angle when the height of release and landing are the same, i.e. a golf drive.

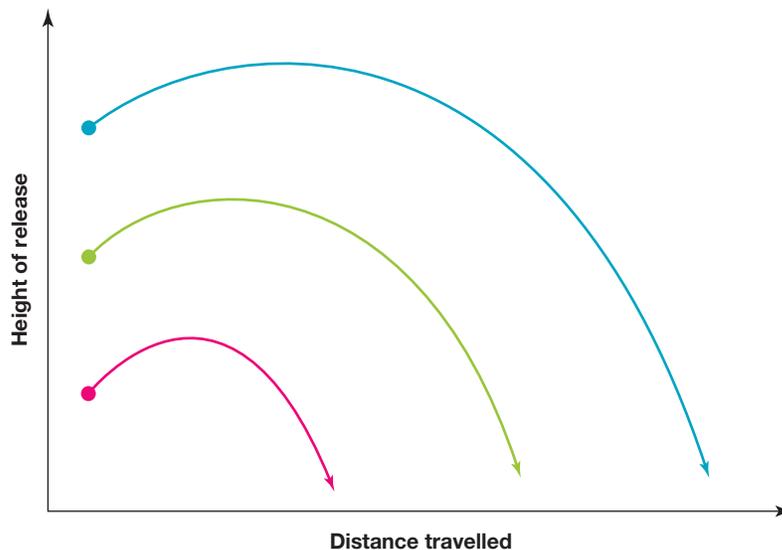


Height of release

Another factor that affects the distance a projectile will travel is the **height of release**. If the angle and speed of release are constant, an object released from a higher point, such as from a cliff top, will travel further than one released from ground level. This can be seen on a golf course where the tee is significantly higher than the green. In this situation, golfers can hit the ball further due to the greater flight time before the ball hits the ground.

height of release the height a projectile is released into the air in relation to its landing point

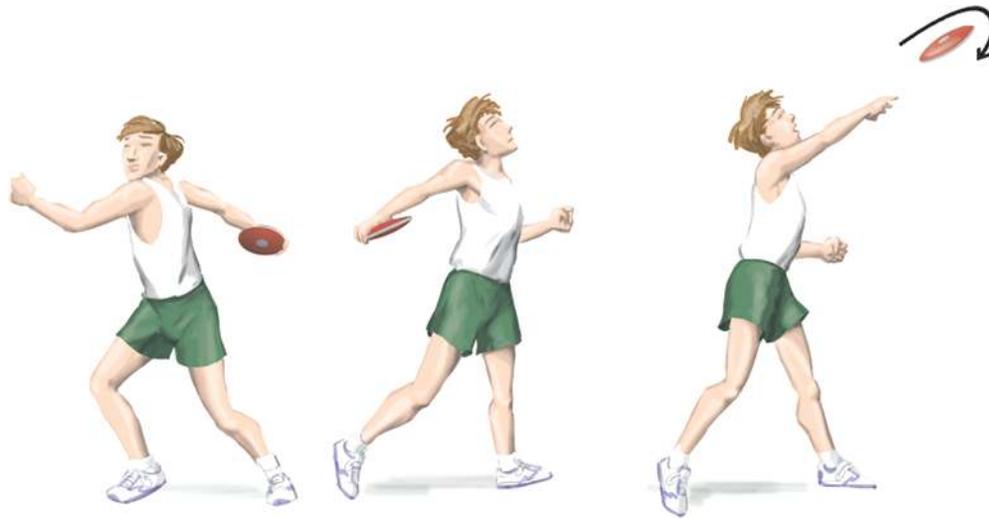
FIGURE 7.12 All other factors being equal, the greater the height of release, the further the projectile will travel.



7.3.2 Adjusting the angle of release

A person can easily alter the angle of release by moving body parts in different ways. In golf, special clubs are designed for different purposes. A putter is designed to release the ball to travel along the ground. Therefore, it is flat and 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 releases the ball at closer to 55 degrees.

FIGURE 7.13 This thrower attempts to release the discus at an angle just below 45 degrees for maximum distance.



The human body can be manipulated to change the angle of release. Think about 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 angle of approximately 45 degrees. Compare this to a player kicking the ball over a short distance, where the aim is to get the ball to a teammate with a flatter trajectory. The leg will be positioned so the release angle is much lower than 45 degrees.

7.3 ACTIVITY

1 Angle of release

Working with a partner, discuss the following situations. Decide for each what the most appropriate angle of release would be: higher than 45 degrees, 45 degrees or lower than 45 degrees.

- a. An archer shooting at a target
- b. A swimmer diving off the blocks into the pool
- c. A pole vaulter
- d. A high jumper
- e. A discus thrower
- f. A tennis serve
- g. A soccer goalie kicking a rolling ball as far away from the goals as possible
- h. A netball shot
- i. A basketball chest pass
- j. A table tennis serve

2 Hoop throw — timing a projectile

Working in groups of three, you will need a netball or basketball and a hoop per group.

A designated thrower should complete 5 throws each trial (3 trials) and record results.

Trial 1 – Thrower throws the ball at a stationary hoop held 5 meters away by one group member. The third group member collects the balls and records the number of successful throws (balls that pass through the hoop).

Trial 2 – Thrower throws the ball at a constantly moving hoop (hoop should travel at a constant pace in one direction, i.e. partner walks or runs with the hoop).

Trial 3 – Put a defender between the thrower and the hoop. The thrower throws at a hoop that changes direction based on a defender.

- a. Using the data, rank the 3 trials from least difficult (1) to most difficult (3). Discuss what criteria you have used to determine this ranking.
- b. How did the technique of the throws alter during each of the 3 trials?
- c. How did the timing of the throws need to alter between trial 1, 2 and 3? Why?
- d. Explain how adding a defender altered the optimal height, angle and speed of release in trial 3 compared to the other trials.

SUMMARY – what you need to know

- When an object is thrown into the air, it becomes a projectile and is affected by gravity and air resistance.
- The faster you throw or hit an object, the further it will go.
- The best angle of release for maximal horizontal distance is 45 degrees.
- If you throw or hit from a higher height of release, the object will travel further.
- You can change how far something goes by adjusting the angle you release it at.

7.3 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 3, 6

■ LEVEL 2

2, 5, 7, 9

■ LEVEL 3

4, 8, 10

Check your understanding

1. The greater the force applied to an object, the further it will travel. True or false?
2. The addition of extra body parts when applying force will not increase the distance a projectile can travel. True or false?
3. Gravity is the only force that will impact how long a projectile will remain airborne. True or false?
4. **MC** The optimal angle of release to achieve maximum distance is
 - A. 5 degrees.
 - B. 25 degrees.
 - C. 45 degrees.
 - D. 85 degrees.
5. **MC** Which of the following situations would NOT require an angle of release higher than 45 degrees?
 - A. Hitting a lob shot in tennis
 - B. Performing a dig shot in volleyball
 - C. A high jumper taking off
 - D. Bowling a 'bouncer' in cricket

Apply your understanding

6. **Identify** what the term 'angle of release' means in relation to a projectile.
7. **Describe** why a taller javelin thrower has an advantage over a shorter thrower, all other factors being equal (i.e. force applied, length of arm, speed of run up).
8. **Determine** how a tennis player would change their technique to make sure a drop shot hit by an opponent is returned back over the net.
9. 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.
10. If you were a coach teaching someone to throw a ball, **explain** why you would recommend an angle of release of just below 45 degrees.

LESSON 7.4 Movement sequences

LEARNING INTENTIONS

- Describe how to incorporate flow and levels in movement sequences.
- Perform movement sequences with variations in flow and levels.
- Rate movement sequences based on their use of flow and levels.

7.4.1 Linking individual movement skills

ENGAGE

Picture yourself playing basketball. Your teammate rebounds the ball and passes up court to you. You dribble the ball towards the basket and perform a lay-up. During this play, a number of individual movement skills were linked together to create a **movement sequence**:

- During the rebound, your teammate jumped up and caught the ball, then performed a shoulder pass.
- You caught the ball while running, began dribbling the ball, jumped and performed a lay-up.

Now visualise one of the following movement sequences:

- javelin
- high jump
- bowling in cricket.

What individual movement skills need to be linked together to enable a successful performance?

The structure of the movement sequence sometimes needs to be planned, practiced or rehearsed. When this is essential, it is referred to as a routine. The different movements need to be linked to ensure a smooth transition throughout the movement sequence.

-  Access the **Cheerleading routine** weblink in your learnON Resources and create a class list of the individual movement skills that were linked together to create the sequence. How many hours of training and rehearsals do you think it took for this group to perform this routine so fluently?

movement sequences a series of individual movement skills linked together

FIGURE 7.14 A movement sequence brings individual movements together for an effective performance.



7.4.2 The purpose of a movement sequence

In gymnastics or dance, correct technique is important if the performer is to score well. A variety of skills need 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.



FIGURE 7.15 The forward roll to arabesque is an example of a movement sequence requiring a balance between power and grace.



Some athletes need to consider whether the movement needs to be aesthetically appealing; that is, whether it looks nice to others. This is particularly important in sports where visual appeal plays a role in the success of the movement, such as in figure skating, cheerleading, dancing, diving, gymnastics and synchronised swimming. Performance can become more appealing when movements are done with style. This is the case even in team sports such as Australian Rules football or soccer, or in individual sports such as athletics. In these contexts, athletes will not be officially scored on their style but their coaches, spectators and teammates may think they are a better athlete because of their stylish movements.

7.4.3 Variations to movement sequences

Athletes need to be able to adapt pre-planned movements in response to opposition tactics, environmental factors and changes that affect the amount of time or space available. Examples where varying movements is essential include:

- a softball player who has to modify their speed of pitch to fool their opponent
- a gymnast who has to come out of a tucked position more quickly than planned to avoid a fall
- a netball team that has to change their passing sequences because an opponent regularly intercepts their passes.

FIGURE 7.16 Maybe it is time for 'plan B'. Netballers often need to change their movement sequences in response to external pressures.



7.4.4 Creating and performing movements

Flow

Flow is defined as how smoothly you transition from one movement to another throughout your routine. Flow can be categorised as bound flow or free flow. Bound flow is seen in the connection of pre-planned movements, such as a choreographed dance or gymnastics routine, or a team's set play. Free flow involves athletes improvising their movements based on their interpretation of some music or as a reaction to how the opposition is moving. Athletes and performers can improve their flow by training and rehearsing regularly.

7.4.5 Equilibrium, balance and stability

As discussed previously, **equilibrium** occurs when all forces acting on a body are balanced. That is, we are either not moving (stationary) or moving at constant velocity.

In order to transition from one movement to another with flow, the performer must change direction or body position and this will disrupt their equilibrium. To disrupt equilibrium and change direction, the performer will momentarily need to decrease their **stability** (the resistance to disrupt equilibrium). Performers will do this by either raising their centre of gravity, reducing their base of support or moving their line of gravity outside or to the edge of their base of support.

Think of a gymnast moving from a standing position to a front somersault on the balance beam. In order to begin the somersault they must lean forward until eventually their line of gravity falls outside their base of support (one or two feet on the beam). This reduces their stability but allows them to change body position. If they are skilled, they will remain balanced and control the movement without falling off.

As soon as they land back on the beam, they will attempt to increase their stability by bending their knees (lowering their centre of gravity), widening their stance (increasing their base of support) and maintaining their line of gravity within the base of support.

A somersault is an example of **dynamic balance** where the gymnast must control their equilibrium while moving (and not fall off the beam). **Static balance** occurs when an athlete maintains and controls equilibrium while stationary, such as the performer in figure 7.15 when she holds the arabesque position.

equilibrium when all forces acting on a body are balanced
stability your resistance to changes in equilibrium. This means how well you can keep your balance when external forces are applied, such as when you're pushed or when you're moving quickly. Some sports require athletes to be stable (Sumo wrestling) and others require instability to change direction quickly (gymnastics)
dynamic balance involves maintaining and controlling equilibrium whilst moving, e.g. changing direction to avoid a tackle in football
static balance is maintaining and controlling equilibrium whilst stationary, e.g. holding a handstand

FIGURE 7.17 Bound flow is demonstrated in choreographed dance routines or pre-planned set plays in team sports.

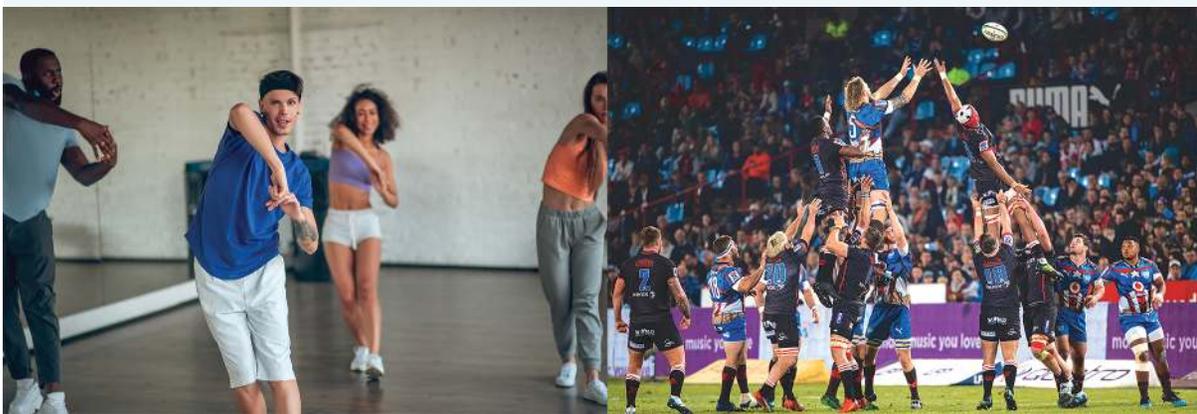


FIGURE 7.18 Free flow is an improvised response to an external stimulus such as a piece of music or an opposition player.



Use of space

Use of space in a movement sequence can refer to the use of:

- levels: high, medium or low
- direction: up/down, forward/backward, right/left or clockwise/counterclockwise
- pathways (floor/air): straight, curved or zig-zag.

In dance and gymnastics, variations in levels can make a dance more interesting to the audience, performers and judges. In team sports, changing levels can be used to gain an advantage over the opposition. When Australian Rules football players leap high to take a mark or dive low on a loose ball, they are using levels to improve their performance.

Think about how you might use levels, direction or pathways to improve your movement sequences in your chosen sport?

TABLE 7.3 Examples of levels in dance

Low	Medium	High
<ul style="list-style-type: none">• Bending• Kneeling• Rolling• Crawling• Crouching• Sitting• Reclining	<ul style="list-style-type: none">• Gestures• Walking• Stepping• Running• Balancing	<ul style="list-style-type: none">• Jumping• Hopping• Leaping• Lifts

FIGURE 7.19 Varying levels creates more appealing movements and also enhances performance.



Relationships to other performers

When creating a movement sequence, your relationship to other performers will play a significant role.

Relationship types include:

- solo (e.g. a solo improvised dancer, an individual floor gymnast or a singles tennis player)
- partners (e.g. a partner dance such as the jive or cha cha, or doubles in tennis or badminton)
- groups (e.g. group dances such as physie [physical culture], or team games such as football, rugby or netball).

Think about the sports you participate in and who you participate with. How does your relationship with others influence your performance?

7.4.6 Appraising movements

Appraising or judging movements can serve multiple purposes. Athletes, coaches and spectators can appraise movements based on the athlete's ability to execute a skill in any type of sport. Sports such as dance, gymnastics, diving and figure skating have judges who will appraise athletes on their performance in order to award a score.

Appraising an athlete's performance involves either an objective or a subjective measure. Objective appraisals aim to remove personal feelings and opinions when judging an athlete's performance. Examples include prescribed checklists for dance and gymnastics, measurements of time and distance, goals scored and even referees officiating on set rules. Subjective appraisals of an athlete's performance are based on the personal feelings or opinions of the observer. This could include an observer who likes to see lots of flips, attacking flair in team sports or even likes the personality of the athlete.

7.4.7 Feedback

Athletes can use the appraisals of their performance as feedback to improve their techniques and perform better in the future. Feedback is information that we get from both internal and external sources that we can use to adjust our actions. It is impossible to improve without feedback!

Intrinsic feedback comes from our senses, such as sight, hearing, feeling. A cricketer may be able to feel the ball hit the middle of the bat and see it sail over the fence for six runs and immediately receive feedback that they hit a great shot.

Augmented feedback comes from external sources such as a coach, parents or a judge who scores a performance. This type of feedback can not only provide information on whether a performance was good or bad, but also why, by providing feedback on the strengths and weaknesses of the technique. Good coaches can be very important for this reason, as they accelerate improvement by providing great feedback.

FIGURE 7.20 Judges and umpires will make appraisals on prescribed criteria or rules to promote fairness and reduce bias. Fans may appraise performances based on their own feelings and preferences.



7.4 ACTIVITIES

1 Create

- a. In small groups, students choose a piece of music and create a 30 second movement sequence to the music. The movement sequence must incorporate the use of flow and levels.
- b. Students choose a type of ball (e.g. a netball, Australian Rules football, rugby ball or basketball). In small groups, rehearse a movement sequence that includes at least 10 passes to move the ball from one end of a basketball court to the other. Students can incorporate flow by changing the pace of the movement. They can incorporate levels by using high, medium and low passes.

2 Perform

- a. Split the class into small groups. Practise a pre-choreographed dance routine such as the Heel Toe, Polka, Zorba, Macarena or Whip/Nae Nae, or allow students to choose a current trending dance. Students practice the routine and participate in a dance battle to see which group can perform the sequence best.
- b. Split the class into small groups and pass a ball around a circle. As the ball moves around the circle, the teacher calls out a range of cues to manipulate flow and levels; for example, faster, slower, high, medium and low.

3 Appraise

- a. View footage of a Simone Biles floor routine on YouTube. Identify instances of change in flow and levels.
- b. Select a sport and create a checklist to assess performance in that sport. Use it as a peer assessment tool. Discuss the results of the appraisal process as a class.

4 Obstacle challenge: balance and stability

Set up an obstacle path that includes four stations:

1. Zig-zagging around cones.
2. Hopping and jumping over small hurdles.
3. Walking on lines (or balance beams if you have access).
4. Holding a pose, balancing on one leg.

Experiment by changing your centre of gravity, line of gravity and base of support at each station.

- a. Which station was the easiest to remain stable and balanced? Why?
- b. Which station was the most difficult to remain stable and balanced? Why?
- c. When did your line of gravity have to fall outside your base of support?
- d. Compare the size of the area of the base of support between all four exercises and the effect this has on stability.
- e. Did you have to lower your centre of gravity at all to remain more stable? How did you do this?

SUMMARY – what you need to know

- Movement sequences involve linking different movements to create a smooth performance.
- Flow refers to smoothly transitioning between movements, either as bound flow (pre-planned) or free flow (improvised).
- Use of space includes using different levels, directions, and pathways to make movements more interesting.
- Levels can be categorised as high (jumping), medium (running), and low (rolling).
- Relationships in performances can be solo acts, partner routines, or group activities.

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7, 9

■ LEVEL 3

8, 10

Check your understanding

- Judges in dance competitions will mark each routine based on their feelings about the routine. True or false?
- A figure skater's pre-prepared routine for the Winter Olympics is an example of bound flow. True or false?
- An improvised dance is an example of free flow. True or false?
- MC** Which of the following is an example of a medium level?
 - A forward roll
 - Running across stage
 - Performing a split jump
 - Performing a partner lift
- MC** Which of the following is NOT an example of an objective appraisal?
 - Timing a 100 m race
 - The final score in a netball match
 - A spectator disliking a team's style of play
 - Using a checklist to score a gymnastics routine

Apply your understanding

- Identify** why players and coaches need to be flexible with their tactics in team games.
- Outline** why a cricket batsman would regularly change their standing position during a game.
- Compare** a dancer and a surfer. **Evaluate** whether the dancer or the surfer requires greater adaptability in their movement sequences. **Justify** your response.
- Which of the 7.4 activities did you enjoy the most? **Identify** factors that contributed to this selection.
- Research a popular dance. **Justify** why this dance has appeal.

LESSON 7.5 Developing strategic awareness

LEARNING INTENTIONS

- Identify and develop strategies and tactics in a variety of games.
- Develop strategies based on your team's skill set.
- Develop strategies to target your opponents.
- Refine skills in game-like situations.

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 individual and team sports, certain movement sequences can be used to increase the chance of being successful. This is called a game plan. Through manipulating space, time and direction, players can develop their own strategies and tactics to improve performance.

Think about the chasing game called 'Bull rush'. In this game, one player stands in the middle and must try to tag other players. The rest of the players try to run from one side to the other without being tagged.

Imagine you are the first-person in (i.e. the tagger). After you tag someone, they can help you in tagging other players. Your first strategy might be to target one of the faster players so that they can help you tag more people quickly. On the other hand, you may target the slower runners first so you have more taggers to restrict the space available for the other runners. The choice of strategy is called your game plan and reflects how you choose to use space, time and direction.

Select some other sports (e.g. netball or cricket) or games you play in PE lessons. Brainstorm the game plans you have used or seen others use.

Do these strategies include elements of space, time and direction?



7.5.2 Space

In team sports, a wide variety of open spaces are often available. Many teams try to 'create space' by passing to a teammate who is not close to opposition players. This gives the open player more time to complete the required movements correctly without having to evade other players. This explains why a coach will often yell 'run to space' to encourage players to move to an open space instead of remaining in a crowded area.

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 in netball, where players have a direct opponent and try to run with them to reduce their available space. Invasion games such as European handball adopt zones, and players might spread out across these zones to reduce space for attacking players to move and shoot.

Sports such as tennis and squash use tactics that 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. These athletes are rewarded by judges for maximising the use of the space available to them. This gives them the opportunity to gather momentum and force by using the space, and allows them to perform movements that are more complex and aesthetically appealing.

FIGURE 7.21 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. Running wide forces the defenders to also move wide, possibly opening up space through the centre of the field where it is easier to score.

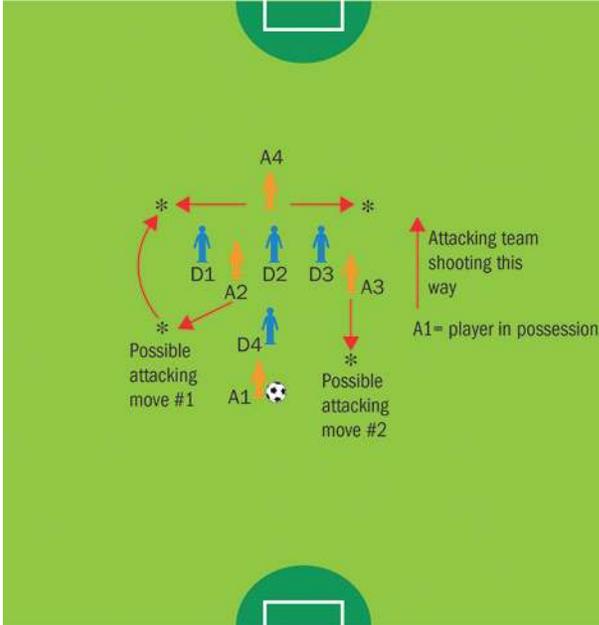
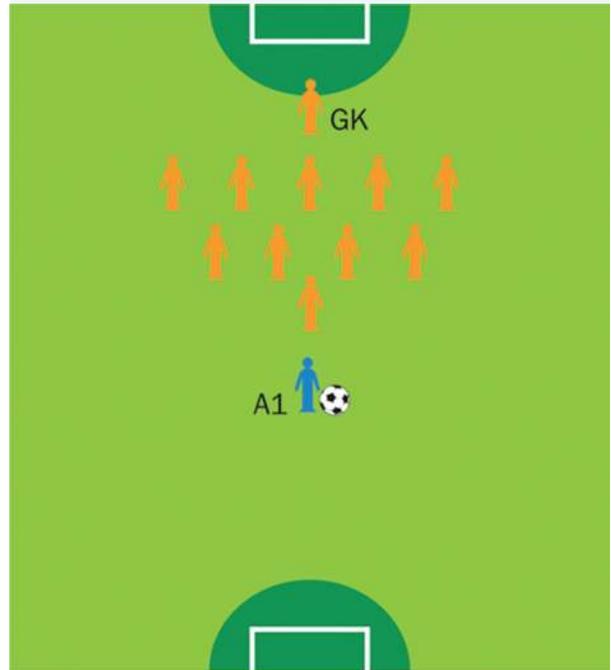


FIGURE 7.22 An example of a very defensive zone with players blocking space near an opponent's goal.



Key
 A1 = Attacking player with the ball
 GK = Goalkeeper
 = Defending player

7.5.3 Time

Time can be used for either offensive or defensive purposes. As an offensive 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 help a teammate get into position, and try to keep possession until the best attacking opportunity presents itself.

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 trying 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.

FIGURE 7.23 Reducing the space an opponent has to move into is a common defensive tactic in sport.



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 left-hand corner of the hockey field will draw the opposition to that side of the field. A quick pass to the right-hand side increases the space and time available for the offensive team.

Environmental factors such as wind can affect the direction and style of play. Movement sequences may have to change to fit the conditions. 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.

7.5 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 of 'classic' plays and analyse why they were effective.

2 Basketball coach

- a. You are the coach of a basketball team and have to come up with some offensive and defensive team tactics. How would you:
 - i. move the ball down the court/field in an attacking move
 - ii. reduce the opposition team's chance of scoring
 - iii. create training drills for both your offensive and defensive strategies?
- b. In groups of five, discuss the strengths and weaknesses of each other's strategies. As a group, agree on the tactics you all want to use.

3 Putting a team plan into action

In your group of five from activity 2, practise the basketball training drills you developed in order to apply your game plan tactics. After a couple of training sessions, challenge another group to a game. Good luck!

SUMMARY — what you need to know

- Players and coaches need to be flexible with their tactics in team games because it helps them adapt to different situations and opponents.
- To do this they can use the concepts of space, time and directions.
- In team sports, players try to find open spaces to get away from their opponents
- Teams pass the ball and move to create time for each other.
- Environmental factors like wind can affect the direction of play in sports like tennis or golf, making it harder to control the ball.

Learning pathways

■ LEVEL 1

1, 2, 4, 5, 6

■ LEVEL 2

3, 7, 8, 9, 10

■ LEVEL 3

11, 12

Check your understanding

1. Zone defense is where players defend a space on the court rather than an opponent. True or false?
2. A defender's role is to limit the space available to the attacking players. True or false?
3. The use of space is not important in rhythmic activities such as dance and gymnastics. True or false?
4. **MC** Which two of the following is an example of an attacking tactic? Select all options that apply.
 - A. Pushing an additional striker forward in soccer
 - B. Putting more defenders behind the ball in the closing stage of a soccer match
 - C. Using man-to-man defence in basketball
 - D. Substituting faster players on to the court to try to score more goals
5. **MC** What is the aim of invasion games?
 - A. To limit space for your team
 - B. To invade the opponent's space and score points
 - C. To defend your space and limit your opponents from scoring points
 - D. Both B and C

Apply your understanding

6. **Identify** what a coach means if they tell a player to 'run into space'.
7. **Explain** why some sports would use a zone to help them defend, such as in basketball or soccer.
8. In Australian Rules football, commentators might refer to players 'switching' the ball/play. **Explain** what this means. **Describe** how this is an advantage to the attacking team.
9. **Describe** the advantages and disadvantages of a team having set plays that they have practised at training.
10. A tennis player trying to defend often hits the ball higher than they normally would. **Explain** why they use this strategy.
11. **Consider** how a coach could create extra space for their attackers in a sport such as hockey.
12. 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.

LESSON 7.6 Review

7.6.1 Success Criteria

7.2 Techniques affecting performance

- I can explain the relationship between effort (force) and performance.
- I can adjust my technique when performing movements to minimise or maximise effort.

7.3 Projectile motion

- I can describe how the angle of release affects the flight of an object or person.
- I can perform a variety of movements with different angles of release to observe changes in flight.

7.4 Movement sequences

- I can describe how to incorporate flow and levels in movement sequences.
- I can perform movement sequences with variations in flow and levels.
- I can rate movement sequences based on their use of flow and levels.

7.5 Developing strategic awareness

- I can identify and develop strategies and tactics in a variety of games.
- I can develop strategies based on your team's skill set.
- I can develop strategies to target your opponents.
- I can refine skills in game-like situations.

ESSENTIAL QUESTION REVIEWED

How can you manipulate the elements of effort, space, time, objects and people to improve performance?

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

learn on

 Post-test	Online post-test
 eWorkbooks	Topic 7 eWorkbook
 Digital documents	Topic 7 Key term quiz Word version (doc-39457) Topic 7 Key terms Crossword Word version (doc-39458)
 Interactivity	Crossword (int-8919) Key term quiz (int-8987)

7.6.2 Key terms

angle of release the angle at which a projectile is released into the air

balance in a sporting context, balance refers to an object, maintaining or controlling its equilibrium, while moving or stationary

biomechanics the study of the human body in motion and the forces (both internal and external) that influence movement

centre of gravity the central point of an object, about which all of its weight is evenly distributed and balanced

dynamic balance involves maintaining and controlling equilibrium whilst moving, e.g. changing direction to avoid a tackle in football

effort force applied by the body's muscles to generate movement

equilibrium when all forces acting on a body are balanced
height of release the height a projectile is released into the air in relation to its landing point
movement sequences a series of individual movement skills linked together
projectile an object moving through the air
stability your resistance to changes in equilibrium. This means how well you can keep your balance when external forces are applied, such as when you're pushed or when you're moving quickly. Some sports require athletes to be stable (Sumo wrestling) and others require instability to change direction quickly (gymnastics)
static balance is maintaining and controlling equilibrium whilst stationary, e.g. holding a handstand
technique the method used for performing a skill

7.6 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5, 6, 8, 9, 14, 17

■ LEVEL 2

7, 10, 11, 12, 13, 15, 16

■ LEVEL 3

18, 19, 20

Check your understanding

Identify whether the following statements are true or false.

Statement	True or false
1. Biomechanics is the study of the human mind and the decisions it makes.	
2. A projectile is an object moving on the ground.	
3. A golf ball hit at an angle of release of 40 degrees would travel higher than a ball hit at 20 degrees.	
4. A short shot-putter has an advantage over a taller shot-putter due to the lower height of release.	
5. In a gymnastics floor routine, there is no need to plan and practise the movement sequences.	
6. Movement sequences are isolated skills with no links between them.	
7. Objective appraisals are those that aim to remove personal feelings and opinions from the decision.	
8. The element of time can be used for both attacking and defensive purposes.	
9. Movement sequences can be performed solo, with a partner or in groups.	
10. Environmental factors such as wind can affect the direction and style of play.	

Apply your understanding

11. **Explain** why an understanding of biomechanics would help a coach or athlete.
 12. **Explain** the difference between internal and external forces in relation to movement.
 13. **Explain** how a cyclist would reduce their air resistance during an event.
 14. **Describe** how a high jumper manipulates their body position to clear the bar.
 15. **Describe** the relationship between stability and agility.
 16. **Describe** how a golf player can change the angle of release when hitting the ball. **Explain** why they would do this.
 17. **Outline** an example of a gymnast performing a movement sequence.
 18. **Discuss** how a dancer can incorporate flow and levels into a routine.
 19. You are a coach and a player asks you what 'run to space' means. **Describe** what you would say. **Explain** why you would often want a player to 'run to space'.
 20. **Identify** an example of a team sport in which it is necessary to change the direction of the ball. **Explain** how this works. Use the terms 'space' and 'time' in your response.
-

8 Solving movement challenges

LESSON SEQUENCE

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8.6 Review	322

FIGURE 8.1 Cricket players are always trying to solve problems, such as where fielders should be placed and where the batter should try to hit the ball.



LESSON 8.1 Overview

8.1.1 A problem-solving approach

Solving movement challenges requires a problem-solving approach. Feedback from teammates, coaches and others can provide information to help solve different challenges and improve performance. By developing movement strategies and recognising when these strategies can be transferred between different games and physical activities, you can make better decisions when playing team sports or developing a movement sequence.

FIGURE 8.1 Cricket players are always trying to solve problems, such as where fielders should be placed and where the batter should try to hit the ball.



ESSENTIAL QUESTION

How can I implement strategies and use feedback to solve movement challenges?

STARTER QUESTIONS

1. What problems need to be solved in your sport?
2. What strategies can you use to solve these problems?
3. Can you transfer strategies from one sport to another?
4. How do you know if strategies will be or have been successful?

learn on

-  **Pre-test** Online pre-test
-  **eWorkbooks** Topic 8 eWorkbook
-  **Digital documents** All the digital documents for this topic
-  **Video eLesson** Solving movement challenges (eles-6025)
-  **Weblinks** Useful weblinks available throughout the topic

LESSON 8.2 Using feedback

LEARNING INTENTIONS

- Describe the different types and sources of feedback.
- Use feedback in order to improve individual and team performance.

8.2.1 The importance of feedback

Feedback is very important when we are learning and refining new skills. Feedback can take a variety of forms, all of which use our senses. For example, we *listen* to our coach or teacher, *view* a video of our performance of a movement sequence and *feel* how the performance went. In this lesson, you will learn to use different types of feedback from others to review and refine your performance.

feedback information received about a skill or movement; can be internal or external

ENGAGE

Scrunch up a piece of paper into a ball and throw it from a distance into a bin. What feedback did you receive from yourself while doing this? Did you notice whether the paper ball went into the bin, fell short, went over or landed to the left or right?

This time, throw your paper ball towards the bin with your eyes closed. Did you feel how the paper left your hand? Were you aware of how much power you used to throw the paper? Could you hear the sound of a successful or unsuccessful shot? All of this information is feedback. But feedback doesn't just come from yourself; it can also come from other people.

Close your eyes and make five more attempts to throw paper balls into the bin. Have a partner provide you with as much feedback as possible after each attempt to help you get the paper into the bin.

- What type of information was provided in the feedback? Which information was the most useful for helping you improve your performance?

FIGURE 8.2 Was feedback helpful for improving your performance?



8.2.2 Sources of feedback

Feedback can come from a variety of internal and external sources. Internal feedback is provided by the performer themselves while they are performing the movement. For example, a player passing a netball can feel the ball leaving their hands and they can see and hear the ball moving through the air and being caught by another player.

This topic will focus largely on external (or augmented) feedback, which comes from a person other than the performer. Sources of external feedback include:

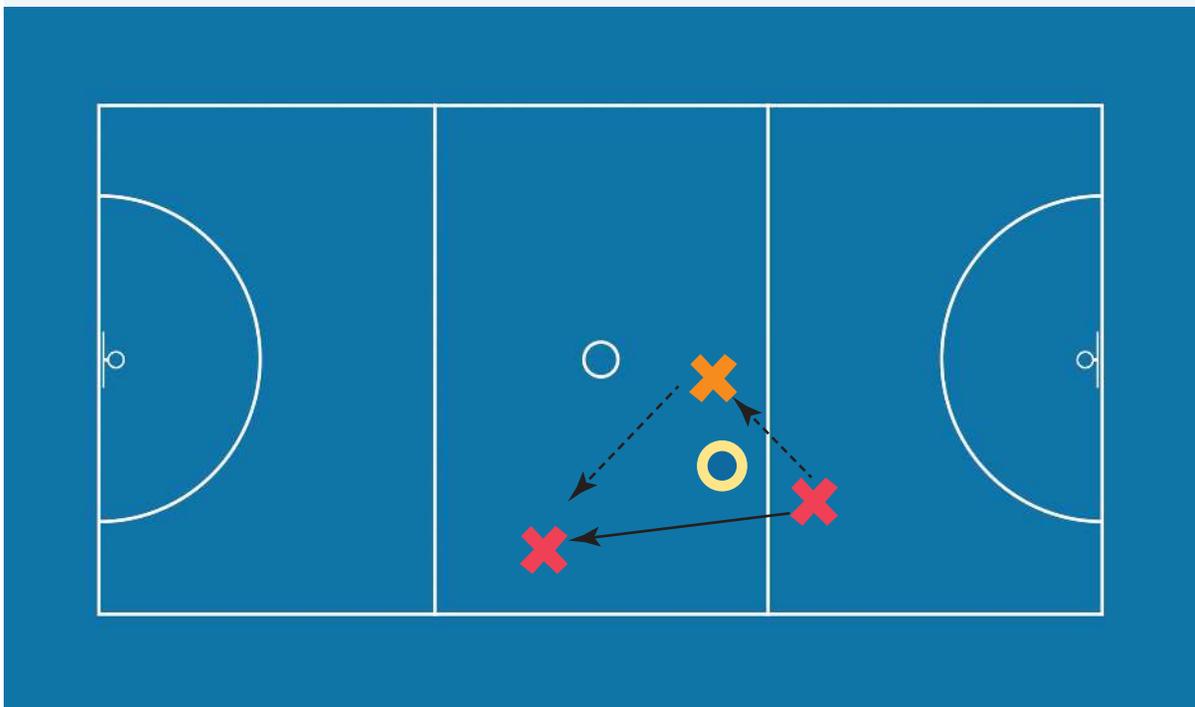
- a teacher
- a coach
- a teammate.

FIGURE 8.3 Coaches may provide feedback during training sessions, while teammates in cricket might use breaks in play and the time between overs to give each other feedback.



A coach may suggest to a netballer that when they pass the ball, they should move themselves into space so that they can receive the ball again and help the team move further down the court. They may deliver this feedback with a short message or phrase that makes it easier to remember and implement, such as ‘pass and move’.

FIGURE 8.4 ‘Pass and move’. Red player X is being defended by yellow player O. Once red X passes to orange X, red X moves immediately into space to receive the ball again.



8.2.3 Reasons for feedback

It is important for performers to understand the reasons behind the feedback they are given. Feedback can be given to help people:

- move within the playing or performance space
- know when to move, catch or intercept
- create, use and defend space

- increase their safety and efficiency of movement
- refine the composition of a dance sequence.

The next sections will introduce the Australian Rules football skills of the drop punt and the chest mark. Once you are familiar with the techniques, the Activities will guide you to practise giving and receiving feedback.

FIGURE 8.5 Coaches can correct athletes' technique to make their situps more efficient or swimming strokes more streamline. This helps make athletes' movements safer and/or faster.



8.2.4 Get feedback to improve your kicking and marking

Use the drop punt and chest mark instructions below to practise and develop these skills while receiving a range of feedback.

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 with your thumbs pointing towards the lacing, as shown in figure 8.6. The grip is the same for both left- and right-foot kicks.
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. The ball should spin backwards, end over end, as shown in figures 8.7 and 8.8.

 Once you have practised the drop punt, use the **AFL skills** weblinks in your learnON Resources to learn how to improve your kicking.

FIGURE 8.6 Correct grip on the ball



FIGURE 8.7 Ball flight for the drop punt

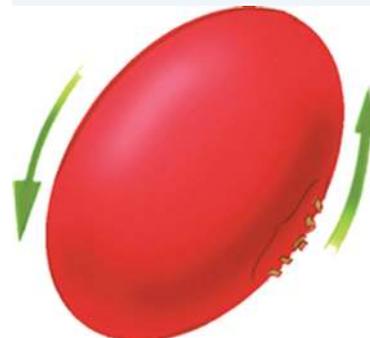


FIGURE 8.8 The drop punt



The chest mark

1. Watch the ball's 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 your 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 in figure 8.9.
6. Secure the ball by letting your hands and arms close around it.

➤ Revise your understanding using the **Types of feedback** interactivity in your learnON Resources.

FIGURE 8.9 The chest mark.



8.2 ACTIVITIES

1 Drop punt practice

Equipment: one football per group of three

- a. In threes, kick to one another using the right foot. On your next turn, kick using your left foot.
- b. One person kicks; the second person catches and then quickly kicks to the third person.
- c. Kick to each other, first as stationary targets, then as moving targets.

2 Chest mark practice

Equipment: one football per pair

- a. Toss the ball up and mark it.
- b. With a partner, stand five metres apart, toss the ball and have your partner mark it.
- c. In pairs, perform a drop punt to your partner who then marks the ball.
- d. 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

Equipment (per pair): one football per pair, a device capable of capturing video (e.g. tablet or smartphone), movement analysis software (optional)

- Give and receive **auditory feedback** on your drop punts. Talk to your partner about their performance (e.g. grip on ball, ball flight, release of the ball, accuracy of the kick). Use the **technique** points for the drop punt (see section 8.2.4) to help you provide feedback to your partner. You can use the **Drop punt practice** worksheet in your learnON Resources to record your feedback.
- Work with your partner to practise your drop punt. Use a blindfold or shut your eyes as you attempt to perform the kick. Your partner will provide feedback as you perform the skill. Your partner can help you guide the ball to your target. What other ways could your partner help you?
- Have a partner video your kick using a digital device. Review and discuss the video together as feedback. For additional **visual feedback**, you could use movement analysis software such as Kinovea, which you can access through the **Movement analysis software** weblink in your learnON Resources.

auditory feedback information we receive through our sense of hearing
technique the method used for performing a skill
visual feedback information we receive as we see our own performance

4 Using a digital tool for feedback

Film yourself completing the drop punt in a closed environment (kicking to a target) and in an open environment (during a game/drill).

- Compare your execution of the drill.
- Suggest two ways you could improve your drop punt in both situations.
- Think about a game and identify at least three different situations when it may be difficult to execute the skill successfully.
- Suggest how you could overcome the problems identified in part c.

5 Peer coaching

- Students form 3–4 teams to participate in some small-sided games. Two of the teams will play a game, while the non-playing students act as coaches.
- Each non-player is assigned an individual or team to ‘coach’. Coaches observe the game for five minutes and then there is a ‘coaches’ timeout. During the timeout, the coaches move onto the field and provide one piece of feedback to help the individual or team to:
 - create or use space more effectively when attacking
 - defend space to restrict the movement or scoring opportunities of the opposition.
- Debrief after the lesson to discuss:
 - Examples of successfully delivered feedback.
 - Examples of players successfully implementing the feedback.

Repeat this activity across a variety of territorial, net/court, striking and fielding and target games.

6 Swimming evaluation

- Set up an observation plan. Use the checklist below or use the **Swimming checklist** worksheet from your learnON Resources to observe your partner. The checklist details four recommendations for freestyle and backstroke. If possible, use a device to record the skill. This will help with giving feedback.
- Have your partner perform at least 25 metres of each stroke.
- Give feedback using the checklist. In the observation column, identify which elements were performed well and which need improvement.

TABLE 8.1 Swimming skill checklist

Freestyle	Observation
Hand enters water with fingertips and elbows higher than wrist	
Arm fully extended once entering water	
Head in neutral position and moves only slightly when breathing – body remains straight	
Body moves in straight line down the pool	
Backstroke	Observation
Little finger enters the water first	
Hips are high and head is neutral, facing the roof	
Kick is from hip with limited knee bend	
Body moves in a straight line down the pool	

7 Improve your swimming technique



To identify further elements of freestyle and backstroke, as well as breaststroke and butterfly, on which to focus, use the **Improve your swimming technique** weblink in your learnON Resources.

8 Defending space



- Figure 8.10 shows an overhead view of a cricket pitch and field. The blue X's show where the fielders are positioned and the white numbers show the number of runs the batter is scoring in various zones on the field.
- Suggest ways to change the fielding positions to defend the space and restrict the amount of runs scored. Use the **Invasion games** weblink in your learnON Resources for more information.

FIGURE 8.10 How can space be better defended in this game of cricket?



9 Game play feedback tool

This activity brings skill execution together with game tactics and strategies. Using a tool such as the one shown in table 8.2 a few times will help you understand what to look for when giving feedback. In this activity, you will play a game and give and receive feedback using this tool. You can choose to address all the points covered by the tool, or you could select a few to focus on. You could also record the play on a device such as a smartphone and review it after the game.

TABLE 8.2 Game play feedback tool

Name:		Observer:			
Feedback focus points					
Decision making		Skill execution		Team play	
Student passes to the appropriate player. Student chooses the correct pass to use.		Pass reaches the intended target.		Student moves into spaces. Student demonstrates mobility.	
Successful	Needs work	Successful	Needs work	Successful	Needs work
Recommendations:		Recommendations:		Recommendations:	

Equipment: Basketball, bibs or other team allocated equipment

- Divide the class in half. Assign each person in group A (the first group that will play the game) an observer from group B. Observers will stand on the sideline and take notes using the game play feedback tool.
- Review the feedback tool before starting the game to ensure everyone understands the criteria. It is important that observers are recording all successful and unsuccessful attempts by their player.
- Set up a full basketball game with five a side. Play for five minutes, then take a break for feedback.
- Feedback should give the player an idea of the good decisions they have made and areas they should focus on in the next five minutes.
- Continue the game for a further five minutes. Players should try to implement the feedback they received.
- Stop the game. Players meet with their observers again and together make recommendations for improvement.
- Repeat the process, but this time group B plays and group A observes.



Using a game play feedback tool provides valuable information about areas of strength and areas for improvement. Use the **Game play feedback** worksheet in your learnON Resources to create your own feedback tool for a court game.



Revise your understanding using the **Types of feedback** interactivity in your learnON Resources.

SUMMARY – what you need to know

- Feedback helps us improve our skills and can be from ourselves or others.
- Internal feedback comes from our own senses, like seeing or feeling how we perform.
- External feedback comes from others, like teachers, coaches, or teammates.
- Feedback can help us move better, be safer, and perform more efficiently.
- Practice receiving and giving feedback to get better at sports and activities

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8, 10

■ LEVEL 3

9, 11

Check your understanding

1. Feedback can only be given by a coach or teacher. True or false?
2. Feedback can only be given during the game or performance. True or false?
3. Watching video footage of your performance is an example of visual feedback. True or false?
4. **MC** Which of the following is NOT an example of external feedback?
 - A. A coach asks their players to move into space to receive a pass.
 - B. A player asks their teammate to pass the ball more softly.
 - C. The crowd cheers at a goal being scored.
 - D. A player feels the ball roll awkwardly off their fingers when shooting a basketball.
5. **MC** Feedback should be given in which of the following ways?
 - A. In clear language
 - B. In as few words as possible
 - C. In a positive manner
 - D. All of the above

Apply your understanding

6. **Explain** why feedback is important for skill development.
7. **Describe** the technique for the drop punt.
8. **Describe** the technique for the chest mark.
9. We sometimes hear the phrase 'practice makes perfect'. **Discuss** why this may not be true.
10. **Describe** how feedback has helped you learn to perform a skill or group dance sequence.
11. **Investigate** other sports that have similar skills to the drop punt and chest mark (e.g. rugby). **Comment** on how your skill development in this lesson might help you play these related sports.

LESSON 8.3 Manipulating movement concepts and strategies

LEARNING INTENTIONS

- Describe the influence of the four movement concepts on performance.
- Select or create strategies to use in different movement scenarios.
- Evaluate the effectiveness of the strategies used to solve problems, and propose and implement alternative strategies to solve the same problem.

8.3.1 Taking skill development a step further

Having practised and refined our fundamental skills of performance, we can begin to add concepts and strategies. By taking our knowledge of movement a step further, we can begin to influence and manipulate outcomes and performance. Rather than just taking a shot at a goal because you are in position, you may begin to think about where the defence is, if another teammate is in a better position to score and how much power or finesse you need to use to give yourself the greatest chance of scoring.

ENGAGE

Picture yourself in the following scenario: You are given a penalty kick in soccer with only the goalkeeper to beat. You are deciding whether to kick the ball to position A or position B. This is your strategy. Which would you choose?

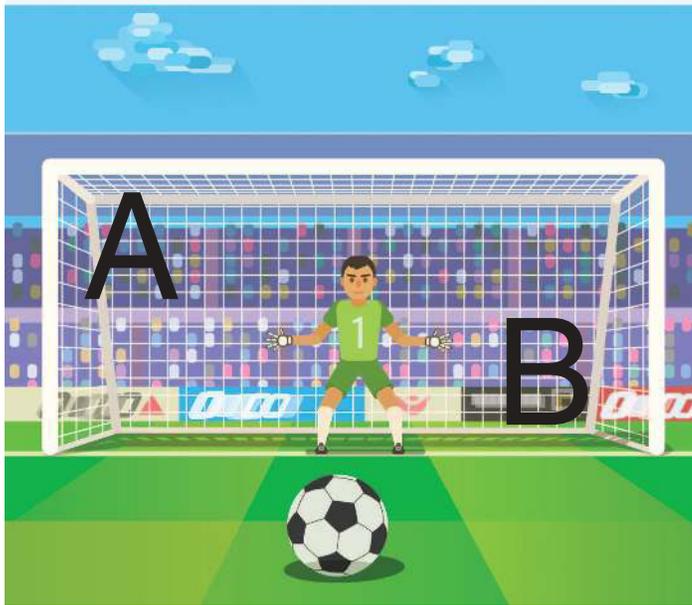
Now that you've made your strategic decision, think about the following:

- What part of the foot will you use to strike the ball?
- Are you going to use power or control to place the ball where you want it to go?
- How much space is there between the goal post and the goalkeeper?
- Does this affect your choice of strategy?

Without knowing it, you have already begun analysing a range of **movement concepts**. Let's explore these further to identify how they can shape your strategies.

movement concepts includes body awareness, spatial awareness, effort awareness and relationship

FIGURE 8.11 Where would you kick the ball?



8.3.2 Concepts v. strategies

The four movement concepts are:

- **Body awareness** — what body parts move and how they move?
- **Spatial awareness** — where does the body move?
- **Effort awareness** — how does the body move? Should you move fast or slow?
- **Relationship** — how do you move in relation to the environment, other people and the equipment?

Let's consider the sport of soccer and break down how these movement concepts are used for the skill of passing (see table 8.3).

Once you have put all of these movement concepts together, you can create **movement strategies** to improve your chances of a successful performance or outcome.

body awareness the ability to recognise your body's movements
spatial awareness the ability to recognise the space around you and how your body moves in that space
effort awareness the ability to recognise your body's movements when performing physical activities
relationship the ability to recognise how your body moves in relation to the environment, other people and equipment
movement strategies a variety of approaches that help a player or team achieve a movement outcome or goal

A strategy you might implement in soccer is a ‘through ball’. As shown in figure 8.12, when there is a defender (yellow) between two attacking players (red), a direct pass is difficult. Instead, a through ball can be placed into space for an attacking team member to run on the ball. Table 8.4 breaks down the movement concepts involved in a through ball pass.

TABLE 8.3 Movement concepts for passing in soccer

Movement concept	Example
Body awareness	When passing a ball, it is obvious that you will use your foot and leg, but how should you position yourself to make the pass? What part of the foot should you use to strike the ball? How will you use your upper body in the passing movement to stay balanced?
Spatial awareness	If you are aware of the space around you on the soccer field, you can use it to your advantage. Do you have enough space to make a pass without losing the ball or having it intercepted? Do you have enough space to receive the pass? Where can you move so you are in a better position to receive a pass?
Effort awareness	Are you making a short pass or a long pass? How much power will you need to apply? How fast or slow do you need to move towards the ball to receive the pass? Too fast, and you might lose control; too slow, and it might be intercepted.
Relationship	In addition to thinking about your contact with the ball, you need to think about where the other people on the field are. You also need to understand where your goal is and where the opposing goal is. These are all relationships.

FIGURE 8.12 A ‘through ball’ in soccer

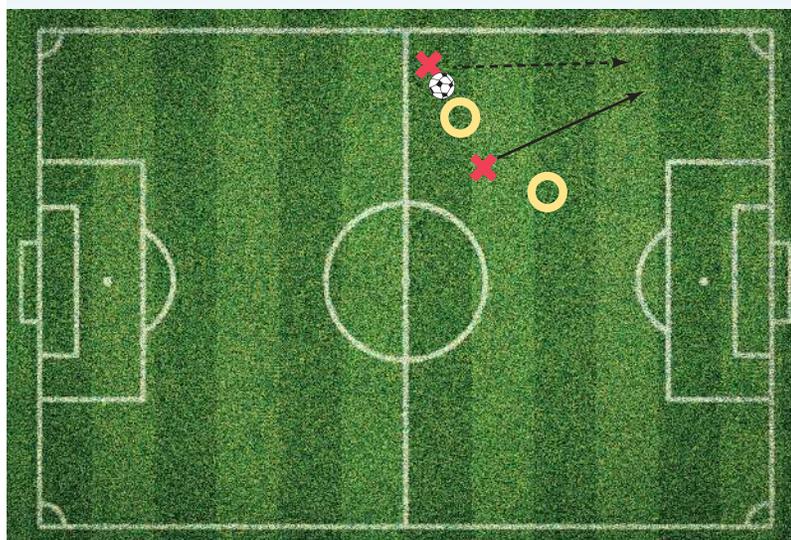


TABLE 8.4 Movement concepts for a ‘through ball’ pass in soccer

Movement concept	Example
Body awareness	The passer uses the instep of their foot to direct the ball for the greatest control.
Spatial awareness	The passer and the receiver must both be aware of the best space to play towards. This needs to be away from the defenders.
Effort awareness	The passer must use enough power to get the ball into the space. The receiver must sprint to get ahead of the defender, then slow down so they can control the ball.
Relationship	<i>To the environment:</i> awareness of the sidelines so the ball doesn’t travel out of bounds. <i>To others:</i> the attacking teammates must both anticipate the pass and then run so they meet the ball at the same time.

DISCUSS

Discuss how movement concepts are used with the following strategies:

- Moving into space to receive a pass from a teammate in netball
- Hitting the ball away from an opponent in cricket
- Using a drop shot in tennis to make it difficult for an opponent to return the ball
- Taking a long range shot at a goal in Australian Rules football.

8.3 ACTIVITIES

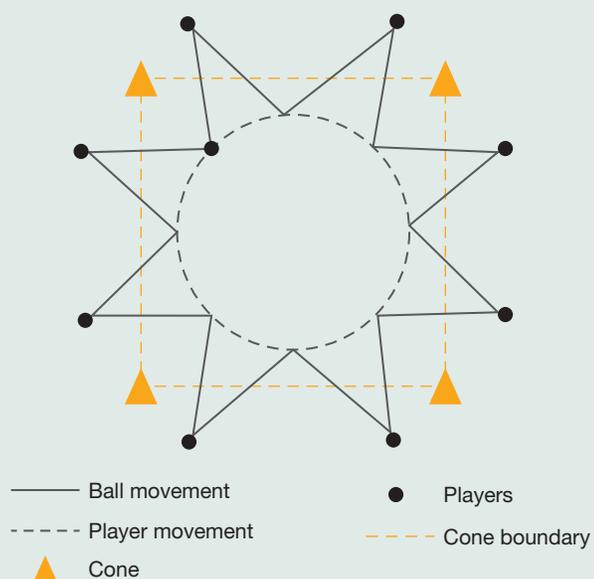
1 Body and effort awareness in soccer

Equipment: one soccer ball, four cones

Place four cones to mark out a large square. Space eight players evenly around the square. One player stands in the middle of the square with the ball (see figure 8.13).

- The player in the middle passes the ball to each of the boundary players in turn. They move around the space as they pass and receive the ball.
- Play continues until the moving player has received a pass from all boundary players.
- The boundary players should focus on the **timing** of their pass, so that they position the ball in front of the moving player. The moving player must time their run so that they meet the ball once it is passed by the boundary player.
- Once confident with the drill, another moving player could be added to the middle of the square.
- Discuss as a class:
 - What part of the foot gave the most successful pass?
 - How do you get your body into position to use that part of the foot to make the pass?
 - How did your use of power affect the quality of the pass?

FIGURE 8.13 Passing to a moving target drill



timing the way the parts of a movement flow together

2 Relationships and the tennis serve

Equipment: tennis racquets and balls, marked court

One skill that requires excellent timing is the tennis serve. This is a complex and specialised skill. The racquet needs to be taken back as body weight moves back, then the ball is tossed upwards and hit as the weight moves forward. Good timing requires the transfer of weight to be coordinated with the overhead movement of the racquet and vertical ball toss, resulting in a solid hit. Use the **Slow motion serve** weblink in your learnON Resources for more information.

- Stand side-on to the direction of the serve, with most of your weight on your front foot and your racquet and shoulders pointing in the direction of the serve.
- Swing the racquet back, bending your knees a little and pushing the ball straight up into the air in front of you. If the ball were to land without being hit, it should land in front of your front foot (see figure 8.14).
- Swing the racquet forward, aiming to hit the ball after it reaches the top of the toss.
- Follow through with the racquet, bringing it down the opposite side of your body.
- The serve needs to land in the service area as indicated in figure 8.15. 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 your rhythm as your body moves forward into the hit.

Discuss as a class how your performance and the outcome were affected by the relationship between your body and:

- the equipment (the ball and the racquet)
- the available space on the court (where you are serving from and to)
- your base of support and flow of movement when performing the serve
- your effort awareness when serving with varying levels of power.

FIGURE 8.14 The tennis serve

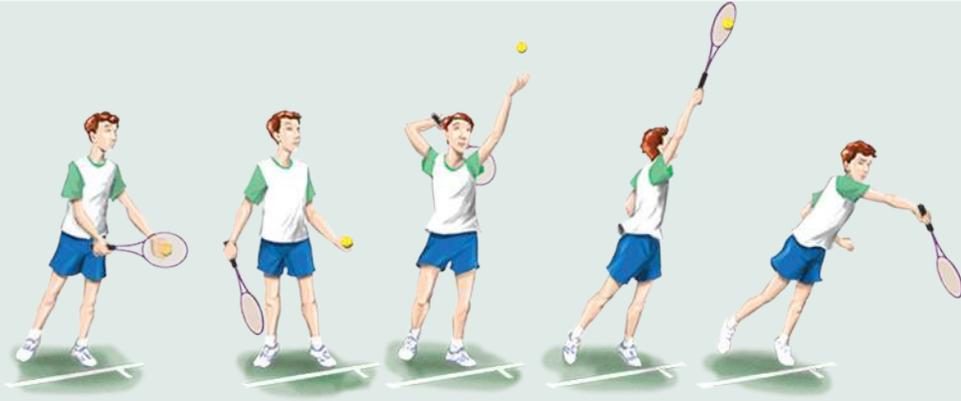
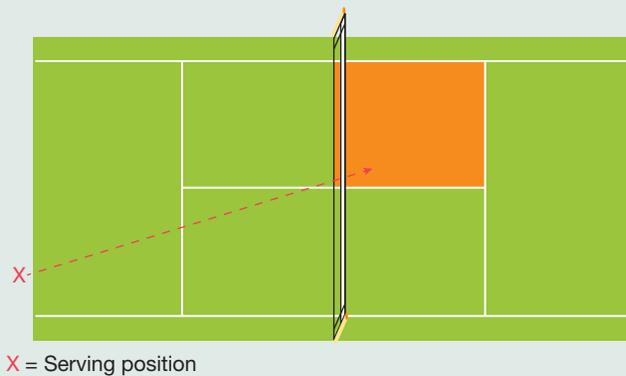


FIGURE 8.15 The tennis court and landing area for the serve



Review your understanding using the **The tennis serve** interactivity in your learnON Resources.

3 Changing tactics and strategies

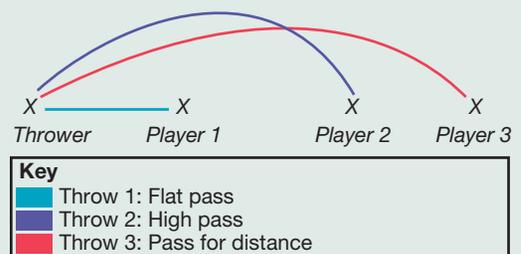
During invasion games such as netball and basketball, changing tactics and strategies is important. These activities will help you practise this.

Recording the throw

Equipment (per group of four): one recording device, four cones, one netball

- Place a cone on the baseline. Place cones 2 metres, 5 metres and 8 metres away from the baseline cone and position a player at every cone.
- Prepare a recording device so it has all players in view. Start recording.
- The player at the baseline (the thrower) has possession of the ball. Their aim is to manipulate the angle of release to make a pass to each player.

FIGURE 8.16 The 'recording the throw' activity provides feedback on throwing technique.



- d. The thrower's first pass is a flat, fast pass to player 1. Player 1 then returns the pass and raises their arms in the air in a defensive stance.
- e. The thrower's second pass is a high pass to player 2. It needs to travel over the top of player 1's upstretched arms. Player 2 returns the pass.
- f. The third throw needs to travel far to get to player 3. The pass is returned and the players swap positions.
- g. Review the footage and make recommendations for the thrower. For example, is there enough force on the ball? Was the angle of release appropriate for the type of pass?
- h. The thrower attempts each pass again, using the feedback received.
- i. This drill can be made more challenging by making player 3 a moving attacker/defender who attempts to intercept the passes. Players 1 and 2 are placed at the 2- and 5-metre positions, while player 3 has to run to position themselves to intercept the flat pass (in front of player 1) and the high pass (in front of player 2).

Netball goal

Equipment: netballs, goal rings

- a. Place cones at various angles and distances from a netball goal ring (stay inside the goal circle).
- b. Take turns shooting for goal from each cone.
- c. Give feedback to the shooter on their angle of release (e.g. is it high enough to make it over a possible defender?).
- d. As confidence with the shot increases, the shooter can move further away from the goal and increase the force of the shot, while maintaining height. Students can take turns standing between the shooter and the ring with their arms raised to encourage a good angle of release.

Explore this skill further with the **Netball skills basic shot technique** weblink in your learnON Resources.

Basketball minor game

Equipment: basketballs, cones

Students form teams of three players. Use cones to mark out small basketball courts (approximately one quarter the size of a standard court). Each court needs to fit two teams of three players for the game detailed below.

- a. Team A is given possession of the ball to commence the game. The aim is to achieve five passes to fellow team members without team B intercepting a pass.
- b. Carefully consider the passes being used and prompt your teammates to throw flat, high or long, depending on the position of other players.
- c. If team A completes five unintercepted passes, they score a point and then give the ball to team B for their turn. Play continues in this way until time is called.
- d. If the ball is intercepted during play, the intercepting team takes possession and starts their five-pass attempt.
- e. The team with the most points at the end of the session wins.

Discuss the following as a class:

- Was it easy or difficult to change tactics mid-game?
- Did changing the type of pass used create more scoring opportunities?
- Were there any unexpected results of changing strategies?

FIGURE 8.17 To project a defender and reach the ring, the angle of release must be high when shooting.



SUMMARY — what you need to know

- When playing sports such as soccer, you need to understand how your body moves, where it moves, and how much effort to use.
- Body awareness helps you know how to use your feet, legs, and upper body when passing the ball.
- Spatial awareness helps you find the best space to make or receive a pass without losing the ball.
- Effort awareness helps you know how fast or slow to move and how much power to use when passing the ball.
- Relationship awareness helps you understand where your teammates, opponents, and goal are on the field.

8.3 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 7

■ LEVEL 2

5, 6

■ LEVEL 3

8, 9

Check your understanding

1. Passing a ball into space is an example of a movement concept. True or false?
2. Understanding the relationship between yourself, others, the equipment and the environment is important when performing a skill. True or false?
3. Altering the speed of a pass can change the outcome of the movement. True or false?
4. **MC** Which of the following is NOT a movement concept?
 - A. Body awareness
 - B. Relationships
 - C. Spatial awareness
 - D. Anticipation

Apply your understanding

5. **Explain** the purpose of using movement strategies.
6. **Describe** how the four movement concepts influence the performance of a skill in a sport of your choosing.
7. **Name** four different strategies you could use in a sport of your choosing.
8. **Predict** the likely outcome if one team goes into a game with only one strategy while the other team is able to change strategies in the middle of a game.
9. **Justify** the use of short passes in invasion games such as Australian Rules football and netball to move the ball up the field or court into the opponent's territory.

LESSON 8.4 Transferring movement strategies

LEARNING INTENTIONS

- Identify sports that use similar strategies.
- Transfer movement strategies from other contexts to solve movement challenges.

8.4.1 Transfer of skill

One way that athletes can improve their performance is to transfer skills from one sporting context to another. An example of two sports that allow for skill transfer is basketball and netball. They are both invasion games with similar objectives. Athletes can transfer the skill of passing between each sport as they use a similar size and shape of ball, and in both, players need to move the ball up the court in order to score a goal. Can you think of any other sports that allow for an easy transfer of skill? Can you think of creative ways to transfer skills between sports that are less similar?

The ability to transfer skills requires the use of objects such as balls, bats, clubs and racquets to play the game or participate in the activity. In this lesson, you will develop a range of different skills to use when playing your favourite games.

ENGAGE

It is not uncommon for athletes to participate at the highest levels in multiple sports. Jana Pittman used her speed, strength and endurance to transition between the 400 m hurdles and bobsleigh. Sharni Norder was an elite netballer who moved over to play Australian Rules football. What enables these athletes to make this transition so quickly while others have to train their whole lives to reach this level? What other sports could you see athletes such as LeBron James, Sam Kerr or Buddy Franklin excelling in? Have you chosen sports that have similar skills or strategies?

FIGURE 8.18 What other sports could Sam Kerr transfer her skills to?



8.4.2 Transferring skills and strategies

Games that involve moving an object from one side of a net to the other are known as court or net games. The objects involved may be a ball in volleyball and tennis, or a shuttle in badminton. Some of the actions in these sports can be transferred between sports with minor modifications. For example, the overhead serve in volleyball involves a similar action to the overhead clear in badminton.

Tactics are also transferable between sports. Learning attacking (offensive) and defending (defensive) strategies in one game can help in another. The goal in net games is to move the object away from the opposition and score a point. As you develop your game play, you should be able to play different net games and select the appropriate skill to hit the object into space away from the other team. Being able to do this takes time and practice. The activities in this lesson look at transferring the striking skills used in net games into a golf swing. We will also practise the skill of projecting an object into space and away from opponents in net games.

8.4 ACTIVITIES

1 Fun ways to improve skill transfer

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

Use figure 8.19 as a guide when practising the following important manipulative skills:

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

FIGURE 8.19 Improving your manipulative ability

a. Hockey stick bounce



b. Around the waist



c. Soccer ball bounce



d. Pass and catch



e. Basketball spin



f. Catching with a glove



g. Figure eight pass



h. Throw and hit



2 The golf swing

Equipment: golf clubs, balls (soft rubber)

The following description is for right-handed people and should be reversed if you are left-handed.

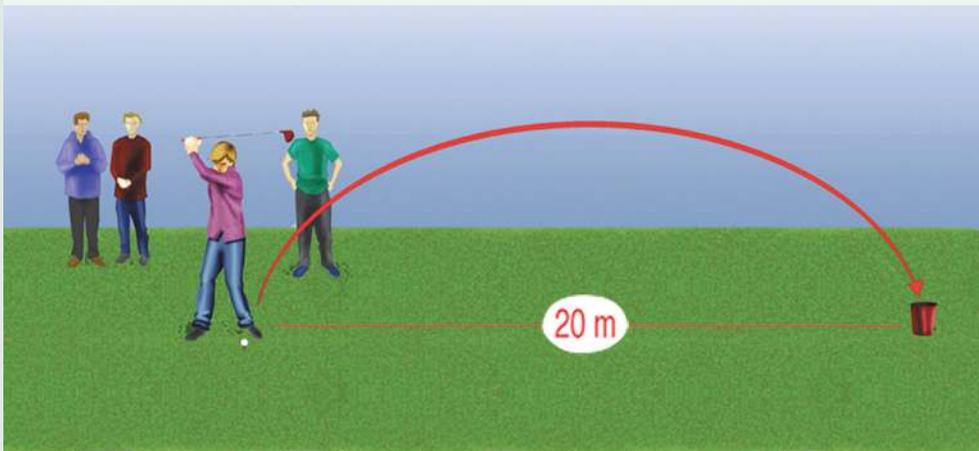
- Hold the golf club with the last three fingers of your left hand, then wrap your index finger and thumb around the grip.
- Slide your right hand onto the club just below your left hand, slightly covering your thumb.
- Flex your knees and bend forward a little at the waist.
- Gently swing the club around your body, using a big shoulder turn.
- 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.

FIGURE 8.20 Proper execution of the golf swing requires you to feel where the club is in relation to your body throughout the movement.



FIGURE 8.21 Using a relatively close target helps develop a fluent swing.



3 Projecting into space



Equipment: badminton racquet and shuttle per person, net, worksheet



- Download and read through the **Badminton** worksheet in your learnON Resources. See also the **Badminton shorts** weblink for more information.
- Set up with a partner and hit your shuttle back and forth over the net.
- Try to manipulate the shuttle away from your opponent into space.
- Work through the worksheet, naming each shot and describing when it should be used.
- Play again, trying to use the appropriate shot.
- Refer to the rubric below and give yourself a ranking. Think about how you could improve your game play to rank higher.
- An alternative option is to work in groups, and use the **Badminton assessment** Worksheet to score each other.



TABLE 8.5 Badminton game play rubric

Standard	Description
Game mastery	The student displays excellent decision-making skills when under pressure in a game and has an exceptional understanding of positioning and attacking and defensive game play. The student is able to select the appropriate shot in badminton to successfully execute the shot and manipulate their opponent around the court. For example, the student executes a forehand when the ball lands on the forehand side and hits the ball into space away from their opponent. The student is able to analyse their own and other class members' performances and provide in-depth feedback to improve performance.

Game understanding	The student displays good decision-making skills when under pressure in a game and has a strong understanding of positioning and attacking and defensive game play. The student is able to select the appropriate shot in badminton to execute the shot and manipulate their opponent around the court. For example, the student often executes a forehand when the shuttle lands on the forehand side and hits the shuttle into space away from their opponent. The student is able to analyse their own and other class members' performances and provide feedback to improve performance.
Game knowledge	The student displays some decision-making skills when under pressure in a game and has a sound understanding of positioning and attacking and defensive game play. The student is generally able to select the appropriate shot in badminton to execute the shot and manipulate their opponent around the court. For example, the student at times executes a forehand when the ball lands on the forehand side and hits the shuttle over the net, often into space. The student is able to analyse their own and other class members' performances and provides some feedback to improve performance.
Needs game work	The student displays limited decision-making skills when under pressure in a game and has some understanding of positioning and attacking and defensive game play. The student is rarely able to select the appropriate shot in badminton. For example, the student might execute a ground shot when the shuttle lands on the forehand side, and at times they can hit the shuttle over the net. The student is occasionally able to analyse their own and other class members' performances and provides limited feedback to improve performance.

4 Alternative strategies

Participate in a pairs game of badminton with one team using the front and back attacking formation and the other team using the defensive side-by-side formation.

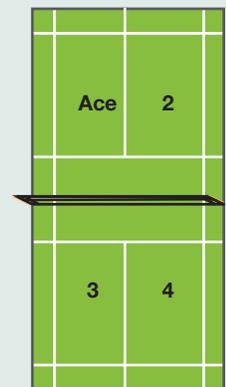
- At the end of the first game, discuss the pros and cons of each strategy.
- At the beginning of the second game, have the teams swap strategies.
- At the end of the second game, allow players to evaluate the effectiveness of each strategy.
- Allow players time to propose new strategies for attacking and defending in badminton and implement these strategies in the third game.

5 Ace of the court

Equipment: badminton racquet and shuttle per person, net

- Set up with one player in each square of a badminton court as though you were playing doubles.
- The server is known as the 'Ace'. The player next to them is 'two', and 'three' and 'four' are opposite them (as shown in figure 8.22).
- The server must try to keep their position while other players try to move up a position.
- If a player makes an error, they move into position four and all other players move up. An error may include:
 - missing the shuttle
 - hitting the shuttle out of court
 - hitting the shuttle out of turn.
- Play the game for a designated time, then swap groups and play again.
- Reflect on the game play you used to force errors from the other players.

FIGURE 8.22 Ace of the court set-up



Review your understanding using the **Types of movement skills** and **Improving our manipulative ability** interactivities in your learnON Resources.

SUMMARY – what you need to know

- Athletes can get better by using skills and tactics from one sport in another sport.
- For example, basketball and netball players can both use passing skills because they play with similar balls and goals.
- Famous athletes like Jana Pittman and Sharni Norder have switched sports and succeeded.
- Learning how to attack or defend in one game can help you in another game.

8.4 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 8

■ LEVEL 3

7, 9, 10

Check your understanding

1. Players can transfer the skill of striking between hockey, tennis and cricket. True or false?
2. You can transfer skills between sports, but not strategies. True or false?
3. Transferring skills from another sport can create an advantage for yourself and your team. True or false?
4. **MC** Which of the following sports would allow for the easiest transfer of strategies?
 - A. Tennis and the 100 m sprint
 - B. Netball and basketball
 - C. Soccer and baseball
 - D. Lawn bowls and volleyball.

Apply your understanding

5. **Identify** what is meant by the term 'transfer'.
6. **Explain** why it is important to develop the ability to transfer skills and strategies.
7. **Predict** the chances of success for an athlete moving from the 100 m sprint to Rugby 7s.
8. **Identify** the similarities in skills and strategies between cricket and softball.
9. **Investigate** other athletes who have competed in multiple events at the Summer and Winter Olympic Games.
10. **Create** the ultimate athlete for a sport of your choosing using skills from different sports (e.g. the speed of a 100 m runner, the strength of a weightlifter).

LESSON 8.5 Decision making

LEARNING INTENTIONS

- Describe the decisions that need to be made in movement situations.
- Justify the use of certain strategies to gain an advantage in movement scenarios.

8.5.1 Effective strategy choices

Decision making and problem solving are essential to 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 involves decisions such as the timing of a pass, who to pass to or how to make space

to move away from a defender to effectively receive the ball. A person who can ‘read the play’ possesses good game sense. The term ‘game sense’ describes the ability to respond successfully to game situations and develop effective solutions. Making effective strategic choices leads to competence in many games.

ENGAGE

When playing sport, you are often exposed to a range of problem-solving opportunities. How do you keep possession of the ball? How do you steal possession? How can you score points? How can you prevent the opposition from scoring points? To solve these problems, we have to make decisions. To make these decisions, we often use what worked for us last time or what we have seen others do successfully.

Play a small game of piggy in the middle in a 5 x 5 metre grid. The only rules are:

- you have to keep the ball away from the piggy
- physical contact between players is not allowed.

What strategies will you come up with to maintain or steal possession?

FIGURE 8.23 How can you get possession of the ball?



DISCUSS

Consider the following statement: It is more important to learn the skills as part of the game than to master the skills on their own.

- Do you agree? Why/why not?
- Suggest when and why a game-sense approach may be the preferred model.
- Suggest when and why a traditional skills, drills and game approach may be the preferred model.

8.5.2 Developing game sense

We develop **game sense** through observation, practice, involvement in small games and by playing the game itself. Through experience, we develop our instincts, reactions and 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 more comfortable with our team role.

Game sense is not restricted to a particular game. Experience in one game or activity can transfer to a similar game or activity, making the learning experience easier. Consider the similarities between the following types of games:

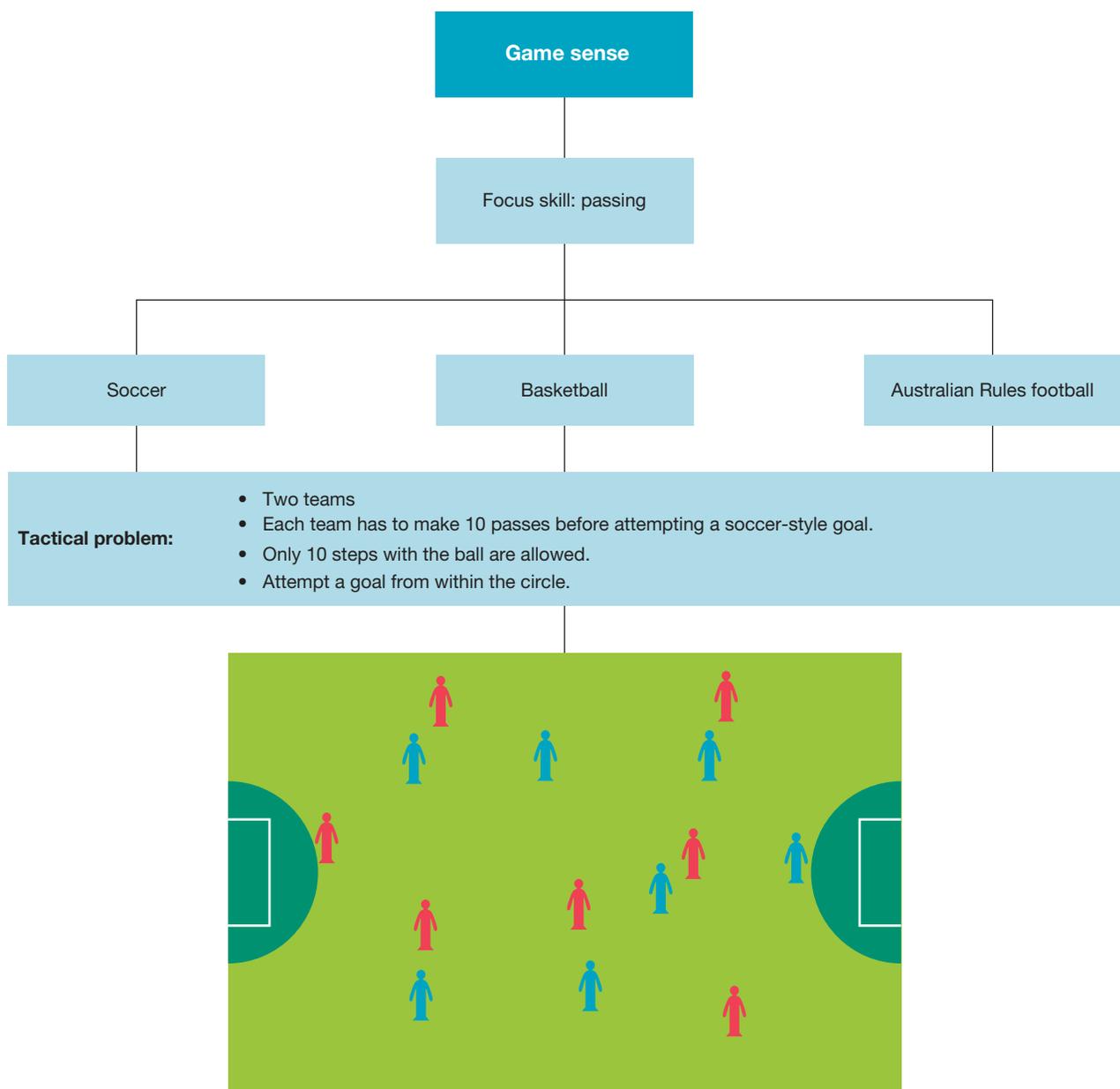
- invasion games, such as Australian Rules football, netball, soccer and basketball
- court/net games, such as tennis, badminton and volleyball
- target games, such as golf, archery, croquet and tenpin bowling
- striking/fielding games, such as cricket, baseball and softball.

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

For each type of game (e.g. invasion games), many of the skills are similar. For example, in all invasion games, the ball needs to be passed from one player to another. While the specific methods of achieving this differ (e.g. a handball in Australian Rules football, a chest pass in netball and a spiral pass in rugby), the techniques are similar. In this example, the pass needs to be delivered in front of a player so that the player is running towards the ball.

The activities for this lesson all focus on developing game sense. By using problem-solving exercises, such as the one in figure 8.24, you can find ways to use your skills on the field. As you become familiar with how certain techniques work, you will get better at using the same basic principles in many similarly structured games. The game-sense approach allows you to apply and develop your skills across many games, improving your learning and enjoyment of sports.

FIGURE 8.24 As game sense develops, similar activities become easier to learn.



8.5 ACTIVITIES

1 Simplified soccer

Equipment: soccer ball, court, markers

- Set up goal lines approximately 25 metres apart. The soccer ball is placed in the centre.
- Two equal teams line up along the goal lines, facing one another (see figure 8.25). Players in each team are given the numbers 1, 2, 3 and so on.
- When the teacher calls a number, the two students (one from each team) with that number run forward and try to kick the ball past the opponents' goal line. The ball cannot be kicked higher than the players' heads.
- When the ball is kicked, the team members standing on the goal lines must try to prevent the ball from crossing the goal line. They can do this by trapping it with their feet or kicking it. They cannot touch the ball with their hands.
- When a goal is scored, teams reassemble and a new number is called. The winning team is the one that scores the most goals within a set time. This game can develop into soccer.

Discussion points for before, during and after the activity:

Before

- What strategies will you use if it is 2 v. 2?
- Predict the outcome of implementing these strategies.

During

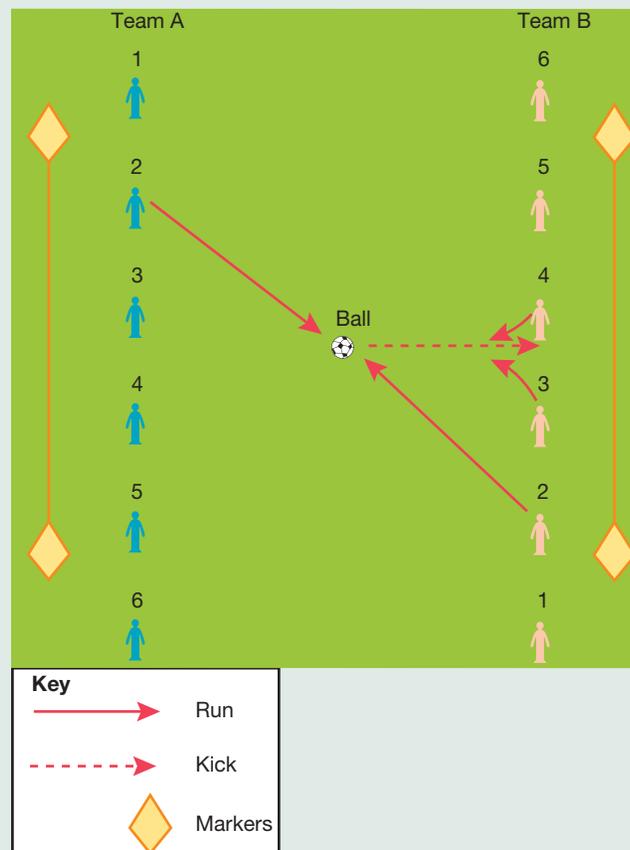
- Do you need to adapt your strategies when it is 3 v. 3?

After

- Did you borrow strategies from any other sports to use in this game?

Use the **Simple soccer** weblink in your learnON Resources for more information. You can record your discussion points using the **Simplified soccer** worksheet, also in your resources.

FIGURE 8.25 Set-up for simplified soccer



2 T-ball

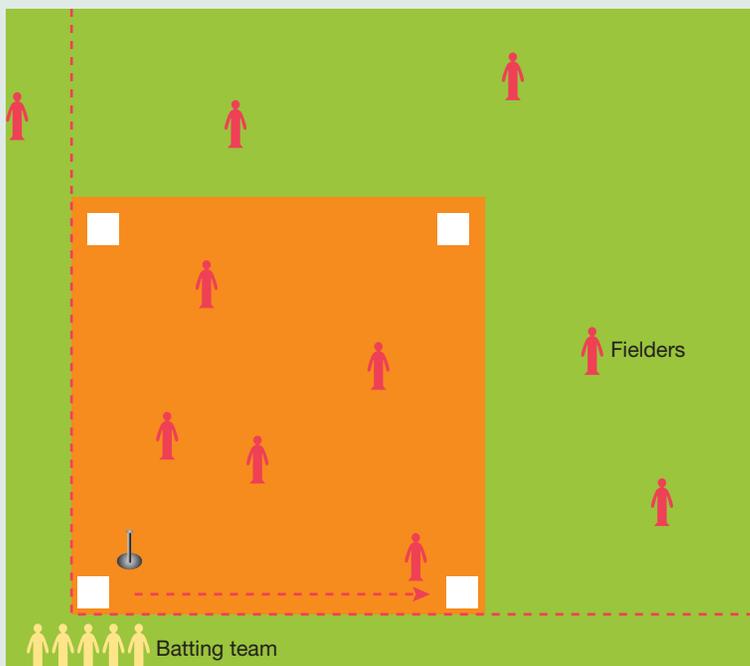
Equipment: T-ball stand, softball, softball bat, four bases, softball gloves, face mask, helmets, a softball diamond with bases about 15 metres apart

- Create teams of 10–12 players each. The batting team stands in batting order well away from the T-ball stand. The fielding team positions themselves on the bases and various places in between. Refer to figure 8.26 for the game set-up.
- The batter places the ball on the T-ball stand, hits it into the infield (inside the dashed lines shown in figure 8.26) and tries 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 in a straight line between bases. They can return to a base if the ball reaches the base ahead of them first, provided that base has 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 the 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 that scores the most runs.

T-ball involves many of the skills required in softball, but it is much easier to play because the ball to be hit is stationary. In softball, the pitched ball is moving rapidly towards the batter, so the hit requires good timing and **anticipation**.

anticipation the ability to expect or predict a particular action

FIGURE 8.26 Set-up for T-ball



3 Modified hockey

safety check 

Equipment: hockey sticks, soft foam ball, bucket, court

- Devise a game in which 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, how feet can be used to control/dribble the ball and how far it may be dribbled.
- Draft a list of safety issues, including about lifting sticks when close to other players.

- c. Discuss the game as a class, identifying the skills you will need to play the game effectively.
- d. Play the game.

Discussion points for before, during and after the activity:

Before

- How are the strategies to create space in hockey similar to those in soccer and netball?
- What strategies will you use to try to steal possession from an opponent?
- What types of passes will help most with maintaining possession?

During

- Have your strategies been effective?
- Do you think you could adjust your strategies to achieve greater success?

After

- Were you able to adjust your strategies effectively during the game in response to new challenges?



You can record your discussion points using the **Modified hockey** worksheet, in your learnON Resources.

4 Invasion games

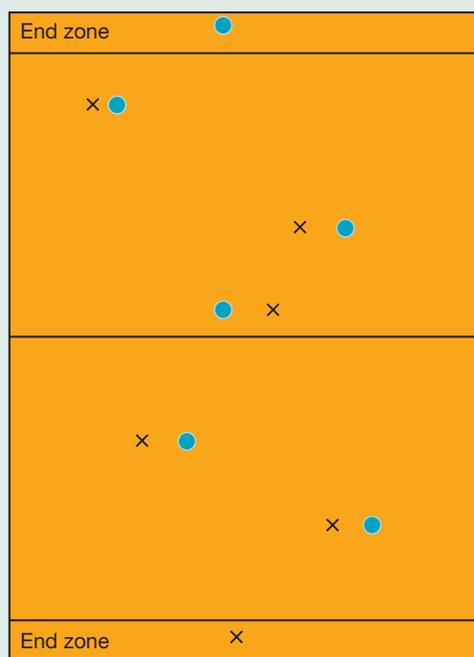
The invasion game activities below all focus on team strategies and tactics. While the sport used here is basketball, the activities can be applied to any invasion game. Use regular interval breaks to provide feedback to your teammates and seek advice from your teacher when necessary.

Defend the end – practising the principle of attack

Equipment: basketballs, cones

- a. Divide the group into teams of five. Players should set up with one team member in the end zone and the remainder in the middle (see figure 8.27).
- b. The aim is to pass the ball to the player in the end zone. This scores one point.
- c. Players in the middle pass the ball around to each other, using the principles of attack: width, mobility and depth. No dribbling is allowed.
- d. After five passes, the pass can be made to the end player.
- e. After a point is scored (by successfully passing to the player in the end zone), or after an intercept, the other team gets possession of the ball.
- f. At various stages during the game, the teacher or a student should call 'stop'. Check player positions. Then, leaving the defence in the same position, reposition the attacking team if required.
- g. As a group, reflect on the game.
 - i. Discuss how repositioning the team helped to achieve the objectives. Did you retain possession, move into dangerous space or score a goal?
 - ii. As an attacker, what type of pass worked best when a defender was in the way? Why?
 - iii. Discuss how you might transfer these skills to another invasion game.
 - iv. Think about how you could make this activity more challenging. Think about adding rules, equipment or more people.

FIGURE 8.27 Defend the end



Tag ball – practising the principle of defense

Equipment: basketballs, cones

- a. Using a quarter of a basketball court, set up groups of two defenders and four attackers.
- b. Defenders should try to tag an attacker while they have the ball. A point is awarded to the defending pair each time a tag is made. Defenders should be swapped after each minute of play.
- c. During the game, ensure defenders are putting pressure on the ball and forcing the attackers into corner space. This limits their options for passing and puts pressure on the pass.
- d. At various stages during the game, the teacher or a student should call 'stop'. Check player positions, then, leaving the attackers in the same position, reposition the defenders if required.
- e. As a group, discuss how you might force a player away from dangerous space and put pressure on the ball.

5 Decision making in orienteering

Orienteering has been called 'cunning running' because the sport requires participants to navigate through different types of terrain to access a series of checkpoints (called controls) in a timed competition. Finishing the course requires an efficient running technique, the ability to move through natural terrain and anticipate and react to obstacles.

- a. Use the **Orienteering Australia** weblink in your learnON Resources to find out more about orienteering.
- b. Create your own orienteering course to practise the skills of orienteering:
 - i. Make a map of your school grounds or use one already designed by your school.
 - ii. Set out a simple course with a number of controls.
 - iii. Create a more challenging course for your school that includes some checkpoints that are far away as well as some that are close. Allocate points for checkpoints so that those that are more difficult to find get more points than those that are close together or easier to find.

Hold a competition where students in small groups of 2 or 3 have an allocated amount of time to gather as many points as they can based on how many controls they obtain and the number of points each control is worth.

Discuss as a class what strategies each group used to gather the controls. Did they split the group up? Did they try for the more challenging but higher-valued controls first or try for the more accessible controls with less value?

Which was the winning strategy?

6 Create an attacking drill

- a. Investigate another small-sided game that could be used to develop attacking skills. Devise a drill for that purpose.

Use the **Small-sided soccer weblink** in your learnON Resources to help you.

- b. Justify the choices you made when developing your drill.

SUMMARY – what you need to know

- In sports, making good decisions quickly helps the game go smoothly and successfully.
- Game sense means being able to understand and react well to what's happening during a game.
- You can improve your game sense by watching, practicing, playing small games, and gaining experience.
- Skills learned in one sport can often be used in similar sports, making it easier to learn new games.
- Using a game-sense approach helps you apply your skills to many different games, making sports more fun and exciting.

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7, 8

■ LEVEL 3

9, 10

Check your understanding

1. Decision making is an important skill for playing sport. True or false?
2. It does not matter how long it takes you to make your decision in sport. True or false?
3. It is important to reflect on your past decisions to assess how effective they were. True or false?
4. **MC** You are trying to pass the ball to a teammate, but there is a defender in your way. You could:
 - A. wait until the defender moves and then pass the ball.
 - B. use a lob pass to pass the ball over the defender's reach to your teammate.
 - C. pass the ball out into space for your teammate to run on to.
 - D. Either B or C
5. **MC** You are serving in volleyball and you notice that the opposition players close to the net always jump up and spike the ball straight down. You should:
 - A. continue with your existing strategy.
 - B. serve the ball with more power.
 - C. serve the ball higher so that it will land near the rear of the court.
 - D. change your strategy for every serve.

Apply your understanding

6. **Explain** what 'game sense' means.
7. **Select** two sports in which passing is important. **Discuss** how what you have learned in one might help you in developing your skill in the other.
8. **Explain** why problem-solving activities are good for developing game sense.
9. For the following questions, think about when you played simplified soccer.
 - a. **Describe** the tactics your team used to prevent the ball from crossing the goal line.
 - b. As an attacker, **identify** what type of pass worked best when a defender was in the way. Why?
10. **Discuss** the importance of field placements in hockey and T-ball.

LESSON 8.6 Review

8.6.1 Success criteria

8.2 Using feedback

- I can describe the different types and sources of feedback.
- I can use feedback in order to improve individual and team performance.

8.3 Manipulating movement concepts and strategies

- I can describe the influence of the four movement concepts on performance.
- I can select or create strategies to use in different movement scenarios.
- I can evaluate the effectiveness of the strategies used to solve problems, and propose and implement alternative strategies to solve the same problem.

8.4 Transferring movement strategies

- I can identify sports that use similar strategies.
- I can transfer movement strategies from other contexts to solve movement challenges.

8.5 Decision making

- I can describe the decisions that need to be made in movement situations.
- I can justify the use of certain strategies to gain an advantage in movement scenarios.

ESSENTIAL QUESTION REVIEWED

How can I implement strategies and use feedback to solve movement challenges?

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

learn on

 Post-test	Online post-test
 eWorkbooks	Topic 8 eWorkbook
 Digital documents	Topic 8 Key term quiz Word version (doc-39462) Topic 8 Key terms Crossword Word version (doc-39463)
 Interactivity	Crossword (int-8920) Key term quiz (int-8988)

8.6.2 Key terms

anticipation the ability to expect or predict a particular action

auditory feedback information we receive through our sense of hearing

body awareness the ability to recognise your body's movements

effort awareness the ability to recognise your body's movements when performing physical activities

feedback information received about a skill or movement; can be internal or external

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

movement concepts includes body awareness, spatial awareness, effort awareness and relationship

movement strategies a variety of approaches that help a player or team achieve a movement outcome or goal

relationship the ability to recognise how your body moves in relation to the environment, other people and equipment

spatial awareness the ability to recognise the space around you and how your body moves in that space

technique the method used for performing a skill

timing the way the parts of a movement flow together

visual feedback information we receive as we see our own performance

8.6 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5, 6, 8, 9

■ LEVEL 2

7, 10, 11, 12, 13, 15, 16, 17

■ LEVEL 3

14, 18, 19, 20

Check your understanding

Identify whether the following statements are true or false.

Statement	True or false
1. Hearing the ball hit the middle of the bat whilst batting in cricket is classified as auditory feedback.	
2. Feedback is always helpful.	
3. We use our senses to receive and understand feedback.	
4. Game sense allows strategies to be readily transferred between games.	
5. An example of a transfer of skills is passing a ball in netball and passing a ball in team handball.	
6. An example of games with similar strategies is tennis and hockey.	
7. Someone with game sense can practise skills by making decisions and choosing actions for success.	
8. Tennis is an invasion game.	
9. Lawn bowls and darts are both target games.	
10. Cricket and softball are striking/fielding games.	

Apply your understanding

11. **Compare** the influence of feedback from a coach and a teammate.
12. **Identify** types of internal and external feedback.
13. **Explain** how feedback can be both helpful and unhelpful.
14. **Describe** a strategy you learned when playing a particular game that could be applied to solve similar problems in other games.
15. **Discuss** two things invasion games have in common.
16. **Outline** strategies used by fielding teams in two different striking/fielding games.
17. **Identify** three types of net/court games.
18. **Describe** how you can transfer strategies between netball and Australian Rules football.
19. **Justify** the use of different types of passes in netball.
20. **Explain** how the four movement concepts can be used in a game of your choice.

9 Leadership, collaboration and teamwork

LESSON SEQUENCE

9.1 Overview	325
9.2 Roles and responsibilities	326
9.3 Teamwork	331
9.4 Leadership	337
9.5 Inclusive participation	342
9.6 Assessing movement performance	346
9.7 Review	353

FIGURE 9.1 Teams are great for building skills, challenging our abilities and having lots of fun!



LESSON 9.1 Overview

9.1.1 Effective teamwork

Effective leadership, **collaboration** and teamwork are essential in games and sports. These three skills also translate into other tasks that we face in life, such as working with others at school or in the workplace. To be an effective team, all members need to play their part in achieving successful outcomes.

FIGURE 9.1 Teams are great for building skills, challenging our abilities and having lots of fun!



collaboration working together to produce something

ESSENTIAL QUESTIONS

- Why are leadership, collaboration and teamwork important when participating in physical activity and sport?
- How can you display good leadership, collaboration and teamwork skills when playing games?

STARTER QUESTIONS

1. How can we be successful and work together as a team?
2. What personal and social skills will you need to develop to be an effective team member?
3. Why is it important to include everyone in a game?

learn on

-  **Pre-test** Online pre-test
-  **eWorkbooks** Topic 9 eWorkbook
-  **Digital documents** All the digital documents for this topic
-  **Video eLesson** Leadership, collaboration and teamwork (eles-6026)
-  **Weblinks** Useful weblinks available throughout the topic

LESSON 9.2 Roles and responsibilities

LEARNING INTENTION

- Outline the roles and responsibilities that support good teamwork and lead to positive movement outcomes.

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.

Can you think of any other roles in sport that have not been mentioned yet?

FIGURE 9.2 All teams need a person or people to organise them.



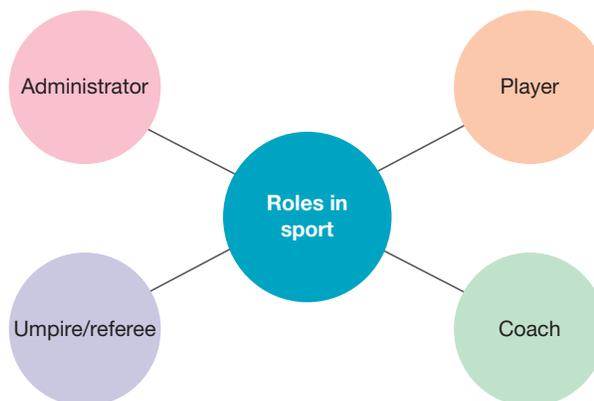
9.2.1 Roles in teams

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 lesson, you will examine a few of these roles.

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, collaborate with their teammates and perform other required tasks that assist the team.

FIGURE 9.3 Roles in sport.



Each team has a captain who must have good **leadership skills** and possess a strong understanding of the rules of the game. A good captain improves team cohesion and supports the team to aim for successful outcomes. The team captain may be elected by the players or appointed by the coach, organisation or committee. The captain makes important decisions during the game and liaises between the referee/umpire and fellow players regarding disputes and rule interpretations.

leadership skills the strengths and abilities individuals demonstrate to help guide and steer teammates to achieve common goals

Coaches can play a number of vital roles in helping teams achieve successful movement outcomes. Some of these are illustrated figure 9.4. They do not need to be elite athletes themselves, but they must have a good understanding of the game and be able to communicate their ideas and inspire others. They also need to have good leadership skills. The type of leader they are will change depending on the athletes they are coaching and the nature of the sport or physical activity.

FIGURE 9.4 The role of the coach.



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 be able to make decisions regarding their implementation. They often need to settle disputes and provide explanations to captains using their interpretation of the rules.

Finally, there is the role of administrator. This task requires good organisational and **communication skills**, as well as effective methods for helping people to work productively and within the timelines they are given. Administrators take care of tasks such as team registrations, uniforms, competition organisation and planning, as well as rewarding good sportsmanship with prizes and trophies.

FIGURE 9.5 Referees need a good knowledge of the game's rules to be able to use them during a game.



DISCUSS

Which of the roles do you think is the most important for a team's overall success? Which roles do you have experience with?

communication skills the ability to convey or share ideas and feelings effectively

9.2 ACTIVITIES

1 Roles in sport

Play a team sport such as soccer, netball or AFL.

- Allocate the following roles to team members:
 - players
 - coach
 - team captain
 - umpire.
- Define these roles and their responsibilities.
- Swap team roles halfway through. Compare the various responsibilities for each of the roles.
- Discuss the importance of all the roles in a team's success.

2 A team captain

- Form a group with a few other students who enjoy the same sports as you. Choose one sport to examine.
- Draw a table similar to the following or download the **Captain's role** worksheet in your learnON Resources.

Role	Plus	Minus	Interesting
Captain			

- Brainstorm the important qualities in a potential team captain for your chosen sport. Group your ideas into the above categories. A basic example is given below.

Role	Plus	Minus	Interesting
Captain	<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

- 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.

3 An administrator

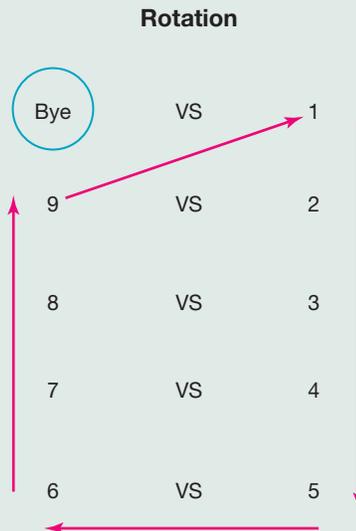
- a. You have been appointed to the match committee and are responsible for organising two competitions. One competition has eight teams and the other has nine teams. By the next committee meeting, you need to have a draw ready for consideration. How would you go about this?
- i. The first thing to think about is the number of teams. If the competition has an even number of teams, there won't be any byes. If the competition has an uneven number of teams, there will have to be a bye each week. It is much easier to use a system to make the draw rather than trying to work out matches by a process of elimination. 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 involves holding the first numbered team and rotating the remaining teams. Use this system and structure to organise your competition for eight teams.

FIGURE 9.6 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

- ii. 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. Use figure 9.7 to complete the draw for your competition for nine teams.

FIGURE 9.7 A system for an odd number of teams



- b. Use what you have learned to generate a round of competition for AFL.
- c. Sometimes it can be time-consuming to organise a full draw. Use the **Competition organisation** worksheet in your learnON Resources to explore how to organise a round-robin competition.



4 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. Following each game, rotate roles between coach, team member and umpire/referee. After you finish playing, as a group discuss and reflect on how the different roles contributed to the success of the games.

5 Reflect on a team competition

Think about the competition that you organised. Compare the different games that you played and make recommendations on how to improve the competition. Could additional roles be implemented that would improve how the competition ran?

SUMMARY — what you need to know

- Teams need many different roles, not just players.
- Coaches help players improve and lead the team.
- Referees or umpires make sure the game is played fairly by the rules.
- Captains lead their team and make decisions during the game.
- Administrators organise things like team registrations and uniforms.

9.2 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 3, 5

■ LEVEL 2

2, 4, 8

■ LEVEL 3

6, 7, 9

Check your understanding

1. **MC** A variety of roles and responsibilities are linked to the success of a team. In a soccer team, it is important that the player registrations are correct, uniforms are organised and there is communication with parents. This job is usually done by:
 - A. the coach.
 - B. a player.
 - C. an administrator, such as a team manager.
 - D. the umpire.
2. **MC** Identify the aspect that does NOT improve team cohesion.
 - A. Leadership
 - B. Confrontation
 - C. Collaboration
 - D. Cohesiveness
3. **MC** Identify whose role it is to make sure that players are kept safe and that the game is played fairly using the correct rules.
 - A. Umpire/referee
 - B. Captain
 - C. Coach
 - D. Team manager

4. A team captain is always elected by the players. True or false?
5. One role of a team captain is to liaise between the referee/umpire and fellow players regarding disputes and rule interpretations. True or false?

Apply your understanding

6. **Explain** the role of each of the following.
 - a. Team player
 - b. Team captain
 - c. Coach
 - d. Administrator
 - e. Referee
7. **Explain** how a round-robin tournament is organised.
8. **Investigate** the role of a sports trainer.
9. Choose one sporting role that appeals to you. **Analyse** the pluses and minuses of the role.

LESSON 9.3 Teamwork

LEARNING INTENTION

- Identify and apply the behaviours required to develop and improve teamwork.

ENGAGE

The backbone of teamwork is cooperation. Players have to work together to achieve a common goal and support each other to give their best performance for the benefit of the team.

Think about how a team can achieve this. Brainstorm what makes a good team?

-  You can use the **Work together** weblink in your learnON Resources to discover more about the importance of teamwork.

FIGURE 9.8 People work together in teams to achieve a common goal.



9.3.1 Communication is key

During team training and games, players must

- communicate and collaborate with one another
- strategise
- establish ways of arriving at important decisions
- 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.

During games, various forms of communication take place among players. The ability to apply and understand various verbal, physical and situational cues is important for effective teamwork and positive outcomes.

Verbal cues include things said during the game, such as ‘pass to me, I am open’. A captain can also verbally ask their teammates to take up a certain style of defence (e.g. by calling out ‘zone defence!’ in basketball). Physical cues are non-auditory but often involve signals such as hand gestures to direct the play. For example, in soccer, a player might point towards their foot in attack to indicate that they are open and want the ball passed to them. Situational cues allow players to read the situation of a game and respond appropriately. For example, a netballer needs to read the situation in defence, anticipate where the pass is likely to go and get themselves into position to make an intercept.

By communicating effectively, teams can identify and appropriately respond to relevant cues. This improves their chances of success.

9.3.2 Teamwork

Team activities provide an opportunity to:

- develop individual strengths and abilities
- develop cooperative skills
- make fitness gains
- experience personal growth.

In a rugby team, for example, the ball often 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.

People join teams for many reasons (see figure 9.11). In most sports, teams become involved in competitions. Although these provide a challenge and enjoyment for most people, negative behaviours are sometimes displayed by other players. Common causes of unsportsmanlike conduct include:

- frustration
- anger
- parental pressure
- use of unfair tactics
- unhealthy focus on winning.

FIGURE 9.9 Verbal, physical and situation cues can be used in games to communicate to teammates.

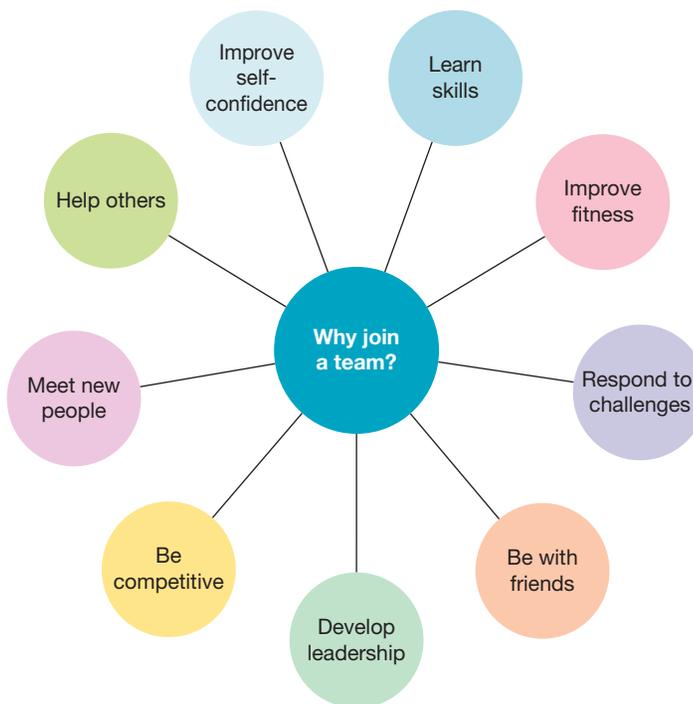


FIGURE 9.10 Being in a team provides opportunities to develop individual strengths and abilities.



To encourage positive behaviours, it's important to accept the rules of the game and always do your best. Being able to encourage teammates and showing respect by shaking hands at the end of the game shows good sportsmanship.

FIGURE 9.11 There are many reasons why you might join a team.



The activities for this lesson focus on developing teamwork. They will challenge your skill execution, decision-making ability and competitiveness. Hopefully, you will also be able to identify and experience some of the positive results of joining a team.

DISCUSS

Have you thought about why you play sport? Some reasons young people are involved in sport and physical activity include:

- to be with their friends
- to have fun
- challenge and excitement
- skill development
- a sense of personal achievement
- a feeling of responsibility towards others.

What is the main reason you play sport?

9.3 ACTIVITIES

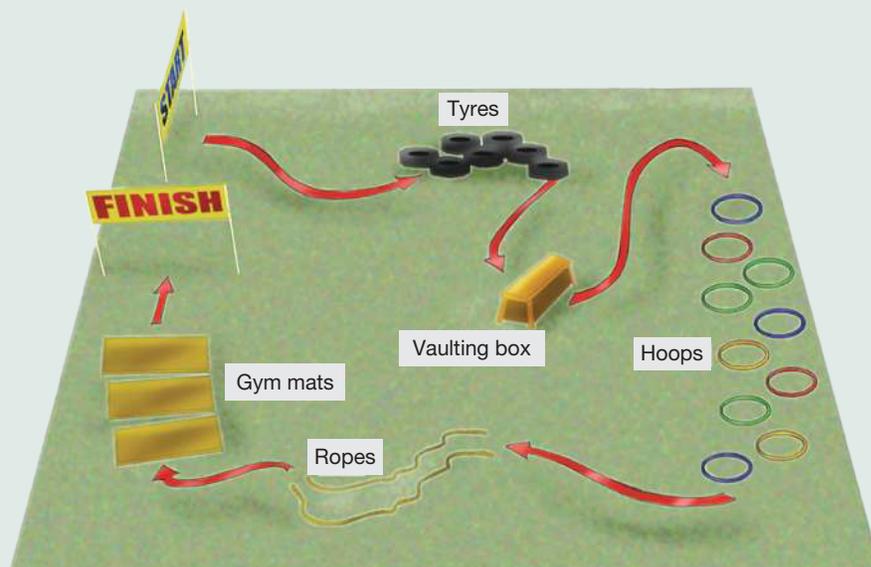
1 Teamwork and communication challenge

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 figure 9.12, 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 will 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 each team's times.

FIGURE 9.12 A teamwork challenge course



After finishing the obstacle course, each team should discuss the following questions:

- Identify your team's strengths.
- Identify your team's weaknesses.
- Explain how you used communication to improve your team's performance.
- Explain why communication was particularly important for the teammate who was blindfolded.
- Analyse what actions you or someone else in the team initiated that led to improvement for the team or a successful outcome.

Share your responses as a class.

2 Developing teamwork

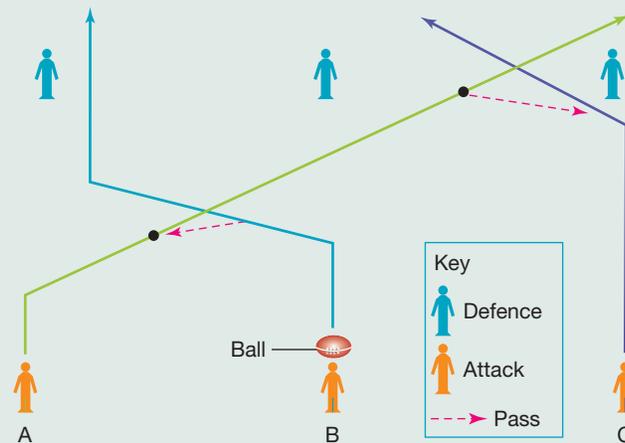
safety check 

Equipment: one football per group

- Study figure 9.13. It shows a simple rugby play in which three attacking players pass the ball and move right or left, forcing the defence to adjust.
 - Passes cannot travel in a forward direction (a forward pass).
 - Three players line up across the field; the middle player (B) starts with the ball.
 - As the players run forward, player B switches places with player A, passing the ball in the process (a switch pass).
 - Player A continues and switch passes to player C, who ends up in the centre.
 - Repeat from step 1.
- In groups of three, perform this move and, additionally, plan two other moves that help create space for one of your players.
- Try all three moves against three passive defensive players. As you become more comfortable with your moves, the defence can become an **active defence**, and you can increase the pace.

active defence defence that pressures the attack, intercepts the ball and/or frustrates the flow of play

FIGURE 9.13 Developing special plays helps develop teamwork.



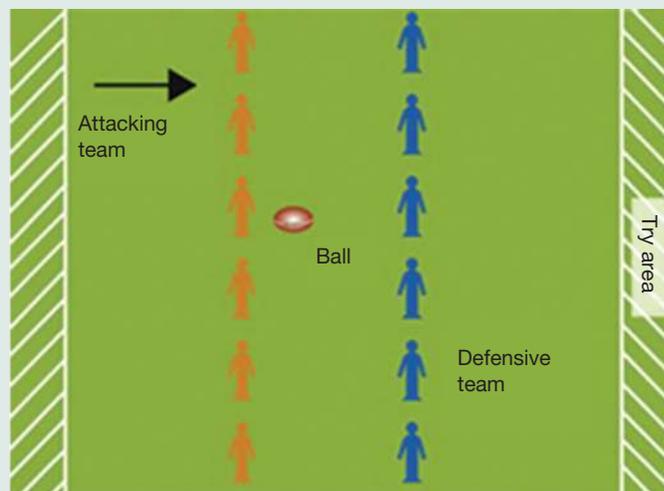
3 Touch

safety check 

Equipment: one football (any type) for every two teams, markers for goals

- a. 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 9.14). 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.
- b. Once you are comfortable with this game, try some of the following variations:
 - i. Experiment with different types of balls.
 - ii. 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.
- c. Use the **Touch football** weblink in your learnON Resources 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 then reflect on why.

FIGURE 9.14 Teamwork can be developed in simple activities such as avoiding being touched while in possession of the ball.



SUMMARY – what you need to know

- Teamwork means working together to reach a common goal.
- Good communication is important in teamwork, using words or signals during games.
- Team activities help you improve your strengths and skills.
- People join teams to have fun, make friends, and challenge themselves.
- Playing by the rules and showing respect to others shows good sportsmanship.

9.3 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 4, 5

■ LEVEL 2

2, 3, 7, 8

■ LEVEL 3

6, 9

Check your understanding

1. **MC** Teamwork enables players on the same team to come up with appropriate strategies to improve performance. These strategies are commonly referred to as:
 - A. tactics.
 - B. attacking moves.
 - C. defensive moves.
 - D. rules.
2. **MC** 'A champion team will always beat a team of champions' is a common saying in sport. What is the essential ingredient for a 'champion team'?
 - A. Skills
 - B. Teamwork
 - C. Fitness
 - D. Confidence
3. **MC** Which of the following is an example of a situational cue?
 - A. Giving a hand gesture that you are open
 - B. Calling out to your teammate to pass you the ball
 - C. Clapping your hands to get your teammate's attention
 - D. Going to make a pass to a teammate but seeing that they are heavily marked by the opposition, so looking for another option
4. Players need to work together in a team game to make sure they are all working towards a different, individual goal. True or false?
5. Players often have to use various forms of communication during game situations. True or false?

Apply your understanding

6. **Identify** four characteristics (e.g. trust) that help team members work together effectively. **Explain** how each improves team cohesion.
7. **Describe** how communication can be positive and contribute to successful outcomes for a team.
8. **Describe** how a breakdown in communication can be negative and reduce a team's chances of success.
9. **Analyse** why collaboration among team members is a vital part of the decision-making process.

LESSON 9.4 Leadership

LEARNING INTENTION

- Describe the roles of a leader in sport and physical activity.

ENGAGE

Team sports and physical activity pose many opportunities for players to become leaders. The skills you learn in relation to leadership on the sporting field are valuable and can be transferred and used in many aspects of your life.

Can you think of some specific non-sport-related examples of when leadership is important in life?

9.4.1 Role of a leader

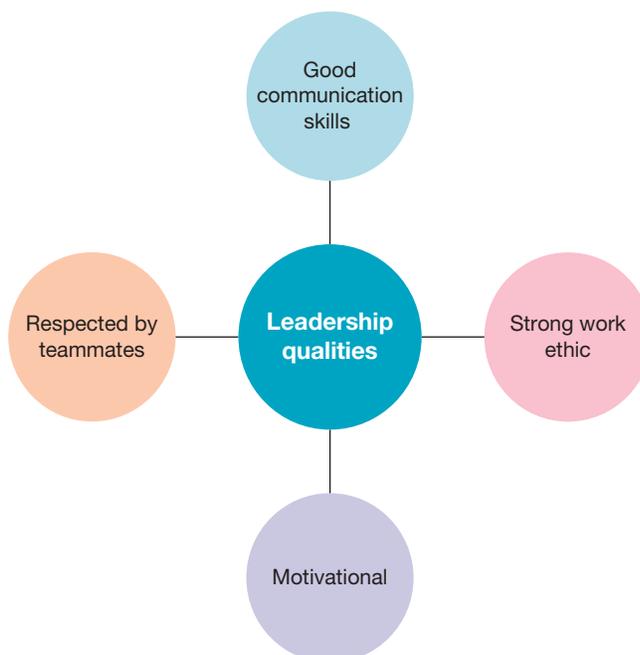
Within teams, there are always clear, defined leaders, such as the coach, captain or vice-captain. However, just because you do not have a clearly appointed leadership position does not mean that you won't have many opportunities to be a leader both on and off the field. Examples of leaders in a team that might not be formally identified can include:

- a player who actively boosts the morale of the team with praise and positive reinforcement.
- a player who always gives 100 per cent effort in training and games and leads by example.
- a player who has a lot of experience and has been playing the sport for many years, and who can share valuable knowledge and expertise with others about **tactics and strategies**.

tactics and strategies planned moves used to out-manoeuvre opponents and provide your team with an advantage; used in both attacking and defensive situations

Whether formally or informally, various roles on a sporting field involve players leading or being led by others.

FIGURE 9.15 Good leaders generally possess certain qualities.



9.4.2 Qualities of good leaders

There are many different styles of leadership. A leader must have sufficient experience, knowledge and skills to change their style of leadership depending on the situation and desired outcome. Some of the major leadership styles, along with the strengths and weaknesses of each style, are outlined in table 9.1.

DISCUSS

Think about a leader in sport that you have known. Which of the leadership styles in table 9.1 did they use? Was it effective? Why or why not?

FIGURE 9.16 Good leadership helps achieve success on the sports field.



TABLE 9.1 Leadership styles, strengths and weaknesses.

Style of leadership	Strengths	Weaknesses
<i>Democratic.</i> The leader may call for a vote among the group and the majority wins. Alternatively, the leader may ask for everyone's ideas and make a decision based on the majority of views. They may try to get everyone to agree to a decision.	<ul style="list-style-type: none"> • Individuals feel important and valued. • The whole group has a chance to give opinions and use their experience. • The group is given responsibility and ownership of the decision. • A wider range of options are identified. • People have the opportunity to learn through experience. 	<ul style="list-style-type: none"> • Not all group members may have the relevant experience to make a decision. • Creates uncertainty. • Conflict may result from differing opinions. • May take some time to reach a decision. • A clear decision may not be reached. • Can be too slow if a safety issue is involved.
<i>Laissez-faire.</i> This type of leader is often disorganised, very casual and leaves decisions to chance.	<ul style="list-style-type: none"> • Can promote leadership opportunities in the group. 	<ul style="list-style-type: none"> • Can result in dangerous situations emerging due to lack of leadership. • The group may not pay enough attention to important issues.
<i>Autocratic.</i> The leader is clearly in charge. They make decisions without asking for anyone's ideas.	<ul style="list-style-type: none"> • Saves time, which can be important in potentially dangerous situations, such as bad weather. • Responsibility is clearly held by decision maker. 	<ul style="list-style-type: none"> • Removes control from the group members — they have limited input and involvement. • Participants may have alternatives to the leader's decisions that are not considered. • Levels of dissatisfaction and frustration may cause conflict.
<i>Strategic non-intervention.</i> The leader observes from a distance and steps in only if the situation is becoming dangerous.	<ul style="list-style-type: none"> • Promotes group decision making and teamwork. • Useful in assessment situations where participants are encouraged to display leadership, such as the Duke of Edinburgh Award. 	<ul style="list-style-type: none"> • Situation may become dangerous if leader doesn't step in at the right time.

9.4 ACTIVITIES

1 Informal and formal leadership

Equipment: a selection of footballs, netballs, volleyballs and basketballs

- As a class, choose a game such as soccer, netball, volleyball or Aussie Rules. Divide the class into teams and play multiple rounds of the game.
- Now appoint a leader or captain of each team. As a group and under the captain's leadership, plan a move or strategy that will help advance the ball and improve the team's opportunity for scoring. Plan your move on paper and practise it within your group. Make sure that all players have a role.
- Have teams play multiple games again and try to implement their move or strategy during the games.
- As a class, discuss the difference between the first round of games and the second. Was there a clear difference in how the team played after a leader was appointed?

2 Leadership activities



Complete the three challenges outlined below in groups and then discuss the questions that follow. You can use the **Leadership activities worksheet** in your learnON Resources to keep notes.

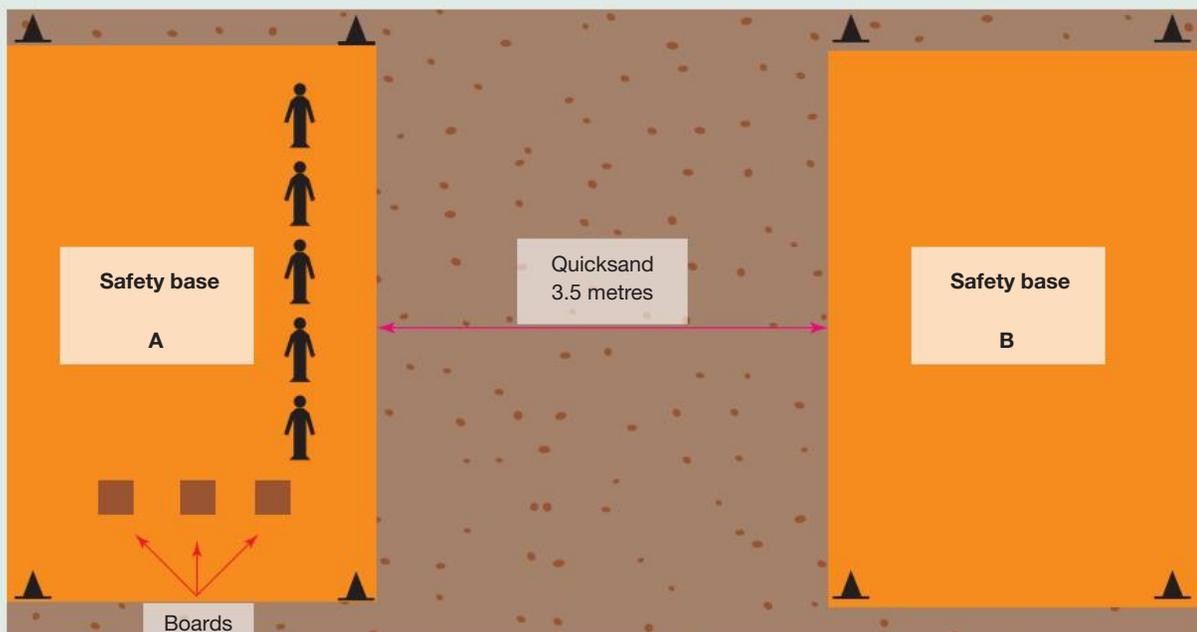
Quicksand

safety check 

Equipment: eight markers, three pieces of board (each about 30 cm²)

Use the markers to outline two safety bases (A and B) that are 3.5 metres apart, as illustrated in figure 9.17. 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 or it will sink.

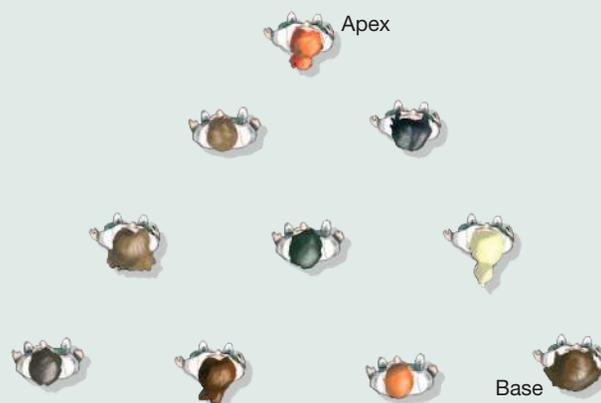
FIGURE 9.17 Quicksand



Flip

Divide the class into groups of ten 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 figure 9.18. The idea is to swap the ‘base’ with the ‘apex’ (as indicated in the figure) by moving only three people.

FIGURE 9.18 Flip

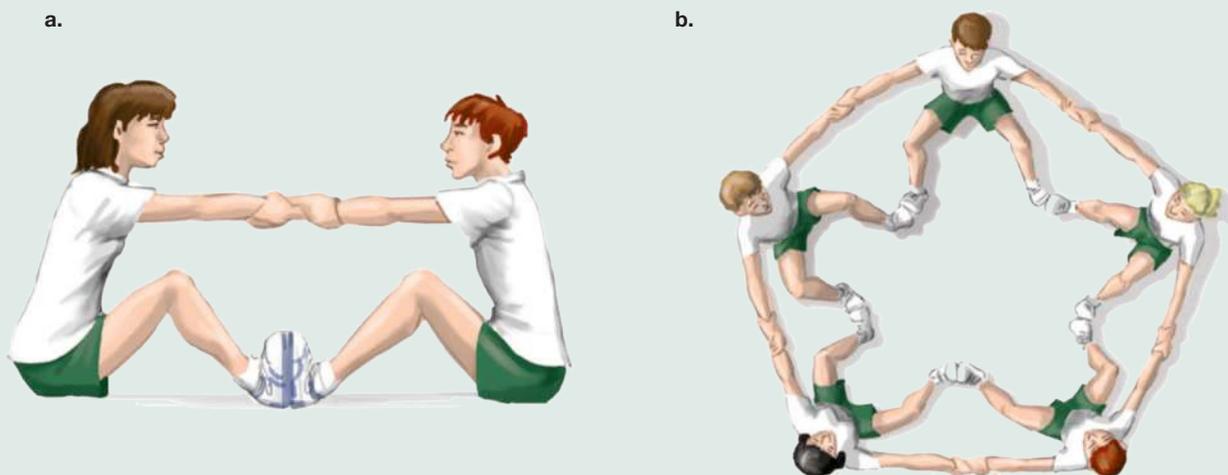


Rise and grow

safety check 

Form pairs and sit on the ground with your hands joined and the soles of your feet together (see figure 9.19a). The aim is to try to pull each other off the ground to a standing position. When you are able to do this, form threes, fours and even larger groups and perform the same task (see figure 9.19b). See how big your group can become before the task becomes too difficult to do.

FIGURE 9.19 Rise and grow **a.** in pairs and **b.** in groups.



- Identify how your group decided what plan of action to take when completing the challenges.
- Was there a clear leader in each of the activities?
- Describe what style of leadership was implemented during each challenge. Was it effective?
- Evaluate how important it was to communicate and listen to others' ideas when coming up with a plan for each challenge.
- Assess how participation in these games helped develop leadership qualities.

3 Applying the right leadership style

In groups of 3–4, discuss the leadership style that would be the most effective in each of the following situations:

- coaching a junior rugby league team that is new to the sport
- confronting a fellow team member who is being rude and aggressive to the officials
- a basketball team captain suggesting a change of defensive strategy after the first quarter
- refereeing a match
- allocating positions to a netball team.

SUMMARY – what you need to know

- Leaders in sports can be coaches, captains, or even players without a formal title.
- Good leaders boost team morale, lead by example, and share their experience and knowledge.
- Different leadership styles include democratic (group votes), laissez-faire (very casual), autocratic (leader makes all decisions), and strategic non-intervention (leader steps in only when needed).
- Each leadership style has its own strengths and weaknesses.

9.4 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 5

■ LEVEL 2

3, 4, 6, 9

■ LEVEL 3

7, 8, 10

Check your understanding

1. **MC** Which of the following is NOT a quality of an effective leader?
 - A. Cooperative
 - B. Motivational
 - C. Indecisive
 - D. Respected
2. **MC** An informal team leader is one who:
 - A. is appointed by the coach.
 - B. has not been officially appointed to a leadership role.
 - C. is the captain.
 - D. is the vice-captain.
3. **MC** Which style of leader is most likely to call a vote among team members?
 - A. Democratic
 - B. Autocratic
 - C. Laissez-faire
 - D. Strategic non-intervention
4. The most effective leader is a democratic one. True or false?
5. You need to be outspoken to be a good leader. True or false?

Apply your understanding

6. **Identify** four characteristics that you feel are important for leaders within sport. **Explain** how they help the team achieve success.
7. **Assess** the impact of having too many players wanting to be a leader in one team.
8. **Explain** why leadership is important when planning effective team tactics and strategies.
9. **Describe** what style of leader you think you are.
10. **Reflect on** the best leader you have had during a sport or physical activity. What style of leader were they? Why do you think they were so effective?

LESSON 9.5 Inclusive participation

LEARNING INTENTION

- Investigate the modifications that can be made in order to support inclusive participation in sport and physical activity.

ENGAGE

Everybody has the right to engage in sport or physical activity, regardless of their age, gender or ability. Sometimes, rules, equipment or scoring systems can be modified to allow all participants to be included and enjoy success.

Think about the first sport you played as a child. What modifications were made in the game so that everyone could play?

FIGURE 9.20 In games such as basketball, younger players use smaller balls.



Certain modifications can be put in place in relation to the rules, equipment or scoring systems of sports and physical activities. This makes it possible for all participants to feel included and enjoy success. The modifications made will be specific to the sport and the participants taking part. Modifications may be needed in the following situations:

- Players are beginners, and the full version of the game is too complex for them to manage.
- Players have a disability and the game needs to be made more inclusive.
- Players have very mixed abilities (e.g. some participants have very strong skills, while others are still developing their basic skills).

Modifications in sport are common practice. This is important to ensure that all people have access to sport and physical activity and can enjoy the benefits of engaging in lifelong physical activity.

FIGURE 9.21 Modifications are often made during junior sport to make it more inclusive for all participants.



9.5.1 Rule modifications

Some common rule modifications include:

- reducing the number of players per team to increase the chances of all players being involved (e.g. soccer)
- having a greater number of players on a team to reduce the amount of activity required by each player (e.g. beach volleyball)
- grouping participants by ability rather than by age (e.g. rugby league)
- modifying the playing area by having smaller fields, courts or pitches (e.g. AFL)
- modifying the playing surface, such as playing on grass instead of asphalt (e.g. netball)
- shortening the length of time for each quarter, half or game
- creating or reducing zones that players must remain in for each position
- allowing more substitutions than is normally permitted
- reducing or extending the time to perform actions (e.g. shooting in netball)
- allowing the coach to be on the field with the players (e.g. coaching the runner in softball)
- allowing more bounces than are normally permitted (e.g. tennis)
- having underarm pitching or throwing (e.g. cricket, softball or baseball)
- allowing the ball to be hit any number of times (e.g. volleyball)
- modifying distances for defending.

FIGURE 9.22 Modifying the size of the field is a common modification implemented for young athletes.



9.5.2 Equipment modifications

Some common equipment modifications include:

- using lighter bats or racquets and/or shorter handles
- using lighter, bigger and/or slower bouncing balls, or balls with bells inside
- using equipment that contrasts with the playing area (e.g. white markers on grass, fluorescent balls)
- lowering goals or nets so they aren't as high
- shortening the width and height of goals (e.g. soccer goals)
- using equipment such as a T-ball stand in sports such as baseball and softball
- having bumpers on or using a bowling ramp in tenpin bowling
- using an ice skating helper when learning how to ice skate for the first time
- using training wheels on bikes.

FIGURE 9.23 Training wheels are added to the bikes of beginners to assist their learning to ride a bike.



9.5.3 Scoring system modifications

Some common scoring system modifications include:

- not scoring the game at all to reduce competitiveness and shift the focus from winning to participating
- requiring a minimum number of passes before trying to shoot or score a goal

- having multiple scoring options, such as awarding one point for hitting the backboard or ring in basketball and two points if the ball goes in
- having different scores for different players or positions on the field
- changing the scoring system for boxing and martial arts to only include shots to the torso and arms, not the head or legs.

DISCUSS

What modifications could be made to various sports to ensure that someone who is in a wheelchair can participate?

FIGURE 9.24 Many modifications can be made to sports to ensure all participants are included.



9.5 ACTIVITIES

1 Rule modifications

Pick a sport that the whole class is familiar with, such as soccer, basketball or touch football.

Decide on five additional rules that you will implement in the game that allow everyone to play successfully. Play the game as a class, with the rule modifications.

2 Modifications of traditional games

 In small groups, go to your learnON Resources and access the weblink **Yulunga Traditional Indigenous Games**. Learn how to play one of the games and then consider what modifications would make it more inclusive.

3 Sitting volleyball

As a class, research 'Sitting volleyball' and come up with a one-page overview of how to play the game. Play sitting volleyball as a class, and then discuss the following questions:

- Identify the major differences between sitting volleyball and traditional volleyball.
- Describe the challenging aspects of the game.
- Identify who could benefit from playing this modified version of volleyball.
- Did you enjoy this version of volleyball? Explain why or why not.

4 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 players? Explore the scenario in the weblink **Play by the rules: Teams** in your learnON Resources.



5 Girls playing in boys' sports teams

You are a boy, and you play on a football team. Louisa, a girl, wants to play on your football team. Develop a list of issues that need to be considered in this situation.



Explore the scenario in the weblink **Play by the rules: Gender** in your learnON Resources.

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.

- What rules should be created for parents' involvement in junior sport?
- What issues should be considered?
- Should parents be involved in the selection of teams that include their children?
- Should parents be involved in coaching teams that include their children?

SUMMARY – what you need to know

- Sports can be modified so everyone can play, no matter their age, ability, or if they have a disability.
- Rule changes can include fewer players, smaller fields, and more substitutions.
- Equipment can be modified, like using lighter balls or lowering the goals.
- Scoring systems can be adjusted to make games less competitive and more fun.
- These changes help everyone feel included and enjoy playing sports.

9.5 Exercise

learnON

Learning pathways

■ LEVEL 1

1, 2, 4, 5

■ LEVEL 2

3, 6, 7

■ LEVEL 3

8, 9

Check your understanding

1. Match the correct terms with their examples.

Modification	Example
a. Modified rule	A. Lower goals in netball
b. Modified equipment	B. All players must touch the ball before a point will be awarded
c. Modified scoring system	C. Fewer players on the field



2. **MC** Modifications in sport improve access for:
 - A. players with a disability.
 - B. players who are young.
 - C. players who are beginners.
 - D. All of the above
3. If you make rule modifications, you do not need to make equipment modifications. True or false?
4. Balls can be modified in games to make them easier to use. For example, they can be made lighter, bigger, fluoro-coloured, or have bells in them. True or false?
5. All children's sport should be scored and have a winner. Without this, there is no point in playing. True or false?

Apply your understanding

6. **Identify** three modifications that could be applied to any sport.
7. In your own words, **explain** why it is important to have modifications in sport.
8. **Assess** the advantages and disadvantages of parents being involved in junior sports.
9. **Analyse** the importance of implementing modifications to equipment, rules and scoring systems for young players in a sport of your choice.

LESSON 9.6 Assessing movement performance

LEARNING INTENTION

- Apply scoring systems in activities to assess movement performances fairly.

ENGAGE

Many elite sports have introduced specific technologies to increase the accuracy and fairness of decisions made by officials throughout the game. What are some of these technologies?

FIGURE 9.25 Technology can help increase the accuracy of decisions made by officials, such as whether the ball was in or out in tennis.



9.6.1 Objective and subjective performance scoring systems

Objective performance scoring systems involve the use of times, distances or guidelines to judge a performance. They include things like stopwatches or distance measures, and provide fair, consistent and accurate information about certain aspects of performance. They are used in sports such as athletics and swimming.

objective performance scoring systems scoring systems that use times, distances or guidelines to judge a performance

FIGURE 9.26 Objective performance scoring systems, such as measurements of height, are used for events like high-jump.



Subjective performance scoring systems require a judgement of performance quality based on feelings, impressions or opinions. These are used in sports such as dance, gymnastics and aerial snow sports.

subjective performance scoring systems scoring systems that require a judgement of performance quality based on feelings, impressions or opinions

Many sports use a combination of objective and subjective performance assessments (see table 9.2).

TABLE 9.2 Objective and subjective performance assessments for three sports.

Activity	Objective assessment	Subjective assessment
Basketball	The throw for goal went through the basket.	The offence scored as a result of poor positional play by the defence.
100 m sprint	The sprinter completed the 100-metre race in 12.06 seconds	The body positioning looked awkward and could be improved.
Swimming	She completed the 50-metre race in 32.7 seconds.	Her slower time was caused by a faulty breathing technique.

9.6.2 Developing scoring systems

When assessing movement performance, it is important to develop scoring systems that help make the assessment fair and consistent. This can be done by using:

- *checklists*: lists that include elements such as style, technical correctness, sequencing and execution of the required skill
- *measurement systems*: instruments that accurately discriminate one set of data from another (e.g. measuring tapes for distance)
- *established criteria*: a set of procedures, rules or guidelines that indicate how an activity is to be assessed
- *rating scales*: a degree-of-difficulty sheet that awards more marks for movements that are difficult to perform.

FIGURE 9.27 Measurement systems can be used to assess performance.



In relation to team games, statistical information can be used to assess performance. For example:

- possession skills (e.g. passes received and possessions lost)
- passing skills, including the effectiveness of the pass
- successful and unsuccessful scoring attempts
- movement patterns that indicate the type of movement (e.g. running, side stepping, jogging and shuffling backwards).

9.6.3 Officiating the game

FIGURE 9.28 During less formal games, players often officiate the game.



During game play, it is important to have a person responsible for officiating the game. Officials are often referred to as referees or umpires. Their role includes things like:

- starting and stopping the game
- awarding penalties
- awarding points for successful play
- keeping score, time or distance
- ensuring the safety of participants.

Sometimes, independent officials are responsible for officiating the game, such as during weekend sport, athletics carnivals or representative school sport. During less formal games or activities, players themselves might also act as the official of the game. Both options have benefits and drawbacks, as outlined in table 9.3.

TABLE 9.3 Benefits and drawbacks of independent versus player officials.

	Independent officials	Player officials
Benefits	<ul style="list-style-type: none"> • They have no bias towards particular players or teams. • They have a strong understanding of all the rules. • They can make sure all safety measures are followed. 	<ul style="list-style-type: none"> • Helps to learn the rules better and see play from a different perspective. • Is a good job for someone who is injured or can't play for another reason, so that they are still included. • Multiple games can be conducted at once, and players can take turns being the official.
Drawbacks	<ul style="list-style-type: none"> • They often require payment, which might not be in the budget. • If only one independent official is available, only one game can be conducted at a time. • It makes the competition more serious and competitive, rather than about having fun. 	<ul style="list-style-type: none"> • They might not be experienced in this role and might not know all the rules. • Other players might not respect them as much as an independent official and not listen to their calls. • Play could be dangerous if they do not make sure that safety guidelines are followed.

DISCUSS

Have you experienced refereeing? What were the positives and negatives in your experience?

9.6 ACTIVITIES

1 Tennis evaluation system

Equipment: tennis racquets, balls

- Set up an observation plan, using a device to record the skills. You could use the slow-motion feature on a phone or iPad, or an app such as Hudl Technique.
- Perform each of the following ten times:
 - forehand
 - backhand
 - serve and volley.
- Using the replay function on your device, evaluate each skill using the following tennis skills checklist. You can download the **Tennis skills checklist** worksheet in your learnON Resources.



Tennis skills checklist	
Performer: _____	Observer: _____

Directions: Watch the performer and identify one successful element and one that needs work.

Picture of skill	Teaching points	
Forehand 	<ul style="list-style-type: none"> Eyes on the ball Stands side on to target Steps forward with opposite foot when hitting Follow through around body 	
	Successful	Needs work
Backhand 	<ul style="list-style-type: none"> Eyes on the ball Dominant hand below non-dominant hand on grip Step forward when hitting Follow through around body 	
	Successful	Needs work
Serve 	<ul style="list-style-type: none"> Preparation position with foot at service line Ball toss as racquet comes behind body Racquet head up and behind with bent elbow Ball is hit with extended arm so that it travels over the net 	
	Successful	Needs work
Volley 	<ul style="list-style-type: none"> Feet shoulder width apart Eyes on the ball Short backswing Racquet head above wrist on contact 	
	Successful	Needs work

d. Was this scoring system effective for assessing these movement skills? How could you adapt it to better assess the skills?

2 Speed test

Equipment: tape measure, stopwatches

Perform the speed test described below.

- Measure a 50-metre straight line on flat ground.
- Form pairs. Choose who will be the first runner and who will be the first timekeeper.
- Have a general warm-up focusing on leg stretches.
- Practise 'on your mark', 'set' and 'go'. Allow about two seconds between 'set' and 'go'.
- Practise starting the stopwatch on the 'go' movement; that is, the first movement forward.

- f. The runners should now go to the starting line and the timekeepers should go to the finish line.
- g. Start the runners and time them over the full distance.
- h. Allow three runs and select the best time.
- i. The runners and timekeepers should swap between each run to allow time for recovery.
- j. Take the best time for each person.

Use table 9.4 to evaluate your performance.

TABLE 9.4 Scoring system for the 50-metre sprint

Time (seconds)		
Classification	Boys	Girls
Excellent	≤ 7.0	≤ 7.5
Good	7.1–7.4	7.6–8.2
Average	7.5–8.3	8.3–8.9
Fair	8.4–8.9	9.0–9.4
Poor	≥ 9.0	≥ 9.5

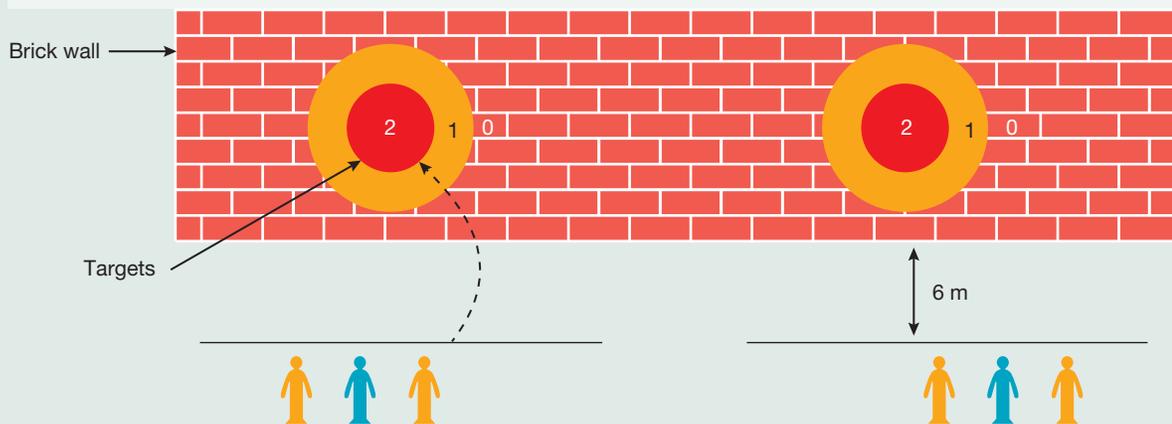
Was this scoring system effective for assessing the 50-metre sprint? How could you adapt it to better assess sprinting?

3 Throwing accuracy test

Equipment: basketballs/netballs, target

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

FIGURE 9.29 How to set up the throwing accuracy test



- b. Was this scoring system effective for assessing throwing ability? How could you adapt it to better assess the skill?

4 Design your own

In pairs, design your own scoring system to assess movement performances in a sport of your choice. Be prepared to explain these tests to the rest of the class.

5 Officiating a game

As a class, decide on a sport to play. The majority of the class should be familiar with the rules of the sport chosen. As a class, prepare an overview of all the major rules of the sport. Each member then needs to familiarise

themselves with the rules. Play a round-robin tournament of the sport. Make sure that each student has a chance to be the official referee or umpire.

Discuss the following questions:

- a. What were the positives of the experience from both the official's and players' perspectives?
- b. What were the negatives of the experience from both the official's and players' perspectives?
- c. Would these games have been different if an independent official was refereeing/umpiring?
- d. Share some personal reflections in relation to refereeing or umpiring.

SUMMARY — what you need to know

- Sports use different ways to score performances.
- Objective scoring uses tools like stopwatches and measuring tapes to get exact results.
- Subjective scoring is based on opinions about how well the performance was done, like in dance or gymnastics.
- Officials, like referees, make sure games are played fairly and safely by starting and stopping the game, awarding points, and giving penalties.
- Sometimes, players can act as officials, but this has both good and bad points.

9.6 Exercise

learn **on**

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7

■ LEVEL 3

8, 9

Check your understanding

1. **MC** Which one is NOT an objective measure?
 - A. Personal opinion on movement efficiency
 - B. Distance thrown in shotput
 - C. Time taken to sprint 200 m
 - D. Height jumped in high jump
2. **MC** Which of the following sports would not be deemed subjective in nature?
 - A. Dance
 - B. Diving
 - C. 50 m freestyle
 - D. Synchronised swimming
3. Scoring systems such as a criteria or checklist should be implemented to make sure scoring is consistent and fair. True or false?
4. Refereeing or umpiring is a great way for young people to learn a game better. True or false?
5. The more subjective the scoring is, the fairer it is for all participants. True or false?

Apply your understanding

6. **Explain** why it is important to assess movement performances.
7. **Explain** the role of feedback in improving the way we perform skills.
8. What is a checklist? **Describe** how it might be used to measure skill.
9. **Assess** the benefits of having players referee games, rather than independent officials.

LESSON 9.7 Review

9.7.1 Success criteria

9.2 Roles and responsibilities

- I can outline the roles and responsibilities that support good teamwork and lead to positive movement outcomes.

9.3 Teamwork

- I can identify and apply the behaviours required to develop and improve teamwork.

9.4 Leadership

- I can describe the roles of a leader in sport and physical activity.

9.5 Inclusive participation

- I can investigate the modifications that can be made in order to support inclusive participation in sport and physical activity.

9.6 Assessing movement performance

- I can apply scoring systems in activities to assess movement performances fairly.

ESSENTIAL QUESTIONS REVIEWED

- Why are leadership, collaboration and teamwork so important when participating in physical activity and sport?
- How can you display good leadership, collaboration and teamwork skills when playing games?

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

learn on

 Post-test	Online post-test
 eWorkbooks	Topic 9 eWorkbook
 Digital documents	Topic 9 Key term quiz Word version (doc-39465) Topic 9 Key terms Crossword Word version (doc-39466)
 Interactivity	Crossword (int-8921) Key term quiz (int-8989)

9.7.2 Key terms

active defence defence that pressures the attack, intercepts the ball and/or frustrates the flow of play

collaboration working together to produce something

communication skills the ability to convey or share ideas and feelings effectively

leadership skills the strengths and abilities individuals demonstrate to help guide and steer teammates to achieve common goals

objective performance scoring systems scoring systems that use times, distances or guidelines to judge a performance

subjective performance scoring systems scoring systems that require a judgement of performance quality based on feelings, impressions or opinions

tactics and strategies planned moves used to out-manoeuvre opponents and provide your team with an advantage; used in both attacking and defensive situations

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

■ LEVEL 2

11, 12, 13, 14, 16

■ LEVEL 3

15, 17, 18, 19, 20

Check your understanding

Identify whether the following statements are true or false.

Statement	True or false
1. A team manager is an example of a role performed in sport.	
2. The role of the coach includes conducting training sessions.	
3. Safety in sport is the sole responsibility of the coach.	
4. A round-robin tournament is a type of competition.	
5. The best player in the team is always the captain.	
6. People generally join a team to win competitions.	
7. Collaboration is an important part of working well as a team.	
8. Scoring systems help make movement assessments consistent and fair.	
9. Teamwork involves dictating strategies to other players.	
10. Communication is important to develop teamwork.	

Apply your understanding

11. **Explain** some responsibilities and tasks that you could contribute to your team's performance.
12. **Describe** how you might modify the rules in a game to allow everyone to achieve success.
13. **Discuss** why people join teams.
14. **Explain** the importance of activities like 'teamwork challenges' in developing teamwork skills.
15. **Discuss** the importance of leadership in teamwork.
16. **Explain** why teams develop and implement tactics and strategies.
17. Why is collaboration important in games? **Discuss** how it can be improved.
18. **Describe** the role of a coach in a sporting team.
19. **Analyse** why it is important for sports to be inclusive for people of all abilities.
20. **Compare** objective performance scoring systems with subjective performance scoring systems.

There are so many ways to be physically active, so it's hard to believe that the WHO estimates that one in four people globally, and 81 per cent of adolescents, do not do enough physical activity. Some reasons for this lack of physical activity include changing transport patterns, increased use of technology for work and recreation, cultural values and increasing **sedentary behaviour**.

While there is a strong relationship between increased sedentary behaviour and lower physical activity levels, these are not necessarily opposites. For example, it is possible for someone to satisfy the guidelines for physical activity, but to not meet the guidelines for sedentary behaviour. This means that even if someone is active, they might still engage in too much sedentary behaviour.

For maximum health and wellbeing benefits, both the physical activity and sedentary behaviour guidelines need to be met. It is also important to remember that both physical activity and sedentary behaviours are voluntary — they can be changed.

FIGURE 10.3 Physical activity can take many forms.



10.2.2 Getting enough physical activity

Getting enough physical activity is an important part of making sure our lifestyles are balanced. Sometimes, the demands of school and work can make us feel like we do not have time for physical activity. In fact, lack of time is the most common excuse used by people who do not do enough physical activity.

sedentary behaviour anything that requires very low energy expenditure with little movement, such as sitting or lying down

FIGURE 10.4 There are many forms of physical activity that can be built into our lifestyle.



By being aware of opportunities within your day when you could be more active, you can more easily build physical activity into your lifestyle. Opportunities for valuable physical activity include:

- walking part of the way to and from school rather than taking the bus the whole way
- team training
- taking stairs rather than escalators
- walking the dog
- working in the garden
- playing backyard cricket
- strolling along the beach
- going for walks
- joining activity groups, such as a HIIT or Pilates class.

In fact, if we are able to mix physical activity with periods of concentration, we will be a lot more productive in our work and study. A good balance for young people is a minimum of 60 minutes of physical activity each day. Remember that all activity is included, not just **sport**.

sport any institutionalised and organised practice, controlled by specific rules

10.2 ACTIVITIES



1 How do you spend your time?

Complete the table below (or download a copy to fill in from your learnON Resources) with the different forms of physical activity, exercise and sedentary behaviour you typically do daily.

Physical activity	Exercise	Sedentary behaviour

2 Poster design

Create a poster for a specific audience that outlines and encourages different forms of physical activity. Make sure you include:

- what physical activity is
- the benefits of physical activity
- some activities to try.

Some ideas for audiences to target include:

- primary school children
- secondary school students
- working adults
- families
- elderly people.

SUMMARY – what you need to know

- Physical activity means any movement that uses energy from your muscles.
- Exercise is a planned and repetitive activity to make you fitter.
- Being active is good for your health and can make you feel better.
- We should aim for at least 60 minutes of physical activity each day.
- You can be active in many ways, like walking, playing sports, or gardening

10.2 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 4, 5, 6

■ LEVEL 2

3, 8, 10

■ LEVEL 3

7, 9

Check your understanding

1. **MC** Identify which of the following is least likely to be considered physical activity.
 - A. Riding an electric scooter
 - B. Walking the dog
 - C. Dancing to 'Just Dance'
 - D. Riding a bike
2. Most young people are active enough. True or false?
3. **MC** Physical activity is best described as
 - A. movement that needs to be planned and structured.
 - B. movement that raises heart rate significantly.
 - C. any form of movement.
 - D. movement to increase fitness.
4. All forms of exercise include physical activity. True or false?
5. **MC** For maximum health and wellbeing benefits, you should aim to:
 - A. meet the sedentary behaviour guidelines
 - B. meet the physical activity guidelines
 - C. exercise every day
 - D. Both a and b

Apply your understanding

6. What is physical activity? **List** ten examples.
7. **Explain** how physical activity differs from exercise and sport.
8. **Outline** three reasons for decreased physical activity levels in young people.
9. **Suggest** why being active in a range of ways is likely to result in maximum health and wellbeing benefits.
10. **Explain** the relationship between sedentary behaviour and physical activity.

LESSON 10.3 Physical activity and exercise guidelines for all Australians

LEARNING INTENTION

- Describe the physical activity and exercise guidelines relevant to children and young people.

ENGAGE

- What does the image in figure 10.5 tell us?
- In groups, consider the equation in the image. What is it suggesting?
- Each variable (sleep, physical activity and sedentary behaviour) in the equation is a different size. What does that suggest?
- How could you represent this equation in words?
- How could you convey the same message using different images?

FIGURE 10.5 24-hour movement guidelines.



10.3.1 Guidelines

The Australian Government’s Department of Health has developed guidelines to help children and young people maintain their health and wellbeing. Overall health and wellbeing includes **physical, emotional, mental social and spiritual health and wellbeing**. The guidelines specify how much physical activity, sleep and sedentary behaviour is healthy within a 24-hour period, reflecting that all three activities heavily influence people’s health.

As will be discussed in lesson 10.4, there are many benefits for children and young people (aged 5–17 years) of getting the mix between physical activity, sleep and rest right.

physical health and wellbeing the effective and efficient functioning of the body and its systems as well as the capacity to complete daily tasks

emotional health and wellbeing being able to manage and express emotions in an appropriate way; includes resilience

mental health and wellbeing relates to a person’s mind or brain and their ability to think and process information. It includes thought patterns, self esteem and levels of stress and anxiety

social health and wellbeing ability to develop and maintain positive relationships with others, including family, friends, peers and colleagues

spiritual health and wellbeing related to our beliefs values and morals; includes a sense of purpose and belonging

TABLE 10.1 Categories of physical activity

Moderate–vigorous physical activity	Light physical activity	Muscle- and bone-strengthening activity
Activities that increase your heart rate significantly	Activities that are not sedentary but only raise your heart rate slightly	Activities that are weight bearing and that strengthen muscles and bone
<ul style="list-style-type: none"> • Scooter riding • Bike riding • Swimming • Dancing • Soccer • Basketball • Football 	<ul style="list-style-type: none"> • Walking to school • Walking the dog • Going to the playground • Helping with chores around the house • Playing handball at school • Playing a game of street cricket 	<ul style="list-style-type: none"> • Gymnastics • Swinging on monkey bars • Running • Climbing • Yoga • Pilates • Push-ups and sit-ups • Lifting appropriate weights*

Note: *Lifting weights must be done safely with appropriate supervision, technique and weights.
<https://www.health.gov.au/health-topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians/for-children-and-young-people-5-to-17-years>

10.3.2 How much physical activity?

It is recommended that children and young people do at least 60 minutes of moderate to vigorous physical activity each day. This is any activity that increases your heart rate significantly and gets you ‘huffing and puffing’ a little (see table 10.1).

The full 60 minutes doesn’t need to be done all at once. It can be, and is most likely to be, completed over multiple shorter sessions throughout the day.

For a younger student, this might look something like this: 15 minutes scootering to school (on a manual scooter, rather than an electric one), 10 minutes playing tag at lunch, 15 minutes scootering back home from school and 20 minutes jumping on the trampoline.

For an older student, playing tag and jumping on the trampoline might be replaced with recreational sport or training, or a morning run.

It is important that, on at least three days per week, part of the 60 minutes of physical activity includes muscle- and bone-strengthening activities. These activities are important for growth and development.

For a younger student, weight-bearing activities, such as running and climbing on playgrounds, can help strengthen their growing bodies.

For an older student, free weights and body weight circuits at a gym can be beneficial. However, before undertaking weight-based activities, it is important to know how to avoid injuries.

While time spent doing light physical activity does not contribute to the recommended 60 minutes per day, all ages are encouraged to do as much additional light physical activity as possible. This builds good habits for life, and any time spent physically active is time that isn’t spent sedentary.

FIGURE 10.6 Having fun on the trampoline can count towards your daily physical activity.



FIGURE 10.7 Rock climbing is one example of a weight-bearing activity.



FIGURE 10.8 Weight training can involve free weights or body-weight activities.



10.3.3 Sedentary behaviour

Sedentary behaviour is anything that requires very low energy expenditure with little movement, such as sitting or lying down. As access to technology has increased, so have our levels of sedentary behaviour.

Limiting the time spent sitting or lying down, especially in front of screens, is associated with an increase in physical activity and the development of good habits for life. It is recommended that long periods of sitting are broken up. Children and young people should spend no more than 2 hours on sedentary recreational screen time per day. This includes time spent gaming, scrolling through social media and watching shows. It does not include screen time for schoolwork.

10.3.4 How much sleep?

Sleep is a natural process for the body — in fact, we spend almost a third of our lives asleep. Most adolescents need about 8–10 hours of sleep per night, with this amount decreasing as we get older. There are three stages of sleep:

- dreaming
- deep sleep
- waking.

Deep sleep is the most important stage because it is the one that best revitalises the body. Relaxation is the key to achieving deep sleep. The most useful way to make sure you get enough deep sleep each night is by being active enough during the day. Physical activity tires the muscles and later slows brain activity. For the best results, we need a balance between thinking tasks and physical activity to make our bodies tired in preparation for sleep.

After sleep, we feel refreshed and revitalised. Often, any problems we have feel less overwhelming after sleep, so they can be solved more easily. Sleep allows the brain to recharge and improves our concentration and ability to focus. Good sleep lays the groundwork for our performance throughout the day.

FIGURE 10.9 Using active transport (e.g. walking or biking), even for part of a trip, can increase physical activity and decrease sedentary behaviour.



FIGURE 10.10 Adolescents should be getting 8–10 hours of sleep per night.



FIGURE 10.11 Sleep is vital for our health and wellbeing.

sleep a deep state of unconsciousness. Ideally, it will be uninterrupted and continue for enough time



Poor or insufficient sleep has the opposite effect. When we are tired, our brain is less able to cope with daily tasks, negatively impacting our emotional health and wellbeing. We often appear irritable and our concentration is poor. We have difficulty focusing, recalling and retaining information, which in turn negatively affects our mental health and wellbeing. Poor sleep can also reduce the release of human growth hormone, a vital component in the body's growth and repair process, thereby negatively impacting our physical health and wellbeing.

The importance of sleep means that adolescents need to develop sensible habits to ensure proper sleeping patterns. Late night study, for example, can cause tension and make sleep difficult. It is important to use effective time management strategies to plan to complete work at a more reasonable time. For example, you might work best in the afternoon, or it might be better to go to sleep earlier so that you can get up and complete the study in the morning. If your mind is fresh, it will absorb much more.

HEALTH FACT

Teenagers need as much sleep as small children. This is because the body is still growing rapidly and the brain is still developing, especially the part of the brain that is responsible for memory and dealing with emotions. Sleep is important to keep the brain refreshed and able to cope with important things, such as controlling behaviours and emotions.

It is recommended that children aged 5–13 years old get between 9 and 11 hours of uninterrupted sleep every 24 hours. For young people aged 14–17 years, the recommendation is for between 8 and 10 hours of uninterrupted sleep every 24 hours.

You can improve your sleep by putting in place consistent routines and strategies. This is often referred to as your sleep hygiene. These routines and strategies include:

- having a consistent bedtime and wake-up time
- avoiding screen time for one hour before going to sleep
- keeping screens out of the bedroom.

10.3 ACTIVITIES

1 Monitor and compare your activity patterns

In 10.2 Activity 1 **How do you spend your time**, you completed a table with the different forms of physical activity, exercise and sedentary behaviour you typically do daily.

Let's now build on that by monitoring your activity patterns during each hour of each day for 1 week.

This will provide you with information about what you already do, so you can compare this to the recommended Australian Physical Activity Guidelines for people your age.

An example is given below.

Monitoring your physical activity, sedentary behaviour and sleep

Time	Day			
	Physical activity	Sedentary behaviour	School	Sleep
	Use the codes to show if it is – Moderate-vigorous (m–v) – light (l) or – bone strengthening (s)			
12–1 am				Sleep
1–2 am				Sleep

(continued) ▶

(continued)

Time	Day			
	Physical activity	Sedentary behaviour	School	Sleep
2–3 am				Sleep
3–4 am				Sleep
4–5 am				Sleep
5–6 am				Sleep
6–7 am				Sleep
7–8 am	7:30–8 ride to school (m–v)	7–7:30 scroll phone		
8–9 am	8–8:30 am play handball (m–v)		School	
10–11 am			School	
11–12 pm	11–11:30 am play handball at recess (m–v)		School	
12–1 pm			School	
1–2 pm	Play volleyball at lunch (m–v)		School	
2–3 pm			School	
3–4 pm	Ride home (m–v)			
4–5 pm	Soccer training (m–v)			
5–6 pm	Soccer training			
6–7 pm		Computer games		
7–8 pm			Homework	
8–9 pm		Scroll phone		
9–10 pm				Sleep
10–11 pm				Sleep
11–12 pm				Sleep

1. Use the blank template **Activity patterns tracker** in your learnON Resources to complete your audit of your activity every hour for 1 week.
2. At the end of the week, add up all the physical activity that you have done and average it out per day.
3. Do the same for your sleep and sedentary behaviour, then fill out the table below, or use the **Comparing your activity patterns** worksheet in your learnON Resources.

	Physical activity (Moderate–vigorous, light, bone strengthening)	Sedentary behaviour	School	Sleep
Average time/ day				

4. Compare your data to the Australian Physical Activity Guidelines.
 - a. Are there any areas where you are not meeting the guidelines?
 - b. Look for opportunities in your weekly schedule to address these areas and highlight them.
5. Research the clubs and community sporting facilities in your area that could provide you with more opportunities for physical activity.

2 Evaluating your physical activity and sedentary behaviour

- a. List all the physical activities you typically do in a week using the table below. (Definitions of the activity types are given in the table to help you.)

Moderate–vigorous physical activity	Light physical activity	Muscle- and bone-strengthening activity
Activities that increase your heart rate significantly	Activities that are not sedentary but only raise your heart rate slightly	Activities that are weight bearing and that strengthen muscles and bone

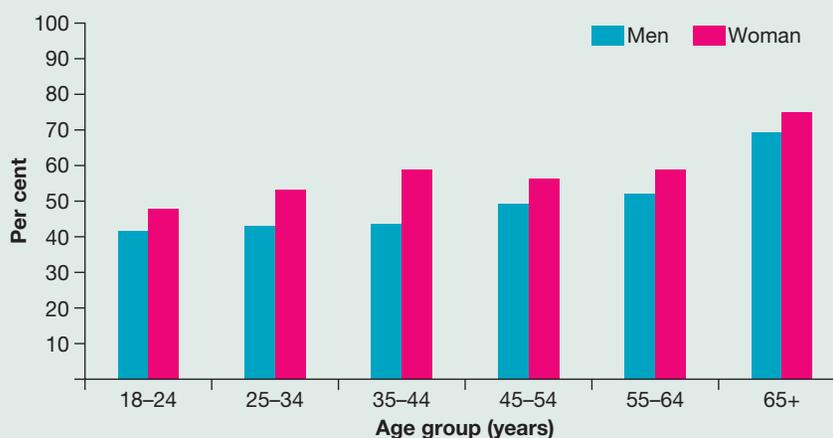
- b. List all the sedentary behaviours you engage in on an average weekday and weekend day. Compare this to the guidelines.
- c. List as many examples of sedentary behaviour as you can.
- d. For the sedentary behaviours you listed in 3, think of how these behaviours could be modified to include physical activity.
- e. If you engage in over 2 hours per day of sedentary behaviours, outline how you could swap some of these behaviours for physical activity.

3 Promoting good sleep hygiene

Create a poster/social media post that promotes good sleep hygiene. Make sure you include examples of good sleep routines and how to overcome possible barriers to good sleep.

4 Investigating data

FIGURE 10.12 Prevalence of insufficient physical activity among adults, by age and sex, 2017–18.



Source: AIHW analysis of ABS 2019

- a. Discuss what the data is suggesting.
- b. What are the implications of the data?
- c. Suggest three ways of making a positive change to the data by swapping some sedentary behaviours for behaviours that include physical activity.

SUMMARY — what you need to know

- Young people should do at least 60 minutes of exercise every day. This can be broken into shorter sessions.
- Exercise can be activities like playing sports, riding a bike, or dancing.
- It's important to include activities that strengthen muscles and bones, like climbing or gymnastics, at least three times a week.
- Try to do as much light physical activity as possible, like walking or playing outside.
- Avoid sitting down for too long, especially when using screens for fun. Aim for no more than 2 hours a day.

10.3 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 5, 6, 7

■ LEVEL 2

4, 8

■ LEVEL 3

9, 10

Check your understanding

1. The recommended amount of physical activity for Australian children and young people is one 60-minute effort every 24 hours. True or false?
2. **MC** How many hours of uninterrupted sleep are recommended for adolescents aged 14–17 years for a 24-hour period?
 - A. At least 12 hours
 - B. 9–11 hours
 - C. 8–10 hours
 - D. 6–8 hours
3. **MC** Sedentary behaviour is:
 - A. anything that involves looking at a screen.
 - B. anything that has low energy expenditure.
 - C. any movement that does not raise your heart rate significantly.
 - D. anything that requires a device.
4. **MC** Good sleep hygiene does not include:
 - A. sleeping in on weekends.
 - B. removing devices from your sleeping area.
 - C. having a dark sleeping environment.
 - D. having a consistent bedtime routine.
5. **MC** According to the Australian Government Department of Health guidelines, children and young people should perform some kind of weight-bearing activity:
 - A. every day.
 - B. most days.
 - C. at least 3 days a week.
 - D. rarely, due to increased risk of injury.

Apply your understanding

6. **Outline** how much and what type of physical activity per day is recommended by the Australian Government for children and young people.
7. **Outline** how much sedentary behaviour per day is recommended by the Australian Government for children and young people.
8. **Discuss** why the government provides these recommendations.
9. **Outline** the relationship between sedentary behaviour and physical activity.
10. **Outline** the relationship between physical activity and sleep.

LESSON 10.4 The benefits of physical activity

LEARNING INTENTION

- Explain the physical, emotional, mental social and spiritual wellbeing benefits of being physically active.

ENGAGE

In pairs or small groups, brainstorm the benefits of physical activity for the following aspects of health and wellbeing:

- Social — your connections and relationships with others
- Mental — how your brain thinks and copes with everyday stresses
- Emotional — how you manage your feelings
- Physical — how your body functions
- Spiritual — your ideals, values and ambitions.



You may use the **Benefits of physical activity** worksheet in your learnON Resources to assist.

FIGURE 10.13 Being physically active has a wide range of health and wellbeing benefits.



10.4.1 The physical benefits of activity

Physical activity improves your physical health and wellbeing, your ability to complete daily tasks comfortably and the efficient functioning of your body systems. Some of the most obvious and significant physical changes occur in the muscular (muscles), skeletal (bones), cardiovascular (heart and blood) and respiratory (lungs) systems.

Regular physical activity strengthens bones and muscles, both of which give shape to the body. Physical activity promotes healthy bone growth, allowing us to support our own weight and perform basic motor skills (e.g. carrying objects). Physical activity strengthens the heart and makes it a more effective pump for supplying the body with oxygen and nutrients. The heart muscle needs to remain strong because it has to pump our blood every day for our entire lives. Physical activity increases the heart's ability to contract forcefully, allowing it to pump more blood into our circulatory system with each beat. Physical activity also improves breathing and the lungs' ability to take in oxygen. The harder we work, the more oxygen we need to deliver via the blood to the working muscles. This is why we breathe quicker during physical activity sessions.

FIGURE 10.14 Swimming is an excellent physical activity to strengthen muscles, including the heart.



Physical activity has many benefits. Besides the physical benefits of increased aerobic power, muscular strength, muscular endurance, and flexibility, regular physical activity provides:

- emotional health and wellbeing benefits, such as increased emotional control and more positive emotions
- mental health and wellbeing benefits, such as greater focus and concentration and decreased anxiety
- social health and wellbeing benefits, such as increased connectedness with others and improved social skills
- spiritual health and wellbeing benefits, such as a sense of purpose and feeling of belonging.

10.4.2 Emotional health and wellbeing benefits from physical activity

Emotional health and wellbeing is described as your ability to manage and express your emotions appropriately.

Emotionally healthy people are able to appropriately express and manage their thoughts, feelings and behaviours. They are able to cope with life's challenges. They can keep problems in perspective and bounce back from setbacks, showing **resilience**.

resilience the ability to recover or bounce back from challenges and/or difficulties

When we are physically active, a number of changes occur in the body that affect our physical health and wellbeing. Some of these changes support our emotional health and wellbeing, and thus our ability to appropriately manage our emotions and be resilient.

When we are active, we release more endorphins and serotonin. These hormones are associated with increased positive feelings, such as happiness, feeling good, relaxation and wellbeing. Serotonin is also a mood stabiliser that helps with emotional control.

It is important to be aware that feelings of sadness, anger and frustration can be appropriate emotions at certain times. Being physically active does not take away these feelings or the causes of those feelings. However, the release of the 'feel good' hormones (endorphins and serotonin) helps to manage these feelings more appropriately. This might mean that we don't let those feelings linger as long, and that we avoid taking the feelings out on those around us.

Just as physical activity can positively affect our emotional health and wellbeing, our emotional health and wellbeing can impact our willingness to engage in physical activity. For example, increased resilience allows you to persevere (continue) in physical activity efforts even when challenged. Examples include not giving up when riding your bike up a steep hill, or sticking to a game plan even if your team is being beaten by the opposition.

10.4.3 Mental health and wellbeing benefits from physical activity

Physical activity can also affect the way our minds function; that is, it can affect our mental health and wellbeing.

The WHO defines mental health and wellbeing as 'a state of well-being in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community'.

Being physically active positively affects our mental health and wellbeing by:

- improving our self-esteem and confidence
- improving the quality of our sleep
- improving our memory
- improving our ability to focus and concentrate
- helping to manage and decrease our level of stress
- releasing hormones that decrease the risk of anxiety and depression.

FIGURE 10.15 A good night's sleep is important.



An important cognitive benefit of physical activity comes from getting better sleep. Getting the appropriate quality and quantity of sleep is linked to improved brain functioning, such as the ability to focus and to move learning into long-term memory. Good sleep is essential during adolescence. Research shows that being physically active can help us get to sleep easier and sooner, which increases the quantity and quality of our sleep.

10.4.4 Social health and wellbeing benefits from physical activity

In addition to the physical, emotional and mental benefits of physical activity, there are also a large number of social health and wellbeing benefits. Our social health and wellbeing is our ability to develop and maintain positive relationships with others, including family, friends, peers and colleagues. It also relates to how comfortably and successfully we can adapt to social situations.

Many physical activities are completed as part of teams, groups and clubs. Being part of a team or group requires a large number of interactions and relationships. Even if these do not always go well, working through relationship challenges and conflicts can help strengthen our social health and wellbeing in the long term.

When people think about physical activities that improve social health and wellbeing, they often think about team sports. However, all physical activities can increase our opportunities to interact and form meaningful relationships. For example, walking the dog with a friend can strengthen your relationship.

10.4.5 Spiritual health and wellbeing benefits from physical activity

Being involved in physical activity, especially with others or in the natural environment, can also improve your spiritual health and wellbeing.

Spiritual health and wellbeing includes our beliefs values, morals and ambitions. It gives us a sense of purpose and belonging. It is characterised by feeling connected to something bigger than ourselves. This could be a sporting team, club, gym or the natural environment. For example, going for a bushwalk or rock climbing can give you a sense of connection to our land and natural environment.

Spiritual health and wellbeing also includes having a reason and a purpose in different situations, such as playing a role in a sporting team. Having a sense of purpose in a team or club can make you more likely to participate and be physically active. For example, if it is your turn to create the route for the bushwalk, you will be more likely to attend. If you know your role in a team, you are more likely to train and play.

Interview – benefits of parkrun

Below is an interview with a 24-year-old female who has been diagnosed with anxiety. In her interview, she talks about the benefits of participating in parkrun. But first, what is parkrun?

- Parkruns are free, weekly, community events. They are held all around the world.
- Parkruns are held on Saturday mornings, in parks or open spaces. The course is 5 kilometres. Junior parkruns are held on Sundays and have a distance of 2 kilometres.
- Parkruns are open to everyone. It doesn't matter how fast or slow you are, or whether you walk, jog, run or spectate.

What is it about parkrun that attracts you to it?

While running is an individual activity generally, knowing I can join a parkrun once a week allows me to have a sense of belonging to a community and gives me some good goals to work towards.

What are the benefits of being part of something like parkrun?

I love seeing the regulars there every week and sharing in their progress. I love seeing the families, the groups of young people and the amazing older people. People with prams and dogs. I have met people from all different walks of life. I like that it is done in a number of places and that people all over Australia are doing what I am doing at the same time. It makes you feel like you are part of something bigger. It helps me set goals and keeps me accountable to them, rain, hail or shine.

How has being part of parkrun helped you manage your anxiety?

Being active is a vital part of managing my anxiety. It decreases my levels of anxiety and improves my sleep, which is a risk factor for my anxiety. It is free and easy enough to join.

FIGURE 10.16 Parkruns are good for physical and mental health and wellbeing and have been ‘prescribed’ by GPs to improve patients health and wellbeing.



10.4 ACTIVITIES

1 Recording the impact of physical activity on your emotional health and wellbeing

Many tracking apps not only record the physical components of your efforts, such as heart rate and distance, but they also allow you to indicate how you felt.

a. Before you complete the following exercise, rank your feelings using these emojis.



b. Complete one of the following exercises:

- 4 x 250 m efforts with 1 minute recovery between
- a 1 km effort.

c. Rank your feelings immediately after completing the activity.

d. Rank your feelings 2 or more hours after the activity.

e. What did you notice about the impact the physical activity had on your feelings?

f. Complete the same activity, but complete it as part of a team (4 people = 250 m each; pairs = 2 x 500 m each). Compare the effect on your feelings of completing the activity as a team compared to by yourself.

2 Impact of different physical activities

a. Complete a range of different activities, such as:

- dancing, such as by playing Just Dance
- running, such as doing two laps of the oval
- walking in pairs around the school grounds
- a team sport, such as ultimate frisbee.

b. Explain how the activities you participated in could improve your:

- i. physical health and wellbeing
- ii. emotional health and wellbeing
- iii. cognitive health and wellbeing
- iv. social health and wellbeing
- v. spiritual health and wellbeing.

3 Team sport and social health and wellbeing

- a. Participate in one of the following games:
 - 1 v 1 keepings off (soccer or basketball)
 - 2 v 2 keepings off (soccer or basketball)
 - 3 v 3 basketball or 5 v 5 soccer
 - a full game of basketball or soccer.
- b. Complete 5 minutes of game time, followed by a 2-minute half-time break for team strategising. Then, play a second half.
- c. Discuss how the number of people you were playing with and against changed the social interactions.

SUMMARY – what you need to know

- Exercise keeps your body healthy and strong.
- It helps you feel happier by releasing ‘feel good’ hormones.
- Staying active can help you focus and sleep better.
- Playing sports or exercising with others builds friendships.
- Being active can give you a sense of purpose and belonging.

10.4 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 6, 7, 8

■ LEVEL 3

9, 10

Check your understanding

1. **MC** What hormones are released as a result of physical activity?
 - A. Endorphins
 - B. Melatonin
 - C. Serotonin
 - D. Both A and C
2. **MC** Improved concentration is an example of physical activity having a positive impact on your:
 - A. physical health and wellbeing.
 - B. mental health and wellbeing.
 - C. social health and wellbeing.
 - D. emotional health and wellbeing.
3. **MC** Increasing your number of meaningful relationships is an example of physical activity having a positive impact on your:
 - A. physical health and wellbeing.
 - B. mental health and wellbeing.
 - C. social health and wellbeing.
 - D. emotional health and wellbeing.
4. **MC** Decreased levels of anxiety and a lower risk of depression are examples of physical activity having a positive impact on your:
 - A. physical health and wellbeing.
 - B. mental health and wellbeing.
 - C. social health and wellbeing.
 - D. emotional health and wellbeing.



5. **MC** Physical activity increases the functioning of the heart by:
- A. increasing its size.
 - B. decreasing its size.
 - C. increasing the amount of blood in the body.
 - D. increasing the ability of the heart to contract forcefully and therefore pump blood around the body.

Apply your understanding

- 6. **Explain** two benefits for your emotional health and wellbeing of being physically active.
- 7. **Explain** two benefits for your mental health and wellbeing of being physically active.
- 8. **Explain** two benefits for your social health and wellbeing of being physically active.
- 9. **Identify** how increasing your physical activity can improve your physical, social, mental and emotional health and wellbeing.
- 10. **Outline** how physical activity increases the functioning of the respiratory system (heart and lungs).

LESSON 10.5 Physical activity and the community

LEARNING INTENTION

- Describe the influences on physical activity levels in the community. Include the impact of the sociocultural, environmental factors and natural environments.

ENGAGE

- List three physical activities you regularly engage in.
- How far do you need to travel to participate in these activities?
- What physical activity facilities are in your community that you and other class members access?
- Would you participate in the physical activities that you currently do if there were no facilities in your area?

10.5.1 Physical activities and the community

Many sociocultural and environmental factors influence whether we participate in physical activity and the types of sports we play. Some of these sociocultural factors include our parents or families, peers, cultural influences such as positive role models and socio-economic status. Environmental factors include access to facilities, access to good coaches and our geographic location.

FIGURE 10.17 Australian Rules football and Rugby League vary in popularity in different parts of Australia.



Let us use the example of a young person playing AFL Football in Victoria compared to NSW. A Victorian child is far more likely to play AFL and a child in NSW is more likely to play rugby league. This is mostly due to sociocultural as well as environmental factors.

Sociocultural factors — A young person born in Victoria is more likely to be interested in and participate in AFL due to the initial encouragement of their parents who likely support an AFL club, possibly played AFL themselves, will take them to games and watch them on television. Parents may enrol them in the local Auskick program as a very young person and take them each weekend. As the child goes to school, they find friends who are also interested in AFL, and they may join a club and play matches. As the child improves, they may be inspired to participate at higher levels in the hope of emulating one of the AFL stars (role models) that they admire.

Environmental factors — Victorian children can participate in AFL because there are facilities to do so. There are many football clubs that facilitate participation as well as coaches that can teach children the skills of the game. Great coaches are important because they fast track motor skill development, leading to better performance in a sport.

A young person in NSW is unlikely to have the same support from their parents or peers to play AFL because Rugby League is a more prominent and culturally admired game. Furthermore, NSW has fewer AFL clubs with fewer coaches and quality programs compared to Victoria.

Geographic location

Where we live and the environment that we live in can have an effect on our participation in physical activity. Governments understand this impact and often provide community spaces, such as bike paths, bush parks, running tracks and walking paths to encourage people to be active. Most councils invest heavily in sporting clubs, facilities such as leisure and aquatic centres because they know the physical, mental and social health benefits of maintaining an active community.

Australia is a diverse community and, as such, facilities that support the community to be physically active must be equally diverse. Facilities and sporting clubs such as lawn bowls, bocce, croquet, fencing, golf and pickleball clubs with appropriate space for facilities and equipment can encourage a vastly diverse group of people to engage in physical activity.

The natural environment also influences how much and what activities we do.

In Australia, water sports are very popular because four-in-five Australians live in coastal areas. For most of the year, our climate allows access to sports such as surfing, water-skiing and boating activities. Many of Australia's top ranking physical activities are completed outdoors. Compare this to some parts of Europe where skiing and European handball are more popular due to their climate.

10.5.2 Natural and physical environmental influences on physical activity

Australia is fortunate to have a unique natural environment, and local, state and federal government policies help to ensure that it is cared for. The natural environment provides spaces (e.g. bushland or natural waterways) for people to connect with nature, even if they live in a built environment. This connection has been associated with positive mental health and wellbeing. The investment in taking care of our natural environment adds to our connectedness to nature and sense of wellbeing. It also represents an indirect investment in our health and wellbeing because maintaining sufficient green spaces improves air quality.

FIGURE 10.18 Green spaces have a positive impact on health and wellbeing.



10.5.3 Benefits of being outdoors

Spending time outdoors is good for us, but Australians spend as much as 90 per cent of their time indoors. Using devices and watching screens reduces our opportunities to be active. Research conducted at the University of Rochester in New York found that individuals consistently felt more energetic when they spent time in natural settings. There are beneficial effects of being outdoors for mental and physical health and wellbeing. Being outside in nature for just 20 minutes a day is enough to significantly boost energy levels. Why does being in touch with the natural environment have this impact on our health and wellbeing? Some explanations include:

- Our internal body clock, called the circadian rhythm, is affected by exposure to sunlight. This is how our body stays in tune with night and day. When the optic nerve in the eye is exposed to sunlight, it sends a message to the brain to release the ‘feel good’ chemicals (endorphins and serotonin). People in regions that experience little sunlight for long periods (e.g. Alaska in winter) have reported negative mood states associated with lack of exposure to sunlight.
- Exposure to ultraviolet rays from sunshine allows the body to produce vitamin D. Vitamin D is required for the optimal functioning of the immune system. Vitamin D deficiency has also been associated with low mood and depression.
- Being a part of nature and the outdoors provides exposure to fresh air and open spaces, and allows us to use different senses. It decreases feelings of exhaustion and increases feelings of alertness and wellbeing, thereby increasing mental health and wellbeing.
- Being outdoors in green spaces produces positive feelings, leading to improved emotional health and wellbeing.
- Being in natural settings provides opportunities to participate in physical activity, which releases the ‘feel good’ chemicals, increasing emotional health and wellbeing.
- The outdoors provides spaces for interacting in social groups. This connection with family, friends and community provides support and improves social health and wellbeing.
- A connection to the land and natural environment also improves spiritual health and wellbeing. An example is the connection to Country for Aboriginal and Torres Strait Islanders Peoples.
- The outdoors is one of the few places where our eyes can ‘exercise’ over long distances. In indoor settings, we tend to use our eyes for relatively short-distance work, such as reading screens, where focal lengths are relatively short. Myopia, or short-sightedness, is a condition characterised by poor long-distance vision. Research from the University of Cambridge found that not enough time outdoors for young children could be linked to myopia.

FIGURE 10.19 Providing facilities such as outdoor chess sets encourages people of all ages to make connections outdoors.



10.5.4 Strategies that use outdoor spaces

You are probably familiar with some outdoor parks and sporting facilities within your own town or suburb used for physical activity.

It is likely that there is a football oval, netball courts, tennis courts and even children’s playgrounds in the same area. Providing these facilities in convenient locations is one way that we can increase the rates of physical activity within our communities. In the past, it was mainly traditional sports such as AFL, netball or cricket that were provided for. But as communities have become more diverse, we can see a re-imagining of some of these outdoor areas to include a greater range of facilities that will appeal to a broader group of people. These may include pickleball courts, bocce fields, outdoor chess sets and outdoor gyms.

FIGURE 10.20 Outdoor gyms can encourage all types of people to be more active.



Walking paths and safe bike paths are another strategy used by local governments to increase physical activity. Well-maintained bike paths mean that adults and children can ride to work and schools safely without fear of traffic, and well-lit paths make it safer to walk and ride on them for more time throughout the day and night.

These strategies encourage people to be active outdoors in ways and times that suit them.

10.5.5 Health benefits of well-designed built environments

Research has shown that people living in highly walkable neighbourhoods spent almost twice as much time weekly (137 minutes) walking to complete local errands compared with those living in low walkable neighbourhoods, and about half as many residents were overweight. This suggests that well-designed neighbourhoods that have safe, open spaces might deliver important social, physical and emotional health benefits.

As noted above, many governments invest significant amounts of money in the creation of spaces that encourage physical activity, such as skate parks, bike tracks and equipment. They also invest in maintaining these and ensuring they are safe, due to the community health benefits. Important safety features include appropriate lighting and maintenance around walking tracks, fences around playgrounds and signs about how to use the equipment.

Social and mental benefits

Natural spaces promote social contact by bringing people together, and create 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 wellbeing and reduce stress.

Physical benefits

Being in open spaces provides an opportunity to be active. A recent study by the University of Western Sydney found that green neighbourhoods encourage walking, as well as more intense forms of exercise, such as jogging and team sports. It showed that access to green spaces gave more people the opportunity to do regular physical activity — more than once per week.

FIGURE 10.21 Tai chi, a Chinese martial art, is practiced outdoors to take advantage of the energy of nature. It is used as a form of exercise to reduce stress.



Emotional benefits

Just being part of the natural environment has positive mind–body benefits. Connecting with nature has a ‘de-stressing’ effect on the mind. As a result, your body experiences reduced 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 limbs.

Spiritual benefits

The connection with the environment is especially evident in Aboriginal and Torres Strait Islanders cultures, in which the environment provides food, culture, spirit and identity. The land is considered sacred to Aboriginal and Torres Strait Islanders Peoples and their connection with the land is the most important identity-shaping relationship. Their belief is that if the land is treated well, it will provide well for you and your family. This is reflected in the saying ‘if you look after Country, Country will look after you’. This connectedness and respect for the land is part of the way Aboriginal and Torres Strait Islanders Peoples ‘care for Country’. This oneness with Country is shown by the link between the wellbeing of an individual and the wellbeing of the land.

10.5 ACTIVITIES

1 Investigating Marngrook



Watch the **Marngrook** video in your learnON Resources and read about its history in the article **Indigenous influence on AFL creation**. Then, answer the following questions:

- Identify how Marngrook influenced physical activity.
- Explain how including Marngrook in schools could positively impact the physical activity levels of Australian children.
- Identify the influences that act as barriers or enablers for the game of Marngrook.

2 Comparing physical activity levels

Survey the class about the physical activities they participate in and what sociocultural and environmental factors have influenced them to participate in those activities. (E.g. ask them about why they chose those activities? How easy is it to do them?)

3 Access to facilities

Below is a table of the top 10 physical activities by participation in Australia.

TABLE 10.2 Top 10 physical activities

Children (0–14)	Boys	Girls	Australians
Swimming	Swimming	Swimming	Walking (recreational)
Football/soccer	Football/soccer	Dancing (recreational)	Fitness/gym
Gymnastics	Australian football	Gymnastics	Swimming
Dancing (recreational)	Basketball	Netball	Running/athletics
Australian football	Cricket	Football/soccer	Cycling
Basketball	Tennis	Basketball	Football/soccer
Netball	Running/athletics	Running/athletics	Bush walking
Tennis	Rugby league	Tennis	Tennis
Running/athletics	Gymnastics	DanceSport	Yoga
Cricket	Karate	Australian football	Basketball

- Investigate how many community clubs and facilities in your suburb support participation in each of the sports and activities listed in the top 10 for your age.
- How does the community shape the way that Australians participate in physical activity?
- What further community actions would you like to see where you live that would encourage people to be more active?

4 Group presentation



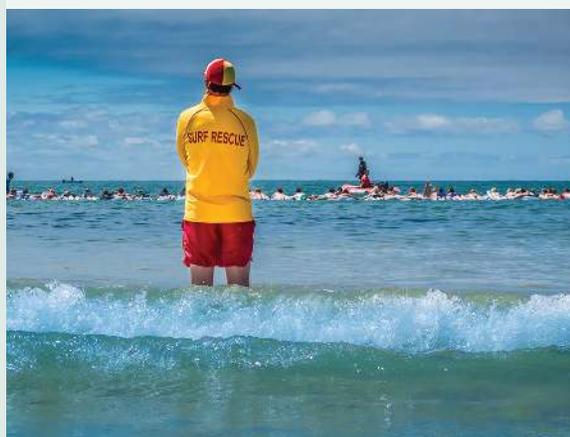
Research the **Royal Surf Lifesaving Society**. Start by looking at the Royal Surf Lifesaving weblink in your learnON Resources.

Below is an excerpt from their webpage outlining their goals.

‘We’re here to help everyone enjoy the water safely through drowning prevention leadership, education and action. We want to bring a love of swimming and water safety education to more people in the community, especially those who may not otherwise have the opportunity to participate.’

- Create a presentation for your class using PowerPoint, Prezi or a similar tool, that outlines at least one strategy the Royal Lifesaving Society uses to achieve their stated goal to ‘bring a love of swimming and water safety education to more people in the community, especially those who may not otherwise have the opportunity to participate’.
- Identify the group they are targeting through the strategy you have chosen.
- Explore how this group is targeted and encouraged to love swimming and water safety education.

FIGURE 10.22 Royal Surf Lifesaving Society works to improve water safety skills.



5 Research and play

Identify an activity that is unique to a select group of people in your community such as the elderly, that can be played by your class. Present the activity to the class and explain the rules. As a class, participate in this activity. (Note: You may modify the activity so it can be safely played in your school.)

6 Improvised game

Your task is to create your own game. In groups of four or five, design a game that your class can play at school.

- a. Decide on the playing venue.
- b. Based on the playing venue, select the appropriate number of players per team.
- c. What is the aim of the game? How do teams score?
- d. In your group, decide on the rules of the game. Consider ways to make the game fast, safe and fun.
- e. Does the game enable maximum participation among the players?

Now that you've designed your game, it is time for the class to try it. After setting up the playing area, explain the rules and scoring to the class. Start playing the game or activity. You will need to stop the game immediately if it appears that the rules you created are inappropriate for ensuring the safety of the class. After a certain period (determined by the teacher), call the teams in and get some feedback. This could include suggestions about improving enjoyment levels, safety, pace and the rules of the game. Try to implement some of the feedback. Then, play the game again.

- f. After class, write down your reflections on the game.
 - Identify the strengths and weaknesses of the game.
 - Suggest how it could be improved further.
 - Did the class enjoy the game?
 - Were some participants not engaged? Why?
 - Was your game influenced by cultural factors, such as the 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?

7 Your outdoor space

Visit a facility or space within your own community where physical activity takes place such as a bushwalking trail, skate park or sporting facility.

- a. List the methods that have been used to make the space more attractive to users. Evaluate how these facilities might encourage more physical activity in your community. Some examples may include drink taps, toilets, open grass areas etc.
- b. Create ideas for both strategies and facilities that could further encourage the use of this outdoors space. Some examples may include a fun run on a walking path or the construction of more drink taps along it.

8 Mind-body and functional fitness activities

- a. Research the origins of Yoga, Pilates, meditation and high intensity interval training (HIIT). Outline in your report:
 - i. what the activity entails
 - ii. where it comes from
 - iii. who participates the most in Australia
 - iv. what are the benefits of the activity
- b. Participate in each activity in class or at the local gym and evaluate which activity you like the most and why.

SUMMARY – what you need to know

- Physical activity can be influenced by where we live and the facilities available, like parks and sports clubs.
- Parents, friends, and cultural influences play a big role in what sports and activities we might try.
- Australian children often play sports like AFL or rugby, depending on the popularity in their state.
- Spending time outside is important for our health and can boost our mood and energy levels.
- Governments create spaces like bike paths and play areas to help people stay active and healthy.

10.5 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7, 9

■ LEVEL 3

8, 10

Check your understanding

1. **MC** Cultural influences are not likely to include:
 - A. how much money you can spend on physical activity.
 - B. family.
 - C. friends.
 - D. geographic location.
2. The climate of Australia influences the type of physical activity we do. True or false?
3. Exercising outdoors can have a positive influence on a person's eyesight. True or false?
4. **MC** Having access to safe, natural green spaces is most likely to:
 - A. negatively impact physical activity levels.
 - B. positively impact physical activity levels.
 - C. have no impact on physical activity levels.
 - D. increase sedentary behaviours.
5. **MC** Select all options that apply. Exercising outdoors can positively impact sleep as it:
 - A. makes you tired.
 - B. boosts energy levels.
 - C. helps regulate your body clock.
 - D. increases exposure to Vitamin D.

Apply your understanding

6. **Outline** how the built environment can enable physical activity levels and therefore positively impact health and wellbeing.
7. **Outline** how the natural environment can enable physical activity levels and therefore positively impact health and wellbeing.
8. Being active in any way has many benefits. **Discuss** how being active outdoors can have added benefits compared to being active indoors.
9. Using a physical activity of your choice, **describe** how cultural influences could impact participation in that activity.
10. Walking tracks can be costly to create and maintain, yet many governments easily justify this cost. **Propose** why.

LESSON 10.6 Planning and designing physical activity plans

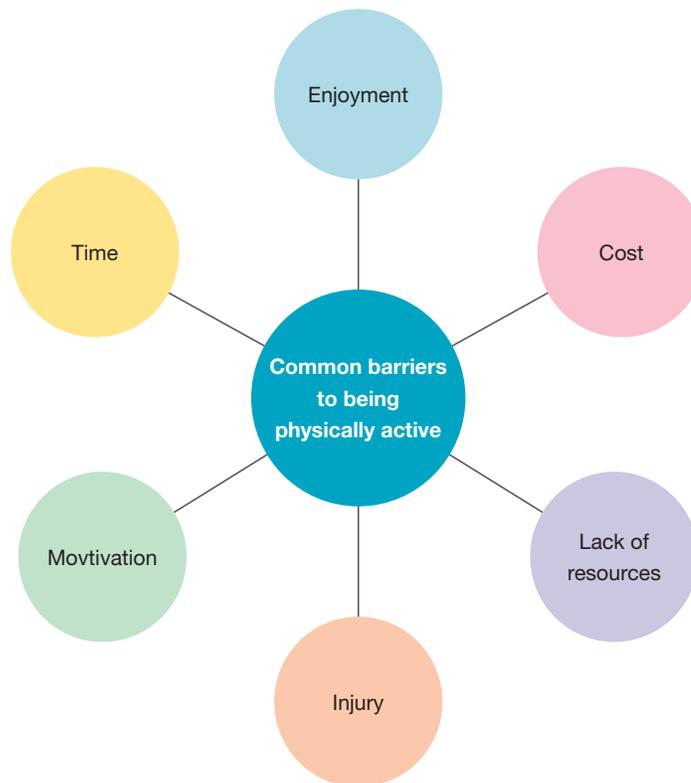
LEARNING INTENTIONS

- Evaluate physical activity levels against the physical activity and exercise guidelines.
- Identify barriers and enablers to modify, and plan for increased adherence to the guidelines.

ENGAGE

Consider figure 10.23. On your own, list the **barriers** and excuses you have faced when trying to improve your physical activity. Compare your list to a partner. As a class, discuss the most common barriers. Do these barriers differ by gender? Would these barriers be the same for 7-year-olds, 18-year-olds or the elderly? Why or why not?

FIGURE 10.23 There are many barriers to engaging in physical activity.



barriers things that prevent a desired behaviour from occurring

To know how to improve your habits, it is important to evaluate your current behaviours against the recommendations. This gives us greater control over the choices we make about our health and wellbeing. It can help us identify areas for improvement and set realistic goals for positive behaviour change.

10.6.1 Evaluating your physical activity, sedentary behaviour and sleep

The first step in creating a personal physical activity plan is to work out your current levels of physical activity, sleep and sedentary behaviour. You may have already done this in subtopics 10.2 and 10.3. If not, the checklist below outlines the key steps.

Step 1 — Record your current levels of physical activity, sleep and sedentary behaviour, ideally for at least a week. Many apps can help with this, but a diary generally allows for the most detail. New apps are developed regularly, but widely used tracking apps include Strava, Garmin connect, Apple health and Samsung health.

Step 2 — Find your daily average amount of moderate–vigorous physical activity, sedentary behaviour and hours of uninterrupted sleep. (Note that muscle- and bone-strengthening activities should be included at least 3 times a week.)

Step 3 — Identify areas in which you are currently not meeting the guidelines and/or could improve.

Step 4 — Identify your barriers and **enablers** to meeting or not meeting the guidelines, and then outline ways to overcome these barriers or include more enablers.

enablers things that encourage a desired behaviour to occur

10.6.2 Barriers to participation in physical activity

While it may be challenging to remove all barriers, it can be helpful to identify those that have the greatest negative impact on your ability to follow the guidelines. You can then look at ways to overcome them.

For example, if your barrier is that you do not have enough time to be more active, you may be able to identify three opportunities throughout the day to be active for 15 minutes, such as walking to school, having an ‘active break’ between homework and catching up with a friend (e.g. walking or riding together). As another example, if you cannot justify the cost of joining a gym or fitness class, you may be able to access free workouts online.

Often, the biggest barrier is our own minds and how we think of physical activity and its importance in our daily routines. If we can prioritise physical activity and find multiple ways to be active, we are more likely to meet the recommended activity levels.

10.6.3 Enablers of participation in physical activity

The more enablers we have in our daily lives, the more likely we are to be active. Enablers include both our physical environment and our social environment. Having friends and family who enjoy being physically active and owning a dog are two significant enablers of physical activity. Another significant enabler is the sense of enjoyment we get from being active. Making physical activity interesting and fun also has a positive influence on the duration and frequency of participation.

Some enablers include:

- 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 that 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 than you might by yourself.
- Plan enjoyable outdoor activities such as hikes, cycling, walks and backyard games.

FIGURE 10.24 Not getting enough sleep can be a barrier to physical activity.

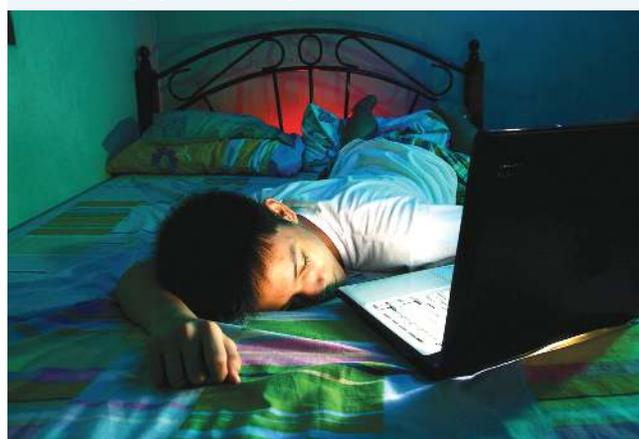


FIGURE 10.25 Making physical activity fun means you are more likely to stay motivated to do it.



- 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.
- Develop 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. Look for areas to improve your programs, and monitor your progress to stay 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?

10.6.4 Setting SMART goals

Setting short- and long-term goals can be an effective way of overcoming some common barriers. When setting goals, it is suggested that you follow the SMART rule. This rule states that each goal should be:

- Specific
- Measurable
- Achievable
- Realistic
- Timely.

A **SMART goal** avoids the pitfalls of vague goals such as ‘I want to be more active’, or ‘I want to be a better tennis player’. Such vague goals are not motivating and you have no way to track your progress, so there is a good chance you will not achieve your goal. In contrast, 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 learnON Resources to learn more and practise identifying and setting SMART goals.

SMART goals goals that are specific, measurable, achievable, realistic and timely



TABLE 10.3 Example of SMART goal setting.

	Benefit	Example
Specific	Being specific means the actions and behaviours required to achieve the goal are easy to identify.	I will run 5 km in 30 min.
Measurable	Making goals measurable allows careful tracking of goals for motivation.	I will run 5 km in 30 min by 30 June.
Achievable	If a goal is achievable, this will help with motivation.	The local walking track is 5-km long.
Realistic	All goals require a number of steps to achieve them. If a goal is realistic, these steps are easier to take.	I can run 1 km without stopping at the moment, so 5 km is realistic for me to achieve.
Timely	Having a time frame helps with motivation, and provides an opportunity to review, reflect on and modify your goal.	I will achieve my goal by 30 June, which gives me time to practice and improve.

Some of your goals to increase physical activity may also decrease sedentary behaviours. For example, getting dropped off two blocks away from school can increase the time spent walking and decrease the time spent sedentary in a car. Walking around the oval talking to friends at lunch instead of sitting and talking also increases your time spent on physical activity and decreases your sedentary behaviour of sitting.

10.6.5 Using the FITT principle

While SMART goals can help increase physical activity and decrease sedentary behaviour, the FITT principle is used to help increase fitness. While improving your physical activity levels can lead to increased fitness, fitness means many different things. It is therefore developed differently. To improve your fitness, you should set SMART goals but also use the FITT principle.

How FITT works

FITT stands for frequency, intensity, time and type. It is an acronym for an exercise prescription designed to improve the way we plan and carry out our fitness program.

Frequency

Frequency relates to how often we engage in the program. To improve cardiovascular and respiratory fitness, three or four days per week is the minimum, with five or more being preferable. To improve muscular strength, three days per week is the minimum.

Intensity

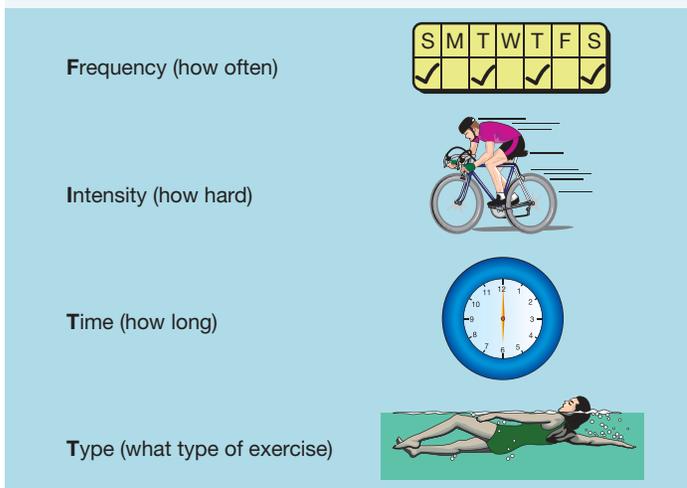
Intensity is a measure of how hard we are working. The level of intensity is indicated by our heart rate. When we are at rest, our heart rate is relatively slow (around 70 beats per minute). This is because the muscles require less oxygen, as they are not working very hard. When we move (work), our heart rate increases. There is a limit to how fast the 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 aerobic fitness, we need to exercise at a pace that makes the heart work at 70–85 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 (or 70 per cent MHR). As our aerobic 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 (written as a decimal), in this case, 70 per cent MHR, or 0.70. 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**. Once comfortable with this level of intensity, the target heart rate could be lifted to 75 per cent MHR, or 154 beats per minute.

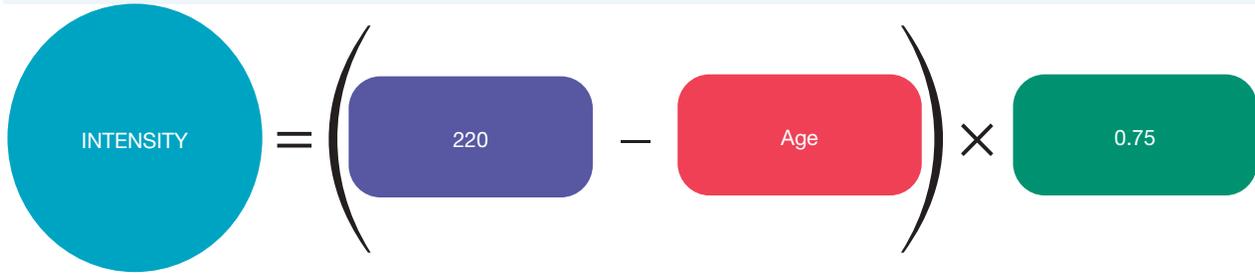
Another indicator of intensity is **respiratory rate (RR)** or breathing rate. As we increase the intensity of our activity, our respiratory rate will increase to supply more oxygen to our muscles. The harder you work, the more oxygen your muscles will require, raising your breathing rate.

FIGURE 10.26 The FITT principles help to plan and complete a fitness program.



intensity how hard we work
maximal heart rate (MHR) the assumed maximum at which the heart can beat; calculated by subtracting your age from 220
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
respiratory rate (RR) the number of breaths taken per minute, also known as breathing rate

FIGURE 10.27 Calculating intensity.



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 simple method of indicating intensity, although it is not as accurate at measuring heart rate.

TABLE 10.4 Measuring intensity using the talk test

Low-moderate intensity	You can hold a conversation with ease, maybe even sing.
Moderate intensity	You can talk, with pauses between sentences; you cannot sing.
Vigorous intensity	You cannot say more than one or two words without pausing to take a breath.

DID YOU KNOW?

A normal breathing rate for an adult at rest is 8–16 breaths per minute. For an infant, the normal rate is up to 44 breaths per minute.

Time

Time (also called duration) refers to the length of a session or program. For aerobic power (also known as aerobic fitness), time refers to the minimum amount of time that we should spend with our heart rate in the target heart rate zone. Twenty minutes is the minimum, with 30 minutes or longer being ideal.

Type

Type refers to the best kind of physical activity that is appropriate for our fitness needs. To develop aerobic power, aerobic type exercises such as long-distance cycling, jogging and swimming are best.

To develop muscular power, the best exercises are plyometrics. To improve muscular strength, weight-bearing exercises such as free weights should be performed.

Recovery rate

Following physical activity it will take some time before acute responses such as breathing rate, heart rate and body temperature return to resting levels. This period of time is called the recovery time. A person who is fit can return to pre-exercise levels faster than someone who is less fit. That is they can recover faster or have a faster **recovery rate**. Light physical activity such as a cool down that uses the same physical activity (running, swimming, cycling) but at a lower intensity, can speed up the time it takes to recover (faster recovery rate) and return our heart rate, respiratory rate and body temperature back to resting levels faster.

recovery rate how quickly the body can return respiratory rate, heart rate and body temperature back to resting levels following physical activity

10.6.6 The FITT principles and fitness

The FITT principles should be used to develop fitness. Fitness is a general term that describes the ability to perform skills and behaviours required for sporting performance.

There are a number of different fitness components. Some of the most common to train are shown in table 10.5.

TABLE 10.5 Common fitness components and how to train them

Fitness component	Description	Examples from sport	Example of training
Aerobic power	The maximum rate of energy produced by the aerobic energy system, refers to the body's ability to maintain continuous physical activity over an extended period at low to medium intensity	Running a 10 km fun run	Going for a 20 min run at 75% MHR Bike riding for 24 km at 80% MHR
Muscular endurance	The ability of a muscle or muscle group to sustain or repeat a force over a long period	Kayaking for 2 km	20 × squats
Muscular strength	The ability of the muscles to exert a single maximal force to overcome resistance	Holding a tackle in footy	6 × squats with heavy weights
Flexibility	The range of movement about a joint	Lunging in hockey	Yoga/Pilates
Muscular power	The combination of strength and speed	Jumping for a spike in volleyball	8 × box jumps 8 × bench jumps
Speed	Can refer to whole-body speed, where the aim is to move from point A to point B as quickly as possible	Sprinting for a ball	5 × 50 m sprints
Agility	The ability to change direction quickly with balance and control	Dodging an opponent	3 × shuttle runs (up and back sprinting)

10.6 ACTIVITIES

1 SMART goals



Complete the **SMART goal setting template** in your learnON Resources. Your aim is to increase or maintain your daily physical activity levels, reduce sedentary behaviours and improve sleep.

	Increase physical activity	Decrease sedentary behaviour	Improve sleep
Specific			
Measurable			
Achievable			
Realistic			
Timely			

2 Physical activity levels

Record your (or someone else's) average weekly physical activity levels, sedentary behaviour and sleep. Use one of the apps mentioned in 10.6.1 to collect the data (or another method, depending on access). Then, using the steps outlined in 10.6.1, evaluate whether you are meeting the recommended guidelines.

3 Physical activity levels survey

- Create a survey to determine the most common barriers and enablers for different population groups (age, gender, location) for meeting the physical activity, sedentary behaviour and sleep guidelines.
- Collect and analyse the results. Then, answer the following questions.
 - What are the most common barriers?
 - What are the common enablers?
 - Outline three suggestions to help overcome each of the most common barriers.
- Create a way to inform the population groups about your suggestions (e.g. a social media campaign, poster, PowerPoint presentation).

4 My family circuit

- Create a fitness circuit that includes at least 4 stations using equipment found at your house, such as chairs, steps, bricks etc.
- Record a clip of your family completing the circuit.
- Show and discuss the family circuit clip with your class.
- Justify your choice of physical activities by identifying the components of fitness you are targeting to improve.

5 Test your fitness with a 12-minute run

- As a class, complete a 12-minute run. You must record heart rate measurements for each of the 12 minutes of the run, as well as 3 resting heart rate measurements in the 3 minutes prior to the run and 3 heart rate measurements in the 3 minutes after the completion of the run. At least 2 members of the class will require a heart rate monitor for this activity.
- Record results for at least 2 members of the class. You can download the **12-minute run recording sheet** worksheet to use as a template from your learnON Resources.



Minutes	Student A	Student B
Pre-run		
Pre run		
Pre run		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Post run 1		
Post run 2		
Post run 3		

- Graph these results on a line graph with heart rate on the y-axis and minutes on the x-axis.

- d. Analyse one person's results:
- Why was the resting heart rate so high before the run?
 - Why did heart rate increase as soon as exercise began?
 - Did heart rate continue to increase, or did it level out (steady state)? Identify where in minutes this levelling out occurred.
 - What did you observe happening to breathing (respiratory) rates pre, during and post the 12-minute run?
 - Compare results and explain why some people may have achieved different results than others. How do you think these results would compare to an elite marathon runner? Why?
 - Why did it take so long for heart rates to go back to resting levels? Was there any differences in the recovery rates of the different students?

SUMMARY – what you need to know

- The first step in creating a personal physical activity plan is to work out your current levels of physical activity, sleep and sedentary behaviour.
- Identify what stops you from being active and find ways to fix it, such as finding free workouts online.
- Make physical activity interesting and fun to help you be active for longer and more often.
- Use the FITT principle to improve your fitness (frequency, intensity, time and type).
- Make goals that are SMART: Specific, Measurable, Achievable, Realistic, and Timely to stay motivated.

10.6 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8

■ LEVEL 3

9, 10

Check your understanding

- MC** The 'S' in SMART goal setting stands for:
 - sensitive.
 - smart.
 - specific.
 - special.
- The FITT principle is used to improve fitness. True or false?
- MC** To improve fitness, the minimum amount of time per session for aerobic fitness is:
 - 10 minutes.
 - 15 minutes.
 - 20 minutes.
 - 60 minutes.
- MC** Heart rate is calculated as:
 - the number of breaths per minute.
 - the number of beats of the heart per minute.
 - the amount of blood pumped out of the heart per minute.
 - 220 minus your age (220 – age).
- MC** The 'R' in SMART goal setting refers to:
 - having a deadline for achieving the goal.
 - making the goal exciting.
 - making sure the goal can be tracked and measured.
 - ensuring the goal is outside, but not too far from, your comfort zone.



Apply your understanding

6. **Outline** what is meant by SMART goal setting, using examples.
 7. **Identify** what the FITT principles are, using examples.
 8. **Outline** how a secondary school student could overcome the barrier of 'not enough time' when trying to increase their physical activity levels.
 9. **Describe** how a secondary school student could use the SMART goal setting principles to ensure better quality sleep.
 10. **Propose** why the 'talk test' may be a more useful measure of intensity compared to target heart rate zones.
-

LESSON 10.7 Review

10.7.1 Success criteria

10.2 What is physical activity?

- I can identify and describe a variety of physical activities, including those that can be undertaken in the natural environment.

10.3 Physical activity and exercise guidelines for all Australians

- I can describe the physical activity and exercise guidelines relevant to children and young people.

10.4 The benefits of physical activity

- I can explain the physical, emotional, cognitive (mental) and social wellbeing benefits of being physically active.

10.5 Physical activity and the community

- I can describe the influences on physical activity levels in the community. Include the impact of the sociocultural, environmental factors and natural environments.

10.6 Planning and designing physical activity plans

- I can evaluate physical activity levels against the physical activity and exercise guidelines.
- I can identify barriers and enablers to modify, and plan for increased adherence to the guidelines.

ESSENTIAL QUESTIONS REVIEWED

- Why is it important for all individuals to be involved in regular physical activity?
- How can this contribute to wellbeing at different life stages?

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

10.7.2 Key terms

barriers things that prevent a desired behaviour from occurring

cultural influences the external factors that help shape the attitudes and behaviours of an individual or group

emotional health and wellbeing being able to manage and express emotions in an appropriate way; includes resilience

enablers things that encourage a desired behaviour to occur

exercise planned, structured, repetitive and intentional movement to increase fitness

fitness a general term that describes the ability to perform the skills and behaviours required for sporting performance

intensity how hard we work

maximal heart rate (MHR) the assumed maximum at which the heart can beat; calculated by subtracting your age from 220

mental health and wellbeing relates to a person's mind or brain and their ability to think and process information. It includes thought patterns, self esteem and levels of stress and anxiety

physical activity any form of movement carried out by the muscles that requires energy

physical health and wellbeing the effective and efficient functioning of the body and its systems as well as the capacity to complete daily tasks

recovery rate how quickly the body can return respiratory rate, heart rate and body temperature back to resting levels following physical activity

resilience the ability to recover or bounce back from challenges and/or difficulties

respiratory rate (RR) the number of breaths taken per minute, also known as breathing rate

sedentary behaviour anything that requires very low energy expenditure with little movement, such as sitting or lying down

sleep a deep state of unconsciousness. Ideally, it will be uninterrupted and continue for enough time

SMART goals goals that are specific, measurable, achievable, realistic and timely

social health and wellbeing ability to develop and maintain positive relationships with others, including family, friends, peers and colleagues

spiritual health and wellbeing related to our beliefs values and morals; includes a sense of purpose and belonging

sport any institutionalised and organised practice, controlled by specific rules

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

learn on

-  **Post-test** Online post-test
-  **eWorkbook** Topic 10 eWorkbook
-  **Digital document** Topic 10 Key term quiz Word version (doc-39470)
Topic 10 Key terms Crossword Word version (doc-39471)
-  **Interactivity** Crossword (int-8922)
Key term quiz (int-8990)

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

■ LEVEL 2

11, 14, 15, 16, 19

■ LEVEL 3

12, 13, 17, 18, 20

Check your understanding

Identify whether the following statements are true or false.

Statement	True or false
1. Physical activity, exercise and fitness all mean the same thing.	
2. Most young Australians could increase their physical activity levels and decrease their sedentary behaviour levels.	
3. Being physically active is just about having a healthy body.	
4. Australian children and young people should incorporate activities that strengthen muscle and bone into their 60 minutes of daily physical activity at least 3 times a week.	
5. Children and young people should get no more than 2 hours of sedentary recreational screen time per day.	
6. It is recommended that children aged 14–17 years get 7–8 hours of uninterrupted sleep.	
7. Being physically active can release ‘feel good’ hormones.	
8. Being physically active outside benefits the individual's wellbeing but also has benefits for the wider community.	
9. Including a variety of physical activities, including those that embrace one's culture and natural environment, is more likely to lead to increased physical activity levels.	
10. Behaviour change, such as decreasing sedentary behaviour, is more likely to be successful when using SMART goals.	

Apply your understanding

- List** ten different ways to be physically active.
- Outline** the Australian Government's physical activity and exercise guidelines for all Australians, and suggest why these have been put in place.
- Describe** the physical, emotional, cognitive and social benefits of being physically active.
- Identify** three barriers to physical activity and suggest ways to overcome them.
- Identify** three enablers of physical activity and suggest ways to include these in everyday life.
- Identify** three barriers to reducing sedentary behaviour and suggest ways to overcome them.
- Outline** three enablers for improving your sleep and suggest ways to include these in everyday life.
- Describe** how including activities and sports in daily life can benefit health and wellbeing.
- Suggest** four ways to be active in the natural environment.
- Explain** what is meant by SMART goal setting and why you would use this model.

GLOSSARY

- active defence** defence that pressures the attack, intercepts the ball and/or frustrates the flow of play
- active listening** the ability to engage completely with the speaker, understand their message, comprehend the information, respond thoughtfully and recall specific details
- Adam's apple** caused by the enlargement of the larynx (voice box)
- adolescence** the time during which we mature from a child to an adult
- 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
- angle of release** the angle at which a projectile is released into the air
- anticipation** the ability to expect or predict a particular action
- anxiety** feeling uneasy or worried
- assertive** expressing your viewpoint in a way that is respectful and non-threatening
- assumption** something that is accepted as true before one gathers any proof that it is so
- auditory feedback** information we receive through our sense of hearing
- automated external defibrillator (AED)** an accurate and easy-to-use computerised medical device that analyses a person's heart rhythm and recognises a rhythm that requires a shock. It uses voice and visual prompts to guide the first aider.
- balance** in a sporting context, balance refers to an object, maintaining or controlling its equilibrium, while moving or stationary
- barriers** things that prevent a desired behaviour from occurring
- beliefs** attitude that something is true or accepted
- 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
- blogger** a person who regularly writes material for a blog
- body awareness** the ability to recognise your body's movements
- body confidence** how a person feels about the way they look
- body image** what we and other people think of our physical appearance; how we feel about our body
- bulk-billing** when a health service accepts your Medicare card as payment for the appointment, meaning that the fee will be paid in full by the government
- cannabinoid** types of chemicals that act on particular receptors in the brain
- cardiac arrest** disturbance of the normal electrical activity in the muscles of the heart's larger pumping chambers resulting in ineffective circulation
- centre of gravity** the central point of an object, about which all of its weight is evenly distributed and balanced
- code switching** the way in which someone, consciously or unconsciously, adjusts their language, behaviour and/or appearance to fit into a different or dominant culture
- cognitive (mental) health and wellbeing** related to our emotions, thoughts and behaviours; affects risk of anxiety and depression
- collaboration** working together to produce something
- commercial factors** conditions, actions and policies of organisations that impact health and wellbeing either positively or negatively, including supply chains, product design, packaging and labelling, marketing and the use of media.
- communication skills** the ability to convey or share ideas and feelings effectively
- compassion** a feeling of empathy or sympathy towards someone who is going through a difficult time
- conception** the union of a female's egg and a male's sperm
- connected** having a feeling or sense of belonging to someone, a group of people or a place

consent free and enthusiastic agreement to participate in a sexual activity and an understanding of what is being agreed to

consent occurs when everyone agrees or gives permission for something to happen

contraception any method or device that prevents conception and, therefore, a pregnancy

cortisol the body's main stress hormone

culture the ethos, values, beliefs and/or philosophies of a group of people

defibrillation the application of electrical therapy that allows the heart to re-establish an effective rhythm

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

depression a mental illness often characterised by feelings of hopelessness, sadness, isolation and worry

digital footprint information about you that exists on the internet as a result of your online activity

discrimination treating a person or group of people less favourably because of differences

dislocation when a bone slips out of a joint and the bones are forced from their normal positions

diverse varied or different

diversity the broad range of differences that exist between people and communities, including in terms of gender, ethnicity, culture, socio-economic status, age, religion, ability and sexuality

diversity the broad range of differences that exist between people and communities, including in terms of gender, ethnicity, culture, socioeconomic status, age, religion, ability and sexuality

drug a substance that has a physiological effect on the body; can be legal or illegal

dynamic balance involves maintaining and controlling equilibrium whilst moving, e.g. changing direction to avoid a tackle in football

effort force applied by the body's muscles to generate movement

effort awareness the ability to recognise your body's movements when performing physical activities

ejaculation the release of semen from the penis

emotional refers to our feelings

emotional health and wellbeing being able to express emotions and feelings in a positive and appropriate way; includes resilience

emotional health and wellbeing the ability to identify manage and express feelings appropriately as well as display resilience

emotional intelligence the awareness of and ability to control and express our emotions with empathy towards others

emotional regulation understanding which emotion you are feeling and when, and expressing it in an appropriate way for the situation

emotions strong feelings

empathy the ability to identify, appreciate and understand another's situation or feelings

enablers things that encourage a desired behaviour to occur

endometrium the lining of the uterus. It is made of hormones, mucus and blood. When pregnant, it nourishes the foetus.

equilibrium when all forces acting on a body are balanced

erection when blood fills the spongy tissue in the penis. The penis enlarges and stiffens.

exercise planned, structured, repetitive and intentional movement to increase fitness

feedback information received about a skill or movement; can be internal or external

first aid the initial or first help that is given to an injured or ill person. It should not be confused with medical aid, which is treatment by a doctor or other qualified person, such as a nurse or ambulance officer

fitness a general term that describes the ability to perform the skills and behaviours required for sporting performance

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

gaslighting a form of manipulation in abusive relationships in which a person creates a false narrative and makes the target of their gaslighting question their judgements and reality

gender our beliefs about what it means to be a male or a female

gendered expectations how we are expected to act, speak, dress and conduct ourselves based upon our assigned sex

general advice information that is meant as a general guideline or suggestion. It is not specific to an individual's unique needs or circumstances

genes the biological units through which we inherit traits from our biological parents

grooming building a relationship with a child in order to sexually abuse them

growth hormone a chemical released by the pituitary gland that causes a rapid growth spurt

hallucinogens drugs that work on the brain to cause hallucinations

harm minimisation an approach that focuses on strategies to reduce harms to the individual and society

Health and wellbeing a state of a person's physical, social, emotional, mental and spiritual wellbeing and not merely the absence of disease or infirmity.

health and wellbeing the state of a person's physical social, mental, spiritual and emotional existence characterised by an equilibrium where the person feels happy healthy capable and engaged

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 literacy understanding information about health and health care, and how to apply that information to our lives and use it to make health decisions

health organisation a group that assists in matters relating to health by providing services, products and information

health product a produced or manufactured item that is designed to improve a person's health, such as toothpaste, sunscreen or vitamins

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

hormone a chemical that is made by specialist cells and released into the bloodstream to send a message to another part of the body. It affects how our bodies work and grow.

identity sense of self in terms of characteristics and beliefs

image-based abuse when a nude or sexual image of a person is taken or shared without that person's permission

inclusive language and behaviour that doesn't isolate others or make them feel inferior

inequities injustice; unfairness

influencer a person with the ability to influence potential buyers of a product or service by promoting or recommending the item, usually on social media

integrity being honest, fair and trustworthy, and standing up for what you believe in, even if it is not popular or easy

intensity how hard we work

kilojoules energy value of food

leadership skills the strengths and abilities individuals demonstrate to help guide and steer teammates to achieve common goals

legumes vegetables such as beans, peas and lentils

LGBTIQA+ a term that stands for Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Asexual. The plus sign represents all the other identities that are not explicitly mentioned.

marketing campaigns an organised course of action to promote or sell a product or service

maximal heart rate (MHR) the assumed maximum at which the heart can beat; calculated by subtracting your age from 220

media a broad term that can include many areas such as social media, television, print media and radio

media literacy the ability to access, analyse, evaluate and communicate information in a variety of forms

Medicare the government scheme that gives Australian residents access to healthcare

menstruation also known as a period. It is the shedding of the uterus lining.

mental health relates to the state of a person's mind or brain and the ability to think and process information

mental health and wellbeing relates to a person's mind or brain and their ability to think and process information. It includes thought patterns, self-esteem and levels of stress and anxiety

mental health and wellbeing relates to the state of a person's mind or brain and the ability to think and process information

movement concepts includes body awareness, spatial awareness, effort awareness and relationship

movement sequences a series of individual movement skills linked together

movement strategies a variety of approaches that help a player or team achieve a movement outcome or goal

needs something that is required

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

nutritional value the nutrient content of a food; varies from food to food

obesity a state of being substantially overweight

objective performance scoring systems scoring systems that use times, distances or guidelines to judge a performance

oestrogen female reproductive hormone. It is produced in the ovaries.

optimism having hopefulness and confidence about the future or the success of something

optimistic hopefulness and confidence about the future or the success of something

ovaries there are two ovaries that make up a female's reproductive system. They produce oestrogen and release ova.

ovulation the process of the ovary releasing an ovum (egg)

ovum the egg produced by the ovaries. The plural of ovum is ova.

passive smoking breathing in second-hand cigarette smoke

peer someone who is of a similar age or shares similar interests

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

personal boundaries the limits you set for yourself and your interactions with others to help you know what you are comfortable with

physical refers to our body and its' systems

physical abuse using power to be physically violent towards another less powerful person

physical activity any form of movement carried out by the muscles that requires energy

physical health and wellbeing physiological functioning of the body

pituitary gland a gland located in the brain. It controls the release of a number of different hormones.

power the ability to do something or make something happen in a relationship

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

primary sex characteristics the characteristics directly necessary for reproduction; the ovaries and the testes

projectile an object moving through the air

protected sex using a condom during sexual intercourse to prevent pregnancy and the spread of sexually transmitted infections (STIs)

puberty a time of physical, social and emotional change, characterised by the maturation of sexual and reproductive organs

recovery rate how quickly the body can return respiratory rate, heart rate and body temperature back to resting levels following physical activity

relationship the ability to recognise how your body moves in relation to the environment, other people and equipment

reliable source a source of information that provides a thorough, well-reasoned theory, argument or discussion based on strong evidence

rescue breaths given to a casualty who is not breathing; the breath will take one second to deliver and will make the casualty's chest rise

resilience the ability to manage a difficult situation and 'bounce back'; increases the chance of responding well to future challenges

resilience the ability to recover or bounce back from challenges and/or difficulties

respect recognising and appreciating the differences between people and treating them fairly

respiratory rate (RR) the number of breaths taken per minute, also known as breathing rate

responsibilities your obligations; for example, you have a responsibility not to harm other people

RICE management plan used to achieve the immediate treatment of a soft-tissue injury through the application of rest, ice, compression and elevation

RICER a management plan for soft tissue injuries that follows up the immediate treatment with a referral to medical care for longer-term management of the injury

rights something that everyone should have; for example, everyone has the right to feel safe

risk uncertainty about the effects or implications of an activity; can be positive or negative. Some challenges can cause harm, loss or injury

rites of passage a process that transforms you from one stage of life to the next

SALTAPS simple checklist to use when diagnosing a sports injury; stands for stop, ask, look, touch, active movement, passive movement and stand

secondary sex characteristics traits arising from changes at puberty. They are not directly related to reproduction and are not present at birth.

sedentary any behaviour that results in low energy expenditure

sedentary behaviour anything that requires very low energy expenditure with little movement, such as sitting or lying down

self-talk the internal statements we use relating to and describing ourselves

semen a whitish fluid released by the prostate gland

sexting sending or receiving sexually explicit or sexually suggestive texts or images via phone or the internet

sexualised to make something sexual or attributed to sex

sexually transmitted infection (STI) an infection that is transmitted through sexual activity

sleep a deep state of unconsciousness. Ideally, it will be uninterrupted and continue for enough time

SMART goals goals that are specific, measurable, achievable, realistic and timely

social refers to our interactions with other people

social health and wellbeing being able to have positive relationships with others, including family, friends, peers and colleagues

social network the social relationships an individual has developed

social rejection occurs when an individual is deliberately excluded from a relationship or group interaction

sociocultural factors the social and cultural conditions into which people are born, grow, live, work and age.

spatial awareness the ability to recognise the space around you and how your body moves in that space

sperm the male reproductive sex cell. It is produced in the testes.

spiritual health and wellbeing related to our ideas, values and morals; includes a sense of purpose and belonging

sport any institutionalised and organised practice, controlled by specific rules

stability your resistance to changes in equilibrium. This means how well you can keep your balance when external forces are applied, such as when you're pushed or when you're moving quickly. Some sports require athletes to be stable (Sumo wrestling) and others require instability to change direction quickly (gymnastics)

static balance is maintaining and controlling equilibrium whilst stationary, e.g. holding a handstand

stereotype a set of characteristics typically used to categorise a group of people

stereotyping where a set of characteristics is used to categorise a group of people

stimulants drugs that stimulate or speed up your brain and nervous system

subjective performance scoring systems scoring systems that require a judgement of performance quality based on feelings, impressions or opinions

tactics and strategies planned moves used to out-manoeuvre opponents and provide your team with an advantage; 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 the method used for performing a skill

testes there are two testes that make up a male's reproductive system. 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

unique one of a kind

upstander someone who speaks up or acts to support a person or cause, especially when they witness bullying, harassment or other harmful behaviour

values beliefs about what is important; guide our attitudes and behaviour

vigorous intensity exercise that causes you to ‘huff and puff’ as your heart rate and respiratory rate increase significantly

visual feedback information we receive as we see our own performance

vulva the external female genitalia