
NELSON
CENGAGE Learning
Fit for Life!
LEVELS 9 & 10
HEALTH & PHYSICAL EDUCATION
for the Victorian Curriculum
Rob MALPELI Amanda TELFORD Rachael WHITTLE Lee ANTON-HEM Claire STONEHOUSE
Jonathan FENDER Michael SPITTLE Kim VANDERVELDE Sam WATKINS Emmé WILD



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Fit for Life!

LEVELS 9 & 10

HEALTH & PHYSICAL EDUCATION

for the Victorian Curriculum

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Fit for Life! for the Victorian Curriculum Levels 9 and 10
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ABOUT THIS BOOK

This book has been written to match the Victorian Curriculum for Health and Physical Education for Levels 9 and 10. We have tried hard to make the text clear and easy to read, with lots of photos and illustrations. There are heaps of activities, as we know you learn best from doing things!

What is important?

The chapter objectives at the beginning of the chapter are important for you to know and understand. The chapter summary or quiz at the end is also important to know. The rest of the chapter explains the ideas and helps you practise the skills, so that's important too.

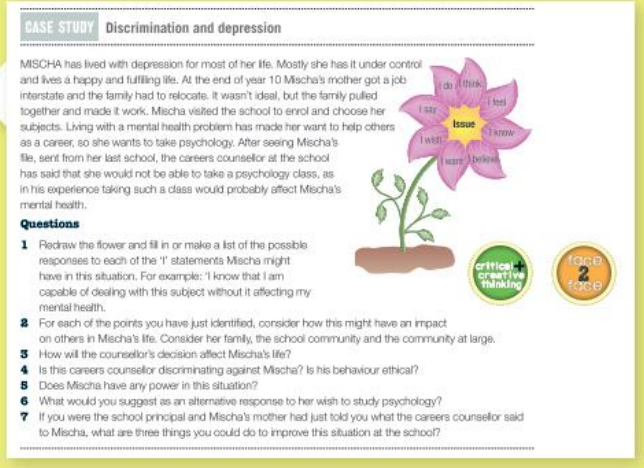
In each chapter

Each chapter starts with an opening spread containing the chapter objectives (linked to the Victorian Curriculum) and the main headings within the chapter, with page numbers for easy navigation.



Case studies

In most chapters there are a few case studies, with a real-world focus.


CASE STUDY **Discrimination and depression**

MISCHA has lived with depression for most of her life. Mostly she has it under control and lives a happy and fulfilling life. At the end of year 10 Mischa's mother got a job interstate and the family had to relocate. It wasn't ideal, but the family pulled together and made it work. Mischa visited the school to enrol and choose her subjects. Living with a mental health problem has made her want to help others as a career, so she wants to take psychology. After seeing Mischa's file, sent from her last school, the careers counsellor at the school has said that she would not be able to take a psychology class, as in his experience taking such a class would probably affect Mischa's mental health.

Questions

1. Redraw the flower and fill in or make a list of the possible responses to each of the 'I' statements Mischa might have in this situation. For example: 'I know that I am capable of dealing with this subject without it affecting my mental health.
2. For each of the points you have just identified, consider how this might have an impact on others in Mischa's life. Consider her family, the school community and the community at large.
3. How will the counsellor's decision affect Mischa's life?
4. Is this careers counsellor discriminating against Mischa? Is his behaviour ethical?
5. Does Mischa have any power in this situation?
6. What would you suggest as an alternative response to her wish to study psychology?
7. If you were the school principal and Mischa's mother had just told you what the careers counsellor said to Mischa, what are three things you could do to improve this situation at the school?

critical + creative thinking

face 2 face

(previous page) Corbis/© Bloomimage

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Activities

There are several different types of activities within the chapters, so you don't get bored. The different types have different icons beside them.



Face 2 face:
do these activities with a partner or the whole class



Up and moving:
for these activities, you get up and moving



Critical and creative thinking:
in these activities you will need to be creative



Review and reflect:
these are the thinking activities: sometimes by yourself, sometimes in a group



Web activities:
these are activities using the web; sometimes you will watch a video clip and answer questions about it



Higher order thinking:
these activities are a bit harder, and may take a fair bit of time to do

SCAFFOLD>> Scaffolds

For some of the activities, you will be asked to fill in a table or quiz. If you have access to the NelsonNet website, you can fill in the blank tables or drawings online, or you can print them out and fill them in. If you don't have access to the internet in class, your teacher can print them out for you to fill in.

SCAFFOLD>>
Column graph

WORKBOOK>> Workbook references

As part of the Fit for Life! Victorian Curriculum series there is a printed write-in workbook to go with your student book. The workbook is full of extra write-in activities. It also repeats some of the write-in activities from the student book, so you can do them at home.

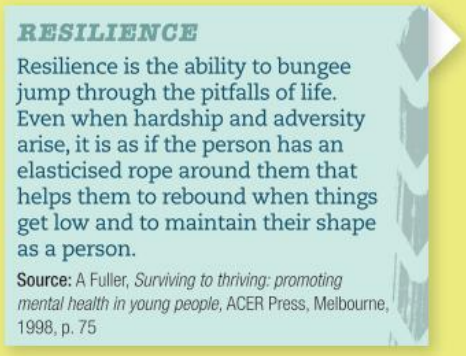
WORKBOOK>>
Worksheet 1.5

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Glossary definitions

These explain the meaning of many of the new terms in the book. Some definitions are repeated in the different chapters.





Fast facts

These short bits of information are sprinkled through the book to keep you awake!

Weblinks

There are no direct urls in this book, as web pages and addresses constantly change.

Instead, if you key in http://ffl910vic.nelsonnet.com.au, you will find a page of direct links. You only need to open the page once per lesson.

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Fit for Life NelsonNetBook

NelsonNetBook is a web-based ebook for secondary schools, compatible with interactive whiteboards, computers and iPads, with optional Web2 functionality for class groups and individual functionality to add highlights, annotations, audio clips and weblinks. It is available free to students for 26 months if your school has booklisted *Fit for life! for the Victorian Curriculum*. Visit the **NelsonNet** portal at www.nelsonnet.com.au to find out more, to register or to log in when your teacher has given you the class code. Features of the NelsonNetBook include:

- a direct link to weblinks within the book, by chapter
- direct links to scaffolds
- direct links to extra activities
- direct links to the videos in Chapter 10
- the ability to highlight, annotate, add audio or video files, and generally customise your own digital copy of *Fit for life! Vic Levels 9&10*. Your customising will last for 26 months from your first access.

Please note that complimentary access to NelsonNet and the NelsonNetBook is only available to teachers who use the accompanying student textbook and workbook as a core educational resource in their classroom. Contact your sales representative for information about access codes and conditions.

Feedback

We'd love to hear what we could improve for you, so email us: aust.secondary@cengage.com
We hope you have fun using and learning from this book!



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ABOUT THE AUTHORS

Robert Malpeli teaches at The Knox School, Victoria. He has been a leading light in senior Physical Education for more than 25 years and his texts and resources are used in Victoria, Western Australia and New Zealand. He is regarded as a pre-eminent Physical Education leader and educator. Along with Amanda Telford, he runs a Phys Ed teacher network in Victoria that supports both teachers and students at professional development sessions and seminars.

Amanda Telford is an Associate Professor in Exercise Sciences and Program Director of a Health and Physical Education (PE) degree within the tertiary sector. She lectures in Physical Education pedagogy, Health and Physical Activity, and curriculum development. Amanda taught secondary school Health and Physical Education and was a VCE PE examiner. Her research interests are in youth physical activity behaviour with an emphasis on school environments. Amanda has co-authored numerous journal articles, reports and more than 10 PE textbooks used in Victoria, Western Australia and New Zealand.

Rachael Whittle has been a Physical Education teacher for many years and has been heavily involved with the Victorian Curriculum Assessment Authority and the Western Australian Curriculum Council, in assessment and curriculum development. She was involved in the writing of the VCE Study Design and Assessment Handbook. Rachael is currently undertaking research at RMIT University on effective teaching strategies in post-compulsory Physical Education and presents teacher professional development across Victoria and in Western Australia.

Lee Anton-Hem has more than 20 years' experience as a Physical Education specialist. She currently lectures at RMIT University, Victoria, and teaches part-time in schools. Lee has written several resources for teachers, including *Fundamental Motor Skills and Literacy*, a Hip Hop program for the DEECD and other motor skill and fitness resources. In 2008, Lee was awarded an Australian Learning and Teaching Council Citation for Outstanding Contribution to Student Learning, and in 2007 she was the recipient of the RMIT University Teaching Award-Early Career Academic.

Associate Professor **Michael Spittle** is a discipline leader in Motor Learning and Physical Education with extensive experience in both Physical Education and Exercise and Sport Science. His research focuses on learning motor skills in Physical Education and Sport. He has published extensively in the area of games and sports, and has written prominent textbooks on the game sense model and on skill acquisition in Physical Education and Sport.

Claire Stonehouse lectures at Deakin University in Health and Student Wellbeing and Sexuality Education. She is currently studying to gain her PhD. Claire has worked in many sectors of the community and has experience writing curriculum and educating young people across the board. Her areas of interest include the educational

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impact that parents have on their children, opening up conversations about mental health, and sexuality education.

Jonathan Fender has been a Physical Education teacher for over 20 years in the UK and in Australia. He has mainly taught Health and Physical Education from Years 7–12 and more recently Years P–5. He has had experience as a NSW HSC Marker, Head of Department, and Coordinator of School Sport. He currently teaches H/PE at Scots PGC College in Warwick, Queensland.

Kim Vandervelde is currently Head of Department at Monte Sant' Angelo Mercy College in North Sydney. Kim was part of an international team who wrote the new HPE guide for all MYP International Baccalaureate schools globally. She has also written for Nelson *Sport, Lifestyle and Recreation*.

Sam Watkins graduated from the University of Ballarat in 2002 and has taught Physical, Health and Outdoor Education, Certificate II and III in Sport and Recreation, and Information Technology in both Melbourne and Perth. He has worked in both public and private schools, teaching Years 7–12, and worked in various coordinator and leadership roles. He currently teaches at Peter Moyes Anglican Community School.

Emmé Wild graduated from the University of Warwick, England, in 1997. She has worked in different educational systems including both private and public schools. Since arriving in Perth in 2003, Emmé has been involved in curriculum planning and writing for the School Curriculum and Standards Authority in WA as well as being a member of the Course Advisory Committee for Physical Education Studies. Emmé is currently Head of Sport at St Hilda's Anglican School for Girls.

About the reviewers

One of the reasons this book is so good is that really good classroom teachers read the chapters and gave us feedback on what we could improve. We would like to thank them for their excellent and very helpful work.

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FOR THE TEACHER

All teachers of Levels 9 and 10 should carefully read the introductory pages to the new Victorian Curriculum for this level, found at http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/rationale-and-aims, in order to understand the difference in the way this curriculum should be taught.

Our book is structured into chapters based on the ten focus areas. However, teachers may use other focus areas to cover the required knowledge and skills. It is important to cover the content descriptions for the two main strands of Personal, social and community health; and Movement and physical activity – the way you do it is up to you, and your school. Some content descriptions may already be covered in other subjects offered by your school, such as Dance, Home Economics, and Outdoor education.

This book covers all the content descriptions, using several contexts (focus areas); the way you use the book is up to you, but we hope you find it a useful tool.

Below is a grid showing broadly how the content descriptions are covered in the different chapters of this book. See also the Victorian Curriculum Levels 9 and 10, at the website above, for the achievement standard for these levels.

	Strand: Personal, social and community health	Applicable chapters in *Fit for life! Levels 9&10*
Being healthy, safe and active	Evaluate factors that shape identities, and analyse how individuals impact the identities of others (VCHPEP142)	1 The dangers of alcohol and other drugs 2 Eat well, live well 3 Healthy people, healthy communities 4 Mental health and wellness 5 Positive relationships 6 Safety
	Examine the impact of changes and transitions on relationships (VCHPEP143)	1 The dangers of alcohol and other drugs 2 Eat well, live well 4 Mental health and wellness 5 Positive relationships 6 Safety
	Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144)	1 The dangers of alcohol and other drugs 2 Eat well, live well 3 Healthy people, healthy communities 4 Mental health and wellness 5 Positive relationships 6 Safety
	Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145)	1 The dangers of alcohol and other drugs 2 Eat well, live well 3 Healthy people, healthy communities 4 Mental health and wellness 5 Positive relationships 6 Safety
Communicating and interacting for health and wellbeing	Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)	1 The dangers of alcohol and other drugs 4 Mental health and wellness 5 Positive relationships 6 Safety
	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)	4 Mental health and wellness 5 Positive relationships 6 Safety
	Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)	1 The dangers of alcohol and other drugs 2 Eat well, live well 3 Healthy people, healthy communities 4 Mental health and wellness 5 Positive relationships 6 Safety

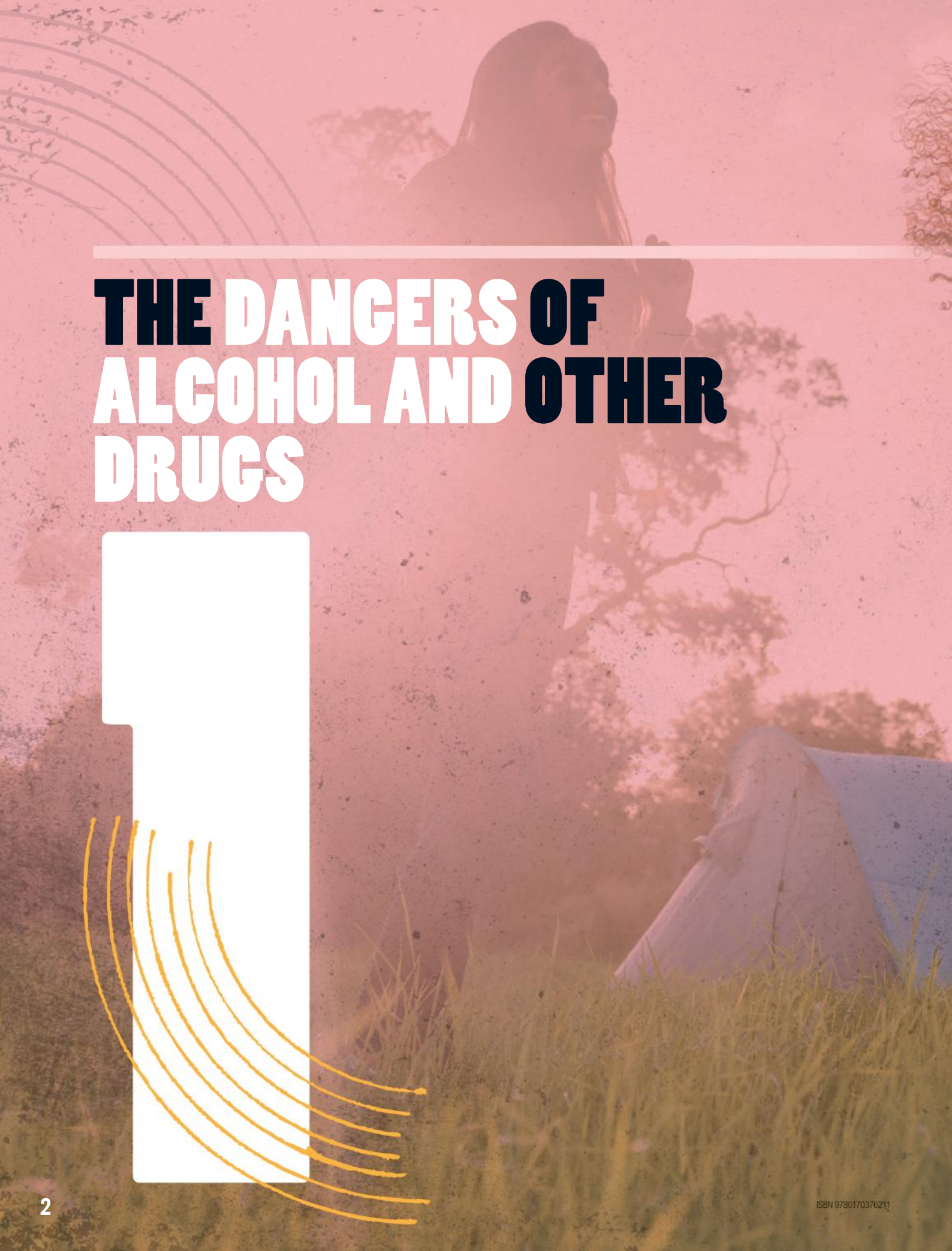
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	Strand: Personal, social and community health	Applicable chapters in *Fit for life! Levels 9&10*
Contributing to healthy and active communities	Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)	1 The dangers of alcohol and other drugs 2 Eat well, live well 3 Healthy people, healthy communities 4 Mental health and wellness 5 Positive relationships 6 Safety
	Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150)	1 The dangers of alcohol and other drugs 2 Eat well, live well 3 Healthy people, healthy communities 4 Mental health and wellness 5 Positive relationships 6 Safety 7 The great outdoors 9 Physical activity plans
	Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151)	1 The dangers of alcohol and other drugs 2 Eat well, live well 3 Healthy people, healthy communities 4 Mental health and wellness 5 Positive relationships 6 Safety
	Strand: Movement and physical activity	*Applicable chapters in Fit for life! Levels 9&10*
Moving the body	Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)	7 The great outdoors 8 Participating and performing in games and sports 10 Fit to dance
	Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations (VCHPEM153)	7 The great outdoors 8 Participating and performing in games and sports 10 Fit to dance
	Develop, implement and evaluate movement concepts and strategies for successful outcomes (VCHPEM154)	7 The great outdoors 8 Participating and performing in games and sports 9 Physical activity plans 10 Fit to dance
Understanding movement	Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (VCHPEM155)	3 Healthy people, healthy communities 9 Physical activity plans
	Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156)	7 The great outdoors 8 Participating and performing in games and sports 10 Fit to dance
	Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (VCHPEM157)	3 Healthy people, healthy communities 7 The great outdoors 8 Participating and performing in games and sports 9 Physical activity plans 10 Fit to dance
Learning through movement	Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158)	5 Positive relationships 7 The great outdoors 8 Participating and performing in games and sports 9 Physical activity plans 10 Fit to dance
	Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159)	7 The great outdoors 8 Participating and performing in games and sports 9 Physical activity plans 10 Fit to dance
	Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160)	7 The great outdoors 8 Participating and performing in games and sports 9 Physical activity plans

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THE DANGERS OF ALCOHOL AND OTHER DRUGS



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In this chapter **you will learn about a range of drugs, both legal and illegal, including alcohol, prescription and over-the-counter medicines, energy drinks, caffeine, tobacco, as well as performance-enhancing drugs. You will also study the effect that each of these drugs can have on your friends, families and your community.**

By the end of the chapter, you should be able to:

- ➜ make safe choices about the use of drugs
- ➜ analyse factors that influence individual health and wellbeing
- ➜ make mature and informed decisions about drug use to minimise risk
- ➜ critique a variety of factors and behaviours that have a positive and negative influence on the health and wellbeing of individuals and their communities
- ➜ explore the roles that empathy, ethical decision making and personal safety play in maintaining healthy relationships
- ➜ discuss the effectiveness of organisations that promote fairness and ethical behaviour in sport.

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Masterfile

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SUBSTANCE ABUSE



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psychoactive substances
drugs that can alter the senses, awareness and mood

World Health Organization
a specialised agency of the United Nations concerned with international health

euphoric
a feeling of being on top of the world

narcotic
a drug that can affect the brain and alter mood or behaviour

Substance abuse refers to the harmful or dangerous use of **psychoactive substances**, including alcohol and other drugs. According to the **World Health Organization**, approximately 2.5 million people die every year from the harmful use of alcohol. In addition, approximately 250 000 people die every year because of illegal drug use. Many more people suffer from drug-related illness.

People have long used drugs to relax, stimulate or provide **euphoric** experiences. Wine can be dated back to the time of the early Egyptians and **narcotics** have been used since 4000 BCE. Marijuana was first used by the Chinese for medicinal purposes nearly 3000 years ago. In ancient societies, drugs were primarily used to help cope with aches, pains and other health issues. Healing properties were also found in many plant and animal materials.

The manufacture of drugs is becoming increasingly more sophisticated, with drug users expecting to experience bigger and better 'highs'. However, there are never any 'winners' as a result of substance abuse; the only people who benefit are the manufacturers and dealers.

COST OF ILLEGAL DRUGS

Australians spend more than $7 billion a year on illegal drugs.

Source: www.theage.com.au/national/nations-7b-drug-splurge-20130621-2ooe3.html

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Marek Tarabura/stock/Thinkstock

WORKBOOK>>
Worksheet 1.1

The Australian Government spends more than $1.5 billion a year on drug law enforcement, treatment, education and harm-reduction strategies and campaigns. Many believe that more should be done to address the nation's addiction to the use of illegal drugs. Understanding what these substances can do to the human body allows people to make informed choices about drug use. Correct choices promote long, happy and healthy lives.

Prescription medication

Over-the-counter (OTC) and prescription medications have made a positive contribution to the health and wellbeing of Australians. Health-care professionals and pharmacists prescribe and supply medicines to treat a variety of health conditions. The majority of Australians take these medications responsibly. However, the misuse of prescription and OTC medication is increasing, primarily because of their increased availability. Can you remember the last time you went to the doctor for a prescription or to your local pharmacy for medication? Can you remember what you purchased or were prescribed?

These are the most commonly abused pharmaceutical drugs:

- benzodiazepines
- analgesics
- stimulants.

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Benzodiazepines

benzodiazepines
psychoactive drugs usually prescribed to treat anxiety or sleep problems

depressant
a drug that slows down the activity of the brain and central nervous system

simple analgesic
a non-opiod used to relieve pain and inflammation

opioid
a psychoactive drug that helps to relieve pain

Benzodiazepines are used for the treatment of anxiety. They are classed as **depressants** as they slow down the activity in the central nervous system. They are commonly prescribed by health-care professionals to reduce stress and anxiety as well as relax muscles and promote sleep. Benzodiazepines are generally taken orally in the form of a tablet or capsule, but they can also be injected. Drugs that are in the benzodiazepine family include diazepam (Valium), oxazepam, nitrazepam, temazepam, flunitrazepam and bromazepam.

Analgesics

What did you do the last time you had a headache? Did you take any tablets? If you did, you probably took a medication known as an analgesic. Analgesics are grouped into **simple analgesics** and **opioid** analgesics. Opioid analgesics are the most commonly abused and include drugs such as morphine, codeine, methadone and oxycodone. Like benzodiazepines, they are classed as depressants because they slow down the activity in the brain and central nervous system. Simple analgesics or 'painkillers', such as paracetamol, aspirin and ibuprofen are widely available; many students carry them in their bags, ready for use if necessary. Analgesics are usually taken orally; they come in many forms including tablets, capsules, liquids and dissolvable powders. Sporting injuries, period pain and headaches are common reasons why young people take analgesics. In the short term, both opioid and simple analgesics help to relieve pain. Some may also relieve other symptoms such as fever, inflammation or swelling.

If you take too many analgesics or use them too frequently, the following side effects may occur:

- nausea
- vomiting
- heartburn
- reduced appetite
- drowsiness.
- dizziness
- kidney damage
- abdominal pain
- constipation
- diarrhoea
- headaches
- stomach problems
- skin rash

Stimulants

Stimulants can be prescribed or purchased over the counter. Prescription **stimulants** include amphetamines and methylphenidate and are used to treat both psychological and physical disorders, including attention-deficit hyperactivity disorder (ADHD) and **narcolepsy**. Over-the-counter stimulants include caffeine medicines (such as 'No-Doz'), energy drinks, diet pills, pain relievers, motion-sickness tablets, cough and cold medications, pseudoephedrine (present in some cold and flu tablets) and some herbal remedies. Stimulants are often abused to get 'high' or to improve alertness, focus and attention. For this reason, such stimulants are popular among students sitting examinations.

stimulants
drugs that increase the activity of the central nervous system

narcolepsy
a sleep disorder where the person has disturbed sleep at night and often falls asleep during the day

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Higher doses of stimulants can lead to cardiovascular issues, which may lead to **stroke**. Stimulants can also reduce the feelings of hunger and they are often abused to promote weight loss. Side effects of stimulants:

stroke
the loss of brain function caused by a blocked or burst artery in the brain

- increased heart rate
- increased blood pressure
- increased body temperature.
- loss of appetite
- lack of sleep

Are prescription drugs safer than illegal drugs, such as heroin or cocaine? The answer is 'no'. Just because the medication has been prescribed by a health-care professional doesn't mean that it's safe. Prescription drugs, like illegal drugs, can have some very powerful effects on the brain and body. Opioid analgesics act in a similar way to heroin, by targeting the same area of the brain. If you take prescribed stimulants, the effects that you experience are similar to taking cocaine and could cause, in the long term, paranoia and possible heart problems. Is it worth it?

Getty Images



Tiger Woods

Warner Bros/DC Comics/The Kobal Collection



Heath Ledger as the 'Joker'

Abusing prescription drugs can have devastating consequences.

WORKBOOK>>
Worksheet 1.2

- Tiger Woods is an American professional golfer considered by many to be one of the most successful golfers of all time. However, his alleged addiction to prescription drugs and his marriage infidelity may have contributed to the lapse in his golfing performance. Following the allegations, Tiger took a break from the professional circuit for a year before competing again in major golfing tournaments around the world.
- In 2008, Australian-born actor Heath Ledger was found dead in his New York apartment just months after filming his role as the Joker in the movie *The Dark Knight*. Heath tragically died from an alleged prescription drug overdose.

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Tips to use medicines safely

1. Always follow the advice of your doctor or pharmacist.
2. Never take more than the recommended amount.
3. Read the instructions you may have been given and note any possible side effects.
4. Only use medication prescribed to you. Using someone else's prescription or letting a friend use your prescribed medication is illegal and dangerous.
5. If taking prescribed medication, check with your doctor or pharmacist to ensure that any other medication you may be taking will not adversely interact with the medicine prescribed.
6. Check whether you are safe to drive after taking medication as some may make you feel drowsy or dizzy and/or affect your vision.
7. If in doubt, always ask your doctor or pharmacist!

WORKBOOK>>
Worksheet 1.3

critical + creative thinking

WEB

PRESCRIPTION AND OTC DRUGS

1. Follow the link and watch a slideshow of the most commonly used prescription and OTC drugs: http://ffl910vic.nelsonnet.com.au.
2. Using the information provided, create an informative poster, pamphlet or brochure about the commonly used prescription and OTC drugs that could be displayed within your community.

ALTERNATIVES TO TAKING MEDICINES

Exercise

Regular exercise is not only good for physical health but also for mental health. It has long been known that exercise can reduce the risk of heart disease, stroke and some cancers, and recent studies have shown that exercise can also significantly benefit mental health. Regular exercise can help alleviate the symptoms of depression, stress and anxiety.

The type of exercise you undertake should be something that you enjoy doing. Examples of activities include skateboarding, netball, cycling and surfing. Yoga and Pilates are both effective activities enjoyed by many to reduce stress, stay in shape and relax the mind. Many Australian Football League (AFL) clubs have introduced Pilates into their training programs as it focuses on developing core strength.

How much exercise should you be doing a day in order to keep mentally and physically healthy? As a general rule, adolescents should undertake at least

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60 minutes of exercise each day. You don't necessarily need to complete all the activity at one time. It can be spread throughout the day and should include some strenuous activity that makes you puff.

EXTRA ACTIVITY>>
Healthy lifestyle

HOW MUCH EXERCISE EACH DAY?

face 2 face

In pairs, discuss the following questions:

1. How much time do you spend each day exercising?
2. What type of activities do you do?
3. Could you do more? If so, what else could you do to increase the level of physical activity you do each day?

Eating a balanced diet

A well-balanced diet and regular activity are the foundations of good health and wellbeing. But how do you know whether you are eating a proper and balanced diet? According to the Heart Foundation, you can enjoy a healthy balanced diet by following five simple steps:

1. Eat a variety of foods.
2. Include vegetables, whole grains, fruit, nuts and seeds every day.
3. Choose healthier fats and oils, including olive, canola, sesame and rice bran oil.
4. Try to limit sugary, fatty and salty takeaway meals and snacks.
5. Drink mainly water.

Adapted from www.heartfoundation.org.au/healthy-eating/food-and-nutrition-facts



Jiri Chen/Shutterstock.com

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Alternative health care

alternative medicine medical therapies, treatments and practices that are not used in conventional medicine

complementary medicine combining the use of alternative medicine with conventional medicine

chronic persistent or long lasting

musculoskeletal system the system comprising the muscle, tendons, ligaments, bones, joints and tissues that make the body move

In recent years there has been growing interest in **alternative** and **complementary** health care. Besides seeing a health-care professional such as a doctor, many people seek alternative treatments to improve their health. A health-care professional is best for mending a broken bone. However, for a **chronic** health concern, such as arthritis, alternative therapy may be a further option for treatment.

There are several different alternative therapies that claim to promote health and wellness, including homeopathy, naturopathy, chiropractic, herbal medicine and aromatherapy. Many of these therapies are seen as alternatives to conventional medicine.

Homeopathy

This practice focuses on stimulating your own body's healing powers to alleviate symptoms quickly and effectively using homeopathic medicines.



Dave Swift / Newspix

Naturopathy

Naturopathy focuses on the holistic treatment of an individual by addressing the symptoms of illness as well as seeking to resolve any underlying issues that may be causing the problem. Practitioners may use multiple treatments including herbal medicine, dietary adjustments, massage or homeopathy.

Chiropractic

Chiropractic treatment focuses on the relationship between the spine, the **musculoskeletal system** and the nervous system. Health concerns such as back pain, shoulder pain or headaches may be alleviated using chiropractic treatment.

Herbal medicine

Herbal medicine uses herbs and plant extracts to treat health disorders and enhance wellbeing, aiming to return the body to a state of natural balance. Herbs have been successfully used for medicinal purposes around the world for thousands of years. Indian Ayurvedic medicine and

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traditional Chinese medicine both use herbs to prepare specific treatments. Herbal medicine is used to treat a variety of conditions including arthritis, allergies, stress and depression, hormonal imbalances, colds and flus, headaches, sore muscles, skin complaints and upset stomachs. The common herb garlic is used to fight colds as well as reduce blood pressure.


© Tim Whitby/Alamy

HERBAL MEDICINE

Use the internet to research five herbs that are used to treat specific health disorders. Identify each herb and provide a brief description of the conditions it is used to treat.

Aromatherapy

Aromatherapy is the **therapeutic** use of aromatic and essential oils made from plants and flowers for mental and physical wellbeing. They are used to balance, harmonise and promote the health of the body, mind and spirit. Oils are applied through massage and inhalation, and to body surfaces such as the hair.

therapeutic
healing

DISCUSSION

Investigate and discuss why many Australians use complementary and alternative health products and services. Do you feel the benefits are worth the money spent? If so, what are the benefits?

WORKBOOK>>
Worksheet 1.4

HOW DRUGS AFFECT THE BODY

All drugs, including caffeine and energy drinks, can affect the body. A psychoactive drug contains chemical substances that can affect the functioning of the central nervous system. Adverse effects of psychoactive drugs are confusion, changes in mood and behaviour, and altered levels of consciousness.

In order to understand why and how people use drugs, it is important to learn about the five main categories of drug use: experimental, recreational, situational, intensive and use leading to dependence.

DRUG POISONING

Science has shown that some chemicals and compounds interact adversely when mixed. The wrong 'cocktail' of drugs can kill.

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©iStock.com/sturti

1 Experimental use

There are many reasons why people choose to experiment with drugs. These include curiosity, to have fun, to 'fit' in with friends, to improve sporting performance and to help ease a problem such as stress or depression. The first-time drug user may seek to experiment with different types of drugs and their reactions, and be involved in the social use of drugs, which often involves experimentation.

2 Recreational use

Recreational use refers to the social or casual use of a drug, maybe on a weekend or as part of social life. Often drugs are taken to enhance a person's experience of environments such as music concerts or nightclubs.

review & reflect

face 2 face

DISCUSSION

The majority of people who use drugs recreationally see this habit as being 'normal'. What do you think? In small groups, discuss whether you agree or disagree with this statement and provide reasons to support your decision.

3 Situational use

Situational use refers to the use of a drug to cope with the demands of a particular situation. For example, some Year 12 students may take caffeine tablets to help them stay awake while they are studying for examinations. Benzodiazepines may be prescribed by a doctor to help someone who may be dealing with a stressful situation, such as the death of a relative or friend.


© W. G.Allgeweier/agefotostock

4 Intensive use

Intensive use refers to the excessive use of drugs over a short period of time or continuously over a few days or even weeks. Binge drinking is an example of intensive drug use.

5 Dependence

Dependence refers to a person's need to use a drug to make them feel normal. This use is commonly referred to as a drug addiction. Drug addiction refers to the compulsive use

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of drugs, whereas dependence focuses on the physical and psychological impact of drugs on the body. Support is essential for recovery from dependence and can come from friends, family, health-care providers and counsellors.

WORKBOOK>>
Worksheet 1.5

Poisons help

Call the poisons help line if you, a friend or a family member come in contact with a poison or a toxic product and experience health difficulties. Remember, if the situation is life-threatening, **call 000**.

POISONS INFORMATION CENTRE
13 11 26
Call from anywhere in Australia – 24 hours a day

Classification of drugs

Both legal and illegal drugs that affect the central nervous system can be classified into three main groups: stimulants, depressants and hallucinogens.

Stimulants

Stimulants speed up the activity of the central nervous system. They increase alertness and reduce fatigue. Examples of stimulants:

- ecstasy
- cocaine
- methamphetamines (ice, speed, base).

Depressants

Depressants slow down the activity of the central nervous system. They increase fatigue and confusion as well as impair coordination, memory and speech. Examples of depressants:

- alcohol
- cannabis
- shisha
- GHB (gamma hydroxybutyrate)
- opiates and opioids (heroin, morphine, codeine)
- inhalants (solvents, aerosols, gases, nitrites).

Hallucinogens

Hallucinogens, also known as **psychedelics**, interfere with the central nervous system by altering the way reality is perceived. They can produce hallucinations that cause you to see or hear things that don't actually exist. Hallucinogens are either manufactured in laboratories or occur naturally in trees, vines, seeds, fungi and leaves. Examples of hallucinogens:

- LSD (lysergic acid diethylamide)
- magic mushrooms
- cannabis
- ketamine.

psychedelic drug
a mind-altering psychoactive drug that produces hallucinations; LSD and magic mushrooms are typical examples

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COCAINE USE IN AUSTRALIA

Of Australian students aged 14 and 15, 98 per cent have **never** tried cocaine.

Source: Drug Strategy Branch, Australian Government Department of Health and Ageing 2012, *Australian secondary school students' use of tobacco, alcohol, and over-the-counter and illicit substances in 2011*, prepared by V White and E Bariola



photopixel/Shutterstock.com

OTHER NAMES FOR COCAINE

- Coke
- Charlie
- Star dust
- White lady
- Rocks
- Crack

Individual drugs

Cocaine

Drug classification: stimulant

Cocaine, commonly a white crystalline powder, is taken to speed up brain activity and make a person stay awake and alert. This bitter-tasting powder also has pain-relieving properties. Cocaine can be smoked, snorted, injected and rubbed onto the gums. It can also be manufactured into small rock-like crystals known as 'crack' and smoked.

Once cocaine or crack has been consumed, the immediate effects do not last long; in fact, effects may peak after two to five minutes and may last anywhere between 10 minutes and two hours.

Short-term effects of cocaine and crack



© iStock.com/Dead_Morozzzka

Brain
euphoria
alertness
confidence
energy
increased libido
reduced appetite
unpredictable behaviour
violence/aggression
dry mouth
nervousness, paranoia and anxiety

Eyes
enlarged and dilated pupils

Nose
sniffing
nose bleeds
nasal congestion

Heart
increased blood pressure
increased heart rate

Body
increased body temperature
increased breathing rate

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Long-term effects of cocaine and crack



Methamphetamine

Drug classification: stimulant

Methamphetamine is a man-made psychoactive substance manufactured from readily available chemicals. It is derived from amphetamine and was first manufactured in the 1950s and prescribed to treat a variety of conditions including depression, obesity and alcoholism. One major difference between methamphetamine and amphetamine is that the effects of 'meth' are more immediate and much stronger. Unlike amphetamine, methamphetamine is now considered too dangerous to be prescribed for use by health-care professionals as it is highly addictive. The drug comes in three forms, which differ in purity:

➜ speed ➜ ice ➜ base.

PURITY OF DRUGS

The 'purity' of a drug can vary from place to place. Drugs are often mixed with other substances, including caffeine, paracetamol, vitamin C, talcum powder and, in some cases, rat poison.

Remember, there is no such thing as a 'safe' drug. Manufacturers and dealers of illicit drugs are only out to make money and they are not interested in your health or wellbeing.

TABLE 1.1 Three forms of methamphetamine

Methamphetamine (other names)	Form	Purity	Duration of effect
Speed (go-ee, whizz, uppers, revs)	Powder	10–20%	2–3 hours
Ice (crystal, meth, crystal meth, shabu, tina, glass)	White crystal-like powder	80% approximately	12–24 hours
Base (pure, paste, wax, point)	Oily or pasty powder	20% approximately	3–5 hours

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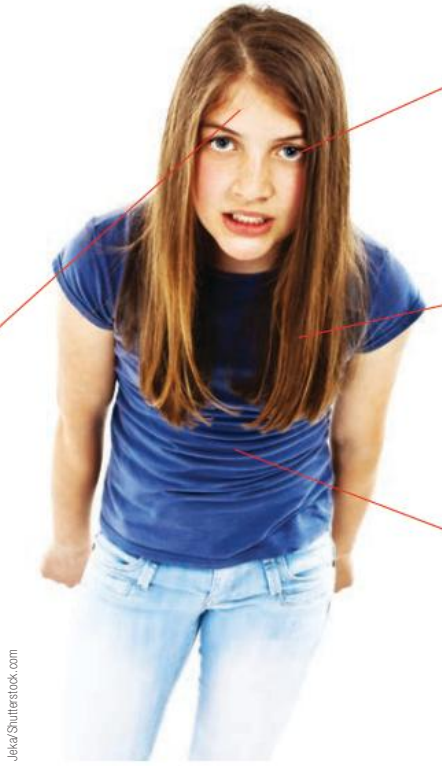
METHAMPHETAMINE AND AMPHETAMINE USE

A survey found that 93.7 per cent of Australians have **never** tried methamphetamine or amphetamine (including speed, ice, base, prescription amphetamine and liquid amphetamine).

Source: www.druginfo.sl.nsw.gov.au/drugs/list/methamphetamines.html

Methamphetamines can be swallowed, snorted, injected or smoked. They are often produced in illegal backyard laboratories, which are harmful to the environment.

Short-term effects of methamphetamine



Eyes
blurred vision

Heart
increased heart rate
increased blood pressure

Body
increased body temperature
increased breathing rate
collapse

Brain
euphoria
alertness
increased energy
more talkative
increased confidence
changes in libido
dry mouth
reduced appetite
violence/aggression
dehydration
jaw clenching
teeth grinding
nervousness, paranoia and anxiety

Long-term effects of methamphetamine



Chest
chest pains

Heart
cardiac problems
heart failure

Body
eating disorders
tooth damage
weight loss
nasal damage

Brain
impaired concentration
memory loss
depression
mood swings
hallucinations
suicidal thoughts
violence/aggression
dependence
insomnia
nervousness, paranoia and anxiety

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Justin Lloyd / Newspix

Alcohol

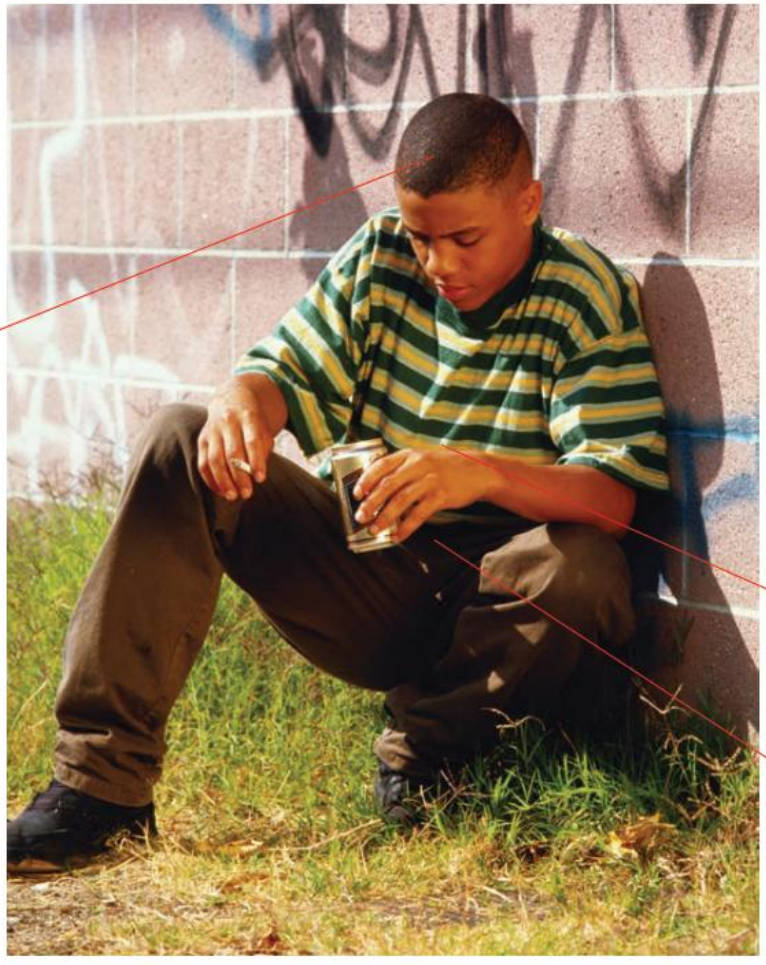
Drug classification: depressant

Alcohol is widely consumed by teenagers in Australia and its use is a growing problem. Alcohol is a depressant, which means that it slows down the activity of the central nervous system. When consumed in small quantities, alcohol acts as a relaxant, making you feel less anxious. In larger quantities, alcohol causes changes in the brain, resulting in **intoxication** or drunken behaviour.

intoxication
the state when normal behaviour is changed or altered by substances such as alcohol or other drugs

Short-term effects of alcohol

WORKBOOK>>
Worksheet 1.6



David Young-Wolff/Getty Images

Brain
dizziness/headache
poor concentration
memory loss
slurred speech
unstable emotions
blurred vision
flushed appearance
poor coordination
coma

Stomach
reduced hunger
nausea and vomiting

Bladder
loss of bladder control

SPENDING ON ALCOHOL

Australians spend more than $14.6 billion on alcohol each year.

Source: www.theage.com.au/national/nations-7b-drug-splurge-20130621-2ooe3.html

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Long-term effects of alcohol



© iStock.com/Smithore

ALCOHOL CONSUMPTION

1. France has the highest rate of liver cancer in the world.
2. Of Australian students aged 14 and 15, 77 per cent have consumed alcohol.

Source: *Australian secondary school students' use of tobacco, alcohol, and over-the-counter and illicit substances in 2011.*

Binge drinking

binge drinking the excessive consumption of alcohol in a short amount of time, which can result in serious health and social concerns

In today's society, although people generally consume alcohol in sensible quantities, teenage drinking, along with alcohol-fuelled violence and **binge drinking** are prevalent issues arising from the increased availability and vast selection of alcoholic products. Why do young people and adults drink?

There are four main reasons:

- effects – to feel happy, cope with stress, change behaviour
- socialising – to fit in (peer acceptance), make friends
- curiosity – to try something new
- escape – to forget problems and life pressures.



Ian Munro/Newspix

The ability to 'hold your drink' among young people is often seen as a sign of maturity or respect. Everyone is different and the lives of young people are very different from the lives of adults.

Heading out for the night doesn't necessarily mean that you need to drink to get drunk. There is a huge difference between having a quiet beer or a glass of wine with mates and drinking to just get drunk! Binge drinking involves either excessive drinking (more than four standard drinks) over a short period of time or drinking continuously over a number of days or weeks.

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Alcohol can seriously affect the decisions that people make. It is one of the primary causes of injury and death among young people. Ask yourself these questions: Would you get into a car with a drunk driver? Would you consider having unprotected sex? The reality is, when you are drunk you are more likely to put yourself into a risky situation than you are when you are sober. Binge drinking is a major problem in Australia. It can seriously affect your health, not only in the short term, but in the longer term too. Remember that alcohol does not only affect you; your actions under the influence of alcohol affect everyone around you.

Amy Winehouse was, perhaps, one of the most talented singers of the 21st century. In 2011, Amy died at her home in London from suspected accidental alcohol poisoning. Her battle with substance abuse was the subject of much media attention over the years. The lyrics of her aptly named song 'Rehab' are a chilling reminder of the fact that Amy was reluctant to seek help for her alleged drinking problems. Search the internet for the lyrics to the song.

BINGE DRINKING

1. Of young people in Australia, one in six have more than 20 standard drinks a day at least once a month.
2. On average, 25 per cent of 15- to 25-year-olds are hospitalised each year because they have drunk too much alcohol.
3. Of Australians aged 15 to 17 years who get drunk, half will do something they regret.

Source: www.drinkingnightmare.gov.au/internet/drinkingnightmare/publishing.nsf/Content/teacher-notes#f6

AFP/Getty Images



Amy Winehouse

THE AMY WINEHOUSE FOUNDATION

Visit the website of the Amy Winehouse Foundation (or link direct via http://ffl910vic.nelsonnet.com.au) and answer the following questions:

1. What three core areas does the Foundation's work focus on?
2. In addition to drug and alcohol addiction, what other health issues does the Foundation aim to help provide assistance for?
3. How important do you feel the Amy Winehouse Foundation and similar charities and organisations are in helping young people overcome drug and alcohol addiction? Provide reasons for your answer.

pre-loading the consumption of alcohol prior to going out

Pre-loading

As alcohol prices continue to rise in bars and clubs around the country, it is common for party goers to '**pre-load**' on alcohol at home before they go out. 'Pre-loading' is a process whereby young people consume large amounts of alcohol

PRE-LOADING

- More than half of all drinkers (57 per cent) consume alcohol before going out to a pub, club or bar.
- People who drink to get drunk (85 per cent) are most likely to consume alcohol before going out.
- Of people who pre-load, 55 per cent drink less alcohol before they go out than while they are out.
- More than half (51 per cent) of Australian drinkers who pre-load do so primarily to save money.

Source: The Foundation for Alcohol Research and Education's (FARE) Annual Alcohol Poll 2013, www.fare.org.au/research-development/community-polling/annual-alcohol-poll-2013/drinking-before-going-to-a-pub-club-or-bar-preloading/

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© mediacolor's/Alamy

prior to going out to pubs and clubs primarily to avoid paying the high alcohol prices at venues. Currently, more than 50 per cent of young Australians will pre-load before heading out for the evening, with some consuming up to 25 standard drinks!

Pre-loading is more common among people who drink to get drunk. There has been a significant increase in alcohol-related crime and injury as a result of pre-loading, including violence, assault, road trauma and alcohol poisoning, which can lead to coma and/or death.

HOT review & reflect

PRE-LOADING

Read the article from *The Age*: '"Preloading" new culture in alcohol' from 10 December 2012 at http://ffl910vic.nelsonnet.com.au, then answer the following questions:

1. What is meant by 'pre-loading' of alcohol?
2. People who drink between six and 10 standard drinks before going out are twice as likely to do what?
3. Who was killed in an unprovoked alcohol-induced attack in Kings Cross?
4. What measures can be taken to curb the use of alcohol and pre-loading? Give at least four examples.
5. What did the 'Dealing with alcohol-related harm and the night-time economy' study focus on?
6. What were the key findings of the study?

Alcohol and energy drinks

In Years 7 and 8 you learnt about the dangers associated with caffeinated energy drinks. These dangers increase dramatically when the drinks are mixed with alcohol.

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Scout Kozakiewicz

Mixing alcohol and energy drinks has become increasingly popular among young people. According to health experts, this is extremely dangerous because alcohol is a depressant and the caffeine in energy drinks is a stimulant. Mixing the two creates a toxic combination. Mixing depressants with stimulants only masks the effects of alcohol, making you feel more alert as you get drunk. Subsequently, you may increase your risk of alcohol-related harm, including engaging in the following behaviours:

- drink driving
- violence
- unsafe sexual activity.

Victorian teenager Sara Milosevic died after consuming only four cans of pre-packaged alcoholic energy drinks at a party in June 2012. She was only 16 years old. There has been a large increase in the number of people contacting the Poisons Information Centre in the last five years as a result of consuming energy drinks. An energy drink contains the same amount of caffeine as a cup of coffee.

ENERGY DRINKS

Watch the ABC TV *Catalyst* report on 'Energy drinks' from 15 August 2013 at http://ffl910vic.nelsonnet.com.au. Then, in small groups, discuss why energy drinks are considered to be so dangerous.

face 2 face

ENERGY DRINKS

In Norway only pharmacies are allowed to sell energy drinks because of the risks associated with drinking these products.

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POSTER

Create an informative poster highlighting the dangers of energy drinks mixed with alcohol.



EXTRA INFORMATION ON ENERGY DRINKS AND ALCOHOLIC ENERGY DRINKS

Go to http://ffl910vic.nelsonnet.com.au and follow the links for extra information on energy drinks and alcoholic energy drinks:

- Australian Drug Foundation fact sheet 'Energy drinks: do they really give you wings?', October 2012
- The WA Department of Health fact sheet 'Alcoholic energy drinks', June 2012.

Safe drinking tips

Knowing the dangers associated with drinking energy drinks and mixing them with alcohol, you may decide that you never want to drink them again! If you do choose to drink energy drinks, here are a few safety tips for you to consider:

toxicity the extent to which something is poisonous

psychosis an abnormal state of mind resulting in a loss of contact with reality

drink spiking placing a substance into a drink without the drinker's knowledge in order to harm them

- Caffeine (like alcohol) affects every person differently, so the amount one person can drink safely may not be the same as another person can consume without harm.
- Symptoms of caffeine **toxicity** include headache, upset stomach, shaking, feeling as if your heart is 'racing', difficulty breathing and not being able to sleep.
- Severe caffeine toxicity can lead to seizures, **psychosis**, irregular heartbeat and, very rarely, death.
- Seek medical attention immediately if you are having chest pain or severe reactions to caffeine, or if you are concerned about any symptoms you are experiencing.

Adapted from www.abc.net.au/health/thepulse/stories/2012/05/09/3471672.htm

DRINK SPIKING

Topping up your friend's glass with alcohol to get them drunk without them knowing is considered drink spiking and it is a crime.

Drink spiking

Drink spiking is illegal and occurs when alcohol or other substances are added to your drink without your knowledge. Why are drinks spiked? Reasons may include having a laugh at another person's expense or making it easier to commit a crime such as robbery or sexual assault. The majority of incidences, however, are not linked to criminal activity; these are commonly known as 'prank spiking'.

Unfortunately, you will not know if your drink has been spiked; however, there are some warning signs, which include the following:

- feeling faint or dizzy
- feeling sleepy

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- feeling sick
- feeling drunk even when you know you have had very little to drink
- doing things that you wouldn't usually do
- passing out
- waking up feeling confused or disoriented, or with headaches and blanks in your memory about what happened the night before.

These tips will help avoid your drinks being spiked:

- Don't ever leave your drink unattended. Always take it with you, even if you have to go to the toilet!
- If you do leave your drink unattended, leave it and get another one.
- Don't accept any drinks from people you don't know.
- Try and cover your drink. If you are drinking from a glass, use your hand or if it's a bottle or a can, narrow the opening by using a straw.
- If someone offers to buy or get you a drink, always go with them to the bar where you can watch your drink being served.
- Don't drink anything that you haven't seen opened or poured.
- Always keep track of the amount of alcohol that you are drinking.

Adapted from www.turning18.com.au/celebrating-safely/the-dangers-of-drink-spiking/

If you think you or your friend's drink may have been spiked:

- ask your friends or family to help move you or your friend to a safe place
- seek medical advice immediately. Your doctor may be able to test for drugs in your system if they are advised within 24 hours of a reaction to the possible spiking of a drink.
- call 000 if the situation is life-threatening!



WHAT DO YOU DO?

critical + creative thinking

You are 16 years old and have been invited to your friend's 18th birthday party. You have taken your own alcohol to drink but by 11 p.m., you have drunk it all. Your friend's older brother, who you have never met, offers you a can of beer that has already been opened. What do you do? Discuss as a class.

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GHB (date rape drug)

Drug classification: depressant

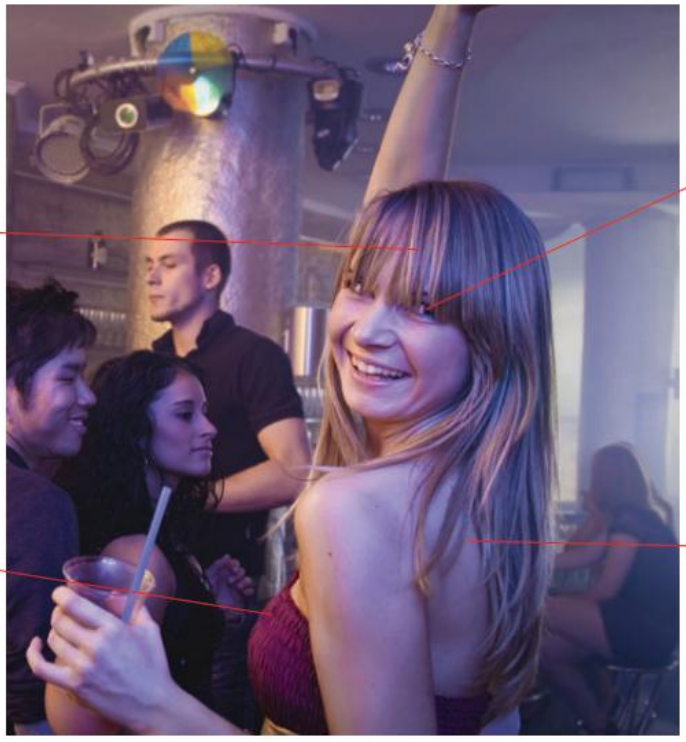

Scout Kazakiewicz

date rape
when someone you know has sex with you against your will

GHB (gamma hydroxybutyrate) is a substance that is found naturally in the human brain. The drug was originally developed as an anaesthetic but is no longer used in Australia because of unwanted side effects. GHB is a colourless liquid commonly sold in small bottles. It can be a bright blue liquid – hence the name 'blue nitro'. GHB can either be swallowed or injected. On rare occasions it may present as a tablet. It is known as a '**date rape**' drug used to spike drinks as it has no smell or taste, which makes it hard to detect.

OTHER NAMES FOR GHB
- Grievous bodily harm (GBH)
- Blue nitro
- G
- Fantas

Short-term effects of GHB


E+/Getty Images

Brain
euphoria
reduced inhibitions
drowsiness
memory loss
increased libido
slurred speech
confusion
seizures

Heart
reduced heart rate
reduced blood pressure

Eyes
blurred vision

Body
sweating
vomiting
diarrhoea
incontinence
lowered body temperature

Long-term effects of GHB

Currently, little is known about the long-term effects of GHB. However, it is considered to be highly addictive, and it is known that a high dose can kill.

Rohypnol (date rape drug)

Drug classification: depressant

Originally prescribed to treat insomnia, Rohypnol or flunitrazepam is an extremely powerful sedative used to suppress the central nervous system to create a relaxed and sleepy state. Because of its potent effects, it is often associated with sexual

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assault and 'date rape'. Tablets are white and, when dissolved in a fluid, are tasteless and have no distinct smell. Rohypnol is considered dangerous as it can stay in the body for up to eight hours, with the initial effects being felt within 30 minutes. It is illegal to use or possess Rohypnol in Australia unless you have been prescribed the drug by a health-care professional.

OTHER NAMES FOR ROHYPNOL
- Roofies
- Date rape drug
- Wolfies
- Forget-me pill

Short-term effects of Rohypnol



© iStock.com/alg

Long-term effects of Rohypnol

Rohypnol is a highly addictive drug; regular use can lead to physical and psychological dependence. It is potentially lethal when mixed with alcohol or other drugs. It can slow down the heart rate and breathing, which can lead to unconsciousness, coma and, ultimately, death.

Heroin

Drug classification: depressant

Heroin is an illegal, highly addictive drug made from the opium poppy. It belongs to the opioid family, which includes morphine, oxycodone, codeine and methadone. Heroin is a depressant that slows the



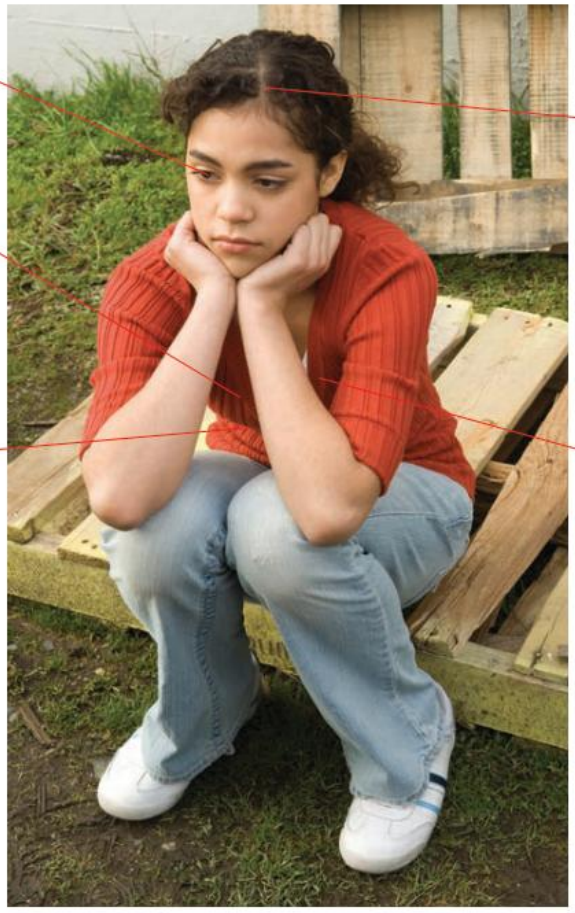
wavebreakmedia/Shutterstock.com

OTHER NAMES FOR HEROIN
- Smack
- H
- Horse
- Hammer
- Harry
- Skag

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activity of the central nervous system. This drug is usually a fine powder that can vary in colour from white to brown. Heroin is generally injected but can be snorted or smoked.

Short-term effects of heroin



Long-term effects of heroin

overdose
to take more of a substance than is safe, resulting in serious health consequences and/or death

One of the most damaging long-term effects of heroin use is addiction. This is characterised by compulsive drug seeking and the need to feel the 'rush' just to experience normality. The more you take heroin, the more likely the risk of **overdosing**. Long-term abuse can result in dependence, depression, mental dysfunction, infertility, organ failure and death.

Shisha (flavoured tobacco)

Drug classification: depressant

Shisha is a flavoured tobacco that is smoked through a hookah or water pipe. It was originally developed in India and the Middle East. Common tobacco flavours include apple, grape and rose. The shisha is heated by placing burning coals above it. The smoke produced from the tobacco bubbles up through a chamber of water and is then sucked into the mouth via a long flexible tube. In recent years, the smoking of shisha has grown in popularity.

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© Caro/Alamy

SHISHA FACTS

1 The World Health Organization has warned that a one-hour shisha session can be as harmful as smoking 100 cigarettes!

Source: www.dailymail.co.uk/health/article-2114987/How-hour-spent-smoking-trendy-shisha-harmful-ONE-HUNDRED-cigarettes.html

2 Shisha smokers are five times more likely to suffer from lung cancer and gum disease than non-smokers.

Source: www.abc.net.au/science/articles/2008/06/24/ 2284505.htm

3 Australians spend more than $13.6 billion a year on cigarettes and tobacco.

Source: www.theage.com.au/national/nations-7b-drugsplurge-20130621-2ooe3.html

OTHER NAMES FOR SHISHA

- Hubbly bubbly
- Hookah

NEWS ARTICLE: 'HEALTHY' HOOKAH CLAIMS GO UP IN SMOKE'

review & reflect

Read this article by Dr Karl Kruszelnicki on the ABC Science website (follow the link at http://ffl910vic.nelsonnet.com.au) and answer the following questions:

1. Why do smokers believe that smoking shisha is 'safe'?
2. What percentage of female university students surveyed in Cairo believed hookahs were significantly less harmful than cigarettes?
3. According to one legend, why was the hookah first invented?
4. What are the dangers of smoking tobacco?
5. Why is advertising tobacco as containing zero per cent tar misleading?
6. Explain what happens when tobacco is burnt.
7. In order to get the nicotine hit from a hookah, smokers have to suck harder and this results in more smoke being inhaled. What are the dangers of inhaling more smoke?
8. What other dangers are associated with smoking shisha?

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OTHER NAMES FOR LSD

- Acid
- Blotters
- Tabs
- Microdots
- Trips

HALLUCINOGEN USE IN AUSTRALIA

Of 14- and 15-year-old Australian students, 97.2 per cent have **never** tried any form of hallucinogen. It's normal to not take drugs!

Source: *Australian secondary school students' use of tobacco, alcohol, and over-the-counter and illicit substances in 2011.*

LSD

Drug classification: hallucinogen

LSD, or lysergic acid diethylamide, is most commonly sold on small colourful pieces of blotting paper that have been dipped into a prepared liquid. LSD is also soaked into sugar cubes or sold as a liquid. It is odourless and colourless and has a bitter taste. The first effects of LSD occur within 30 to 90 minutes of taking the drug and are unpredictable. Users may experience mood swings, changing emotions, delusions and/or hallucinations. A 'bad trip', or bad experience, can also kill!



David Hoffman Photo Library/Alamy

CASE STUDY Effects of drug taking

HENRY Kwan, 17, had dreams of becoming a doctor. In 2013, it is believed that he purchased a tab of drugs thought to be LSD from a friend who purchased them online. On a school night, Henry jumped to his death from the third floor of his apartment block. He was naked, in a drug-induced psychosis and believed he could fly. Henry had taken what he thought was LSD, but in fact was a **synthetic drug**. Henry suffered massive head injuries.

synthetic drug
a man-made drug manufactured in a laboratory

Source: www.dailytelegraph.com.au/news/nsw/henry-kwan-leapt-to-his-death-in-a-synthetic-psychosis/story-fni0cx12-1226658982611

NICK Mitchell was an academically gifted 15-year-old boy from New South Wales. Ten hours after spending Saturday morning skateboarding with his brother, he was pronounced dead. Nick and a friend, also 15, had taken a substance that was believed to be LSD. It was a very hot day and Nick and his friend had spent the afternoon having fun wandering between his 'granny flat'–style bedroom and the pool in his backyard. Around 8.30 p.m. Nick's 11-year-old brother found him unconscious in his 'smashed up' room. The drug had had a different effect on his friend. Naked and in a drug-induced psychotic state, he was hit by a car after running into busy traffic. He survived. Nick died from heart and respiratory problems.

Source: www.news.com.au/lifestyle/health/red-alert-over-bizarre-killer-drug/story-fneuzlbd-1226583371088

WORKBOOK>>
Worksheet 1.7

Magic mushrooms

Drug classification: hallucinogen

A 'magic mushroom' is a type of fungus that grows naturally in the wild. It contains a mind-altering psychedelic property that alters the perception of reality. Once the drug is consumed, the immediate effects can last between four and six hours but, as with any drug, there are dangers. There is no way of knowing whether the experience will be enjoyable or not. Magic mushrooms can be dried, brewed, cooked, smoked with tobacco or eaten raw from the ground.

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Everynight Images/Alamy

OTHER NAMES FOR MAGIC MUSHROOMS

- Shrooms
- Magics
- Liberty caps
- Mushies
- Golden tops

MAGIC MUSHROOMS

review & reflect

WEB

Go to http://ffl910vic.nelsonnet.com.au and watch the ABC news report 'Magic mushrooms promise a long trip … to prison' from 17 May 2013. Answer the following questions:

1. Psychedelic drugs such as LSD and magic mushrooms are usually associated with which era?
2. What are the dangers of picking the wrong type of mushroom?
3. According to an Australian drug survey, what has happened between 2007 and 2010?
4. Psilocybin is the active ingredient found in magic mushrooms. It is illegal in which Australian states?
5. What two offences was Lauro Carrilho charged with?
6. What is the maximum sentence in Australia for each offence?

HALLUCINOGENS

WEB

HOT

Using the internet, investigate other naturally occurring hallucinogens and their effects on the human body.

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dissociative anaesthetic a drug that produces feelings of dissociation or detachment from the mind and body and distorts the perception of sound and sight

Ketamine (date rape drug)


AFP/Getty Images

Drug classification: hallucinogen

Ketamine is a fast-acting **dissociative anaesthetic** used primarily for veterinary purposes. Once consumed, the drug can take effect within five minutes and the effects can last for four to eight hours. Ketamine has a hallucinogenic property, which means it alters the way of thinking, distorts sight and sound, and alters the perception of time and emotion. Many describe the effects of ketamine as being similar to that of an outer-body experience where the mind and body 'separate' from each other. When sold illegally for recreational use, it usually comes in the form of a crystalline powder or a pill. Ketamine is also known as a 'date rape' drug used to spike drinks as it can easily be dissolved in a liquid.

OTHER NAMES FOR KETAMINE

- Special K
- Cat Valium
- Keets
- Kit-Kat
- K

Short-term effects of hallucinogens


© Studio 642/Blend Images/Corbi

Eyes
- blurred and distorted vision
- dilated pupils

Brain
- feelings of euphoria
- relaxed state
- confusion
- disorganised thoughts and feelings
- inability to focus
- poor attention span
- hallucinations
- frustration
- distorted perceptions
- sense of wellbeing
- panic/fear
- slurred speech
- memory loss/amnesia
- increased body temperature
- agitation
- nervousness, paranoia and anxiety

Heart
- increased heart rate
- heart palpitations
- increased blood pressure

Body
- increased body temperature
- increased sweating
- numbness
- shivering
- poor coordination
- nausea and vomiting

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Long-term effects of hallucinogens



©iStock.com/mediaphotos

Brain
flashbacks
depression
psychosis
panic attacks
impaired memory
poor concentration
nervousness, paranoia and anxiety

Drug use and the law

It is an offence to use, possess, supply and/or manufacture illegal drugs in Australia. If caught, a person could receive a criminal conviction, a substantial fine and/or possible imprisonment.

WORKBOOK>>
Worksheet 1.8

CLASS GAME – HOW DO DRUGS AFFECT THE BODY?

Several signs will be placed around the classroom. Each sign will have the name of a drug that you have studied in this chapter. Your teacher will read out a fact about one of these drugs. After hearing the fact, identify the drug and move to the correct sign.



FACTORS THAT INFLUENCE THE USE OF DRUGS

It is a common misunderstanding that drug users are outcasts or misfits who care only about themselves and not others. Drug users are generally thought of as deviant, untrustworthy and unemployed losers within their communities.

However, a growing number of drug users are not stereotypical high school drop-outs or unemployed misfits, but professional, highly skilled workers leading apparently normal lives.



Monkey Business Images/Shutterstock.com

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Professionals are more likely to abuse the following drugs:

- ecstasy (MDMA)
- cannabis
- cocaine
- magic mushrooms.

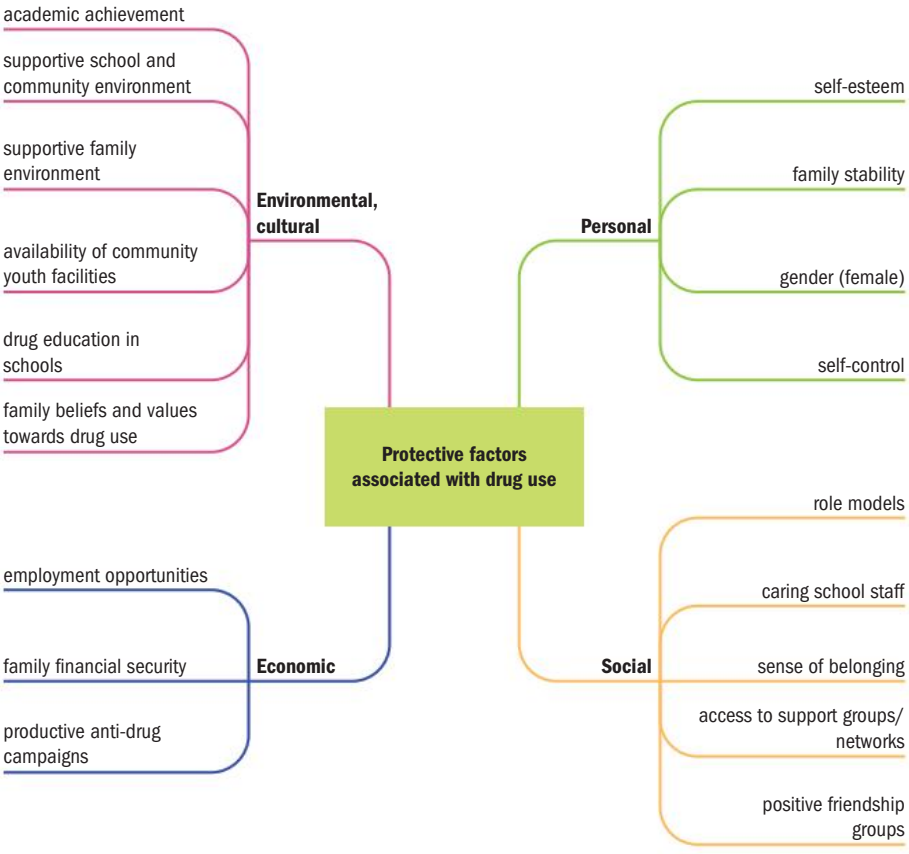
Some reasons why busy professionals would use such drugs are to cope with everyday stresses and to 'treat' themselves to a reward after a hard week at work.

Protective/risk factors

Personal, social, environmental/cultural and economic factors play an important part in the choices young people make about drug use. Their influences can either be positive or negative. An influence that affects your choice can be a risk factor or a protective factor.

Protective factors

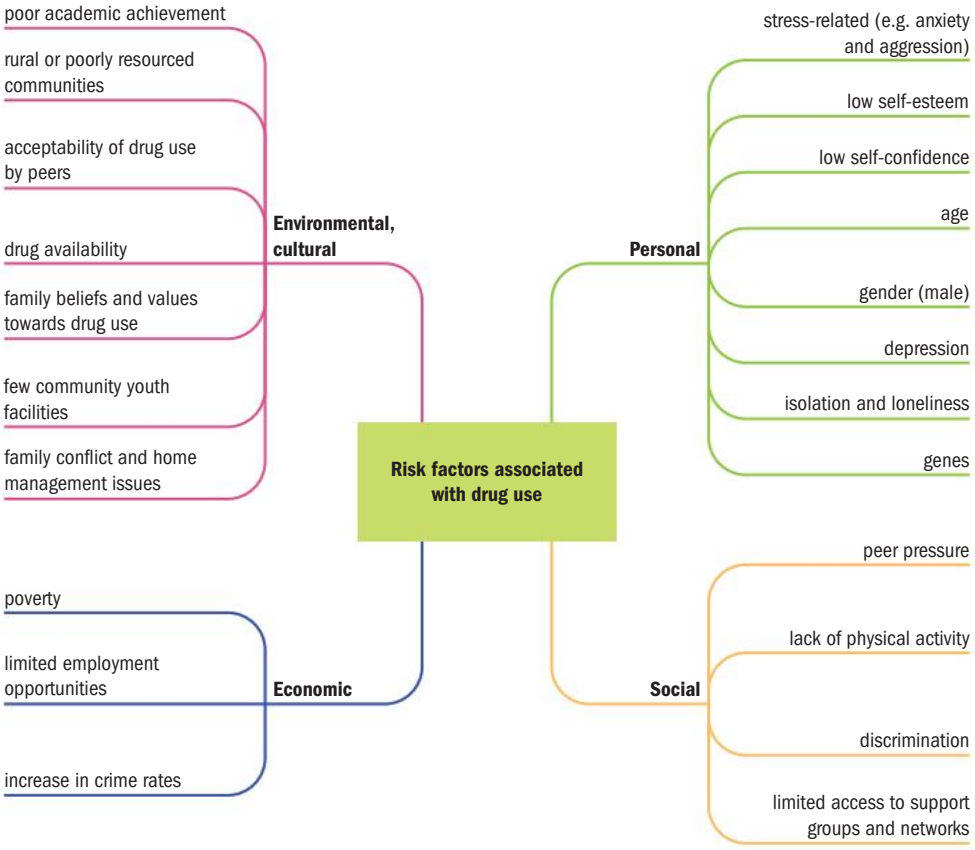
Protective factors help young people avoid the need to abuse substances. These are coping strategies, which help you deal more effectively with any dangers or stresses you may be challenged with. Protective factors do not eliminate the risks associated with drug use, but they can reduce the likelihood of risks occurring.



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Risk factors

Risk factors increase the likelihood of a young person abusing substances. Risk factors are not predictable and all can have a damaging effect on the health and wellbeing of a young individual.



EXTRA ACTIVITY>>
Health promotion

CASE STUDY Protective versus risk factors

SAM is a 14-year-old boy who lives in a small country town, 10 km from the ocean. He lives with his mum, who works part-time at a local store. Sam's mum and dad separated when he was nine years old. He complains that there is not much for kids his age to do in town and he is easily bored. Sam is an only child and attends the local country town high school. He used to enjoy school and was getting good grades but in recent months he has seemed distracted and his grades have suffered. Sam has no idea what he wants to do after school. Each day, after school, he hangs out with a small group of mates at the local run-down skate park.

MELISSA is a 14-year-old girl who lives in the outer suburbs of a large city. She lives with her mum, dad and younger brother. Both Melissa's mum and dad commute to work in the city every day. Melissa enjoys going to school and her grades are excellent. She hopes to go to university. Melissa plays netball twice a week for a local club. She has a number of friends and enjoys shopping, watching movies and spending time with her best friend.

face 2 face

Questions

1. In small groups compare the lives of Sam and Melissa.
2. Discuss the personal, social, environmental and economic factors that may influence either Sam or Melissa to abuse or avoid substances.
3. Prepare a visual summary to go with the case studies, including images of the two.

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RELATIONSHIPS

Healthy relationships

Healthy relationships can bring people closer together. People in healthy relationships have positive, enjoyable and respectful connections with one another. Such connections can be developed with anyone, including friends, families and partners. It takes time, energy and care to develop a positive healthy relationship. For many young Australians, strong friendships developed in their teenage years can last a lifetime. The positive characteristics of a healthy relationship may include the following:

- love
- friendship
- trust
- honesty
- communication
- sharing
- respect
- understanding
- selflessness
- humour.

Unhealthy relationships

Most relationships begin with good intentions. However, when differences and conflicts between individuals arise, relationships can break down. Conflict in a relationship is not necessarily unhealthy if it is dealt with correctly. An unhealthy relationship may include these negative characteristics:

- poor communication
- avoidance of people in the relationship
- selfishness
- defensiveness
- jealousy.
- disrespectful behaviour
- verbal abuse
- physical abuse
- stress

Unhealthy relationships are very common among people whose lives revolve around drug or alcohol abuse. Drug dependence can build a barrier between friends and families, resulting in unnecessary conflict and pain.

WORKBOOK>>
Worksheet 1.9

critical + creative thinking

MAGAZINE ACTIVITY

1. What do you think 'having a good time' means?
2. Using newspapers or magazines, look for images and/or messages in the media that portray people having a good time.
3. With each image and/or message, explain why you believe it shows people enjoying themselves.
4. Do you believe that you need to drink alcohol or take other substances to 'have a good time'? Explain your answer.

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EFFECTS OF DRUG ABUSE

Drug use has an effect on individuals, families and their communities.

Crime

Crime and drug abuse have been linked for a long time. Many people who commit a criminal act are doing so to fuel their drug addiction. Common drug-related offences carried out to support a drug habit are:

- manufacture, possession or supply of illicit drugs
- petty theft to armed robbery
- domestic violence
- drug trafficking
- prostitution
- participation in organised crime.

Criminal behaviour resulting from alcohol and/or other drug abuse includes the following:

- driving under the influence of alcohol or drugs
- violence, including damage to property
- sexual assault.



deepblue-photographer/Shutterstock.com

DRUG DRIVING DEATHS

In 2012, 30 per cent of all fatal road crashes in Australia were caused by drunk drivers. An additional nine per cent of those killed were caused by drivers under the influence of drugs.

CASE STUDY Crime and drugs

ALL crime starts somewhere. Victoria talks about the recent changes in her 16-year-old sister Amy's behaviour and the petty theft.

'She is never at school and rarely comes home. We think she is living with her druggy boyfriend. She has changed so much since she met Sean. He is 22 years old and unemployed, and I know he smokes dope! I knew something was wrong when she started taking money from my piggy bank and when Dad caught her taking money from Mum's purse. When I started asking questions she'd just yell at me and say that it was none of my business. She has changed so much. Mum gets upset easily and Dad is just not himself. She's never around anymore and her behaviour is destroying our family.'

Questions

1. Why do you think Amy's behaviour has changed since she has been with her boyfriend?
2. Name some of the negative consequences of drug abuse on you, your family, your friends and your community.

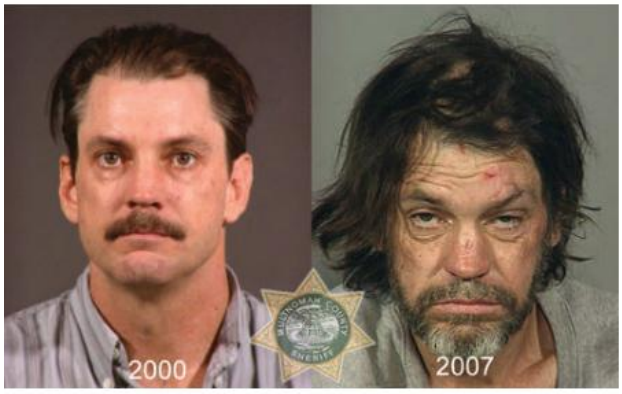
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review & reflect

THE EFFECTS OF DRUG USE ON INDIVIDUALS OVER TIME

Look at the four pairs of photos of people who have been damaged by ice, cocaine and heroin abuse. The photos show just how quickly people's faces change. In pairs, discuss the following questions:

1. What are your first impressions of the photos?
2. Describe the changes that you see in each photo.
3. Are there any similarities in the changes that you see in other photos?





Multnomah County Sheriff's Office





Drink/drug driving

Driving a car or any motorised vehicle safely is a complex task that requires total concentration and a clear mind to make correct decisions. Even a small amount of alcohol affects a person's ability to drive. On Australian roads, reckless drink driving causes significant road trauma and death. Australia has very strict laws about drinking alcohol and driving. The legal blood alcohol concentration or content (**BAC**) limit for drivers across Australia is below .05. The rule is very different for **novice drivers**, probationary licence drivers (P-plates) and learner drivers (L-plates) as the legal BAC limit for these drivers is zero, meaning that you are not allowed to drive with any alcohol in your system. Police can stop a driver at any time and request a driver or even a passenger to take a breathalyser test.

BAC
blood alcohol concentration or content; refers to the percentage of alcohol in the blood and is tested for legal or medical purposes

novice driver
someone who has held a driver's licence for less than two years; this does not include the period when the driver was learning (on L-plates)

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Driving under the influence



Elspeth Graham/Alamy

Driving under the influence (DUI) refers to driving when your ability to do so has been impaired by alcohol or other drugs. Depending on the severity of the offence committed and whether the person is a repeat offender, penalties can include one or more of the following:

- fines
- demerit points on your driver's licence
- cancellation of a driver's licence
- imprisonment.

In addition to the legal consequences, your actions may also result in further negative consequences:

- injury or death of a friend or family member, or they may need hospitalisation or time off work with medical expenses to pay
- emotional stress – feelings of blame and guilt affecting not only you but also your friends and family
- financial stress – the need to find the money to pay for the damage caused, legal charges and fines.

Source: www.nationaldrugstrategy.gov.au

WORKBOOK>>
Worksheet 1.10

Factors affecting BAC

Alcohol affects people differently. Two people who drink the same amount over the same length of time may have very different BACs. There are many factors that can affect your BAC:

- gender
- body size
- body fat
- type of alcoholic drink consumed
- emotional state
- **metabolic rate**
- level of fitness.
- whether food or other fluids have been ingested
- general health of the liver
- ability to eliminate alcohol from the system
- rate of drinking

Adapted from www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Drink_driving

DUI

The DUI offence does not just apply to people who are driving a motor vehicle. You can be charged if you are using a skateboard, riding a bike or rollerblading under the influence of alcohol or drugs. You can even be charged if you are riding a horse!

metabolic rate
the rate at which chemical processes occur

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Table 1.2 shows the effects of alcohol on driving ability.

TABLE 1.2 How alcohol concentration affects driving ability

BAC	Driving ability
0.02–0.05	• Reduced ability to see or locate moving lights as well as to judge distances • Increased desire to take risks
0.05	• Twice as likely to be involved in a road traffic accident
0.05–0.08	• Slower reactions • Sensitivity to red lights impaired • Shorter concentration span • Ability to judge distances reduced further
0.08	• Five times more likely to be involved in a road traffic accident
0.08–0.12	• Ten times more likely to be involved in a road traffic accident • Driving ability overestimated • Reckless driving • Peripheral vision impaired

Adapted from www.drinkwise.org.au/you-alcohol/alcohol-facts/drink-driving/





FACTORS AFFECTING BLOOD ALCOHOL CONCENTRATION

People's bodies break down and absorb alcohol at different rates. Choose five factors that can affect your BAC from the list on page 37 and, using the internet, explain how each factor can influence the level of alcohol in your system.



ESTIMATE YOUR BLOOD ALCOHOL CONCENTRATION

Use the online activity to estimate your blood alcohol concentration through a simulated drinking session.

Visit the website of the South Australian Government health department by following the link at http://ffl910vic.nelsonnet.com.au. Search for 'Drinkmeter'; click on 'Launch drinkmeter program' and start the activity.



WHAT DO YOU DO?

You are a 15-year-old girl and you are at a friend's party. Before you go to the party you arrange a lift home with your best friend's father. The party is winding down and it's getting late. You have looked everywhere for your best friend but can't find her. A male friend has just got his licence and has his car. He says that he can give you a lift home. You know he has been drinking but he doesn't appear drunk.



1 What do you do? Discuss with a partner.

2 What options do you have? As a class, analyse each option and discuss the consequences and possible benefits for each one.

Tackling binge drinking

There are many national, state- and territory-based campaigns aimed at raising awareness about everyday issues related to drug use that may affect you or those around you. The 'Be the Influence – Tackling Binge Drinking' campaign is one such

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Australian Government campaign. This campaign provides tips on how to consume alcohol responsibly. The campaign challenges individuals to 'be the influence' and take control of their actions. It challenges people to think of those younger than them. What advice would you give to a younger person about drinking alcohol? Would you be happy for them to follow in your footsteps if they saw you as their role model? The campaign asks people to consider their behaviour when they drink at social occasions and to reflect on whether their behaviour is something a younger person should experience.

Adapted from www.tacklingbingedrinking.gov.au

COMMUNITY ACTION INITIATIVES

face 2 face

critical + creative thinking

1. In small groups, choose an alcohol- or other drug-related issue that you would like to promote in your school.
2. Discuss possible campaign ideas or initiatives that could have a positive influence on the health and wellbeing of others in your school. Plan how you would raise the awareness of your chosen alcohol- or other drug-related issue.
3. Using a reliable search engine, identify drug and alcohol support services in your local community that could be used to help raise the awareness of your alcohol- or other drug-related issue.

Drug trafficking

Drug trafficking, or smuggling, is a very serious offence and involves the cultivation, manufacture, distribution and sale of illicit substances. In 2004, Schapelle Corby was caught attempting to traffic marijuana into Bali, Indonesia. She was just 27 years old when she was convicted and sentenced to 20 years imprisonment for being in possession of 4.2 kilograms of marijuana hidden in her bodyboard bag. Schapelle served nine years of her 20-year prison sentence at Kerobokan prison on the holiday island of Bali before being granted parole in February 2014. She continues to maintain her innocence and states that the drugs were planted in her bag.

Getty Images



WHAT DO YOU DO?

critical + creative thinking

You are a 17-year-old girl and you are about to head to Bali with a group of friends to celebrate the end of your Year 12 exams. No adults will be going. You plan to have a great time. You arrive at the airport late and everyone else has already checked in. Your best friend travelling with you has just discovered a small packet of marijuana in her pocket and asks you to hide it in your suitcase for her. She has already checked in and does not have her suitcase with her. What do you do? Justify your decision.

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SCHAPELLE AND MERCEDES CORBY

Watch the *60 Minutes* interview with Mercedes Corby: http://ffl910vic.nelsonnet.com.au.

Schapelle Corby's arrest not only had an impact on her life, but on the lives of others. Discuss the consequences of her actions on her and those close to her.

SUPPORT STRATEGIES

WORKBOOK>>
Worksheet 1.11

There are strategies that you can use to make informed decisions about alcohol and other drugs. These include assertive behaviour, influence from your friends and harm minimisation.

Party safety

Everyone enjoys a fun party or gathering. Young people, in particular, like to party and enjoy themselves, but just one bad decision could turn a fun night into a nightmare. When planning a party or just relaxing with friends, the last thing you expect is for something to go wrong. However, many things can go wrong for partygoers as a result of the following behaviours:

- binge drinking
- drink driving
- drink spiking
- underage drinking
- drug overdose
- unprotected sex
- sexual assault
- violence
- trouble with the police.

How do you explain to your parents the hole in the wall or the vomit stain on the couch? What would you say to your parents if you were arrested by the police?



© Katarina Sundelin/PhotoAlto/agefotostock

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Strategies when planning a party

The following is a suggested checklist for responsible party planning.

- Involve your parents in the planning.
- Make the party 'invitation-only' and include an RSVP to ensure you know who exactly is attending your party. Do not post details about the party on social media sites such as Facebook.
- Indicate a definite start and finish time.
- Ensure you have responsible adults around who can check people arriving at the party, to avoid unwanted guests (gatecrashers).
- Consider asking other parents if they can help out with security.
- Provide only water and non-alcoholic drinks.
- Provide plenty of food.
- Use plastic containers only.
- Tell your friends to leave their cars at home if they want to drink.
- Keep the number of a taxi service in your phone's contacts list.
- Have an emergency plan in case things go wrong. Keep emergency telephone numbers by the phone.
- Provide a 'chill out zone' for friends who need a place to relax. Make sure it is supervised by an adult.

Strategies for when you attend a party

WORKBOOK>>
Worksheet 1.12

Use the following checklist to help you to enjoy parties safely.

- Plan a safe ride home (designated non-drinking driver, parent, taxi, public transport).
- Don't assume you can invite anyone to an invitation-only party. Ask the host before you invite additional people.
- Never leave your drink unattended.



NSW Ministry of Health

ISBN 9780170376211

In many states around Australia, it is now against the law to serve alcohol in a private home to a person under the age of 18, unless their parents have provided consent. The law is getting tougher on underage drinking and adults caught serving alcohol to people under the age of 18 may face hefty fines.



TAKE THE TEST – 'DO YOU KNOW YOUR LIMITS?'

Do you think you know your alcohol limit? Do you think you know how to have a safe night out?

1. Visit the NSW Government website 'What are you doing to yourself?' at http://ffl910vic.nelsonnet.com.au and read the following information:
   - ➜ What are you doing?
   - ➜ How to get it right.
   - ➜ What could go wrong?
2. Take the 10-question quiz. Good luck!



Nick Moir/Fairfax Syndication

Dealing with gatecrashers

Too often you hear on the news of a teenage party that has become uncontrollable. Many of these parties are advertised innocently on social media sites, including Facebook. Consider what you will do if uninvited guests show up at your party. Would you let the gatecrashers in? Do you need some help to work out what you would say? The following are a few handy hints that will help you manage this situation if it happens.

1. Act quickly by refusing the gatecrashers entry and ask them to leave immediately. Be polite and calm and use non-confrontational, yet confident, body language. Remember, you want to avoid starting a fight.
2. If the gatecrashers don't leave and become aggressive, tell them that the police will be called. Make sure you have friends around you to politely back you up.

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3 Continue to explain to the gatecrashers that the party is invitation-only and that you would like them to leave. Remember, you have the right to refuse people entry to your property, and trespassing is an offence.

4 Expect a little resistance from the gatecrashers; they may be, like you, just looking to have a good time … or they may be trouble! Continue to explain that the party is private.

5 Keep an eye on your unwanted guests as they leave, but don't follow them off your property.

6 Have emergency numbers available and call the police if the situation becomes out of control.

Remember, be assertive and take ownership of the situation. Trust your instincts. It's your party and you have an obligation to your guests to keep everyone safe.

WORKBOOK>>
Worksheet 1.13

Residents terrified during out-of-control Facebook party

By Averyll Loft

KAWUNGAN residents are demanding action after more than 100 drunken and destructive teenagers ran rampant through their neighbourhood on Friday night.

At 10 p.m. at least 150 teens spilled on to the streets when a party on Mackay Dr was closed down.

Hervey Bay police have confirmed the party was advertised on Facebook.

Resident Keri McInerney said it was a terrifying situation that had left elderly residents shaken.

'There were literally teens shoulder to shoulder – there were hundreds of them.'

'They were fighting, breaking bottles, urinating in our yards, ripping out trees and drinking.'

A police spokesman said at least six people were arrested for fighting but no charges had been laid.

He said 500 people had RSVPd to the event on Facebook, but police did not believe that many attended.

Ms McInerney said it was one of many out-of-control parties that had rocked the suburb in the past five years.

'Most of these kids were 14, 15, 16 years of age,' she said.

'They fought and abused the police, nothing seemed to deter them.'

'It's time the council and State Government did something … the child and the parents need to be held accountable for these parties.'

Source: *Fraser Coast Chronicle*, 8 July 2013, www.frasercoastchronicle.com.au/news/teens-fight-in-street/1935594/

How to help your friends

What would you do if your friend passes out or collapses because they have drunk too much alcohol or had a reaction to drugs they may have taken? In the event of an emergency, what would you do?

If anyone collapses ALWAYS dial 000 and call for an ambulance.

There is a common misconception that if you call an ambulance, the police will be notified as well. However, ambulance officers only call the police if they are in danger or someone dies. Naturally, if they attend an uncontrollable party and there is violence and rioting then an ambulance officer will need to call the police. The

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ambulance officers are there to help so you will need to ensure that you provide as much information as possible, including the following:

- what has happened
- how much alcohol and/or drugs have been consumed
- how long ago the alcohol or drug was last consumed
- whether your friend has any existing medical conditions.

Never leave a friend who needs help just because you want to avoid trouble. Never walk away from either a friend or personal responsibility for others.



© St John Ambulance Australia

WORKBOOK>>
Worksheet 1.14

UP + MOVING

THE RECOVERY POSITION

Go to http://ffl910vic.nelsonnet.com.au and watch the seven-minute First Aid for Life video clip: The Recovery Position. This clip shows you how to put an unconscious, yet breathing person into the recovery position if you are by yourself.

In pairs, practise placing each other into the recovery position until you are sure you can do it.

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PERFORMING CPR



Go to http://ffl910vic.nelsonnet.com.au and watch the two-minute video clip: DRSABCD Primary Action Plan. This clip provides an accurate demonstration on how to perform CPR on an unconscious person who is not breathing.

In pairs, practise performing CPR on manikins if you have access to them. **Do not practise CPR on each other!**

BEING ASSERTIVE





Read the following four party scenarios:

a You go to a party with a group of friends. At the party you are offered an LSD tab for the first time. What do you do?

b You've been going out with your boyfriend/girlfriend for a while and things are going really well. However, you are not ready to have sex yet. One night at a party you both go upstairs. Things are starting to go too fast. What do you do?

c You are at a friend's party and decide you want to go home because you are not feeling well. But no one else wants to leave yet. What do you do?

d You're about to leave a party with some friends. You've had a great time but it is 2 a.m. and you know you have to walk home. You are offered a lift by a friend's 19-year-old brother who you know has been drinking but who seems OK. What do you do?

After reading the scenarios, in pairs, consider the following questions:

1. What are the risks?
2. How might you be feeling in this situation?
3. What options do you have?
4. What will your decision be and why?
5. If you had consumed alcohol, do you think your decision would have been different?

PERFORMANCE-ENHANCING DRUGS IN SPORT

The use of performance-enhancing drugs in sport is a controversial and topical issue. Drugs have been used in sport for hundreds of years. The early Greek Olympians used a variety of herbs and mushrooms to enhance their sporting performance. Today, sport is a multi-billion-dollar industry and the difference between winning and losing can have major financial implications for top athletes who relentlessly push themselves to the limits, striving for performance excellence and to be the best in their chosen field. Years of training, hard work and dedication are involved in the development of professional athletes. In order to be the best, some athletes consider using illegal performance-enhancing drugs to help achieve that 'winning edge' and to fulfil their ultimate dream. What do you think it means to be 'the best'?

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Getty Images

Lance Armstrong's drug use led to the loss of his seven Tour de France titles.

Why take drugs?

There are many different types of illegal performance-enhancing drugs available to athletes. The type of drug used by an athlete will depend on their needs. Drugs may be taken for different reasons:

- help an athlete recover from an injury more quickly
- develop greater physical performance such as speed, strength or endurance
- help athletes train harder and longer
- help athletes be the very best.

Table 1.3 describes various illegal performance-enhancing drugs.

TABLE 1.3 Illegal performance-enhancing drugs

Drug	Target group	Advantages	Disadvantages
Anabolic steroids	sports requiring strength and power (e.g. weight lifters, endurance athletes)	• is a synthetic substance • increases muscle mass • increases strength • reduces recovery time • allows athletes to train harder	• depression • aggression • liver damage • acne • excessive hair growth • masculine characteristics in women
Polypeptide hormones (human growth hormone – HGH)	sports requiring strength and power (e.g. weight lifters, endurance athletes)	• increases muscle mass • increases strength • burns fats • reduces recovery time • improves endurance • is difficult to detect	• swelling of the brain • joint pain • increased blood pressure • heart enlargement • acne • excessive hair growth
Diuretics	sports where ideal weight is important (e.g. horse racing [jockey], boxing)	• helps make the desired weight • increases urine production • is a **masking agent**	• weakness, dizziness • joint pain • muscle cramps • diarrhoea
Beta blockers	any sport that involves a target (e.g. archery)	• slows heart rate • blocks effect of adrenaline • reduces anxiety and provides a sense of calm	• tiredness • difficulty breathing • weakness, dizziness
Stimulants (amphetamines/ cocaine)	many sports	• masks tiredness • increases alertness • increases responsiveness • increases confidence • increases aggression	• anxiety • insomnia • dependence • ineffective heat regulation • dehydration
Narcotic analgesics (codeine, morphine, opiates)	injured athletes who need to continue competing	• masks pain • increases sense of wellbeing • allows continuation of performance when injured	• weakness • false sense of wellbeing • dependence • increased risk of injury worsening

masking agent a substance or drug designed to hide or mask the effects of another substance or drug that may have been taken

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TABLE 1.3 Illegal performance-enhancing drugs (continued)

Drug	Target group	Advantages	Disadvantages
EPO (erythropoietin) (hormone naturally found in the human body)	endurance athletes	• increases number of red blood cells • increases oxygen carrying capacity • improves VO_2max	• blood clotting • heart failure • strokes • death
Blood doping (some blood is removed from the body, then the plasma and red blood cells are separated, then red blood cells are later injected back into the body)	endurance athletes	• increases number of red blood cells • increases oxygen-carrying capacity • improves VO_2max	• infections • blood clotting • heart failure • strokes • death

Australian Sports Anti-Doping Authority (ASADA)

The use of drugs by athletes has raised a number of ethical issues, mainly about whether the use of drugs in sport provides an unfair advantage. How would an athlete feel if they were competing in an event knowing that other athletes could outperform them because they were taking substances to enhance their performance?

WORKBOOK>>
Worksheet 1.15



Getty Images

After the 1988 Seoul Olympic final of the men's 100-metre sprint, Ben Johnson was stripped of his gold medal when he tested positive for using anabolic steroids.

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The Australian Sports Anti-Doping Authority (ASADA) is a government statutory authority based in Canberra. ASADA's vision is to be a 'driving force' for pure performance in sport. It is the organisation in Australia with prime responsibility for the implementation of the World Anti-Doping Code (the 'Code').

What is the World Anti-Doping Code?

The World Anti-Doping Code is a document that provides a worldwide framework for anti-doping policies, rules and regulations across all sports, sporting organisations and public authorities.

If a sport or country does not comply with the Code, it may be subject to sanctions from the International Olympic Committee (IOC) and from other sporting organisations. Sanctions include losing the right to host the Olympic Games. The Code is, therefore, a very powerful document.

Part of ASADA's role is to undertake random testing on athletes. Athletes can be selected for testing anywhere or at any time, in or out of competition. Athletes are either randomly selected or targeted by ASADA if they have received a 'tip off' that the athlete may be using drugs.



Getty Images

Marion Jones competing in the women's 4 × 100-metre relay during the Olympic Games in Athens, 2004

There are a number of high-profile athletes who have been 'named and shamed' for using performance-enhancing drugs:

- American cyclist Lance Armstrong, who was banned for life in 2013 for using blood doping, EPO and testosterone. He was stripped of his seven Tour de France titles.
- American track sprinter Marion Jones, who was sentenced to six months imprisonment for lying to investigators about her use of performance-enhancing drugs. She was stripped of all medals and titles that she had won since 2000.
- Canadian track sprinter Ben Johnson, who was stripped of his Olympic and World titles and banned for life in 1988 for using anabolic steroids
- British track sprinter Dwain Chambers, who received a two-year ban in 2003 for using anabolic steroids
- Australian cricketer Shane Warne, who received a 12-month suspension after failing a drug test in 2003.

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CASE STUDY Drugs in sport

RYAN has been playing basketball since he was nine years old. He currently plays state basketball and competes in major tournaments around Australia. The day before a major competition Ryan was practising with his teammates and, while he was jumping up for a rebound landed awkwardly on his left ankle. Because he was desperate to compete in the tournament the following day, his coach gave him codeine to mask the pain.

Question

In small groups discuss whether Ryan should compete having taken codeine. Provide evidence to support your answer.

WORKBOOK>> Worksheet 1.16

You can find out more information from the websites of the Australian Sports Anti-Doping Authority (ASADA) and Drugs in Sport. Follow the links at http://ffl910vic.nelsonnet.com.au.

CHAPTER REVIEW

WORKBOOK>> Worksheet 1.17

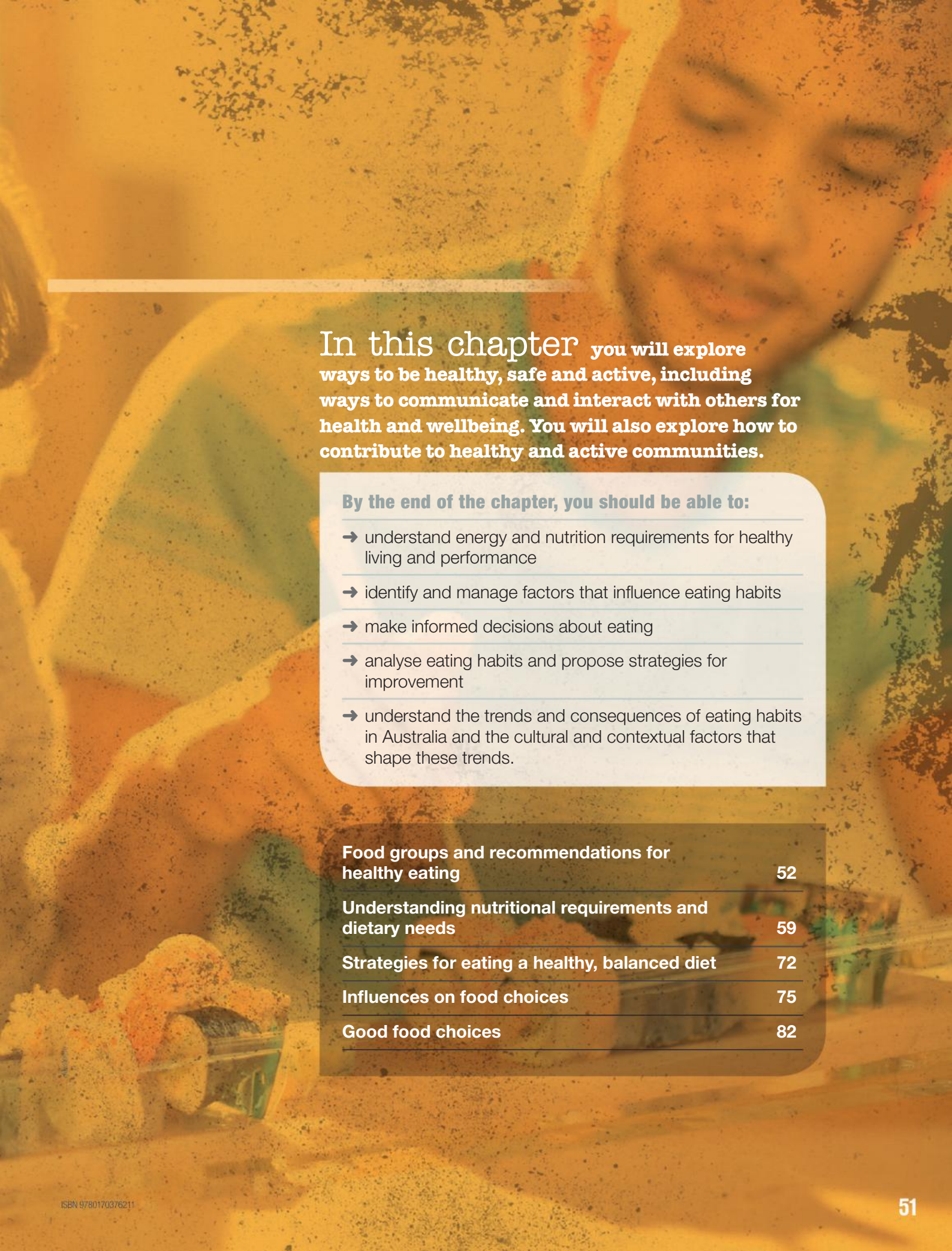
1. What are the three most commonly abused pharmaceutical drugs?
2. Identify three tips to use medicine safely.
3. Provide two reasons why exercise is good for you.
4. According to the Heart Foundation, there are five simple steps to enjoying a healthy balanced diet. Identify these five steps.
5. Which alternative therapy uses essential oils and how can they be applied?
6. What is the definition of a psychoactive drug?
7. Speed, ice and base are all forms of methamphetamine. How do they differ from one another?
8. Explain why it is dangerous to mix energy drinks with alcohol.
9. There are three drugs that are associated with sexual assault and 'date rape'. Identify these drugs and compare their short-term effects.
10. Binge drinking is a prevalent issue in today's society. Discuss the dangers of excessive drinking over a short period of time.
11. LSD is a dangerous hallucinogen. Explain the effects of LSD on the human body.
12. The smoking of shisha has increased in popularity around the world. Outline the dangers associated with smoking shisha.
13. Discuss four factors that can increase the likelihood of a young person abusing substances.
14. Drug dependence can build a barrier between friends and families. What are some of the warning signs of an unhealthy personal relationship?
15. Everybody processes alcohol differently. Outline five factors that can affect your body's level of blood alcohol concentration.
16. Your parents have agreed to let you have a party to celebrate your 16th birthday. How would you ensure that your party is safe and enjoyable for all?
17. You have a friend who has collapsed and is unconscious, yet breathing. What would you do to ensure their safety?
18. Do you think Australian authorities are doing enough to stop doping in sport? Discuss your answer.

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EAT WELL, LIVE WELL



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In this chapter **you will explore ways to be healthy, safe and active, including ways to communicate and interact with others for health and wellbeing. You will also explore how to contribute to healthy and active communities.**

By the end of the chapter, you should be able to:

- ➜ understand energy and nutrition requirements for healthy living and performance
- ➜ identify and manage factors that influence eating habits
- ➜ make informed decisions about eating
- ➜ analyse eating habits and propose strategies for improvement
- ➜ understand the trends and consequences of eating habits in Australia and the cultural and contextual factors that shape these trends.

Food groups and recommendations for healthy eating	**52**
Understanding nutritional requirements and dietary needs	**59**
Strategies for eating a healthy, balanced diet	**72**
Influences on food choices	**75**
Good food choices	**82**

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FOOD GROUPS AND RECOMMENDATIONS FOR HEALTHY EATING

In Australia there are excellent resources and guidelines about nutrition and healthy eating. Nutrition is the process of obtaining the food necessary for health and growth. It is important to use these resources and guidelines to inform decisions around eating and drinking habits.

Guidelines

The foremost publications available in Australia are the Australian Guide to Healthy Eating and the Australian Dietary Guidelines, produced by the National Health and Medical Research Council (NHMRC). Used together, these two documents provide reliable and accurate advice to make informed decisions about healthy eating. They are readily available on the internet.

WORKBOOK>>
Worksheet 2.1



EAT FOR HEALTH

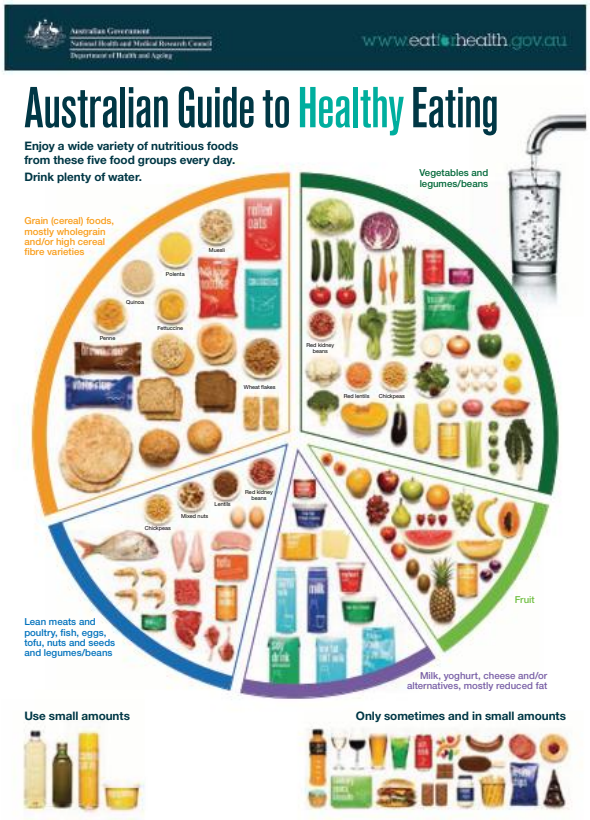
Using the Eat for Health website to explore the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, or your own prior knowledge, complete the following questions. You can link directly via http://ffl910vic.nelsonnet.com.au.

1. How many food groups are there, and what are the main foods that the groups are based around?
2. List the food groups in order of what you should eat more of to what you should eat least of. Why can you eat more foods from one group than from others?
3. How many guidelines are there in the Australian Dietary Guidelines? List them.
4. What are some examples of 'discretionary foods', and why aren't these foods included in any of the food groups?

These publications are trustworthy because they are not provided by companies that have an interest in selling their own products; they focus only on the health of Australians.

Publications of this nature tend to take many years of research and testing, and are updated every few years to reflect new scientific understanding and new trends in communities. This is why Australia's healthy eating guidelines have evolved over time and also why these guidelines are different from the guidelines of other countries. The following illustrations show some of these changes and differences; this will help to reinforce your knowledge of the current Australian guidelines.

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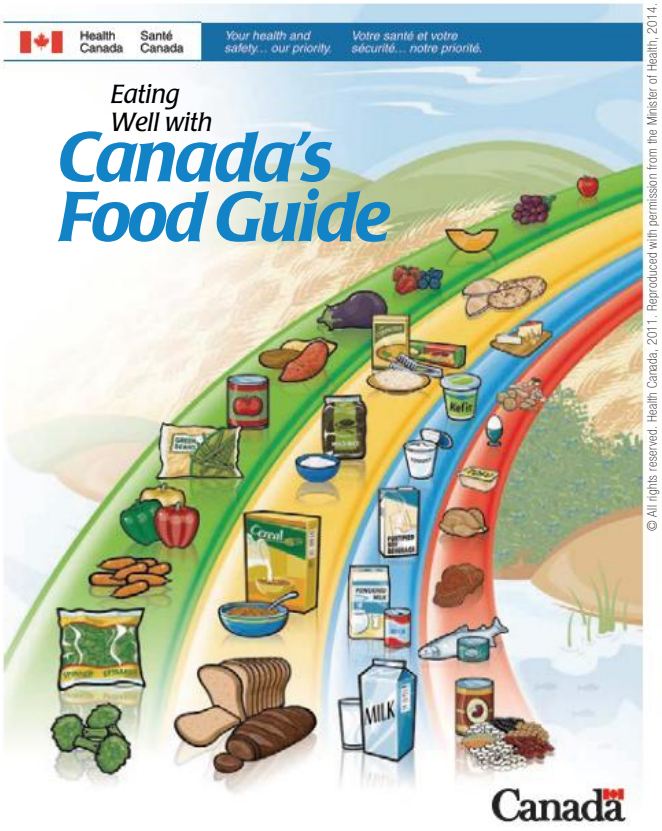
National Health and Medical Research Council. Licensed under a CC BY 3.0 AU licence

Australian guidelines



French Ministry of Health

French guidelines



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Canadian guidelines

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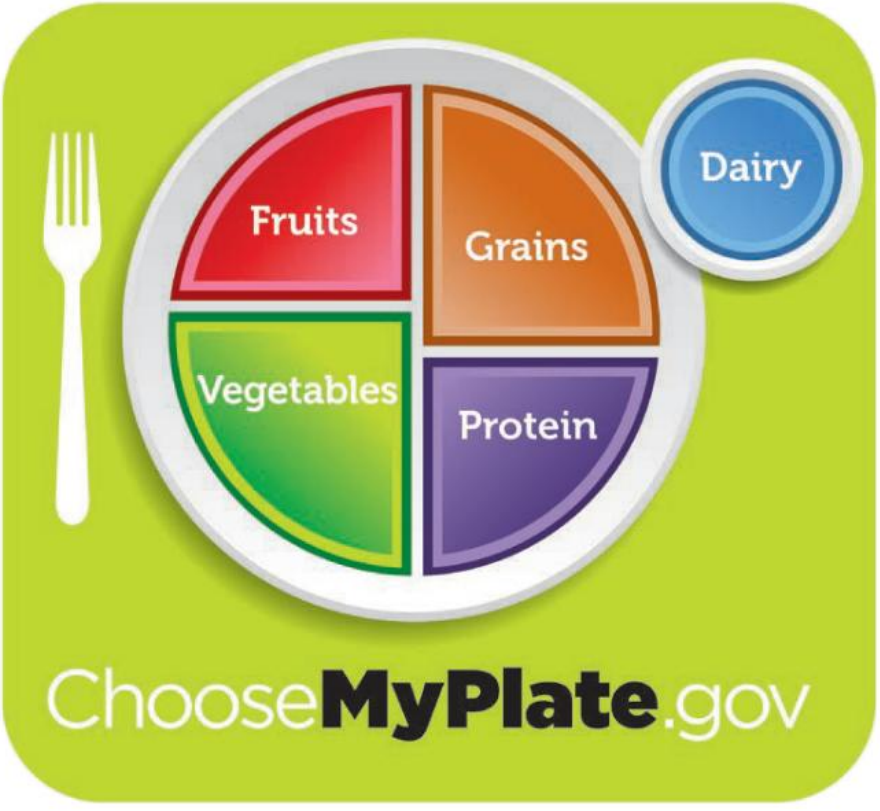
The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



© Crown Copyright. Public Health England in association with the Welsh Government, the Scottish Government and the Food Standards Agency in Northern Ireland

United Kingdom guidelines



US Department of Agriculture

American guidelines

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HOW DOES AUSTRALIA COMPARE?

Look closely at the models for healthy eating provided for Australia, France, Canada, the UK and the US. Note some similarities and differences between them. You can also assess the guidelines for Spain, South Korea, Japan and Greece. Follow the links at http://ffl910vic.nelsonnet.com.au.

1. How similar are the models from each country in terms of the advice for how much of the different food groups and items should be consumed? Describe some similarities and differences. Use the scaffold to help you complete your assessment.
2. People across the world function very similarly and require essentially the same nutrition. Is this reflected in the different healthy eating models from the different countries? Explain why you think this may be the case.
3. Evaluate the different models. Decide which model you think is best and explain why.
4. The UK and the US previously used a pyramid but have moved to a circular design that represents a plate. Why do you think they made this change?
5. Do you think this is a good change? Explain why or why not.

EXTRA ACTIVITY>>
Get the message out

SCAFFOLD>>
How does Australia compare?

Country	General design (e.g. pyramid)	Number of food groups	Largest food group	Smallest food group	Describe how a food item or group is represented as being significantly different in importance from the Australian model
Australia	Wheel/plate/pie	5	Grain	Dairy, fruit	–

HEALTHY EATING THEN AND NOW

Go to the Nutrition Australia website and look closely at the previous versions of the Healthy Eating/Living Pyramid (1982, 1986, 1999 and 2004).

Select one of these older models and compare it with the current version below. Use a Venn diagram to note the similarities and differences. Features that are common to both models go in the intersection area of the two circles; features not shared go into either side.

SCAFFOLD>>
Venn diagram

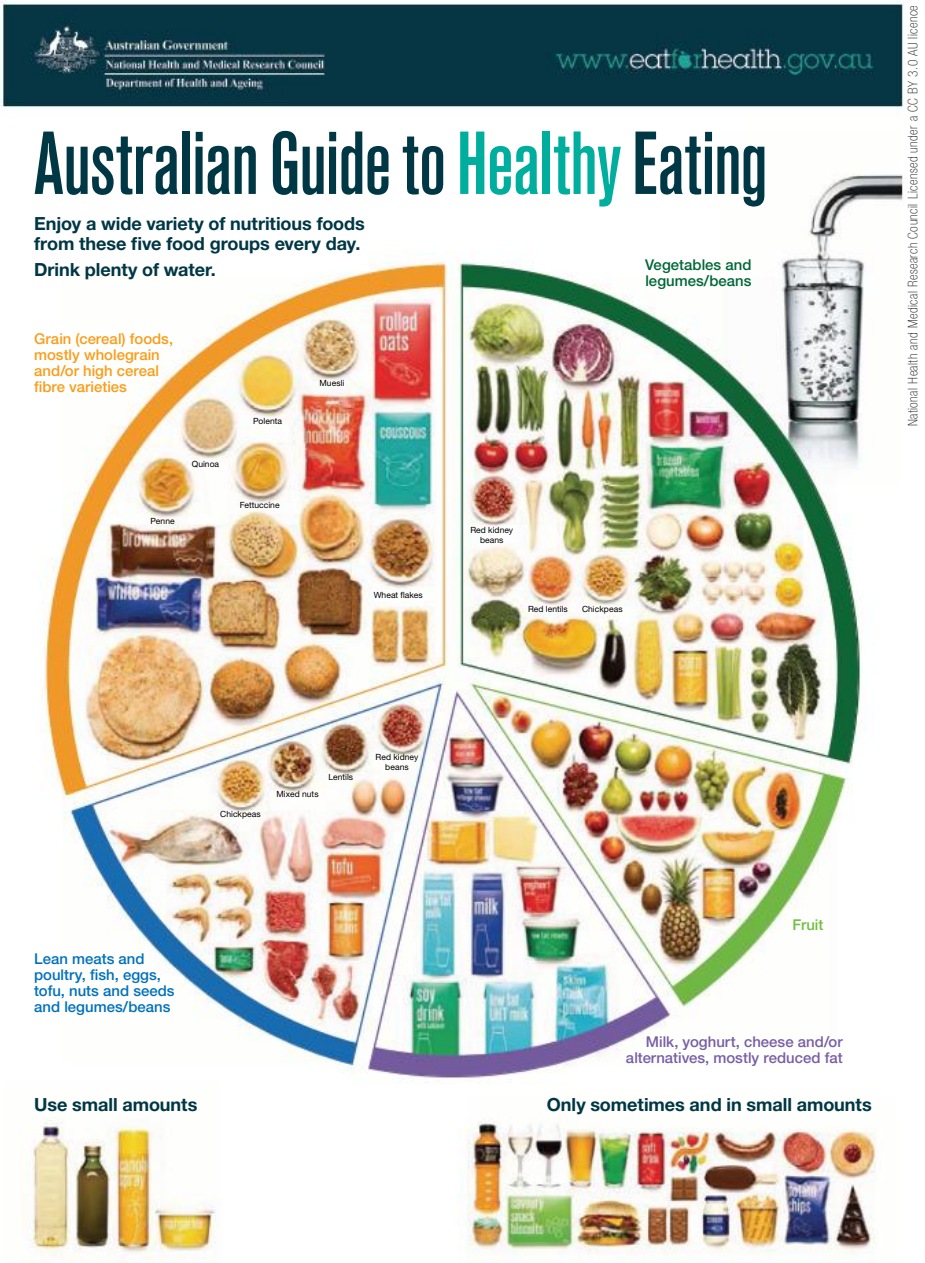
WORKBOOK>>
Worksheet 2.2



The Healthy Eating Pyramid © 2015 Nutrition Australia. www.nutritionaustralia.org

The 2015 Healthy Eating Pyramid

ISBN 9780170376211



Current Australian guidelines

Vary your diet

If there is a simple message that can be taken from the healthy eating advice and guidelines, it would include the terms *variety*, *balance* and *moderation*. A healthy diet should include a range of different foods, an even and proportional distribution of foods, and reasonable limits to the amounts of food consumed.

As young people progress from childhood though adolescence to adulthood, more freedom of choice and self-responsibility becomes available. There isn't always going to be a parent or teacher looking over your shoulder and guiding you in your eating and drinking choices.

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Making healthy decisions about nutrition isn't about 'never eating chocolate' or 'eating only vegetables and whole grains'. It is about being suitably informed, self-aware and respectful of our bodies. No single food item is completely forbidden; however, there is a 'correct' amount that should be consumed, and that amount is different for each type of food.

DISCUSSION QUESTIONS

review & reflect

face 2 face

Share your responses to the questions with a classmate:

1. How do you think that the Australian Guide to Healthy Eating reflects the concepts of variety, balance and moderation? Can you link a specific example from the guide to these three terms?
2. Think about how you have applied each of the concepts of variety, balance and moderation in your decisions around eating and drinking over the past few days.

How much, how often

Nutrition and healthy eating isn't just about *what* is eaten, but also *how much* and *how often*. Serve size helps keep track of how much of each type of food *should* be eaten, and portion size helps keep track of how much of each type of food is *actually* eaten. Serve size is also included in the nutrition information panels on all packaged food and drinks in Australia. This topic will be explained later in the chapter.

Everyone's nutritional needs are different. These needs are based on age, sex, metabolism, body size, health conditions, lifestyle and activity levels, so it isn't possible to provide an exact set of recommendations that suits everybody. That's where portion sizes come in. This enables larger and more active people to take into consideration their extra energy requirements (which can be handy for growing teenagers too).

Tish1/Shutterstock.com



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GUESS HOW MUCH

This activity could be performed with the whole class or in groups of five or six. It will take some preparation at home before your next lesson. You will also need at least one set of kitchen scales to verify results.

Each person in your class or group is to bring in an item of food (which might not be able to be eaten afterwards as everyone will be handling it). Make sure you discuss what you can bring with your parents before you raid the pantry. Try not to bring anything that is very perishable. An example of an appropriate item to bring is a partly empty box of breakfast cereal.

One person should record everyone's suggested food item and make sure no one doubles up.

Each person is to take a turn at guessing how much of each food item is considered a 'serve', based on the nutrition information panel on the packaging. In the example of breakfast cereal, you would guess how many handfuls you think should make a serve. Once everyone has guessed, use the scales to weigh the amount guessed and see how close you were. Then answer the discussion questions.

1. How successful were you at matching your idea of a serve to the suggested serve size on the packaging? If it was difficult or easy, explain why you think this is so.
2. From what you observed with your own guesses and the guesses of others, was there a tendency to overestimate or underestimate the appropriate serve size?
3. Given the rising levels of **obesity** in Australia (more than 60 per cent of all adults and 25 per cent of adolescents and children are **overweight** or obese), do you think that overestimating portion sizes compared with serve sizes would be a contributing factor for many people? How?
4. There is a perception among some people that healthy food is more expensive, and indeed a common strategy among fast-food retailers is to offer up-sized portions that represent better value. Do you think that adhering to more appropriate portion sizes would mean that healthy meals and snacks wouldn't be particularly expensive? Why or why not?
5. You may have heard at times about millions of people around the world who don't have enough to eat, or that the continuing global population increase will mean the planet will not be able to produce enough food to support everyone. Do you think it is possible for the millions of people in developed countries such as Australia to help alleviate this problem by being more careful about their portion sizes? Why or why not?

obese
in adults, a BMI of 30 or higher

overweight
in adults, a BMI from 25 to 30

Some people find it difficult to limit their portion sizes. Sometimes, this can be managed more easily by trying to eat smaller meals and snacks, and by giving the body a chance to feel satisfied. Here are some tips:

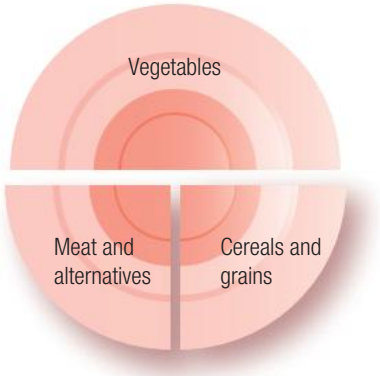
- Eat slowly, so you know when you feel full and can stop eating – chew each mouthful completely, savour the taste and feel of your food, put your cutlery down between mouthfuls, sip on some water.
- Don't skip meals, particularly breakfast – if you feel ravenous, you are more likely to overeat.
- Eat a range of fresh vegetables; this helps to fill you up without feeling stuffed or bloated.
- Use smaller plates.
- Order entree sizes at restaurants if you know the main sizes are quite large.

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- Share a dessert or snack with a friend.
- Avoid meals and snacks in front of the TV or when distracted, as your attention is elsewhere.

SERVES

Use the serves calculator at http://ffl910vic.nelsonnet.com.au. You just need to enter a couple of details about yourself, and it will give you a summary of the amount of serves of each food group you should be aiming for per day.



Food on your plate should be roughly proportioned in this way

UNDERSTANDING NUTRITIONAL REQUIREMENTS AND DIETARY NEEDS

It could be suggested that eating habits have more influence on general health, resistance to disease, physical function, athletic performance, state of mind, mood and concentration than any other daily activity. The role of a healthy diet cannot be overstated. Eating healthily doesn't have to be difficult, inconvenient or hard to tolerate, especially when the benefits are considered.

What is needed

Bodies need a range of nutrients to maintain a healthy state. These nutrients come from different food sources.

- Most of the nutrients required to keep you healthy cannot be stored in the body. Small amounts of each nutrient need to be consumed every day.
- It is possible to have both too much and too little of each nutrient, and either can cause health problems.
- Typically in Australia, nutrition-related health problems are due to overconsumption of certain **macronutrients** and underconsumption of certain **micronutrients**.
- It isn't possible to eat a single food item to provide each individual nutrient – you wouldn't be able to eat this much food! Try to include food items in your diet that yield a wide range of nutrients.

macronutrients
nutrients that are needed in relatively large amounts; examples are water, fats, protein and carbohydrates (including fibre)

micronutrients
nutrients that are needed in relatively small amounts; examples are vitamins and minerals

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NUTRIENTS, NUTRIENTS, NUTRIENTS

Use the internet to conduct some research into the main nutrients humans require. You need to know what food sources provide each nutrient, the function of each nutrient in the body and what happens if you have too much (excess) or not enough (deficiency) of each nutrient. Organise your research into tables such as those provided.

WORKBOOK>>
Worksheet 2.3

SCAFFOLD>>
Nutrients

Macronutrient	Food sources	Function	Deficiency	Excess
Water				
Protein				
Fats				
Simple carbohydrates (sugars)				
Complex carbohydrates (starches)				
Dietary fibre				

Fats	Food sources	Function	Deficiency	Excess
Monounsaturated				
Polyunsaturated				
Trans				
Omega-3 fatty acids				
Omega-6 fatty acids				
Saturated				

Vitamins	Food sources	Function	Deficiency	Excess
Vitamin A				
Vitamin B_1 (thiamin)				
Vitamin B_2 (riboflavin)				
Vitamin B_3 (niacin)				
Vitamin B_{12}				
Vitamin C				
Vitamin D				
Vitamin E				
Vitamin K				

Minerals	Food sources	Function	Deficiency	Excess
Calcium				
Magnesium				
Potassium				
Sodium				
Iron				
Iodine				

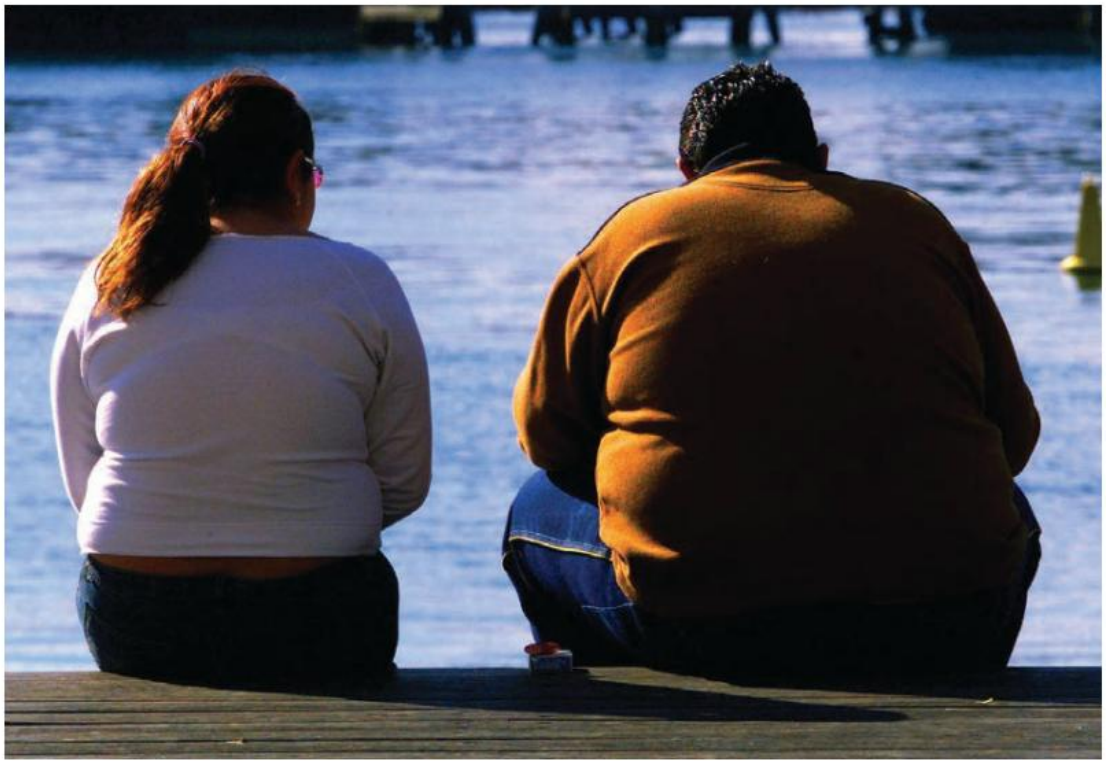
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NUTRIENT CALCULATOR

To get an idea of exactly how much of each nutrient you should be getting daily, enter a couple of your details into the website: http://ffl910vic.nelsonnet.com.au.

What happens when not enough nutrients are obtained

An unhealthy diet can cause a range of health conditions and issues. Apart from medical conditions a doctor might diagnose, day-to-day general health and performance are affected. A deficiency or excessive amount of any particular nutrient (or an imbalance in nutrient intake) can contribute to health disorders or bodily dysfunction. Usually this is a gradual process that occurs over time, but not always. You may even notice how poorly you concentrate in class if you didn't have an adequate lunch.



Penny Bradfield/Fairfax Syndication

The majority of diet-related health issues in Australia are due to excessive intake of carbohydrates and fats. Usually this is in the form of energy-dense, but nutrient-poor foods. The result is obesity, which brings with it a huge range of further health complications, or conditions, referred to as **lifestyle diseases**.

lifestyle diseases diseases that can potentially be prevented by changes in lifestyle (for example, diet, activity levels, smoking)

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WEIGHT OF AUSTRALIANS

The average weight of Australian adults has increased by almost 1 kg per year for the past 20 years.

It is easy to think of these types of medical conditions as problems only older people need to worry about, but increasingly this is not the case. Because the dietary habits young people develop tend to stay through adulthood, it is best to develop the right habits now.

stigma unfair disapproval or discontent with a person on grounds that distinguish them from cultural norms

Consequences of being overweight or obese can include some types of cancer, type 2 diabetes, cardiovascular disease (including arteriosclerosis, strokes and heart attacks), dental cavities, osteoarthritis and sleep apnoea. There are also related emotional and social issues such as self-esteem, social exclusion and **stigma**.

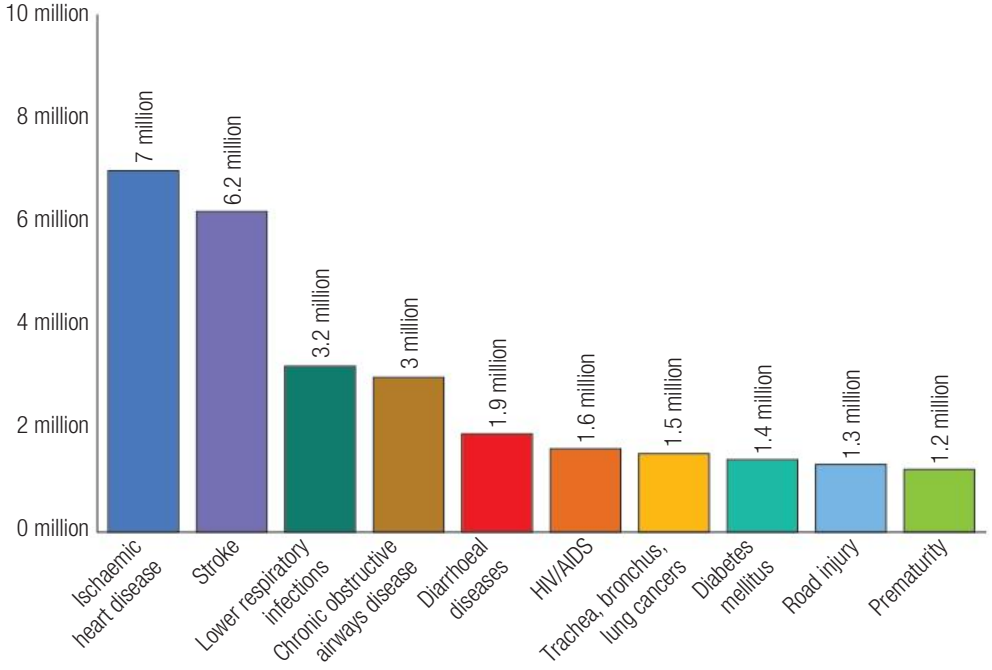
face 2 face

HOT

CAUSES OF DEATH ACROSS THE GLOBE

Look at these graphs from the World Health Organization (WHO), which depict the largest *preventable* causes of death from around the world.

As a class, use this graph and consider which of the 10 listed causes are directly linked to being overweight or obese, and the type of diet that would create these disorders. A hint is that these causes add up to about half (14.6 million) of the 28.3 million total deaths.

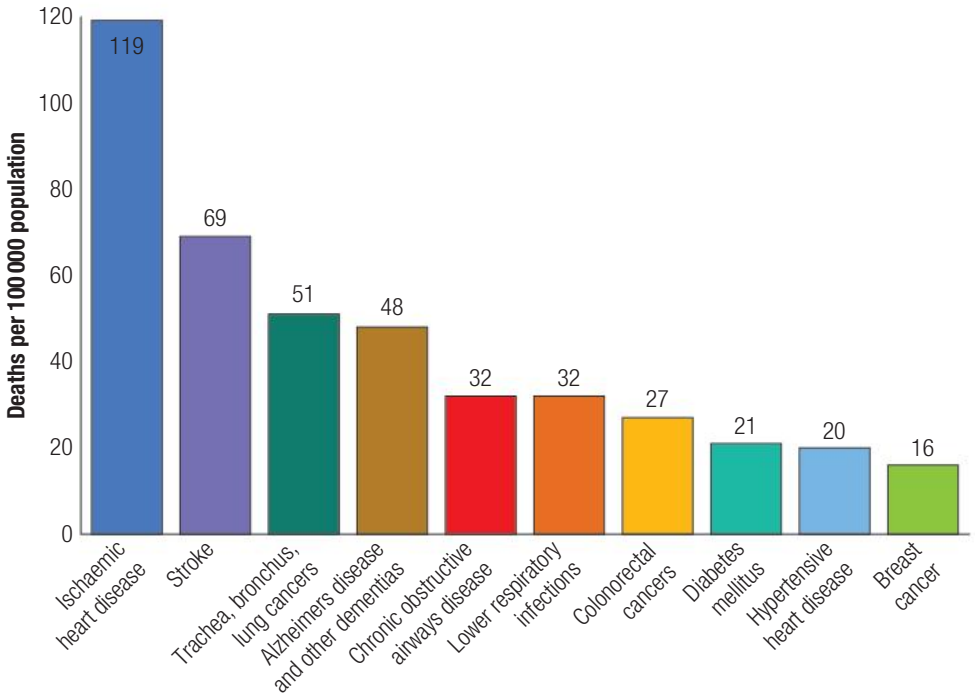


Ten leading preventable causes of death in the world, 2011

Source: www.who.int.mediacentre/factsheets/fs310/en/index.html, accessed 4 July 2014

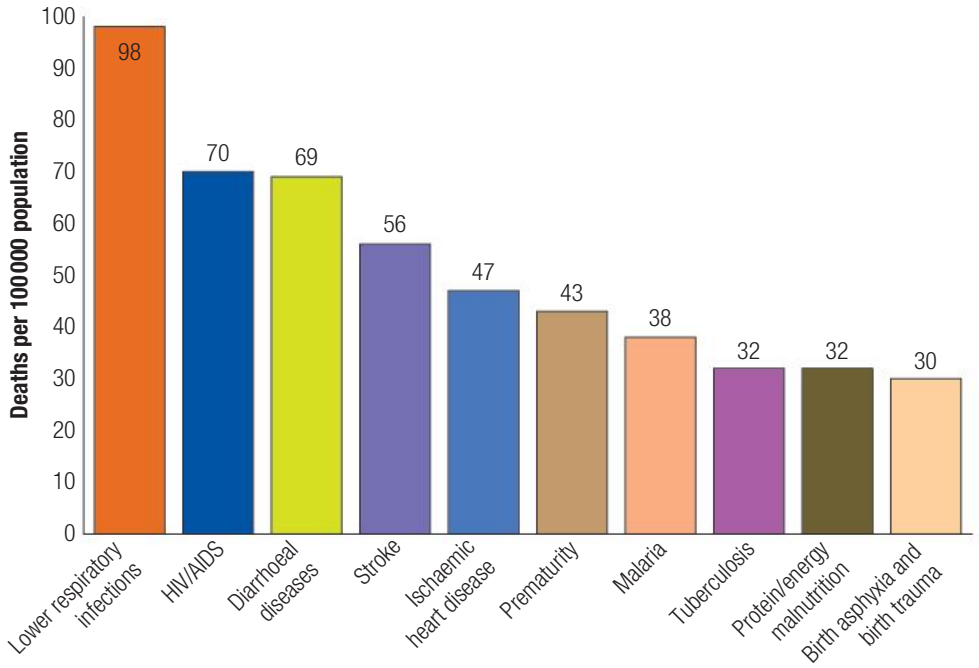
ISBN 9780170376211

Then compare wealthy, developed countries such as Australia, and poor, developing countries in these graphs.



Ten leading causes of preventable death in high-income countries per 100 000 population, 2011

Source: www.who.int.mediacentre/factsheets/fs310/en/index.html, accessed 4 July 2014

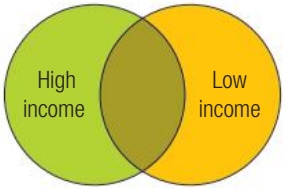


Ten leading causes of preventable death in low-income countries per 100 000 population, 2011

Source: www.who.int.mediacentre/factsheets/fs310/en/index.html, accessed 4 July 2014

ISBN 9780170376211

Use the Venn diagram to analyse the similarities and differences between the two graphs.



1. What do you notice is different about the leading preventable causes of death between the two graphs?
2. Of the causes listed for only the low-income countries, which would you consider to be associated with being overweight or obese, and what type of diet enables these conditions?
3. Of the causes listed for only the high-income countries, which would you consider to be associated with being overweight or obese, and what type of diet enables these conditions?
4. Of the causes listed in both graphs, which would you consider to be associated with being overweight or obese, and what type of diet enables these conditions?
5. If you noticed a distinct difference in the amount of obesity-related causes of death between the low- and high-income countries, describe why you think this difference exists.

The Australian Dietary Guidelines

The five Australian Dietary Guidelines are designed to provide information to all Australians about the types and amounts of food to eat, the food groups and how to eat to promote health and wellbeing.

Guideline 1: To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs

- Children and adolescents should eat sufficient nutritious foods to grow and develop normally. They should be physically active every day and their growth should be checked regularly.
- Older people should eat nutritious foods and keep physically active to help maintain muscle strength and a healthy weight.

Guideline 2: Enjoy a wide variety of nutritious foods from the five main food groups and drink plenty of water

- Plenty of vegetables, including different types and colours and legumes/beans
- Fruit
- Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley
- Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans
- Milk, yoghurt, cheese and/or their alternatives, mostly reduced fat (reduced-fat milks are not suitable for children under the age of two years)

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Guideline 3: Limit intake of foods containing saturated fat, added salt, added sugars and alcohol

a Limit intake of foods high in saturated fat such as many biscuits, cakes, pastries, pies, processed meats, commercial burgers, pizza, fried foods, potato chips, crisps and other savoury snacks.

- ➜ Replace high-fat foods that contain predominantly saturated fats such as butter, cream, cooking margarine, coconut and palm oil with foods that contain predominantly polyunsaturated and monounsaturated fats such as oils, spreads, nut butters/pastes and avocado.
- ➜ Low-fat diets are not suitable for children under the age of two years.

b Limit intake of foods and drinks containing added salt.

- ➜ Read labels to choose lower sodium options among similar foods.
- ➜ Do not add salt to food in cooking or at the table.

c Limit intake of foods and drinks containing added sugars such as confectionery, sugar-sweetened soft drinks and cordials, fruit drinks, vitamin waters, energy and sports drinks.

d If you choose to drink alcohol, limit intake. For women who are pregnant, planning a pregnancy or breastfeeding, not drinking alcohol is the safest option.

Guideline 4: Encourage, support and promote breastfeeding

Guideline 5: Care for your food; prepare and store it safely

Adapted from www.eatforhealth.gov.au/guidelines/australian-dietary-guidelines-1-5, National Health and Medical Research Council. Licensed under a CC BY 3.0 AU licence

As only the first three of these five guidelines are actually relevant to the choices about what, how much and how often to eat and drink, you would think it is very easy to follow these guidelines to a healthy diet. While many people can follow these guidelines quite easily, there are many who can't. In fact, a range of studies have shown that Australians are not very good at following nutritional guidelines. This also tends to be the case in other modern, well-developed countries, where there is a continual rise of obesity and lifestyle diseases attributed to excessive energy consumption and inadequate micronutrient consumption. Why do you think people don't follow nutritional guidelines?

AUSTRALIAN DIETS

Only a third of middle-aged Australian women meet at least half of the dietary guidelines. Of 10 561 women surveyed, only two met all 13 points and sub-points in the guidelines.

CENSUS TIME

There could be any number of reasons why people don't stick to nutritional advice from the Australian Guide to Healthy Eating and the Australian Dietary Guidelines.

- ➜ Do they know these publications exist?
- ➜ Have they heard of them but don't know what they entail?
- ➜ Do they think they know what is contained in the publications, but are actually wrong?

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It is also possible that they know exactly what is advised in these publications, but for whatever reason they cannot follow them. Do they perceive the guidelines as too hard to follow? Too costly? Too inconvenient or demanding of time or effort? Too many distractions, influences or temptations?

Working in small groups, design a survey using the above questions as a basis to develop your own specific questionnaire. Negotiate the scope of your survey with your teacher – will you survey members of the wider community or just your school and perhaps family members; decide also on the time frame, and how many respondents are required to form some meaningful data. You may make hard-copy surveys to distribute or perhaps use a free online survey service such as Survey Monkey (you can link directly at http://ffl910vic.nelsonnet.com.au).

Remember that when analysing the results, multiple choice, yes/no or rating 0–5 questions are much easier to work with than questions that require sentences to answer.

Gather your responses into tables of data, and use these to generate some graphs, either by hand or using spreadsheet software.

1. Were you able to establish a significant or observable trend in your results? Was there a particular stand-out reason behind people not adhering to the nutritional guidelines?
2. Why do you think this is the case?
3. Were your findings consistent with those of other groups? What could this mean?
4. Did you notice any flaws or issues with the design of your survey? If you could do it again, would you do anything differently?
5. If you were to take the results of your survey to the Department of Health and Ageing or the National Health and Medical Research Council, what course of action would you suggest they take based upon your findings?

Intake versus expenditure


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There are three components of energy expenditure:

- the basal metabolic rate (**BMR**),
- the process of eating and digesting food
- the levels of physical activity performed.

BMR the energy used when at rest to maintain life (for example, breathing, brain function, heart function and cell repair)

The physical activity component is the only one that can be easily changed. The BMR can be increased to a degree, but this is achieved by physical activity also. See the Australian Heart Foundation's fact sheet on physical activity and energy balance for more information. Link to the fact sheet at http://ffl910vic.nelsonnet.com.au.

Apart from increasing physical activity, which is always a good idea, there are other ways to balance energy intake

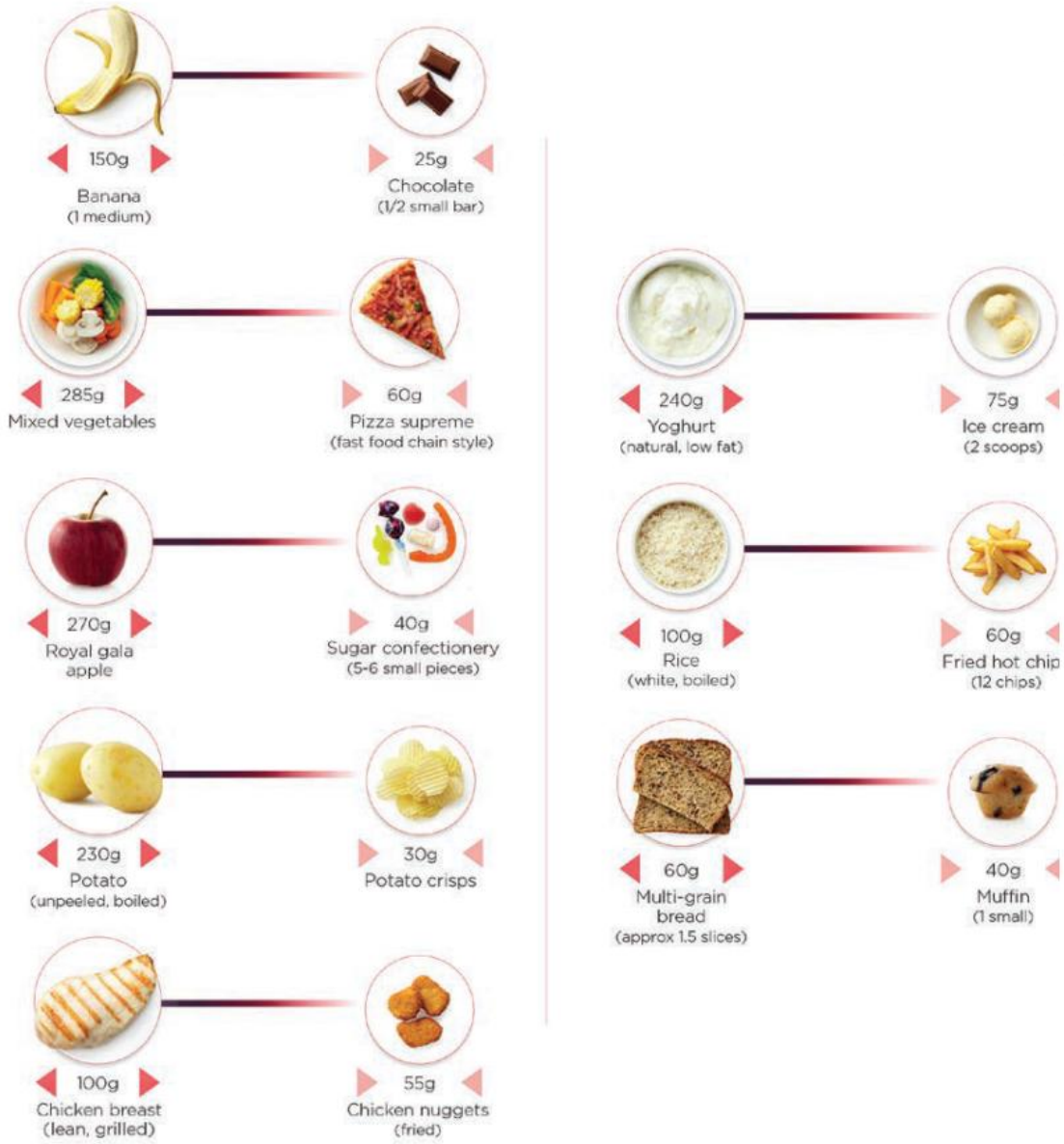
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and expenditure. Make sure you include a lot of vegetables in your meals. They have a high nutrient density and low energy density, so they help to make you feel full, without overloading your kilojoule intake. Look at the following examples of more filling choices. Note the size in grams of each snack for the exact same amount of energy (every food item shown contains 600 kJ).

WORKBOOK>>
Worksheet 2.4

Your guide to filling up on lower kilojoule foods

Each of the food portions pictured provide **600 kJ**. It's easy to see that the foods on the left will fill you up faster (for the same number of kilojoules) than the foods on the right.



Australian National Preventative Health Agency

Different food portions for same kilojoule value

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There are many smartphone apps available that can help you keep track of the energy you consume or expend. Some also work like a pedometer to record how much movement you do per day. Of course, you can always use a pedometer or activity tracker to do this. There are also plenty of online resources. Take the time to browse the following sites, and perhaps search for some others. Calculate your suggested amount of kilojoules per day. Compare with some of your classmates, friends or family. Expect to see some differences.

Several websites that calculate how many kilojoules of energy you need per day, and that are useful for estimating how many kilojoules certain foods contain, are listed at http://ffl910vic.nelsonnet.com.au. These include Eat for Health energy calculator, the 8700 kJ mobile app and the Healthy eating calculator.

Getting energised



HLPhoto/Shutterstock.com

Everyone at some stage in their life wishes they had more energy. Perhaps you are studying for an exam, making your way to football training after a day at school, heading out with friends, getting through some household chores or getting ready for a big game on the weekend.

What you really want is to feel more energetic. This is different from not having any energy – one kilogram of body fat contains 37 000 kJ of energy, which is enough to last the average adult for four days. Everyone has plenty of energy contained within their blood, muscles, liver and fat. However, your body can be more efficient in the way it accesses and uses its available energy, and this will enable you to feel much more energetic.

Tips to help the body feel more energetic include the following:

- Eat a complete and proper breakfast – never skip or snack when it comes to breakfast.
- Make sure to have three complete meals that include a wide range of foods.
- Wait until you are hungry before you eat, but don't wait until you are ravenous.
- Develop a regular routine of eating times and portion sizes.
- If your snacks don't belong to one of the five food groups, this means they are classed as 'discretionary foods'. Limit these to weekly treats, not daily regulars. Swap to healthier snacks instead.

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- Carry a water bottle with you as often as possible. Having all the energy in the world in your body means nothing if you are not adequately hydrated.
- Complex carbohydrates such as those found in whole grains will keep you feeling ready for action much more effectively than simple carbohydrates (sugars). Do not rely on sugar hits to try and pick you up when you are feeling flat.


Kostsov/Shutterstock.com

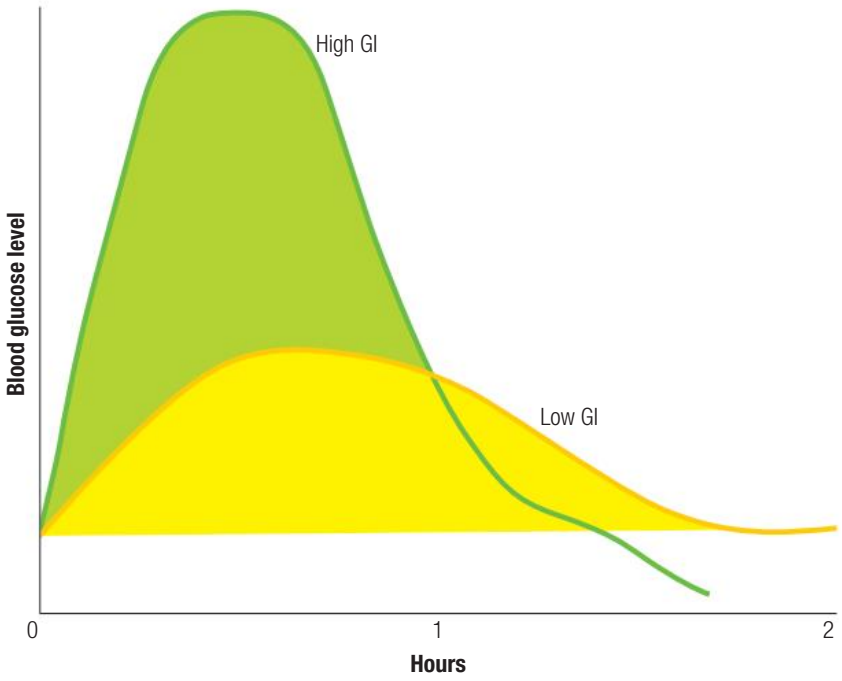
Energy comes from three main nutrients – carbohydrates (17 kJ per gram), protein (17 kJ per gram) and fats (37 kJ per gram). Fibre is a type of carbohydrate that can only be partially digested, so it yields only 8 kJ per gram. Alcoholic drinks yield a lot of energy – 29 kJ per gram of alcohol.

The body prefers to use carbohydrates as its energy source, particularly during physical activity. Carbohydrates serve only as a fuel source, whereas fats and protein play other important roles in the body as well as being fuel sources.

Glycaemic index

Not all carbohydrates are equal. The speeds at which they are digested and utilised vary. Foods that contain carbohydrates that cause blood glucose (sugar) levels to rise rapidly are considered high-GI foods. Foods that contain carbohydrates that cause blood glucose levels to rise gradually are considered low GI. These foods tend to provide sustained energy, as they don't cause rapid spikes in blood glucose levels that drop away quickly.

In general, sugary or sweet foods, including many fruits, tend to be high GI, as do white bread, rice, potatoes and most highly processed foods. Most vegetables are low GI, as are wholegrain foods, pasta and some types of rice.



2014 © Glycemic Index Foundation, www.gisymbol.com

High GI foods cause blood glucose levels to rise and fall rapidly, whereas foods with a low GI value have a slower impact on these levels

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The GI symbol is found on many food labels and packaging, but not all. If you are eating mainly from the five food groups, limiting your intake of discretionary foods and following the principles of variety, balance and moderation, you probably don't need to track the GI of the foods you eat too closely.

The nutrition information panels located on food packaging always list the amount of carbohydrates, protein, fat, fibre and total energy, among other things.

The manufacturers of the foods know how much energy is contained in each item by performing some simple calculations. The label provided shows the following nutrition information. Using the 'Per 100 g' column enables the calculations shown in the following table.

Nutrition Information		
Servings per package – 16 Serving size – 30 g (2/3 cup)		
	Per serve	**Per 100 g**
Energy	**432 kJ**	**1441 kJ**
Protein	2.8 g	9.3 g
Fat		
Total	0.4 g	1.2 g
Saturated	0.1 g	0.3 g
Carbohydrate		
Total	18.9 g	62.9 g
Sugars	3.5 g	11.8 g
Fibre	6.4 g	21.2 g
Sodium	65 mg	215 mg
Ingredients: Cereals (76%) (wheat, oatbran, barley), psyllium husk (11%), sugar, rice, malt extract, honey, salt, vitamins.		

National Health and Medical Research Council, licensed under a CC BY 3.0 AU licence

Energy from protein (17 kJ per gram)	9.3 g × 17	=	158.1
Energy from fat (37 kJ per gram)	1.2 g × 37	=	44.4
Energy from carbs (17 kJ per gram)	62.9 g × 17	=	1069.3
Energy from fibre (8 kJ per gram)	21.2 g × 8	=	169.6
Total sum of these energy sources		=	1441.4
This matches the amount of energy listed on the nutritional information panel.			

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ADDING UP THE KILOJOULES

review & reflect

Here are two more calculations that you can do. Using the nutrition panels provided, calculate the energy from each of the sources and then the total energy.

Nutrition information		
Servings per can: 2		
Serving size: 210 g		
	Average quantity per serving	**Average quantity per 100 g**
Energy	895 kJ	425 kJ
Protein	10.8 g	5.1 g
Fat: Total	1.2 g	0.6 g
Saturated	0.2 g	0.1 g
Carbohydrate	33.7 g	16.1 g
Sugars	15.5 g	7.4 g
Dietary fibre	11.9 g	5.7 g
Sodium	1300 mg	620 mg
Potassium	650 mg	310 mg
Iron	2.7 mg	1.3 mg

Energy from protein	g × 17	=
Energy from fat	g × 37	=
Energy from carbs	g × 17	=
Energy from fibre	g × 8	=
Total sum of these energy sources		=

WORKBOOK>>
Worksheet 2.5

SCAFFOLD>>
Adding kilojoules

Nutrition information

Servings per package: 9.5 (17 slices + 2 crusts)
Average serving size: 74 g (2 slices)

	Avg. quantity per serving	% daily intake and per serving	Avg. quantity per 100 g
Energy	**773 kj**	**9%**	**1044 kj**
Protein	**6.1 g**	**12%**	**8.2 g**
Fat, Total	**2.2 g**	**3%**	**3.0 g**
- Saturated	**0.6 g**	**2%**	**0.8 g**
Carbohydrate	**33.2 g**	**11%**	**44.8 g**
- Sugars	**3.0 g**	**3%**	**4.0 g**
Dietary fibre	**3.0 g**	**10%**	**4.0 g**
Sodium	**324 mg**	**14%**	**438 mg**

Energy from protein	g × 17	=
Energy from fat	g × 37	=
Energy from carbs	g × 17	=
Energy from fibre	g × 8	=
Total sum of these energy sources		=

CASE STUDY Soccer tournament

critical + creative thinking

WEB

DURING the upcoming school holidays, you will be coaching your soccer team in a major tournament, during which the team will play two games per day for four days. This is a lot more consecutive game time than the team members are used to, so nutrition and hydration will be especially important.

Develop a set of guidelines that you can use to advise your players on what to eat and drink for their main meals and for snacks before, during, between and after games to maintain their energy levels and hydration.

Adapted from www.ausport.gov.au/ais/nutrition/faq

Check your responses with your teacher or by using the Australian Institute of Sport website. You can link at http://ffl910vic.nelsonnet.com.au.

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CASE STUDY School swimming carnival

YOU are participating in the school swimming carnival tomorrow and you think you might be able to win your favourite events, the 50-m freestyle and 100-m individual medley. You are also in a couple of relay teams. This is your schedule for the day:

Time	Activity	Advice
7.00 a.m.	Breakfast at home	
9.00 a.m.	Warm up and race 50-m freestyle heats	
10.00 a.m.	Break	
11.00 a.m.	Warm up and race 50-m backstroke	
11.30 a.m.	Recover, warm up and race 50-m freestyle final	
12.00 p.m.	Lunch	
1.30 p.m.	Warm up and race 100-m medley	
3.00 p.m.	Break	
4.00 p.m.	Warm up and race 4 × 50-m freestyle relay	
4.30 p.m.	Recovery, warm up and race 4 × 50-m medley relay	
6.00 p.m.	Dinner at home	

Adapted from www.ausport.gov.au/ais/nutrition/factsheets/competition_and_training/nutritional_preparation_for_tournaments_and_multiple_heat_competitions

Questions

1. Provide some advice for each time period throughout the day. It could be as simple as sipping on water or describing a nutritious meal.
2. Check your responses with your teacher or against those on the Australian Institute of Sport website. You can link directly at http://ffl910vic.nelsonnet.com.au.

SCAFFOLD>>
Advice

STRATEGIES FOR EATING A HEALTHY, BALANCED DIET

WORKBOOK>>
Worksheet 2.6

It is easy to forget or disregard the official advice in the Australian Guide to Healthy Eating and the Australian Dietary Guidelines, especially when out and about with friends or busy with school or sport or studying.

It can be handy to know a range of quick and easy tips and tricks that are easy to remember and use when you are making nutrition decisions.

Modifying recipes

You don't have to be a gourmet chef to be able to take a hands-on approach to managing your diet. Sometimes it is just about making small changes to your favourite meals or snacks to make them healthier. This usually means making them less energy-dense and more nutrient rich.

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CUSTOM COOKING

Your challenge here is to modify the recipe for one of your favourite meals or snacks so that it becomes a healthier food choice. You will need to find a suitable recipe with a list of ingredients and the preparation method, modify it to make it a healthier meal or snack, and cook and eat your meal or snack. You can make a meal or snack healthier by changing the ingredients, the cooking or preparation method or both.



Robert Pearce/Fairfax Syndication

There are several options that you could consider and negotiate with your teacher:

- bringing your modified recipes to school to be judged by your teacher or someone else at the school
- preparing and cooking your meal at home, taking photos of the process and finished product. You also might need an independent taste tester such as your mum or dad.
- preparing and cooking your meal at home, taking photos of the process and finished product; then wrap or package it appropriately and bring it along to school to share
- negotiating to use some time in a cooking, food technology or home economics class (if possible) to prepare and cook your meal or snack
- nominating a recipe or two from the class to be cooked by the staff in your school's canteen or cafeteria.

Bring your recipe, modifications, photos and/or finished product to school to present to your class.

You may be able to use the internet to research some more ideas. Go to http://ffl910vic.nelsonnet.com.au for some links to get you started. Websites include Eat for Health, the Dietitians Association of Australia (smart eating tips) and Measure Up. Make sure you discuss your options with your parents.

1. How well did your meal or snack turn out? Was it successful? Why or why not?
2. Describe the modifications you made to the ingredients and/or the cooking or preparation method to make your meal or snack healthier.
3. In what ways did your meal or snack become healthier? What additional health benefits do you get now that you wouldn't have before?
4. What might be some reasons why you wouldn't continue to use your new method for this recipe? Taste? Cost? Difficulty?

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Selecting healthy options for snacks and meals


© Klaus Tiedge/Corbis

As adolescents move towards adulthood, they start to gain more freedom of choice and influence over their diets. Children under the age of seven or eight rarely have any input or choice when it comes to their meals. Teenagers are usually independent enough to be allowed to choose some of their weekly meals; adults of course make their own decisions. In fact, there usually comes a time when adults are also responsible for the diet of people under their care.

EXTRA ACTIVITY>>
What's the occasion?


Steven Frame/Shutterstock.com

With this additional freedom of choice and independence comes a level of responsibility. It takes planning and organisation to manage a week's worth of meals and snacks. Not only are you trying to follow the healthy eating dietary guidelines studied so far, but there are also budgets to stick to and taste buds to satisfy.

The word 'diet' has been used a lot throughout this chapter, but it means something different from the diet that you might read about a movie star using, or that a family member or friend is trying out. 'Diet' in the context of this chapter and the Australian Dietary Guidelines refers to usual overall eating and drinking practices, decisions and habits. 'Dieting' usually refers to the practice of eating food according to a regulated or restricted system to cause a change in body weight.

Dieting is often used as a desperate measure or last resort to shed many kilograms of body weight. Having such strict controls over food choices and eating habits makes dieting unsustainable, and people quickly return to their old habits and choices, which means their body weight returns to its pre-dieting state. This is called 'yo-yo dieting'. This sort of dieting tends to be quite expensive and often limits the intake of some essential nutrients.

Better weight loss results can be obtained by making gradual, long-term, sustainable changes in diet and physical activity levels that give your body time to adapt and adjust. This way you are also ensuring your body still accesses the full range of nutrients; some forms of dieting eliminate certain nutrients completely.

ISBN 9780170376211

DIET RESEARCH

Working in small groups, your teacher will assign each group a different diet. Popular diets include Atkins, South Beach, Paleo, Mediterranean, Dukan, Beverly Hills, blood type and Hay. Your task is to research your assigned diet and develop a presentation to your class. Make sure you cover the following points:

- name of the diet
- the diet's key elements
- reasons the diet is supposed to work
- criticism or flaws of the diet
- reasons the diet could be considered unhealthy or unsustainable
- ways the diet could be considered healthier than the Australian Dietary Guidelines.

You may want to negotiate with your teacher a different diet from those listed. There are some extreme diets out there!

1. People who invent diets make millions of dollars selling books and DVDs and special meals to people, so clearly these diets are attractive to some people. What makes people become attracted to using these sorts of diets?
2. There is no doubt that many diets would cause weight loss, particularly some of the more extreme ones. If someone followed the Australian Dietary Guidelines and was physically active, would they ever be in a situation where they need to lose weight? Why or why not?
3. Of the different dieting strategies studied by your class, would you consider any of them to be healthier than the diet recommended in the Australian Dietary Guidelines? Why or why not?

INFLUENCES ON FOOD CHOICES

There are many factors that influence food choices and eating habits. Some are positive; others are negative. Positive influences tend to assist people to stick to a healthy diet, whereas negative influences become barriers to keeping to a healthy diet. Some of these influences are intrinsic – they come from within, such as motivation or self-discipline. Some influences are extrinsic – these factors are external, such as time, money or friends.

These influences are with you in some form every day of your life and they affect every decision you make about eating or drinking. Understanding these influences will help you to manage them.

LET'S MAP IT OUT

This is a three-stage process to organise the factors that influence our eating habits.

1 Brainstorm

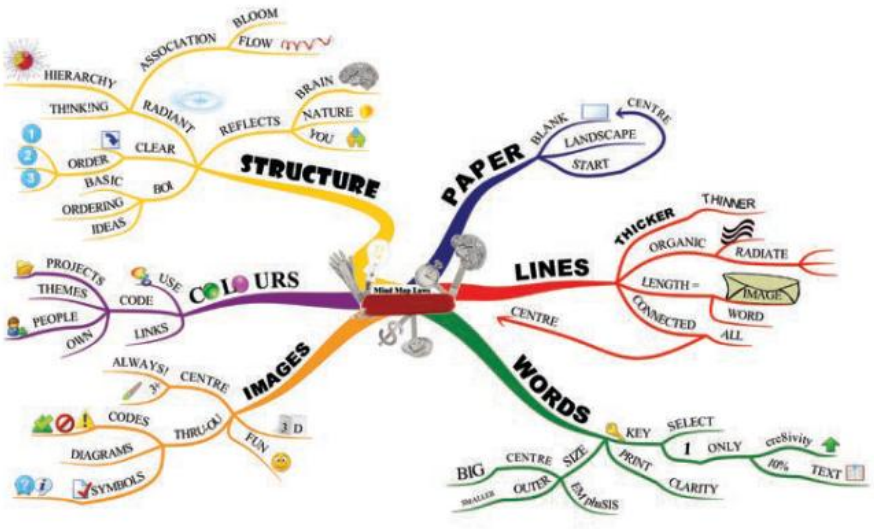
First, as a class, brainstorm different factors that can influence someone's diet and nutritional choices. List them on your classroom whiteboard. You should be able to come up with at least 20 different factors.

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2 Mind map

Next use a technique called 'mind mapping' (see illustration). This will help organise all your brainstorm ideas. You can do this by hand on paper, preferably A3, or use computer software or an online tool such as Mindmeister. See the links at http://ffl910vic.nelsonnet.com.au. You could use the terms Personal, Social, Economic and Cultural as the main 'branches' of the mind map. Use the following guidelines when mind mapping:

- start in the centre with an image of the topic
- use images wherever possible and try to use as few words as possible
- make your branches the same length as the word or image they support
- connect the lines, starting from the central image; the main branches should be thicker than their sub-branches
- make each main branch its own colour
- make it neat, clear and well presented. (You may need to do it several times until it is clear and easy to read.)



www.imindmap.com.au

3 Hot air balloon

Then take the influencing factors on a hot air balloon ride. Design an eye-catching and colourful poster, preferably on A3 paper, that depicts a hot air balloon with you in it.

- In the far-off distance is the objective you are aiming for in your balloon. Label it 'healthy diet'.
- Floating around inside the hot air balloon and thus helping to keep you up in the air and moving towards your objective are all of the positive influences on your diet that you have identified.
- Hanging around the outside of your balloon's basket or gondola are bags of ballast, which can be cut away to make the balloon rise more easily. Each bag needs to be labelled with a negative influencing factor that you have identified. You might be able to show yourself cutting away the bags of negative factors that are holding you back from flying to your objective.



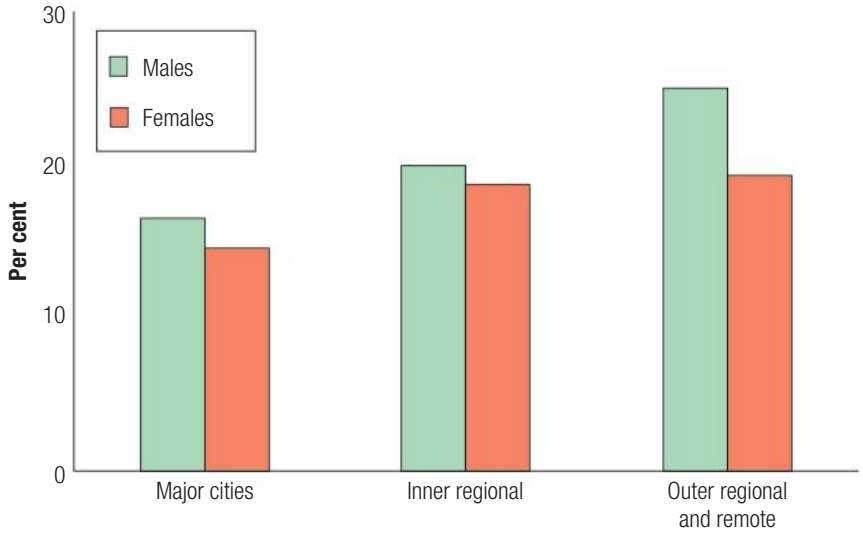
Discussion questions

1. Knowing your positive and negative influencing factors is one thing, but knowing how to 'cut away' the negatives that are stopping you from achieving a consistent healthy diet is another story. What strategies could be used to help minimise the negative influences you identified?
2. In what ways can you support a family member or friend to achieve healthy eating habits?

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Our dietary habits

Where you happen to live can have a large impact on the food choices you make. Fresh food can be more difficult to obtain in rural and remote areas than in cities. It can be up to 30 per cent more expensive to buy basic nutritious foods in rural or remote areas. The rate of obesity in people living in regional or remote areas is 30 per cent higher than that of people living in major cities. The graph below shows the difference in obesity rates in different areas of Australia.



Adults 15 years and over who are obese, by region 2007–08

EXTRA ACTIVITY>>
Map your area



Scout Kozakiewicz



Peter Rae/Australian Financial Review/Fairfax Syndication

Country towns tend to have fewer fast-food outlets than cities

AUSTRALIAN DIETARY FACTS

1. Of Australians aged 15 and over, 90 per cent have inadequate vegetable intake and more than half (51 per cent) have inadequate fruit intake.
2. The average weekly cost of food and drinks per household in Australia is $237.

ISBN 9780170376211

review & reflect

GUESS THAT FOOD

Match each food item listed to the correct ingredients and nutrition information.

1. Frozen beef lasagne
2. Can of chicken and corn soup
3. Chocolate-flavoured breakfast drink
4. Loaf of multigrain sliced bread
5. Chocolate and caramel bar

Food A

Ingredients
Wheat flour, water, mixed wholegrains (16%) (kibbled rye, kibbled wheat), baker's yeast, vinegar, wheat gluten, iodised salt, canola oil, emulsifiers (481, 472c, 471), soy flour, vitamins (thiamin, folate).
Contains wheat, rye & soy.
May be present: sesame seeds.

Nutrition Information
Servings per Package: 9.5 (18 slices + 2 crusts)
Average Serving Size: 68.5 g (2 slices)

	Average quantity per serving	% Daily intake per serving	Average quantity per 100 g
Energy	753 kJ	9%	1100 kJ
Protein	6.1 g	12%	9.0 g
Fat, total	2.0 g	3%	3.0 g
– saturated	0.6 g	2%	0.7 g
– trans	less than 0.1 g	–	less than 0.1 g
– monounsaturated	0.8 g	–	1.3 g
– polyunsaturated	0.6 g	–	0.9 g
Cholesterol	NIL	–	NIL
Carbohydrate	32.1 g	10%	47.0 g
– sugar	1.6 g	2%	2.5 g
Dietary fibre	3.4 g	11%	5.0 g
Sodium	276 mg	12%	400 mg

Food B

Ingredients
Filtered water, skim milk powder, cane sugar, wheat maltodextrin, soy protein, vegetable oils (sunflower, canola), hi-maize™ starch, corn syrup solids, inulin, fructose, cocoa (0.5%), cereals (oat flour, barley beta glucan), minerals (calcium, phosphorus), food acid (332), flavour, vegetable gums (460, 466, 407), vitamins (C, A, niacin, B12, B2, B6, B1, folate), salt.

Nutrition Information (average)
Serving per Pack – 1
Serving Size – 350 mL

	Per serving	Per 100 mL
Energy	1150 kJ	329 kJ
Calories	277 kcal	79 kcal
Protein	11.6 g	3.3 g
Fat, total	5.3 g	1.5 g
– saturated	0.7 g	0.2 g
– trans	0 g	0 g
– polyunsaturated	2.5 g	0.7 g
– monounsaturated	2.1 g	0.6 g

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Carbohydrate, total	42.4 g	12.1 g
– sugars	26.6 g	7.6 g
Fibre	5.3 g	1.5 g

Food C

Ingredients
Bolognese sauce (46%) (water, tomatoes (tomatoes, tomato juice, acidity regulator (330), firming agent (509)), beef (8%), tomato paste, onions, capsicum, carrots, celery, flavours (malt extract (wheat, barley), natural flavours (soy)), balsamic vinegar, colours (150d, carotene), sugar, vegetable oils (olive, sunflower, soybean), spice, spice extracts, thickener (1422), wheat flour, canola oil, herbs, cooked pasta (32%) (wheat flour, water), cheese sauce (21%) (cheese (cream, milk, salt, milk solids, cultures, enzymes), water, milk solids, thickener (1422), flavour, stabilisers (415, 466), emulsifier (331), acidity regulator (451), food acid (270), yeast extract, natural colours (carotene, turmeric), parmesan crumb (1%) (breadcrumbs (wheat), parmesan cheese, paprika, parsley).

Servings per pack – 1 Serving size 400 g	Average quantity per serving	% Daily intake (per serving)	Average quantity per 100 g
Energy	2470 kJ (591 kcal)	28.4%	618 kJ (148 kcal)
Protein	20.0 g	40.0%	5.0 g
Fat, total	20.0 g	28.6%	5.0 g
– saturated	11.2 g	46.7%	2.8 g
Carbohydrate	80.0 g	25.8%	20.0 g
– sugar	8.8 g	9.8%	2.2 g
Sodium	1360 mg	59.1%	340 mg

Food D

Ingredients
Sugar, glucose syrup, skimmed milk powder, cocoa butter, cocoa mass, sunflower oil, lactose (from milk), milk fat, vegetable fat, whey powder (from milk), fat-reduced cocoa, barley malt extract, emulsifier (soya lecithin), salt, egg white powder, hydrolysed milk protein, natural vanilla extract.

Contents	Per 100 g	Per 58 g
Energy	1902 kJ (450 kcal)	975 kJ (233 kcal)
Protein	4 g	2.5 g
Fat	17 g	9.9 g
– saturated	8 g	4.8 g
Carbohydrate	69 g	40 g
– sugars	60 g	34.6 g
Fibre	1 g	0.7 g
Sodium	150 mg	90 mg

Food E

Ingredients
Water, sweetcorn (35%), marinated chicken (4.4%) [contains mineral salts (450, 451)], maize thickener (1412), sugar, flavours (contain wheat, soy), canola oil, salt, herb, spice extract.

Nutrition information (per 100 g)	
Energy	251 kJ
Protein	2.0 g
Total fat	1.5 g
Saturated fat	0.3 g
Total carbohydrate	7.9 g
Sugars	3.8 g
Dietary fibre	1.3 g
Sodium	285 mg

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The media

Everyone is constantly exposed to advertising; you can see it and hear it everywhere. The reason for this is – it works! Advertising is used very effectively by food and drink manufacturers in order to increase sales of their products. Television advertisements can cost thousands of dollars a second, depending on the timeslot during which the advertisements are broadcast. For most manufacturers and marketers, it is money well spent, because it helps to generate more revenue.

face 2 face

SNAP POLL AND THINK, PAIR, SHARE

As quickly as you can, think of three advertisements for food or drink products. You might even remember their jingle or slogan.

Compare with a partner – were any of your three brands the same as theirs? If so, be ready to share those with the class. Also, how many of your three and your partner's three advertisements were for junk food, fast food or discretionary food?

Share any brand that both you and your partner had in common. This could be listed on the whiteboard.

1. Are there any brands that appear more often in people's memories?
2. How many of the brands would be classified as junk food, fast food or discretionary food?
3. What does this tell you about the power of advertising?
4. What does this tell you about the relationship between expensive, effective advertising and junk food, fast food or discretionary food?
5. What is the part of the advertisement that sticks in your mind? Why?

critical + creative thinking

ANALYSE AN ADVERTISEMENT

Go online and find four advertisements for Coke or Pepsi products. Take note of the images, words (or lack thereof) and message they are trying to send.

WORKBOOK>>
Worksheet 2.7

1. Do any of the advertisements endorse the product in any way? In other words, does the advertisement describe how well the product will work?
2. What messages do the advertisements try to communicate to consumers? How do you know this?
3. What do they mean when they say things like 'Have a Coke and smile', 'A classic never goes out of style', 'Drink it to believe it' or 'The Coke side of life'?
4. Do these advertisements make you feel like drinking a cola? Why or why not?
5. These advertisements would have cost millions of dollars each. Do you think it is money well spent? Why or why not?

EFFECT OF ADVERTISING

Of adolescents who try a new food or drink product, 55 per cent do so because they saw it advertised.

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‘Fat free TV’ one step towards tackling childhood obesity

By Kathy Chapman, Director Health Strategies, Cancer Council NSW

THE impact of junk food advertising on childhood obesity is a topic often debated in the media. One side calls for banning junk food advertising during children’s television viewing times while the other questions whether ad bans will work, decrying a ‘nanny state’.

Some commentators choose to lay blame squarely on parents’ shoulders, as if that alone will be enough to reverse the worrying levels of childhood obesity in Australia. But the complexity surrounding childhood obesity and the need to act cannot be denied.

One in four Australian children is considered overweight, and unfortunately a high proportion of these kids will become overweight adults. This increases their chance of developing chronic diseases such as cancer, heart disease and diabetes.

What’s more, obesity is costing us more than $58 billion a year. So it’s essential to put aside the rhetoric, assess evidence and consider a multifaceted approach.

The role of junk food advertising

Tackling junk food advertising is one part of a wider approach to fighting childhood obesity. It’s all about setting healthy habits for life early on – prevention, as they say, is better than cure.

Admittedly, junk food advertising aimed at children is a bugbear of mine and it’s an issue I feel strongly about. Children are like sponges, noticing everything. So when it comes to advertising, they remember the jingles, the tempting toy offers and the ‘cool’ factor.

Children remember advertisements and, more often than not, they want what they see. Of course, this is exactly what junk food advertisers want, as successfully targeted young children will have brand allegiance for life. The Australian food industry spent more than $400 million on marketing in 2010; they spend big bucks because it makes them big bucks.

And how does this translate to the shopping trolley? Research shows that, on average, children pester their parents 15 times during every trip to the supermarket and are successful in half of these attempts.

The main question we need to ask ourselves, in light of Australia’s current levels of obesity, is do we really want children surrounded with enticing junk food advertisements? Evidence suggests that the more junk food advertising children see, the more likely they are to prefer high fat, salt or sugar foods.

So it’s an uphill battle for parents to get their kids to eat healthy food.

The blame game

Unfortunately, there’s a tendency to blame parents within mainstream media and online forums, such as The Punch; parents should just say ‘no’ is often cited as the solution.

Of course parents can say no, but we have to acknowledge they’re up against Goliath. We’re talking about multimillion-dollar junk food giants with big bucks to produce advertising carefully designed to influence kids (and sometimes parents) into buying their unhealthy products.

Their advertising and marketing is very sophisticated, with advertisers having many more avenues for reaching children. Children today have the internet, email, various smartphone apps, children’s magazines and mobile phones, none of which existed when we were kids.

Also, parents don’t necessarily have control over what their children eat when away from home. So just saying no is like closing the door after the horse has bolted.

What, then, is the solution? Ever the pragmatist, I think it’s multifaceted. I believe government legislation is essential and much has been written about this previously.

It’s also important to increase parents’ understanding of the role junk food advertising and marketing plays in influencing their child. Parents need information at their fingertips so they can make choices on what their kids are exposed to.

This week Cancer Council NSW launched Fat Free TV Guide, an interactive website which allows parents to search over 100 popular television shows, rating and ranking the best and worst, based on how much junk food is advertised to children.

Saturday night programs such as the AFL, family movies and *X-Factor* have topped the list, with children exposed to 26 junk food advertisements for products such as chocolate, high-sugar and caffeine-added energy drinks, and for fast-food chains over a six-hour viewing period. Armed with this knowledge, parents may choose to turn the television off, record these shows (to skip the advertisements) or mute the ads.

Like it or not, we live in a brand-driven society and big businesses aren’t going to stop advertising junk food without a fight.

In the absence of regulations, the Fat Free TV Guide gives parents a little knowledge to help them even up the playing field. But let’s be clear, this is only one part of a wider solution to junk food advertising and childhood obesity.

Source: *The Conversation,* 1 February 2012, http://theconversation.com/fat-free-tv-one-step-towards-tackling-childhood-obesity-5105,
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ARTICLE ANALYSIS

After reading the article on page 81, answer the following analysis questions.

Also look at the Cancer Council of Australia's 'Fat free TV Guide', (direct link via http://ffl910vic.nelsonnet.com.au) to help with your understanding. There are some good features such as adding up how many junk food advertisements you see based on the TV shows you watch.

WORKBOOK>>
Worksheet 2.8

1. The author suggests that the strategy of parents being tougher when limiting their children's diet isn't an effective solution to obesity in Australia. Why does she suggest this?
2. Why is advertising that is aimed specifically towards children particularly effective in generating sales for food and drink companies?

WORKBOOK>>
Worksheet 2.9

3. What strategies does the author propose as solutions to rising obesity levels in Australia, particularly among children?
4. What is 'Fat Free TV'?
5. If you flick through the channels on the Fat Free TV website, you will see which TV shows have the most junk food advertisements. List all of the TV shows that have a 'Junk Rating' of five. What do they all have in common? Why?



smereka/Shutterstock.com

GOOD FOOD CHOICES

Producing enough food to meet the demands of the world's growing population is a serious issue. While more food is produced in Australia than Australians need, the production of food is resource intensive and not necessarily always going to be possible. The availability of water, soil nutrients and other raw materials is limited.

Minimise!

WORKBOOK>>
Worksheet 2.10

All Australians can make a difference to the demands and impacts placed on the environment by the need to produce food. Australians should look to minimise three aspects of their dietary habits – travel, production and waste.

Travel

The further away food is produced and needs to travel to get to the point of consumption, the more resource intensive that food becomes. Sometimes, distance travelled also has impacts on the freshness, taste and nutrient density of the food. Buying locally from small stores and farmers' markets, and growing your own food at home or in a school or community garden are good ways to minimise 'food miles'. Also, read food labels and try to buy foods manufactured or grown in Australia.

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Production

Try to choose foods that are less processed. The more effort that goes into manufacturing food instead of growing it, the bigger the environmental costs. Looking for foods with minimal packaging is an easy way to achieve this. Organic farmers aim to minimise the use of chemicals that can increase the production demands on the environment. The Australian Marine Conservation Society has an online tool to help choose seafood wisely (find it at http://ffl910vic.nelsonnet.com.au).

Purchasing and eating seasonal foods is also a good way to know you are using fruit and vegetables that have used minimal resources to grow.

To help you achieve this, look at the Australian website, Shape Up Australia. You can link directly at http://ffl910vic.nelsonnet.com.au.

GREENHOUSE GASES

More than 10 per cent of Australia's greenhouse gas emissions are from methane produced from livestock such as cattle and sheep.

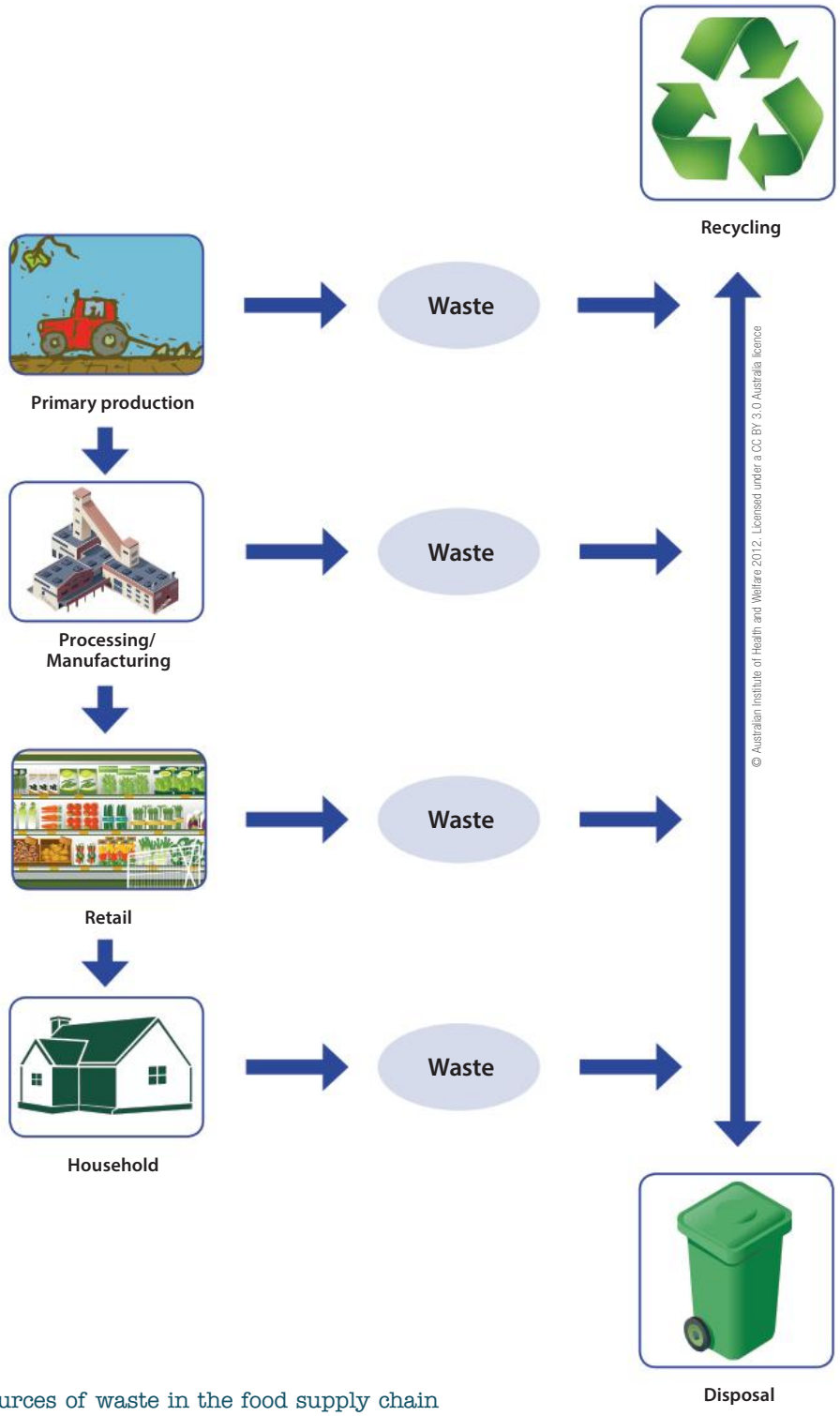
Waste

Try to minimise overconsumption of food and food wastage. Consuming more food than is needed is not only bad for our health but puts extra stress on the environment. Food wastage in Australia is huge, with about three million tonnes of food (worth about $5 billion) going to landfill per year.

Half of the food thrown out is fresh (such as fruit and vegetables). By composting fresh food and scraps at home, you can look after your own garden better and save on landfill. Composting food scraps limits how much the amount of greenhouse gases released into the atmosphere as the food scraps break down when composted compared with landfill.

In a recent US study, of the thousands of tonnes of food waste in a year, production accounted for 20 per cent, processing 1 per cent, distribution 19 per cent and the remaining 60 per cent of waste occurring at the consumer level. Consumers are regular people who buy food every day.

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Sources of waste in the food supply chain

WORKBOOK>>
Worksheet 2.11

FOOD WASTE

On average, each Australian produces 261 kg of food waste per year.

UP + MOVING

WASTE WARRIOR

If you have a compost bin at home, you probably have a good idea already; if you don't, try composting for a week so you can understand just how much waste is food-based.

Negotiate with your parents a suitable container you can use for a week. It could be an old bin, tub, bag or drum. You will need everyone in your home's help to achieve this – for an entire week, every bit of waste your household generates that is food-based goes into your new

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compost bin. You might want to keep it down the back of the garden or in the shed, if possible, so the house will not smell.

Take daily photos so you can track how it grows. By the end of the week you will probably find you have quite a collection of organic waste. If you have a garden, you can dig your compost into the soil to return the nutrients.

Even better, you could start a compost bin to use permanently! You could also lobby your school to get some compost bins for food scraps and garden waste.

1. Describe three advantages of using a composting system. Consider both landfills and your own garden.
2. Most people assume that organic matter such as food waste breaks down naturally in landfills, but the reality is that the decomposing process in landfills is very inefficient because there is so much organic matter in the one place and there is a lot of methane (a greenhouse gas) produced. How does composting minimise this?
3. What might be some reasons why people would choose not to recycle their organic waste by composting?

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You can be a waste warrior!

CHAPTER REVIEW

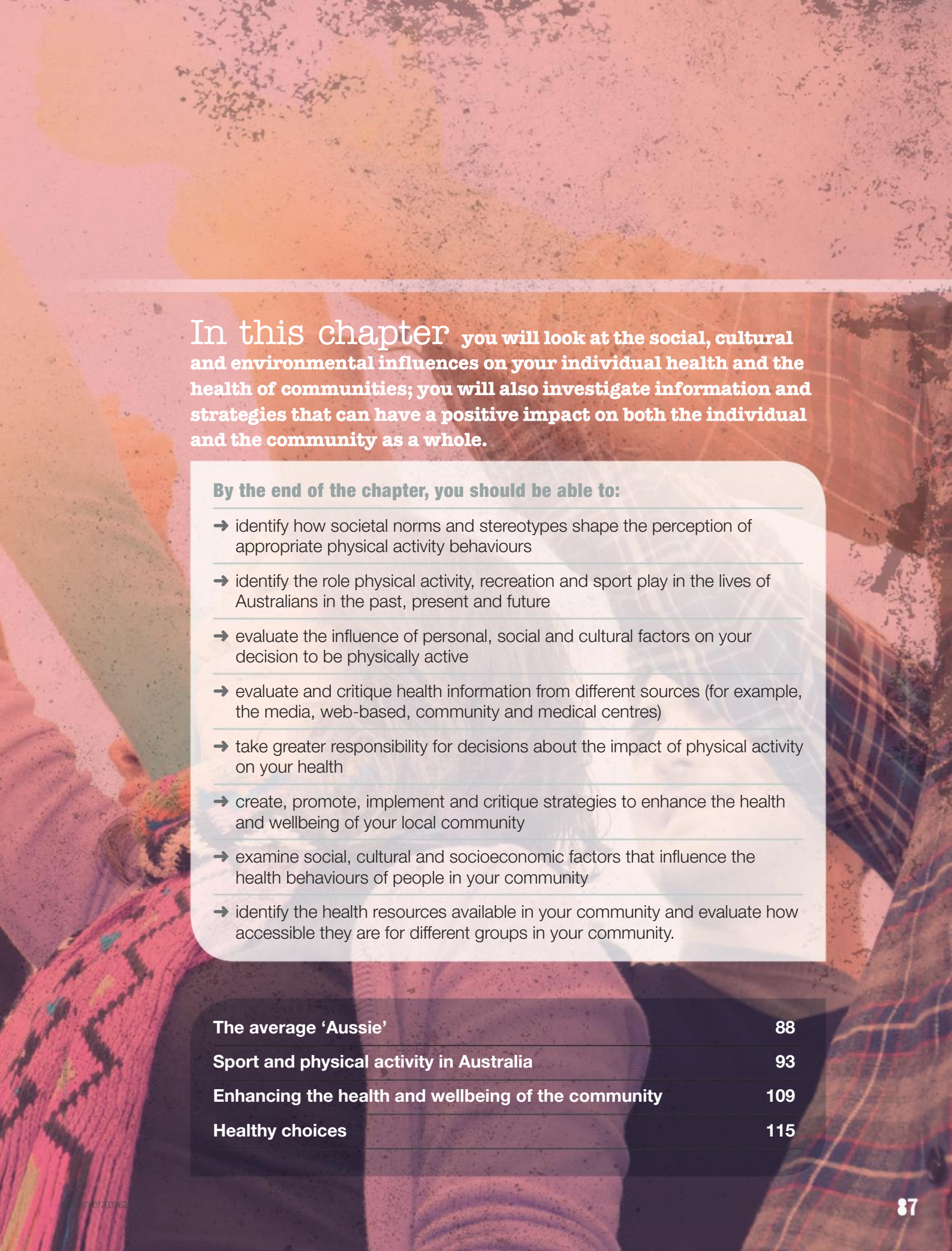
WORKBOOK>>
Worksheet 2.12
Worksheet 2.13
Worksheet 2.14

1. Name two trustworthy publications with reliable nutritional advice that are available to Australians.
2. Describe the key message from three of the Australian Dietary Guidelines.
3. Select a healthy eating model from a country other than Australia. Describe a key difference from and a key similarity to the Australian model.
4. Explain what the terms variety, balance and moderation mean to you and your eating choices.
5. List four macronutrients. For each nutrient, provide a healthy food source and a not-so-healthy food source.
6. Name four causes of death occurring in high-income countries such as Australia that are linked to the dietary choices people make.
7. Approximately how many kilojoules of energy do you need to consume per day to maintain a healthy weight range?
8. How many tonnes of food becomes waste in Australian landfills each year?
9. How can the use of foods that are 'grown' instead of 'manufactured' contribute to a sustainable environment?
10. Describe three different strategies that advertisers use to try to persuade consumers to buy more of their product.
11. Why is it important to rely on the nutritional information panels instead of health claims or images on the rest of the packaging when trying to determine how healthy an item of food is?
12. Describe some strategies that could be used by the government to limit the rising levels of obesity in Australia.
13. What percentage of Australians aged 15 and over have inadequate vegetable intake?
14. What does the term 'yo-yo dieting' mean?
15. Name and describe a commonly used weight-loss 'diet'. Why do diets such as these tend not to produce long-lasting weight loss?
16. How can people, particularly athletes, use their own urine as a guide to their current level of hydration?
17. What does the term 'glycaemic index' refer to?
18. Of the top 10 causes of death in high-income countries such as Australia, name three that can be caused or contributed to by an unhealthy diet.

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3 HEALTHY PEOPLE, HEALTHY COMMUNITIES



In this chapter **you will look at the social, cultural and environmental influences on your individual health and the health of communities; you will also investigate information and strategies that can have a positive impact on both the individual and the community as a whole.**

By the end of the chapter, you should be able to:

- ➜ identify how societal norms and stereotypes shape the perception of appropriate physical activity behaviours
- ➜ identify the role physical activity, recreation and sport play in the lives of Australians in the past, present and future
- ➜ evaluate the influence of personal, social and cultural factors on your decision to be physically active
- ➜ evaluate and critique health information from different sources (for example, the media, web-based, community and medical centres)
- ➜ take greater responsibility for decisions about the impact of physical activity on your health
- ➜ create, promote, implement and critique strategies to enhance the health and wellbeing of your local community
- ➜ examine social, cultural and socioeconomic factors that influence the health behaviours of people in your community
- ➜ identify the health resources available in your community and evaluate how accessible they are for different groups in your community.

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THE AVERAGE 'AUSSIE'



Vanessa Hunter/Newspix

Is this a true reflection of an average Australian?

stereotype
a commonly held belief about a group or type of individual

Is there any such thing as the 'average' Australian? Often the **stereotype** of a 'typical Aussie' is nothing like the reality. Sometimes stereotypical images can be offensive and highlight negative aspects of the culture; other times, the stereotype can find all the positive things that should be seen in an 'average' Australian.

WORKBOOK>>
Worksheet 3.1

review & reflect

TYPICAL AUSSIE

1. Is the image of surf lifesavers a true reflection of average Australians?
2. What does the average Australian look like to you?
3. What image comes to your mind when someone says 'Australian'?
4. What words would you use to describe the stereotypical Australian?

Table 3.1 shows the characteristics of the 'average' Australian, according to the Australian Bureau of Statistics.

TABLE 3.1 An average Australian

Male	Female
36 years old	37 years old
Married + two children	Married + two children
Height 175.6 cm	Height 161.8 cm
Weight 85.9 kg	Weight 71.1 kg
BMI 28	BMI 27

Source: Australian Bureau of Statistics, *Australian health survey: first results, 2011–12,*
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CASE STUDY **Profile of the average Australian**

ACCORDING to the 2011 Census, the average Australian is a 37-year-old woman, born in Australia and with both of her parents also born in Australia. She has English, Australian, Irish or Scottish ancestry. She speaks only English at home and belongs to a Christian religion, most likely Catholic.

She is married and lives with her husband and two children (a boy and a girl aged nine and six) in a separate house with three bedrooms and two cars in a suburb of one of Australia's capital cities. They have lived in that house for at least five years and have a mortgage where they pay $1800 a month.

She has a Certificate in Business and Management and she drives to her job as a sales assistant, where she works 32 hours a week. She also does unpaid work around the house for five or more hours a week.

Question

How does the idea of 'average' mask the diversity of Australians? Discuss with a partner first, then with the class.

Source: *Australian social trends, April 2013,* ABS cat. no. 4102.0

WORKBOOK>>
Worksheet 3.2

What is the problem with Mr or Ms Average? The problem is that Australians are getting heavier and the health risks associated with being overweight are considerable. If you look at Table 3.1 you will see that the average Australian male has a BMI (Body Mass Index) of 28; the average BMI for an Australian female is 27.

AVERAGE AUSTRALIAN

While Table 3.1 describes the 'average' Australian, not one person out of 22 million counted in the 2011 census actually met all of the criteria!

Source: *Australian social trends, April 2013,* ABS cat. no. 4102.0



Sam Ruttyn/Newspix

An 'average' Australian woman

Indicators of health

Body Mass Index (BMI)

Body Mass Index is a calculation that is used to estimate a person's total amount of body fat, and it is an indicator of a healthy weight range. BMI is calculated by dividing your weight (kg) by your height squared (m^2):

$$BMI = kg/m^2$$

For example, for a 40-year-old female who is 173 cm tall and weighs 72 kg, the BMI would be 24:

$$BMI = 72 \div (1.73)^2 = 24$$

For adults aged 18 to 74 years, a BMI can be used to determine a person's weight range:

- under 18.5 means that the person is regarded as underweight
- 18.5–24.9 is a healthy weight range
- 25.0–29.9 indicates a person is overweight
- over 30 means that the person is classed as obese.

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The BMI has some limitations because it does not differentiate between muscle and fat. For some people it will overestimate or underestimate the amount of body fat they have and indicate that the person is outside the healthy weight range when, in fact, they are not. Athletes, body builders, people with physical disabilities, pregnant women, the elderly and children must be cautious when using BMI calculations. BMI calculations for children must be compared to appropriate age and sex **percentile** charts and should only be used as a guide.

percentile
the percentage of the total number of individuals that would be expected to score at or below that measure



BMI FOR TEENAGERS

The BMI ranges for children are different from those for adults. This is because adults have stopped growing and children and adolescents are still growing! As you grow and especially as you go through puberty, the amount of body fat you have changes and so does your BMI. BMI calculations for children and adolescents take into account both age and gender.

Use the calculator on the Heart Foundation website (http://ffl910vic.nelsonnet.com.au) to calculate your BMI and find where you sit in the body mass index.

Waist measurement

EXTRA ACTIVITY>>
Body composition

BMI is one measure of a person's weight and related health risk. A better predictor of health risk is waist circumference. Having a 'pot belly' or fat around the abdomen, regardless of body size, is more closely linked to obesity-related health risks such as some cancers, type 2 diabetes, hypertension, high cholesterol and cardiovascular disease than having less fat around the abdomen. Measurements that indicate a higher risk of developing chronic health problems have not yet been developed for children and young people.



The waist circumferences for men and women used to indicate an increased health risk are as follows:

- Men:
  - 94 cm or more – increased risk
  - 102 cm or more – substantially increased risk
- Women:
  - 80 cm or more – increased risk
  - 88 cm or more – substantially increased risk.



MEASURE UP

Shape up Australia (link via http://ffl910vic.nelsonnet.com.au) is an Australian Government health initiative that is designed to provide tips and guidelines to help people decrease their risk of chronic diseases by reducing their waist measurement. Navigate the website or download the app to find out more on how to accurately measure waist circumference, eat healthily to reduce waist circumference and get active.

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Thinking back, how does the stereotypical image you had of the average Australian fit with the reality? Sometimes expectations around what is considered the 'norm' in society can influence how individuals think about their bodies, the physical activity that they do and the sports they play.

Australia's Physical Activity and Sedentary Behaviour Guidelines

Two of the biggest causes of being overweight or obese are inactivity and sedentary behaviour. Inactivity is defined as undertaking insufficient physical activity to achieve health benefits. Sedentary behaviour is associated with low levels of energy expenditure such as sitting for long periods of time or not moving around. It is thought that reducing the time spent in sedentary behaviours may be as important to your health as increasing the time spent being active!

PHYSICAL INACTIVITY

Physical inactivity is one of four leading risk factors in cardiovascular disease and for the first time in history, children today are projected to have a shorter life expectancy than their parents; experts say it is due to physical inactivity. Physical inactivity costs to the health care system in Australia are estimated to be $400 million per year!

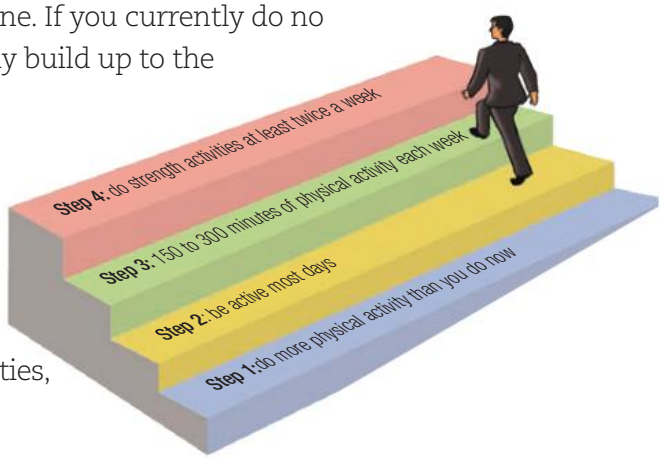
The Australian Government has produced a series of guidelines about the amount of physical activity that should be done. Australia's Physical Activity and Sedentary Behaviour Guidelines provide the minimum levels of physical activity required to gain a health benefit. They also suggest ways to include **incidental physical activity** into everyday life. There are many benefits from participating in regular physical activity, including a decrease in the risk of cardiorespiratory disease, diabetes, some cancers and osteoporosis. These are just the physical health benefits! There are also emotional, social and mental health benefits from physical activity. Exercise has been shown to reduce the risk of and effectively treat clinical depression and anxiety.

incidental physical activity
activity that results from completing another task where the intention was not physical activity (for example, doing the housework)

There are guidelines for all age groups. These are the physical activity and sedentary behaviour guidelines for achieving health benefits for Australian adults (18 to 64 years):

Physical activity

- Doing any physical activity is better than doing none. If you currently do no physical activity, start by doing some, and gradually build up to the recommended amount.
- Be active on most, preferably all, days, every week.
- Accumulate 150 to 300 minutes (2½ to 5 hours) of moderate intensity physical activity or 75 to 150 minutes (1¼ to 2½ hours) of vigorous intensity physical activity, or an equivalent combination of both moderate and vigorous activities, each week.
- Do muscle strengthening activities on at least two days each week.



Steps to achieving better health

ISBN 9780170376211

WORKBOOK>>
Worksheet 3.3

Sedentary behaviour

- Minimise the amount of time spent in prolonged sitting.
- Break up long periods of sitting as often as possible.

There are a number of 'tips and ideas' provided by the Australian Government for increasing the amount of physical activity and decreasing the amount of sedentary behaviour of adults.

Build activity into your day

- Walk or cycle and leave the car at home for short trips.
- Walk or cycle part of the way for longer trips.
- Use the stairs instead of the lift or escalator.
- Get off the bus one stop earlier and walk the rest of the way.
- Park further away from your destination and walk.

Be active and safe

- If you are new to physical activity, have a health problem or are concerned about the safety of being (more) active, speak with your doctor or health professional about the most suitable activities for you.
- Protect yourself from the sun – you should wear sun-protective clothing, including a hat, and apply sunscreen regularly.

Be active at work

- Take the stairs instead of the lift.
- Walk to deliver a message to a colleague, rather than emailing.
- Leave your desk at lunchtime and enjoy a short walk outside.
- Organise walking meetings.

Be active indoors

- Don't let the weather stop you!
- Remember that body-weight exercises such as squats, push ups, sit ups and lunges, can all be done indoors.
- Try indoor activities such as dancing, indoor swimming, yoga or Pilates.

Tips for reducing sedentary behaviour

- Get up to change the channel on the TV instead of using the remote.
- Put things away in multiple small trips rather than one big haul when tidying up.
- Walk around when talking on your mobile phone.
- Stand on public transport and get off one stop earlier than your destination.

If you work in an office

- Stand while you read at work.
- Move your rubbish bin away from your desk so you have to get up to use it.
- Ask your boss for a 'walk and talk' meeting rather than a sit-down meeting.
- Set an alarm on your computer to remind you to stand up and move more often.

Source: www.health.gov.au

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SPORT AND PHYSICAL ACTIVITY IN AUSTRALIA

Australia and sport have always been closely connected. Sport has often been seen as part of our cultural identity. This section further explores that connection.

The past, the present and the future of Australian sport

Australians and sport

'AUSTRALIA loves sport. It has always been and will continue to be part of our cultural identity. From playing catch in the backyard through to the Olympic and Paralympic podiums the majority of Australians play, watch and enjoy sport.'

Questions

1. Is this statement the stereotype or the reality?
2. What factors have shaped Australia's sporting identity?
3. What are the likely influences on the future of sport in Australia?

Source: SA Hajkowicz, H Cook, L Wilhelmseder, N Boughen, *The future of Australian sport: megatrends shaping the sports sector over coming decades,* CSIRO, Australia, 2013, p. 4



AFP/Getty Images

Cadel Evans won the Tour de France in 2011

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critical + creative thinking

AUSTRALIA'S SPORTING IDENTITY

Use a program such as Wordle or Tagxedo to create your own visual representation of sport in Australia.

1. List three sporting events or sporting identities that you recognise as being influential in defining Australia's sporting identity.
2. Collate everyone's responses manually or using software such as Google Docs. Analyse the visual to find the most common responses and discuss why the event or person stands out as contributing to Australia's sporting culture and identity.



review & reflect

MY SPORTING MEMORIES

There have been some memorable times in Australian sport.

1. What stands out for you when you think of a significant sporting achievement or memorable moments in sport?
2. What contributed to the outcome?
3. When and where did this occur?
4. Who was involved?
5. Why is this event significant to you?
6. How did this event help to shape Australia's sporting identity?

Use a graphic organiser to sort and present your information.



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TABLE 3.2 Top Australian sports in 2012

Most popular sports for men	Most popular sports for women
Golf	Netball
Fitness/gym	Cycling/BMXing
Cricket (outdoor)	Dancing/ballet
Jogging/running	Jogging/running
Basketball	Tennis
Tennis	Swimming/diving
Soccer (outdoor)	Yoga
Walking for exercise	Fitness/gym
Swimming/diving	Bushwalking
Cycling/BMXing	Walking for exercise

Source: Australian Bureau of Statistics, http://www.abs.gov.au/AUSSTATS/abs@.nsf/web+pages/statistics, © Commonwealth of Australia. Licensed under a CC BY 2.5 AUS licence.

MOST POPULAR SPORTS



Table 3.2 lists 10 of the most popular sport and recreational activities for Australian adults (18 to 65 years) in 2012.

1. Predict the ranking of the activities from least (1) to most (10) popular for both groups.
2. Compare your rankings to the list in Table 3.3.
3. For the activities that you ranked as the most popular, suggest reasons why they would be popular choices.
4. What sports or activities are not in the 'top 10' that you would have expected to be on the list?
5. Participation rates for walking for exercise for persons aged 55 to 64 years are 36 per cent and for persons aged 15 to 17 years, 6.3 per cent. Explain why this is the case.
6. If the same survey were conducted in five years' time, what trends in physical activity would you predict? Consider the activities you think may change in popularity and those that might be added or removed from the list.
7. Survey the class to find the most popular activities that students participate in. Graph the results and compare the findings to the ones in Table 3.3. Suggest reasons for any differences and similarities found in the results.

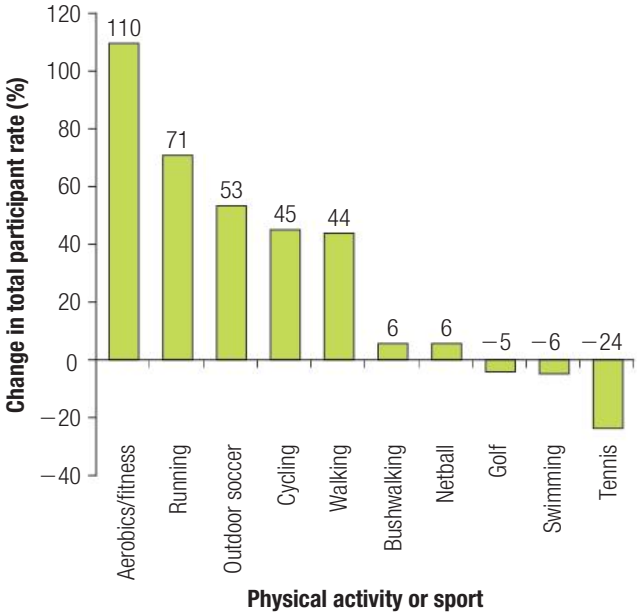


TABLE 3.3 Participation in sport, 2012

Males	Participation rate (%)	Females	Participation rate (%)
Walking for exercise	16.5	Walking for exercise	30.4
Fitness/gym	15.1	Fitness/gym	19.1
Cycling/BMXing	9.8	Swimming/diving	8.0
Jogging/running	8.7	Jogging/running	6.4
Golf	8.2	Cycling/BMXing	5.4
Swimming/diving	7.5	Netball	4.5
Tennis	4.9	Tennis	3.4
Soccer (outdoor)	4.1	Yoga	3.3
Cricket (outdoor)	3.0	Dancing/ballet	2.5
Basketball	2.8	Bushwalking	2.4

Source: Australian Bureau of Statistics, http://www.abs.gov.au/AUSSTATS/abs@.nsf/web+pages/statistics, © Commonwealth of Australia. Licensed under a CC BY 2.5 AUS licence.

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Changes in total participation rates (at least once per year) in Australia, 2001–10

Source: Standing Committee on Recreation and Sport, *Participation in exercise, recreation and sport annual report*, Canberra: Standing Committee on Recreation and Sport, 2010, p. 20

The participation rates for 'traditional' sports are much lower than for recreational activities. There are many reasons for this. Traditionally people trained to participate in sport; the fitness and health benefits of training allowed them to participate in sport. Increasingly, people are now playing sport to get fit! Participation rates for individual sports and fitness activities are increasing as people try to find a suitable form of physical activity to meet their needs.

Despite the trend towards individual physical activity, there has been a significant rise in the participation levels of soccer over the past decade.

Identifying future trends in participation patterns has implications for policy and investment decisions by governments, industry and community groups. Sport can help improve the health and wellbeing of individuals and the community through improved physical and mental health and social inclusion of marginalised groups. It is a multi-billion-dollar industry

© James Boardman/Dreamstime



Suggest reasons why participation rates in soccer are increasing while in many other organised sports the rate is decreasing.

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in Australia, so an understanding of where Australian sport is heading is of interest to many groups within the community. The Australian Sports Commission commissioned research into the future of Australian sport and identified six '**megatrends**'.

megatrend
a substantial shift in social, economic or environmental conditions into the future with implications for decision making

Megatrends shaping Australian sport

A perfect fit



© Dirima/istockphoto.com/Thinkstock

Participation rates in non-organised sport are much higher than organised sport with its fixed times and higher level of commitment. It is expected that this trend will continue in the future as people look for activities that require less commitment and have a focus on recreation, health and fitness rather than on competition.

From extreme to mainstream

WORKBOOK>>
Worksheet 3.5



© Rolf Schulten /agefotostock

? Why do you think participation in 'extreme sports' such as skateboarding is increasing?

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Sports such as skateboarding, freestyle BMX, rock-climbing and snowboarding are examples of 'extreme' sports. Participation rates in these types of activities are increasing and are expected to continue in popularity. The inclusion of BMX cycling in the 2008 Olympic Games and the push by other extreme sports to also be included is bringing these extreme sports into the mainstream.

critical + creative thinking

RESEARCH TASK

The 'X Games' are the Olympics of the extreme sports. Research some aspects of these games.

1. What sports are involved?
2. When were they first held and where?
3. How do extreme sports use both online and traditional media to promote and attract participants?
4. What criteria are used to determine the 'winner' in these competitions?
5. Generational change is thought to influence trends in physical activity. Why do you think extreme sports appeal to Gen Y?

SPORT AT SCHOOL

Sport participation at school can accurately predict lower adult BMI and increase the likelihood of participating in sport as an adult!

More than sport

Sport is more than just playing games! The benefits of sport and the objectives that can be met through sport seem very widespread. Sport is seen as a means to tackle the rising rates of obesity and diabetes, improve mental health, reduce crime rates and work as an effective preventative health strategy; it also builds international relations and achieves social and developmental objectives.



© Glen Watson/Fairfax Syndication

There are social benefits as well as health benefits from being involved in sport at the community level

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Everybody's game



© Rob Van Esch/Dreamstime.com

There are opportunities for people with disabilities to participate in sport

The changing demographic in the Australian population will change the type of sports that are played. The ageing population and the diverse range of cultures in Australia will mean that sport in the future will need to cater for different sporting preferences. Low current participation rates for people with a disability mean that there is also a need to provide more opportunities and increase access to sport and recreation for these individuals.

SPORTS

face 2 face

How can mainstream sports in Australia change to have greater appeal for a more diverse population?

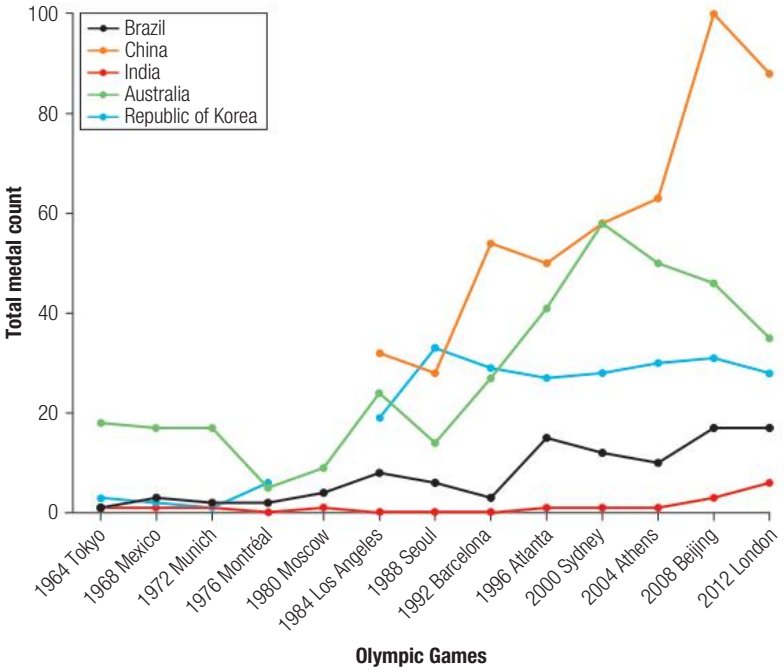
New wealth, new talent

Shifts in the world economy have seen both income and population growth in Asia, which will have an impact on the sporting sector in Australia. China has had rapid success in elite sporting competitions, especially the Olympics. China returned to Olympic competition in 1984 and has placed in the top four in every games except one. The Chinese sport system has 'whole country support for the elite sport system' and, with such a large population, has a vast pool of athletes to draw from.



Getty Images

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Suggest reasons for the low medal count for India: think about population levels, economy and sports participation.

Source: www.olympic.org/

critical + creative thinking

DEBATE

As a class, debate the statement 'Organised sport at the community level is essential for Australian success at the elite level'.



Hurst Photo/Shutterstock.com

Tracksuits to business suits

Sport is big business – from television broadcasting rights, sponsorship and spectator interest to coaches, management and players. The sports industry is growing in Australia and sporting organisations are becoming more and more like businesses and require professional administration. This means that the number of people employed in the sports sector will continue to grow. Many grassroots

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sporting clubs rely heavily on volunteers to function. In a time-poor society that fears litigation, there are barriers to volunteers in sporting clubs.

A link to the full report on the future of Australian sport is at http://ffl910vic.nelsonnet.com.au.

The previous six subsections are summarised from SA Hajkowicz, H Cook, L Wilhelmseder, N Boughen, *The future of Australian sport: megatrends shaping the sports sector over coming decades,* CSIRO Australia, 2013, http://www.csiro.au/Portals/Partner/Futures/Future-of-Australian-Sport.aspx

THE FULL TEAM

Construct a mind map to show the relationship between a sport that you are interested in and all of the people who contribute to the successful running of that sport. Remember to include everyone from the ground keepers to the car park attendants!



Factors affecting participation

There are many factors or reasons why individuals choose to participate in physical activity. Some may appear obvious, like the fact that some things are enjoyable. Other influences on the choice to be physically active may not be as obvious. The impact of regular physical activity on the health of the individual and the community should not be underestimated. The benefits go far beyond the physical, social, emotional and cognitive health benefits and extend to the overall wellbeing of the local and broader communities.

Making a positive decision to participate in regular physical activity is a good choice for overall health and wellbeing. Three of the main influences on the decision to be physically active are personal, social and cultural factors.

Personal factors

There are a number of personal factors that can increase or decrease the likelihood of an individual participating in physical activity. Table 3.4 summarises some of the main personal factors.

TABLE 3.4 Summary of personal factors influencing participation in physical activity

Personal factor	Explanation
Age	Generally, physical activity participation rates decrease with age; this is shown in Table 3.5.
Gender	Males are generally more active than females.
Socioeconomic status	People from higher socioeconomic backgrounds are generally more active than people from lower socioeconomic backgrounds.
Geographic location	Where you live influences the amount of physical activity you do.
Other personal factors	These include fundamental motor and sport-specific skills, knowledge, beliefs, abilities/disabilities, motivation.

socioeconomic status
a person's or group's position in society depending on their occupation, level of education, income, wealth and place of residence

Age and gender

The highest participation rate in sport and physical recreation is for people aged 15 to 17 years (78 per cent, see Table 3.5). Participation rates in sport and physical recreation generally decrease as people get older. People aged 65 years and over

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have the lowest participation rate (50 per cent) of all age groups across the lifespan. However, with an ageing population and many people continuing to participate in sport, this statistic is likely to increase.

TABLE 3.5 Australian sport participation 2011–12

Age	Males (%)	Females (%)
15–17	85.1	70.3
18–24	76.2	66.8
25–34	70.0	70.4
35–44	69.6	67.7
45–54	61.4	65.3
55–64	61.8	63.5
65+	52.9	48.1

Source: Australian Bureau of Statistics, *Participation in sport and physical recreation,* Australia 2011–12, ABS cat. no. 4177.0, © Commonwealth of Australia. Licensed under a CC BY 2.5 AUS licence.

Males (66 per cent) participate in sport and physical activity slightly more than females (64 per cent) in general; however, this is not true for all age groups. Lifelong participation in physical activity is vital for good health and wellbeing and there is strong evidence that active children are more likely to become active adults.

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DATA ANALYSIS

1 Graph the data presented in Table 3.5 as a (double) column graph with both males and females on the *x*-axis.

2 Use the information to compare the participation rates of males and females and of the different age groups.

SCAFFOLD>>
Column graph

review & reflect

INTERPRETING THE DATA

Use the data in Table 3.5 and in your graph to answer the following questions.

1 What is the relationship between participation in sport and physical recreation and age?

2 The greatest difference between male and female participation rates is in the 15–17 age group. Suggest three reasons why this might be the case.

3 Approximately half of all Australians aged 65+ years do not participate in any sport or physical recreation. What are the consequences of a lack of physical activity in this age group for the individual, and for the community?

4 Identify a suitable form of physical activity for each of the age groups shown in the graph. Justify why you have chosen the activity and how it meets the needs of the age group.


© iStock.com/jonya

How can communities cater to the physical activity needs of an ageing population?

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Socioeconomic status, geographic location, education and employment

The socioeconomic status (SES) of an individual is a determinant of physical activity. There are a number of interrelated factors that influence levels of physical activity that are related to an individual's SES. The level of income and education are both positively related to activity levels. Research has shown that those individuals with a higher income and who have attained a higher level of education are more likely to be active. Children living in areas of low socioeconomic status are nine per cent less likely to participate in organised sport.

Where you live is also a determinant of physical activity levels. In Australia, people living in a capital city are more likely to be involved in sport and physical recreational activities. This may be in part due to the greater access to facilities and recreational services in capital cities compared with other areas in Australia. The participation rates vary for each of the states and territories, with the Australian Capital Territory having the highest participation rates (80 per cent) compared with all other states and territories (62 to 66 per cent).

There are a number of other personal factors that influence behaviour patterns in relation to physical activity. Knowledge of the health-related benefits of physical activity, personal beliefs and attitudes regarding physical activity, motivation and enjoyment all affect levels of participation. Another factor that influences participation in physical activity is personal skill level. Many sports, such as surfing, boogie boarding, canoeing and kayaking, water-skiing and kite surfing would not be the best options for a person who has never learnt to swim.



EpicStockMedia/Shutterstock.com

Lack of skill can limit participation in some recreational activities. For kite surfing, you need to be able to swim.

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Social factors

The people surrounding an individual influence physical activity behaviour. Families and friends provide social support for an individual's involvement in physical activity. Parents can be role models for their children by being active themselves: they can organise family activities that have a physical activity focus, such as a bike ride or bushwalk. Parents also support their children to be physically active by paying for uniforms, equipment and memberships to sporting clubs as well as driving to training and games!



© iStock.com/Spotmatik

Your family, parents and siblings can influence the types of physical activity that you do



Steven Crabtree /Newspix

Parents help their children be active by transporting them to games, paying for equipment and cheering them on

WORKBOOK>>
Worksheet 3.4

Friends and peers can also influence an individual's level of participation in physical activity. They can be encouraging; however, peer pressure can also be a negative influence on behaviour and choices. Chapter 4 explores peer pressure and how different strategies can be used in decision making. With physical activity, friendships are often made with teammates; also, teams are often formed with a group of friends.

Schools, workplaces and community groups can all provide a social environment in which to be active.

SOCIAL MEDIA

Social media is prominent in the fitness industry. There are many apps that can record, track and then share your personal fitness achievements. Through social media, online communities can be formed that engage a far wider audience than more traditional organisations.



http://blog.applause.com/fitness-apps-predicted-to-grow-more-than-60-by-2017/2013/07/

There are many different apps available to record, track and share your physical activity behaviours

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Cultural factors

Different cultures have vastly different attitudes and preferences when it comes to sport and physical activity. An earlier part of this chapter explored the typical Australian and how sport has shaped Australian culture. With the diversity of cultures that make up Australia today, opportunities to be active need to cater for the multicultural population. The high levels of participation in soccer have been partially attributed to the migrant population in Australia. With diversity comes new experiences and opportunities to engage with games, sports and activities from different cultures. Sport can be used to break down cultural barriers within the community and provide minority groups with social support to participate in traditional activities. Bocce, yoga, badminton, martial arts and table tennis are just a few sports that have been introduced to Australian sporting culture through the migrant population.



Getty Images

Australian women's doubles badminton team, Leanne Choo (right) and Renuga Veeran (left) at the 2012 London Olympic Games

review & reflect

TO PLAY OR NOT?

Look back over the influences on the decision to participate in physical activity and answer the following questions.

1. What sport and/or physical activity do you do?
2. Discuss two individual, two social and two cultural factors that influence your decision to participate or not in sport and physical activity?
3. Who or what is the biggest influence on your decision to participate or not?
4. How does your decision to participate or not to participate in physical activity or sport impact on your health and wellbeing?

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Barriers to participation

The influences on participation in physical activity can also be perceived as or can act as barriers. When asked, people give the following reasons for not being physically active:

- lack of time
- dislike of exercise
- feeling too tired.
- lack of company
- lack of money

WORKBOOK>>
Worksheet 3.6

Any one or more of these reasons can become a barrier for an individual at different times throughout their lives. A student may find that they have the time to be active but not the financial means, whereas a young mum may have the time but not the energy. The key to making physical activity part of a daily routine is finding the right activity that suits your needs.

Cost

Cost is often a barrier to participation in sport and physical activity. The cost of some activities means that a person cannot always participate in the sport or activity of their choice. There are many costs associated with some activities including membership fees and cost of equipment, uniform and coaching. Many sporting clubs and associations have strategies for reducing the cost, especially for young people. The 'Boots for Kids' program takes donated football boots and distributes them to remote Indigenous communities.



Pat Scala/Fairfax Syndication

At the Gunbalanya School in Arnhem Land, Junior Dirdi relaxes after a long afternoon kicking the footy

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Boots for Kids

The Age, 23 July 2013

THE Boots for Kids program kicked off on Wednesday, with the help of Olympic champion Cathy Freeman and Hawthorn football star Shaun Burgoyne.

People with used football boots are being encouraged to drop them in collection boxes at Coles stores, from where they will be cleaned and donated to children in remote indigenous communities in the Northern Territory and Western Australia.

Indigenous AFL star Burgoyne said his experience in indigenous communities had taught him that this type of program could have a strong impact.

'I think it's great because a lot of people out there have used footy boots that they don't use,' he said. 'They might just throw them away, but with this you can come down to Coles, chuck them in the box and they'll get shipped out to people in communities that really need them.

'It's just giving something back. I'll be going home to get all my spare boots and dropping them off tomorrow.'

Freeman added: 'I think it will have an impact on indigenous families and kids in those far-flung regions of Australia, because they'll realise that giants like Coles are open-hearted and wanting to make a difference in their lives.'

Giving something to kids and keeping them connected to community and education is behind *The Age's* Boots for Kids campaign.

The footy boots will go to indigenous kids in remote communities in Arnhem Land, the Pilbara and the red centre.

Linfox trucks will transport them to remote communities.

COST OF SPORT

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Some sports have relatively low costs and others are much higher.

Perform a cost analysis for the activities in a table format like the example provided.

1. First, identify the requirements of the sport under each of the headings.
2. Once you have a list of all of the clothing, shoes, equipment, fees and other costs, estimate an amount for each and calculate the total. Assume 40 weeks is a year.
3. Compare the annual costs for the different activities listed. Which activities have the greater cost?
4. How is this factor a barrier to participation for some individuals?
5. Develop two strategies for any of the activities listed to help overcome this barrier.

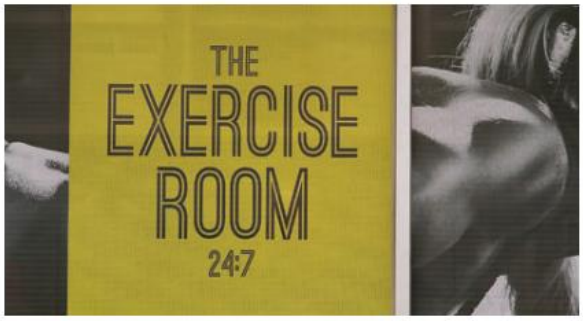
SCAFFOLD>>
Cost of sport

Sport/activity	Clothing	Equipment	Membership	Coaching	Other	Total
Tennis	Tennis skirt/ shorts, T-shirt/top	Tennis shoes, racquet, balls	Club fees	30 min/week (individual)	Ball money	
cost	$100	$300	$150/year	$30/week	$5/week	$1950/year
Walking						
Gymnastics						
Bushwalking						
Skiing						
Football (soccer, rugby, AFL)						

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24-HOUR GYMS

There is an increasing demand in the fitness industry to offer personalised services to clients. One solution to this is for gyms to offer 24-hour access. This would allow people to train when it suits them. This is beneficial to shift workers and those who would not otherwise be able to access gym facilities during 'regular' opening hours.



Scout Kozakiewicz

What other initiatives can you think of that are aimed at increasing the access to sport and recreational activities within your community?

Access and location

Where we live can sometimes be a barrier to participation in physical activity. Imagine if you lived in Alice Springs but wanted to take up surfing, or if you lived in far north Queensland and wanted to snow ski! Just getting to a location to be able to participate can be a huge undertaking. Sometimes you have the facilities in your local area but there is no public transport or the centre is not open at suitable times.

People with disabilities face additional challenges to accessing sporting and recreational facilities. Some places have designed their facilities to allow access for people with disabilities, but many have not, which makes it more difficult for those with additional needs to access services and facilities that would benefit their health and wellbeing.

CASE STUDY Access for All Abilities program

THIS program aims to build the capacity of the sport and recreation sector to provide increased active participation opportunities for people of all abilities.

The program achieves this by using a community development approach, working with various communities, clubs and organisations to influence local level planning and increase community awareness of people with disabilities, and inclusive and accessible sport and recreation environments, activities and events.

Everyone benefits from Access for All Abilities; not only do you improve your health and wellbeing but there are opportunities to meet new people, make friends, learn new skills and, above all, have some fun. Access for All Abilities may even kick-start you into a brand new sporting career. There are sporting competitions to enjoy within your local communities that offer greater levels of inclusiveness and liveability, and a stronger sense of belonging.

The Access for All Abilities program is principally funded by the Victorian Department of Health & Human Services through Sport and Recreation Victoria (SRV). (To find out more about the program go to its website or link via http://ffl910vic.nelsonnet.com.au.)

review & reflect

COMMUNITY HEALTH RESOURCES

1. Audit a local recreational facility to evaluate how accessible it is for marginalised groups and individuals within your community.
2. Identify physical characteristics of the facility that increase opportunities for access, such as signs written in languages other than English, ramps for wheelchair access and visual aids for those with impaired hearing.
3. Are there specific programs for different groups within the community? For example, older adults, women, mums and bubs, unemployed, English as an alternative language.
4. Propose changes to promote greater access for all members of the community. Identify three changes you could make to the physical environment and three changes you could make to the programs offered.

EXTRA ACTIVITY>>
Factors affecting health

ISBN 9780170376211

ENHANCING THE HEALTH AND WELLBEING OF THE COMMUNITY

To improve the physical, social and emotional health of the community, government and non-government organisations are constantly developing programs for members of the community. Different programs are designed to cater for the differing needs of various subpopulation groups within communities. A program may be implemented in a school, workplace or community setting.

Individual, social and cultural factors all influence physical activity behaviour. The physical environment and the policies surrounding physical activity are also important in changing the physical activity behaviour of people in the community. When a strategy addresses all of these factors, it is more likely to bring about a change in behaviour.

School settings

Earlier in this chapter you saw how active kids are more likely to be active adults. To have greater success in increasing physical activity levels, a strategy needs to consider individual, social, environmental and policy factors.

WORKBOOK>>
Worksheet 3.7
Worksheet 3.8

- **Individual factors are likely to increase physical activity:** Offer activities that appeal to different ability levels, interests and age groups rather than a 'one-size-fits all' approach. For example, offer dance, games and sport and recreational activities such as 10-pin bowling in the Physical Education (PE) curriculum.
- **Social influences encourage physical activity:** Allow students to be active with friends, and use peer coaching, mentoring programs and 'house' systems to encourage social interaction and support networks for students.
- **Provide facilities to be active:** Allow students to borrow sporting equipment at lunchtime and recess. Provide change-room facilities, secure bike racks and shaded play spaces.
- **Implement policies to support physical activity:** Include the required amount of Health and Physical Education in the curriculum, allow student to wear runners to school and have a policy on the expected level of participation in school sporting carnivals and events.

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BE MORE ACTIVE

Discuss with the person next to you how your school could increase the opportunities for students (and teachers) to be active. Use the provided information about school settings to prompt your discussion.



RESEARCH ASSIGNMENT: STAFF AND STUDENT WELLBEING

Part 1

You have been asked as a class to develop a set of proposals to enhance the health and wellbeing of the staff and students in your school. In groups of three or four, develop a proposal for a strategy to increase the physical activity levels of the staff, students or both in your school. Your proposal must address each of the factors that influence participation in physical activity.

Your proposal must include the following information (given as an example):

Title: Forest Hill Heights Joggers Club

Aim: To increase the physical activity levels of the Forest Hill Heights Secondary College staff and students

Details of the activity: Jog, run or walk one lap of the track (1.2 km). A record is kept of the number of laps each person completes over the course of a term. At the end of each term, awards are given.

Who: All staff and students are encouraged to participate

When: 8.15 a.m., three mornings per week

Where: Walking/bike track behind the school that runs along the creek and back up to the school gate

Facilities required: Staff or parent helpers to record completed laps, folder of class and staff lists

Justification: We think this strategy will work because you don't have to be very fit or especially good at sport to walk, and you can build up to jogging or running. You also don't need any special equipment that costs money to participate. Everyone can join in with their friends and walk and talk at the same time. The school will need to allow students to wear their runners to school if they join the joggers club.

You must submit your proposal to your teacher and/or the school principal for approval.

Part 2

You now need to promote your strategy to your target audience (staff, students or both) in a multimodal campaign.

You will need to create a paper-based and digital marketing tool to promote your strategy.

Obtain the required permissions, then distribute your advertising material appropriately.

Part 3

Implement your strategy within your school. Depending on your target group, this may be during lunchtime or PE classes, or after or before school.



Part 4

Reflect and evaluate by critiquing your strategy.

1. How successful was your strategy in enhancing the health and wellbeing of your target population?
2. What are the likely benefits of your strategy?
3. Do you think the strategy is sustainable? What barriers would exist to maintain the program within your school? How could you modify the program to overcome these barriers?

ISBN 9780170376211

Community settings



Getty Images

Some community settings, such as Sydney's Royal Botanic Gardens, encourage people to be active in open spaces

Within the community there are many different strategies designed to increase the health and wellbeing of individuals and the community as a whole. Within the community, open spaces such as parks, beaches and recreational facilities provide ample opportunity to be active. The built environment can support and encourage physical activity. Consider the bike paths, playgrounds and walking tracks in your community. Are they well maintained? Are they well lit? Is there shade provided? Are there drinking fountains and toilets in playgrounds and open spaces? Local councils need to consider planning and policy decisions that have an impact on the provision of indoor and outdoor spaces to be active.

The federal, state and local levels of government view strategies for improving the health of the community as important. This list includes just a few different strategies that are aimed at improving health and wellbeing and increasing physical activity levels within the community:

- Get Set 4 Life – Habits for Healthy Kids
- Stephanie Alexander Kitchen Garden National Program
- Healthy Spaces & Places
- Learning from Successful Community Obesity Initiative
- Live Life Well
- Measure Up
- Swap It, Don't Stop It
- Active After-School Communities Program
- mindhealthconnect
- Get Up & Grow
- Healthy for Life

ISBN 9780170376211

HEALTH PROGRAMS

1 Search for health and physical activity programs in your state or territory. They may be government or non-government programs.

2 Try to find programs that cater to each of the groups listed in the table.

3 For each program, identify the setting and provide a brief description of the strategy in a table (as in the first example).

SCAFFOLD>>
Health programs

Target population	Program name	Setting	Brief description
Kids	Five ways to a healthy lifestyle	Community	1 Get active each day 2 Choose water as a drink 3 Eat more fruit and vegetables 4 Switch off the TV or computer and get active 5 Eat fewer snacks and select healthier alternatives
Older adults			
Mums and bubs			
Ethnic minorities			
Unemployed			
Aboriginal and Torres Strait Islanders			
People with disabilities			

Exercise ban in public places in Sydney's west by Penrith Council

by Vikki Campion, *The Daily Telegraph*, 4 April 2011

PERSONAL trainers and their clients will be banned from working out at hundreds of sites in Sydney's west despite the area's battle with the bulge.

Under a proposed policy to go before Penrith Council tonight, personal trainers will be booted out of bushland, reserves, up to 14 parks, off footpaths, cycle-ways, near houses, memorials, and kept 20 m from playgrounds.

The policy seeks to ban aggressive training, the 'inappropriate use of trees, seating, picnic tables, rotundas' and trainers making disturbing noises.

It comes despite the council campaigning for residents to eat healthily, kick smoking and to exercise after reports that Penrith residents were at risk of weight-related illnesses.

Sydney West Area Health Service found 57 per cent of Penrith residents were obese or overweight, higher than the NSW average of 52 per cent.

Music and megaphones will be barred, along with 'any activity deemed to be aggressive or intimidating in nature, whether real or perceived by participants or the general public, including Boot Camp style training,' the draft policy says.

There will be exercise exclusion zones within 30 m of houses and 20 m from all council picnic sheds, benches, playgrounds, toilets and kiosks.

More than 14 parks, including Victoria Park, Memory Park, Woodriff Gardens, Weir Reserve, Penrith Park and Emu Park will be off limits, as well as off-leash dog areas, baseball diamonds and athletics tracks.

Under guideline plans, personal trainers would have to pay a $120 permit fee and be restricted to training between 6 a.m. and 5.30 p.m. Monday to Saturday and from 7 a.m. on Sundays.

The council said commercial fitness groups using public open space had boomed.

'This has raised a number of issues including equity of access, potential conflict with regular users and impacts on assets – especially large groups that can cause similar wear and tear to that of sporting clubs,' it said.

'Some activities cause additional damage to park infrastructure such as benches.'

The report said the council feared public liability concerns from shonky trainers with insufficient qualifications and insurance.

Debate

Research both sides of the story and participate in a class debate: 'Personal trainers and their clients should not be able to use public spaces for their workouts.'

Source: www.dailytelegraph.com.au/news/nsw/exercise-ban-in-public-places-in-sydneys-west/story-e6freuzi-1226032866334

ISBN 9780170376211

Community action

Local governments often consult with different community groups to ensure that the facility or program being developed meets the needs of the groups within the community who will be affected by its development. Communication between residents, facility users, businesses and government is imperative to the planning, design and management of a new facility or program. Feedback from these key stakeholders involved in the consultation process can come from surveys, letterbox drops and public meetings. The outcome can then be beneficial to all involved. Everyone, not just the government, is responsible for contributing to the health and wellbeing of their community.

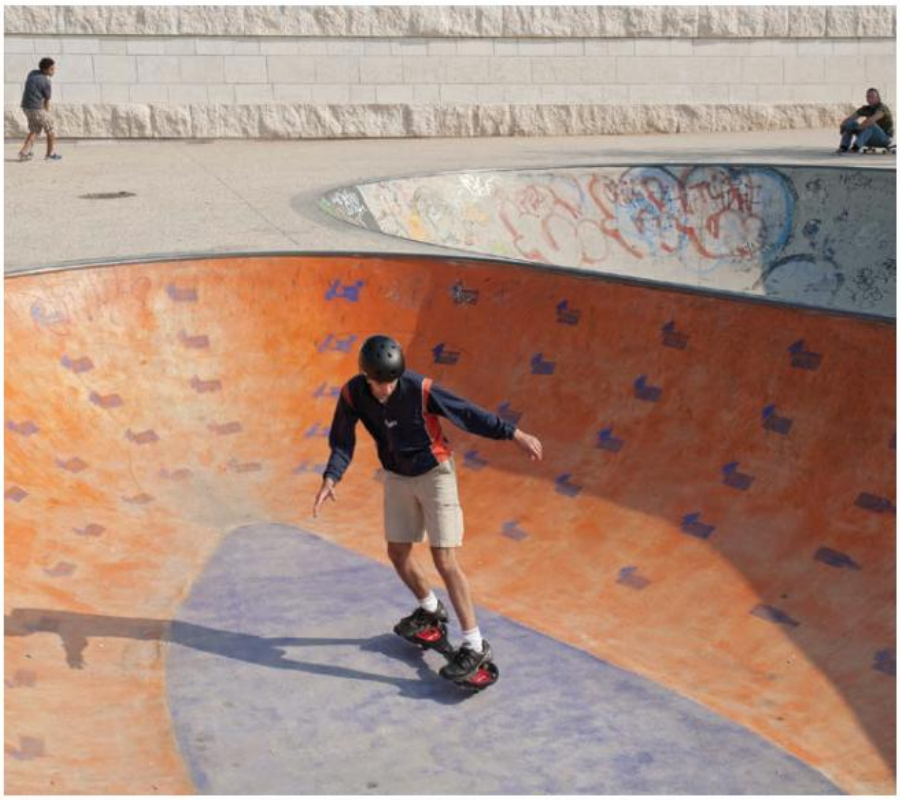
Initiatives that have been instigated by young people that have had a positive influence on the health and wellbeing of their community include proposals and design input for skate parks.

SKATE PARKS

Since 2005, an average of two skate parks per week have been built in Australia!

CASE STUDY Community facilities in the City of Boroondara

THE City of Boroondara in Melbourne's eastern suburbs undertook an extensive consultation process to plan their new regional facility. This included the formation of a working group to look at the social implications of the project and a design group to look after the technical and skater side. The working group included traders, users, four residents and neighbouring businesses. All residents within a kilometre received a letterbox drop and nominations were called for one resident to represent each of four zones determined by distance from the skate park. Specific selection criteria were used to select the representatives. Similarly, specific criteria were used to select skaters to sit on the design group. These groups communicate with each other and report regularly to the council.



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Source: Sport and Recreation Victoria, 2001, *The skate facility guide*

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Workplace settings

Adults spend many of their waking hours at work. This makes workplaces an excellent setting to promote physical activity. There are many benefits to the employer, including increased morale and productivity and reduced absenteeism. Staff have a social support group in the people they work with, and employers can support workplace programs by allowing flexible work hours, subsidising the cost, providing and installing equipment and facilities, providing on-site programs and educating employees on the benefits of the program. There are a number of workplace programs promoting physical activity:

- Find Thirty
- Global Corporate Challenge
- Healthy Active Workplaces
- Creating Healthy Workplaces.

TABLE 3.6 Workplace benefits of better health and wellbeing: comparing healthy and unhealthy Australian workers

Unhealthy	Healthy
18 days sick leave per year	2 days sick leave per year
Self-rated performance of 3.7 out of 10	Self-rated performance of 8.5 out of 10
49 effective hours worked (full time) per month	143 effective hours worked (full time) per month
High-fat diet	Healthy diet
Low energy levels and poor concentration	Fit, energetic and alert
Obese or overweight	Healthy body weight
Irregular sleep patterns	More attentive at work and better sleep patterns
Poor stress management techniques	Actively manage stress levels

Source: www.10000stepsaustralia.com/getfile/PDFs

The Heart Foundation has produced a *Healthy Workplace Guide* to assist employers with implementing change within the workplace that will support employees in leading healthy lifestyles. The guide provides examples of activities to promote nutrition and physical activity in the workplace. It classifies activities by whether they target people (social), the working environment (physical environment) or organisational policies (policy).

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CASE STUDY Heart Foundation Mind, Body, Spirit program

IN 2009, the Heart Foundation in NSW implemented a wellness program. Activities were developed around a theme of 'Mind, Body, Spirit'. These are some of the different activities in the program:

MIND

- Spiritual meditation
- Lunchtime seminars on stress management, sleep and fatigue

BODY

- Lunchtime group physical activities including yoga, boxercise, core strength, soccer, basketball and walking and running groups
- Teams entered into events and challenges such as City2Surf and Sydney Tower run up
- Healthy lifestyle behaviours promoted, such as 30 minutes of daily physical activity
- Lunchtime seminars on healthy eating, physical activity and heart health
- Online resources and tools with information about health and wellness posted on the organisation's intranet



SPIRIT

- Opportunities to volunteer for the Heart Foundation and other charities
- Staff social activities
- Community work
- Blood bank donations

Questions

Critique the Heart Foundation's Mind-Body-Spirit program using the factors identified in this chapter: individual, social, physical environment and policy.

1. Does the program address some or all of these factors?
2. Give specific examples of how each factor has been addressed.
3. Identify three perceived barriers that may deter an employer from implementing a program such as this.
4. Do you think the program would have been successful? Justify your answer.

Source: Heart Foundation NSW, *Staff wellness program,* 2009, p. 4

HEALTHY CHOICES

This chapter has explored the risks of being inactive, the influences on the choice to be active and the places and programs available for physical activity. What's right for you? Everyone should be active in some way every day, but the messages about physical activity are not always clear. The media and reality television programs, 'bootcamps' and personal trainers, gyms tailored just for women, programs that promise 'just 30 minutes a day', coaches, trainers, teachers, friends and family all provide information about the amount and type of physical activity individuals should be doing.

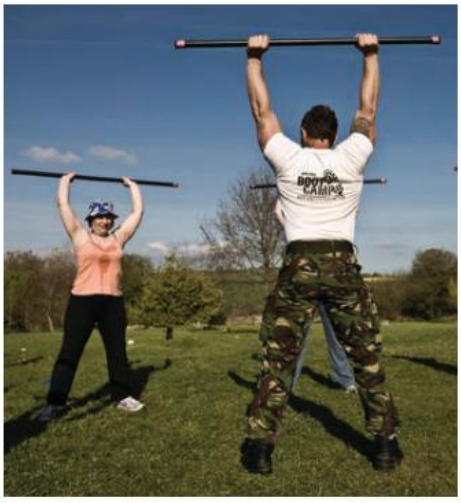
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critical + creative thinking

WORKBOOK>>
Worksheet 3.9

MEDIA ANALYSIS

In this activity you can evaluate and critique some physical activity promotions such as bootcamps, body-weight challenges and 'guaranteed-results' fitness equipment.



© Buzz Pictures/Alamy

Bootcamps



© Science Photo Library/Alamy

Body-weight challenges, such as the '12-week body transformation'



Scout Kozakiewicz

Fitness equipment that is 'guaranteed to work', often sold via TV 'infomercials'

1. Investigate each of these physical activity programs. Find out what you are required to do, for how long and at what time commitment and financial cost.
2. Compare the physical activity requirements of each program with the recommendations made in Australia's Physical Activity and Sedentary Behaviour Guidelines.
3. How reliable is the information provided by the company promoting the product?
4. Do they make any claims of how you will benefit from the program? Do they give any guarantee?
5. Do you think a commercial initiative (a program that is designed to make money for an individual or a company) can be impartial in providing information about physical activity? Discuss.

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There are a number of reliable sources of information on including physical activity in your daily routines and making involvement in physical activity a lifelong commitment. You can always start with your parents and your school and teachers. If they are unsure of the information, they can direct you to one of the community-based providers of health information. There are many health services within communities that can be accessed. You may need to use one or more of these people to find the information you need.

Some reliable sources of health information particularly related to physical activity include the following:

- Local doctor or general practitioner (GP)
- Australian Government Department of Health
- Exercise physiologists (Exercise and Sports Science Australia, ESSA)
- Qualified fitness professionals
- Physiotherapists
- VicHealth
- The Heart Foundation.

You can find links to some of these organisations at http://ffl910vic.nelsonnet.com.au.

CASE STUDY Healthy lifestyle

review & reflect

OLIVIA is 17 and is feeling as though she is overweight and not fit and healthy. She knows that she doesn't do enough physical activity, but she finds it hard to fit in any sport or exercise with school, homework, her part-time job and spending time with her boyfriend, Harry. Harry says she looks great and shouldn't worry about being healthy at her age. Olivia searches online for an average weight for a 17-year-old girl and finds that according to the website she is 5 kg heavier than she should be! Her mum says that Olivia is just like her, and tells Olivia that she will never be 'skinny' because she is 'big boned'. Olivia is confused and unsure of what to do; all she wants is to be fit and healthy.

Questions

1. What three sources of information has Olivia accessed?
2. Are any of these reliable sources of information?
3. List three different sources of reliable information Olivia could access to get some advice on a healthy weight range for her age.
4. Outline why these three sources are appropriate choices for Olivia.
5. Suggest four ways in which Olivia could change her daily routine to increase her physical activity level.
6. Why is it important for Olivia to increase her physical activity levels?

WORKBOOK>>
Worksheet 3.10

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It's your call – to be or not to be active!

There are many reasons to be physically active – from the stereotypical expectation to the realistic risks of inactivity. This chapter has investigated the influences on decisions to be physically active and looked at different strategies in various settings that offer opportunities to be physically active. However, the decision is yours. It is the responsibility of the individual to look after their own health and to make the decision to participate in behaviours that will have a positive impact on their health.

You might decide to get up half an hour earlier and go for a walk in the mornings before school. Finding ways to meet Australia's Physical Activity and Sedentary Behaviour Guidelines is an important step in reducing the amount of time spent being inactive. Put the phone down, turn off the computer and get active!

ISBN 9780170376211

CHAPTER REVIEW

WORKBOOK>>
Worksheet 3.11
Worksheet 3.12

- The average Australian is not necessarily the same as the stereotypical image of an average Australian.
- Body Mass Index is an estimate of the total amount of body fat.
- Waist circumference is a good indicator of increased health risks.
- The average Australian's BMI and waist circumference are getting higher, which increases the risk of cardiovascular disease, diabetes, some cancers, high blood pressure and high cholesterol.
- Inactivity and sedentary behaviour are two of the biggest causes of being overweight and obese.
- The Australia's Physical Activity and Sedentary Behaviour Guidelines provide the minimum levels of physical activity required to gain a health benefit.
- Australia's sporting history has shaped the sporting identity of the nation.
- Australian participation rates are significantly higher for recreational activities than for 'traditional' sports.
- Participation rates for soccer are increasing; this is against the trend for a decline in participation rates for organised sport in Australia.
- There are six 'megatrends' that are suggested to shape the future of sport and recreation in Australia.
- Personal, social and cultural influences affect participation in physical activity.
- Perceived and actual barriers can limit an individual's or a group's participation in physical activity.
- Community programs that promote physical activity can improve the health and wellbeing of individuals and the community.
- Schools, workplaces and communities are great settings to implement physical activity strategies.
- Information about health and wellbeing should come from a reliable source.
- Incorporating 30 minutes of physical activity into the daily routine is important for health and wellbeing.

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MENTAL HEALTH AND WELLNESS

4



ISBN 9781703762[illegible]



In this chapter **you will look at the issues surrounding mental health and young people.**

By the end of the chapter, you should be able to:

- identify factors that shape identity
- identify how individuals have an impact on the identity of others
- identify the impact body image has on mental health
- identify how gender stereotypes influence the way individuals think and behave
- understand resilience and the skills that support resilient behaviour
- propose appropriate emotional responses to situations and discuss possible outcomes of different responses
- discuss how empathy contributes to a respectful relationship
- identify ways for yourself or others to stay safe in risky situations
- support friends and family who are going through a challenging time
- help to develop support networks for promoting mental health and wellbeing
- identify self-help strategies and community support resources
- identify strategies to de-stigmatise mental illness in the community
- plan and use positive health practices, behaviours and resources in your community
- evaluate and apply health information
- design, implement and evaluate strategies to enhance mental health and wellbeing in your community
- design a mental health promotion campaign to enhance the wellbeing of students in your school
- propose and implement strategies for connecting to your environments to promote health and wellbeing in the community.

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MENTAL HEALTH AND WELLBEING


Oxford Designers & Illustrators

Good mental health is a state of wellbeing whereby a person is able to cope with stress and live productively in their community. When an individual's mental health is good they feel positive about themselves and calm in stressful situations; they can feel confident and make rational decisions. They feel positive about life and deal with the daily ups and downs. They are also able to work towards goals and have respectful relationships with others.

Mental health includes the following aspects:

- whether you like yourself
- your outlook on life
- how you respond to your feelings
- how you cope with stress.
- your confidence in yourself
- your self-esteem
- your future vision of yourself

MENTAL ILLNESS AND AGE

Mental illness can occur at any age; however, anxiety disorders and depression are quite common in young people.

Mental health is something everyone has, just as everyone has physical health. And there are things that can be done to look after mental health to help an individual along life's journey!

Mental health problems are issues that affect the way individuals feel, think and behave, and can include depression and anxiety disorders. A mental illness is a diagnosable condition that has a deep effect on quality of life.

Mental illness can affect thoughts, feelings, actions and memory. A mental illness is usually longer lasting than mental health problems and causes more distress and disruption to life. The following are some mental illnesses:

schizophrenia a mental illness that affects a person's capacity to think, act and feel; they may experience confused thinking, delusions and hallucinations

bipolar disorder previously known as manic depression, it is a mood disorder where individuals experience extreme mood swings that affect their daily functioning

- depression
- anxiety
- eating disorders
- psychosis
- self-harm
- excessive alcohol and other drug use
- **schizophrenia**
- **bipolar disorder**.

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BURSTING THE MYTHS

Your teacher will put you into groups and give you each a balloon to blow up and tie. Discuss the following statements about mental health.

1. Almost one in five Australians (20 per cent) will experience a mental illness during a year.
2. During a one-year period, anxiety disorders will affect 14 per cent of the population and depression will affect six per cent.
3. Depression is one of the most common conditions in young people, and it increases during adolescence.
4. Anyone can develop a mental illness and no one is immune to mental health problems.
5. Most people with mental illness recover well and are able to lead fulfilling lives in the community when they receive appropriate ongoing treatment and support.



Martynova Anna/Shutterstock.com

Get ready to bust the myths!

Source: SANE Factsheet 13, *Facts and figures about mental illness*

WORKBOOK>>
Worksheet 4.1

HOW WIDESPREAD IS THE ISSUE?

1. Look at the SANE Australia website for facts and figures about mental health and illness (link via http://ffl910vic.nelsonnet.com.au).
2. Why do you think this clip was made?
3. What message are they trying to help people understand?

Everybody has times when their mental health is affected, when they feel stressed, worried, anxious or down. These are normal if they are short-lived. When they become longer term issues it is probably a mental health problem and seeking help is the best option.



We ask for help when we can't solve a maths problem

SPEAK UP!

Leonie Young, CEO of beyondblue, knows of the importance of speaking out: 'We know that three-quarters of mental health problems experienced by adults develop in young adulthood, between the ages of 15 and 25. It is vitally important that young people have an understanding of the issues and speak up when they are troubled.'

Source: www.youthbeyondblue.com

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Call for children's mental health checks at seven

By Jill Stark, *The Sunday Age*, 10 June 2012

THREE-YEAR-OLDS will be screened for early signs of mental illness in a new federal government program that will consider behaviour such as sleeping with the light on, temper tantrums or extreme shyness as signs of possible psychological problems.

The Healthy Kids Check – starting on July 1 – will be predominantly conducted by GPs, who will refer children with troubling behaviour to psychologists or paediatricians.

The program is expected to identify more than 27 000 children who the government believes will benefit from additional support, but who some doctors say will be wrongly labelled as having a mental illness.

While the aim is to prevent mental illnesses – 50 per cent of which start in childhood – the Australian Medical Association and some mental health experts fear children may be misdiagnosed or given psychiatric drugs unnecessarily.

'We have to be careful we don't medicalise normal behaviour and that's a real caution with children,' the AMA president, Steve Hambleton, said. 'There are genuine kids who need extra support to help them integrate into normal kindergartens and classrooms and a lot of the funding for that is driven by diagnoses so there's a perverse incentive to diagnose conditions like autism. There are kids who need it but we don't want to make normal kids abnormal.'

Frank Oberklaid, director of the centre for community child health at Melbourne's Royal Children's Hospital and chair of the expert committee appointed by the Minister for Mental Health, Mark Butler, to develop the check, said their priority was to 'first do no harm'.

'The critics are worried that we're going to slap diagnoses on three-year-olds and treat them with drugs but this is not the point of the exercise,' Professor Oberklaid said. 'Many parents and preschool teachers face behaviours in children that are challenging and cause stress and distress. We also know that thankfully many of these are transient but we can't predict in a particular child which ones are going to disappear and which ones are going to go on and cause mental health problems. What we're really doing is having a more systematic way of finding out those kids who are causing difficulties and doing something about it.'

The test, although not compulsory, will form part of a check for developmental problems such as hearing, eyesight and allergies. Previously it was conducted on four-year-olds but has been brought forward a year and for the first time will include screening for mental health problems, with doctors to receive training before it is introduced in the next financial year.

Questions

1. Children are screened for physical health issues at a young age. Is it appropriate to do the same thing with mental health issues?
2. What do you think your community would say about screening three-year-old children? Why do you think this?
3. Where do ideas about mental health come from?
4. Why is there such a stigma attached to mental health?
5. Is there a difference between the way that your parents or carers think about mental health and the way that you and your friends think about it? Why might this be?

Source: www.smh.com.au/national/health/preschool-mental-health-checks-20120609

WORKBOOK>>
Worksheet 4.2

HOT

DEBATE

Debate one of the following statements:

- 'There are more mental health problems and illnesses than ever before.'
- 'People have a better understanding of mental health and therefore more people seek help.'

Positive mental health

If someone has good mental health they are usually resilient. Resilience is necessary in life to 'bounce back' from everything that life brings. If someone's resilience is low, little setbacks or problems might really upset them and cause them to become stressed; it may even lead to mental health problems. Resilient people are more likely to:

- take care of themselves
- adapt to changes

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- be connected to family, friends and school
- make good decisions
- concentrate on the things that are good in life
- maintain a positive attitude about themselves.


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A smile a day ...

RESILIENCE

Resilience is the ability to bungee jump through the pitfalls of life. Even when hardship and adversity arise, it is as if the person has an elasticised rope around them that helps them to rebound when things get low and to maintain their shape as a person.

Source: A Fuller, *Surviving to thriving: promoting mental health in young people,* ACER Press, Melbourne, 1998, p. 75

RESILIENCE

review & reflect

In small groups, consider the following questions:

1. What do you think Fuller is saying about resilience in the 'Resilience' fast facts box?
2. How would you know if you had resilience?
3. How would you know if your friends had resilience?
4. Are you born with resilience?
5. Make a list consisting of each of the following:
   - three characteristics a resilient person has
   - two examples of events that might test someone's resilience
   - three things someone can do to improve their resilience
   - three things a parent can do to improve their child's resilience
   - three things a teacher can do to improve a student's resilience
   - at least two items you would pack in a 'resilience toolkit'.
6. Represent Fuller's quote about resilience in a picture, collage or word cloud.

THE BEST EXPLANATION OF RESILIENCE

critical + creative thinking

WEB

1. Watch the eight-minute video clip by Dr Brian Walker from CSIRO Sustainable Ecosystems, Australia: 'The best explanation to resilience'. You can find it on the Stockholm Resilience Centre website or direct via http://ffl910vic.nelsonnet.com.au.
2. Discuss with the class your thoughts on his explanation of resilience.
3. Based on the video clip, do you agree or disagree with this explanation of resilience?
4. Share your ideas with the class.

DEBATE

HOT

face 2 face

Debate the statement 'Resilience sustains life as we know it'.

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IDENTITY

Everyone is different in their own way; everyone has their own identity. Your identity is made up of the way you see yourself and those characteristics, attributes and skills that you have. The past influences your current view of yourself, and the current view of yourself influences your behaviour in the present. You also set goals in the present, which will affect your future view of yourself.

Everybody is different and that should be celebrated. Could you imagine a world where everybody looked the same, everybody could do the same things and everybody liked the same foods? What would it be like in school if this were the case?

Other factors also have an impact on your identity, right throughout your life. These include family, friends, peers, school, culture, religion, laws, groups you belong to and the media. Some of these factors have more impact than others; some have an impact for a short time, others for a long period of time.

As an example, family has more of an impact on younger children – they need their family's help and often think and behave the way their family does. As children get older, peers and the media take on a more important role, as adolescents experiment with their independence. What makes you choose the clothes you wear? When you make a decision, do you consider the opinion of others?

Self-esteem, peer pressure, stereotypes, the media and body image have different degrees of impact on identity. It all depends on how strong your identity is to begin with. If you know who you are and what your identity is, you are less likely to be pressured to do something you don't want to.

WORKBOOK>>
Worksheet 4.3



PM Images/Getty Images

Be true to who you are; you don't have to follow the crowd

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Self-esteem

Self-esteem is how people feel about themselves, which has an impact on their identity. To have healthy self-esteem, people must respect and love themselves. As the saying goes 'you can't truly love someone else until you truly love yourself'!

WORKBOOK>>
Worksheet 4.5

WHAT IS SELF-ESTEEM?



Watch the Headspace Australia video clip of teenagers talking about their ideas on self-esteem, or link direct via http://ffl910vic.nelsonnet.com.au.

Peer pressure

Traditionally families, school, religion or culture teach individuals right from wrong and this can have an impact on their values, morals and behaviour. Other outlets such as music, media, friends or peers may cause a person to question the values they have and consider other options. For some, adolescence is a defining time, where things are experimented with and decisions made about what feels right. Unfortunately sometimes individuals are not confident about their own decisions, or they want to fit into a group, so they allow others to make these decisions for them.



© Angela Hampton Picture Library/Alamy

Resisting peer pressure can be hard

THINK, PAIR, SHARE: PEER PRESSURE





1. Has there ever been a time when you felt pressured to do something?
   - ➜ Did you do what you wanted to do? How did that feel? **OR**
   - ➜ Did you do what the other person or group wanted you to do? How did that feel?
2. Have you ever been a part of a group that has pressured someone else into doing something they might not have wanted to? How did that feel?

SCENARIOS





In small groups, consider what you would do in these situations. Discuss or role-play them. Consider the following factors in each scenario:

- ➜ who is being pressured
- ➜ what type of pressure is being used
- ➜ how the person being pressured might be feeling.

1. You are working in a small group and have to present your findings to the class. Charlie is trying to convince the group to make Talisha present the group's work. Talisha has a serious stutter and gets very embarrassed when she speaks in front of the class. The rest of the group is pressuring her to take the role.

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2 You are at a party where you promised your parents that there would be no alcohol, which is the reason you have been allowed to go to the party. There is alcohol at the party; you have decided not to drink but all your friends are trying to make you.

3 You want to get back at a kid who has embarrassed you and you have decided to do it online. You make some nasty comments on social media and ask all your friends to do so as well. They aren't doing it as much as you'd like so you get a bit heavy with them, so they will do what you want.

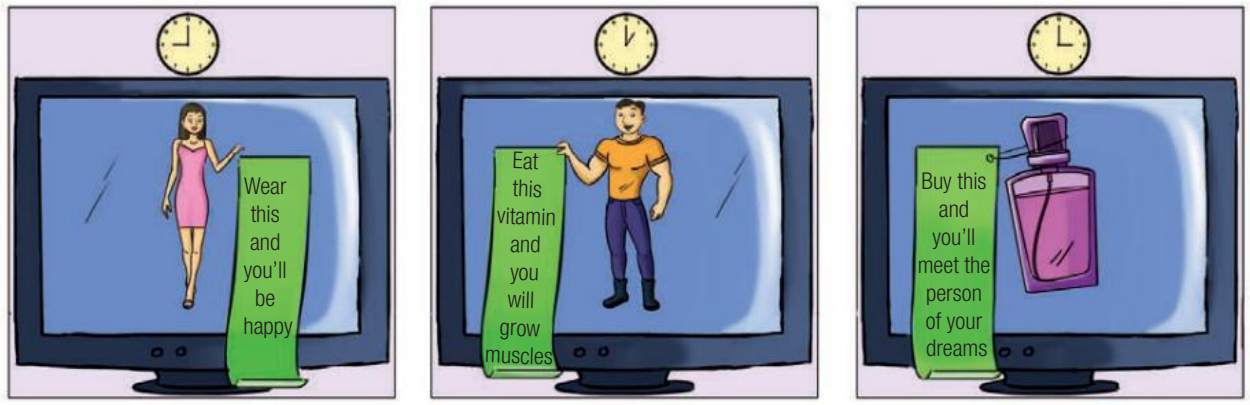
Who is affected by peer pressure and how are they affected? Sometimes it is hard enough to make decisions by yourself, let alone in front of others, especially when emotions are involved. Have confidence in yourself and the decisions that you make. **Everyone makes mistakes; so don't beat yourself up about them. Learn from them and the next time you make a decision it will be easier.**

WORKBOOK>>
Worksheet 4.4

The impact of the media

In May 2009, the Chair of the Ministerial Media Code of Conduct on Body Image stated: 'We live in an age where we are surrounded by an image of an ideal body shape, communicated by a constantly evolving media. Much of what we see is a fusion of reality and fantasy, with many of the images presented to us having been altered or enhanced in some way.'

Source: L Sanger, Chair of the Ministerial Media Code of Conduct on Body Image Working Group, Final Report July 2007



Constant pressure from the media influences the way individuals think

The media plays a role in setting the expectations of what a male or female should look like. Young people are often heavily influenced by these images, as they are very persuasive in promoting the benefits of looking a certain way. For example, media images can send the message that if you look this way you will be happy, popular, accepted, have friends, be loved, have fun, be able to afford clothes, have freedom and so on. Unfortunately the claims they make rarely, if ever, lead to those benefits just listed and often people are left disappointed in the 'results'. Instead of understanding that the media promotes unrealistic expectations, people often end up blaming themselves for failing to achieve. This then impacts on their feelings of self-worth and therefore their mental health and wellness.

ISBN 9780170376211

MEDIA AND ITS INFLUENCE



Go to Kaz Cooke's 'Completely Gorgeous' website, or link to it via http://ffl910vic.nelsonnet.com.au. Click on 'Hyper hype' and then on 'Behind the scenes' and play the game. What do you think about how the media makes improvements to the model?

A MEDIA PARODY





Watch Jesse Rosten's video clip, 'Fotoshop by Adobé', which is a parody of popular media campaigns for beauty. You can link direct via http://ffl910vic.nelsonnet.com.au.

1. How are popular advertising techniques used in what appears to be a serious advertisement?
2. Discuss in pairs why photoshopping occurs and what impact you think this has on young people. What does it say about society?
3. The media plays a role in shaping identities in areas of gender, culture, religion, ability, race and sexuality. Think about what you see in the media every day: does it reflect Australia as you know it?

ALIEN IMPRESSIONS



You will do the first part of this activity by yourself; for the second part, you will move around the room and interview your classmates about their opinions. You will work on your own again for the third part.

1. You are an alien who has landed on Earth and all you have seen so far are representations of humans in the media. What would your impression be of humans, based on what you see in the media?
   - ➜ Describe a typical human woman.
   - ➜ Describe a typical human man.
   - ➜ Describe the diversity in the human race.
2. Now that you have walked around a human city (in disguise of course), you are confused. These people don't look anything like the people you've seen in the media. You want to know what is going on. You find some individual humans to talk to. Ask them about their experience with the media, using the following questions to get started:
   - ➜ How does the media influence your views on your body?
   - ➜ Is there an expectation on Earth to look a certain way?
   - ➜ How important is it for you to look a certain way?
   - ➜ Does the media have any impact on who you are?
3. Write a letter back to your home planet about what you have found out on Earth.

Diversity

Australia is home to a diverse range of people, which makes for an interesting and exciting society. The media doesn't always reflect this diversity and that can be an isolating experience for those who are not represented, who may have feelings like 'there is no one like me' or 'I have to change to fit in'. How would this impact an individual's mental health?

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Stereotypes

From the moment of birth an individual can be cast into a stereotype. The first question the parents get asked is, 'Is it a boy or a girl?' From that moment the baby is thought about one way or another. This can inform friends and family as to what colour clothes to buy the baby or what type of toys to give. Imagine being told what type of clothes to wear or what type of toys to play with just because you were born a certain gender!

Stereotypes are preconceived perceptions of the way a person or group should look, act, believe and so on. Stereotyping someone



Constance Bannister Corp/Getty Images

Stereotyping based on gender has changed over time



Harrison France Photography © and www.harrisonfrance.wix.com/photography

Harrison France, photographer of these 29 photos, stated, 'Although stereotypes will probably never disappear, I think it is important to highlight the fact that people aren't always what they seem and that labels can be offensive and are, most likely, incorrect.'

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is hurtful because all the qualities that they possess outside the stereotype are being dismissed. Stereotyping can lead to bullying or, worse, people living their lives filled with hate for another group or individual just because they 'fit' a stereotype. Can you think of some stereotypes you have heard before? There are so many! Think of how many stereotypes you would fit into. For someone to only think of you one way would be terrible; think of what parts of you they would be missing out on!

CASE STUDY Where do I fit?

I'M Sasha and I'm 15. I live with my mum and three brothers; two older and one younger. My mum is a beautician and LOVES all things 'girly'!! I'm the opposite, I'm more like my brothers. I wear pants or shorts – I can't remember the last time I wore a dress or skirt. I love footy and hanging out with my male friends; I don't have a lot in common with my female friends.

So I've been asked to be bridesmaid in a wedding and I DON'T want to wear a dress. Why do I have to? It's just not me! I'm really torn because I love my auntie (the bride) but she is not respecting my needs. I get so much pressure anyway to be more girly, not just from Mum, but Dad, school and all the media out there – it is pressure! I get called butch and asked if I am a lesbian all the time. Am I? I am different from all the other girls. I don't understand why I have to act like them. It is getting harder and harder to be myself and I feel like I'm going to be swallowed into this image of what a girl should be. So what do I do? Wear the dress, don't be in the wedding party, or stand firm and insist I get to wear pants?

Questions

1. Weddings can be very traditional and there are specific 'ways' that people are expected to dress. A lot of money is spent on weddings and some brides and grooms have very fixed ideas of how they want the photos of the event to look. Does Sasha have the right to ask for something different?
2. What does Sasha mean when she says her mum likes all things 'girly'?
3. Why do you think society wants Sasha to 'act more like a girl'? What does 'acting like a girl' mean?
4. What kinds of pressure do you think Sasha is experiencing?
5. Why do you think that people might ask Sasha if she is gay?
6. Identify any situations where stereotypes can influence the way that you act, dress, behave or think.
7. If you were Sasha, what would your decision be? Justify your position.



GENDER STEREOTYPES



Go to the SeeMe website (or link via http://ffl910vic.nelsonnet.com.au) and click on 'Gender stereotypes, Activity 6, Advertising over time'.

Answer the first eight questions in pairs and come back together as a class to report your responses.

ADVERTISING DEBATES



Debate the following two topics:

- 'The representation of women over time in advertising has had a negative effect on women.'
- 'The representation of men over time in advertising has had a negative effect on men.'

Is there ever a time when a stereotype is useful or positive?

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Scout Kozakiewicz



The mirror doesn't lie!

Body image

Body image is the way a person sees, thinks and feels about themselves and the way that they think others see them. Body image has several aspects – affective, perceptual, cognitive and behavioural.

- **Affective:** how you feel about your body; do you like the way that it looks?
- **Perceptual:** how you see your body; this may not be the same as how others see you.
- **Cognitive:** how you think or feel about your body, perhaps even a belief that you should be different from what you are.
- **Behavioural:** the actions you take, or don't take, because you are not happy with your body.

WORKBOOK>>
Worksheet 4.6

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Celebrate our differences

review & reflect

FORCED CHOICE

Consider the statement 'It is healthier to be thin than fat'.

1. Where would you place yourself on a continuum, like the one below, from strongly agree to strongly disagree with this statement?
2. Discuss with the class the reasons for your response.

Strongly agree ⟷ Strongly disagree

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Negative body image

BODY IMAGE

1. Only one in five women are happy with their body weight!
2. About 45 per cent of men are unhappy with their bodies, compared with 15 per cent 25 years ago!

Source: www.betterhealth.vic.gov.au/

Negative body image doesn't just appear; it can take a short or a long time to build up. The way people think of themselves has a lot to do with how they feel about themselves. If their mental health is good, they are not as affected by negative events. They accept that these things happen and they get on with life. If their mental health is not so good, these negative events can have much more of an impact and really bring them down. Negative body image can affect self-acceptance and self-esteem, which then affects whether we choose healthy behaviours.

These are some factors that contribute to a negative body image:

- being teased about appearance in childhood and adolescence (too thin, too weak or too fat)
- growing up with dieting parents, or one who was unhappy with their body shape
- a cultural tendency to judge people by their appearance
- peer pressure among teenage girls to be slim, go on diets and compare themselves with others; peer pressure among teenage boys to be tough and strong
- media and advertising images promoting idealised images
- a tendency in women's media to push fad diets and weight loss programs
- well-meaning public health campaigns that urge people to lose weight
- emphasis on male sports players as role models for boys.

Source: www.betterhealth.vic.gov.au/

WORKBOOK>>
Worksheet 4.7

REAL FACE SKETCHES

Watch the Dove Real Beauty Sketches video clip (link via http://ffl910vic.nelsonnet.com.au).

1. Why do you think that the sketches are different?
2. What is the message these women are sending?





Body image can be thought of on a continuum, from a positive or healthy body image to a negative or unhealthy body image. In the unhealthy range, there is a condition called **body dissatisfaction**, which has an impact on the way that someone thinks, feels and behaves. There is a high correlation between body dissatisfaction and anxiety, depression and eating disorders (such as anorexia, bulimia and binge eating disorder). Body dissatisfaction affects both males and females.

body dissatisfaction a mental health problem where someone has negative thoughts or feelings about their own body

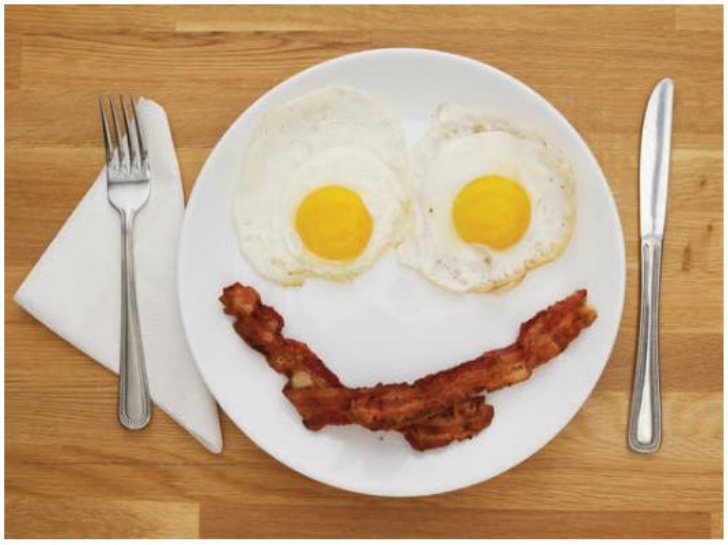
The media feeds a negative body image by promoting a climate of 'quick fixes' – particularly in the areas of health and fitness. The diet industry makes millions

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of dollars by promising a quick fix to weight loss. When a person's body image is low, they may believe the promises that the diet industry make and they invest in products they think will make them thinner or more attractive.

diet
types of food that a person, animal or community usually eats

What does the word **diet** mean to you? Often people think it means restricting the amount of calories you eat to lose weight. This is not the true meaning of the word! A diet is what someone normally eats. This usually stays fairly consistent over time and has to do with what you like, what is accessible and any dietary needs you might have. This was explored in Chapter 2.


Influx Productions/Getty Images

Food has an impact on mental health!

A child or teenager's diet is usually similar to their parents'; this can change when they start cooking for the family or move away and cook for themselves. The word 'diet' actually has a lot of power, as it is the first recommendation when someone wants to lose weight. How can we change the negative aspect of this simple word?

review & reflect

WEB

WHAT THE WORLD EATS

Do an internet search for 'Hungry Planet: What the world eats', which was a photographic project documenting the diets of various families around the world.

1. Does your family's diet look the same as the photo of the Australian family's diet?
2. What impact does your diet have on your identity as an Australian or an individual?
3. What differences or similarities did you notice about the typical diets of the people from the other countries pictured?
4. Do these photos reinforce stereotypes of other countries around the world?

Media impact

What can be done about the impact of the media?

The Australian Government has implemented steps to improve young people's resilience to body image pressures. One of those steps was giving funding to The Butterfly Foundation, a charity designed to deal with negative body image issues and eating disorders. Another initiative was developing the Voluntary Industry Code of Conduct to provide guidance to the media, advertising and fashion industries on body image. The next activity uses this code to increase your awareness of companies who are working with the government to adopt and promote body-image-friendly practices.

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GOOD PRACTICE PRINCIPLES

In 2009 the Australian Government developed the Voluntary Industry Code of Conduct to provide guidance on body image. The code identifies seven principles to help the fashion, media and advertising industries to adopt practices that are body image-friendly. You can find these if you search the internet for 'Voluntary industry code of conduct on body image'. Alternatively, your teacher may give you a copy of the code.

Move into seven groups; each group will work on one principle.

1. Make a checklist to assess whether the resources are addressing the principles (your teacher will give you some examples of resources such as magazines, newspapers and advertising materials). Your checklist should have at least three questions that will help inform your decision. As a class, prepare a list that shows whether each resource is addressing each principle.
2. Was it hard to find examples of your principle being used in the resources? Why or why not?
3. Overall, are the resources your class evaluated meeting the principles? What could be done better?
4. As a consumer, what is your role in helping the industries meet these principles? Present your ideas back to the class.
5. Write a letter to the government to tell them about your evaluation. Highlight the recommendations your class has made and, if you believe a resource is dealing with the principles well, recommend that they should be acknowledged for their work in promoting positive body image messages.

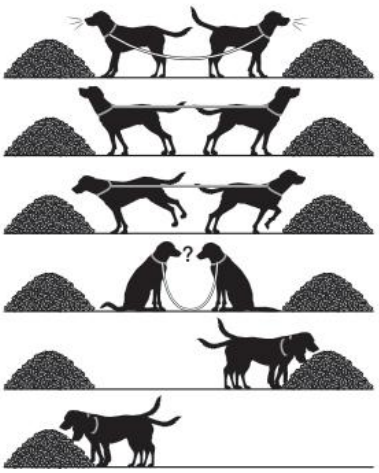
PASSING ON THE MESSAGE

In pairs, design, write and illustrate a storybook for primary school children in your local community about positive body image.

RESPECTFUL RELATIONSHIPS

Relationships are an important part of everyone's life as they fulfil social, emotional, intellectual, physical or spiritual needs. Think about how many relationships you have in your life – with family, friends, partners, school, groups, family friends and others. Life without relationships would be really difficult. (See also Chapters 5 and 6.)

Relationships require work to help them grow; you need to contribute to a healthy relationship to make it stronger. Strong relationships can withstand a lot, but if you aren't willing to be an equal member of a relationship you, or the other person in the relationship, may find it is not working. Respectful relationships are those that have the healthy give-and-take, where the people in the relationship show traits such as loyalty, empathy, understanding, acceptance, trust, confidentiality and equity. Relationships help a person build their identity and are important in developing self-esteem.



Oxford Designers & Illustrators

Working together

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Up + Moving

PUBLIC SERVICE ANNOUNCEMENT (PSA)

Design a new product or service that helps young people to develop or maintain respectful relationships. Develop a 30-second public service announcement (audio or video). There are resources on the internet that you can use as examples; search for 'Just Spray it PSA' as a start (or link direct via http://ffl910vic.nelsonnet.com.au).

review & reflect

MAINTAINING RESPECTFUL RELATIONSHIPS

Working in groups, read the scenarios provided. In each scenario you find yourself in a difficult position. You have a relationship with this person; how do you keep it respectful?

- Your friend Ranjit has been going out with his partner almost as long as you have with yours. He tells you that he is going to have sex for the first time this weekend. You have heard through some friends that his partner is going to 'drop' him on Monday.
- Your sister Bec is going to have some friends around while your parents are away. She is supposed to be looking after you and your younger brother. You have heard her talking to her friends about bringing alcohol and drugs to the party.
- Your parent has given you an ultimatum, 'stay at school or get out of the house!'. You want to leave home but you are afraid that if you're not there your younger brother will suffer like you have.
- You start to tell your teacher about some things your friend is saying and doing. She interrupts you and tells you about mandatory reporting. This means that if you say something and she believes someone is at risk of harm, she will have to tell someone else; she thinks you are talking about yourself. You want to get help for your friend as you think it might be really serious.

Answer the following questions about each situation:

1. What do you do right now?
2. How do you think this conversation might end?
3. What part does empathy play in these conversations? Explain how someone in one of the scenarios might show empathy.
4. Who in the scenarios has power? How can someone who doesn't have much power themselves access power? (See Chapter 5, page 176.)
5. Maintaining respectful relationships can be hard, especially in difficult situations like these. What steps would you take to ensure the relationship stays respectful?
6. Where could you go for help in dealing with each of these situations? (See the next section for tips on getting help.)

GETTING HELP

Getting help with a mental health problem, for yourself or someone else, can be a difficult thing to do. Difficult for yourself, as you may not want to admit that you are not coping, or for someone else because you are not exactly sure what they are going through or the type of help that they need. Often you may not know who or where to go for help if you haven't had to find it



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Help is out there

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before. In addition, there can be a stigma attached to mental health problems, which can also make finding help more difficult. There are people who are specially trained in the area of mental health who can provide you information, a listening ear or counselling.

review & reflect

WHERE TO GO FOR THE RIGHT HELP

The websites listed under 'Resources' on page 138 are a good start when looking for appropriate places to go for help. Read the following scenarios and choose three to work with. You must decide which resources you would recommend for each scenario. Use a table to write in the specific web address for the site you would recommend. Remember to identify the scenario you are working with at the top of the page.

- Mia hasn't been herself recently. She has stopped going to dance classes and always makes an excuse not to do PE. She used to love it! You ask Mia what is going on and she tells you that her dance instructor didn't give her a lead role because she couldn't fit into the costume.
- Ryan has found out that his dad has been diagnosed with a mental health illness. Ryan is distraught. Ryan comes to you because he needs some information and doesn't know where to turn.
- You haven't seen your friend Sieu-Ting at school for almost two weeks. You know she hasn't gone away and she's not sick. Her mum calls you one day and asks if you know what is going on with her daughter. She is really worried because Sieu-Ting won't talk to her. She asks if you would come over. Your friend confesses to you that every time she starts to get ready for school, she has an anxiety attack and can't move. She just crawls back into bed when it is over. She seems really scared.
- Your younger sister confesses to you that someone is saying hateful things about her online. She is afraid to go on the computer because every time she does there's another mean message. You suggest she tells her teacher, but she doesn't want to.
- Cooper has just broken up with his partner; he is devastated as he really thought this was going to be a long-term relationship. No one at school knows that Cooper is gay, except for you. You can't seem to get him interested in anything and are worried about the upcoming exams. You know Cooper wants to do well so he can go to university to study law next year.
- Faiz has been acting really weird; he doesn't spend time with any of his friends any more, not even you. You are really worried because he doesn't seem to be looking after himself. He's physically there in class, but his head's somewhere else. The teachers are getting annoyed with him because he just ignores them. When you asked him about it he got really angry and told you to go away.

Questions

1. Once you have found some resources that could help the situation, what do you do?
2. What would you say in each case?
3. What would you do if your friend or sister has one of the following responses:
   - gets angry?
   - gets emotional?
   - does nothing?
   - asks you to help them?
4. What would you do if your friend or sister doesn't want any help but you are still worried about them? Where would **you** go for help?

WORKBOOK>>
Worksheet 4.8

SCAFFOLD>>
Where to go

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Resources

There are many organisations that can provide resources to assist in a wide variety of issues that involve mental health and just a few are listed here. Go to their websites or link via http://ffl910vic.nelsonnet.com.au to learn more.

- Youth Central
- Kids Helpline
- Butterfly Foundation
- ReachOut.com
- MindMatters
- Youthbeyondblue
- headspace
- Lawstuff
- Cybersmart

To help a friend or family member:

1. **Look** for signs of depression
2. **Seek help** together
3. **Listen** to their experiences.

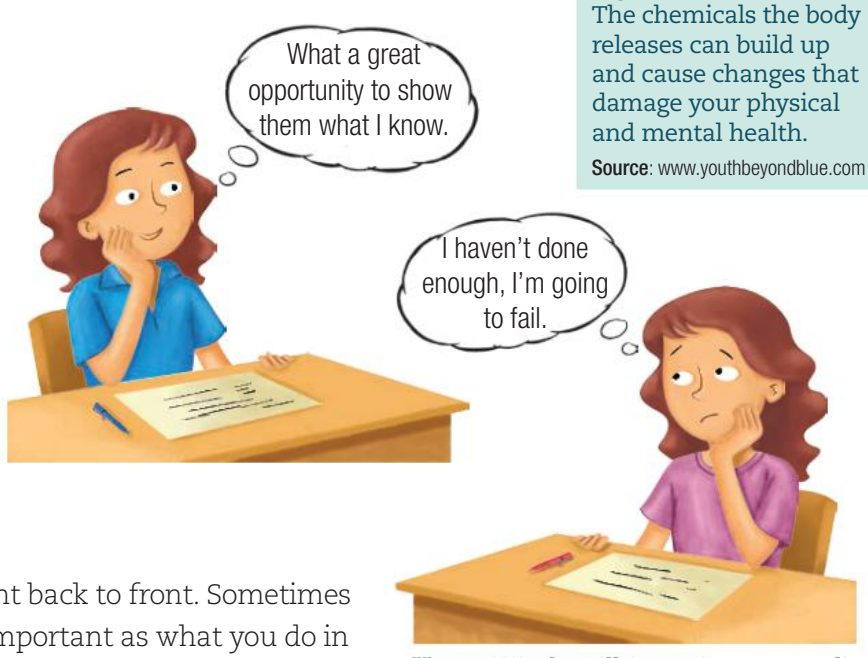
More tips on how to help someone you know can be found in Chapter 6 or on the Youthbeyondblue website (http://ffl910vic.nelsonnet.com.au).

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Stress

Stress is a normal part of life. It helps keep an individual on their toes and ready for anything. Stress plays an important role in keeping individuals safe. It keeps their bodies alert in times of trouble so they are able to react quickly if needed.

There are many things that cause stress – family and friends, schoolwork, your expectations of yourself (or of others). These are all stressors. How much stress a person feels has a lot to do with their attitude to the situation. For example, one exam might cause you a lot of stress because you don't think you have done enough study, another might not even worry you because you know the content back to front. Sometimes the way you look at things is as important as what you do in a situation.



Your attitude will impact your results

STRESS

The problems from stress happen when stress is regular and doesn't let up. The chemicals the body releases can build up and cause changes that damage your physical and mental health.

Source: www.youthbeyondblue.com

STRESS-CONTRIBUTING FACTORS

face 2 face

In small groups, list all the things that cause you stress, then put these into categories of 'very stressful', 'moderately stressful' and 'a little bit stressful'.

Now look at your 'very stressful' list and answer the following questions:

1. Is this event likely to occur?
2. How much control do you have over this event occurring?
3. How much conflict will arise if this event occurs?
4. How much will your life change if this event occurs?

Use the same questions for the 'moderately stressful' and 'a little bit stressful' categories.

5. Can you see any similarities within your categories? For example, does your 'a little bit stressful' category have events that you can predict, have control over and have little or no conflict or change associated? Can you explain why this might be? Why do these four factors have such an impact on stress levels?

In most cases, each person's body responds to stress in the same physical way as everyone else's. However, people vary in their emotional and behavioural responses. You and your friend might be in the same stressful situation, but only one of you shows any symptoms of stress (such as sweating, nausea or an increased heart rate). It is how you interpret and respond to a situation that determines how stressful it is for you. A previous bad experience may cause similar situations to be highly stressful.

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face 2 face

RESPONDING TO SITUATIONS

SCAFFOLD>>
Impacts on my life

1 In pairs, rank the following situations from 1 to 21. Rank as 1 the situation that would have the most impact on your life; rank as 21 the situation that would have the least.

- ➜ You get into a school sports team.
- ➜ Your favourite teacher isn't at school today.
- ➜ You are fighting with a friend.
- ➜ You are asked on a date.
- ➜ Your house gets robbed.
- ➜ You are teased.
- ➜ Your internet is not working at home.
- ➜ Your parent caught you looking at something inappropriate online.
- ➜ Your assignment is now due on Monday, not tomorrow.
- ➜ You broke a violin string right before a performance.
- ➜ You are in a car crash.
- ➜ You are feeling depressed.
- ➜ You haven't eaten all day.
- ➜ You failed a maths exam.
- ➜ It has been raining all day.
- ➜ Your mum and dad have separated.
- ➜ Your pet died.
- ➜ You got a new pet.
- ➜ You made a new friend.
- ➜ You lost your voice.
- ➜ You caught the flu.

2 Identify two possible emotional responses for the four 'most impact on your life' situations.

3 Determine whether the emotional responses are appropriate or not, and discuss why. Consider the following questions in your discussion:

- ➜ What impact might this event have on your life?
- ➜ How would your response to this event affect those close to you (e.g. family, friends, teachers)?
- ➜ Identify any emotional responses that are inappropriate and why.
- ➜ Describe how an extreme emotional response might look.
- ➜ How might an extreme emotional response affect the situation or your relationships with others?
- ➜ What would happen if someone did not respond emotionally at all to the situation? Why might this be a problem?

4 As a class, identify the possible outcomes of these different responses.

5 Consider why all lists or responses may not be the same.

The way that someone responds to a stressful situation can actually decrease the stress or make it worse! If a person's mental health is good, they can think logically through the situation and trust themselves to make decisions they can live with. Can you think of a time where you responded to a situation and it calmed you or others down and made the situation less stressful? There are so many ways to deal with stressful situations. Sometimes all it takes is a deep breath in and out to relax and give the brain a moment to contemplate the situation.

review & reflect

WAYS TO DEAL WITH STRESS

1 In pairs, choose one of the following scenarios (or your teacher might allocate you one).

- ➜ You have a major French assignment due soon, which involves presenting in front of the class in French! Your teacher has said you must complete this assignment to pass the class, but you cannot stand talking in front of people, especially your peers. (you, teacher)

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- ➜ Your mum recently remarried a man who has three other children and they all moved in over the weekend. You now have to share a room with a 12 year old! On top of this you are having a hard time with your stepfather, who thinks you should be spending a lot more time studying than you are. (you, mum)
- ➜ Your grandpa, who you get along with really well, has recently been diagnosed with cancer. He isn't expected to live for very long and has decided that he doesn't want anyone to see him like this, so he refuses visitors. (you, grandpa)
- ➜ You spent ages on your art piece this term. Your teacher had set a difficult task that had to be delivered online. You think you will get a really good mark for this project because it was creative and looked fantastic. You have just gone to upload it to hand it in and you can't seem to find it on your computer! (you, teacher)
- ➜ Your best friend started seeing someone over the weekend. You are really happy for them but you have realised that things have already changed, and it's only Monday! You used to catch up with your friend before school and at lunchtime, and then walk home after school together. You have only caught a glimpse of your friend all day and end up walking home alone. You have other friends at school, but no one like your best friend. You are feeling left out and alone. (you, best friend)

2 In pairs:
- ➜ brainstorm all the possible ways to deal with the stressful situation
- ➜ think about which ways of dealing with stress are healthy and which are unhealthy
- ➜ think about what criteria you used for deciding whether your solution was healthy or unhealthy.



3 In brackets after each scenario there are two people listed. You are to take on these roles and develop a conversation to express your thoughts, opinions and beliefs:
- ➜ Was it easy or hard to express your thoughts, opinions or beliefs? Why?
- ➜ Did your partner acknowledge your feelings in the discussion?
- ➜ Did you feel you were expected to behave a certain way? What impact did this have on your discussion? If you behaved differently than expected, would it change the result?
- ➜ What did each person want from the discussion? Did they get it in the end?

4 Come back to the group and share your experience with the class.

WORKBOOK>>
Worksheet 4.9

Even after you have had a conversation with someone about something that is causing stress, you may still have questions about the situation. Or you may have been told that it is something you just have to do – get on with it. Sometimes you may need to access help or support. Finding support systems is an important step in adolescence, as you build the resources that you will use in adulthood.

SUPPORT



Everyone has times in their lives when they need support. There might be a person, place or thing that can help you in a situation when you might need advice or are not coping.

1 Brainstorm examples of support when dealing with stressful situations. For example, a counsellor might be able to support you by helping organise your thoughts and understanding how you feel about a situation, and this might help you make better decisions.

2 Discuss the following questions:
- ➜ How does support assist you in times of stress?
- ➜ How do you know when you need support in times of stress?
- ➜ What would happen if you didn't have access to support in times of stress?

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Mental health and stigma

stigma
a mark of disgrace that sets a person apart from others

Almost 75 per cent of people with a mental illness have experienced **stigma**. When a person is labelled by their illness (e.g. 'a diabetic'), they are then seen as part of a stereotyped group. Stereotyping can create prejudice, which leads to negative attitudes and discrimination.

Negative attitudes don't just come from people; there are services that discriminate against people too. Don't accept anything less than respectful treatment from any service you come in contact with.

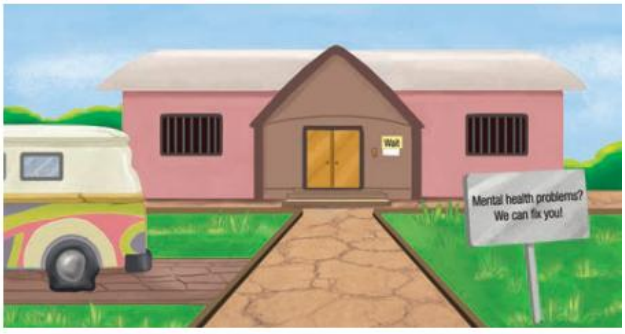


We all need support

CASE STUDY Addressing the stigma

YOU are a council member who works in a low socioeconomic area with great cultural diversity. There are high levels of government-funded housing, migrants and diagnoses of mental health issues in the area. The local primary and high schools are close and there are always a lot of young people around.

You have had complaints from the staff that work at the only community house in your area. They are concerned they are going to lose their jobs because no one ever comes into the house to use the facility. There are two regular staff members, a psychologist who comes once a month and a social worker who comes twice a year; the volunteers who previously came every day are no longer seen. The two staff members think the programs they plan are fantastic; they came up with the ideas on their own! The programs include sewing (you bring your own machine), trips to the local swimming pool, high-impact aerobics, photography courses and computer workshops on software such as Adobe Photoshop, FrontPage and Garage Band. They even offer pizza and ribs or pie nights for dinner once a week. You go and visit the community house and this is what you see.



Newtown Community House

critical + creative thinking

Question

You are to report back to the council about this community house. The council wants to see the house being used; otherwise they will shut it down. You have six months to do something about it. What are your recommendations for addressing the stigma of mental health in the community?
Consider the following points:

- how the house looks – is it welcoming?
- staff attitudes – are the programs they are developing appropriate and accessible to all members of the community?
- community attitudes – is there community input and involvement?

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Some groups are subjected to multiple types of stigma and discrimination at the same time, such as people with an intellectual disability or those from a cultural or ethnic minority. How can a community challenge this stigma? The Mental Health Commission in WA suggests a few things that can be done:

- learn the facts about mental health and illness and share them
- learn about people's personal experiences
- speak up when family, friends or even the media make misleading statements or promote negative stereotypes
- offer support – just as you would with someone who has a physical illness
- treat people with respect, regardless of their mental health
- don't discriminate
- speak about your experiences, if you feel safe to do so.

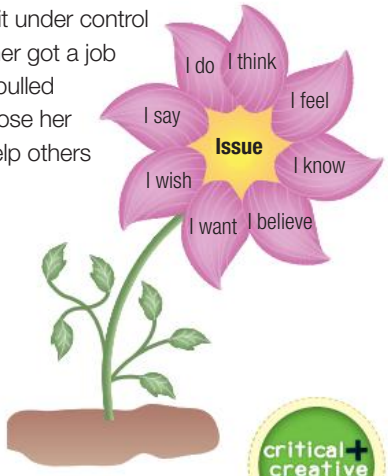
PERCEPTIONS OF MENTAL ILLNESS

1. Two-thirds of the community agree to some extent that people with a mental health issue problem are unpredictable.
2. Higher levels of negative attitudes were found in those who do not know someone with a mental illness.
3. Males would be significantly less likely than females to seek help if they thought they had a mental health condition.
4. The community is less likely to want a person with a mental illness interacting with their family – particularly in childcare.
5. People with a mental health problem or illness are more likely to think that telling people about their condition will have a negative impact on their career prospects.

Source: Mental Health Commission, *Community attitudes toward mental illness: a marketing research report*, 263100463, November 2012

CASE STUDY Discrimination and depression

MISCHA has lived with depression for most of her life. Mostly she has it under control and lives a happy and fulfilling life. At the end of year 10 Mischa's mother got a job interstate and the family had to relocate. It wasn't ideal, but the family pulled together and made it work. Mischa visited the school to enrol and choose her subjects. Living with a mental health problem has made her want to help others as a career, so she wants to take psychology. After seeing Mischa's file, sent from her last school, the careers counsellor at the school has said that she would not be able to take a psychology class, as in his experience taking such a class would probably affect Mischa's mental health.



Questions

1. Redraw the flower and fill in or make a list of the possible responses to each of the 'I' statements Mischa might have in this situation. For example: 'I know that I am capable of dealing with this subject without it affecting my mental health.
2. For each of the points you have just identified, consider how this might have an impact on others in Mischa's life. Consider her family, the school community and the community at large.
3. How will the counsellor's decision affect Mischa's life?
4. Is this careers counsellor discriminating against Mischa? Is his behaviour ethical?
5. Does Mischa have any power in this situation?
6. What would you suggest as an alternative response to her wish to study psychology?
7. If you were the school principal and Mischa's mother had just told you what the careers counsellor said to Mischa, what are three things you could do to improve this situation at the school?





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HEALTH PROMOTION

Health promotion is a method of helping people gain more control over their health and of providing strategies to improve health.

The World Health Organization

The World Health Organization has identified 10 key action areas for health promotion:

1. Build healthy public policy.
2. Create supportive environments.
3. Strengthen community action.
4. Develop personal skills.
5. Reorient health services towards primary health care.
6. Promote social responsibility for health.
7. Increase investments for health development to address social inequities leading to poor health.
8. Consolidate and expand partnerships for health.
9. Strengthen communities and increase community capacity to empower the individual.
10. Secure an infrastructure for health promotion.

Can you think of any health promotion strategies your state or territory uses to improve health? Do these strategies include mental health? A unique and very effective way to look at health is in a holistic manner. This means that all dimensions of health (social, emotional, physical, cognitive and spiritual) make up the whole; if one dimension is missing the rest will suffer. For many Indigenous Australians, dimensions such as extended family, community, environment and land play a significant role in health. They consider these dimensions to sustain health, and that each aspect needs to be looked after.

WORKBOOK>>
Worksheet 4.10

critical + creative thinking

WEB

SHAME TO DIE OF SHAME

The following image is an artwork by Aboriginal artist Jordana Angus, which appears on a Queensland mobile BreastScreen van. The artwork is titled *Screening for Health, Not Screaming for Help.*

This BreastScreen mammography van travels across Queensland to the border of the Northern Territory and across to the Torres Strait Islands, providing outreach mammography screening to all women. The aim is to encourage Aboriginal and Torres Strait Islander women particularly to have regular breast screening.

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The artwork encourages women to be screened, rather than ending up having to scream for help. The painting uses the hibiscus flower to portray the breast in an indirect fashion. This is important because it makes coming for screening acceptable, rather than a shameful or clinical experience. The diverse colour palette of this painting reflects the need for the mobile service to be welcoming to all women in the areas visited. Yellow and blue represent the islands and green symbolises the rain forest. Pink and purple are used as they are the branding colours of the BreastScreen Queensland program, and pink is also the international colour for breast cancer awareness.

Find out more by following the link at http://ffl910vic.nelsonnet.com.au.

WORKBOOK>>
Worksheet 4.11



Photo by Sandy Angus

Detail of *Screening for Health, Not Screaming for Help* by Jordana Angus

Health behaviours in our community

In all communities there are examples of good and poor health choices that people make. Can you name some? Good and poor health choices both have an impact, not only on the individual, but also the community in which they live. Can you identify a consequence for one of the poor health behaviours you have listed?

CHOOSING HEALTH BEHAVIOURS – IS IT A RIGHT?



1. Identify social, cultural and economic factors that influence the following health decisions:
   - ➜ people who smoke
   - ➜ people who don't seek help for mental health issues
   - ➜ people who bully.
2. Does someone have the right to choose these behaviours? Why or why not?
3. Does someone have the right to discriminate against someone who chooses these behaviours? (For example, the boss does not give someone any overtime because the boss thinks they can't manage their mental health issues.)

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face 2 face

4 These three behaviours have physical, social, emotional, spiritual and economic consequences. What are these? (For example, the Australian health care system is under stress because of illnesses caused by smoking; taxpayers' money goes, in part, to fund this system.)

5 Your teacher will organise a line debate, one side for and one side against the statement 'Governments should be able to mandate against bullying'.

Racism

People with good mental health are usually more accepting of others' choices, unless it affects their own wellness. Then they need to stand up for themselves, and sometimes others, to stay safe. Racism is an issue that can affect mental health. What might be the impact of racism on mental health?

The Australian Human Rights Commission has developed a campaign to tackle racism in Australia. Their campaign, 'What you say matters', deals with the issue of racism in a way that connects with people. It also connects people to their communities.

WEB

WHAT CAN BE DONE?

Go to the website of the Human Rights Commission or link via http://ffl910vic.nelsonnet.com.au, and look at the video clip, 'Racism. It Stops With Me'. Listen to the rap by brothablack: 'What you say matters'.

critical + creative thinking

face 2 face

CREATE YOUR MESSAGE

Racism is not the only issue that can affect mental health.

1 In groups of two or three, research one of the following topics, or your teacher might allocate one to you. Use the resources listed on page 138 as a starting point for your research.

- Separation or divorce of parents/carers
- Cyberbullying
- Getting along with family
- Peer pressure
- Exams and studying
- Economic issues
- Relationship break up
- Drugs and alcohol
- Illness or injury
- Bullying
- Friends
- Grief and loss
- Self-esteem
- Stress
- Conflict
- Disability
- Legal issues

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2 After you have researched your issue, develop a campaign rap, song, poem or video that includes, if possible, all the following factors:
   - ➜ what the issue is
   - ➜ who the issue affects
   - ➜ why it might be a problem
   - ➜ how it affects mental health
   - ➜ what feelings the issue produces
   - ➜ when to seek help
   - ➜ where to go for help
   - ➜ what coping strategies could be used.

3 Think of a slogan for your rap/poem/video.

4 Discuss with the class how you might use these items to promote mental health and develop connections to the school community.

Knowing where to access support systems is an important skill. It makes getting help much easier, especially if you are familiar with the person, the service and/or the process. Knowing where support services are also makes seeking help a much quicker procedure.



A local community

MY LOCAL COMMUNITY



In a small group, research the mental health services in your local area. Your teacher will advise you on how to access the required information (e.g. this could be a visit, online research or an interview).

1 Critique the appropriateness and effectiveness of the mental health services available for young people in your local community.

2 Evaluate how accessible the services are for young people, and propose changes to promote greater inclusiveness.

3 Determine which service(s) would be the best for each of the following people:
   - ➜ a young person with a mental illness
   - ➜ a young person in a crisis
   - ➜ a young person who needs advice about a parent with a mental health problem.

4 Investigate ways to store and share the contact information of these services with other young people.

5 Present your information to the class in a creative and innovative manner (e.g. a wix, prezi, role-play, campaign).

Schools are where young people spend a great deal of time, and all types of services that help young people maintain their wellbeing should be available. Do you think your school promotes mental health for its students?

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How does your school support mental health?

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HOW DOES MY SCHOOL DO?

1 What does your school do to enhance the mental health of the school community (students, teachers, staff, parents, community)?

2 Can you find any examples of mental health initiatives? These are some places to look:
- ➜ the office – student wellbeing or engagement policy
- ➜ the student wellbeing office or chaplaincy or first aid office – posters, brochures, DVDs, websites
- ➜ around the school – posters, announcements, notices
- ➜ health teachers – past mental health initiatives (e.g. wellness week, health expo, relaxation workshops, health education curriculum)
- ➜ the canteen – healthy food to feed healthy minds
- ➜ the office or website – newsletters for parents and the community.

3 After you have completed this audit of your school's mental health strategies, as a class produce a list of ideas the school could consider to improve or enhance its mental health strategy.

WORKBOOK>>
Worksheet 4.12

review & reflect

UP + MOVING

MENTAL HEALTH PROMOTION IN MY SCHOOL

Design an afternoon where your year level can celebrate the diversity in your school. This activity enables you to be creative and use everything you have learnt in this chapter to promote belonging in your school as a mental health initiative. Try to include the whole school (students, teachers, staff, parents and community).

review & reflect

DEBATE

Debate the topic 'Does improved mental health lead to better grades in school?'

WORKBOOK>>
Worksheet 4.13

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CHAPTER REVIEW

WORKBOOK>>
Worksheet 4.14
Worksheet 4.15

1. What is the difference between good mental health, mental health problems and mental illness?
2. What are four benefits of good mental health?
3. What do you think is the impact of mental health problems on Australia's economic health?
4. What factors shape identity?
5. Give an example of how a person might have an impact on the identity of someone else.
6. Why can stereotypes be so harmful?
7. How does the media impact mental health?
8. What steps have been taken in Australia to oppose the media's impact on young people's mental health?
9. What is a respectful relationship?
10. What are the benefits of having respectful relationships?
11. What role does empathy play in a respectful relationship?
12. Why can finding help for mental health issues be difficult?
13. What steps does Youthbeyondblue recommend you take when helping a friend?
14. How does your attitude have an impact on your stress response?
15. How do emotions affect a stressful situation? Consider extreme emotional responses through to no emotional responses.
16. What are five healthy ways to deal with a stressful situation?
17. Why is there a stigma attached to mental health?
18. How do Indigenous Australians look at mental health?
19. Why is mental health promotion an important community strategy?
20. Why is it important to be aware of mental health services, even if you don't have a mental health problem or illness?
21. How does improving mental health improve lives?

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POSITIVE RELATIONSHIPS

5



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In this chapter

you will gain an understanding of the qualities that are essential to positive, affirming and effective relationships. You will discover how relationships change and develop, particularly as you move through adolescence, and how these connections help to form an individual's personal identity. The nature of sexuality is explored as well as the implications of beginning more intimate relationships.

By the end of the chapter, you should be able to:

- describe the qualities essential to forming positive relationships
- define the factors that have helped to shape personal identity
- understand the diverse nature of sexuality
- examine the potential consequences of developing more intimate relationships, such as pregnancy and sexually transmissible infections
- value and respect diversity in relationships
- outline a variety of support services within the community.

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Support networks	182

Masterfile

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CHARACTERISTICS OF POSITIVE, RESPECTFUL RELATIONSHIPS

Building positive and respectful relationships is one of the most important aspects of human life. From the moment babies are born, they establish bonds with those around them – first with their parents, later, with friendships throughout school, then intimate partner relationships later in life. People who are in loving, supportive relationships are more likely to feel healthier, happier and satisfied with their life, reducing the chances of experiencing mental health issues.

Many different relationships are formed during a lifetime in order to satisfy a variety of needs. In an ideal world, a family provides basic human needs such as food, love, affection and safety. Friends give a sense of belonging. School, work or sport relationships can give a sense of achievement or accomplishment of goals.

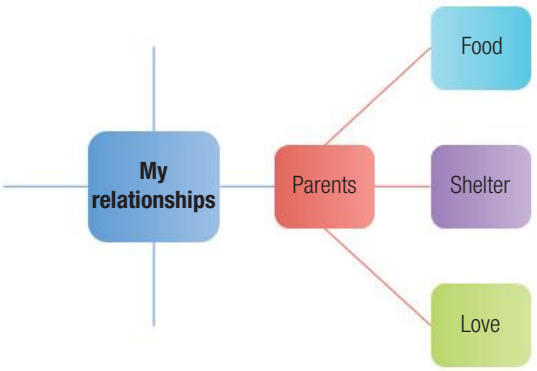


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review & reflect

MIND MAP

In a mind map like this segment, list all of the relationships you currently have in your life. Next to each relationship, provide two or three qualities or aspects that you gain from being involved in that relationship.



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Factors affecting relationships

Family

The relationship formed with family is very important in satisfying needs and developing a values system, particularly for the young. Your family should support you, provide guidance and reinforce right from wrong. However, not all families are always supportive. As individuals move through adolescence, their relationships start to change. As adolescence is a time when teens are seeking independence from their family, they establish strong friendships and maybe even develop sexual relationships. With this greater freedom and independence comes more responsibility to look after yourself and your body.

FAMILIES

review & reflect

A family is defined by the Australian Bureau of Statistics as 'two or more persons, one of whom is at least 15 years of age, who are related by blood, marriage (registered or de facto), adoption, step or fostering, and who are usually resident in the same household'.

Does your family fit into this definition? Do all types of families fit into this definition?

Adolescence

Adolescence can be defined as the period of rapid change between childhood and adulthood. It begins with the changes associated with puberty and ends as independence is established as an adult, taking on roles and responsibilities. As well as the many physical changes, there are significant developments during this time in all other aspects of our health.

Many developmental challenges are associated with adolescence:

- rapid physical growth and change
- increased interest in sexuality and formation of sexual identity and preference
- interest in body image and appearance
- greater involvement and interest in peer group rather than family
- greater desire for privacy
- increased need to be accepted, a part of a group
- expansion of cognitive and intellectual capabilities.



Pressmaster/Shutterstock.com

More intimate relationships may form during adolescence

Each adolescent grows at a different rate from any other and has different experiences – no two people are the same! Between the ages of 10 and 14, girls are often taller and more physically developed than boys as they often go through puberty earlier; some boys develop musculature and deep voices long before their peers.

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During puberty there is a predictable pattern of physical changes in the body but you never know exactly when these will occur. The emotional and social changes will also happen, but will be less predictable. For example, social groups may change and sexual attraction may begin early for some and not others. You will never know when it is going to happen until it happens to you!

Interests start to vary too during adolescence. Friends may suddenly have a crush on the latest boy band, start to dress differently or involve themselves in a new hobby. They may form opinions and values that are different from yours, influenced by their background, culture, religion, family, community and the media. These influences help to establish a person's values, attitudes and beliefs. Younger children rely on family to guide them and satisfy their needs. As children move towards adolescence and young adulthood, the peer group becomes more important and may influence decision making.

review & reflect

critical + creative thinking

ADOLESCENCE

Form teams of three or four. Each team is a group of health professionals who have been given the task of developing an educational resource for parents about adolescence. You must report back to the class about what your group prioritises as the three major changes or challenges that teens face. Consider the following questions in your answer.

WORKBOOK>>
Worksheet 5.1

1. Will the key challenges be the same for everyone? Discuss the challenges that may be faced by boys and girls, defining any gender similarities or differences they may experience.
2. What factors may influence these challenges? What if an adolescent experienced one of the following situations:
   - lives in a rural area?
   - is from another culture?
   - is attracted to the same sex?
3. Make a list of diverse backgrounds and experiences that may influence the transition through adolescence.
4. As each group presents, record the key challenges of adolescence.

Communication

Communication is essential to developing positive and respectful relationships during adolescence. Each type of relationship formed can be enhanced by developing strong and effective communication skills, and improved through practice and reflection.

Effective communication skills:

- active listening by paying close attention to the speaker
- maintaining eye contact
- showing interest in what the speaker is saying
- asking questions for clarification
- displaying non-verbal communication cues such as facial expressions that are consistent with the verbal information.

Being empathetic to and understanding of differing points of view helps foster positive relationships.

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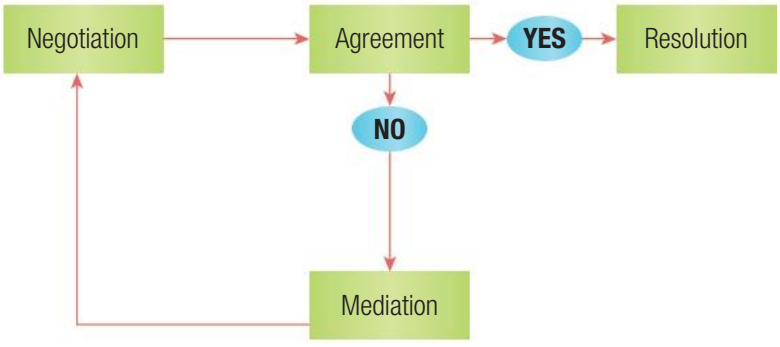
Conflict resolution

Not all relationships are positive. Inevitably, in any relationship, disagreements occur and conflicts may arise. Conflict may not necessarily be bad for the relationship; it may assist with consideration of the other person's perspective and help to gain a greater understanding of their point of view. When conflict arises, it is important to be able to **negotiate** and resolve disagreements through conflict resolution, with a willingness to **compromise**. Mediation may involve a third party to listen to both points of view and to give some perspectives on how both sides can make some concessions in order to reach an agreement.

negotiate
to discuss in order to reach an agreement; discussion may involve some bargaining and reviewing needs and wants

compromise
a way for two parties to reach agreement by each making concessions

If a person takes an **assertive** approach to communication, they will be successful in getting their point across without hurting the other person's feelings. In any relationship a give-and-take approach is most effective. (See more about assertiveness on pages 177–8 in this chapter and on page 203 in Chapter 6.)



Conflict resolution map

assertive
to clearly state one's needs and wishes with respect both for oneself and the other people involved in the communication

Personal identity

From birth, an individual develops a sense of who they are from the relationships they form with family, friends and the community. These connections help to build a personal identity, shaped by the person's environment and background. An individual's personal identity is made up of their past, their present and their future.

TABLE 5.1 Influences on personal identity

Past influences	Present views	Future goals
Culture heritage Upbringing Parents' interactions	Religion Education Values/beliefs	School Career Relationships


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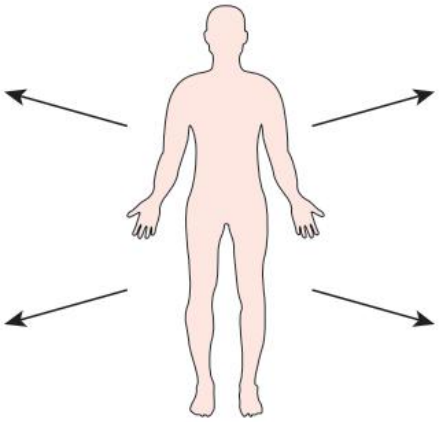
Your personal identity is shaped by your environment and background

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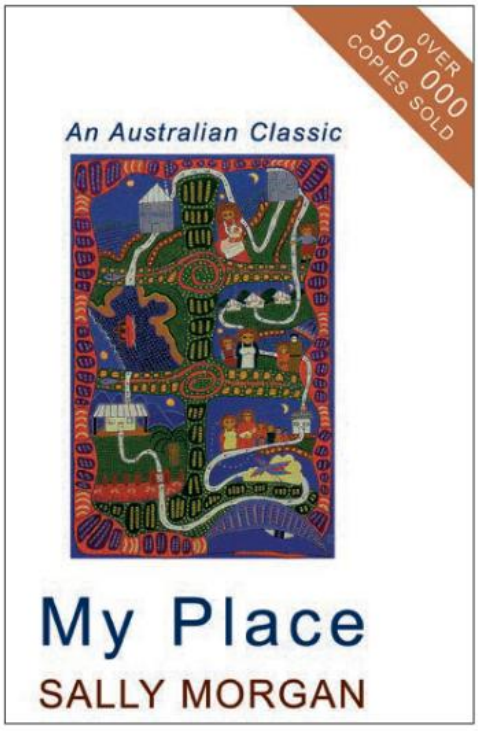
critical + creative thinking

PERSONAL IDENTITY

1. Brainstorm as a class where identity comes from. Specific examples may include gender, cultural background or religious affiliation.
2. Next, create your own unique Personal 'I' Chart – Who am I? – by drawing your outline and brainstorming all the unique qualities that make up YOU. Then try to identify where these qualities come from. Your identity is made up of all of these things, it is who YOU are.
3. Share two identities you are most proud of with another class member.
4. Design a badge or T-shirt that makes a statement about your identity.



WORKBOOK>>
Worksheet 5.2



CASE STUDY My Place

'I like to think that, no matter what we become, our spiritual tie with the land and the other unique qualities we possess will somehow weave their way through to future generations of Australians. I mean, this is our land, after all, surely we've got something to offer.'

Source: Sally Morgan, *My Place,* Fremantle Press, 1987

My Place is the story of three Aboriginal women from three generations. Sally's mother and grandmother told Sally and her siblings they were of Indian origin, rather than descendants of the Aboriginal people of the Pilbara, to try to shield them from any racial taunts at school. During Sally's adolescence, she begins to question her heritage in order to find out who she really is.

Questions

1. How do you think Sally's ability to identify with her cultural background was hindered by not knowing the truth about her heritage?
2. Research one impact of the Stolen Generation era on the identity of Indigenous Australians. Bring your research back to class and discuss the effects you have discovered.

Culture

In addition to dealing with the developmental aspects of adolescence, Australian teens who come from a different cultural background may need to deal with their family's expectations about maintaining the values, customs and traditional roles and responsibilities of their heritage. This may lead to an identity crisis and conflict in their relationships.

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Conflict of values

by Katherine Danks, *The Daily Telegraph*, 4 January 2011

A Muslim girl caught between her religion, her parents and wanting to be a typical Aussie teenager is at the centre of an apprehended violence order against her father after he found out she had a boyfriend.

The man, who cannot be named, allegedly told police the relationship was disrespectful to Muslim culture and brought shame on his family in the Afghan community.

After police arrived, the man became enraged because they would not arrest the boy, who had been invited into the house by his daughter.

'The complainant is stuck between her religion, strict parents and wanting to be a typical Australian teenager.'

Questions

1. Describe the different **values** that have led to this conflict.
2. Evaluate the impact that culture can have on family relationships during adolescence.

values
attributes that a person considers to be good, appropriate and important

Australia is a multicultural nation and many of the people you meet and form relationships with will have a different background from yours. Learning about different religions and cultures helps to understand and respect people from different cultures. Greater understanding and acceptance that everyone is different will help build tolerance and empathy. Ultimately, everyone is a person first and deserves to be treated with respect, regardless of their ethnicity, religion, race or sexual preference.



GraphicGeoff/Shutterstock.com

We are all people, regardless of our ethnicity, religion or race

WHAT IS SEXUALITY?

sexuality
sexual feelings that may be expressed through thoughts, emotions, sexual behaviour or sexual orientation

An individual's **sexuality** forms part of their identity and is constantly evolving as they mature. Sexuality is central to a person throughout their life.

There are different aspects to sexuality:

- gender identities and roles – what being male and female means to a person and how their masculinity and femininity has shaped their personality and behaviour
- sexual orientation – who a person prefers as a sexual partner
- sexual behaviour – intimacy and the sexual contact a person has with others.

Sexuality can be experienced and expressed in thoughts, beliefs, attitudes, values, behaviours, practices, fantasies, desires, roles and relationships. It is OK to have questions about sexuality.

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Influences on sexuality

Physical, emotional and social experiences all form part of your sexuality and contribute to how it develops. The physical side includes the changes that take place both inside and outside of your body as you grow older. The emotional side of your sexuality is expressed in many of your thoughts and feelings. Discussing some of these thoughts and feelings with family and close friends may help you cope with these unfamiliar feelings.

Many different people and factors affect the social side of your sexuality, including family, friends, peers, religion, culture and the media.

Family

Perhaps one of the greatest influences on your sexuality is your family. The ways in which your parents or carers relate to one another will often influence your behaviours towards others. If your parents or carers are affectionate with one another, you may be comfortable expressing your feelings openly. Your parents or carers may also place boundaries on your behaviour in terms of freedom and independence, such as rules for dating.

Peers

How your **peer group** behaves, speaks, thinks and dresses may affect what you identify with. Your school and education may also have an impact. If you attend a coeducational school, or have siblings of a different gender, you may be able to develop more effective relationships with the opposite sex than someone who attends a single-sex school. The gender of your teachers may have an impact as role models, as might the subjects you have the opportunity to select from.

peer group
group of people of approximately the same age and interests



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Traditional Australian Aboriginal ceremony

Culture

Your culture may have its own expected codes of conduct. In most traditional Aboriginal communities, boys are initiated into manhood in a cycle of ceremonies where they are taught their traditional songs and shown the dances that are associated with it.

The men who live in Vanuatu, a small island nation in the middle of the South Pacific, take part in a yearly harvest ritual called land diving. Villagers build wooden

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towers reaching heights of more than 30 metres. The men tie a vine on a platform on the tower and then around their ankles and dive from the platform headfirst. The goal of the jump is to land just close enough for the diver's shoulders to touch the ground. Any miscalculation on the length of the vine means either serious injury or death. This ceremony goes back nearly 15 centuries and serves two purposes. It is performed as a sacrifice to their gods to ensure a bountiful yam crop, and it also serves as a rite of passage to initiate the tribe's boys into manhood. Boys as young as five years old will take part in the ritual, which is often preceded by circumcision. The boys start out jumping low, but will work their way up as they get older. The higher a man goes, the more manly he is considered by the tribe.


© Hemis/Alamy
Land diving in Vanuatu

Religion

Your religion may influence your sexuality in terms of sexual standards and **norms**. For example, in many faiths, sexual relationships are permitted only between a husband and wife, and **chastity** before marriage is viewed as leading to a happy and successful married life.

norms
standards that are seen as normal or acceptable

chastity
not engaging in sexual relationships

BECOMING AN ADULT

1. Search the internet for a National Geographic video clip of land diving or link via http://ffl910vic.nelsonnet.com.au.
2. Explain why you think this kind of activity evolved for the men of Vanuatu.
3. Analyse what it represents to young men in terms of their manhood.
4. Investigate another culture that has cultural customs and practices surrounding transitions to adulthood.
5. Design a digital presentation to inform your class of these practices and suggest how these celebrations promote a sense of connection and belonging within the community.

Media

The media and advertising has an influence over what is perceived as 'normal'. They can show advertisements that demonstrate sexual attractiveness as glamorous and sophisticated.

They often portray unrealistic images that many teens feel they should emulate in order to be like celebrities.

ISBN 9780170376211

The media can also portray positive images of acceptance of those who choose to live outside society's standards and sexual norms.

review & reflect

MEDIA INFLUENCES

1. Analyse how this advertisement may influence adolescent behaviour.
2. What message is it representing?

WORKBOOK>>
Worksheet 5.3



Toronto Star via Getty Images

The media can influence what you think about sexual attractiveness

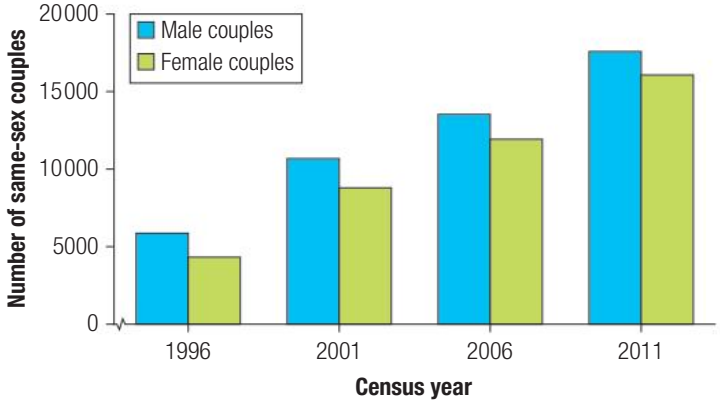
Sexual orientation and gender identity

Today's society recognises many different kinds of relationships, not just **heterosexual** relationships. People today are aware that many people have a sexual orientation that does not fit this heterosexual perspective.

heterosexual
sexually attracted to people of the opposite gender

Same-sex couples living together in the same household have been included in the Australian Bureau of Statistics Census of Population and Housing since 1996, demonstrating the changes in societal acceptance of same-sex couples as a type of family in the national population. There has been a steady increase in self-identification of both male and female same-sex couples since 1996.

WORKBOOK>>
Worksheet 5.7



Number of self-identified same-sex couples in Australia, 1996–2011

Source: Australian Bureau of Statistics, *Same-sex couple families. Reflecting the nation: stories from the 2011 census, 2012–2013,* ABS cat no. 2071.0, © Commonwealth of Australia. Licensed under a CC BY 2.5 AUS licence.

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LGBTI is an acronym used to refer to people who may be lesbian, gay, bisexual, transgender or intersex.

- Lesbian, gay and homosexual all mean same-sex-attracted.
- Bisexual is attraction to both sexes.
- Transgender refers to people who feel their gender is different from the sex assigned to them at birth. Transgender people can be gay, lesbian, bisexual or heterosexual.
- Intersex people are born with genetic, hormonal or physical features that could be typical of both male and female at the same time, or they may have no clearly defined sexual features at all. Intersex does not indicate sexuality or gender.

TONY



Watch the National Institute for Challenging Homophobia (NICHE) video on Tony's experiences as an intersex person at http://ffl910vic.nelsonnet.com.au.

Write a synopsis of the challenges Tony faced growing up as an intersex person.

As young people develop and try to fit in, questioning their sexual or gender identity can lead them to feel isolated and more at risk of experiencing mental health problems. This is often associated with the difficulties they face linked to disclosure, or 'coming out', and community attitudes rather than their sexual or gender identity. It is important that they talk to someone they trust.

There are support groups who can help young people who are feeling confused about their sexual identity or orientation with counselling and advice; one is Twenty10. Other organisations, such as Parents and Friends of Lesbians and Gays (PFLAG), offer support and information to families and friends of gay and lesbian people.

TWENTY10



Twenty10 is a community-based, non-profit NSW organisation that supports young people of diverse genders, sexes and sexualities, and their families and friends. Its aim is to create acceptance – supporting young people to build resilience and achieve their potential.

Find out more via http://ffl910vic.nelsonnet.com.au.

1. Review this website and evaluate Twenty10's services for young people.
2. How does the organisation promote inclusiveness within the community?

CAROUSEL DEBATE



Conduct a class carousel debate on the statement 'Same-sex marriage should be legal'. You may wish to research this topic before the debate is conducted on websites such as Australian Marriage Equality.

A carousel debate is set up as follows:

- The class is divided into two equal groups that place themselves in two circles, one inner circle and one outer circle.

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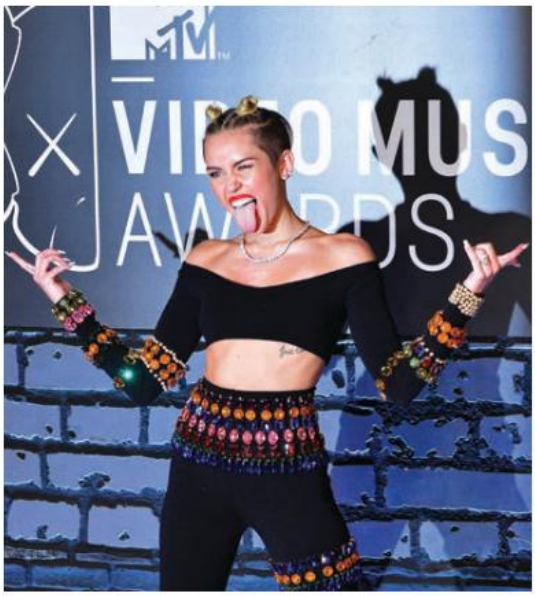
- The students in the inner circle face the outer circle and each student should have a partner to talk to.
- The students in the inner circle will be arguing 'for' the debate topic and the students on the outside will be arguing 'against'. Alternatively there may be free discussion on the topic.
- After two minutes, the outer circle is to move one step to the right to face a new partner and begin their debate or discussion again. This continues every two minutes.
- When appropriate, the two circles change roles so that students are able to experience arguing for and against the topic.

Once the carousel debate is completed, conduct a class discussion on the important points that were discussed for both sides. Are they based on rights, feelings, perceptions, facts or values? Rank the points in order of relevance to making a decision on the topic.

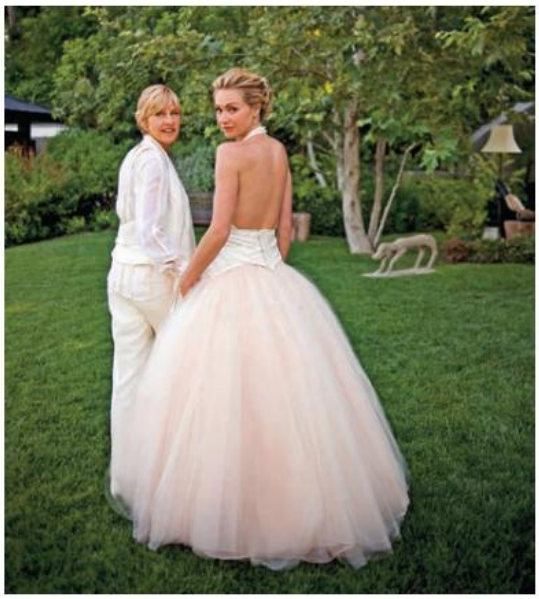
Stereotypes about sexuality

In society, there are images of how different genders are supposed to act. This can be through media advertising, gender expectations in terms of a career, or how each gender is supposed to act in certain situations. These are called stereotypes. Stereotypes are a widely held belief about a particular thing or person based on their characteristics, which may not always be true. These stereotypes can cause confusion for young people who are trying to understand their sexuality. The media portrayal of what a man or a woman should be often ignores the continuum of behaviours between hyper-masculine and hyper-feminine. For example, a girl may have short hair and dislike wearing dresses, but this does not mean that she is a lesbian; rather, she is expressing her personal identity.

WORKBOOK>>
Worksheet 5.4



WireImage/Getty Images



Getty Images

Media celebrities such as Miley Cyrus (left), Ellen DeGeneres and Portia de Rossi may demonstrate alternate perspectives to traditional stereotypes

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review & reflect

face 2 face

QUICK QUIZ

What do you think about the following statements? Are there any stereotypes?

- Only boys should ask for and pay for dates.
- It is the female's responsibility to perform household tasks such as cleaning and washing.
- Boys should never play with dolls.
- Boys should not cry.
- Females can manage a career and a family.

CASE STUDY Stereotyping

A man and his son are driving in a car one day when they are involved in an accident. The man is killed instantly. The boy is knocked unconscious, but he is still alive. He is rushed to hospital and will need immediate surgery. The doctor enters the emergency room, looks at the boy, and says …

'I cannot operate on this boy, he is my son.'

So, the question is, how is this possible? The answer is simple:

The doctor is the boy's mother.

Source: http://amansw.com.au/media/File/NSWdoctor_september_2010.pdf, p. 10

Questions

1. Did you automatically assume the doctor was male?
2. What does this say about your own perceptions of gender roles?

FORMING RELATIONSHIPS

Adolescence is a time when you become sexually aware of yourself and others. You may experience new feelings and become sexually attracted to other people. You may start to think about dating, sexual intimacy and making a commitment to one person in a relationship. Often there is peer pressure to begin dating or to go out in groups of partner couples. There are also benefits to being single and feeling confident with this decision.

WORKBOOK>>
Worksheet 5.5

critical + creative thinking

SINGLE VERSUS DATING

Construct a PMI (Plus, Minus and Interesting) about being single and dating. A PMI is a graphic organiser that allows you to evaluate an issue.

	Plus	Minus	Interesting
Single			
Dating			

SCAFFOLD>>
Single vs. dating

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Intimacy

People who care about each other are said to have formed an intimate relationship. This does not necessarily mean they are sexually active. There can be intimate friendships where two people feel comfortable telling each other their innermost thoughts and feelings, and they accept each other for all that they are as individuals. This is a **platonic** friendship. Individuals who are in caring, loving relationships are more likely to develop intimacy where they feel they can be appreciated for being themselves without fear of being ridiculed or hurt.

platonic
a relationship with no sexual contact



THE PERFECT PARTNER

What qualities would you look for in a boyfriend or girlfriend? Write on a card the characteristic that is most important to you.

As a class, use these cards as bricks and build a class wall with these characteristics. Then discuss the following questions:

1. Are all the characteristics the same?
2. Are they likely to exist all in the one person? Justify your response.
3. Is it realistic to expect a partner to have all the characteristics you are looking for?

Rights and responsibilities

When establishing new relationships, it is important to have a clear idea of your own and the other person's expectations. Every relationship brings its own rights and responsibilities. In 1948, the General Assembly of the United Nations adopted and proclaimed the 'Universal Declaration of Human Rights'. Examples of these rights include the following statements:

WORKBOOK>>
Worksheet 5.6

- **We are all free and equal:** We all have our own thoughts and ideas. We should all be treated in the same way.
- **No one should be discriminated against:** Everybody has rights that need to be acknowledged, no matter what their gender, race, religion or sexual preference is.
- **We are all equal before the law:** The law is the same for everyone. It must treat us all fairly.



RIGHTS AND RESPONSIBILITIES CHARTER

If you had to design a charter of rights and responsibilities for relationships, what would you include? The relationships could be with your family or with a partner. Complete your charter in a table similar to the example provided or use the scaffold.

SCAFFOLD>>
Rights and responsibilities

Rights	Responsibilities
Be respected	Behave respectfully and respect the rights of others

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1. Write down one right and one responsibility you feel are most important in building relationships.
2. Share and discuss your choice with a partner. Now you should have two rights and responsibilities in your charter.
3. Discuss these choices in a group of three and justify your choices to the class. Develop a class charter of rights and responsibilities for relationships.
4. How might the charter vary if it was applied to a platonic friendship compared with a more intimate relationship with a partner?

Making decisions about sexual relationships

One of the most common decisions in relation to intimate relationships is whether you wish to participate in sexual activity with your partner.

The complex decision of whether or not to have a sexual relationship needs to be made rationally. You need to analyse several factors:

- consider the alternatives available to you
- gather as much information as possible on each alternative
- carefully contemplate the possible outcomes of each alternative
- make a valued and well-thought-out decision.



Rimages/Shutterstock.com
Decisions about intimate relationships can be difficult

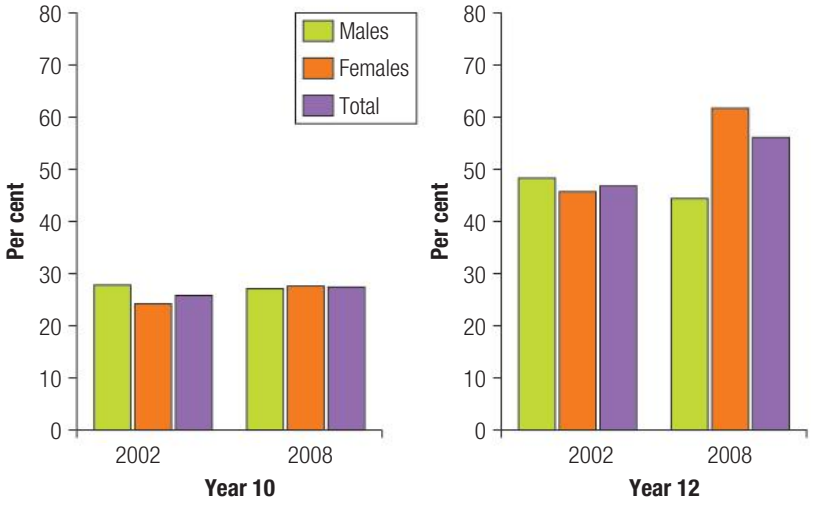
This may take time. You should never feel forced into making a rash or impulsive decision. You need to acknowledge your own feelings, values and attitudes in the process. Acknowledge also your body's responses; butterflies in your tummy may be a sign you are nervous for something good, but it may also mean that you are doing something you are not ready for. Listen to your body, it will tell you a lot! Becoming sexually active before you are ready could hurt you physically, socially and emotionally. Remember, not all intimate relationships have to involve sexual activity, and engaging in sexual activity does not prove that you care for that person!

SEXUAL ACTIVITY OF SCHOOL CHILDREN

The National Survey of Australian Secondary Students and Sexual Health in 2008 found that the majority of students have experienced some form of sexual activity by Year 12. Although the media perception is that almost all young people are involved in sexual intercourse, almost three-quarters of Year 10 students and almost half of Year 12 students have **not** experienced sexual intercourse.

Source: www.youth.gov.au/sites/youth/articles/pages/stateofaustraliasyoungpeoplereportstatisticalsnapshot#sex

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Percentage of students in Year 10 and Year 12 who have ever had sexual intercourse; 2002 and 2008 compared

Source: Data from Smith, Agius, Mitchell, Barrett and Pitts, *Secondary students and sexual health 2008,* Melbourne: Australian Research Centre in Sex, Health and Society, 2009, p. 27

critical + creative thinking

TEEN SEXUAL BEHAVIOUR

1. What does the graph of sexual activity for Year 10 and Year 12 students in 2002 and 2008 indicate about the trends in teen sexual behaviours over this six-year period?
2. Discuss why this might be the case.
3. Predict the results of the next study in 2014.
4. Why do you think this will be the case?

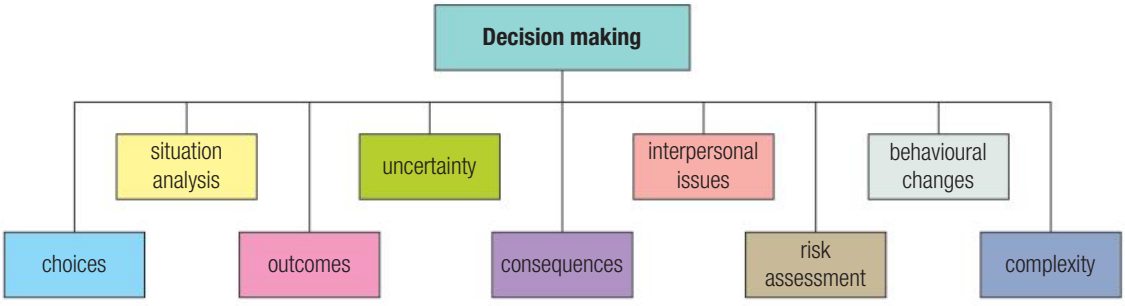
face 2 face

MAKING DECISIONS

Sam has been going out with Alex for six months. They have not gone beyond kissing and cuddling. Alex is urging Sam to start a sexual relationship, and Sam feels Alex will break up the relationship if it doesn't progress in this way.

1. Describe the decision Sam has to make.
2. What are the options? What are the risks and consequences of each option?
3. Describe two long-term impacts if Sam decides to start a sexual relationship with Alex.
4. As a class, discuss what gender you think Sam might be? Justify your answer.
5. If Sam and Alex were of the same gender, would the decision-making process be different?
6. Evaluate why or why not.

WORKBOOK>>
Worksheet 5.8



Decision making needs to consider a number of different factors

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When deciding on the right time to begin a sexual relationship, there are a number of factors to be considered:

- **Personal values:** decisions and actions that conflict with personal values can lead to feelings of discomfort, uneasiness and guilt.
- **Readiness:** emotional and social maturity need to be on par with physical maturity.
- **Communication:** thoughts and feelings should be discussed openly with each other. There should also be the option to say 'no' at any time.
- **Risks of sexual behaviour:** there must be awareness and knowledge of risks of pregnancy and contraction of a sexually transmissible infection (STI).
- **Consent:** both people in the relationship must say 'yes' to each activity, each time. Consent MUST be gained from both people, otherwise the sexual activity is against the law, so make sure you understand the laws relating to consent. The legal age for consensual sex varies from 16 to 17 years of age across Australian states and territories.

SEXUALLY TRANSMISSIBLE INFECTIONS

If you decide to become sexually active, you are putting yourself at risk of contracting a sexually transmissible infection (STI), particularly if you practise unsafe sex. An STI is an infection that can be passed from one person to another through engaging in vaginal, anal or oral sexual intercourse. Most STIs are carried through body fluids, although some can be contracted through skin-to-skin genital contact. STIs are classified as bacterial (such as chlamydia), viral (such as HIV) or parasitic (such as pubic lice). Some other examples of STIs are gonorrhoea, genital herpes, syphilis, genital warts and hepatitis B.

Symptoms of an STI may include the following:

- pain when urinating
- unusual discharge from the penis or vagina
- sores, lumps or blisters around the penis or vagina that may be itchy
- unusual bleeding from the vagina or bleeding after sexual intercourse.

Most STIs have no obvious symptoms. Someone with an STI may look perfectly healthy but you cannot tell just by looking at someone if they have an STI. Using a condom helps to reduce the spread of STIs, however, they are not 100 per cent effective. The most effective way to prevent an STI is to practise **abstinence**.

abstinence not participating in any form of sexual activity

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© iStock.com/AmmentorpDK

You cannot tell just by looking at someone if they have a sexually transmissible infection

If you are involved in a sexual relationship and you have had unsafe sex or think you may have an STI, you should seek medical help from your doctor, medical professional or a family planning clinic as soon as possible.

SPIN THE WHEEL

Visit the Australian Government's STI website (search 'Australian Government STI' or link direct via http://ffl910vic.nelsonnet.com.au). Click on 'Resources', then 'Interactive'. Play 'Spin the wheel' and discover how STIs can affect you.

CHLAMYDIA

1. Chlamydia accounted for 90 per cent of the notifications for an STI for young people aged 15 to 24 years.
2. Rates of STIs were seven times higher among young Indigenous people.

Source: www.aihw.gov.au

Chlamydia

One particular area of concern among young people is the increase in chlamydia infections. Chlamydia rates have quadrupled in the last decade, mainly among teenagers.

Chlamydia is an STI caused by the bacteria *Chlamydia trachomatis*. It can affect both males and females. It can be passed on by unprotected vaginal, oral or anal sex with an infected person. Many people who are infected with the bacteria do not realise they have it as there are often no signs or symptoms.

Symptoms that females with chlamydia *may* experience:

- burning or pain when passing urine
- unusual vaginal discharge

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- pain in the lower abdomen
- bleeding or pain during or after sex
- bleeding or spotting between periods.

Without treatment, females can get chlamydial infection in their cervix, uterus and fallopian tubes. These infections are referred to as pelvic inflammatory disease (PID) and can lead to infertility. Chlamydia can be transferred to a baby during childbirth.

Symptoms that males with chlamydia *may* experience:

- whitish or yellow discharge from the penis
- burning or pain when passing urine
- irritation or soreness around the urethra.

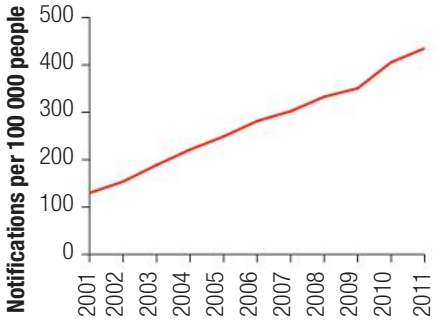
If left untreated, males can develop inflammation in the prostate gland, swelling in the testes and, possibly, infertility.

Chlamydia can be easily treated with antibiotics. Any sexual partners need to be informed – they have a right to know! Make sure you do not have unsafe sex during treatment.

review & reflect

CHLAMYDIA

1. Describe the trend in chlamydia notifications over the 10 years represented in this graph. Estimate the number of notifications between 2001 and 2011.
2. Discuss three reasons why you think this trend exists.
3. Predict what may happen in the next 10 years with chlamydia notifications.
4. Why do you think this is the case?
5. Visit the website 'Sexuality and U' and play the 'chlamydia in your corner' game to see where your sexual choices can lead you. Direct link via http://ffl910vic.nelsonnet.com.au.



Chlamydia notifications from 2001 to 2011

Source: Australian Bureau of Statistics, *Australian demographic statistics,* Sep 2011, ABS cat. no. 3101.0, ABS, Canberra, 2011. © Commonwealth of Australia. Licensed under a CC BY 2.5 AUS licence.

HIV

blood-borne
carried in the blood

HIV, or human immunodeficiency virus, is a **blood-borne** virus that can lead to acquired immune deficiency syndrome (AIDS). Once the virus is in the bloodstream, it invades white blood cells, which are part of the immune system, leaving the body less able to protect itself from other infections. HIV spreads in several ways:

- unprotected sexual activity
- sharing needles
- mother to baby during birth or breastfeeding.

HIV/AIDS

1. By September 2012, an estimated 10860 Australian people were registered as having AIDS.
2. There have been 6852 deaths in Australia attributed to AIDS-related illnesses.

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HIV can replicate itself to continue to invade more white blood cells until there is little chance of the immune system fighting off 'opportunistic' infections such as flu or pneumonia. Once people reach this stage they are said to have AIDS. Most people infected with HIV feel well for long periods of time and a blood test is often required to detect that someone has HIV or is HIV-positive.

Although there is no cure for HIV/AIDS and no vaccination to prevent infection, there are many new forms of antiviral medications that can halt the disease's ability to multiply. Practising safe sex and always using condoms during vaginal or anal sex is the best way to reduce the risk of getting or transmitting HIV through sexual contact.



leolintang/Shutterstock.com

The red ribbon has come to signify the fight against HIV infection

critical + creative thinking

HIV EVENTS

1. Research what HIV/AIDS awareness events are promoted in your state; for example, the Red Ribbon Appeal, World AIDS Day, AIDS Awareness Week.
2. Choose one event and create a poster to encourage awareness of the activities on offer.
3. Visit the AIDS Action Council website to see reported HIV diagnoses in Australia since 1980. Direct link at http://ffl910vic.nelsonnet.com.au.
4. Generate your own graphs from the webpage. You can adjust the settings to change the graphs to different states and territories, or to look at different age groupings and genders.
5. Discover the rate of transmission in your particular area.

review & reflect

Australian HIV diagnoses hit 18 year high

By Danny Rose, *Courier Mail*, 18 October 2010

AUSTRALIANS newly diagnosed with HIV totalled 1050 during 2009, the highest number in almost two decades. It was the fourth year in a row that new HIV diagnoses in Australia hovered around the thousand mark, and up significantly from about 700 cases annually seen during the late 1990s.

Australia had a 'decreasing trend throughout the 1990s' for HIV transmission, University of NSW Associate Professor David Wilson said, but the trend had rebounded in the past 10 years.

'It's fair to say over the last decade there was a substantial increase and we are starting to stabilise out, just recently,' said Dr Wilson, from the National Centre in HIV Epidemiology and Clinical Research (NCHECR).

'The peak number of diagnoses was in 1986 when there were close to 2400 (new HIV cases), so we really had a peak in the mid-1980s and there was this steady decline through the 1990s.

'It is starting to increase again … we haven't had this number since around 1993.'

Dr Wilson attributes the rise in cases to HIV being 'not as scary as it was in the 1980s', leading to less pressure for safe sex – particularly among gay men.

But it was also part of a broader surge in sexually transmitted diseases across the community.

While the NCHECR figures show that while the number of people newly diagnosed with HIV every year consistently hits a thousand, it is becoming increasingly rare to die from AIDS in Australia.

There were just nine deaths attributed to AIDS in 2009, down from 26 in 2008, and the figure has declined since the 1990s.

This reflects the rising effectiveness of treatments that can stop HIV from progressing to AIDS with the result that many HIV-positive people may have a lifespan typical of the broader community and die from other causes.

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'We are in an era where we are seeing the lowest deaths associated with HIV than we have seen in history,' Dr Wilson said.

'In the next 10 years we can expect our population living with HIV to get a lot older.

'In 1985, the percentage of the (HIV-positive) population that was aged over 55 years was only about 2.5 per cent.

'Currently it is about 25 per cent, and in another 10 years we expect it to be around 44 per cent.

'So our population is getting a lot older for living with HIV … ensuring their needs, and managing the condition, becomes a lot more complicated for clinicians.'

As of late 2009, Australia had recorded a total 29 395 diagnoses of HIV infection since the virus was first discovered, with 10 446 of those cases resulting in AIDS and 6 776 related deaths. There were 20 171 Australians living with a diagnosed HIV infection at the end of 2009.

Questions

1. Investigate why HIV is called a retrovirus. Create your own descriptive paragraph and/or illustration of how HIV enters the body and multiplies.
2. Describe why people are less likely to die from AIDS today.
3. What are the implications for the general population of more Australians living with HIV?

Source: *Courier Mail*, 18 October 2010, www.couriermail.com.au

CREATE A PAMPHLET



Select one STI you wish to know more about.

Create a pamphlet that could be used within schools to increase young people's knowledge of the infection. In your information include a description of the infection, signs and symptoms, ways of contracting the infection and effective treatments for the infection.

WHAT TO SAY?



If one of your friends told you they thought they may have contracted an STI, what advice could you offer on who they should speak to and where they could obtain some assistance?

WORKBOOK>>
Worksheet 5.9

CASE STUDY The fight against STIs



IN 2007, Australia became one of the first countries to implement a nationally funded human papilloma virus (HPV) vaccination program for girls and young women, which offers free vaccinations to girls aged 12–13 years in schools. From 2007 to 2009 there were a further two programs: for 13–18 year olds and 18–26 year olds. The vaccine protects against the types of HPV that cause 90 per cent of genital warts, as well as the cancer-causing HPV types.

Early data suggest two years after the vaccine was introduced, the proportion of genital warts diagnoses declined by 59 per cent in women aged 12–26 years and by 39 per cent in heterosexual men. In the same two-year period, there was a significant decrease in the incidence of high-grade cervical abnormalities in females under 18 years.

Question

Design two other methods the government could use to reduce rates of STIs in young people.

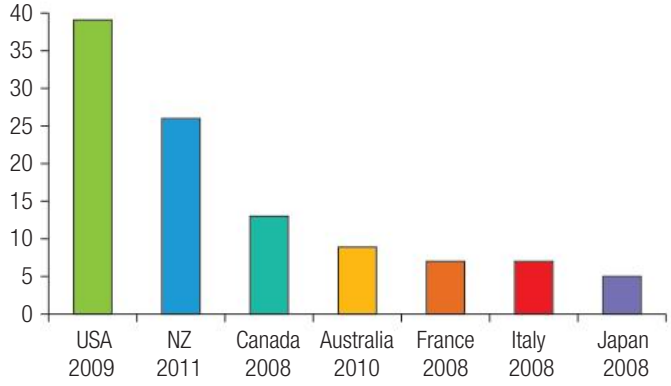
Source: http://medicalxpress.com/news/2013-04-genital-wart-young-women-plummets.html

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PREGNANCY

Sexual activity can also lead to pregnancy. The latest census figures state that, although teenage pregnancies are down 8.5 per cent since 2006, there were still 1255 females aged 15 to 16 who had a baby in the 2007–10 period.

Australia's 2010 teenage birth rate was lower than the USA, New Zealand and Canada but higher than Japan, Italy and France (see graph).



Australia's rank in percentage of total births to females 15 to 19 years of age, around 2010

Source: Family Planning Queensland, *Teenage pregnancy indicators,* 2012

It is important to understand how females become pregnant in order to be informed and make good decisions.

Females are born with about 400 000 immature eggs, or ova, already in their ovaries. Over the course of their lifetime, one egg is released on average every 28 days. It is released into the fallopian tube and is helped along by small fine hairs, cilia, on its journey to the uterus. If the ovum is not fertilised during this time, the uterine wall that has been building up in anticipation of receiving a fertilised egg will break down and be released through the vagina. This is known as the **menstrual cycle**.

menstrual cycle
the monthly changes that occur in females after puberty in preparation for ovulation and possible pregnancy

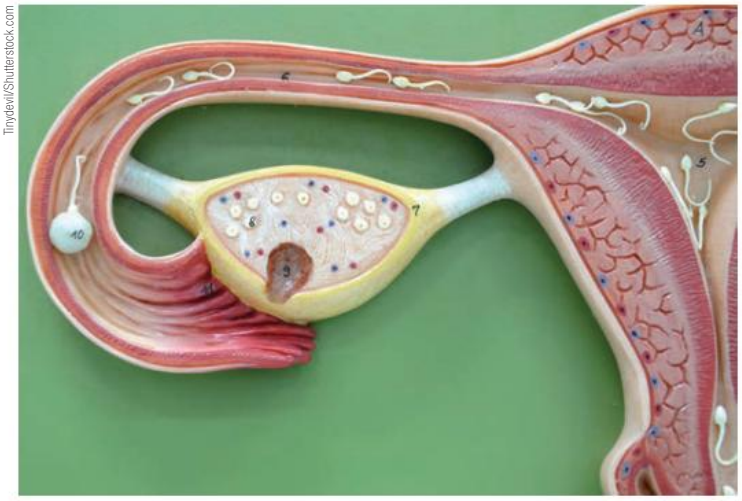
conception
fertilisation of a human ovum (egg)

If the ovum meets a sperm during its journey, then fertilisation, or **conception**, can occur. A sperm may penetrate the egg and form a new cell – a blastocyst. During sexual intercourse, a male can ejaculate semen into the female's vagina to release 50 to 500 million sperm close to the cervix. The sperm have tails that allow them to swim through the uterus into the fallopian tubes. Sperm can survive in the vagina and uterus for up to seven days, but the egg lasts only for one day. Therefore if a female has unprotected sexual intercourse one to seven days before ovulation, she can become pregnant.

Only one sperm can fertilise one egg. The fertilised egg may separate into two on its journey to the uterus, which is when identical twins are formed with identical genetic material (from one egg and one sperm). If two eggs are released at the same time and both are fertilised, fraternal (non-identical) twins are formed. The sex of the baby is determined by the sperm. If the sperm that joins the ovum contains the X chromosome, a female baby will develop. If the sperm contains a Y chromosome, a male baby will develop.

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The fertilised egg continues to divide and, on reaching the uterus, implants itself into the uterine wall. It is now known as an embryo. The placenta is an organ that forms during pregnancy and is also attached to the uterine wall. Through the umbilical cord, the placenta provides nourishment to the developing baby and is also able to remove waste products. The placenta releases hormones and offers some protection against infection for the baby to continue to grow and develop. The developing baby is contained within a fluid-filled bag called the amniotic sac.



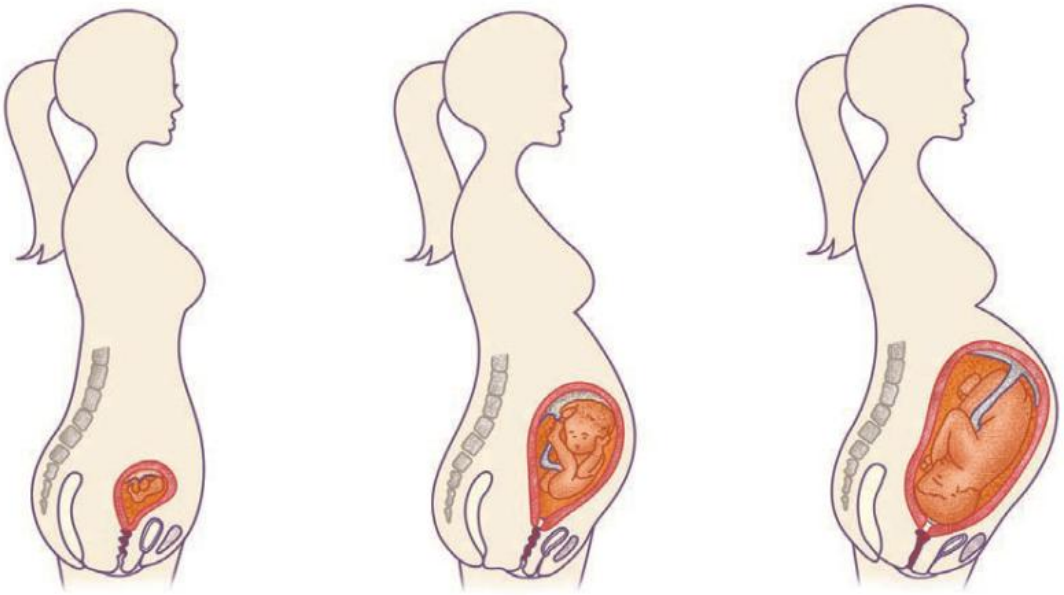
Conception: when an ovum meets a sperm

FERTILISATION

1 Search the internet for a video clip of the story of fertilisation (or link via http://ffl910vic.nelsonnet.com.au).

2 Design a flow chart to show the journey of the egg from the ovary through fertilisation to implantation and growth of the baby.

The baby continues to grow for 40 weeks. When the baby is ready to be born, labour begins with contractions of the uterus. The cervix dilates and the baby moves, ideally with its head down, through the cervix into the vagina ready to be born. After the baby has been born, the placenta (also known as the 'after-birth'), is expelled.



Growth of the foetus to 40 weeks

ISBN 9780170376211

CONTRACEPTION

Contraceptive methods are used to prevent pregnancy. There are different types of contraception and choosing the right type is a personal decision. There are four different methods of contraception::

- hormonal methods
- barrier methods
- timing methods
- permanent methods.

Contraception is a shared responsibility of both people who are having the sexual relationship.

TABLE 5.2 Some types of contraception

Method	How does it work?	Advantages	Disadvantages	Effectiveness	STI and HIV protection
Barrier methods					
Condom 	A latex or polyurethane sheath that covers the erect penis and prevents semen entering the vagina	Readily available; only needs to be used during sexual activity	May break during sexual intercourse	98%	Helps to protect against STIs and HIV
Diaphragm 	A cup-shaped silicone cap that fits inside the vagina, covering the opening to the uterus	Only needs to be used during sexual activity	Has to be put in prior to sexual intercourse and remain inside the female for up to six hours after	94%	May protect against STIs such as chlamydia; no protection against HIV
Hormonal methods					
Intra-uterine device (IUD) 	Small plastic T-shaped device that is inserted into the uterus. There are two types of IUDs: those made of copper and those that release hormones (such as the Mirena IUD). The copper IUD affects the way sperm survive in the uterus and their ability to fertilise an egg. It may also change the lining of the uterus so that a fertilised egg cannot implant and continue to grow. The hormonal IUD thickens the mucus around the cervix, preventing sperm from accessing the uterus. It may also affect ovulation.	Stays in place for five years	May make periods heavier or more painful and needs to be put in by a professional	99%	No protection against STIs

Top to bottom: Yannick FEL/Shutterstock.com; © iStock.com/jenjen42; © Garo/phanie/Phanie Sarl/Corbis; © iStock.com/clayllb; © Kumar Sriskandan/Alamy; halimqd/Shutterstock.com; © BSIP SA/Alamy; Getty Images

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TABLE 5.2 Some types of contraception (continued)

Method	How does it work?	Advantages	Disadvantages	Effectiveness	STI and HIV protection
The combined pill 	A pill that contains oestrogen and progesterone; it prevents an egg from leaving the ovary	Can regulate menstrual cycle and alleviate period pain	Has to be taken at the same time every day or the effectiveness is reduced	99% if taken at the same time daily	No protection against STIs
Depo-Provera 	An injection similar to progesterone given every 12 weeks; it prevents the body from releasing an egg every month and makes the mucus of the cervix thicker, stopping the sperm from entering the uterus	Lasts for 12 weeks and periods may be absent or lighter	May cause thinning of the bones	99.8%	No protection against STIs
Timing methods					
Natural family planning 	Involves not having sexual intercourse during the time when women are most fertile during their menstrual cycle	Doesn't require any chemicals or hormonal treatments	Requires a good understanding and awareness of fertility within the menstrual cycle May be inaccurate in timing of non-fertile days	75%	No protection against STIs
Implanon 	A hormonal implant inserted under the skin on the inside of the upper arm; it can prevent ovulation as well as thicken the mucus of the cervix preventing sperm from entering the uterus	Very effective in preventing pregnancy; can last up to three years	Requires a minor medical procedure for insertion or removal; may cause irregularities in periods; may cause headaches, acne or breast tenderness	99.9%	No protection against STIs
Permanent methods					
Vasectomy (males) 	The tubes that carry the sperm, the vas deferens, are cut under anaesthetic	A permanent method of contraception	Will need to use an alternative contraceptive method until a sperm count is zero	Greater than 99%	No protection against STIs
Tubal ligation (females) 	The fallopian tubes are blocked to prevent sperm and egg meeting	A permanent method of contraception	May be a medical risk during the procedure	Greater than 99%	No protection against STIs

Most contraceptives do not prevent the transfer of STIs. The only way to be 100 per cent sure of not getting pregnant or contracting an STI is to practise abstinence by not being sexually active at all.

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JIGSAW

This is a cooperative learning activity called a Jigsaw and will add to your knowledge of the contraceptives shown in Table 5.2.

WORKBOOK>>
Worksheet 5.10

1. Form groups of six students.
2. Allocate one of the following contraceptive methods to each member of your group:
   - the mini-pill
   - emergency contraception (the 'morning-after' pill)
   - female condom
   - vaginal ring
   - spermicides
   - withdrawal.
3. Each individual is to research this alternative method of contraception with others from the other groups who have been allocated the same contraceptive, in order to become 'experts' in this particular contraceptive method. Once you have completed your research with your expert group, bring your information back to your initial group.

EXTRA ACTIVITY>>
Support for domestic violence

SCAFFOLD>>
Contraceptive table

4. Create a table similar to Table 5.2 or use the online scaffold. As each expert presents their information, record the points into your own table.



CHOICES

You may wish to visit the following websites in order to learn more about contraception methods. Direct links are available from http://ffl910vic.nelsonnet.com.au.

- Get the Facts, produced by the Government of Western Australia, provides sexual health and relationship facts for young people
- Family Planning NSW provides fact sheets on contraceptive methods
- Better Health Channel, produced in Victoria in conjunction with Family Planning Victoria, outlines contraceptive options

ROLE OF POWER

EXTRA ACTIVITY>>
Support for domestic violence

The *Oxford Dictionary* defines power as 'the ability or capacity to do something or act in a particular way; to direct or influence the behaviour of others; or the physical strength and force exerted by something or someone'. Power can be used positively; for example, enforcing the school rules in order to keep students safe. It can also be used negatively, such as when one partner may pressure the other to engage in sexual activity.

When one person exerts control and there is a lack of respect, there can be a power imbalance that might lead to an unhealthy or even abusive relationship. Someone who loves and cares for another would not participate in abusive behaviour. Table 5.3 shows signs of abusive behaviour.

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TABLE 5.3 Signs of an abusive relationship

Types of abuse	Examples
Verbal	insults, taunts, name calling, teasing
Psychological/emotional	threats, controlling behaviour, jealousy, blaming
Physical	hitting, grabbing, shoving, pushing
Social	Exclusion from group social activities; ignoring your presence, speaking about you while you are nearby
Sexual	Any unwanted and uninvited physical advances

Being able to say 'no'

Assertiveness is the ability to speak up for what you think and feel in a respectful way. It involves expressing your feelings clearly and in a non-aggressive manner. You should try to use 'I' statements such as these examples:

- right now I'm feeling …
- I don't like it when …

It is OK to say 'no' to someone pressuring you into an activity if it is an act or behaviour that makes you feel uncomfortable. There are ways of diffusing this – you could respond with some humour, make another suggestion or walk away from the situation. Staying true to your values and standards is an important part of emotional maturity.

In terms of a sexual relationship, no means no! This is easy to say, but when the relationship is important to you, it is not always easy to say 'no'. You need to develop skills to say no.

It is your body and you have the right to refuse sexual contact at any time.

UNWANTED SEX

In 2012, just under 40 per cent of young women reported experiencing unwanted sex, an increase of 10 per cent since 2002.

Source: http://youthaction.org.au/wp-content/uploads/2013/03/Youth-Action-Policy-Paper-Sexual-Health.pdf

SAYING 'NO': ROLE PLAY

In groups of two or three, choose one of the following statements:

- 'Everyone is doing it'
- 'If you loved me, you would do it'.

You are to design a role play script in which one person is pressuring another to do something they are not ready to do.

Your script should include some pressure lines, such as your chosen statement. Create a response for each pressure line, such as, 'If you really loved me, you wouldn't pressure me', or 'It would be better if we wait until we're ready', etc.

Finish the script by deciding the character's response. The ending of the story should include the consequences of the decision.

Perform your role play to the class.



© Michael Debets/Demotix/Corbis

You have the right to say 'no' to any act or behaviour that makes you feel uncomfortable

UP + MOVING

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Drinking

Drinking alcohol increases the risk of sexual harm because your inhibitions may become lowered and you are less likely to take control in unwanted situations. Your ability to protect yourself against unplanned, unprotected or forced sexual activity is reduced. Safe sexual practices such as the use of a condom are also less likely to be used.

If someone is too affected by alcohol or drugs to clearly communicate and decide whether or not they want to engage in sexual activity, then they can't give 'informed consent'. Anyone who has sex with a person who is affected in this way is committing sexual assault, possibly rape, which can result in criminal charges.



David Sprague/Newspix

Drinking alcohol inhibits your ability to make informed decisions

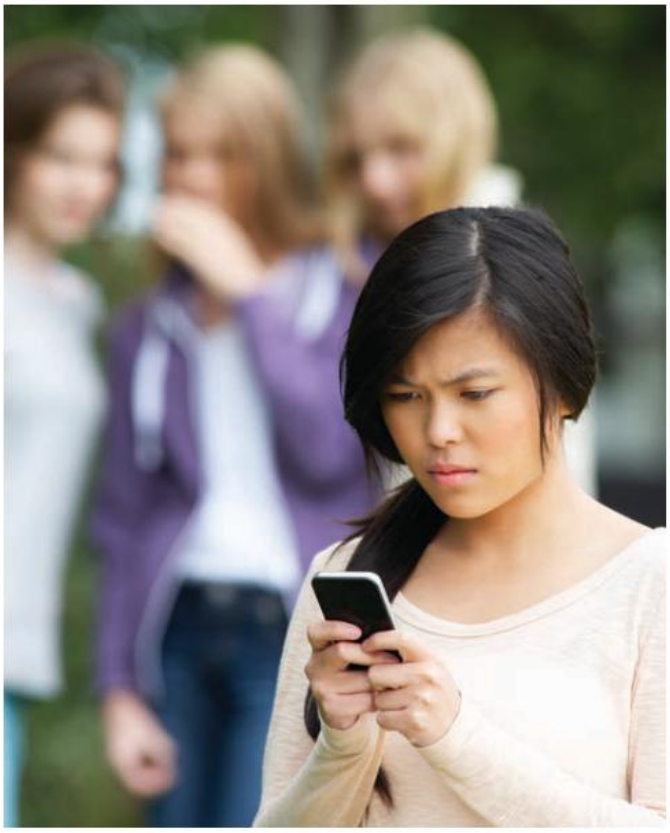
Sexting

Sexting is the sending of 'sexy' texts. This might be in the form of words or images on any form of mobile or online device such as a mobile phone, Skype and social network sites such as Facebook, Twitter, tumblr, flickr, YouTube, Instagram or Snapchat. It is illegal to take, send or receive sexual images of anyone under the age of 18 – you could be charged with a criminal offence. Once you send an image or text to someone, you have lost control of it and it may end up in the wrong hands. Even if you have set the image to disappear after a few seconds, people may take screen shots and pass the image on. Deleting material from your Facebook page or phone does not necessarily mean it is no longer accessible. It becomes your digital footprint and may have consequences in the future.



Sexting may be in the form of words or images

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Your digital footprint can stay with you forever

You may be putting yourself at risk of cyber bullying if people you did not intend to see the image are able to access it. Imagine how you would feel if one of your family members saw the image! Reputations could be destroyed and you may feel embarrassed and isolated.

Anything that you do online or on your mobile phone is never 100 per cent safe and things can go wrong. The following actions will help you to stay safe.

- Report any intimidation, bullying or illegal passing on of images immediately to your service provider and the police.
- Refuse to pass on images.
- Never give in to bullying, intimidation or pressure if you feel uncomfortable or unsure about what you are being asked to do.
- Be aware that drinking or drug-taking impairs your ability to make good decisions and choices; wait until the next day and see if you would still send the text or post the message.
- Think before you post! Once something is online, it becomes your digital footprint and is difficult to take down.
- Know how to block, report and delete users on all your accounts and apps.
- Never share your personal information such as phone numbers, home address or photos of yourself in an identifiable uniform or place.
- Use privacy settings to limit who can have your personal information.

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THINKUKNOW WEBPAGE REVIEW

Visit the Thinkuknow website (link directly via http://ffl910vic.nelsonnet.com.au).

Using one of the 'How-To' guides about digital communication, summarise the most important ways teens can use online tools safely.

WORKBOOK>>
Worksheet 5.1
Worksheet 5.11

HARASSMENT, DISCRIMINATION AND ABUSE

All relationships have rights and responsibilities that accompany them to ensure each person feels equal and respected in the partnership. This leads to positive relationships, where there is an atmosphere of open communication, trust and honesty.

Any relationship that demeans or intimidates someone hinders the establishment of these qualities of effective relationships.

Discrimination

Discrimination can be defined as treating people unjustly or being prejudicial in your treatment of people, based on their race, age, gender, sexual preference or because they have a disability. Fear and ignorance are often the most common causes of discrimination – some people fear those things that are unknown or different to them. Discrimination occurs when someone is treated less favourably based on a particular personal characteristic.

Harassment

Harassment is any type of behaviour that is intimidating, humiliating or threatening. Harassment may be in the form of comments, stalking, texts, emails, letters or notes. These are some of the forms harassment can take:

- personal harassment – making fun of someone based on their appearance
- racial harassment – making negative comments about someone's ethnic origins
- sexual orientation harassment – treating someone differently based on their actual or perceived sexual preference in a partner.

WORKBOOK>>
Worksheet 5.12

Sexual harassment involves any unwelcome sexual behaviour that offends or intimidates someone. It is flirtation or sexual contact that is not consensual and mutual. It may involve staring, inappropriate touching, jokes of a sexual nature, sending explicit material via text message or email, or intrusive questioning about someone's personal life.

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Abuse

Sexual abuse is when someone is forced into sexual acts or behaviour without their consent. Although both men and women can be the victims of sexual abuse, women are far more represented in the statistics, with around one-third of all women experiencing physical violence and almost one-fifth experiencing sexual violence from the age of 15 years. The federal government has acknowledged that domestic violence is an area of concern and has devised 'The National Plan to Reduce Violence against Women and their Children 2010–2022' to uphold the rights of women across the nation.

White Ribbon Australia is an example of a male-led organisation that aims to raise awareness among men and boys about the roles they can play to prevent violence against women. There is a national White Ribbon Day and all Australian males are encouraged to take an oath and become positive role models for improving relationships.

Discrimination and harassment are also discussed in Chapter 6, pages 200–1.



DVARG/Shutterstock.com

White Ribbon Australia is raising awareness about violence against women

Homophobia

Adolescence is a time when teens are questioning who they are, what they stand for and how they would like to live their lives. It can be a time when the aspects of sexuality are explored, including sexual preference and gender identity. Not everyone is the same and this may cause some people to fear or dislike those who walk a different path to the one they do. If this fear or dislike is in regard to people who are same-sex attracted, it is termed as 'homophobia'. Homophobia is a type of discrimination.

Research in 2010 regarding SSAGQ (same-sex-attracted and gender-questioning young people) has shown that

- 61 per cent of SSAGQ young people had experienced verbal abuse
- 18 per cent had experienced physical abuse
- 26 per cent had experienced 'other' forms of prejudice, such as rumours and social exclusion.

Adapted from *Writing themselves in 3, the third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people,* Australian Research Centre in Sex, Health and Society, 2010, p. ix

Most of this discriminatory activity takes place in schools. No one should feel unsafe within a school environment. The whole school community, including teachers, students, parents and staff, should be involved in supporting conduct that is non-discriminatory and inclusive of all its members. This may involve using appropriate language to describe sexual orientation, not participating in bullying either as a bully or a silent bystander, and teaching curriculum content that affirms diversity and equal opportunity.

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The Sydney Mardi Gras is an annual LGBTI (lesbian, gay, bisexual, transgender and intersex) parade and festival that aims to encourage acceptance of these marginalised groups within society. The event grew from gay rights protest marches held in the 1970s and continues annually in order to encourage acceptance and celebrate diversity.

WORKBOOK>>
Worksheet 5.2

critical + creative thinking

THISISOZ

Visit the Thisisoz website (link direct via http://ffl910vic.nelsonnet.com.au).

1 View the photo galleries and design your own sign to help fight discrimination against Australia's LGBTI communities.

EXTRA ACTIVITY>>
Flipped classroom

2 Create a class collage of photos and captions to help reduce discrimination and harassment within your own school community.



Amy Brickwood/ACON

Everyone in the community can help to reduce discrimination and harassment

SUPPORT NETWORKS

It is essential that you don't feel that you are going through adolescence alone. There are support networks that can assist you to come to terms with the many changes that are taking place at this time. Having a strong support base will allow you to develop and accept who you are. Strong bonds with your family, friends and teachers constitute informal support networks that you can access any time to talk about your feelings. There are also more formal support systems that can provide you with factual information and assist with providing advice on sexual health and relationship issues. The following are some formal organisations that can assist you in times of need.

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headspace is Australia's youth mental health foundation, which helps young people aged 12 to 25 who are going through a tough time.

Kids Helpline is a counselling service for Australian children and young people aged between 5 and 25 years.

Youthbeyondblue offers advice and support in a number of youth health priority areas such as depression, bullying and gender preference.

healthdirect is a government-funded health information service.

Melbourne Sexual Health Centre provides information on STIs, contraception and relationships.

AIDS Council of NSW (ACON) is a health promotion organisation specialising in HIV and lesbian, gay, bisexual, transgender and intersex (LGBTI) health.

better to know website, run by the Australian Federation of AIDS organisations, has information about sexually transmissible infections for all Australian adults.

WORKBOOK>>
Worksheet 5.13

ReachOut.com is an online youth mental health service for young people aged 14 to 25.

RELATIONSHIP ISSUES





1. Choose two Australian webpages that provide assistance for youth relationship issues and draw a Venn diagram that demonstrates the similarities and differences in the sites.
2. Can you trust the information included in your chosen webpages? Describe ways you can maintain your health literacy by being an informed consumer of this resource.
3. Evaluate the support networks available in your local community or school area. Identify the type of support they offer, the manner in which it can be accessed and who the assistance is aimed at.

SCAFFOLD>>
Venn diagram

CHAPTER REVIEW

WORKBOOK>>
Worksheet 5.14

1. Describe the role relationships play in development.
2. Explain how your personal identity is formed.
3. What is sexuality? Discuss why it is difficult to define.
4. Define the term stereotypes using your own words.
5. Describe what needs to be considered when contemplating a sexual relationship.
6. What are STIs? Identify one STI and provide a description of the infection, its signs and symptoms, ways of contracting the infection and effective treatments for the infection.
7. Describe the fertilisation journey.
8. How might different contraceptives suit different people? Give some specific examples.
9. How can you maintain your safety when developing more intimate relationships?
10. Define the differences between the terms discrimination, harassment and abuse.
11. What does SSAGQ stand for? Examine some issues this group may face in society.
12. Discuss how support networks can be utilised in times of need.

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SAFETY



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In this chapter **you will consider factors that contribute to your safety and that of others at home, at school and in community settings. In most cultures, the onset of puberty is the time when individuals move rapidly towards sexual maturity and associated adult responsibilities. Consistent with that major change in social roles and the associated rites of passage, young adults must learn to make safe choices in order to develop lifelong positive behaviours.**

By the end of the chapter, you should be able to:

- ➜ practise strategies to deal with challenging and unsafe situations
- ➜ rehearse contingencies or alternatives that can lead to positive outcomes
- ➜ use strategies and options for managing situations where your own and others' safety may be at risk
- ➜ plan for realistic responses to scenarios where peers are encouraging risk-taking behaviours
- ➜ plan and practise responses you could use in emergencies where you may be required to administer first aid
- ➜ investigate what happens when power in relationships isn't equal and relationships aren't respectful
- ➜ propose actions that could be taken when relationships aren't respectful
- ➜ develop strategies to increase your assertiveness
- ➜ practise 'street safety' and recognise potentially unsafe situations
- ➜ think, act and be safe.

Community and street safety	**186**
Relationship safety	**199**
First aid	**204**

Masterfile

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COMMUNITY AND STREET SAFETY



As you move through high school you will develop a greater sense of independence and will begin to make your way to sport, school, parties and other places on your own, rather than with the help of a parent. You will probably develop improved social skills, better communication skills and enhanced problem-solving skills that will be refined as you move into adulthood. However, it is also a time when peer pressures, societal expectations and differing rates of maturity can increase the risks you may face.

There are two basic facts that underpin all new protective behaviour programs in Australia:

- everyone has a right to feel safe all the time
- nothing is so awful that it cannot be talked about with someone.

When expanded, these ensure that everyone can experience personal safety. Young people need to recognise when they are not feeling safe and develop skills and strategies so that positive action can be taken in getting help when needed.

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Young people must identify personal networks of trusted, helping adults to whom they can turn if they are not feeling safe. This might be parents, relatives, teachers, counsellors or community members such as the police, doctors or sports coaches. The 'go-to' people need to be reviewed as you grow and go through school, because your level of trust and types of relationships may change. Reviewing ensures that the adult is available and that you still feel safe with that adult. Who are your go-to people?

WORKBOOK>>
Worksheet 6.1

WHO WOULD YOU GO TO?

face 2 face

1. With the person next to you, discuss who you would approach if you had a problem, were in trouble or felt a situation was becoming dangerous.
2. What qualities do go-to people have?
3. Are you a go-to person for others?

How many times have you avoided action or said nothing because you thought 'nothing can be done anyway' or 'no matter what I say or do, nothing will change', and so you accepted a bad situation you found yourself in? This is an example of internalising key negative messages such as 'failure is inevitable' or 'this problem is unsolvable'. The person chosen as a go-to person or 'trusted other' must take action to make sure that the young people reporting to them, and seeking their help, feel safe.

GO-TO PEOPLE

In more than 80 per cent of cases of abuse, the adult is known to the person experiencing the abuse. Review your network and remove anyone you no longer trust.

Young people in Australia spend large amounts of their recreational time at shopping centres, movies, attractions (fun parks, live bands), sporting venues, parties and other public spaces, and at friends' houses, and trouble often starts at one of these places. With forward thinking, teens can enjoy each others' company in a range of settings in ways that everyone feels respected and has a good time. Meeting in a shopping centre is fine, but when individuals start making it uncomfortable for others in the area, problems are bound to occur.

Glenn Miller/Newspix



Anti-social behaviour is hurtful, unsafe and needs to be stopped via positive strategies. The alternative is that the police might become involved.

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ANTI-SOCIAL BEHAVIOUR

Find a news article that highlight anti-social behaviour by teens. Write a summary of the article that clearly outlines the following points:

- where the teens were gathered
- what unsafe or anti-social behaviour the teens were engaged in and who might have been affected
- the social, emotional and financial costs associated with their behaviour
- 'healthy' alternatives the teens could have been involved in.

People feel safe when they are around friends, family and teammates they can trust to 'look out for them'. This essentially guarantees a high degree of physical and emotional safety. However, you have probably also been in situations or places where you did not feel safe.

WHAT IS UNSAFE?

With the person next to you, discuss what feelings might indicate you are placing yourself at risk and are potentially 'unsafe'.

WORKBOOK>>
Worksheet 6.2



Going outside might be a good idea and might seem safe, but it might also contribute to an unsafe situation – what could happen?

TROUBLE AT PARTIES

The teenagers in the cartoon held a party at a friend's house because her parents were away for the weekend.


Lisa Peardon/Getty Images

Questions

1. Identify five things that can go wrong in such a situation.
2. Why do you think teenagers drink excessive amounts of alcohol?
3. At some parties, there are people who you don't really know all that well and may be outside your immediate friendship group. Why should caution be taken when interacting with them?

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4 Prepare a checklist you would need to 'tick off' if you were planning to have a 'safe' house party. When completed, swap this with a peer to check for similarities. Discuss any differences and add to your checklist if you think they're appropriate.

Recognising unsafe situations

Young people are good at picking up signals that indicate a situation has the potential to be unsafe. These signals may include the following:

- someone acting suspiciously or exhibiting strange behaviour
- someone directly seeking you out or confronting you
- people carrying implements that can be used as weapons
- someone standing or moving in a way that suggests they may become aggressive
- groups of unknown people making a lot of noise
- someone looking dangerous
- feeling symptoms such as a faster heart rate, increased sweating, tightening in the stomach and/or feeling sick.

According to a recent forum conducted by the New South Wales police, students at secondary schools feel 'at risk' in situations with the following characteristics:

- discrimination – sex-based, racial and homophobic
- harassment or intimidation – usually groups (or gangs) of young people who target girls and boys
- bashing – most often boys bash boys
- strangers in the street making comments, asking for money or acting unpredictably
- problems at a party – gatecrashers, alcohol, drugs and fights; this often results in parties being cancelled and young people having nowhere to go other than public places such as parks or shopping centres
- a situation getting out of control – at the football, outside shops at night, on railway stations, at parties, drinking or drugs
- groups in cars – 'P-platers' making comments and following a group of teens as they walk along the street and asking them to get in the car, driving dangerously, or drinking and driving
- gangs – being stood over, threatened or having things stolen
- fear – boys fear being bashed; girls fear being dragged into cars, raped or abducted.

PLANNING AHEAD

Take greater responsibility in relation to your own health by planning ahead, thinking about what could go wrong and considering safer options or 'opt out' actions.

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P.Photo69/Thinkstock

Girls are most fearful of being dragged into cars, raped or abducted

OUT OF CONTROL PARTIES

It is not unusual to read in the newspaper or hear on the news stories about teen parties getting out of control. Quite often these parties are unsupervised, poorly planned and involve the consumption of large amounts of alcohol.

1 Find three reports or media articles focusing on teen parties that have gone wrong.

2 After considering all three, list the factors that contributed to the parties getting out of control and becoming unsafe or dangerous.

EXTRA ACTIVITY>>
Raising awareness

SAFE PARTYING

Critique local services that support and provide advice on 'safe partying'.

1 Search advice offered by the police, local councils, teenage support groups and other sources.

2 With other students, investigate ways to present and capture tips, advice, contact information and other vital information offered by these services.

WORKBOOK>>
Worksheet 6.3

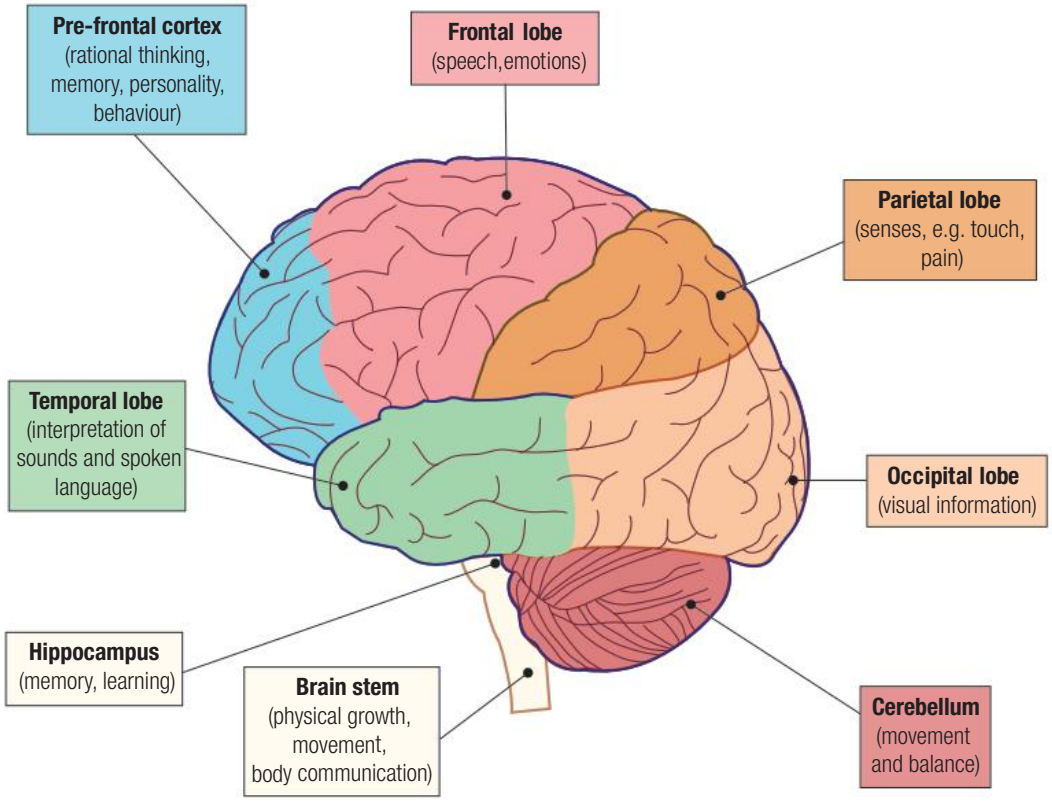
The Australian Drug Foundation has researched the effects of teenage alcohol consumption and revealed the following findings:

ALCOHOL

People who first use alcohol before age 15 are five times more likely to abuse alcohol than those who first use alcohol at age 21 or older.

- Different parts of the brain develop at different rates as we grow, depending on whether we are male or female. The pre-frontal cortex houses the part of the brain that controls rational thinking. This part of the brain does not begin to mature until age 19 and only fully matures by around age 21 in women and age 28 in men. So damage to the pre-frontal cortex during its development can have lifelong consequences for memory, personality and behaviour.

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Areas of the brain

- Drinking alcohol during teenage years can cause permanent brain damage. (See Chapter 1, pages 17–18 for the short- and long-term effects of alcohol.)
- Alcohol can affect a teenager's social development if they start drinking at an early age. They may turn to alcohol as a form of coping with problems and be more open to abusing other substances. The learning difficulties caused by teenage drinking can result in poor school performance and an increased risk of social problems, depression, suicidal thoughts and violence.
- A hangover can be just as damaging to the brain as heavy drinking by reducing a person's ability to learn and recall.

Source: Australian Drug Foundation, *Fact sheet 1: alcohol and adolescent development, 2011*, www.education.vic.gov.au/Documents/school/teachers/health/factsheet12011.pdf© Australian Drug Foundation 2014. Used with permission.

EXTRA ACTIVITY>>
Alcohol and safety

Impaired brain development resulting from alcohol and drug consumption during secondary school increases the risk of impaired decision making, unsafe choices and potential lifelong negative behaviours, associations and outcomes in the future.

WORKBOOK>>
Worksheet 6.4
Worksheet 6.5

review & reflect

ALCOHOL

1. If the pre-frontal cortex is damaged from excessive alcohol drinking between the years of 15 and 21, what long-term/irreversible problems might result?
2. Discuss three problems that could be caused if alcohol is used as a means of 'escaping' and not dealing positively with problems.
3. How can excessive alcohol consumption as a young person contribute to long-term depression?
4. Investigate the 'cures' for a hangover on the internet – is there any medical support for any of these?

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face 2 face

COMMUNICATING WITH YOUR SCHOOL COMMUNITY

In pairs, discuss the sort of information and facts around the dangers of consuming alcohol you might consider placing in the school newsletter:

- What format would you use to make sure it grabs people's attention?
- Would you include any statistics?
- What sort of images might be appropriate to include?

Ways to avoid trouble

There are many ways young people can help to avoid unsafe situations.

1 Focus: distractions can lead to danger

- Don't listen to music or talk on your mobile when walking or driving as this will reduce your awareness of what is going on around you.
- Stay awake on public transport, at parties and in public spaces – you cannot sense danger if you're asleep.
- Messing around with friends can cause distractions, decreased levels of concentration and an inability to process important environmental cues.



Using a mobile phone while crossing a road places the user at risk of serious injury

2 Stay with friends

- Having friends with you creates an immediate support network you can call upon if things go wrong.
- Friends look out for each other; they also tell each other things they probably wouldn't tell people they are not close to.
- Sometimes young people get swept into group activities, so it is important not to be pressured into doing things you are not comfortable with, and friends can help you to 'stand firm'.

face 2 face

HEADPHONES

1. Discuss situations where you have seen people wearing headphones or earphones that could have resulted in decreased safety. Outline what the potential outcomes could have been.
2. How can wearing headphones while driving lead to potential problems?
3. Discuss a situation that you have seen of young people 'mucking around' that could have placed them at increased risk of becoming unsafe.
4. As a class, debate the following statement: 'It should be illegal to wear headphones while people are in control of a vehicle or bicycle'.

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Scout Kozakiewicz

A quick, one-second glance at a phone while driving at 60 km/h results in this young driver travelling 17 metres without looking ahead. What could happen?

Headphone danger warning after cyclist using iPod hit by tram

by Megan Levy, *The Age*, 16 June 2010

CYCLISTS who wear headphones while riding are increasing their risk of being involved in a serious crash, according to a transport safety expert.

The warning comes after a young man cycled into the path of a tram while listening to his iPod in Melbourne's south today.

The Windsor man was pushed along the tram tracks after he was struck on the corner of Williams and Dandenong roads in St Kilda East just before 1 p.m. Paramedics say he was lucky to escape with only bruising to his leg and a sore knee in an accident that has put the spotlight on the divisive issue.

A Victoria Police spokeswoman said it was legal to ride a bike while listening through headphones. However, Marilyn Johnson, a researcher at Monash University's Accident Research Centre, said cyclists were already vulnerable on the roads and needed all of their senses to avert a possible tragedy.

She said many cyclists felt they needed their hearing to navigate through the traffic, while others said listening to music relieved boredom and the drone of the roads.

While there was no legislation banning the use of headphones on bicycles, Ms Johnson believed it was an unsafe practice. 'I think it's dangerous enough when you're cycling to be on the road when drivers aren't looking out for you, and there other things that are going on around you, be it a pothole in the road or merging traffic,' she said.



Jason South/Fairfax Syndication

Wearing headphones greatly increases the likelihood of cyclists being involved in serious accidents

'For you to have one of your senses removed by being distracted with sound, I don't think it's a safe behaviour for cyclists.'

Source: www.theage.com.au/victoria/headphone-danger-warning-after-cyclist-using-ipod-hit-by-tram-20100616-yfcc.html

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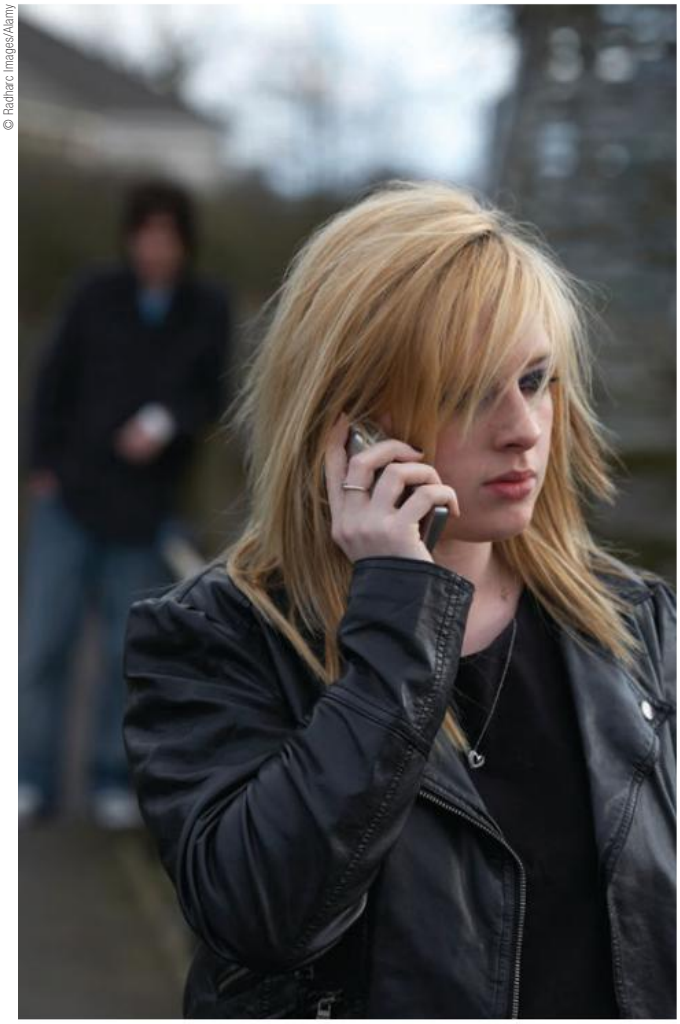
3 Constantly monitor your environment

- If you are at a party, never leave your drink unattended (as someone might add something to it).
- When you are walking home, pay attention to others around you and keep your head up. This allows you to see what is going on and positively identify people if necessary at a later stage.
- When you are at a sporting venue, be careful where you place your backpack. If you do not have visual and physical contact with it, it is an easy target for someone to take.
- When you are shopping, pay attention to others around you.

4 Watch out for strangers

- Cross the road if you think you are being followed. If the person continues, run somewhere where there are people and tell someone what is happening. Phone home and ask to be picked up or call the police.
- Never get into a vehicle with an unknown person.

© Radharc Images/Alamy



Always trust your gut instinct if you think you are being followed

- Do not get into a lift with someone you think is following you; wait for another one.
- Use your mobile to contact a go-to person, parent or police.

5 Always take your (charged) mobile phone

- Carry your phone at all times.
- If you are feeling threatened, use your mobile to call the police or any of your go-to people.
- Use your phone to inform go-to people when you are leaving a party, the movies or a training session.
- If you and your friends are travelling home late at night, text each other when you get home. If someone doesn't 'check in' when expected, call their home on the landline or call their parents.

6 Be a mate

- Stay with your group – especially in large crowds during parties, concerts and festivals; if you need to leave the group (to get food, look for a friend or go to the toilet), do so in a group of two or three.

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- Don't take large bags as these can be difficult to care for. Some venues may restrict your entry and some parties have a 'no bag' policy to stop young people sneaking in alcohol.
- Avoid arguments – logic and rational thought are decreased by alcohol or illicit drugs.
- If a friend is seriously affected by alcohol or illicit drugs, call an ambulance immediately – ambulance officers are not required to inform the police so don't be scared about this happening.
- When getting into a taxi, note the number plate and driver's ID, which should be on the dashboard. Give clear directions where you want to go. If you are not on the agreed route, stop the taxi at a safe place.

WORKBOOK>>
Worksheet 6.6

7 Think it through

When considering personal safety, use the following three steps to minimise the risk of harm in difficult situations:

- **Think** about where you are going, what you are likely to be doing and who is going to be there. Go through a list of 'ifs' and 'I wills' and how things might eventuate. This will mean that you have considered 'if this happens, I will …' for different situations. For example, 'If someone asks me to drink, I will …' or 'If a friend gets intoxicated I will …'
- **Evaluate** how things are going and listen to what your body is telling you about symptoms such as increased heart rate, sweating or an 'uneasy feeling' – in most cases if you don't feel right, the situation probably isn't right and requires an action. Quickly decide if the situation is risky but under control, or if it is too risky and potentially harmful for you and your friends and you should remove yourself from the risk.
- **Act** quickly to remove yourself from any unsafe situation and tell or take friends as well. Having planned ahead will allow you to respond in a safe and positive way. In a similar way to a reflex action, planning and going through scenarios prior to participating in an event or activity will allow you to act automatically when you pick up cues from what is going on around you.

INTUITION

Along with vision, hearing, smell, taste and touch there is a sixth sense of intuition. This is sometimes referred to as having 'inner consciousness' or 'inner feelings', and your intuition should always be acted on when you sense something is unsafe.

Step Back Think

STEP Back Think was formed in the wake of the horrific injuries sustained by James Macready-Bryan in 2006. James – better known to his mates as MB – was assaulted in the Melbourne CBD on his 20th birthday on 13 October 2006. A single punch knocked MB to the ground where his head smashed against the pavement, resulting in catastrophic brain damage from which he will never recover.

In the year after Step Back Think's formation, Matt McEvoy, 24, and Justin Galligan, 16, died from brain injuries similar to MB's, in two separate incidences that mirrored the tragic senselessness of MB's assault. In the years since, countless more young men have sustained horrific injuries from assault and others have lost their lives.

Source: www.stepbackthink.org/about/

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© Ace Stock Limited/Alamy

Drinking excessive amounts of alcohol can impair decision-making skills; fights are a common result

WEB

STEP BACK THINK

Step Back Think is an example of a community action initiative, instigated by young people, which has had a positive influence on the health and wellbeing of the community. Go to the Step Back Think website or link direct via http://ffl910vic.nelsonnet.com.au to watch some of its information clips and then discuss the following questions in pairs:

WORKBOOK>>
Worksheet 6.8

1. What is the main message(s) of the Step Back Think campaign?
2. Why do you think fights occur in the first place?
3. Identify the 'domino effect' for all people associated when someone gets seriously hurt as a result of 'one punch' – consider the family, relatives, health-care professionals and friends of both the victim and the person throwing the punch.
4. Summarise the work of similar groups or initiatives in your community.

UP + MOVING

ALTERNATIVE ENDINGS

1. With two or three other classmates write a 'sliding-doors' script that looks at street situations where potential conflict can arise. One door or ending results in a combination of verbal, physical and emotional abuse or violence; the other door or ending results in the conflict being diffused and not escalating into abuse or violence.
2. The script should then be role played for the rest of the class to view and comment on. In particular, what strategies were put in place that resulted in a positive ending or pathway?

WORKBOOK>>
Worksheet 6.7

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Teenagers on the road

Learning how to drive and actually obtaining a licence to drive can be exciting, but driving comes with plenty of responsibilities and risks. Young drivers are over-represented in road crashes that result in injuries and death compared with all other age groups. Human factors have been identified as the main causes of road accidents even when the weather is fine, lighting is good and roads are in sound condition.

ALCOHOL AND SUBSTANCE ABUSE

A driver who has consumed cannabis or amphetamines is at the same risk of having a crash as a driver with a blood alcohol concentration at 0.10 or above.

Regardless of driver age or experience, there are four factors that contribute to most road accidents:

- excessive speed
- failure to comply with road rules
- non-use of seat belts
- alcohol or substance abuse.

When inexperience and overconfidence are combined with these risky behaviours, the risks of accidents and road trauma increase markedly. Extensive supervised driving practice in a range of conditions during the learner phase has been shown to significantly reduce the risk of road accidents and many states are now mandating over 100 hours of documented, supervised and varied driving practice before learner drivers are eligible to go for their licence.



© TPG/Corbis

Getting your licence makes you more independent, but also gives you more responsibility

DRIVING HOURS

face 2 face

Discuss the cognitive skills a learner driver with 60 hours of practice would have developed to a higher degree than one who has only had 20 hours of supervised practice.

cognitive skills
skills that deal with thinking, problem assessment and problem solving and are generally related to best understanding what a situation requires

CRASHES

WEB

1. In groups of three investigate the ages, gender, road user type (driver, passenger, pedestrian, cyclist or motorcyclist), types of crashes and level of injury of accidents that young people are involved in. Divide research tasks for each group member to complete and collate the findings of your investigation. For this investigation, young people are classified as teenagers up to 25 years old.
2. Each group then presents their findings to the rest of the class via a multimedia presentation or an 'infomercial'; provide recommendations as to how young people can reduce their risk of becoming one of the statistics the group has investigated.

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Young drivers are often impaired while driving; this may be from alcohol and drug use, fatigue, distraction or any combination of these. Alcohol impairs a young person's ability to make decisions compared with older people, for example, judging stopping distances and response times are more negatively affected by alcohol in young drivers than more experienced and older road users. The combined use of different drugs and alcohol leads to an extremely high risk of road trauma; this is of concern because the use of illicit drugs is increasing among 15- to 25-year-olds.

WEB

DISTRACTIONS

Write down a list of distractions for drivers or pedestrians that might place them at risk of being involved in a road accident.

Use the internet to investigate the top three distractions for young drivers in at least three Australian states and in one other country.

WORKBOOK>>
Worksheet 6.9

EXTRA ACTIVITY>>
Learning to drive

face 2 face

RISK SCENARIO

Young people are often pedestrians, more so than older people, who might be able to drive.

Brainstorm a scenario in your community where a young person might be placed at risk when they are a pedestrian moving from place to place around local streets. What are the potential risks? Suggest some ways these risks can be minimised or removed.

Hoon drivers

MINIMISING RISKS WHEN GETTING AROUND

1. Drivers are held responsible for any accident they cause while they are fatigued. Commercial and truck drivers must take mandated rest breaks to avoid fatigue and document rest periods in a log book.
2. Pedestrians with a blood alcohol concentration at or over 0.15 are 15 times more likely to be involved in a road accident than those with a blood alcohol level of zero.



Angela Wylie/Fairfax Syndication

Hoon behaviour is often about trying to impress onlookers

The colloquial term 'hoon' refers to anyone who drives in a manner that is anti-social. Typically this involves high-performance or highly modified vehicles fitted with aftermarket sound systems that often blare music to attract attention to themselves and their cars. Quite often hoons engage in dangerous behaviours such as 'burnouts', illegal street racing and reckless driving.

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HOONS





1. Discuss why hoon driving is a problem.
2. Use the internet to find articles about 'hooning', the negative effects of such behaviour and the consequences of being caught hooning.
3. What are the consequences of hooning in your state compared with at least two other states or territories? Which anti-hoon laws do you think are the most effective in eliminating this type of behaviour on the roads?
4. Summarise the findings of at least two articles and present this as a 200-word report.

WORKBOOK>>
Worksheet 6.10

ROAD DEATHS



1. Explain why young men feature more than young women in road-related accidents.
2. What strategies aimed at young people has your state government put in place in an effort to reduce the road toll for drivers under the age of 21?
3. In a group, brainstorm at least three new strategies that would promote safer road use attitudes and behaviours by young people.
4. List five strategies you would consider using if you are in a car and you think the situation has become unsafe due to 'triggers' you are sensing around you. Outline what these 'triggers' or warning signs might be and provide a strategy to deal with each.

RELATIONSHIP SAFETY

As you progress through school you will come into contact with many people and you will develop multiple relationships. Some of these will be superficial, but others will be more meaningful, significant and possibly **intimate**. Meaningful relationships with people at school, at work and in communities you belong to are important in developing your sense of self, connectedness and emotional wellbeing.

intimacy
where people feel comfortable telling each other their innermost thoughts and feelings and they accept each other for all that they are as individuals

For any relationship to become intimate there needs to be openness, honesty and trust. These are the three key ingredients of any respectful relationship. Clear and consistent communication is an essential part of safe intimate relationships. Sexual intimacy and personal intimacy are two very different forms of intimacy that are often mixed up by young adults and blurred when clear boundaries are not agreed upon.

The decision to become sexually active is personal and is based on many factors. You should not feel pressured by your partner, friends, the media or other outside influences. The type and degree of intimacy a couple shares is their collective choice. Some young adults have a high degree of sexual intimacy, and other intimate relationships involve no sexual activity at all.

Remember that if something doesn't feel right, it probably isn't and you should seek alternatives. Think very carefully about what you feel comfortable and safe

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SAYING 'NO'

NO means NO. You have the right to set your own sexual boundaries and say yes to some things and no to others. You also have the responsibility to respect another person's decision to say no to some things and not question or force them to change their mind.

doing. Communicate openly with your partner about what you want from your relationship. Someone trying to get you to do something you're not comfortable with is unsafe.

Having sex without your partner's consent is a crime. You might consent to kissing, hugging, touching and massaging but not want to engage in sexual activity. Just because you consent to some forms of sexual activity doesn't mean you consent to all of them. If you no longer feel comfortable during sexual activity, it's OK to change your mind and say 'No'. (See also Chapter 5, pages 177–8.)



Public displays of affection can have an impact on bystanders

Abusive relationships and sexual harassment

In Years 7 and 8 you learnt about respectful relationships and the need for a balance of power in relationships. If one person abuses their power they can place others at risk. All types of abuse – physical, emotional and sexual – are harmful. Young people need to develop strategies to protect themselves and keep themselves safe in these potentially dangerous situations.

assertive being forthright and up-front about your wants and needs while still considering the rights, needs and wants of others

If you feel unsafe, the first thing to do is to remove yourself from any future harm. Consider talking to one of your go-to people or trusted others. There are a few essential strategies young people should practise and develop to protect themselves from unsafe situations:

- thinking and planning ahead
- personal safety strategies
- techniques for being **assertive**.

Sexual harassment is a form of discrimination based on unwanted sexual advances or actions. This can involve sexual actions or advances that make you feel uncomfortable or offensive sexual jokes, emails, messages or behaviours. Every school and workplace has policies and practices clearly stating sexual harassment is against the law and unacceptable.

The Equal Opportunity Commission in each state deals with instances of sexual harassment that are brought before it. You should never feel that 'it is your fault' or 'you deserve it' when it comes to sexual harassment; you should report it to your go-to people. No one has the right to make you feel uncomfortable about your gender or sexual orientation via sexual harassment or discrimination.

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SEXUAL HARASSMENT

face 2 face

1 List at least three 'warning signs' in this image that this could be an unsafe situation for the girl.
2 What feelings might she have that indicate she might be 'unsafe'?
3 Discuss this statement with a classmate: 'Sometimes what women wear sends the wrong messages to men'.
4 List three strategies the girl should consider using to increase her levels of safety.



ANTI-DISCRIMINATION LAWS

WEB

1 Use the internet to find anti-discrimination laws that exist in your state. Summarise these in point form.
2 Find out about the policies your school has to protect students and staff from discrimination. Summarise these in point form.

WORKBOOK>>
Worksheet 6.11

RESPECT

review & reflect

1 Discuss three reasons why some people discriminate against or bully others.
2 List five negative outcomes associated with discrimination.
3 'Valuing diversity' is a term often heard. What does this actually mean and how can respectful relationships contribute to this positively?
4 Excluding others from what you are doing is a form of bullying and is known as exclusion. Discuss two situations where you have witnessed exclusion occurring. Explain what you think it means to be 'inclusive' in your actions.
5 What would you do if you became aware one of your friends was being harassed or discriminated against?

Peer pressure

Peer groups are groups of friends who are all about the same age. You might have a peer group in school, in a sporting club and a community group. Having a group of friends is an important part of being a teenager as friends have an impact on your decisions about safe and unsafe behaviours.

Peer groups can be positive if they are supportive and understanding, if they value and respect the rights of others and are engaged in social and responsible

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behaviours. Positive peer pressure makes you feel better, healthier, happier and good about what you are doing. However, some peers engage in risk-taking and anti-social behaviours that do not take into consideration the rights of others, and so they become a negative influence. Negative peer pressure can make you feel unhappy, uncomfortable, 'not right' and unsafe about what you are doing.



© Jamie Grill/Tetra Images/Corbis

Negative peer pressure sometimes results in people doing things to 'fit in', which they otherwise wouldn't do



© Sébastien Baussais/Alamy

Positive peer pressure can influence people to exercise together

Why do some people remain in a group that results in negative outcomes and engages in risk-taking behaviours? The need to feel connected to a peer group and be 'accepted' is a strong influence and sometimes outweighs a person's ability to detach themselves from the group and its behaviours. Teenagers often lack the ability to be assertive and say 'no' to activities they know could be potentially dangerous and put them at risk. This is called 'peer pressure'. Or, sometimes, young people simply don't think ahead to how things might turn out and so find themselves involved in the group behaviour unthinkingly, which can easily lead to unsafe outcomes.

review & reflect

CLASSMATES

1. List three ways your peer group has influenced you in making safe choices or engaging in risk-taking behaviour.
2. Discuss ways peer groups can have a negative influence on group members.
3. Provide three examples of 'positive peer pressure'.
4. Outline at least four strategies you could use to stop you behaving negatively or acting anti-socially as a result of peer group pressure.

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Assertiveness

You have a right to be assertive. Assertiveness is a communication skill that ensures your needs are met and your feelings are understood in your relationship with others. Assertiveness empowers you to speak up for the rights of others and speak to situations where you can have a positive (or negative) influence. Learnt and practised, assertiveness improves self-esteem.

TABLE 6.1 Three types of communication

Passive	Assertive	Aggressive
• Violates your own rights • The needs of others are given priority	• Respects your own needs and rights • Respects others' needs and rights	• Violates the rights of others • Your own needs are given priority

People who are assertive engage in the following behaviours:

- communicate their rights, opinions, feelings and needs in an open, honest and confident manner while also considering the rights and feelings of others
- acknowledge that everyone has the right to their own opinions (e.g., 'What are your thoughts on this?')
- listen to what is being said and use receptive listening
- use a firm and relaxed voice while speaking fluently and without hesitation
- adopt an open body stance and often use open hand gestures
- distinguish between fact and opinion (for example, 'You might think that … but actually I feel …')
- typically put themselves at the centre of what they say by using ' "I" statements' such as 'When you behave like this, I feel …' or 'I need you to stop being so possessive because every time I …' or ' I don't think it's fair the way you guys always gang up on …' or 'I will not allow you to force yourself onto me like that …'.



ASSERTIVENESS

1. Search the internet for different types of assertive behaviours. You could start by looking up 'consequence assertion', 'discrepancy assertion', 'empathic assertion' and 'negative feeling assertion'.
2. Summarise what some of these different assertiveness styles involve.
3. Which style, or styles, can you relate to best and are likely to use yourself?

WORKBOOK>>
Worksheet 6.12



SUPPORTING A FRIEND

Discuss a situation where you have stepped in for a friend and provided them with support that they otherwise would not have received. What might have happened if you weren't there or didn't have the courage to be assertive on your friend's behalf?

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HEALTH PROMOTING SCHOOLS

Respectful relationships enhance the wellbeing of staff and students in your school. Search the internet for 'health promoting schools', then design a poster that lists 10 common characteristics of a health promoting school.

FIRST AID

Young people are often seen in hospital emergency departments because they sometimes overestimate their abilities, make poor decisions or are pressured by peers into doing things they otherwise wouldn't. Talking about what can go wrong, practising basic first aid and having the courage to do something when accidents and emergencies occur are things that everyone needs to do.

In every first aid situation, try to minimise the risk of transmission of infection to yourself, the injured person and any bystanders. There are standard precautions to take, such as putting on gloves and wearing an apron and face mask if available. In first aid situations such as resuscitation, resuscitation masks are recommended. It may be preferable for the partner or the parent of the patient to do the rescue breathing if you do not have a resuscitation mask available.

Take the following precautions during first aid:

1 Before first aid

- ➜ wash your hands
- ➜ use plastic or disposable gloves
- ➜ if you have cuts or wounds on your hands, ensure that they are covered by a waterproof dressing before applying gloves.

2 During first aid

- ➜ use a resuscitation shield, if available
- ➜ if available, wear gloves and ensure that they are not torn
- ➜ if you come in contact with body fluids, wash the area immediately with running water and seek medical advice.

3 After first aid

- ➜ safely dispose of any used dressings, bandages and disposable gloves
- ➜ after removing disposable gloves, always wash your hands thoroughly with soap and water.

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The DRSABCD action plan

The DRSABCD action plan allows first aid care in any life-threatening situation to be prioritised. The DRSABCD action plan will also help in checking for the presence or absence of consciousness and breathing, and in determining the type of basic life support measures required to preserve and/or restore life.

DRSABCD action plan

In an emergency call triple zero (000) for an ambulance

St John

© St John Ambulance Australia

D DANGER

Ensure the area is safe for yourself, others and the patient.

R RESPONSE

Check for response—ask name—squeeze shoulders

No response
- Send for help.

Response
- make comfortable
- check for injuries
- monitor response.



S SEND for help

Call Triple Zero (000) for an ambulance or ask another person to make the call.

A AIRWAY

Open mouth—if foreign material is present:
- place in the recovery position
- clear airway with fingers.

Open airway by tilting head with chin lift.



B BREATHING

Check for breathing—look, listen and feel.

Not normal breathing
- Start CPR.

Normal breathing
- place in recovery position
- monitor breathing
- manage injuries
- treat for shock.



C CPR

Start CPR—30 chest compressions : 2 breaths

Continue CPR until help arrives or patient recovers.



D DEFIBRILLATION

Apply defibrillator if available and follow voice prompts.

© St John Ambulance Australia. St John encourages first aid training as this information is not a substitute for first aid training.

Learn First Aid | 1300 360 455 | www.stjohn.org.au

DRSABCD action plan

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LIFE SUPPORT

A good way to recall what to do in an emergency and how to effectively apply DRSABCD is to view each step online. Search for 'DRSABCD video' for clips that have been prepared by various first aid organisations (such as the Red Cross, St John Ambulance or Royal Life Saving Association). Watch the video clips and ensure you know what to do – especially when it comes to CPR. Always remember 30:2 compressions:breaths.

WORKBOOK>>
Worksheet 6.13

INHALING VOMIT

One of the most common ways people die from alcohol is by choking on their own vomit. If a person vomits when they are unconscious, they can easily inhale the vomitus. An unconscious person has lost basic reflexes such as the one that coughs up things when they go down 'the wrong way'. If the body cannot get the oxygen it needs, brain damage or death may result.

The last 'D' stands for **defibrillation**, which can be performed by an **automated external defibrillator** (AED). The AED is very simple to use. First aiders simply follow a set of instructions in the form of voice prompts and visual guides.

Once you have used DRSABCD and assessed that a person is conscious (heartbeat and breathing both present), other injuries or conditions may require your attention.

defibrillation
an electrical shock to reset the heart so that it beats by itself

automated external defibrillator (AED)
a portable automatic device used to restore normal heart rhythm to patients in cardiac arrest; the AED automatically analyses the casualty's heart rhythm and advises the first-aider whether or not a shock is needed to restore a normal heartbeat

FIRST AID COURSES

First aid courses can be completed at various locations and are available through numerous organisations.

Use the internet to search for the name and contact details, including addresses, of three first aid course providers in your state.

USING AN AED

Use the internet to find a video that demonstrates how to use an AED. Watch the video, then discuss the following questions:

1. How easy do you think it would be to use an AED?
2. How does an AED device help an unconscious person whose heart may have stopped beating?
3. Have you seen an AED? If so, where?
4. Do you think you would be able to help someone who needs external defibrillation?

Shock

Sometimes the circulatory system cannot supply enough oxygen to meet the demands of the body and an individual can go into 'shock'. This is a potentially life-threatening situation and must be dealt with quickly, appropriately and safely.

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Shock commonly results from head trauma, heart attack, heat exhaustion, severe dehydration, severe internal or external bleeding, alcohol or drug abuse (poisoning), bites or stings, or accidents.

These are some of the **signs** and **symptoms** of shock:

- pale, cold, clammy skin
- shallow, rapid breathing or difficulty breathing
- anxiety
- rapid heartbeat, heartbeat irregularities or palpitations
- thirst or a dry mouth
- nausea
- vomiting
- dizziness and light-headedness
- confusion and disorientation
- unconsciousness.

signs
factors that someone else can sense by sight, smell, touch or sound

symptoms
factors that a person themselves can sense and comment on, such as pain or feeling nauseated

SHOCK

Shock is the body's response to a sudden drop in blood pressure. At first, the body responds to this life-threatening situation by constricting (narrowing) blood vessels in the extremities (hands and feet), causing cold and clammy skin. If symptoms go untreated, shock can lead to death.

Effective first aid and prompt medical attention when shock occurs can save a person's life. First aiders should follow these steps to treat shock:

- Follow the DRSABCD action plan.
- Lie a conscious person down and keep them warm and comfortable. If possible, raise their legs a little to improve blood flow to the brain, heart and lungs. (Do not raise their legs if a spinal injury is suspected or if moving their legs causes pain).
- Do not give the person anything to eat or drink, as they may need an anaesthetic in hospital.
- Reassure and encourage them.
- Stay with them until the ambulance arrives.

Fainting occurs because of decreased blood supply to the brain; it can occur when people stand for extended periods of time or get up too quickly. Fainting episodes are usually very brief; the person tends to be semiconscious and progresses to full consciousness within a few minutes. If fainting occurs, treat as you would for shock.


© eyeofmagpie/ROKER/agefotostock

Use plastic gloves or a resuscitation mask, if available, to avoid direct contact with the person who requires first aid

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Concussion



Michael Klein/Newspix

Contact sports such as football and rugby have concussion assessment procedures that protect players

The brain is free to move a little within the skull, which means it can be shaken by a blow or jolt to the head. This causes concussion, which can temporarily change the way the brain normally works. Common causes of concussion are traffic incidents, sports injuries, falls and blows received in fights.

The following are signs and symptoms of concussion:

- headache or dizziness
- loss of memory, particularly of the event
- confusion
- altered state of consciousness
- blurred vision
- wounds on the head (face and scalp)
- nausea and vomiting.

First aiders should follow these steps to treat concussion:

- Follow the DRSABCD action plan.
- If the person is conscious: reassure them, keep them warm, position them on their back with head and shoulders slightly raised.
- If the casualty is unconscious: call 000, place in recovery position and monitor their airway, breathing and circulation. If there is blood or fluid from an ear, put the person with the injured side down to drain onto clean dry gauze.
- Keep monitoring the person until help arrives or they are transported to a medical facility.
- Anyone with a head injury, even if minor, should seek medical assistance.

Cerebral compression can develop following head trauma. It occurs when the brain swells after an injury and creates pressure inside the skull. Because this condition is very serious and can require surgery to relieve it, anyone who has had any head injury or blow to the head must be monitored for at least 48 hours after the event. There are numerous stories of young people (usually men) being involved in a fight and receiving a minor blow to the head, then being helped home by mates, lying down on their bed and being found dead in the morning by family or a friend.

ISBN 9780170376211

CONCUSSION



Investigate concussion and states of consciousness by finding articles on sports concussion and 'street concussion' (that is, occurring at parties or on the streets walking home).

1. Are there any common themes that appear in the articles?
2. What are the recommended steps to assist people suffering concussion?
3. Use further investigation to discover how people suffering from head trauma may appear fine when they lie down to rest or sleep, yet in some cases experience diminished consciousness and die.

Following a concussion, it is best to wait until you are feeling better before you go back to your normal activities. Don't go to part-time work or school until you have fully recovered. Ask your doctor for advice. Don't return to sport until all the symptoms have gone. Your reaction times and thinking may be slower after a concussion, so you may be at risk of further injury. A second concussion that occurs before the brain recovers completely from the first – usually within a short period of time (hours, days or weeks) – can slow recovery or increase the likelihood of long-term problems.

CONCUSSION

It is a myth that people suffering concussion should not be allowed to fall 'asleep' in case they do not wake up. The brain needs rest to recover and repair itself. It is important that people suffering any form of concussion are closely monitored for 48 hours after sustaining a concussion, including while they rest or sleep.

MEDICAL ADVICE



WORKBOOK>>
Worksheet 6.14

Read the report on the AFL website by James Dampney, 'Concussion on Jude's mind' from 18 September 2013. (link direct via http://ffl910vic.nelsonnet.com.au).

1. Why do sporting organisations such as the NFL (USA) and AFL (Australia) need to constantly seek medical advice on concussion and its long-term effects from medical experts?
2. What rule changes do you think may have been put in place to provide greater protection from concussion on the sporting field? Are you aware of any rules around how players are managed when concussion occurs?

Dealing with diabetics

Someone in your room or year level might have diabetes, but you may not know this unless they have shared this information with you.

Everyone needs glucose to provide their muscles with the energy necessary to perform and their cells to function at optimal levels. Bodies absorb glucose with the assistance of insulin; people who have diabetes either don't produce any insulin, or they produce it in small quantities. People with diabetes carefully monitor their daily activity levels and intake of foods to ensure there is a balance between insulin and glucose within their bodies. To help them maintain this balance they either take oral medications or perform daily insulin injections, after they have monitored their blood glucose levels.

DIABETES

Both hypoglycaemia and hyperglycaemia can lead to people with diabetes feeling light-headed and can result in loss of consciousness.

ISBN 9780170376211

face 2 face

DIABETICS

Look carefully at the image.

1. What is the first aider doing to assist the unconscious man?
2. She believes the man might have diabetes – what clues might the first aider have picked up to arrive at this conclusion?
3. How could the first aider use the next person to arrive at the scene to assist both her and the unconscious man?
4. What should the first aider do if she notices the man stops breathing?



Cordelia Molloy/Science Photo Library

? Hypoglycaemic or hyperglycaemic – what happens next?

critical + creative thinking

STAYING HEALTHY

Imagine that you are a student with diabetes. How do you maintain a healthy lifestyle? What steps do you need to take to ensure you have a balanced diet and can participate in the recommended amount of physical activity? Research diabetes and write a diary entry that shows how you manage your condition on a typical day.

hypoglycaemia abnormally low blood glucose levels
hyperglycaemia abnormally high blood glucose levels

The signs of **hypoglycaemia** or **hyperglycaemia** are very similar and unless a blood glucose reading has been taken it is difficult to determine if the person's blood glucose is too high or too low. If in doubt, treat them as if they have hypoglycaemia because if this is not the case and they already have high levels of glucose, the extra glucose will not lead to any further harm. Table 6.2 lists the signs and symptoms of hypoglycaemia and hyperglycaemia and also the first aid steps to be taken in both instances.

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TABLE 6.2 Diabetes action plans

	Hypoglycaemia (low blood glucose)	Hyperglycaemia (high blood glucose)
Signs and symptoms	• sweating • weakness • trembling • fast heartbeat • confusion • irritability • hunger • headache • drowsiness or unconsciousness	• more urine output than usual • increased thirst • dry skin and mouth • 'acetone' breath, like nail polish remover • decreased appetite, nausea, or vomiting • fatigue, drowsiness or lack of energy • unconsciousness
First aid steps	• Follow the DRSABCD action plan • If the person is conscious: reassure them, keep them warm and give them jelly beans, fruit juice or another sugary drink (if you suspect hypoglycaemia) • If the person is unconscious but breathing: place them in the recovery position, call 000 or 112 (mobile) and assess their airway • Keep monitoring the person until help arrives or they are transported to a medical facility • **Do *not* try to give the patient a dose of insulin because this can be dangerous unless the patient's blood sugar level tested. If they are conscious and have tested themselves, you can assist them to inject their own insulin.**	

Bleeding

The cardiovascular system comprises the heart and all the blood vessels, which together make up the circulatory system. Blood flows throughout the body from the heart via arteries and then back to the heart in veins. Blood transports oxygen and nutrients to working muscles and organs and removes wastes and carbon dioxide. It is also responsible for maintaining a constant core temperature.

Severe external bleeding

External bleeding that fails to clot and stop by itself can occur as a result of many situations including a sporting injury, an outdoor accident, road trauma and physical violence.

First aid management for severe external bleeding includes PER (pressure, elevation and rest).

- Stop any bleeding by applying a clean cloth firmly to the wound. If blood seeps through the cloth, apply more padding on top of the first cloth. If this added padding gets soaked, it can be replaced, but leave the initial pad in place to minimise contamination. Continue the firm pressure. If gloves are available, use these prior to commencing first aid in an effort to minimise risk of infection between yourself and the casualty.
- If the wound is on the arm or leg, raise the limb above the level of the heart to help slow bleeding.
- If the person is conscious, they may be placed on their back with their head and legs slightly supported and raised.
- Do not apply a tourniquet unless the bleeding is severe and fails to stop with direct pressure or a pressure bandage (if appropriate).

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A glassing, bashings and out of control parties in Perth

WA Today, 19 June 2011

POLICE have had a busy weekend in Perth, responding to three out-of-control parties, a night-club glassing and two bashings.

Just after midnight on Sunday, a 20-year-old man was smashed in the head with a glass at the Library nightclub in Northbridge during a brawl involving two groups of young men, police said.

The man was taken to hospital by friends for treatment to a 6 cm cut to his forehead.

Police said investigations were continuing and no charges had been laid.

Also in Northbridge, about 1.30 a.m. a 25-year-old man was knocked unconscious when he was king hit by an unidentified man in a laneway off Aberdeen Street, police said.

The man suffered a broken jaw and was to undergo surgery in Royal Perth Hospital.

Police inquiries into that incident are continuing.

Meanwhile in East Perth about 12.30 a.m. on Sunday a 41-year-old was attacked by two young men who kicked and punched him to the ground and robbed him of his wallet and phone.

He was taken to hospital for treatment of swelling and bruising to his face and head.

About 9.45 p.m. on Saturday the police helicopter and patrol cars were sent to an out-of-control party at Noranda in Perth's northeast, where gatecrashers damaged several cars.

Police later attended another wild party in Cooloongup in Perth's south, where people were brandishing bottles and one man received a head injury requiring him to be taken to hospital.

Just after 1 a.m. on Sunday, officers were called to a party in Gosnells in Perth's east, where they moved people on after gatecrashers caused trouble after being refused entry, police said.

Source: www.watoday.com.au/wa-news/a-glassing-bashings-and-out-of-control-parties-in-perth

face 2 face

SCENARIOS

After reading the article 'A glassing, bashings and out of control parties in Perth', discuss the following questions:

1. Why does bleeding resulting from 'glassings' and head trauma need to be treated with greater care than external bleeding resulting from a graze to a knee sustained while bushwalking?
2. What do you believe contributes to parties getting out of control?
3. If the man who was 'king hit' died in hospital the following day, discuss how the following people would feel:
   - his girlfriend
   - his football teammates
   - his 4-year-old son
   - his attacker
   - his attacker's wife
   - his attacker's mates.

Internal bleeding

Internal bleeding is a medical emergency. The signs and symptoms that suggest concealed internal bleeding depend on where the bleeding is inside the body, but may include the following:

- pain at the injury site
- bleeding from the mouth or ears
- swelling

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- nausea and vomiting
- pale, clammy, sweaty skin
- breathlessness
- unconsciousness.

First aid cannot manage or treat any kind of internal bleeding.

Urgent medical assistance is vital and needs to be sought. Listen carefully to what the person tells you about their injury – for example, where they felt the impact. In the case of a head injury, they may display the signs and symptoms of concussion. If you are one of the first people present when an incident resulting in suspected internal bleeding occurs, you should treat in the same way as shock.



Justine McManus/Fairfax Syndication

Distracted drivers increase their risk of having an accident

CASE STUDY Car crash

YOU are out early one morning jogging as part of your cross-country training when you witness a speeding car smash into a parked car outside a friend's house. As you get closer to the two smashed vehicles you realise that you are the first person on the scene and will need to quickly assess what has resulted and decide what to do. You are confronted with the following scene:

- the driver of the speeding car is trapped by the air bag, unconscious and bleeding from his legs, which have been badly injured by the front of the car being crushed inwards
- the woman in the parked car has hit her head on the windscreen and blood is streaming from a gash in her forehead. She seems dazed, confused and is looking very pale. She keeps crying out for help.
- both vehicles having sustained significant damage and you can smell petrol and see smoke coming from the front of the car that was speeding. The parked car has been hit with such force that it has been moved into the middle of the road.

Questions

1. What factors may have contributed to the driver crashing into a parked car?
2. What injuries might have occurred in this scenario? List them in order of highest priority to lowest priority requiring your attention.
3. Follow the DRSABCD action plan and outline how you would respond to this emergency.
4. Assume that your friend heard the crash, was woken and has run out to see what has happened. Outline how you could use her during the vital first few minutes to help you.
5. Your friend seems to have gone into shock and starts vomiting. What can you do or say to deal with this added situation?

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Alcohol and drug abuse = poisoning

A poison is any substance that, when introduced into the body, results in illness or injury. Poisons can be introduced into the body through the following means:

- ingested – eaten (e.g. alcohol, foods, medications)
- inhaled – breathed in via respiratory system (e.g. fumes, glues, paints, gases)
- absorbed – via the skin (e.g. contact with plants, fertilisers, pesticides)
- injected – into the skin or bloodstream (e.g. drugs, insect bites, animal stings).

Poisoning may be accompanied by the following symptoms:

- nausea
- vomiting
- abdominal or chest pain
- breathing problems
- altered consciousness
- seizures
- confusion
- irritability
- skin rash
- weakness.

FIRST AID FOR POISONING

Treatment for poisons has dramatically shifted away from inducing vomiting to try to get the poison out of the body, to now rinsing the casualty's mouth and providing them with small sips of milk or water. Why do you believe first aid recommendations have changed?

First aid for casualties who are showing signs of poisoning needs to occur quickly until medical assistance becomes available. The following steps are vital in assisting people who may be suffering from poisoning:

- Follow the DRSABCD action plan.
- If the person is conscious, reassure them and keep them warm.
- Ask the person or others around what was taken, how much and when.
- If you think the person has been poisoned by substances other than alcohol, contact the Poisons Information Centre in your state on 13 11 26 or call 000 or 112 (mobile) for advice on treatment.
- If the person is unconscious and breathing, place them in the recovery position and regularly assess their airway.
- Keep monitoring the person until help arrives or they are transported to a medical facility.
- Withdraw if the victim becomes violent.

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LOSING CONSCIOUSNESS AFTER A PARTY

face 2 face

After considering the image, discuss the following questions:

1. List four potential dangers the girl has placed herself in by drinking excessively and losing consciousness on a bench in the park.
2. The girl in the image wakes up the next day in a hospital bed and can't recall much about the previous night. One of her friends visits her and informs her that she slept with at least two males who were at the party she was at and that she was 'off her face'. Discuss the physical, social and emotional consequences of this information.

© joycehall/Alamy



A good time, or is it about to go terribly wrong?

3. Where would she go to find out more about unwanted pregnancy, sexually transmissible infections and how to practise safe sex?

Anaphylaxis

Allergic reactions to foods, bites, stings and drugs can result in an **anaphylactic shock**, which is a life-threatening situation. Anaphylactic reactions result in swelling of the respiratory system, breathing difficulties, nausea, vomiting and respiratory distress. Anaphylaxis can be caused by substances that gain access into the bloodstream by being injected or ingested. An extensive reaction involving the skin, lungs, nose, throat and gastrointestinal tract can then result. Severe anaphylactic reactions can be fatal.

Many people who know they can potentially have an anaphylactic reaction carry an EpiPen with them.

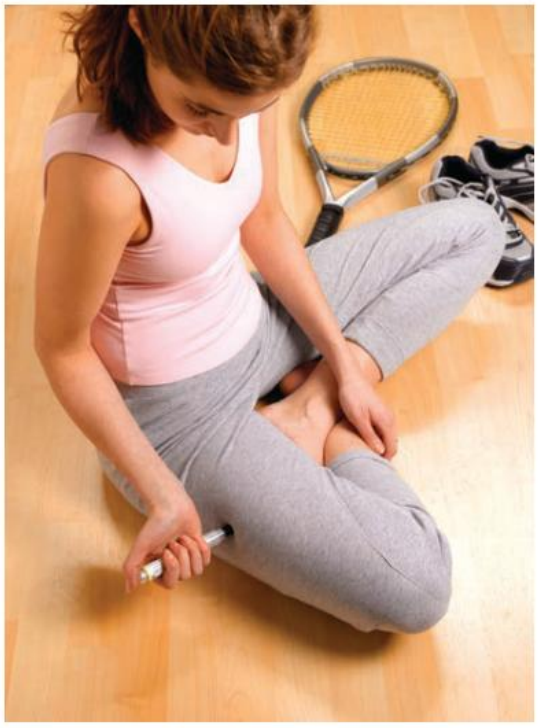
anaphylactic shock
a rapidly developing and serious allergic reaction that affects a number of different body systems simultaneously

ALLERGIES

WEB

1. Investigate anaphylaxis, its causes or triggers and suggested emergency response steps.
2. How does an EpiPen work?
3. Ensure you know how to help someone self-administer medication from an EpiPen and how to use someone's EpiPen on them if they have lost consciousness.

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Photographer's Choice/Getty Images

An EpiPen in use

Doing something is better than doing nothing, as long as you are not placing yourself at risk. Follow the DRSABCD action plan.

- Reassure the person.
- Stay with the person and ensure total rest.
- Assist the person to administer their medication (if they have an EpiPen or Anapen) or, if they are unconscious, administer into front of thigh (quadriceps muscle group).
- Call 000 or 112 (mobile).
- Keep monitoring the person until help arrives or they are transported to a medical facility.
- Be prepared to perform CPR.



© Helen Sessions/Alamy

An EpiPen. Clear instructions for use are given on the side of the dispenser.

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CHAPTER REVIEW

WORKBOOK>>
Worksheet 6.15
Worksheet 6.16

- Young people must identify their own personal network of trusted, helping adults to whom they can turn if they are not feeling safe – these are known as go-to people.
- Discussing issues around your own safety in groups allows you to explore strategies and actions for developing your personal safety plan.
- Think about any potential for a setting or situation to become unsafe or risky. Listen to what your body is telling you via symptoms such as an elevated heart rate, increased sweating and an 'uneasy feeling' – in most cases if you don't feel right in a setting or situation, the situation probably isn't right and requires a quick evaluation.
- Act quickly to remove yourself from situations where you have determined your safety could be placed at risk and things could go wrong for you or your friends.
- Alcohol and drug abuse can have long-term effects on the developing brain of young people.
- Positive relationships are characterised by both people having an equal say in decision making and both people need to feel free to be who they are and say what they think without fear, anxiety or risk of retribution.
- Violence is not an effective way to sort out problems and will have far-reaching, long-term effects on everyone involved.
- Emotional, physical and sexual abuse involving young people needs to be stopped via the intervention of a trusted other that you have identified in your support network. It's not your fault!
- Bullying occurs when a person or group uses their power over another person or group to make them feel threatened or bad about themselves; this behaviour is unsafe and needs to be stopped before people are hurt.
- You should never feel that 'it is your fault' or 'you deserve it' when it comes to sexual harassment; you must report it to your go-to people.
- Assertiveness leads to respect for your own needs and rights and also to those of others.
- The combination of inexperience and overconfidence that many young drivers have markedly increases the risks of accidents and road trauma.
- Shock is a potentially life-threatening situation and must be dealt with quickly, appropriately and safely.
- Knowing basic first aid and having the confidence to use it can stop a situation from getting worse; it may save someone's life.

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THE GREAT OUTDOORS

7



ISBN 9780170376211



In this chapter **you will discover the role that outdoor recreation and physical activity have played and continue to play in Australian society. You will also explore the qualities needed for leadership and the key factors necessary for safe bushwalking.**

By the end of the chapter, you should be able to:

- understand the role that outdoor recreation, sport and physical activity has played in the lives of Australians
- explore the impact of media messages associated with outdoor recreation, physical activity and sport
- understand the significance of working as a team or group, and of developing leadership and collaborative skills
- refine your skills in increasingly complex situations and know how you can transfer skills from one challenge to another
- evaluate and review your ability to work in a team and how effective you are as a team member
- understand the importance of planning and preparation for bushwalking.

The role of sport, outdoor recreation and physical activity in Australian lives	**220**
Teamwork	**228**
Initiative and problem solving	**235**
Movement challenges	**236**
Evaluation and reflection	**237**
Bushwalking	**239**

Emile Ungur/Shutterstock.com

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THE ROLE OF SPORT, OUTDOOR RECREATION AND PHYSICAL ACTIVITY IN AUSTRALIAN LIVES



Sport

Australia is a unique and diverse country in every way – in culture, population, climate, geography and history. Australians have always been passionate about sport. Observers have commented about the 'sporting obsession' of the Australian people, and that life in Australia would not be the same without sport. Sport has always been a central feature of Australian culture, and enthusiasm for sport is generally thought to be an Australian characteristic.

As historian Graeme Davidson wrote, 'nations define themselves not by how well they work, or how valiantly they fight or how creatively they think, but how skilfully and spectacularly they play [sport]'.

face 2 face

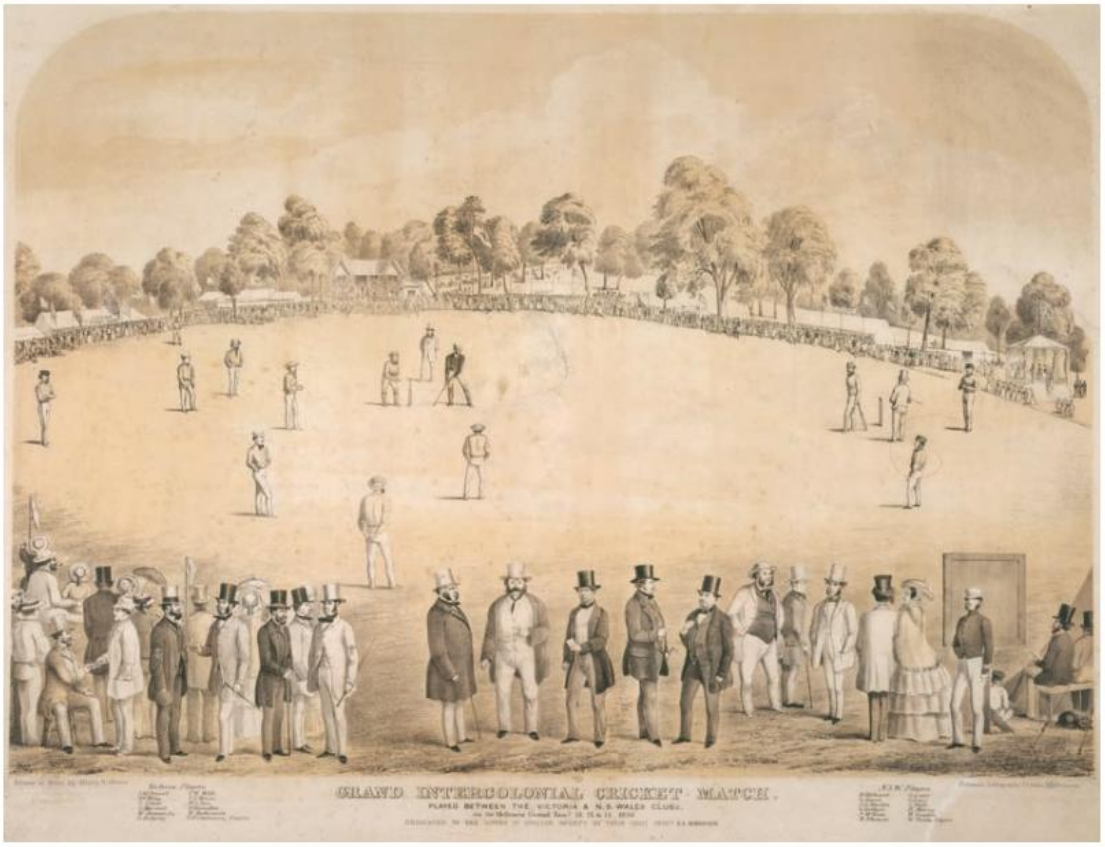
AUSTRALIA DEFINED

Complete individually and then discuss as a class.

1. Do you agree with Graeme Davidson's statement? Why or why not?
2. Do you think that the importance given to sport in Australia is too great? Justify your response.

Like people in many other nations around the world, Australians share interest and experiences through sport, no matter what their background is and how they have been brought up. Sport has been and continues to be part of many Australians' lives.

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State Library of Victoria, Image no. PAC-10021180

Drawing of a cricket match between Victoria and New South Wales held at the Melbourne Cricket Ground in January 1858

In early times in Australia, the people who were originally from Europe were known for their commitment to sport. This was typified by the 'bush ethos' – the 'have a go' attitude. Australians were required to be tough and not give in; this developed into 'mateship', which soon became part of the nation's identity and social character.

Sport in the early days of European settlement was dominated by men. Horse racing, boxing and professional foot racing were common; cock fighting also thrived. Being tough, competitive, aggressive, physically adept and skilful were ideal attributes for sportsmen.

MOSTLY MEN

As a class, discuss how Australia's early experience with sport has influenced men's sport in Australia today.

face 2 face

Unlike the men, women did not participate in these types of sporting activities. Women were influenced by the values, attitudes and beliefs of Victorian England. Archery, tennis, croquet, swimming and netball were permitted, provided the participants did not lose their poise and dignity and did not sweat too much.

WORKBOOK>>
Worksheet 7.1

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State Library of Queensland, Image no. 35036

Young girls playing tennis, around 1900. In the background, women are playing croquet.

critical + creative thinking

SPORT GENDER

1 In pairs, list the different sports played today and sort them into sports played primarily by males and sports played primarily by females.
2 What factors guided your decisions?
3 What characteristics of the games make them seem typically masculine or feminine pursuits?

Sport is such an important part of the Australian culture that there is a government body devoted to it. The Australian Sports Commission is focused on getting more Australians participating and excelling in sport.

Sport has also helped to inspire the nation; Australia's sporting success and sporting heroes have long been one of the most enduring indicators of national progress and development.

Sports historians believe that contemporary Australian sport has developed as a mixture of different games, traditions and ideologies imported here following European settlement. Despite what has been inherited, Australia has placed its own stamp on sport.

face 2 face

AUSSIE SPORT

As a class, discuss the question: 'In what ways has Australia created its own unique sports culture?'.

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Australia has a mixed culture and population. Many Australians were born overseas before they migrated to Australia and became Australian citizens. They have brought many of their traditions with them and also have inherited many Australian ones as well. Soccer is an example of how various perspectives on sport have developed in this country, represented by the different football codes that exist.

It was once believed that soccer was taken seriously in Australia only by those of ethnic background (mainly from Europe, where soccer is the main national sport for many countries), as many Aussies considered soccer un-masculine and 'boring'. This has changed a lot over the last 20 years. Today, soccer has one of the highest participation rates of all the football codes in Australia and has many supporters. In Australia, soccer now has a premier league; it is televised and famous teams from around the world are invited to come and play.

FOOTBALL CODES

Investigate participation in the football codes through the Australian Bureau of Statistics feature article 'Football: four games, one name'. (Or link direct via http://ffl910vic.nelsonnet.com.au.)

1. Out of all the football codes, which code has the highest participation rate?
2. Is the rate the same for males and females?
3. How do the participation rates compare to spectator attendance rates?
4. What role does the country of birth play in participation rates?

Getty Images





Gregg Porteous/Newspix

Sebastian Costanzo/Fairfax Syndication



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Andersen Ross/Getty Images

Outdoor recreation

Outdoor recreation, or outdoor activity, refers to leisure pursuits engaged in the outdoors, often in natural or semi-natural settings outside towns. Whatever the activity, the common element of all these activities is enjoyment.

Outdoor recreation activities have these typical features:

- do not involve organised competition or formal rules
- can be undertaken without any buildings or infrastructure
- may require large areas
- may require mostly unmodified natural landscapes.

Outdoor recreation normally occurs in places with these characteristics:

- tracks that are long enough for walking, running, horse riding, cycling, trail bike riding or four-wheel driving
- reliable winds for sailing, hang gliding or kite flying
- reliable waves for surfing, wind surfing, paddle boarding or kite surfing
- sufficient snowfall for skiing, snowboarding and cross-country skiing
- suitable rock formations for climbing
- calm sea conditions to snorkel, scuba dive or fish from a boat or from the rocks.

Examples of outdoor recreation could include a restful day in a beautiful place, bushwalking, having a picnic, fishing, meditating or cycling.

WORKBOOK>>
Worksheet 7.2

review & reflect

THINK, PAIR, SHARE!

1 Come up with your own definition of outdoor recreation.

2 Do you think the role of outdoor recreation has changed in Australia over the last 50 years? Justify your response.

WEB

AUSTRALIAN ALPS

Go to the Australian Alps National Parks website (follow the link at http://ffl910vic.nelsonnet.com.au) and click on the link to the fact sheet, 'Recreation and tourism in the Australian Alps'.

Investigate how this area has changed over time.

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Dallas Kilponen/Fairfax Syndication

Skiers at Thredbo Village, in the Snowy Mountains of New South Wales.

The two primary purposes for outdoor recreation are **beneficial use** and pleasurable appreciation.

beneficial use
doing an activity with the goal of physical and social rewards

Outdoor activities include backpacking, canoeing, canyoning, caving, climbing, hiking, hill walking, hunting, kayaking, rafting, water sports, snow sports and horseback riding. Goal-directed outdoor activities are mostly physical, but they



Andrew Watson/Getty Images

Canyoning is a challenging outdoor activity

WORKBOOK>>
Worksheet 7.3

ISBN 9780170376211

may also be mentally, emotionally and spiritually rewarding. The outdoors may meet the needs of physical health, self-sufficiency, risk taking, building social ties (including team building) and the needs of achievement (such as practising and improving challenging skills, testing stamina and endurance, and seeking adventure or excitement). The outdoors can be an environment where people 'show what they can do'.

Being at one with nature can be very pleasurable. Your wellbeing and/or spiritual life may be improved through outdoor activities and outdoor-related activities such as nature study, **aesthetic contemplation**, meditation, painting, photography, archaeological or historical research, and Indigenous culture. These activities may also be physically rewarding.

aesthetic contemplation
meditating on the beauty surrounding you

Many people in first-world countries believe that the value of nature is only its utilitarian value (beneficial use). They discount the inner wellbeing and/or spiritual benefits of the intrinsic value of nature.

Outdoor activities might help you find peace in nature, enjoy life and relax. It can be an alternative to more expensive forms of tourism. Outdoor activities are also frequently used for education and team building.

Physical activity

Physical activity is important to maintain good overall health and wellbeing. Being physically active reduces the risk of some chronic conditions, helps to control weight and improves mental wellbeing. Some forms of physical activity may also help manage long-term physical problems, such as arthritis and type 2 diabetes, by reducing the effects of the condition.

Recently there has been a decline in physical activity because of the increasing sedentary nature of many forms of work, activities such as watching television or using a computer, and changes in transport. Sedentary behaviour is believed to be associated with the rise in people being overweight and obese. Obesity has been shown to increase an individual's risk of cardiovascular disease, colon and breast cancers, type 2 diabetes and osteoporosis. Chapters 3 and 9 also talk about the benefits of physical activity.



fashon/123RF Stock Photo

HOT

AUSTRALIAN HEALTH SURVEY

Visit the Australian Bureau of Statistics website and find the Australian Health Survey 2011–12. Click on 'Health Risk Factors' (or link direct via http://ffl910vic.nelsonnet.com.au).

1. Investigate the increasing levels of sedentary behaviour in the most recent survey in both children and adults. Find five interesting facts from reading this resource.
2. How does the most recent survey compare with previous surveys? Describe the changes over the past 20 years.
3. Can you predict what might happen to the levels of sedentary behaviour in the next 10 years and why?

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Media influences

The media in Australia has evolved from print-only newspapers to film, television, and today's multimedia electronic broadcasting.

In the early days of the colony, press reports of the endeavours of sportsmen and sportswomen played a role in the way that Australia viewed and understood itself. The media continues to influence the way Australians see themselves.

As Australia developed economically, more Australians had time to play and watch sport and more time to read about it. The first newspaper devoted entirely to sport was *The Referee*, published in Sydney in 1886.

The media is now a very powerful influence in society, particularly because of the internet and television. This can have both negative and positive influences on individuals and organisations.

Sydney canyoner in Blue Mountains rescue

By Georgina Robinson, *Sydney Morning Herald*, 17 February 2010

A Sydney canyoner was flown out of the Blue Mountains today with a fractured ankle amid police pleas for bushwalkers to stop taking unnecessary risks.

Police said the Bellevue Hill woman was canyoning with a group of friends in the Whungee Wheengee Canyon, near Mount Wilson, which is close to where 15-year-old Nick Delaney died in a suspected rock collapse last month.

The 25-year-old fractured her ankle, NSW Ambulance said.

Luckily, the group had taken along an emergency locator beacon, Blue Mountains police crime manager, Detective Inspector Michael Bostock, said.

'[The woman's] party had recorded their trip with police and they took a beacon with them, so with that we were able to know who they were and exactly where they were,' he said.

A member of the woman's group stayed with her while the others trekked out and alerted the authorities.

Emergency services tried to retrieve the group yesterday but darkness and bad weather forced them to wait until today.

The woman was finally flown out of the canyon about 6.30 a.m. and taken to Westmead Hospital, where she remained in a stable condition.

The incident comes a day after police issued three canyoners with court attendance notices after they allegedly ignored locked gates and warning signs against going canyoning in the Blue Mountains in heavy rain.



Shaylan Hayes/Fairfax Syndication

The group became caught on a rock ledge after water levels in the Grand Canyon rose rapidly under a torrential downpour.

A police rescue unit, plus paramedics and National Parks workers had to rescue the trio.

National Parks regional manager Geoff Luscombe said the trio's actions were 'reckless' and endangered their own lives as well as those of their rescuers.

They will appear at Katoomba Local Court in April for the offence of engaging in an activity in a national park that causes risk to safety.

Blue Mountains police said they were sick of rescuing bushwalkers and canyoners who did not take the proper precautions.

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As of Sunday, police rescue officers had conducted 53 operations across the area since January 1.

About 80 per cent of those were for people reported missing in the bush.

'It is frustrating to the extreme that people demonstrate a total disregard for their own personal safety, and as a result the potential danger to police officers and other emergency services personnel who have to come to their rescue,' Detective Inspector Bostock said.

WORKBOOK>>
Worksheet 7.4

Questions

1. What clear message is being presented by the media coverage of this event?
2. Other people reading this might also interpret the coverage in different ways – provide some examples of these different interpretations.
3. Discuss your response as a class.

Source: *Sydney Morning Herald*, 17 February 2010

team
a collection of people who interact with one another, accept rights and obligations as members and share a common identity

TEAMWORK

Groups or **teams** are formed for various reasons, such as for sport or to complete a class project. Whatever the reason, all members of a group or team will have a common goal. It could be as challenging as climbing Mt Everest or as basic as getting from A to B. Often you will need to work in a group or team to complete a common task, so it is important to learn to work well as a team member.


© Cultura Creative (RF)/Alamy

People sometimes underestimate the importance of team or group memberships on their lives. Some people go on solo journeys, but most experiences of life involve being engaged with others. Groups can be quite varied – a family going for a walk, the crowd at a football game, an internet discussion group or a group of classmates.

Developing a team or group

In 1965, Bruce W Tuckman, an educational psychologist, described four stages of group development. He looked at the behaviour of small groups in different situations and recognised distinct phases that they go through. He considered all groups or teams need to experience all four stages before they achieve maximum effectiveness.

The process may not be consciously recognised by a group, but if the stages are understood, it can help the group become effective more quickly and less painfully.

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Stage 1: Formation In the first stage, members' behaviour is driven by the wish to be accepted by others and to avoid conflict. Difficult issues and feelings are avoided as individuals focus on being busy with issues such as team organisation, who does what, and when to meet.

At this time, each member is also gathering information and impressions about each other and about the scope of the task and how to approach it. This is a comfortable stage: however, avoiding all conflict means that not much actually gets done.


© PhotoAlto/Alamy

Stage 2: Difficulties As important issues start to be looked at, some members' patience will break and small conflicts will appear that are quickly solved or else ignored. Conflicts may be about the work of the group itself or about roles within the group. Some group members will be happy to deal with the issues; others will be uncomfortable about the conflict.


© Ace Stock Limited/Alamy

Stage 3: Working together As the second stage evolves, the 'rules' for the group are set up and the scope of the group's tasks or responsibilities are clear and agreed. Having had some conflict, the members now understand each other better and start to value each other's skills and experience.

Most team members listen to, appreciate and support each other and are prepared to go with the group's decisions; however, some team members may resist a suggested change as they fear that the group might break up or go back to arguing.


Justin Lloyd/Newspix

Stage 4: Performing Not all groups get to this stage. At the fourth stage everyone knows each other well enough to be able to work well together. They trust each

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Inga Williams/Newspix

other to work for the good of the group. Members' roles can change according to what is needed at that moment, without needing discussion. Group identity is strong. Each team member is equally focused on the job and on the team. This means that all the energy of the group can be directed towards the task(s). Do you recognise this process from a group you have been in?

Adapted from www.chimaeraconsulting.com/tuckman.htm

WORKBOOK>>
Worksheet 7.5

review & reflect

TEAMWORK

1. Do you recognise aspects of these stages from your own experience of being part of a team or group?
2. What do you think are some of the reasons why groups may not reach stage 4?

Developing collaboration skills

Collaboration is about working together effectively on a task. It is also about taking actions that respect the needs and contributions of others, and contributing to and accepting the decisions of the group. Collaboration is also negotiating a 'win–win' solution to achieve the team's objectives.

To function as a team each person must work to build and maintain the relationships that exist in the team. These behaviours show collaborative teamwork:

- giving and receiving feedback from peers or other team members
- sharing credit for good ideas with others
- acknowledging others' skill, experience, creativity and contributions
- listening to and acknowledging the feelings, concerns, opinions and ideas of others
- expanding on the ideas of a peer or team member
- tactfully stating personal opinions and areas of disagreement
- listening patiently to others in conflict situations
- defining problems in a non-threatening way
- supporting group decisions even if not in total agreement.

In addition, the team also needs to achieve its goal or task. These behaviours show effective group work:

- giving and seeking input from others (e.g. while planning strategies)

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- helping others to solve problems and achieve their own goals
- sharing information, ideas and suggestions
- asking for help in identifying and achieving goals and solving problems
- checking for agreement and gaining commitment to shared goals
- notifying other team members immediately of changes or problems
- making **procedural** suggestions to encourage progress towards goals
- checking for understanding
- negotiating to achieve a win–win outcome.

procedural
suggesting some steps or methods

GROUP SKILLS

review & reflect

1. Do you have good collaboration skills? In the future you will build on the skills that you develop when completing a group challenge or task. Many employers regard these skills as important and desirable attributes.
2. Go through the list of collaborative skills and try to identify which ones you are aware of or have demonstrated. Rate yourself on each of the behaviours:

   1 = I do this very well. I am consistent and successful in it.

   2 = I am good at this. With some practice I can make it perfect!

   3 = I am getting better, but still need to work on this a bit more.

   4 = I am not particularly good at this – yet!

Developing leadership skills


Yellow Dog Productions/Getty Images

Often when you work in a group or as part of a team, decisions need to be made. This becomes more important when the team is placed under pressure or challenged. Frequently people show leadership when the group is facing a particularly difficult situation. Some people have inherent leadership qualities but leadership is not something a person is born with, nor can it be learnt from books. Leadership is about 'being'. It is about you as a person reaching within yourself to be the very best you can. It is also about inspiring others with loyalty, trust, commitment and ensuring that everyone works together as a team. Leaders are confident in their own ability; they know what they want to achieve, are able to motivate others and put the team or group before themselves.

What might be some key aspects of leadership that will help in developing individuals to become leaders of the future?

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face 2 face

review & reflect

LEADERSHIP ESSENTIALS

1 List some essential points about leadership and discuss them with a partner.
2 As a class, discuss some of these leadership essentials.

Elements of leadership

These are some of the elements of leadership important to group success:

Personality and character

Be yourself and be a person who demonstrates trust, honesty, integrity, fairness, empathy and care. Remember to treat people the way you would expect to be treated.

Courage

Be strong when things do not go as planned and even though sometimes you might be fearful, stick with your 'gut' instincts and remain true to yourself.

Communication

Make sure that everyone clearly understands you and what your intentions or plans are. Sometimes people will interpret things differently so check their understanding to make sure they are on the 'same page' as you.

Planning

Make sure your planning covers everything from the smallest detail to the most obvious element. In order to have a plan you must also have a goal or vision and know how you are going to achieve that.

Enjoyment

You need to be buoyant and optimistic about what you are doing and ensure that this can be seen by everyone you work with.

Humility

Be humble and modest about yourself. Do not expect people to work with you unless you are prepared to do the 'hard work' or the more unpleasant tasks as well. This shows understanding of what is required and what others may need to do. It also helps to unite people in completing a task because you are leading by example.

Responsibility

You need to accept that you are responsible for your actions. It is inevitable that you will make mistakes; however, if you learn from these then you can improve your performance and be a more effective leader.

Recognition and reward

Make sure you recognise when people are deserving of praise from you for their efforts and achievement. People like to know that they have done a great job or performed well.

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Leadership styles

Normally in a group situation, someone will need to demonstrate leadership skills so the group can achieve their task. The style that they use and when they use it can have an important influence on how the group progresses. Leadership style is the manner and approach of providing direction, implementing plans and motivating people. There are three main styles of leadership:

WORKBOOK>>
Worksheet 7.6

- **The autocratic leadership style** is where leaders tell people in the team what they want done and how they want it done, without getting the advice of the rest of the team. It is a good style to use when you have all the information to solve the problem, you are short on time and your team is well motivated. Often this style is thought to mean yelling, using demeaning language, leading by threats and abusing the leader's power; however, this is abusive and unprofessional. The autocratic style should be used rarely. To gain more commitment and motivation from your team, you should use the democratic style.
- **The democratic leadership style** involves the leader including one or more members of the group in making decisions. However, the leader has the final decision-making authority. This style shows strength and a team will respect this.
- **The laissez-faire leadership style** allows the members of the team to make the decisions, although the leader is responsible for the decisions. Team members are able to analyse the situation and determine what needs to be done and how to do it. This style can be used when the people in the group are fully trusted to be competent.

Good leaders will use a number of different styles, with one of them normally dominant.

Effective teams can achieve far more than their individual members could on their own. Teams or groups provide opportunities to develop essential leadership skills. Effective leadership can accelerate the group-forming process and reduce difficulties that members of the group experience by understanding what they need to do as a team moves through the different stages.



Comstock Images/Thinkstock

An autocratic leader makes all the decisions



© Konstantin Chagin/Dreamstime

A democratic leader involves team members in decisions



© Kevin Dodge/Corbis

Laissez-faire leadership allows all the team members to make decisions

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CASE STUDY Sir Edmund Hillary

SIR Edmund Hillary and Sherpa Tenzing Norgay were the first people to conquer Mt Everest. The following is part of an interview with Sir Edmund Hillary later in life when he reflects on his own ability as a leader and working as part of a team.

The interviewer: The qualities you mentioned, soundness and mature judgement, they're the qualities of leadership. So what you're really talking about is how you developed as a leader.

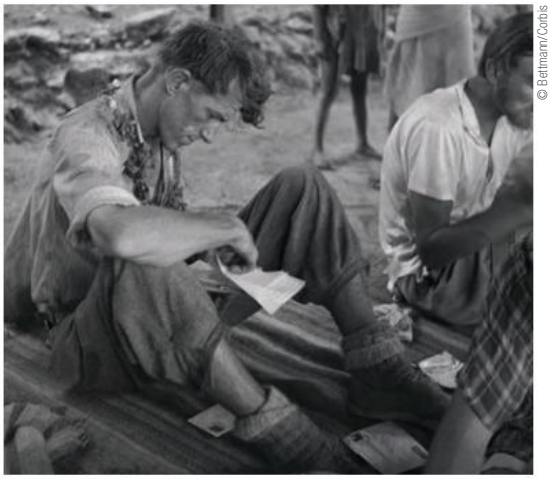
Sir Edmund Hillary: There are some people who are natural leaders, who have the ability to think quickly or choose the right decisions at the right moment. But I think there are an awful lot of us who have to learn how to be a leader, and in actual fact, I believe that most people, if they really want to, can become competent leaders. I think I was the prime example of someone with relatively modest abilities, but I think I learnt to become a reasonably competent leader. Even practice is quite a useful attribute in this respect. As you do more expeditions and more adventures, you get more experience and you know more clearly what to do in moments of emergency. But I certainly never regarded myself as a natural leader.

The interviewer: How do you think you developed this healthy balance between being part of a team and being an individual striver?

Sir Edmund Hillary: I did my best. I certainly had strong individualistic attitudes, and I think probably I was at my best when I was given the job as leader of a project. In other words, I was forced to think ahead and make decisions and make sure that everything was carried out successfully. I don't think I was a very good follower because I think I did have my own personal ideas and I didn't particularly like being ordered around, to tell the truth. On the other hand, as a leader, I was not the type who ordered other people around. I did expect my groups to have good, strong ideas of their own, but for us all to work happily together and I think, on the whole, our expeditions were very happy ones and that we had quite strong team spirit.

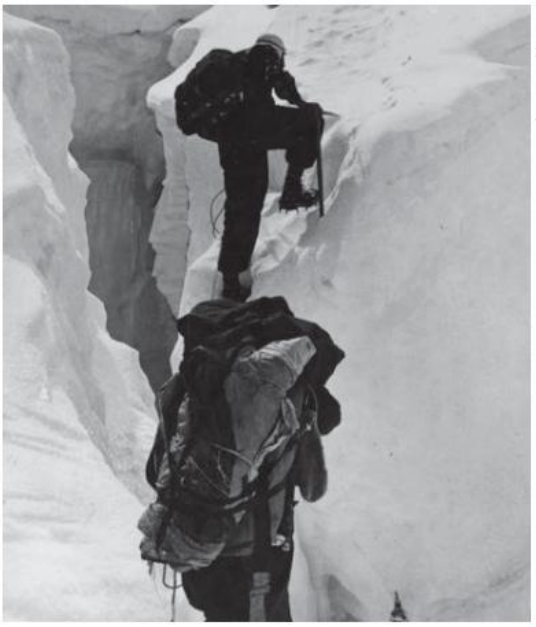
The interviewer: What's the proportion of skill, planning, leadership and luck?

Sir Edmund Hillary: You need all those things of course. You certainly need planning and you certainly need a degree of skill and fitness, and there's no question at all that you need a little bit of luck.



© Bettmann/Corbis

Edmund Hillary reads his mail in camp after descending from the summit of Everest



Getty Images/Mondadori

Edmund Hillary and Tenzing Norgay climbing Mt Everest in 1953

People often say you make your own luck, and I think probably 90 per cent of the luck is self-created, but there is that 10 per cent. You've got to have things right at the right time. If you're heading for the summit, you've got to have a reasonable day for it. And if the weather doesn't treat you right, nobody's going to get there. I guess you'd call that luck. But if you plan things, maybe you're organised so you can wait for another day and put in your push to the summit. But I do believe that a little bit of luck is a good thing to have.

Source: www.achievement.org. See also www.edhillary.com, www.himalayantrust.org and www.australianhimalayanfoundation.org.au

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CAROUSEL DEBATE

Set up the class in a carousel formation by making two circles (an inner and outer circle) of students facing each other. One circle assumes the negative viewpoint and the other circle assumes the positive viewpoint. Begin a debate on the topics provided. After one to two minutes the circles rotate three places in the opposite direction from each other, the viewpoints change and the debate continues.

1. Are leaders born or bred?
2. Autocratic leadership is the best style of leadership.
3. Courage is the most important leadership quality.

INITIATIVE AND PROBLEM SOLVING

Having explored how groups work, it is time to apply those skills in practical situations. You will observe your peers and assess your own group and leadership skills. This is also an opportunity to demonstrate ethical behaviour, which is characterised by honesty, fairness and treating others well.

THROUGH THE WRINGER



This is a very simple but effective team-building activity.

Aim: The aim is to pass everyone through the hoop as quickly as possible.

Equipment: One hoop for each group.

Rules: The clock starts as soon as the hoop is picked off of the floor and stops when the last person has placed it on the floor.

You can have three or more official attempts and you will be given some time in between attempts to plan. The class might be split into two or three groups with a competition to see who is the quickest. To add more complexity, complete the activity with a smaller hoop.

Reprinted with permission from playmeo. To access more interactive group activities, go to www.playmeo.com.

WORKBOOK>>
Worksheet 7.7

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THE MAZE

This is a more complex team challenge.



Aim: The aim of the challenge is to get all members of your group across the maze one at a time. One person will start at one end of a row of flat spot markers or circles of chalk drawn on the ground. The key is to work out the correct pathway through the maze.

Rules: The pathway will not be in a straight line; it may change direction at any time and will not cross itself or use a marker or spot twice. Once the pathway has been identified it will not be changed. Only one person is permitted to enter the maze or be inside the maze of spots at any point. Every time a spot or circle is stepped on with both feet you will be given the thumbs up (indicating that it is part of the path) or thumbs down (indicating it is not part of the path). Try to complete the maze with the minimum number of errors.

If this is completed easily, try one of these variations to increase the complexity:

- ➜ If the wrong spot is stepped on, the person must retrace their steps correctly back to the start and another team member starts.
- ➜ Decide on a set number of errors each group is allowed to complete the task (for example, 30).
- ➜ Don't allow any verbal communication once the game has started. This does not include preparation time before the event.

Reprinted with permission from playmeo. To access more interactive group activities, go to www.playmeo.com.

MOVEMENT CHALLENGES

BLINDFOLD, THREE-LEGGED FRISBEE THROLF

This will involve you and a partner working together to complete a set course.

Aim: The aim is to complete the course in the quickest time with the minimum of throws. This is exactly like a game of golf, except that you are with a blindfolded partner and you are using a frisbee. A score card could be kept to record the number of throws for the whole course.

The course will need to be shorter than a frisbee golf course and, to save time, the class may need to be split and start at different starting points. Alternatively, two courses could be set up with similar difficulty levels and then pairs could swap over.

Equipment: Five or six hoops and markers or poles to represent the holes, frisbees – one for each pair depending on the number of the groups, and bandanas to tie legs together and to blindfold each other.

Rules: Each pair must stay together for the whole task. The blindfolded partner must always throw the frisbee. Each hole (hoop) is completed when the frisbee lands in the hoop. The partner who is not blindfolded needs to guide their partner on where to go and in what direction the frisbee must be thrown.

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GLADIATOR



In groups of three to five students, create your own gladiator to go into battle with another group's gladiator. Your team must create a suit of armour and a weapon that will survive a fight and ultimately destroy the opposition.

Aim: The aim is to destroy the other person's armour.

Equipment: Cardboard boxes, newspaper, magazines, glue, tape, cardboard, egg cartons.

Rules: Each team must have approximately the same amount of resources. Depending on the time available for the whole task, a time limit can be set for planning and building and then for the actual battle.

DESIGN YOUR OWN TEAM CHALLENGE



Aim: The aim is to design and create a new group activity or challenge.

Equipment: This can vary depending on the challenge being created.

Rules: A group can create or design anything; whether it is physical, non-verbal, mental or involves singing or dancing, it does not matter. Each group will be given a set amount of time to create their challenge.

After the allocated time each team will present their challenge to the whole class. The activity should be one that the group believes it can do better than any other group! Groups earn points for meeting the following criteria:

- no other group can beat them at their activity (+2)
- they can do another group's activity (+1).

WORKBOOK>>
Worksheet 7.8

EVALUATION AND REFLECTION

It is important to evaluate and reflect on your ability to work in a team. For any of the previous movement challenges or initiatives, reflect on your involvement in the group challenge.

- How did you contribute to achieving the task?
- Explain how effective you were as a group in completing the challenge.
- What would you suggest to improve your team's effectiveness?
- Provide examples of leadership that were demonstrated by the group.

MAKE AN ASSESSMENT



This activity discusses how to evaluate and reflect on your ability to work in a team and to be an effective leader.

One of the ways that you can evaluate how well you have contributed to a team is to create a self-assessment or peer-assessment tool. If it is too difficult to identify what qualities to assess, this could be determined in pairs and then as a class determine what key components should be included.

Refine the model so that there is agreement among the class. Table 7.1 is just one example of a self-assessment tool.

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TABLE 7.1 A self-assessment tool

Demonstrating personal qualities			
Look at statements below: • On the scale next to each statement, choose a rating that reflects how frequently it applies to you • Total your scores after each domain and reflect on how you have scored yourself	A lot of the time	Some of the time	Very little or none of the time
Developing self-awareness			
I reflect on how my own values and principles influence my behaviour and have an impact on others.			
I seek feedback from others on my strengths and limitations and modify my behaviour accordingly.			
Managing yourself			
I remain calm and focused under pressure.			
I plan my workload and deliver on my commitments to consistently high standards, demonstrating flexibility to service requirements.			
Continuing personal development			
I actively seek opportunities to learn and develop.			
I apply my learning to practical work.			
Acting with integrity			
I act in an open, honest and inclusive manner – respecting other people's culture, beliefs and abilities.			
I speak out when I see that ethics or values are being compromised.			
TOTAL			

Look at each statement in the table and choose a rating that reflects how frequently the statement applies to you. Total your scores and reflect on what you have given yourself. If you have mainly 'Some' or 'Very little or none' in any particular domain, this domain may be an area you wish to develop further. If you have 'A lot' then check that these are not overplayed strengths. An overplayed strength could be a behaviour you over-rely on and one that might have a negative impact on your performance.

Adapted from www.leadershipacademy.nhs.uk/wp-content/uploads/2012/11/NHSLeadership-Framework-LeadershipFrameworkSelfAssessmentTool.pdf

Another example of an evaluation or reflective tool is the Life Effectiveness Questionnaire. 'Life effectiveness' is a person's capacity to adapt, survive and thrive. The questionnaire measures changes (growth) in your personal development in eight areas after you have done training in leadership. The questionnaire assesses these areas:

- time management
- social competence
- achievement motivation
- intellectual flexibility
- task leadership
- emotional control
- active initiative
- self-confidence.



ASSESS YOURSELF

1. Go online and find the 'Life Effectiveness Questionnaire' or link direct via http://ffl910vic.nelsonnet.com.au.
2. Create your own self-assessment tool to evaluate how effective you are as a group member or as a leader.

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BUSHWALKING

Bushwalking is the Australian word for hiking. It refers to walking through undeveloped land or wilderness on tracks or cross-country through the bush. Australia is fortunate to have many large national parks that preserve scenic and rugged areas in their natural state. Even Australia's largest city, Sydney, is (quite literally) surrounded by huge areas of national park.

Dr Melissa Parker from the University of Queensland has written a book about bushwalking in which she explains how bushwalking has evolved and how a passion for the bush led to the development of national parks in Australia.

'Bushwalking is such a fundamentally Australian pastime, and is enjoyed by so many people, but the stories had never been told', Dr Harper said. '*The Ways of the Bushwalker: On foot in Australia* reveals how bushwalkers have shaped Australian ideas about the land.'

'The earliest European arrivals were often quite hostile towards the bush – it was alien to them.

'Bushwalkers really promoted the idea that the bush was beautiful – a place to relax and rediscover yourself. They encouraged people not to be scared of it, but to treat it with respect and understanding.

'Bushwalkers showed that the Australian environment was varied, not monotonous,' Dr Harper said.

Source: 'Australian history shaped by bushwalkers', *UQ News,* The University of Queensland, www.uq.edu.au/news/article/2007/10/australian-history-shaped-bushwalkers



riberoantonio/123RF Stock Photo

The Australian bush is beautiful and varied, but it needs to be treated with respect and understanding

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Preparing for a bushwalk and overnight camp

Before going anywhere in the bush, it is essential to prepare thoroughly to ensure the activity is enjoyable and safe. The amount of preparation required will depend on where you are walking (for example in rugged terrain or isolated areas) and for how long.

Most Australian states now have Activity Adventure Standards that provide minimum voluntary guidelines to follow for adventure activities. The Duke of Edinburgh's Award also provides guidelines for completing an adventurous journey.

Table 7.2 lists personal and group skills that each person and group should have acquired before they go bushwalking and stay overnight. Group skills should be learnt as a group so that when you are actually out in the bush, you are prepared for all possible hazards and have procedures in place to deal with these dangers.

TABLE 7.2 Skills needed for staying overnight on a bushwalk

Personal skills	Group skills
• Personal clothing, equipment, footwear and packing of equipment, equipment load • Personal safety – sun protection, basic first aid procedures • Food selection • Navigation skills • Physical fitness	• Cooking skills, food preparation, hygiene and cleaning up • Tent pitching and campsite selection, camp practices • Route planning • Navigation skills • Safe walking skills and procedures



klotz/1234F Stock Photo

The ability to find a suitable campsite and pitch a tent are important personal and group skills

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Personal equipment, clothing and footwear

If you are going bushwalking there is nothing worse than being unprepared. Personal clothing and equipment does not need to be 'top of the range' but it needs to be effective to do the job it is expected to do.

PACKING FOR A NIGHT

critical + creative thinking

This activity should be done in pairs.

1. List all the essential personal items you think would be needed for an overnight bushwalk.
2. Compare your list with the one provided and see how many items you had remembered and which ones you missed.

This is a generic bushwalking list, which should be added to for specific activities (e.g. depending on conditions – winter, summer)

Backpack
Sleeping bag – with hood, packs up small
Sleeping mat

Outer-layer clothing:
- waterproof jacket, strong hood, below waist length
- over-pants
- sun hat, 30+sunscreen, sunglasses
- worn-in boots with laces and soles in good shape (no elastic-sided boots)

Mid-layer clothing:
- 2 wool or fleece jumpers *not* cotton
- 2 long pants (e.g. track pants) *not* denim
- long-sleeved top and T-shirt *with* collar

Inner-layer clothing:
- thick socks – at least three pairs, *not* cotton sports socks
- wool or fleece hat/beanie and gloves/mitts
- thermal long-sleeved shirt and long johns – polypropylene – for alpine hikes and winter trips

Water bottles: two 1-litre bottles
Eating utensils – bowl, knife, spoon and mug – all lightweight (fork and plate optional)
Scouring pads, tea-towel
Toothbrush etc. – no shampoo needed, small deodorant if any
Toilet paper in snaplock plastic bag
Notebook, pen, pencil
Head torch and spare batteries
Matches in sealable plastic bag
Personal first aid needs (e.g. blister tape, ankle bandages, asthma inhaler)
Repair kit: spare string/bootlaces, strong tape, needle and thread
5 plastic shopping bags and rubber bands
3 large tough garbage bags to line pack
Hot drinks – powdered chocolate, cup-a-soup and powdered energy drinks
Food for all meals plus high-energy snack food (e.g. scroggin: peanuts, dried fruit)
Optional: camera, cards, chess, bathers and tiny towel, chocolate, jelly beans

Adapted from The Duke of Edinburgh's Award in Victoria, *Adventurous journeys*, 2008, p. 9

3. Why do some of the items in the clothes list (waterproof jacket, jumpers, socks and hat) give specific information about the type of clothes to be worn, length of material or quality of material?

SCAFFOLD>>
Packing list

WORKBOOK>>
Worksheet 7.13

ISBN 9780170376211



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It is important that you layer your clothing. You may have a T-shirt underneath and then a long-sleeved shirt, then a jacket with a zip. As your body cools or heats up you can easily adjust the temperature by unzipping, rolling up sleeves or adding another layer to maintain a comfortable temperature. This is also useful when you may have to walk uphill, when your body works harder and you become hotter.

You should be comfortable with wearing all the clothing you have packed and have used it before, especially footwear. People often buy new boots but don't 'wear them in' properly; this can cause discomfort and blisters, and will make your trip miserable rather than fun. Ideally boots should provide ankle support, especially if the terrain is demanding and 'off track'.

Packing your backpack

Learning to organise your gear properly before loading your backpack will eliminate forgotten items and help you remove unnecessary luxuries. In addition, efficiently packing your backpack will give you more comfort, convenience and stability.

critical + creative thinking

PACKING

As a class, discuss what items should be where in your backpack, and why. Then compare your results with the list provided.

Packing	Fitting the pack to your back
Open all buckles and straps Loosen compression straps, fold top down Fold a garbage bag liner down and around the pack top Think of the logical order for your gear: • **Bottom**: tent, sleeping bag and spare set of clothes jammed into corners • **Middle**: stove, toilet bag, torch, food and utensils, spare trail mix • **Top**: waterproofs, jumper, hats, gloves, extra water • **Top pocket**: first aid and personal medication, map, pen, booklet, camera, trail mix for a day • **Water** under flap – easy access behind mat or in side pocket	Packs are designed to adjust to different back lengths, sizes and shapes, so you will need to fiddle with the straps a bit to get it right for your body. • The hip belt should be firmly anchored on the hip bone, not below it. • Adjust shoulder straps at top and bottom. These straps pull the pack upright onto the hip belt. Weight should not be on shoulders. • Side straps secure the internal load onto the frame. • There should be a gap between the pack and your back to allow for air circulation.

Adapted from The Duke of Edinburgh's Award in Victoria, *Adventurous journeys*, 2008, p. 10

trail mix
a mixture of nuts, dried fruit and chocolate (also called scroggin)

ISBN 9780170376211

Packing tips



- No pack is really waterproof, so line it with a large thick garbage bag (take three spares). You can also use a waterproof pack cover.
- What you don't need during the day goes at the bottom.
- Compress the sleeping bag at the bottom and jam spare clothing (in small plastic bags) around it, not on top of it; **fill the corners.**
- Heavier items should be close to your spine in the middle third of the pack.
- Load heavy items such as stove fuel bottle or food (in small plastic bags) close to your back on top of jammed-in sleeping bag and spare clothes.
- Equipment needed during the day (such as waterproofs, snacks, water, map, spare jumper, camera, lunch) should be accessible at the top.
- Waterproof all your clothes and sleeping bag in separate bags.
- Place your insulation roll or sleeping mat inside your backpack by flattening it against one side or rolling it up inside your pack and then pack all your items inside it. This way, it won't get wet or torn.

Adapted from The Duke of Edinburgh's Award in Victoria, *Adventurous journeys*, 2008, p. 10

Weight

Your pack should weigh no more than 25 to 30 per cent of your body weight, so pack carefully and only take essential items. Items that will be shared, such as food, stove/fuel, first aid kit and tent/tent poles should be spread evenly among the group. This can also include map and compass, trowel and toilet paper, first aid extras and emergency food.



Internal frame pack



Distributing pack weight

HOW HEAVY?

review & reflect

Use your body weight to calculate how heavy your pack should be.

This sample calculation is for a person who weighs 80 kg.

25% of 80 kg = 20 kg

30% of 80 kg = 24 kg

When fully packed, the backpack should weigh 20–24 kg.

You may need to go back through your items and remove anything unnecessary if your pack weighs more than the guideline.

EXTRA ACTIVITY>>
How to pack your backpack

ISBN 9780170376211

PRACTISE PACKING

An effective method of practising packing is to have all the personal equipment ready to go and then take turns to pack the equipment in a backpack.

Also practise fitting the pack, taking it off and putting it on again. Ask your teacher to demonstrate the best method. For example, instead of having to bend and place your pack on your back, you can ask a group member to help, or you could place your pack on top of a fallen tree or a rock to help.



Personal safety

Protect yourself from the sun with a wide-brimmed hat, a shirt with a collar and long sleeves, and by applying sunscreen to areas exposed to the sun. Wearing long pants and long-sleeved shirts also helps to reduce scratches and stings. Knowledge of basic first aid procedures is important and is explored more thoroughly in Chapter 6.

WHAT COULD GO WRONG?

As a class, brainstorm some common first-aid problems that could potentially occur while bushwalking and what the best treatment would be for each.

Food and meals

Depending on how long and demanding the bushwalk is, an approximate guide is to pack 700 g to 1 kg of food per person per day:

- Food needs to be lightweight and compact, easy to cook, nutritious, not perishable, have little packaging and be high in energy for a bushwalking trip.
- The purpose of food is to fuel the body. Allow generous amounts and do not skip meals or snacks. Your body will be working hard and will require more food than usual.
- Tasty food is much more satisfying.
- No tins or glass containers!
- Remove as much packaging as you can – re-pack in snaplock bags, which are light and reusable.
- Avoid buying heavily packaged items. Shop to leave no trace.
- Label the snaplock bags (e.g. *Lunch day 1*).

ISBN 9780170376211

Include foods from the five food groups with a high percentage of complex carbohydrates. (See Chapter 2, page 56.)

- Use variety; avoid junk foods.
- Pack food that is tasty, nutritious and cookable on a two-pot stove.
- Include drinks – both hot and cold, in high-energy, powder form – no UHT drinks (too heavy).
- Avoid instant foods such as 'two-minute noodles' on their own as a meal; they have little nutritional value. Add vegies or tuna.
- Do not pack baked beans and other tinned foods; they are too heavy and create too much rubbish.
- Select food that will survive being crushed and unrefrigerated.
- Remember to pack high-energy snacks of dried fruit, nuts, jubes, chocolate or muesli bars.
- Avoid high-sugar hits; this results in a sudden low blood-sugar level after the instant high.

Adapted from The Duke of Edinburgh's Award in Victoria, *Adventurous journeys*, 2008, p. 11



36clicks/123RF Stock Photo

ISBN 9780170376211

review & reflect

MENU PLAN

In pairs, plan a two-day menu that includes two breakfasts, two lunches, one dinner and healthy snacks. Ensure that you follow the guidelines for food and meals and consider the following points:

Breakfast	Lunch	Dinner
• Can be non-cooked (muesli) or cooked (porridge, pancakes), depending on group plans and timing • Could also be fruit buns or pikelets	• Easiest if non-cooked to reduce time spent preparing meal; however a cup-a-soup only requires boiling water (good in cold weather)	• Should be simple to prepare and cook; the cooking group cooks one meal to share with the group, rather than cooking meals individually, which takes too long, has no group benefit and uses more fuel

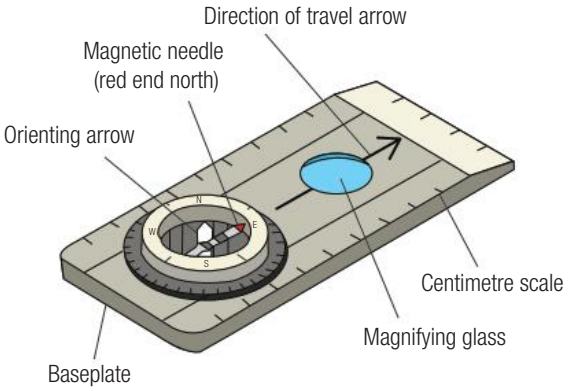
Adapted from The Duke of Edinburgh's Award in Victoria, *Adventurous journeys*, 2008, p. 11

SCAFFOLD>>
Two-day menu

Navigation

Using a compass

Once you are able to use a map to navigate confidently (whether completing an orienteering course or being out in the bush) it is helpful to be able to use a compass so that if you do get lost you have the compass to fall back on. This is an individual requirement that should be shared between group members during the walk and everyone must be competent before going on a walk.

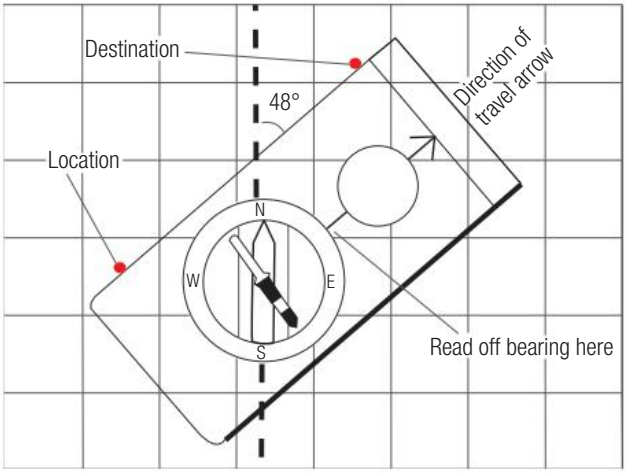


Components of a compass

Finding a grid bearing

Step 1: Place the compass on the map with the side edge of the compass connecting your location with your destination and with the direction of travel arrow pointing to where you want to go.

Step 2: Turn the compass until the orienteering lines on the base are parallel with the north–south lines on your map and the 'N' is pointing to the top of the map. The grid bearing can now be read off the scale opposite the direction of travel arrow (see diagram).

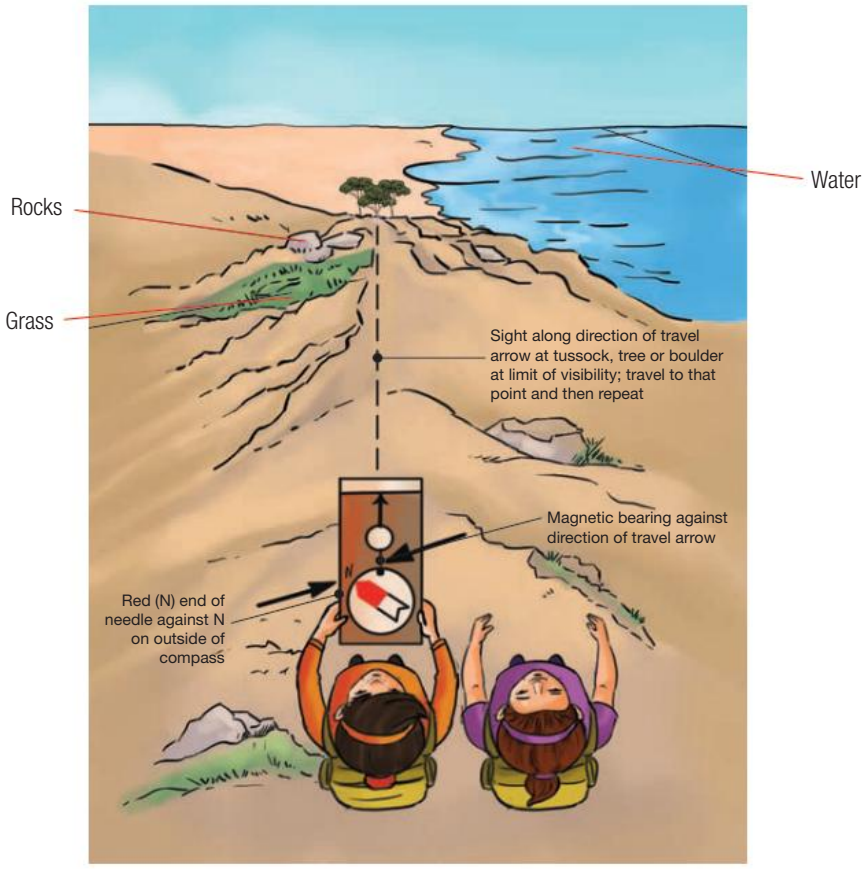


Using a map and compass to find a bearing

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Step 3: Hold the compass horizontally in front of you so that the needle is swinging freely. Then turn yourself around until the red end of the compass needle is pointing to the N on the outside of the compass and is parallel to the lines in the bottom.

Step 4: Sight along the direction of travel arrow at some feature in the landscape – it could be a tree or building – then travel towards it. You are now travelling towards your objective. When you reach the point you sighted on, stop and repeat the process until you reach your destination.



Taking a bearing

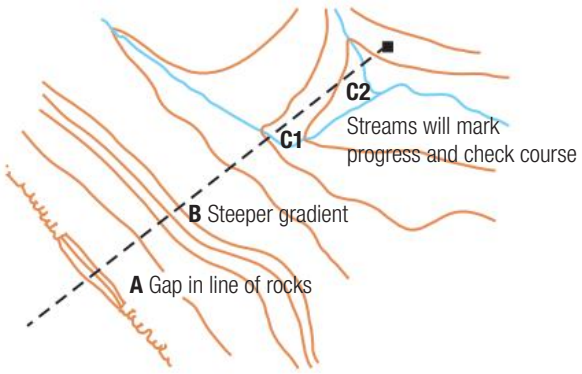
These skills will allow you to successfully navigate using a compass with a map. However if you wish to walk in more difficult terrain or for longer distances, you will need to calculate the difference between true north and magnetic north.

The magnetic variation in Australia is east of true north. The variation is always **subtracted** from the grid bearing. Detailed maps will have information of the magnetic variation in that area.

Pacing yourself

Another way to ensure that you are following a bearing, especially when in poor visibility, is to know the number of paces you take over a set distance (for example, 100 metres). If you have practised this skill, when it is required you can apply it to ensure that you are even more accurate with your navigation.

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Tracking your position while travelling on a bearing

Tracking your position

You should constantly check your position and progress, even when travelling on a compass bearing. This is very important if there are no clear features, such as trees or hills, or if visibility is poor. For example, in the diagram provided, if the line of rocks at A was in front of you, it would indicate that you were off course. Point B, the steeper slope, would establish your position. The streams crossing your path at C1 and C2 would mark your progress along a bearing and their direction should help you correct your course if necessary.

Navigation illustrations adapted from W Keay and N Gair, *Land Navigation: Routefinding with Map and Compasses*, Duke of Edinburgh's Award, Coventry, UK: Clifford Press Ltd, 1995.

Safe walking

So that members of your group do not get lost or left behind, the group should have experienced walkers at the front and rear. These people should keep everyone together, ensuring that no one passes the front person and no one falls behind the rear person. Always walk at the pace of the slowest walker in the group and place this person near the front to ensure that they are not left behind or that pressure is not placed on them to 'catch up'. This will ensure a safe, steady pace. Plan regular drink and snack stops, which can be marked on the route card, and appoint a timekeeper who ensures the group keeps to the times allocated for breaks. It is



© Bjorn Svensson/Alamy

Experienced walkers should be at the front and rear of the group

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better to have regular drink breaks and short stops than long breaks that could upset the rhythm of the group and result in you getting cold.

Physical fitness

A reasonable degree of fitness is required to undertake a bushwalk because of the additional weight being carried in your pack. The route will also have an impact, especially if there is a lot of climbing. Therefore, it is important that you improve the endurance in your legs and develop your cardiovascular fitness in the weeks before the walk.

GETTING FIT FOR A WALK

Go to http://ffl910vic.nelsonnet.com.au and follow the links to some websites to increase your knowledge and skills about getting fit.

Campsite selection

CHOOSE A CAMPSITE



inavarhateren/123RF Stock Photo

1. Look at the photo and discuss in pairs whether it shows a good place to camp.
2. Individually or in pairs, brainstorm factors that should be considered when selecting a campsite. Draw a table with three columns:
   - ➜ In column 1, describe the factor.
   - ➜ In column 2, explain why this factor is important.
   - ➜ In column 3, rank your factors from most important to least important.
3. Use the web to search for relevant factors to complete the task.

SCAFFOLD>>
Selecting a campsite

ISBN 9780170376211

PITCHING A TENT

1 It is essential to practise putting up a tent before you go bushwalking, especially if you have not used the tent before. Check that nothing is missing or broken (frame, ropes, tent pegs, zips, etc.).

2 Once you can pitch a tent (depending on the number of tents available), try a communication activity such as putting up a tent in pairs using non-verbal communication only.

WORKBOOK>>
Worksheet 7.8

Cooking and hygiene

Before preparing food, you must wash your hands with soap or a disinfectant gel. Ensure your stove is at least 4 metres away from any tents before lighting it. Table 7.3 shows the basic set up to prepare for cooking and ensure hygiene and safety.

TABLE 7.3 Cooking at a campsite

Preparation
• Set up on stable surface, ground or table, not a narrow bench. • Set up a minimum of 3 metres clear around stove site (e.g. nowhere near tents). • Before lighting stove, have all cutlery, plates, food and water ready at cook site. • Take burner to fuel bottles, not bottles to stove. Tighten fuel bottle lid immediately after use. • Once the stove is alight, do not move it or leave it unattended. • Dig a hole at edge of campsite beneath trees if possible for discarding washing water (no food scraps).
Safety and hygiene
• Wash your hands before cooking. • Never blow on flame. • Stay with your stove once alight and never move stove when alight. • Never remove wind shield when stove is alight.
Washing up
• After the meal, scrape all food out – no food scraps in wash water. • Soak: half fill a dirty pot with water to soak before you start eating. • First wash: use bark or leaves for initial scrub of pot, bowl, cutlery, black under pot; tip water into wash-water hole. • Second wash: heat clean water in scrubbed pot, pour into plastic wash bowl; scrub whole stove, bowls and cutlery with soap steel wool pad; wash outside of pots last. • Rinse soap with water bottle into wash-water hole or spread into bushes away from campsite. • Dry everything completely to avoid bacteria and mould growth. • Check all equipment and utensils are packed again.

Adapted from The Duke of Edinburgh's Award in Victoria, *Adventurous journeys*, 2008, p. 14

STOVE SETUP

Practise putting together a stove without lighting it. Trangia camp stoves are excellent for efficiency and safety – practise putting one together and taking it apart while blindfolded!

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Axelv/CC BY-SA 3.0 Unported licence.

A camp stove in use. This style is lightweight and durable and excellent for bushwalking. It uses methylated spirit as fuel.

Route planning and emergency procedures

Route planning is an essential skill, and like all other skills it improves with practice. The first step is to plan a route that will satisfy the purpose of your journey. This will depend on many factors (such as experience or age), so it is important to select a route based on the capabilities and requirements of the group.

Alternative routes and escape routes

Planning an alternative route is important in case of poor weather; it allows you to change your route so that you can avoid the worst of the weather and still reach your destination. An escape route will not help you reach your destination but will help you escape any immediate predicaments.

ESCAPE ROUTE

face 2 face

1. As a class, provide some examples of when a group may need to use an escape route.
2. Discuss circumstances where it would be better to stay where you are than to use an escape route.

EXTRA ACTIVITY>>
Bibbulmun Track

General considerations for route planning

It is important to decide on the length of the walk at the start, and then divide the route into days. Start your day early to reduce your chances of finishing in darkness. Plan to do major climbs early in the day.

ISBN 9780170376211

face 2 face

CLASS DISCUSSION

Why would it be important to make any major ascents early in the day?

Estimating journey time

Estimating journey time is central to route planning and will be determined by a number of factors:

- physical fitness of the group
- distance to be covered
- height to be climbed
- proportion of journey on tracks or off track
- conditions underfoot
- weather conditions.

Allow for the weight of a pack and for height climbed. Some basic estimates for a fit walker with a full pack and camping gear:

- 15 minutes for every flat kilometre
- an additional four minutes for every 30 metres of ascent. (If the contours on the map are spaced 10 metres apart, this is four minutes for every three contours.)

Planning the route

Depending on the length of the bushwalk, your resting places to camp at night will have an important role in selecting your route. If you are walking in a national park, campsites will be set, which may determine your route options. If you are planning to climb a major peak then this must also be considered in relation to the horizontal distance that you have to travel.

Completing a route card

It is important to fill in a route card before you go. A route card is an important statement of your intentions and it provides detailed information regarding your route that can be passed on to relevant authorities before you go on your walk. Most of the columns in Table 7.4 are self-explanatory.

SCAFFOLD>>
Route card

Divide the journey into sections or legs at natural divisions in the route and where possible by the main checkpoints, or way marks, on the route. Sometimes legs can also be where there is a major change of direction, by ascent or descent, or when there is a change from one method of route finding to another, such as following a path to climbing a gully. The checkpoints or way marks must be physical features on the ground that cannot be confused.

WORKBOOK>>
Worksheet 7.9

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TABLE 7.4 A sample route card

Aim of trip: Four-day coastal hike, climb Mt Arapiles, search for caves									Group name: Class 9C, Bunbury HS Address: Railway Pde, Bunbury Phone: 07 8341 2056	
Day TUES	Date 7/7/2014	Day no. 1		Names of team members:						
Leg	Grid reference START Seaside 783 755	General direction/ bearing	Distance (km)	Height climbed (m)	Walking time (min)	Exploring, rest, meal time (min)	Total time for leg	Estimated arrival time	Setting out time 9am Details of leg	Escape/notes
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)
1	To North shoulder 777 735	SW then S	2.8	80	50	10	60 min	10.00	Walked path towards North Point, then path S to Sadler	
2	To Shooting hut 766 734	W	1.3	50	25	10	35 min	10.35	Followed path by Sadler and North Point, then by wall	
3	To Ingleborough 741 735	W	2.9	300	1 h 25 min	30	1 h 55 min	12.30	Path to allotment wall then climbed to summit	
4	To Little Ingleborough 743 735	E then S	1.4	–	20	10	30 min	13.00	Retraced path to Swiss Trail then path towards cairn	
5	To Swallow Hole 737 723	S and SW	1.4	–	20	10	30 min	13.30	Take SW fork at junction with Running Girl path	
6	To Macoby Cote 732 705	S and SW	1.9	–	30	–	30 min	14.00	Follow path or site bend	
7	To									BAD WEATHER ROUTE: follow proposed route to Solbar then Long Cove to Old Road
8	To									
	Totals:		11.7 km	430 m	3 h 50 min			16.10	Supervisor's name, phone number Ian Ferguson 07 8340 7295	

Adapted from www.dofe.org/en/content/cms/leaders/resources-download/expedition-downloads/

ISBN 9780170376211

CASE STUDY School sorry for mountain blunder



© Bjorn Svensson/agefotostock

A London school has apologised after a group of teenage girls wearing uniforms, trainers and bin liners had to be rescued from a Highland mountain.

The Cairngorm Mountain Rescue Team believe the teacher's actions put the lives of the 39 young girls at risk.

The group lost their bearings in the mist after reaching the top of Meall a' Bhuachaille on Wednesday.

A spokesman for the Beth Jacobs Seminary for Girls said they would be holding an immediate internal inquiry.

The alarm was raised when the 16- and 17-year-olds and their female leader reached the top of the 2500 ft hill, in the Cairngorm mountains near Aviemore.

Rescue leader John Allen said he had never seen such a poorly equipped party.

Mr Allen told BBC Radio's Good Morning Scotland programme: 'Certainly they had a big fright when they were up on the high tops.

'They were totally inadequately prepared, with the lack of waterproofs, and the mountain rescue team members were appalled at the condition of their clothing.

'They were very cold and when the mist came down they became very, very frightened and had it been wet at all the situation could have been a lot worse.'

The group reached the top of the mountain at about 17:00 BST but were forced to call the emergency services when the weather worsened.

Mr Allen said he was unable to talk them off the mountain and after problems with maintaining mobile telephone signals, 10 rescuers were sent onto the hill to locate the party.

Mr Allen said: 'We were appalled to discover they were all wearing skirts and trainers. Some had bin liners and plastic sheets wrapped round them to act as waterproofs.

'They had no idea what they were doing or what they were expected to be doing. When we reached them the pupils were less than polite.'

He added: 'It is one of the worst, if not the worst, cases that I have come across of a group being ill-prepared going on to the mountains.'

Mr Allen described a ratio of one teacher to 39 pupils as 'completely unmanageable'.

Meall a' Bhuachaille was hit by snow only last week.

Questions

1. What were the key reasons the students had to be rescued? List these in order of priority.
2. How could have this potential tragedy been avoided? Describe and list the key elements that were lacking in this school expedition.

Source: www.theguardian.com/uk/2004/jul/02/schooltrips.schools. Copyright Guardian News & Media Ltd 2004

ISBN 9780170376211

CHAPTER REVIEW

WORKBOOK>>
Worksheet 7.10
Worksheet 7.11
Worksheet 7.12

1. How has Australia created its own unique sporting culture?
2. What does outdoor recreation mean for you?
3. How does the media influence outdoor recreation in both a positive and negative way?
4. What do you enjoy about being part of team?
5. What are the four stages of group or team development that groups experience?
6. What do you consider is your best behavioural attribute when working in a team and why?
7. Name four elements of leadership that are crucial to the success of a team.
8. What are the three common styles of leadership?
9. How much should your backpack weigh if you are going bushwalking?
10. Does your sleeping bag or your first aid kit go into your backpack first?
11. What are four factors that will influence an accurate estimation of journey time when bushwalking?
12. What do you think are the most essential skills that you need to practise before venturing on an overnight bushwalk?

ISBN 9780170376211



PARTICIPATING AND PERFORMING IN GAMES AND SPORTS

8

ISBN 9780170376211

In this chapter **you will explore what defines games and sports, the importance of rules in games and the different types of games and sports you can play. You will then investigate the skills used to play games and sports, including different types of movement and tactical skills. You will examine how to analyse and improve your movement and tactical skills as well as those of other participants.**

By the end of the chapter, you should be able to:

- identify the essential elements of games and sports
- distinguish between different types of games and sports
- differentiate between fundamental and specialised movement skills, gross and fine movement skills, and open and closed movement skills
- understand the use of tactical skills in games and sports, including tactics, strategies and game plans
- identify how to analyse and evaluate your movement skills and tactical skills in games and sports
- analyse how to provide and apply feedback to enhance your performance and the performance of others in games and sports
- evaluate the use of practice to enhance your movement skills in games and sports
- relate the transfer of skills learnt in one movement situation to another
- identify how to modify games to vary complexity, including modifying rules, number of players, space and equipment
- identify how ethics, fair play, codes of behaviour, sportspersonship, teamwork, motivation, confidence and leadership affect participation in games and sports.

Participating and performing in games and sports	**258**
Games and sports	**259**
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Improving skills in games and sports	**275**
Playing games and sports	**287**

Masterfile

ISBN 9780170376211

PARTICIPATING AND PERFORMING IN GAMES AND SPORTS

Being physically active is important for physical development and health. One way to be physically active is to play games and sports. Participating in games and sports allows you to develop a range of movement skills, movement concepts and movement strategies. While you are playing with others, you are also helping improve their skills. Games and sports provide opportunities for enjoyment and social interaction as well as for teamwork, problem solving and leadership.



Danielle Smith/Fairfax Syndication

Games and sports provide an opportunity for you to be active



PARTICIPATION IN ORGANISED SPORT

Research children's participation in organised sport.

Report on how often children are participating, which sports are most popular, changes in participation patterns (for example, whether children today are participating in the same sports as children were 5, 10 or 15 years ago) and possible future trends in participation (for example, whether some sports may become more popular). A good place to start researching this is the Australian Bureau of Statistics (link direct via http://ffl910vic.nelsonnet.com.au).

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GAMES AND SPORTS

It can be difficult to distinguish between games and sports; however, games generally are less structured and competitive than sports, with participation more important than performance. Rules are often changed in games to suit participants and allow for success. Sports are generally more serious, with organised training, coaches and a governing body. Rules are not often changed and players adhere to official rules. Below are some essential elements that all games have and some extra elements that sports have.



© Dex Image/Corbis

Games

Games are recreational activities that involve achieving a goal (solving a problem) and they have a set of rules that determine what can and can't be done in achieving that goal. Games have four essential elements:

1 **A goal**: there is something you or your team are trying to achieve. For example, scoring more goals than your opponent in netball, or hitting the ball so your opponent can't hit it back in tennis.

2 **A means to achieve the goal**: there are only certain ways that you are permitted to achieve the goal. For example, in netball you can pass the ball but you can't run with it; in tennis you can hit the ball back with your racquet but can't catch it and throw it back.

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3 **Rules**: rules restrict what you can and can't do in the game. They often stop you from doing easier movements to challenge your skills in the game. For example, in Australian Rules Football (AFL) you are not allowed to throw the ball, so you have to handpass or kick; in rugby you must pass the ball backwards, which is much more difficult than passing the ball forwards.

4 **Attitude**: players accept the rules of the game and play by those rules. For example, when you play a game of golf you don't pick up the ball and throw it down the fairway, you abide by the rules and use a club to hit the ball – otherwise you are not playing the game!

Sports

Sports are a special type of game that are competitive, require you to use movement skills and have a wide following. They often have organised structures and rules, so that you have to use a range of movement and tactical skills to be successful. They have all the elements of games (goal, means, rules and attitude) but also have three more elements:



© Ana Venegas/ZUMA Press/Corbis



Joe Mann/Newspix

Dodgeball is a game but netball is also a sport

review & reflect

GAMES OR SPORTS?

Identify whether the following are games or sports. Complete the table in your workbook or online.

Tennis	Cricket	Bat tennis
Soccer	Chequers	Table tennis
Dodgeball	Poker	Chess
Netball	Hockey	Football

SCAFFOLD>>
Games or sports

ISBN 9780170376211

5 **Movement skills**: sports involve movement skills whereas a game may not. For example, chess and Monopoly are games, not sports, because movement is not important in them. In addition, sports are not games of luck or chance. For example, bingo and roulette might be games, but they are not sports because they do not require movement skills.

6 **Wide following**: other people must follow and participate in the game for it to be a sport. A game you make up at school, even if it is a great game, is not yet a sport, because not enough people know about it. You may have played 'speedball' or 'dodgeball' in Physical Education classes or 'handball' or 'down ball' at recess or lunchtime but these are probably games, rather than sports such as netball or cricket, which have many people who play and watch them.

7 **Stability**: people have followed and played the sport for a long time. For example, people have participated in and followed gymnastics and hockey for a long time, whereas playing yo-yo is an activity that has been popular at certain times but has not maintained its popularity consistently.

EXTRA ACTIVITY>>
Elements of games and sports

RULES

Both games and sports have rules. Rules limit what can and can't be done in the game to present challenges to be overcome. There are two types of rules in games and sports: primary rules and secondary rules.

Primary rules

Primary rules determine how the game or sport is played and won. If the primary rules are changed, the game becomes a different game or activity. For example, if you allow players to tackle each other in basketball, the game is no longer basketball; if you allowed players to throw the ball forwards in rugby, the activity would not really be rugby any more.

Secondary rules

Secondary rules are rules that can be modified without changing the nature of the game. For example, if you played soccer with five players on each team rather than 11, the game is still soccer; if you changed the number of overs in a game of cricket from 50 to 20 overs, the game is still cricket.

RULES OF THREE SPORTS

Research the rules of three sports online. For each sport, identify two primary and two secondary rules and explain why you have classified them as primary or secondary rules.



ISBN 9780170376211

Rules in games and sports
- Provide a structure for the game
- Present problems for you to solve using your skills

Primary rules
- Identify how the game is played and how the game is won
- Are what make hockey 'hockey' and soccer 'soccer'

Examples
- No handling of the ball in soccer
- No throwing the ball in Australian Rules Football

Secondary rules
- Can be modified without changing the nature of the game
- Are open to interpretation

Examples
- Tie-break in tennis
- Size of the ball in soccer

EXTRA ACTIVITY>>
Rules

How rules function in games and sports



Colleen Petch/Newspix

Officials (umpire and referees) enforce the rules in many sports

UP + MOVING

PRIMARY AND SECONDARY RULES IN A GAME

Participate in a game during class.

1. When your teacher explains the rules of the game to you, try to identify which are primary rules and which are secondary rules.
2. As a group, decide on a secondary rule that you might change and discuss what effect this might have on the game.
3. Try playing the game with the change to the secondary rule. Did it change the game as you expected?
4. Decide on a primary rule and try changing that when you play the game.
5. What effect did changing a primary rule have on the game?

WORKBOOK>>
Worksheet 8.1

TYPES OF GAMES AND SPORTS

Games and sports can be classified according to the interactions between the players or the tactical similarities between them.

Interaction between players

Most games and sports involve other people; however, some sports rely much more on cooperation and teamwork than others. This means that games and sports can be classified by the amount of interaction between the players.

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Individual games and sports

These involve practising and performing by yourself in competition with others (for example, tennis, martial arts, triathlon, skateboarding, gymnastics, figure skating).

Team games and sports

These involve individuals working together in competition with other teams (for example, football, netball, soccer, cricket, lacrosse, hockey).


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Melissa Adams/Fairfax Syndication

Tennis is often an individual sport while hockey is a team sport

Tactical similarities

Games and sports often involve similar tactical skills. This means that what is learnt in one game or sport might transfer to another. Understanding the similarities between different games and sports helps you to participate in a greater range of games and sports. There are four categories of games.

Invasion (or territorial) games

In invasion games, opposing teams attempt to invade their opponent's territory. The aim is to score points either by shooting into a target or goal (soccer, hockey, netball), or by moving the ball into a designated scoring area (rugby or Ultimate disc). Gaining and keeping possession of the ball is crucial to attack the opponent's territory. In attack, a primary strategy is creating space to allow players to move the

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ball and execute movement skills more effectively. In defence, occupying or blocking up space and defending the goal area are critical tactical skills. Examples of invasion games include football, basketball, lacrosse, rugby, water polo and netball.

Net/wall games

In net/wall games, players or teams aim to send an object into an opponent's area so that the opponent cannot return it. Players are separated by a net (tennis, badminton, volleyball) or use a wall with alternating hits by players (squash, down ball, racquetball). In some games players use implements to hit the object (tennis) and in other games players use the hand (volleyball). The primary strategy is to place the ball away from your opponent. Examples of net/wall games include tennis, badminton, squash, table tennis, volleyball, newcomb (a variation of volleyball) and down ball.

Striking/fielding games

In striking/fielding games there is a batting team and a fielding team. The batting team tries to score as many points or runs as possible. Players score runs by running between bases or wickets or by striking the ball to a boundary before the fielding team return the ball. The fielding team occupies positions throughout the field into (or through) which the batting team must strike the ball to score runs. Most striking/fielding games use implements to strike the ball. The primary strategy of the batting team is to hit the ball away from the fielders, to maximise time to score runs. Examples of striking/fielding games include rounders, baseball, softball, T-ball, cricket and kickball.

Target games

In target games, the aim is to get an object as close as possible to a target (for example, darts, archery, lawn bowls) or get the object in the target in as few attempts as possible (golf, croquet). In unopposed target games, your shot does not affect your opponent's (golf, archery, ten-pin bowling). In opposed target games, there is interaction with the opponents' object or the target (lawn bowls, bocce, croquet).



MARNGROOK

There are a range of traditional games played by Aboriginal and Torres Strait Islanders. One of these traditional games is marngrook, which is considered by some to be the basis of Australian Rules Football. See what you can find out about these games online. As a starting point, try the Australian Sports Commission's Yulunga resource.

TABLE 8.1 Games and sports with tactical similarities

Game category	Primary strategy	Game examples
Invasion (territorial)	Gain and maintain possession of the ball	Soccer, netball, hockey, football, lacrosse, korfball, rugby, gridiron, Ultimate disc, hurling, Gaelic football, team handball
Net/wall	Place the ball away from your opponent	Tennis, bat tennis, racquetball, badminton, table tennis, volleyball, squash, down ball
Striking/fielding	Hit the ball away from the fielders	Rounders, baseball, softball, T-ball, cricket, kickball
Target	Be accurate in relation to the target	Golf, archery, ten-pin bowling, darts, curling, lawn bowls, bocce, croquet

Adapted from M Spittle, *Motor learning and skill acquisition: applications for physical education and sport*, Palgrave-MacMillan, 2013, p. 36

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Vince Caligiuri/Fairfax Syndication


Graham Tidy/Fairfax Syndication


Brett Costello/Newspix


© David Burton/Alamy

Squash is a net/wall game; rugby is an invasion game; softball is a striking/fielding game and archery is a target game

WORKBOOK>>
Worksheet 8.2

SKILL IN GAMES AND SPORTS

Participating and performing in games and sports requires a range of skills. In games and sports, the term 'skill' describes two things: these are:

A task you perform

A skill is a task that is learnt through practice or experience in order to achieve a goal. For example, kicking a ball and performing a forward roll are skills

WORKBOOK>>
Worksheet 8.3

Quality of performance

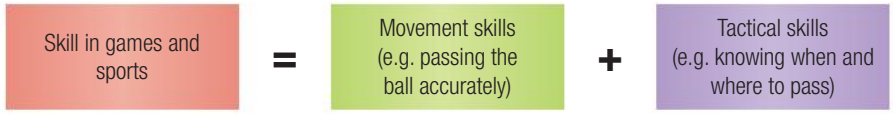
Players with skill can achieve the goal of the task more efficiently and effectively. For example, a skilled cricket fast bowler can bowl the ball consistently with accuracy, speed and fluency.

EXTRA ACTIVITY>>
Tactical similarities

Being skilled

Skilled players in games and sports can perform effective movements when required by the situation in the game. Being skilled in games and sports requires movement skills to successfully move, as well as effective tactical skills to decide when and how to use those movement skills:

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Skill in games and sports

Movement skills

These are learnt behaviours that require you to move your body to achieve a goal. For example, this could be to move quickly, control a ball or use a racquet to hit a ball. Some sports and games have more movement skills than others; some only require a few movement skills or repetition of the same movement skill.

Tactical skills

These are your decisions and actions in a game to gain an advantage over your opponent. They are knowing when and where to use your movement skills. Examples of simple tactics in games and sports include hitting the ball away from your opponent in a striking/fielding game such as cricket, or moving into space to receive the ball in an invasion game such as netball.

Movement skills

Having an understanding and appreciation of different types of movement skills in games and sports helps you to work on improving your own skill level and to analyse others' skills and help them improve their skills.

Classifying movement skills helps to understand and determine how to best learn and instruct particular movement skills. Movement skills can be classified in four different ways:

- whether the skill is fundamental or specialised
- precision of movement (gross to fine)
- organisation of the skill (discrete, serial or continuous)
- stability of the environment (open to closed).

Fundamental and specialised movement skills

Fundamental movement skills are basic movements that are the foundation for more advanced and specific movement skills. You learn these skills when you are young and they allow you to participate and develop new skills. For example, a two-handed striking action to hit an object is the foundation skill for more specific movement skills such as batting in cricket and baseball, passing in hockey and hitting a golf ball.

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There are three broad types of fundamental movement skills:

Locomotor skills

These involve moving your body through space, such as moving from one side of the room to the other. Locomotor skills include walking, running, jumping, hopping and skipping.

Manipulative skills

These involve you controlling an object, such as a bat, racquet or ball. Manipulative skills include throwing, catching, kicking and striking.

Stability skills

These involve controlling the body in terms of balance. Stability skills include balancing, bending, twisting and agility.

As you continue playing a sport, the skills can become more specific. For example, you can use a basic kicking skill when you play soccer for the first time and then you can refine this skill in soccer and add a variety of different kicks, such as passes, crosses, centring, corners, one-touch passing and shooting for goal.

Specialised movement skills

These are movements that are specific to a particular game or sport. They are more advanced versions of fundamental motor skills or combinations of fundamental motor skills that you apply to a specific sport. For example, pitching in softball is a

Kit de Guymer/Newspix



Running is a fundamental movement skill

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throw that is specific to softball, and a cover drive in cricket is a striking movement that is specific to cricket.

Mastering fundamental movement skills and developing a range of specialised movement skills help you to participate and perform in a wide range of games and sports.

APPLYING FORCE TO AN OBJECT

In manipulative skills, you control an object, such as a bat, racquet or ball. To do this you apply force to cause the object to move. Force is energy that is applied to an object to make it change in speed. For example, in hitting a ball, if you apply a large amount of force the ball will travel faster. If you apply force to the object anywhere but through the centre of the object, it causes rotation; that is, it makes the object spin. This is how you can create different types of spin such as backspin, topspin and sidespin on a ball in games and sports like tennis, cricket and football.

face 2 face

THROWING

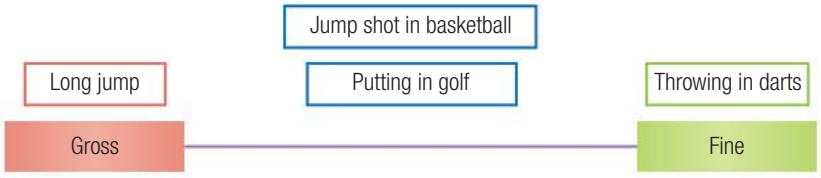
Discuss with a partner and come up with five specialised movement skills that develop from the fundamental movement skill of throwing.

Gross and fine movement skills

Sometimes in games and sports you have to move with precision and sometimes you have to move with force or power.

Gross movement skills use your large muscle groups and are less precise (for example, running, jumping and throwing). Fine motor skills use your smaller muscle groups (for example, hands and fingers) and require you to use precision, accuracy and control (for example, gripping a racquet or bat, or throwing a dart).

Many skills require you to use both fine and gross movement. For example, the jump shot in basketball is a movement skill with gross movements of the large arm and leg muscles but also precise control of the fingers to release the ball with the intended spin and correct angle.



Movement skills classified by movement precision

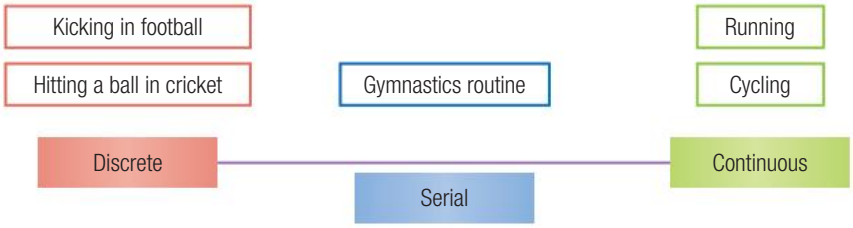
Discrete, serial and continuous movement skills

Discrete skills have one clear movement with a beginning and end to the movement. They are movements you perform quickly, often in less than a second (for example, kicking, throwing and hitting a ball).

Continuous skills have no clear beginning or end and involve repetitive and rhythmic movements repeated over and over again. They can take some time for you to complete (for example, running, cycling and swimming).

Serial skills involve a series of discrete skills linked together in a specific order so combine some aspects of discrete and continuous skills (for example, triple jump or a dance routine).

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Movement skills classified by skill organisation



Getty Images

Triple jump is a serial movement skill

Open and closed movement skills

Open skills are skills you perform in an unpredictable and changing environment so you have to react and adapt the skill to things going on around you, such as the movements of your teammates and opponents or the movements of the ball (for example, passing in rugby, batting in cricket and dribbling the ball in a game of soccer).

You perform closed skills in a stable and predictable environment and attempt to produce a consistent and efficient movement that you can repeat in a similar way (for example, dart throwing, basketball free-throws and high jump).



Movement skills classified by the stability of the environment

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Glenn Daniels / Newspix



Dean Asland/Fairfax Syndication

The basketball free-throw is a closed movement skill whereas netball passing is an open movement skill

UP + MOVING review & reflect

COMPARING OPEN AND CLOSED MOVEMENT SKILLS

1. Sometimes we can modify an open movement skill to be more like a closed movement skill. For example, in striking/fielding games we can hit the ball off a tee (T-ball) or we can react to a pitch from a pitcher that could vary in speed and spin (softball). Why would we do this?
2. Participate in a game of T-ball and then softball, or practise hitting in each of these games. In which game is it easier to hit the ball?
3. Why would a coach or teacher modify the hitting skill from open to closed?

WORKBOOK>>
Worksheet 8.4

Tactical skills

You use tactical skills to gain an advantage over your opponent. In team games and sports, tactics and strategies can help you work together as a team to improve your performance so that you become less focused on your own individual performance outcomes and more aware of the roles of other players and working together for the team.

EXTRA ACTIVITY>>
Skills in games and sports

Tactical skills include tactics, strategies and game plans.

Tactics

A tactic is a plan within a game or sport to gain an advantage. Tactics can be for an individual or team, and different types of games have different tactics. Tactics change regularly depending on the game and game situation. For example, the weather conditions, opponent, ground size, score and time left in the game can all influence the tactics that you use. Examples of tactics include a soccer player

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deciding to pass rather than shoot when being actively defended, an AFL footballer deciding to kick long when under pressure and a long-distance runner deciding to make a break with one lap to go.

Strategies

A strategy is a plan of action for a season or several competitions. You use it to take advantage of the strengths of your team and make up for the weaknesses. For example, a netball team with a tall goal shooter might decide to use long passes into the circle, or a soccer team with good mid-field players might work on passing the ball rather than kicking long.

Defensive strategies often rely upon one of two defensive structures – one-on-one defence or zone defence. In one-on-one defence, each player is responsible for defending an opposition player. In a zone defence, each player is responsible for defending a specific space on the field. Both these approaches aim to prevent the attacking team having space to move the ball freely.

Game plans

A game plan is a basic structure and style of play for a specific game; it is applying your strategy and tactics to a specific game. This plan is usually based on a team's strengths and weaknesses as well as the strengths and weaknesses of the opponent. An example is having players on your team tag specific opponents on the opposition team.

Game plans often incorporate team rules or set plays:

- **Team rules** are instructions for players to follow (e.g. not passing the ball across goal in defence).
- **Set plays** are developed for specific situations in the game (for example, players on a soccer corner have specific places to run to when the ball is kicked, or basketball players who run in a predetermined pattern on an attacking play).

COMPARING TACTICS, STRATEGIES AND GAME PLANS IN A GAME



This activity involves you playing some different games with your classmates and comparing the tactics, strategies and game plans in those games.

1. As a class, choose an invasion game. Play this game and discuss the main tactics, strategies and game plans that are being used.
2. Next, choose another invasion game to play. As you are playing, distinguish the main tactics, strategies and game plans that are being used and compare these with the tactics, strategies and game plans that you used in the first invasion game.
   - What are the similarities? Are there any differences?
   - Why might these similarities and differences exist?
3. Finally, choose a net/wall game to play. As you are playing, distinguish the main tactics, strategies and game plans that are being used and compare these with the tactics, strategies and game plans you used in the two invasion games.
   - What are the similarities? Are there any differences?

WORKBOOK>>
Worksheet 8.5

SCAFFOLD>>
Comparing games

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ANALYSING YOUR SKILLS

To improve your performance in games and sports you can analyse the skills that you use and how you perform them. Performance analysis involves observing and collecting data on performance to provide feedback to coaches and players. This can then be used to make decisions about how to improve movement or tactical skills. Assessment of performance can be subjective or objective.

Subjective performance assessment

This relies on personal judgement and observation of performance. This means that judgements on the performance could vary from one observer to another. Examples of subjective analysis in sports include judges' scoring in diving, gymnastics and surfing.

Objective performance assessment

This relies upon measuring movement outcomes such as number of successful shots, distance thrown or speed of the pitch. It could also include the use of statistics (e.g. in tennis the number of forced and unforced errors). Objective performance assessment is more reliable and less influenced by personal judgements on the performance.

review & reflect

PERFORMANCE ASSESSMENT

Classify the following as subjective or objective performance assessment:

- Runs scored in cricket
- Score on a gymnastics routine
- Number of shots on a golf hole
- Distance thrown in javelin
- Time taken to run the marathon
- Score on a dive

SCAFFOLD>> Performance assessment

Performance analysis can be used to assess both movement skills (motion analysis) and tactical skills (games analysis). Both forms of analysis can use simple observation of performance or make use of video-based equipment and technology. There are a range of performance analysis programs available that can perform both motion analysis and games analysis for sports, such as Dartfish, Swinger, SportsCode and Siliconcoach.

EXTRA ACTIVITY>> Performance in games and sports

Motion analysis

Motion analysis (or biomechanical analysis or technical analysis) involves observing the movement skill to analyse technique. This can be subjective (simply watching a player move) or objective (measuring angle of release, height of release and force). Analysis of movement skills is important to diagnose strengths and weaknesses, assess current performance levels, identify areas for improvement, develop training approaches, design practices and identify feedback to provide to players.

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You can analyse movement skills by directly observing or watching skill performance, or by using video, which is becoming even more accessible through the use of smartphones, tablets and digital cameras. Video can be analysed using video analysis software; many analysis programs are also now available as apps for smartphones and tablets, making video analysis even more available for use at all levels of sport. Video analysis software allows you to edit, manipulate and make notes on the movements. For example, you can split screen the movement to compare different observation angles, overlay a video of one skill on another, track the movement of projectiles such as the ball, analyse the skill frame by frame and calculate distances, speeds, angles and velocities.

ANALYSIS APPS

Search for apps and resources for performance analysis in sports and then explore how to use them. Research options could include Dartfish, Swinger, Sports Coach, Siliconcoach and SportsCode.



Gregg Porteous/Newspix

Analysing movement skills is important for improving performance

The analysis of movement skills needs to be systematic. It should follow several steps, including preparation, observation, evaluation, diagnosis and correction.

Preparation and planning

Prepare and plan for the skill analysis by finding out about the skill and its critical elements. For example, watching the skill performed by others, reading books and journals, and searching the internet.

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Observation

Plan a systematic observation of the skill. Many movement skills happen very quickly, leaving you little time to pick up the critical elements of the skill. So watching the skill several times and from different angles and different distances can help. Video can also be useful to replay the skill several times.

Detection and evaluation

Look for and identify the potential errors in the movement skill and evaluate the quality of the movement. Is the skill being performed correctly?

Diagnosis

Diagnose what is causing any errors you identify. Some possible causes of errors include movement technique, not paying attention to the right cues, selecting the wrong movement and not understanding the skill or the instructions.

Correcting errors

Once you have detected and diagnosed the errors, the next step is to help the learner to correct the error. This is often through providing feedback to the learner or providing a practice activity for the learner to work on their skill.

Adapted from D Knudson and C Morrison, 1997, *Qualitative analysis of human movement,* Champaign, IL: Human Kinetics, p. 27



ANALYSE YOUR PERFORMANCE

1. Choose a movement skill from a game or sport and analyse your performance and that of a partner. When performing the analysis make sure that you follow all the steps necessary for motion analysis. You might video the movement skill performance and use video analysis software or an analysis app.
2. Once you have analysed the movement skill, discuss how to improve your performance and provide peer feedback to your partner about their movement skill.
3. Develop a practice activity to improve your movement skill and practise the skill.
4. After practising the skill, perform the skill analysis again and see if your practice has been effective at improving your performance and that of your partner.

Games analysis

Tactical analysis (or games analysis or notational analysis) can be used to assess the use and performance of movement skills and tactical skills within the game. Tactical games analysis helps identify the tactics of each team. It also helps identify the effectiveness of different tactics in the game so that they can be modified.

In games analysis, you record the skill performance activities of players, such as each time a player passes the ball, the effectiveness of each pass, the number of shots at goal, the effectiveness of those shots and the number of forced and unforced errors. Thus, performance analysts can provide statistical information

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about the frequency of the performance of specific skills and the effectiveness of those skills as well as an analysis of tactics or broad patterns or styles of play. Games analysis was previously done with a pen and paper, but more recently video analysis and coding games using video analysis software is much more common.

In general, it is better to start with a simple games analysis system and gradually add other actions, rather than begin with an overly complicated system. In basic games analysis systems you should code information about who the player was, where the action happened, the action the player performed and the time in the game at which it happened.



As an example, if in hockey or soccer you were interested in analysing attacking patterns, it would be important to code who the player performing the action was, the player's location on the pitch, the skill (for example, a pass) and when it happened in the game. The information from tactical analysis helps players and coaches before, during and after games to plan, modify, adjust and review their tactics.

GAMES ANALYSIS

critical + creative thinking

Take on the role of a performance analyst or coach – analyse a game and provide a feedback report suitable for coaching staff and/or players about the performance in the game.

Pick a movement skill or tactical skill to emphasise in the analysis. For example, depending on the game or sport you choose, you could analyse the team's set-play performance (corners, frees, penalties), a team's passing performance (effective and ineffective passes), a player's forced and unforced errors, or the shots played by a player.

To do this, you could watch a game live or use video footage and use either a pen and paper or a software program or app.

WORKBOOK>>
Worksheet 8.6

IMPROVING SKILLS IN GAMES AND SPORTS

Once you have analysed your performance of movement and tactical skills, you need to practise and improve them. Improving your skills and those of others will help you and your team when participating and performing in games and sports. Important principles of skill acquisition include improving specific skills, effective application of practice, use of feedback, taking advantage of the transfer of learning and modification of games to match the needs of the learner.

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Improving movement skills

Skill acquisition is the study of how you can learn and develop movement skills. This includes exploring the changes that you go through when you learn a movement skill and how learning activities such as practice and feedback influence your learning.



AIS MOVEMENT SCIENCE

Skill acquisition specialists support the performance of players in sport. For example, the Australian Institute of Sport has biomechanists, performance analysts and skill acquisition specialists that service elite athletes and sports.

Search for the Australian Institute of Sport Movement Science discipline and see how they help elite athletes perform at their best. You can also link direct via http://ffl910vic.nelsonnet.com.au.

Practice

Practice is the most important factor in acquiring movement skills. If you don't practise skills you will not learn them. In general, the more you practise a skill, the more you will learn. Therefore, the **amount** of practice you do is critical, but the **type** of practice that you do is also important. Two factors that influence the effectiveness of practice are the distribution and the variability of practice.

Distribution of practice

Distribution of practice is how you schedule practice sessions (e.g. the number and length of sessions per week) and how you schedule practice in a session (e.g. how much rest between each time you practise the skill).

Distributed practice is practice that is spread out. It would involve shorter sessions more often, with more rest in each session. For example, if you had four hours a week to practise golf you could practise in four 1-hour sessions a week with 30 seconds' rest between each hit of the golf ball.

Massed practice is practice that is bunched together. It would involve longer sessions but less often, with less rest in each session. For example, when practising golf you could have one 4-hour session a week with five seconds' rest between each hit of the golf ball.



It is better for skill acquisition to have distributed practice sessions rather than massed practice sessions. For example, it is better to have three one-hour sessions a

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Craig Golding/Fairfax Syndication

A golf shot benefits from massed practice; running benefits from distributed practice

week than one three-hour session a week. Within a practice session, how much rest you need is probably related to the type of skill you are practising.

- For shorter discrete skills (kicking, passing, shooting), massed practice with less rest is effective because you get more practice attempts in the same amount of time and are less likely to become fatigued.
- For longer continuous skills (swimming, running, cycling), distributed practice with more rest is effective to reduce fatigue.

MASSED OR DISTRIBUTED PRACTICE

review & reflect

For each of the following movement skills decide whether massed or distributed practice within a session would be beneficial.

- Hockey goal-shooting
- Sprinting
- Freestyle swimming
- Soccer passing
- Rugby goal-kicking

SCAFFOLD>>
Practice

PRACTICE SCHEDULES

UP + MOVING

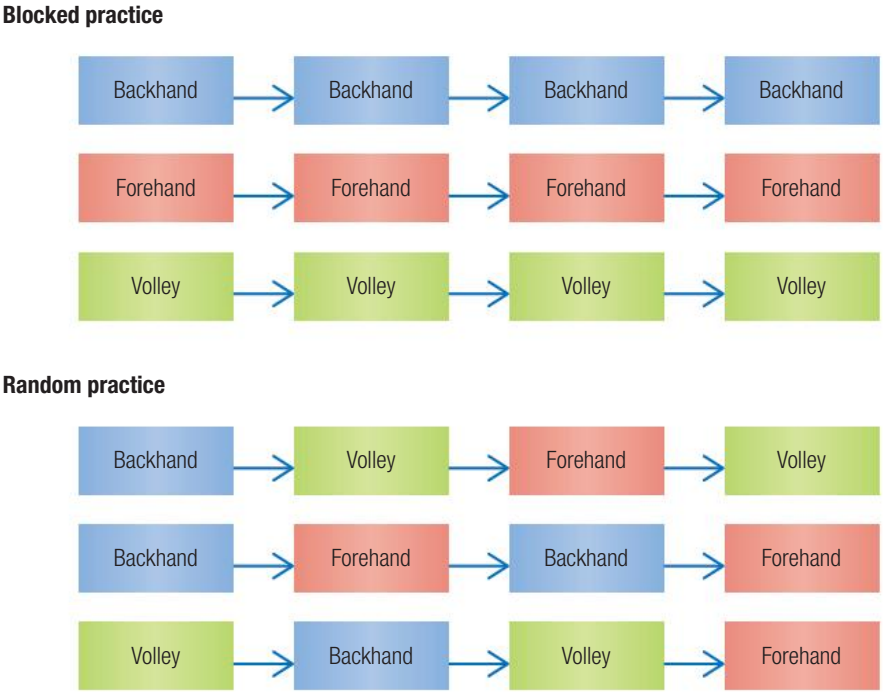
1. Compare the use of massed and distributed practice for practising a skill. For example, try practising soccer dribbling around a series of 10 cones, each 1 metre apart for 15 trials. For each trial, record the time taken to dribble through the cones. You could complete this activity in pairs, with one partner practising using massed practice (e.g. five seconds' rest between trials) and the other partner practising using a distributed practice schedule (e.g. one minute's rest between trials).
2. You can collect the class results and work out the average scores for each type of practice for all your class.
3. Use the class data to determine which type of practice led to better performance.

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Variability of practice

Practice variability refers to how much skills change when you practise. You can practise more than one skill in a session (e.g. passing, catching and shooting). Practising more than one skill in a session improves skill acquisition. Blocked practice has less variability than random practice.

- **Blocked practice** involves repetitively practising a skill for a period of time before practising another skill. For example, in basketball you might practise dribbling for 10 minutes, then passing for 10 minutes, then rebounding for 10 minutes.
- **Random practice** is alternating between skills so that you do not repeat the same skill twice in a row. For example, in basketball you might continually alternate between dribbling, passing and rebounding.



Random versus blocked practice for practising tennis

Adapted from M Spittle, *Motor learning and skill acquisition: applications for physical education and sport*, Palgrave-MacMillan, 2013, p. 326

WORKBOOK>>
Worksheet 8.7

Blocked practice is preferable early in learning (for beginners or for younger players who have less experience). Blocked practice helps develop basic skills; random practice develops those skills further.



PRACTICE

1. Pick a movement skill from one sport and design four drills or activities to practise the skill with a partner.
2. Evaluate how blocked or random the practice is for each drill.
3. Practise the skill using those drills and evaluate which of the drills was most effective for learning the skill.

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Improving tactical skills

To improve your tactical skills in games and sports, you can develop your knowledge of the game and decision-making skills, use variability of practice, use feedback and questioning, practise tactical drills and adopt a game sense approach.

Improve your knowledge and decision-making

Developing knowledge and understanding of the game, including the rules of the game, the strategies and game plan, the playing conditions, your strengths and weaknesses, the strengths and weaknesses of your opponent and your tactical options in specific game situations can help you to choose the right tactics and make better decisions. Watching others play and the decisions they make, and watching and reviewing your own decision making in games can also help you to improve the decisions you make.

EFFECTIVE TACTICS

Watch a game or sport and try to identify the tactics the players or teams are using. Discuss with a partner how successful or effective the tactics are.



Variability of practice

This simulates more specifically how to use your skills in a game because you are constantly making decisions about how to use your skills. For example, netballers must choose who to pass the ball to, cricket batters must decide what shot to play and tennis players must react to different shots from their opponent. Use practice activities to decide which movement skill to use rather than just repeating the same movement.

Feedback and questioning

As for developing movement skills, you need feedback on tactical skills. Too much extrinsic feedback (see page 281) can reduce how much you have to think for yourself. When helping others learn tactical skills, rather than directly telling them what to do, use questioning to help them think about their tactical skills. For example, asking questions such as where is the best place to hit the ball, what is the most effective way of defending in a particular instance or when should the ball be passed can all encourage a learner to think about their tactical skills.

Tactical drills

You can practise using tactical drills to rehearse game elements so that when a specific situation occurs, you know what to do. These often occur when there is a set-play situation or a stoppage in the game (e.g. the centre bounce in Australian Rules Football, the lineout in rugby, the centre-pass in netball). Tactical drills can

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also be simulations of game situations, such as having a cricket batting drill where the batters aim to score 30 runs in five overs to simulate the end of a limited overs game, or practising playing tie-breaks in tennis.


© Koji Aoki/Afio/Corbis

Practising set-plays such as a corner kick in soccer can help improve team performance

Game sense

This is an instructional approach to develop tactical and movement skills where you try to solve challenges presented in games rather than practising movement skills on their own. To create these challenges, elements of the games are modified. For example, creating a game where there are three attackers and two defenders can encourage attacking players to draw defenders to them when they have the ball and move into space when they don't have the ball. (Modifying games is explored on pages 284–7.)

Feedback

When you practise movement skills you can use feedback (information about your performance) to help improve your performance. Feedback can come from internal sources (intrinsic) or external sources (extrinsic).

Intrinsic feedback

This is information received through your senses as you perform the skill. For example, when you hit a golf ball you get feedback such as seeing the ball travel through the air, feeling the movement of your arms as you swing and being aware of your grip on the club. With practice you will begin to better understand the movement skill and get better at using intrinsic feedback to correct and improve your movement. Elite performers in any sport become very aware of their own movements and how to detect and correct movement errors.

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Extrinsic feedback

This is information about performance that comes from an external source. It supplements intrinsic feedback. For example, the coach telling you about your arm movement in hitting the golf shot adds to the intrinsic feedback you already had from the feeling of your arm moving; a GPS monitor can give additional feedback to your own feelings of effort about your intensity of running.



Yellow Dog Productions/Getty Images

Extrinsic feedback can be given to you by a coach or teacher

Types of feedback

There are two main types of intrinsic and extrinsic feedback that provide different information that you can use to improve your performance – knowledge of results and knowledge of performance.

Knowledge of results

This is information about the outcome of movement. For example, seeing your shot for goal going into the goal or a coach telling you that you kicked the ball 30 metres. This feedback helps you understand whether you were successful at performing the skill, so it is most useful when you can't work out whether you were successful or not for yourself. This could be because the skill is new or because you don't understand the goal of the skill. For example, you might think that you successfully passed the ball to a teammate but actually the pass was too high. Knowledge of results can also help motivate you by letting you know when you have been successful.

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Knowledge of performance

This is information about the process of skill performance that led to the outcome. This is usually information on your movement technique. For example, your Physical Education teacher telling you that you need to follow through more on your throw, or a coach instructing you to keep your elbow bent when hitting a cricket shot. You should usually provide this type of feedback when helping someone else learn movement skills because it is generally more useful for the learner. This is because you can usually work out the results of performance yourself; it is more difficult to work out what your movement technique was like. For example, you will know whether you scored a goal or not (knowledge of results) but will have more difficulty determining what you did that made you miss the goal or why the ball didn't go where you wanted it to (knowledge of performance).

Main roles of feedback

Feedback provides information about your performance, motivates you to continue to practise and reinforces specific movements and movement outcomes.

Information

Feedback provides you with information about your performance or the result of your performance. This information can help you to detect and correct errors in your movement skills so that you can improve your performance.

Motivation

Getting feedback can motivate you to keep practising, especially if the feedback is positive. Getting information about your performance allows you to track your progress and improvement, which can motivate you to work on improving your movement skills.

Reinforcement

Feedback can provide reinforcement to encourage you to repeat the movement again. Positive feedback (such as the coach saying 'Well done') provided after correct execution of movement lets you know that you should do the same thing again.

Frequency of feedback

How often you give feedback can influence skill acquisition. For example, your coach could give you feedback every time you hit the ball in tennis, or every fifth time, or only when you make a mistake.

Giving too much feedback hinders learning, as does not giving enough feedback. Getting extrinsic feedback every time you perform a movement skill can stop you from thinking about the movement and using your own intrinsic feedback, and you might begin to rely on the extrinsic feedback.

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Thus, when helping someone learn a movement skill, you should give feedback at frequent intervals, so the learner has some additional information on the movement skill but also has an opportunity to work things out for themselves using their own intrinsic feedback. Early in learning you may want to provide more feedback, as the learner will have more difficulty correcting and detecting errors in their movement skill.

USING FEEDBACK TO IMPROVE PERFORMANCE



1. After your teacher has shown you how to perform a basic movement skill from a game or sport, work with a partner to provide feedback to one another while practising the skill.
2. After you have practised, reflect on the experience. Did the feedback help you learn the skill? If so, what role(s) did the feedback play?
3. Did you find that you were giving more performance or results feedback? Which did you and your partner find most beneficial?
4. How often did you give feedback? Did you want more or less feedback from your partner?

WORKBOOK>>
Worksheet 8.8

Transfer of learning

Transfer of learning is the influence of previous experiences on the learning or performance of a new skill. For example, catching in cricket or basketball may transfer to catching in baseball, football or netball; serving in tennis may help in learning to serve in badminton, squash or volleyball; and skateboarding may help in learning to surf or wake-board.

Transfer of movement skills

Movement skills in games and sports are often similar. For example, throwing is a movement skill that is used in a range of games and sports, such as baseball, softball, cricket and rounders, and maybe even in darts and serving in tennis. Sometimes the movement skills learnt in one game or sport can be transferred to other games or sports. This means that you do not always have to start from the beginning each time you learn a new skill. For example, the striking action for hitting the ball in cricket might help when you first try to hit a golf ball.

Transfer of tactical skills

Different games have different tactics; however, there are often a number of similarities in different types of games. This means that the strategies and tactics learnt when playing one game might be useful in another game. For example, in invasion games (such as netball, football and hockey), moving into space to receive the ball is a common strategy used to gain an advantage. In net/wall games (such as tennis, badminton and volleyball) a strategy you could use is to place the ball away from your opponent. This is useful as it can help you transition between games and encourages participation in a range of games and sports.

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© tom carter/Alamy

Moving into space to receive the ball is a tactical skill that can be transferred from rugby to hockey

UP + MOVING

TRANSFER OF MOVEMENT SKILLS

Practise a series of movement skills from one type of game (e.g. invasion game or target game) and see if any of the movement skills transfer to another movement skill. For example, if you chose net/wall games, have some members of your class practise hitting a tennis forehand using a bat, some practise a normal tennis forehand and the rest practise a down ball strike.

After a while practising one skill, move on to practise the other skills. You could record your scores for each skill and see which skill you performed best.

1. Did any of the practice on one skill help you in performing one of the other skills?
2. Which skill seemed to transfer the most to the other skills?
3. Why do you think that was?
4. Report your findings back to the class.

WORKBOOK>>
Worksheet 8.9

UP + MOVING

TRANSFER OF TACTICAL SKILLS

1. Play a game of hockey, lacrosse or soccer and then play a game of netball or basketball.
2. Think about the tactics and strategies that you and your team are using when defending and attacking. Can you use the strategies you used in one game in another?
3. Are there similar strategies that could be used in another sport? Identify all the similar strategies used in the games and report on these to the class.

SCAFFOLD>>
Transfer of tactical skills

Modifying games

Games can be modified to challenge the players. Game modification can make the game match your skill level and then allow you to progressively build your skills by making further modifications to the game to increase difficulty as you prepare for the traditional sport. For example, a five-a-side game of soccer still requires many of the skills of traditional soccer but is less complex and will probably allow each player more chances to get the ball. Similarly, playing T-ball could help you prepare

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for playing baseball. Using a tag for tackling in football or rugby rather than full-contact tackling can reduce physical contact and make the game safer for your current skill level as well as make the game faster.

Traditional sports are the official versions of the game or sport played according to the official rules.

Modified games are adapted from the traditional game and allow practice and development of skills in an environment that is appropriate for the current skill and developmental level.



Rob Carr/Getty Images



© Russ Ensley/Dreamstime

Modified games have been adapted to help skill development

EXPLORING GAME MODIFICATION

UP + MOVING

Explore how game modification can increase or decrease the complexity of a game by participating in the following activities for about five minutes each:

1. Start by playing a game of 2-on-1 keepings off in a small square (e.g. 10 m x 10 m) with a netball. The aim is for two players to keep the ball off one defender by running with or passing the ball. Players can move anywhere in the square and there is no contact allowed.
2. Play the same game, but this time, players are not allowed to run with the ball (netball rules).
3. Play the game so that the ball cannot be passed above head height.
4. Play the game again, but this time use a disc instead of a netball.
5. Play the game using soccer rules (dribbling with the ball and can't use your hands).
6. Now play the game as 4-on-2 keepings off in a larger square (e.g. 20 m x 20 m).
7. As a class, reflect on which versions of the game were most complex and which were the easiest. Explain why.

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Lowering the height of the basketball basket can allow younger players to practise appropriate movement skills

Aspects of games and sports that can be modified include the rules, the number of players, the space, the equipment and the tactical elements.

Rules

Knowing the rules of the game and understanding which are primary rules and which are secondary rules can help you modify games to make them appropriate for specific age groups or learners. When modifying games, don't modify the primary rules, otherwise the nature of the game changes. For example, changing the rules of a football game so that a player must not hold the ball for more than one second emphasises passing, but it is still a game of football.

Number of players

Reducing the number of players in games usually makes the game simpler; increasing the number of players usually makes the game more complex. For example, a 2-on-2 half-court basketball game is less complex than a 5-on-5 game.

Space

Manipulating space can simplify the game or make it more complex. Changing the size of the playing area such as making it smaller or bigger or a different shape can change the way the game is played. For example, making a volleyball or bat tennis court smaller encourages longer rallies because there is less space to hit the ball away from the other players.

Equipment

The equipment can be modified to challenge yourself and progressively increase the difficulty of the game and movement skills involved. Modifying equipment can also help match the current developmental levels of players so skills can be used appropriately in a game. For example, lowering net height in tennis or volleyball, or lowering the basket height in basketball or netball with younger players can allow them to use their movement skills effectively.

UP + MOVING

EQUIPMENT AND TASK MODIFICATION

1. Practise catching a ball with a partner.
2. Make some task modifications that could influence the task difficulty. Practise the skill with each of the following:

- small, medium and large ball
- light, medium and heavy ball

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- ➜ round, oval and odd-shaped ball
- ➜ small distance, medium distance and long distance between you and your partner
- ➜ slow and predictable throw from your partner or a fast and unpredictable throw.

3 When you perform the skill, discuss with your partner which modifications make the skill simpler to perform and which make it more complex. Report your findings back to the class.

Tactical elements

Games and sports have tactical elements that players try to solve. These elements can be modified to make the game more or less complex. This allows tactical elements to match the skill level and needs of the players. For example, having one player who is a five-point player in Ultimate Disc encourages tactics of trying to create space for and getting the disc to that player for the attacking team and trying to deny the player space by the defending team. Using zones in invasion games such as football, where players are restricted in where they can move, encourages more players to be involved because players must move the ball from zone to zone.

DESIGN YOUR OWN GAME



1 Use your knowledge of how you can modify games to design your own game or a modified version of a sport that could be played by four people per team.
2 Outline all the rules, the playing space, the equipment and the tactical elements in the game.
3 Once you are happy with your game, teach it to a group of your peers and then play the modified game.

WORKBOOK>>
Worksheet 8.10

PLAYING GAMES AND SPORTS

Games and sports involve more than just improving and using your movement and tactical skills. Games and sports involve competition and interaction with others, so how you participate is important. Participating in games and sports requires players to abide by certain requirements of the game to ensure that everyone can play, but they should also participate in ways that make the activity fun for everyone. There are a variety of aspects that contribute to this, including ethics, fair play, codes of behaviour, sportspersonship, teamwork, motivating yourself and others, and leadership.

Ethics

Ethics is the study of ideas about what is good and bad behaviour. Ethical issues in games and sports include lack of sportspersonship by opponents, inappropriate behaviour by spectators, parents and coaches, cheating by opponents and the use of performance-enhancing or other drugs.

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FAIRNESS AND ETHICS

Search online for organisations involved in promoting fairness and ethical behaviour in sport such as the Australian Sports Anti-Doping Authority, sporting tribunals, Anti-Discrimination Commission and the Court of Arbitration for Sport.

Discuss with a partner how these organisations influence your participation and those of others in games and sports.

Fair play

Fair play includes playing by the rules and also playing in the right spirit. It is a way of thinking and behaving that involves respect for others, friendship, team spirit, respect for the rules of the game, care for others, striving for excellence and experiencing enjoyment and fun in the game. Everyone involved in the game (players, coaches, teachers, parents, spectators and referees) has a responsibility to play fairly.

Adam Hollingworth/Fairfax Syndication



Spectators also have a responsibility to fair play

Codes of behaviour

Sporting organisations often provide codes of behaviour for participation. These codes identify key principles for participation to encourage fair play and fun, friendly and safe environments. For example, the Australian Sports Commission has general

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Codes of Behaviour for participation in sport by those performing different roles, such as coaches, officials, players and spectators.

The code of behaviour for players in junior sport lists the following guidelines:

- Play by the rules.
- Never argue with an official.
- Control your temper.
- Work equally hard for yourself and/or your team.
- Be a good sport.
- Treat all participants in your sport as you like to be treated.
- Cooperate with your coach, teammates and opponents.
- Participate for your own enjoyment and benefit.
- Respect the rights, dignity and worth of all participants regardless of their gender, ability, cultural background or religion.

Adapted from Australian Sports Commission, *Junior Sport Codes of Behaviour*, www.ausport.gov.au

Sportspersonship

Sportspersonship is about how people participate, behave and conduct themselves before, during and after the game. Being a good sportsperson involves a concern and respect for the rules, officials and opponents, as well as participating fully in the game or sport with a positive approach.

REGULATING YOUR OWN GAME AND RULES



Ultimate (sometimes called Ultimate Disc) is an invasion game played with a flying disc where teams score points by passing the disc to a player in an end zone. What is really interesting about Ultimate is that it is refereed by the players, not by an official. This occurs at all levels of the game, even at World Championships. Thus, all players are responsible for applying rules rather than an independent umpire. This requires players to honour the rules of the game and participate fairly within the rules and with good sportspersonship in calling their own fouls.

1. To experience this, participate in a game of Ultimate as a class. Remember that you are all responsible for applying the rules.
2. When you play, reflect on how not having an umpire changes the nature of participation.
3. Report back to the class and discuss your experience:
   - Did you think your class would be able to regulate the game effectively before you started playing?
   - How did you resolve disputes in the game?
   - How could you use these skills in everyday life?

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Games and sports provide opportunities to work together

Teamwork

Games and sports provide an opportunity to cooperate with others and work towards specific team goals. For example, in netball, no matter how good any one player is, the ball must be moved up the field by several players before a goal is scored.

Motivating and having confidence in yourself and others

Motivation is the direction and intensity of your effort.

- Direction of effort is what you put your effort towards. If you are motivated you will turn up and participate in all the activities.
- Intensity is how much effort you put in. If you are motivated, you will focus your energy on playing the game and learning the skills of the game.

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George Salpigtidis/Newspix

Positive self-talk can help motivate you and boost your confidence

Participating and performing in games and sports requires you to be motivated and to motivate others to participate.

Confidence

Confidence is your belief about achieving success. It is about believing that you can do something. This belief often influences what you do, so it is important to have confidence that you can play the game and participate. Thoughts you have while playing can influence your motivation and confidence.

Self-talk is the process of talking to yourself while performing. It is what you say and think to yourself. Elite players often talk to themselves, telling themselves to focus or concentrate or keep going. Self-talk can be positive ('Keep working hard') or negative ('I'm no good at passing when it rains'). Positive self-talk can improve your motivation and confidence to perform and participate, but negative self-talk undermines it. You can modify your own self-talk and also provide positive talk to your teammates by recognising when you are starting to talk negatively to yourself and replacing those thoughts with more positive ones. When you talk to other players, remember to be positive in what you say.

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Leadership

Leadership is a process of influencing others towards a goal. A leader knows where a group or team is going, provides direction and resources to get there and gives the team vision. Leadership involves making decisions, motivating others, giving feedback, acting ethically, ensuring everyone participates with a sense of fair play, working with others and helping people work as part of a team. Games and sports provide opportunities for leaders to get teammates to work towards a shared goal. Taking on this role is important and can help you develop your leadership skills for other areas of your life.

WORKBOOK>>
Worksheet 8.11



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Games and sports provide opportunities for leadership

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CHAPTER REVIEW

WORKBOOK>>
Worksheet 8.12

1. What are the four essential elements of a game?
2. A sport is a game but with three additional elements. What are they?
3. Give an example of a primary and a secondary rule in a game or sport you are familiar with.
4. Explain the primary strategy of each of the four categories of games: invasion, net/wall, striking/fielding and target.
5. Discuss what it is to be skilled in games and sports.
6. What is the difference between fundamental movement skills and specialised movement skills?
7. Distinguish between locomotor, manipulative and stability movement skills.
8. How are gross and fine movement skills different?
9. Provide an example of a discrete, a serial and a continuous movement skill. For each skill, explain why you have classified it that way.
10. Distinguish between an open and a closed movement skill.
11. Explain what tactics, strategies and game plans are.
12. Performance assessment can be subjective or objective. What is the difference between these?
13. Name four pieces of information that you could code in a basic games analysis.
14. Provide an example of both a massed and a distributed practice schedule for practising basketball free-throws if you had five hours a week to practise.
15. Distinguish between blocked and random practice.
16. What is intrinsic feedback? What is extrinsic feedback?
17. Explain when you would provide knowledge of results and knowledge of performance to someone you were helping learn a movement skill.
18. How can you use transfer of learning to help others participate and perform in games and sports?
19. What is the difference between modified and traditional games?
20. How does reducing the number of players in a game influence the game?
21. What is fair play?
22. How can participating in games and sports develop your leadership abilities?

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PHYSICAL ACTIVITY PLANS

9

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In this chapter **you will explore how to design, implement and evaluate individualised physical activity programs. Training principles and methods are outlined and several lifelong physical activities that originated from other cultures and develop the mind, body and spirit connection are examined.**

By the end of the chapter, you should be able to:

- develop a personal physical activity and fitness plan
- implement a personal physical activity and fitness plan
- evaluate a personal physical activity and fitness plan
- describe several lifelong physical activities that originated from other cultures that are designed to develop the mind, body and spirit connection.

Developing personal physical activity plans	**296**
Implementing a personal plan	**301**
Lifelong physical activities from other cultures	**320**
Lifelong physical activities to improve the mind–body–spirit connection	**322**

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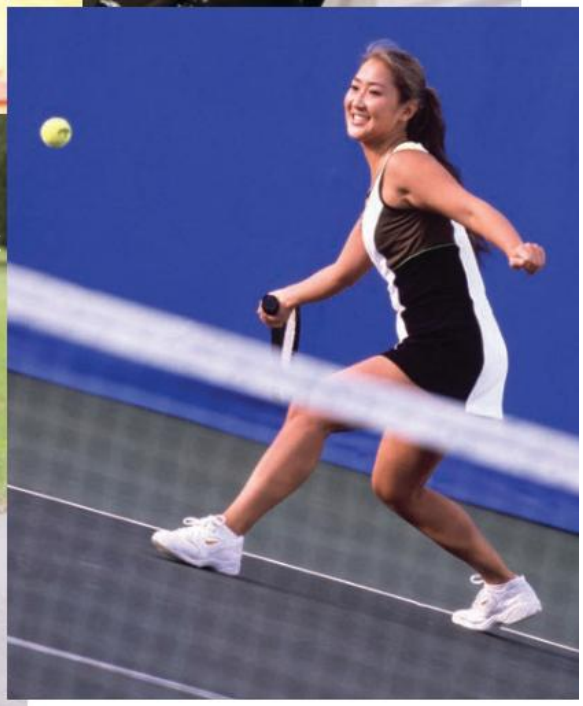
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DEVELOPING PERSONAL PHYSICAL ACTIVITY PLANS


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This section explores how to develop a personal physical activity plan to improve your health-related and skill-related components of fitness. A basic goal of a personal physical activity plan is to include a variety of movement opportunities:

- incidental physical activity (e.g. walking from one classroom to another when the bell rings)
- household chores and work in the garden

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- occupational physical activity (the physical demands of your job or activity during school time)
- active commuting (e.g. walking, skating or riding to work or school)
- leisure-time physical activity, such as lifestyle physical activity and structured sport or exercise for fitness.

WORKBOOK>>
Worksheet 9.1

Needs analysis

Set your goals

What do you hope to achieve from your personal physical activity plan? Examples include enhanced feelings of energy and wellbeing, and improved specific fitness components.



Klaus Vedfelt/Getty Images

Current physical activity level

You need to assess your current physical activity habits and sedentary behaviours to determine your baseline physical activity level. You could use a survey (such as the CLASS survey or an online survey) or complete a physical activity journal. Alternatively you could wear a pedometer for two to three days and record your daily steps. Record your totals each day and calculate the average by adding the daily totals together and dividing by the number of days monitored. (There is more detail on using a pedometer on page 320.)



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Establish your priorities

You need to identify which energy systems, fitness components and muscle groups you want to develop. If you are designing a plan for everyday life rather than a specific sport, you would apply the recommendations from the national physical activity and sedentary behaviour guidelines for your age and the physical activity pyramid. Sometimes personal trainers help clients establish their priorities for health and fitness. If you play a specific sport, your coach or Physical Education teacher may be able to help you determine which fitness components (health-related and/or skill-related) are important for your sport and even for the position(s) you play. Often coaches complete game analysis to determine what areas are important to work on. Alternatively, you may just have a particular area you want to improve in.

Fitness testing

normative data data that show what is usual in a defined population (for example, for Australian women aged 15 to 18)

Based on the priorities identified, select a fitness test that could be used to assess your relevant health-related and skill-related components of fitness. Ensure you select a recognised standardised test that will allow you to compare your results to **normative data**. Then you can determine your strengths and the areas you would like to improve. There are many fitness test descriptions and normative data available online.


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Tailor to your interests

Write down your interests (e.g. walking, social netball, yoga). You are much more likely to stick to your program if it is tailored to things you enjoy, places you like to go and the people you like to spend time with.



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Available time and resources

You need to create a program that works in with the other commitments in your life such as school, work, social events, family expectations and daily chores. The program needs to be based on resources you have access to. For example, the equipment you have at home (e.g. bicycles) or the facilities you have access to within your local community (such as parks, facilities and trails).



Glenn Daniels/Newspix

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Appropriate training methods

Are these appropriate for you? Can you access the appropriate facilities? For example, do you need to be able to access a weights room? What training methods will be used and what is the justification for their selection? Training methods and the application of basic principles of training, such as overload and specificity, are discussed in detail later in the chapter when you look at implementing your personalised program.



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Physical condition

Are you injury-free? Are the activities selected appropriate for your level of physical activity and fitness? If you have not been active for a while, you perhaps should visit your doctor before starting a program. It is common practice to complete a physical activity readiness questionnaire.

critical + creative thinking

NEEDS ANALYSIS

As a starting point to creating a personal physical fitness plan, you should complete a basic needs analysis. Be sure to consider all of the factors listed in your needs analysis. Link to a Physical Activity Readiness questionnaire via http://ffl910vic.nelsonnet.com.au.

WORKBOOK>>
Worksheet 9.2

Becoming independently physically active and fit

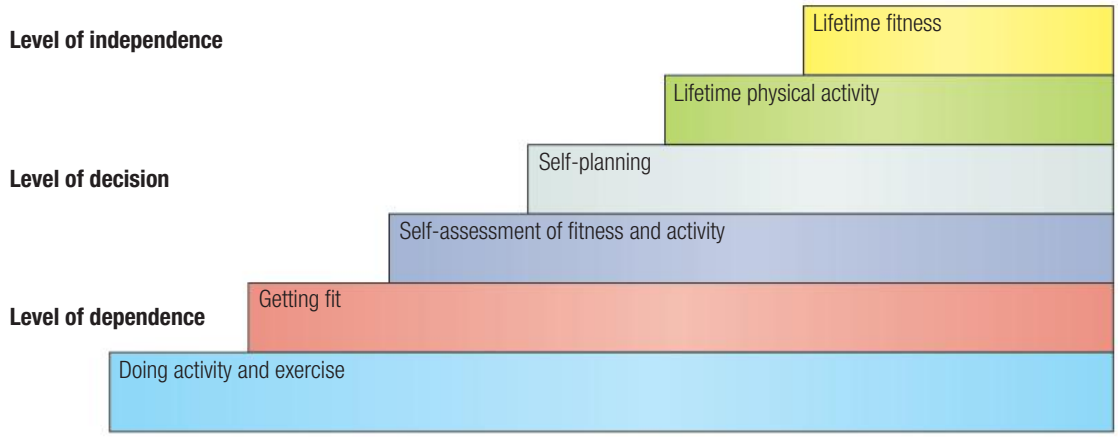
School students are generally required to participate in a range of physical activity opportunities (e.g. Physical Education classes and other active organised activities). Students often actively commute to and from school several days a week.

Once you finish compulsory Physical Education and sport or school altogether, you will need to organise regular physical activity opportunities yourself. If you do

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not participate in regular physical activity, many of the associated health benefits gained while you were active at school will quickly disappear. This is known as **reversibility** or detraining. Your time in Physical Education at school should help you develop the habit of activity and exercise and so encourage lifetime fitness. This requires you to go from a level of dependence to independence. The illustration below shows how students should assume progressively more responsibility for their own activity, fitness and wellness.

reversibility
a rapid return to pre-training levels



Stairway to lifetime fitness

Adapted from C Corbin and R Lindsey, *Fitness for life*, Human Kinetics, 2006, p. 14

IMPLEMENTING A PERSONAL PLAN

Implementing training principles

There are 10 key principles to consider in any physical activity program, particularly for developing and maintaining fitness levels. These include specificity, intensity, duration, frequency, progressive overload, detraining (reversibility), maintenance, individuality, diminishing returns and variety.

1 Specificity

To keep up a physical activity program it must be tailored specifically to the needs and interests of the person. If you play a sport, the program can be specifically tailored to the demands of the sport or more specifically to the position you play. You can focus on the energy demands, fitness components and muscles used. For example, an AFL player who plays an 'on ball' position would have very different

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Jupiterimages/Getty Images

A basketball player needs to train for explosive power to allow them to jump high to shoot and rebound

demands on their body than a full back player. Training should be tailored to work the relevant energy systems, fitness components and muscles used, and based on the skills needed to perform.

2 Intensity

Intensity refers to how hard your heart, lungs and muscles work during physical activity. A specific intensity is required to train particular energy systems, fitness components or muscle groups for particular activities. Most health-related fitness benefits associated with being physically active occur when you are working at least at a moderate intensity. Moderate-intensity physical activity usually consists of sustained rhythmic movements. These are characteristics of working at a moderate intensity:

- able to carry out a conversation comfortably
- are working at 50 to 70 per cent of your maximum heart rate
- are expending three to six times the energy that you would while at rest.

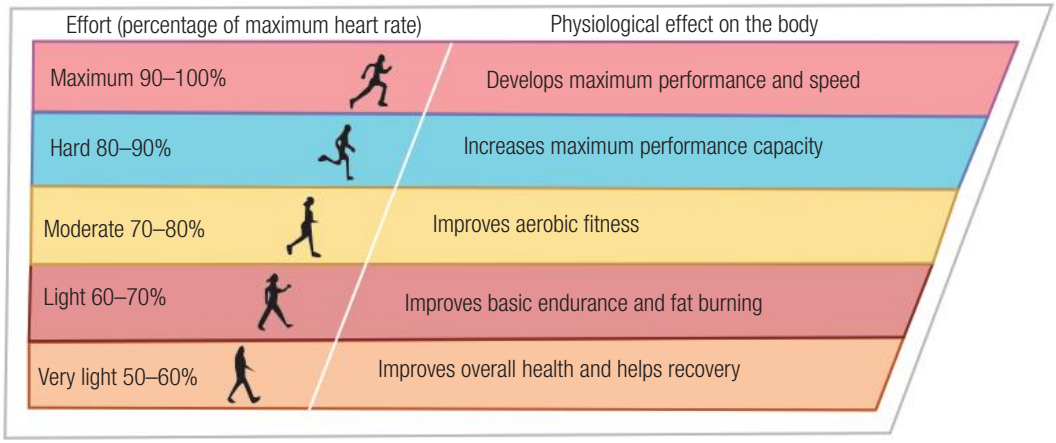
Moderate-intensity physical activities include brisk walking, cycling, raking leaves, mopping the floor, sweeping, lifting weights, doing aerobics, golfing and paddling in a pool.

Methods of determining intensity include measuring your heart rate, breathing rate and ability to talk comfortably (the Talk Test). There are also many apps available to help measure heart rate. A common way to determine the intensity of training is to refer to target training zones during aerobic activity. Working at different intensities has different effects on the body.

INTENSITY AND PAIN

'No pain, no gain' is an exercise myth. While exercise can be difficult, it should never hurt. If you exercise at an intensity beyond discomfort and actually feel pain you are significantly increasing the chance of becoming injured.

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Training at different intensities affects the body differently

CALCULATING MAXIMUM HEART RATE

There are at least seven recognised equations to calculate maximum heart rate.

1. Search the web to find two formulas and calculate your estimated maximum heart rate for your age.
2. Search online for recommended training zones. Based on these, calculate the heart rate zone you will need to be within to achieve an improvement in your aerobic fitness.
3. Calculate the heart rate you would need to work at to achieve improvements in basic aerobic endurance.

MODERATE-INTENSITY TRAINING

Moderate-intensity training and physical activity is far more attractive to most people than vigorous-intensity physical activity. Studies consistently show vigorous intensity can be a deterrent to many people being active, which is why most physical activity guidelines for adults encourage 'at least moderate-intensity' physical activity, rather than long durations of vigorous-intensity physical activity.

3 Duration

Duration refers to how long an activity lasts. All of the following are examples of duration:

- how long a training program goes for (e.g. 12 weeks preseason)
- the minimum time needed to train to achieve a health or fitness benefit (e.g. at least six weeks)
- how long an actual training session would need to last to achieve a health or fitness benefit (at least 20 minutes to achieve **aerobic adaptations**)
- how long a bout of exercise is within a training session (e.g. a 10-minute bout of vigorous-intensity running).

aerobic adaptation
a physiological adaptation to repeated bouts of exercise; e.g. increased blood volume is a cardiovascular adaptation to aerobic training

4 Progressive overload

Ultimately the aim of a training program should be to achieve long-term health and fitness benefits that can be maintained. The human body is very adaptable and tries to constantly adjust to whatever activities are performed. The principle of **overload** is the most basic. When you introduce a new activity requiring a higher intensity or different fitness component or muscle group, a

overload
in fitness training, overload is doing more than usual

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plateau to reach a level or period where no change is observed

repetitions (reps) the action of repeating something; for example, 8–12 reps of bicep curls

set several exercises intended to be done in a series; for example, bicep curls 3 sets x 8–12 reps

VO_2max the maximum amount of oxygen that can be taken up, transported and utilised per minute by the body

resistance training to move against a force provided by a person's own body weight, machine or weight such as barbell, dumbbell, kettlebell or medicine ball

stress response occurs. In response to this stress, the body adapts and accustoms itself to the new demands and then the adaptation **plateaus**. To gain further improvements the body needs to be progressively overloaded with additional stress. This might be achieved by running two extra minutes or by using the next size dumbbell up or doing an extra session per week. For an adaptation to occur, the body needs to rest and recover. The body can also be overloaded by increasing the number of **repetitions** or **sets** completed of an activity, by increasing the intensity of an activity or by reducing the rest interval.



Scout Kozakiewicz

To overload, either the weight, repetitions or sets of repetitions can be increased, but only one of these variables should be increased at a time

5 Detraining (reversibility)

Detraining means a rapid return to pre-training levels. It is usually caused by either stopping a training method or stopping training altogether. Training might be stopped because of illness, injury, boredom or increased commitments at work or school. Ultimately there is a reversal in the training benefits achieved. The fastest reversal tends to occur to the **VO_2max**, where there can be a decrease of 18 per cent in just three months.



Frequency of physical activity sessions can be mapped on a calendar

6 Frequency

Frequency in this context refers to how often an individual is active. If a person wants to improve a fitness component, they probably need to train that component three times a week. It is also important to allow adequate rest between sessions to allow adaptations to occur. Often people who do **resistance training** train every second day. Those who do resistance training every day generally alternate the muscle groups they work; this is known as a split routine. For example, you might work the upper body (chest, shoulders and arms) one day and back, legs and abdominal muscles the next. This gives your body the opportunity to recover and maximises adaptations.

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7 Maintenance

You can maintain fitness gains by training twice a week. Some people might play sport several times a week, so it is important to maintain fitness but still allow enough time to recover. It is important to continue training twice a week to avoid detraining.

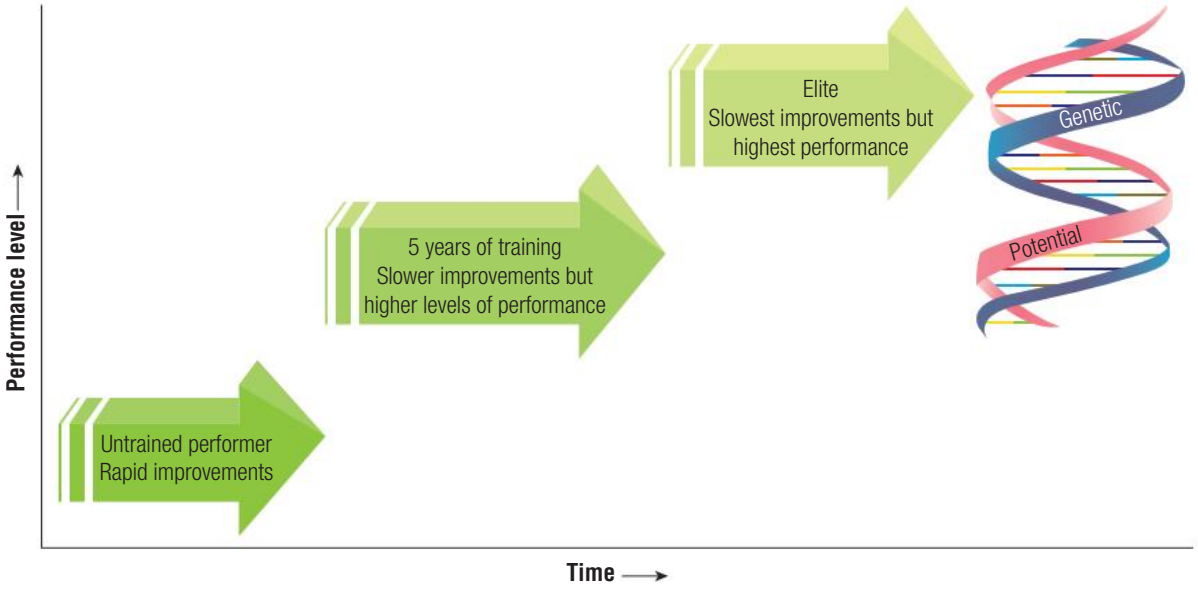
8 Individuality

Each person responds and adapts differently to exercise and different training methods and workloads. These differences are due to individual factors:

- initial fitness levels
- interests (likes and dislikes)
- hormones
- genetic factors
- motivation
- nutritional requirements
- recovery
- injury.

9 Diminishing returns

Have you ever wondered if there is an absolute limit to your fitness potential? Each person's potential for improvement in each fitness component is in fact genetically predetermined. It has been jokingly said that if you want to be an Olympic athlete you need to pick your parents carefully. Of course you cannot choose your parents, but the statement illustrates that environmental influences and training can only take you as far as your genetic potential will allow. A person who is new to training and untrained has a much greater potential to improve compared with an elite athlete who trains daily and is near their maximum potential. As you get closer to your ultimate potential (ceiling), the rate at which you can improve slows down significantly. The figure provided illustrates how time and performance level impact improvements.



Diminishing returns based on time, performance level and genetic potential

ISBN 9780170376211

review & reflect

TEST YOUR KNOWLEDGE

1. Create a simple graph demonstrating your understanding of diminishing returns.
2. Describe how you might compare to an Olympic athlete if you started a new training program in relation to your potential to improve.
3. Explain why training as hard as an Olympic athlete would by no means guarantee that you could ever be as physically fit as the Olympic athlete.

10 Variety

There is a saying 'Variety is the spice of life'. It is also the key to avoid becoming bored with a fitness training and physical activity program. It is important to change things up at times by alternating different aspects of your physical activity plan:

- where you work out
- who you are active with
- types of activities you perform, using cross-training (e.g. for aerobic training you could run, swim, ride a bike or exercise bike, use a treadmill or rowing machine or elliptical, or do an aerobics or zumba class)
- duration, intensity and rest intervals.

WORKBOOK>>
Worksheet 9.4

Elite athletes need variety but they also need consistent routines. They must be careful variety does not compromise the specificity of their training. For example, all elite athletes will obtain health and fitness benefits from cross-training. But if elite swimmers want to be race-ready, they need to do more swimming than any other form of cross-training such as running or cycling to ensure they are race-fit.

Training methods

The training methods you select will be based on the following factors:

- goals
- needs and interests
- energy demands, muscle groups used, actions and movements performed and fitness components important to the physical activities or sports you participate in
- available resources (such as time, facilities at home, at school or in your local community, the ability to get to the activity, opportunities such as training sessions).

There are a variety of training methods.

Continuous training

This is low-slow-distance training and is very useful for developing aerobic fitness. It involves work periods conducted in the aerobic training zone of 70 to 85 per cent of your maximum heart rate with no rest during the session. Sessions are usually a minimum of 20 minutes to achieve aerobic benefits. Typical activities use

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whole body or large muscle groups; examples of this type of training are aerobics, swimming and running.

Fartlek training

This is a variation of continuous training that combines continuous activity with short bursts of high-intensity effort at regular stages during the training session. Many team sports requiring a solid aerobic base use Fartlek training because it can closely replicate the demands on your energy systems during a game, which often involve short, sharp high-intensity bursts with lower-intensity walking or jogging rest periods throughout.

WORKBOOK>>
Worksheet 9.5
Worksheet 9.6

Interval training

This involves periods of work followed by periods of rest. Interval training can be classified as either long, intermediate or short depending on the intensity, duration and recommended rest intervals. Interval training is most commonly undertaken with running; it can, however, be made more specific by using swimming or cycling to 'train' specific muscle groups in the actions that are going to repeated in the performance or competition. Generally the higher the intensity and the longer the rest the more the interval training will work the anaerobic energy systems (ATP-PC and the anaerobic glycolysis). Interval training is also good for general health and training for team sports and specific sports such as sprinting or swimming.

Speed training

This involves training the nervous and muscular systems to work more efficiently together and, in a sense, brings about the most efficient stride frequency and length. Activities might include sprinting with a band connected to a tyre or parachute.

Weights/resistance training

This is important for everyone for general health, not just for improving performance for playing sport. There are three types of weight/resistance training:

- Isokinetic training involves the resistance being adjusted to allow you to exert the maximal force that you can throughout the entire range of movement. This can only be achieved through the use of machines such as Cybex or Nautilus that might be found in a gym.
- Isometric training involves a contraction in the muscles against the resistance (weight) at a particular joint angle for a period time with no change in muscle length. Gains are only made at the angle performed, so this type of training is most useful for activities such as skiing, gymnastics or weight lifting.
- Isotonic training (the most commonly used resistance training) involves the use of 'free weights' (dumbbells or barbells) or a pin-loaded machine. Pin-loaded machines only allow a restricted range of movements. Free weights allow you to mimic actions used in real game situations. Resistance bands can also be used.

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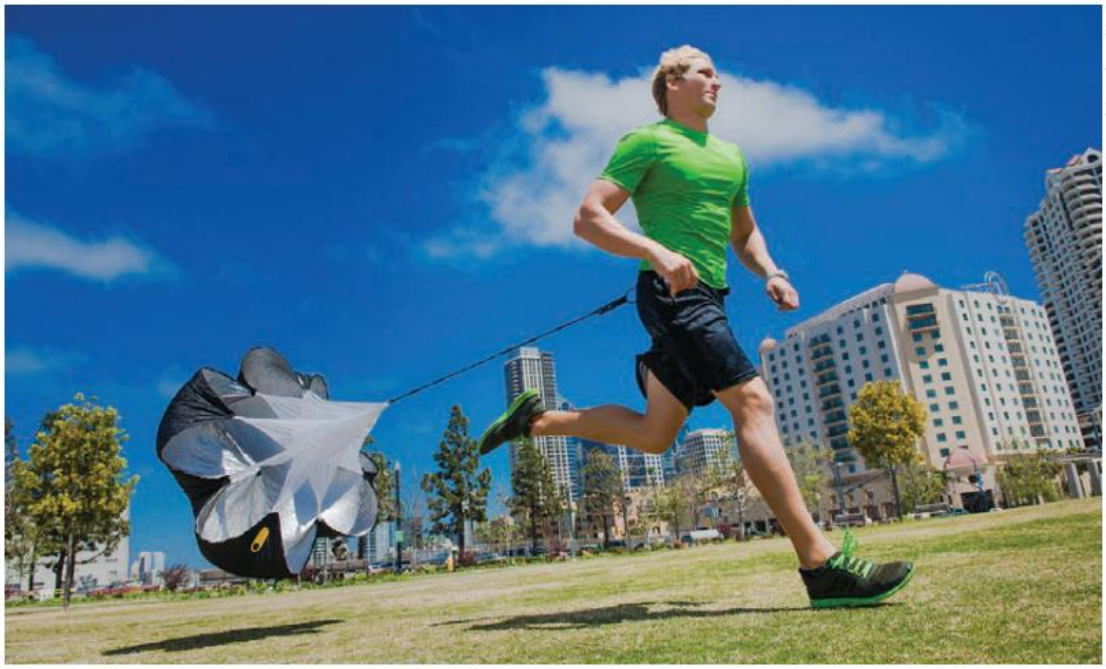

© Image Source/Alamy

Table 9.1 outlines the differences among the three methods of resistance training: strength training, power training and muscular endurance training.

TABLE 9.1 Weight training for muscular strength, power or endurance*

Strength training	Power training	Muscular endurance training
% of 1 RM†: 80–95	% of 1 RM†: 30–50	% of 1 RM†: 40–60
Sets: 3–5	Sets: 3–5	Sets: 2–4
Reps: 2–4	Reps: 3–5	Reps: 15–20
Speed: slow/medium	Speed: fast	Speed: medium/fast
Rest: 3–4 mins	Rest: 3–4 mins	Rest: 1–2 mins

*Note that the sets and repetitions are just a guide to give an idea of the difference between the methods and will vary with each individual.
†1 RM = the maximum amount of weight one can lift in a single repetition for a given exercise

Circuit training

This involves performing a number of activities at various 'stations' in sequence during a workout. These can be tailored to specific components of fitness, systems, muscle actions and distances required for a particular sport or position you play. Even work and rest intervals can be worked out to mimic the demands of the sport played during competition. There are three types of circuit training – individual load, fixed load and fixed time:

- **Individual load** involves taking into account the strengths and weakness and different loads you can manage at each station.
- **Fixed load** and fixed time circuits involve performing a set number of repetitions or work against a resistance for a set time, completing as many repetitions as you can. Activities might include using your own body weight (push ups or skipping) or weights.

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Plyometrics training

This involves stretching or lengthening a muscle (**eccentric contraction**) and then a rapid shortening (**concentric contraction**) to bring about an explosive action. Example activities include depth jumping, clap push ups, bounding or leaping and throwing a medicine ball. Activities usually only involve the person using their own body weight, or jumping from a platform to the ground and back up onto a platform or over obstacles. Athletes who need to be explosive (basketball and netball players, volleyball, soccer and hockey players, and high- and long-jumpers) use this form of training.



E+/Getty Images

Depth jumping is one of the most common forms of plyometrics training

Flexibility training

Flexibility is critical in allowing maximal ranges of motion to be achieved. There are three major classifications of stretching:

- **Dynamic stretching**, which involves either slow controlled movements or ballistic explosive movements through a full range of movements.
- **Static stretching**, which involves gradually stretching a joint to its maximum range and then holding this position for 10 to 20 seconds. This is often used at the end of training sessions to help the individual relax.
- Proprioceptive neuromuscular facilitation **(PNF) stretching**, which involves taking a joint to its maximum range and then contracting isometrically (no movement of muscles) against a resistance provided by a partner or a band. This is repeated to increase the range until no further increases in range of motion can be made. Flexibility training is also important for everyone's general health and mobility.

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PNF stretching is the most effective form of all the stretching methods

WORKBOOK>>
Worksheet 9.7





PLYOMETRICS

1. Use the internet to research and describe four different examples of plyometrics exercises.
2. Identify an example action for each of three different sports that would require explosive power.
3. Explain how a baseball player could use plyometrics training to improve their throwing power.

How to select a training program

Just as we have a cardiovascular and respiratory system, we have three energy systems that work together to provide the energy required for all movements. This includes activities from writing notes in class and walking from your class to your locker bay all the way to competing in a triathlon or running at different speeds on a hockey field.

The **ATP-PC system** provides energy for short, explosive movements lasting up to 10 seconds. If we work at high intensities for longer than 10 seconds, the **anaerobic glycolysis** system takes over as the main provider of energy. Both these systems are known as 'anaerobic' because they essentially do not need oxygen delivered to working muscles. They both provide energy quickly, but they quickly fatigue and your body switches to the aerobic energy system.

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The **aerobic energy system** relies on delivery of oxygen to working muscles. It is used when you work sub-maximally (when you can still chat with someone working beside you). Typically, the aerobic energy system is used for activities requiring a more sustained or long-term effort.

Table 9.2 shows the different training methods and how you would justify the selection of physical activities to include in a personalised program. First identify which training methods are linked to the various health- and skill-related fitness components.

TABLE 9.2 Training methods used to improve health-related and skill-related fitness components

Fitness component training method	Aerobic power	Local muscular endurance	Muscular strength	Anaerobic capacity	Muscular power	Speed or speed endurance	Agility	Flexibility
Energy system	Aerobic energy		ATP-PC energy			Anaerobic glycolysis	ATP-PC energy	
Continuous	✓	✓						
Fartlek	✓	✓						
Long interval	✓	✓						
Intermediate interval		✓		✓		✓		
Short interval				✓		✓		
Speed				✓		✓		
Weights/resistance			✓		✓			
Circuit		✓	✓	✓	✓	✓	✓	
Plyometrics				✓	✓	✓	✓	
Flexibility								✓
Swiss ball and Pilates		✓	✓					✓

Maintaining your physical activity and fitness training

WORKBOOK>>
Worksheet 9.8

By far the most challenging aspect of a personalised plan is to develop something that is sustainable and that can become a habitual part of your life. Engaging in regular physical activity requires highly developed self-management skills such as the following abilities:

- record your goals
- commit yourself by putting together weekly training schedules and training session outlines
- enlist social support and be active with someone
- use reminder systems so you don't forget to be active
- reward yourself at different intervals.

An example of a weekly training schedule is shown in Table 9.3.

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TABLE 9.3 Example weekly training schedule
Madison (aged 16 years)
Personal goal: To meet Australia's Physical Activity and Sedentary Behaviour Guidelines for a 16 year old and improve her aerobic capacity

	6–9 a.m. (before school)	9 a.m.–3 p.m. (school hours)	3–10 p.m. (after school)
Monday	Walk to school; 10 min		Zumba class; 60 min
Tuesday		Physical Education class; 100 min	
Wednesday	Walk to school; 10 min		After-school interschool sport (volleyball); 90 min
Thursday	Boxing stations; 20 min		Walk the dog; 45 min
Friday		Physical Education class; 50 min	Home-based fitness circuit; 45 min
Saturday	Push ups × 30 Sit ups, 3 sets × 25 reps	Bike ride; 90 min	
Sunday			Walk the dog; 70 min

WORKBOOK>>
Worksheet 9.9

critical + creative thinking

DATA INTERPRETATION

1. Look at Table 9.3. Did Madison meet the national physical activity and sedentary behaviour guidelines for her age group? Justify your answer (ignore screen-time component for the purpose of this exercise).
2. Identify which sessions would most likely enhance each of the health-related components of fitness.
3. Create a blank table using the same format and complete a weekly training schedule for yourself.



Chip Takeda/Getty Images

Research consistently shows dog owners walk more than non-dog owners

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Table 9.4 provides an example of a training session based in a gymnasium. The components include a warm-up, weight (resistance) training exercises and a cool down; the program alternates which muscle group is being worked.

TABLE 9.4 Example template for training session (gym session)

Date: 20/06/2014	Location: YMCA gym	Time: 9 am – 10.30 am
Warm-up: Walk on treadmill: 5 min Exercise bike: 15 min Rowing machine: 5 min Stretching: 5 min		
Weight training exercises	**Repetitions**	**Sets**
Lat pull-down	12–15	2–3
Leg press	15–20	2
Crunches	20–25	3
Bench press	5–10	2–3
Leg curls	12–15	2–3
Bicep curls	5–10	2–3
Lunges	10 each side	2
Triceps extensions	12–15	2–3
Sit ups	20–25	1–2
Bent over row	10–15	2–3
Cool down: Exercise bike (slow): 5 min Stretching: 10 mins		

Safety tips for resistance training

- Older people must have a medical clearance from their doctor before starting a training program.
- Perform an adequate warm-up and stay warm during your workout.
- Avoid holding your breath while lifting.
- Avoid dangerous exercises.
- Progress slowly.
- Do not arch your back during any exercise.
- Always keep weights close to your body – even when you lift something.
- Never do a full squat.
- Always check collars of weights (on dumbbells and barbells) have been tightened.
- Do not pause between repetitions.
- Do not drop weights or let them bang together.
- Wear gloves to maximise grip and clean equipment after use.

RESISTANCE TRAINING AND WOMEN

'Women will become bulky from resistance training' is an exercise myth. Women have less testosterone than men and do not bulk up from resistance training to the same extent as men. The higher percentage body fat women have prevents the muscle definition possible in men.

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lavega21/Thinkstock


Glow/Getty Images

Free weights (dumbbells and barbells) are an excellent option for home-based exercise

Using non-specialised equipment

You don't necessarily need to own specialised gym equipment such as treadmills, barbells or machines to improve your fitness at home or in your local community. There is a range of non-specialised equipment at home or at the local playground that can be used to develop your health- and skill-related fitness. You can be active in the home, as well as in the school, the workplace and the community.



Household items are all you need to design your own fitness circuit at home

UP + MOVING

RECYCLED GAMES

The aim of this practical activity is to come up with a range of ideas for activities that you could engage in at home to improve your health and fitness. Either your school will provide or expect you to bring one or several of the items shown in the table. The items have been classified as household items, recycled items or inexpensive sporting items. The table shows just some examples; use your imagination to come up with more examples.

1. In pairs or small groups, list as many physical activities as possible that could be incorporated into either a fitness circuit or backyard game. You need to come up with at least two activities for the fitness circuit and two games.
2. Each group or pair should present their ideas to the rest of the class. You will need to write down all your ideas and have a few extra ideas in case another group comes up with the same activities.

Examples of non-specialised fitness and play equipment

Household items	Recycled items	Inexpensive sporting items
• blankets	• tyres	• Frisbee
• tarps	• boxes	• tennis balls
• brooms	• milk crates	• pool noodles
• broom handles	• chaff sacks	• skipping ropes
• buckets	• rope	• play balls
• small steps	• milk/cordial bottles	• hacky sack
• hay bales	• sand	• hoops

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A pair of dumbbells can cost $20 to $120. However, as an inexpensive alternative, you can fill a pair of 2-litre milk or cordial bottles with sand or water. You could use a variety of household items to make up your own fitness circuit or game you could play with your family and friends.

GETTING FIT AT YOUR LOCAL PARK





1. As an in-class or homework activity, go to a local park that has a range of playground equipment such as monkey bars, slides, other climbing equipment, swings or seating.
2. Design a fitness circuit. It could consist of either of the following formats:
   - Fixed time at each station (for example, one minute on the monkey bars doing chin-ups, swinging across the ladder or hanging) OR
   - Fixed load – a continuous circuit where a set number of repetitions is performed at each station before moving on to the next station (for example, complete 20 step-ups on the park bench seating).

Your circuit needs to incorporate as much as possible the playground equipment and other natural (for example, grass hill or logs or trees) and built features at the park. Your circuit could include the following activities:

- crunches
- hanging
- step-ups
- push ups
- swinging across monkey bars
- sliding down slide
- chin-ups
- sprints
- swinging on swing
- squats
- sit ups
- hill runs
- lunges
- jumping over lines
- log rolls down hill
- dips
- stretches
- building sand castles

When you design your circuit make sure you consider the following points:

- Write down the name of the activity to be completed at each station and take a photo of the equipment or location to be used; if possible include a photo of someone performing the activity safely. You may need to do some research online to look up the key tips for completing that exercise safely.
- Ensure you build in a warm-up before completing your circuit.
- Outline the time (fixed time format) or repetitions (fixed load format) you would complete at each station of your circuit.



Jacky Ghossein/Fairfax Syndication

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- ➜ Arrange your circuit to alternate the muscle groups and to allow adequate rest (e.g. avoid doing two upper-body exercises in a row such as push ups followed by chin-ups).
- ➜ You could make a poster of your circuit that shows the order of activities photographically, the location of each station and the key safety tips.



3 Create a table that outlines which health-related and skill-related components of fitness are developed for each of your activities within your circuit.

4 Explain how you could modify the circuit if you had someone who wasn't very fit to ensure they could still safely participate at their own level of fitness.

5 Describe the benefits other than improved fitness to completing a fitness circuit at home or at your local park.

WORKBOOK>>
Worksheet 9.10
Worksheet 9.11

Evaluating a personal plan

This section considers how to evaluate personal physical activity and fitness levels. There are four basic steps:

1 Setting goals
2 Establishing your baseline physical activity and fitness levels
3 Identifying strengths and areas for improvement
4 Monitoring progress.

Step 1: setting goals

Your goals need to be **S**pecific, **M**easurable, **A**cceptable, **R**ealistic, **T**ime phased, **E**xciting and **R**ecorded. Goals might relate to meeting the national physical activity and sedentary behaviour guidelines or to improving particular fitness components for a sport you play.

Once you set your goals, you will be able to monitor your progress towards reaching those goals.

WORKBOOK>>
Worksheet 9.12

Step 2: establishing your baseline physical activity and fitness levels

The only way to determine whether your physical activity and fitness levels have improved, maintained or gone backwards is to monitor your progress towards your set goals. Important self-management skills that help to monitor progress include goal-setting, self-monitoring, rewarding and reminding.

Before starting a new physical activity or fitness program you need to establish a starting point. This is the baseline level of your physical activity and fitness. Data can be collected before, during and after programs on any of the following characteristics:

- ➜ basal heart rate, which is generally measured when the person is at rest and relaxed and hasn't exercised or exerted themselves recently
- ➜ blood pressure, which is the pressure exerted by circulating blood upon the walls of blood vessels. It usually refers to the arterial pressure of the systemic circulation. During each heartbeat, blood pressure varies between a maximum (systolic) and a minimum (diastolic) pressure.

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- hours of sleep per night
- results of tests relating to the various health- and skill-related fitness components (see Tables 9.5 and 9.6)
- number of steps taken per day
- time spent in light-, moderate- or vigorous-intensity physical activity
- types of physical activities and sedentary behaviour engaged in each day
- training sessions
- whether you meet the national guidelines relating to physical activity and sedentary behaviour for your age.

When you have assessed one or several of these factors, you can analyse the results by comparing them to the guidelines.

RECOMMENDATIONS

Search online for recommendations for some of the factors that could be used to establish a baseline fitness level, such as the national physical activity guidelines for different age groups.



TABLE 9.5 Tests used to assess health-related components of fitness

Fitness component	Assessment test
Aerobic capacity	• VO_2max treadmill/ergometer test • Cooper's 12-min run • Harvard step test • 20-m shuttle run/beep test • Critical swim speed test • 1.6-km jog test • Yo-yo intermittent recovery test
Anaerobic capacity	• Phosphate recovery test • Running-based anaerobic sprint test (RAST) • Wingate anaerobic cycle test (30 sec)
Body composition	• Body Mass Index (BMI) • Waist circumference • Skinfold sums • Body fat percentage
Muscular strength	• Handgrip dynamometer • 1 RM bench press; 1 RM leg press • Seven-level abdominal test
Muscular endurance	• Timed sit ups, timed push ups • Pull-ups and modified pull-ups • Flexed arm hang • Partial curl-ups
Flexibility	• Modified sit and reach • Shoulder and wrist elevation test • Trunk and neck extension • Ankle extension test • Shoulder rotation test • Ankle (dorsi) flexion test

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TABLE 9.6 Tests used to assess skill-related components of fitness

Fitness component	Assessment test
Balance	• Stork balance stand test • Standing balance test
Reaction time	• Ruler-drop reaction test • Online reaction tests
Coordination	• Alternate-hand wall toss test • Soft-drink can test
Agility	• Illinois agility test • Semo agility test
Speed	• Sprint standing start tests: 15 m, 40 m and 50 m • Running: 40-m sprint test
Muscular power	• Standing long jump • Vertical jump test • Basketball throw

Step 3: identifying strengths and areas for improvement

Once you have collected early data on a range of key variables, you can select appropriate activities for the areas you want to improve or focus on. Your Health and Physical Education teacher, personal trainer or coach should be able to assist you.

Step 4: monitoring progress

There are many ways to monitor your progress towards set goals. The most effective strategy is to consistently use the same technique to measure activity level or fitness. For example it is not useful to conduct a baseline (pre-program) measurement of physical activity using only a self-report recall survey and then after 12 weeks only use a pedometer. These two measures cannot be compared across the different time points to determine improvement because they measure different factors! It is OK to use a combination of measures, but to determine improvement you must repeat the test using identical measures or fitness tests. Measures used to monitor progress include diaries and logs, surveys, pedometers, accelerometers, heart rate monitors, fitness tests and global positioning systems (GPS).





ASSESSMENT TESTS

1 Use the web to complete the table by outlining the factors each of the measures can be used to assess.

2 Search for some examples of fitness test protocols and norms to compare your results to.

3 Discuss which of the measures in the table are accessible to you to use.

WORKBOOK>>
Worksheet 9.3

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Measures of physical activity, sedentary behaviour and fitness

Measure	Format (e.g. electronic)	What does this measure assess?
Diaries and logs	Paper, online or apps	
Surveys	Paper, online or apps	
Pedometers	Digital	
Accelerometers	Digital recording personal devices	
Heart rate monitors	Digital recording personal devices	
Fitness tests	Apps	
Global positioning systems (GPS)	Digital recording personal devices	

SCAFFOLD>>
Assessment tests

Based on the monitoring of your progress, you may need to adjust what you are doing in your personal physical activity plan and fitness program to achieve your set goals. You may need to change your program to make it more effective by adjusting the intensity, duration, frequency or type of activities and exercises being performed. You may decide to adjust your set goals once you achieve them or to make them more achievable or more challenging. Ultimately, the main goal should be to become as active and fit as you can be. Even doing something small regularly is better than doing nothing or doing something only once a week!

Chris Margan/Newspix



How is the principle of specificity being applied in this VO_2max test?



The Image Bank/Getty Images

Digital devices can provide immediate feedback about physical activity intensity, location, speed, heart rate, energy expenditure, steps and total distance covered

EXTRA ACTIVITY>>
Your personal fitness plan

ISBN 9780170376211

CASE STUDY Pedometers

Digital pedometers available these days are relatively inexpensive and highly accurate for recording the number of steps people take. Wearing a pedometer is a really powerful tool for raising awareness of your activity level as it can provide you with immediate feedback. Adults are recommended to accumulate at least 10000 steps per day and young people 15000 steps per day to achieve health benefits such as maintenance of healthy weight. Pedometers are a source of motivation for people as they can set a goal and monitor their day's progress towards achieving that goal. Pedometers can also be used to estimate energy expenditure and total distance covered. The higher number of steps you complete per minute, the higher intensity you are working at.



Dorling Kindersley/Getty Images

Pedometers allow people to monitor their physical activity

LIFELONG PHYSICAL ACTIVITIES FROM OTHER CULTURES

A key factor in influencing your choice of physical activities is your cultural background. The multicultural nature of Australian society has led to the introduction of a large variety of physical activities, outdoor recreational pursuits and sports. People migrating from all over the world have brought their culture, including their physical activities, with them.



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Australians have embraced physical activities from cultures around the world

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LIFELONG PHYSICAL ACTIVITIES TO IMPROVE THE MIND–BODY–SPIRIT CONNECTION

Pilates, Tai Chi and yoga are three popular lifelong physical activities designed to improve the mind, body and spirit connection.

Pilates

Pilates was created by Joseph Pilates during the 1920s in Germany. It consists of more than 500 stretching and strengthening activities designed to condition the mind, body and spirit. The exercises are performed either on the floor or by using machines. Pilates is based on a strong belief that a healthy person needs to develop a strong mind to develop a strong body; the exercises used in Pilates are therefore designed to improve the mind and body. Pilates is based on six key principles:

- **Centring** – refers to the centre or core of the body, where all movements in Pilates begin.
- **Concentrating** – focusing the mind to control the body.
- **Control** – every exercise is performed from the centre in a controlled manner.
- **Precision** – the way each exercise is performed, as slow controlled smooth movements with the emphasis being more on 'how' than 'how many'.



© Jim Cummins/Corbis

- **Breath** – all exercises are performed to a rhythm of breathing to achieve optimal circulation of oxygenated blood to the body.
- **Flow** – graceful and flowing succession of one exercise to the next.

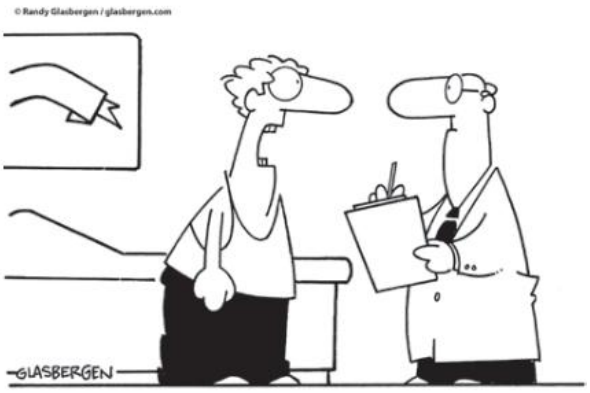
Adapted from J Muscolino and S Cipriani, Pilates and the 'Powerhouse', *Journal of bodywork and movement therapies*, vol. 8, 2004, p. 16

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Tai Chi

Tai Chi originated in China during the 16th century and was derived from martial art folk traditions. Tai Chi is a set of systematic callisthenic exercises with an emphasis on exercising the mind and body. It cultivates and stimulates the internal energy (Chi circulation) within the body keeping you fit, relaxed, energised and rejuvenated. Tai Chi involves smooth, flowing, continuous movements going from one posture to the next. Tai Chi is considered a moderate-intensity physical activity and has many health benefits:

- improved cardiorespiratory (heart and lungs) function
- improved musculoskeletal (muscles and joints) function
- increased concentration and awareness
- decreased stress levels, including reduced blood pressure
- enhanced feelings of peace, relaxation and wellbeing
- improved sleep quality.



"I'm learning how to relax, doctor — but I want to relax *better* and *faster!* I want to be on the cutting edge of relaxation!"

© Randy Glasbergen/glasbergen.com

Yoga

Yoga is believed to have originated in ancient India around 2500 BCE. Yoga practice consists of breath work to connect the mind and the body. The ultimate aim of yoga is to connect thoughts and feelings to movement. There are many different types of yoga, ranging from slower paced programs (which place more emphasis on meditation) through to faster flowing movement sequences.

WEB SEARCH

1. Find some video clips to see how Pilates, Tai Chi and yoga are performed.
2. Research online different types of yoga such as Ananda, Ashtanga, Bikram, Hatha, Iyengar, Jivamukti, Kripalu, Kundalini, Power Yoga, Sivananda or Svaroopa.

DO A CLASS

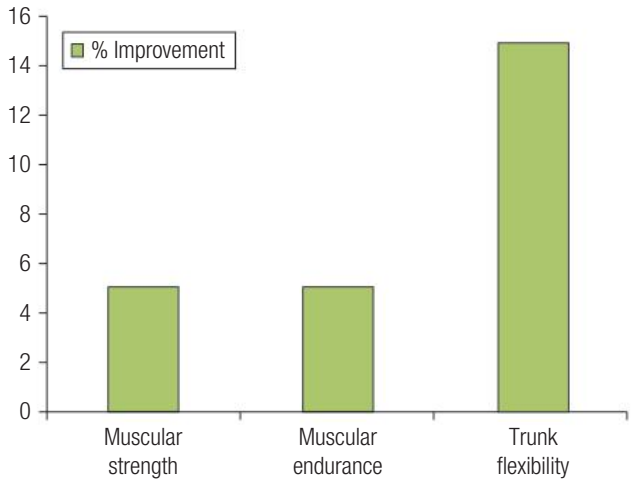
Participate in either a Pilates, Tai Chi or yoga class and afterwards answer the following questions.

1. Describe what types of activities were completed.
2. Explain how you felt before, during and after the session.
3. Identify the nearest two locations from where you live where you could participate in this activity.

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critical + creative thinking

DATA INTERPRETATION



Improvements to health-related fitness components from yoga training

Source: Trans, Holly, Lashbrook, Amsterdam, 'Effects of Hatha Yoga practice on the health-related aspects of physical fitness', *Preventive cardiology,* 2001, vol 4: pp. 165–70

A research study examined the effects of completing yoga training twice a week on various fitness components. The eight weeks of 90-minute sessions included warm-up exercises, breathing exercises, yoga postures and relaxation exercises. The graph displays the percentage improvement in several health-related fitness components.

1. Which fitness component displayed the most improvement? Explain why you think this might have been the case.
2. Where do you think the percentage improvement might sit after six months of yoga?
3. Describe three other health benefits associated with yoga.

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CHAPTER REVIEW

WORKBOOK>>
Worksheet 9.13

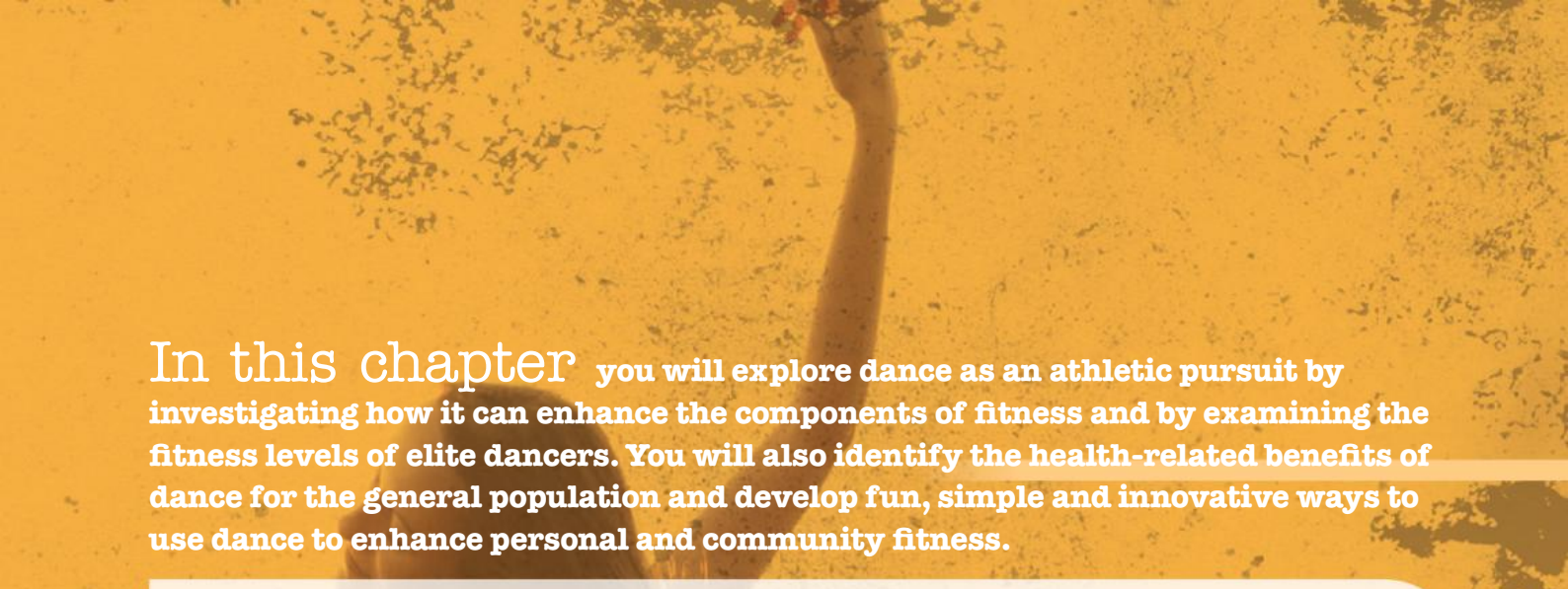
1. Identify a variety of movement opportunities you need to consider when planning your personal physical activity plan (for example maximising incidental physical activity, active commuting).
2. List 10 key training principles that need to be considered when designing and implementing a physical activity program.
3. Describe the principle of progressive overload using resistance (weight) training as an example.
4. Describe how plyometrics training works and provide some example activities.
5. Explain the difference between a fixed time and a fixed load circuit.
6. Identify five safety tips you should use when performing resistance training.
7. Outline three methods you could use to monitor your progress during your personal physical activity program.
8. Identify at least one fitness test for each health-related and skill-related component of fitness.
9. List three physical activities that can improve the mind–body–spirit connection.
10. Outline five household items that could be used to design your own fitness circuit at home.

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FIT TO DANCE



ISBN 9780170376211



In this chapter **you will explore dance as an athletic pursuit by investigating how it can enhance the components of fitness and by examining the fitness levels of elite dancers. You will also identify the health-related benefits of dance for the general population and develop fun, simple and innovative ways to use dance to enhance personal and community fitness.**

By the end of the chapter, you should be able to:

- ➜ recognise the fitness components within dance
- ➜ compare and contrast the fitness requirements of an elite dancer with that of other elite athletes
- ➜ understand how dance can assist in developing individual and community health-related fitness
- ➜ use existing knowledge of fitness principles to create an innovative cardiovascular training dance by redesigning an existing social dance to develop a moderate-intensity training dance
- ➜ develop an aerobics-style workout that could be used in your own personal physical activity program or at a before- or after-school program to promote physical activity opportunities for all students
- ➜ understand and implement safe dance practices
- ➜ examine the knowledge and skills of partners and group members when redesigning and performing an existing social dance
- ➜ use decision-making strategies to work cooperatively and constructively with others when making decisions about movements, tempo, music and placement
- ➜ evaluate dance routines based on set criteria
- ➜ investigate the social and cultural practices of physical activities from Asian countries, such as Tai Chi
- ➜ create a safe and slow stretching-based routine to music to improve flexibility.

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Keeping the community fit through MILD	**346**

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DANCE FITNESS

People dance for many different reasons. The desire to get up and dance can be instigated by personal, cultural and social situations. But whatever the reason for dancing there is no ignoring the fact that dancing gets people moving and that movement is good for us.

Everyone understands the importance of regular physical activity, but sometimes finding the time and right place to exercise can be difficult. For many people, the lack of time or a convenient place to exercise can be a problem. Statements such as, 'I haven't got time to go to the gym', or 'I wish the swimming pool was closer' highlight some reasons why people don't exercise on a regular basis. So how can we find a way to encourage people to exercise without taking up too much time or having to travel to a place of exercise? Maybe there is a solution!



Robert Pearce/Fairfax Syndication

One of the best reasons to dance is the fitness benefits that can be achieved. Dance can be a cheap and time-efficient way to a fitter and healthier lifestyle. You can achieve this by dancing to your favourite music in the privacy of your own room, as long as you have a safe working space. You don't have to go anywhere and you don't need any special equipment, except perhaps a pair of runners.

How can dance improve fitness?

Fitness can be defined as the ability of the body to adequately perform a desired task. However, the level and type of fitness depends on the task you are asking your body to perform. For example, a football player's task is different from that of a swimmer or a gymnast, yet they all have similarities and differences in the way they require their bodies to move. Generally overall fitness can be expressed as the ability

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of the heart, lungs, working muscles and joints to perform adequately and consistently over a period of time to meet the needs of the task.

Overall fitness is made up of different areas called core components, which include the following:

- aerobic capacity
- anaerobic capacity
- muscular strength
- muscular endurance
- flexibility
- body composition.


Katherine Griffiths/Fairfax Syndication

When looking at the fitness requirements of a sport, these components need to be considered in more detail.

TABLE 10.1 Components of fitness

Health-related fitness	Skill-related fitness
Aerobic capacity	Balance
Anaerobic capacity	Reaction time
Body composition	Coordination
Muscular strength	Agility
Muscular endurance	Speed
Flexibility	Muscular power

When training, the demands of the sport or activity need to be considered, and the specific components of fitness required for that sport or activity need to be trained. This is the principle of **specificity** and all athletes, including dancers, need to be aware of the specific fitness requirements of their discipline.

FITNESS REQUIREMENTS

review & reflect

face 2 face

1 What do you think are the specific fitness requirements for dance?

2 Identify the different fitness requirements for an elite ballet dancer and an athlete participating in your favourite sport:
   - List what you think are the core components of fitness required by elite-level ballet dancers, stating why each component is necessary, and provide an example where possible.
   - Then list the main fitness components required by an elite athlete for your favourite sport or activity, stating why each component is necessary, and provide an example where possible.

3 Compare and contrast your ideas with the rest of your class.

WORKBOOK>>
Worksheet 10.1

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Dancers as athletes

Traditionally dance has been viewed as an artistic and aesthetic endeavour. Dancers as athletes need to have the required fitness levels to be able to successfully complete a performance; however, dance is so much more than just fitness. Dancing is about combining skill, technique and expressive interpretation to deliver a pleasing performance.



Katrina Tepper/Newspix

Australian ballet dancers Ben Davis and Olivia Bell rehearse *Dyad 1929*, watched by choreographer Damien Welch, at Australian Ballet headquarters in Melbourne

Fitness

Compared with other sports, there have been a limited number of studies examining the fitness levels of dancers and it is uncertain whether existing tests are valid and reliable for assessing stage dance performance. There are many forms of dance and the specific fitness requirements of each different style or genre makes it difficult to generalise on the limited data available.

When performing, dancers generally move rhythmically and sporadically. Most performances require a dancer to come on to the stage and give a short, usually high-intensity, effort followed by rest breaks. Studies have compared classical ballet with sports such as tennis and soccer, where explosive bursts of exercise are followed by moments requiring precision and skill. It has been suggested that during a choreographed ballet solo, a dancer can have a mean lactic acid blood level as high as a top-class footballer, squash or hockey player during a match.

A highlight of any ballet performance is the skill and technique exhibited during the dynamic jumps, leaps and turns performed. Muscular power and endurance are necessary elements for dancers – a large reserve of power is required for explosive

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jumps and high elevation that last for a few seconds; muscular endurance is necessary when a relatively high power output is maintained for up to a minute.

Flexibility and joint mobility are very important to ballet dancers, as well as lean body mass.

Endurance

Studies show that dancers, in general, require less cardiorespiratory endurance than comparable athletes because of the intermittent nature of their performances. However, elite ballet dancers do require many years of long, persistent and consistent training to become highly skilled at their craft, and in doing so they become refined technicians. Very few sports require such precision of movement or such long hours of training to achieve it.

Success in many sports depends on the fitness level of the athlete. But ballet dancing requires so much more. Skill, precision, musicality and expression are all important in developing the dancer as both an artist and an athlete.



Dallas Kilponen/Fairfax Syndication

FITNESS

Visit the Science 2.0 website (or link direct at http://ffl910vic.nelsonnet.com.au) and read the article 'Who's more fit, ballet dancers or swimmers'? from 22 October 2008.

Interview with Ben Davis, soloist with the Australian Ballet Company

Ben Davis is a soloist with The Australian Ballet who has been dancing at an elite level for more than 10 years. Watch the interview with Ben and check out Ben's profile at http://ffl910vic.nelsonnet.com.au.

>> Ben Davis interview



Simon Schluter/Fairfax Syndication

Ben Davis and Amy Harris rehearsing *Cinderella* for the Australian Ballet.

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review & reflect

INTERVIEW AND DISCUSSION

After watching the interview with Ben Davis, reflect on your list of core fitness components for dancers. As a class, discuss anything else you would add to your list.

WORKBOOK>>
Worksheet 10.2

Dance and health-related fitness

Not everyone can be an elite athlete; in fact, only a very small percentage of the population will ever compete, perform or play at the top level of their sport. So for the majority of people, sport and physical activities are hobbies and ways to keep fit and healthy.

When most people talk about fitness for the general population, the focus is on the different types of fitness levels required for a health benefit. Most people don't need the cardiorespiratory endurance of a marathon runner to have a healthy cardiorespiratory system.

Dancing, when performed over an extended period of time, can provide great opportunities for your body to move and therefore helps to improve cardiorespiratory functioning.

When most people get up to dance, it is usually casual movement to the music that requires low- to moderate-intensity effort, not quite the type of high-intensity demands of professional dancers.



© Daniel Koebe/Corbis

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This means that people can usually enjoy the movement of the dance and have a conversation at the same time. This in itself can be used as a training tool because both low- and moderate-intensity level movement are beneficial to health.

See Chapter 9, pages 302–3 for an explanation of training intensities.

WORKBOOK>>
Worksheet 10.3

SOCIAL DANCE IS GREAT FOR FITNESS

Social line dances are great for getting everyone on the dance floor! For the following activities *The Nutbush* will be used as the base for creating a fitness dance. However your teacher may use another line dance to complete the same activities.



© Directphoto Collection/Alamy

The Nutbush is an example of a social line dance that became famous during the 1970s and was performed to the song 'Nutbush city limits' by Ike and Tina Turner.

>> The Nutbush

The great thing about *The Nutbush* as a dance is that it has four base moves that keep repeating throughout the song, allowing it to be learnt quickly for mass participation. This is one of the reasons it has become so popular at social gatherings and parties.

The other great thing about *The Nutbush* is that it generally goes for about three to four minutes, making it an aerobic-based activity that people can participate in while talking and enjoying the company of others.

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UP + MOVING

THE NUTBUSH

1. As a class, perform *The Nutbush*. Chat with a partner during the dance if you wish; dancing should be fun!
2. Record your resting heart rate before you begin and then again after you have completed the dance.

Creating a training version of *The Nutbush*

Moderate-intensity activity can be a great training tool for cardiorespiratory endurance. Most people who dance in a social setting benefit from low- to moderate-intensity activity while they are busting a move on the dance floor or just performing a social line dance. Depending on the level of effort put into the dance, *The Nutbush* can generally be classified as a moderate-intensity physical activity.

Now that you have completed the original version of *The Nutbush*, it is your turn to create your own dance!



Edwina Pickles/Fairfax Syndication

With a partner you will create your own **m**oderate-**i**ntensity **l**ine **d**ance. The acronym for this is MILD – an appropriate term for a moderate-intensity activity. At this point, your new dance will be called *The MILD*, unless you and your partner come up with a new original and dynamic name for your dance.

To be able to change the dance, the original needs to be broken into its various parts.

The Nutbush consists of only 32 counts of movement that are continually repeated from the beginning of the song to the end. These 32 counts of movement are broken down into four groups of eight counts. Each eight-count phrase has its own specific movement sequence. Can you work out what these are?

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THE MILD

1. With your partner, perform the first eight counts of *The Nutbush* to establish the first eight-count movement sequence.
2. Once you have done this for the first eight counts, continue doing the dance for the second, third and fourth group of eight counts using three different movement sequences.
3. Document each movement sequence.

WORKBOOK>>
Worksheet 10.4

The Nutbush dance

Not only is *The Nutbush* a great dance for moderate-intensity exercise, it also highlights some other important exercise principles. When you were listing the movement sequences for each group of eight counts, you will have noticed that each movement sequence is repeated on both the right and left side. This is very important for developing even amounts of muscular strength and endurance and joint mobility. Imagine if you just did everything on one side of your body! You would end up very lopsided and probably with muscular and joint problems. A good exercise or training routine for any sport requires a balanced approach.

The MILD

Now that you have broken down *The Nutbush* dance to establish that it has four movement sequences that repeat and provide movement that is balanced on both sides of the body, you will work with your partner to create your own MILD.

Safe dance practices

Just as when you participate in any sporting activity, participating in dance requires you to think about and be proactive about safety. It is essential to consider safe dance practices before undertaking any dance-related activity.

Consider and apply the following when dancing and creating your MILD:

- have a safe dance space, including your own personal space, and a safe surface to dance on
- consider the personal space of others when working in pairs or in a group
- wear appropriate footwear (runners) and clothing
- have your asthma puffer with you, if you use one
- participate in a warm-up, cool down and stretch in each session
- choose appropriate and suitable movements; for example, all your moves need to be able to be performed by everyone. This includes no equipment, no body contact and no gymnastic-type movements.
- keep hydrated.

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Safety: no break dancing or gymnastic moves

Students must be aware that safe dance practices are essential. Break dancing and acrobatic or gymnastic styles of movement require specialised instruction and matting so are not to be included without a qualified supervisor. The following movements are **not** to be performed in your dance:

- rotation of the torso over the back, head and neck
- body support using the back, head or neck
- gymnastic rolls, cartwheels and handstands, etc.

face 2 face | critical + creative thinking

THINK, PAIR, SHARE

1. Working cooperatively with your partner, think, pair and share your ideas to come up with four new movement sequences to replace the movement sequences in the original dance.
2. When creating your new MILD, consider that your dance needs to meet the following criteria:
   - consist of four movement sequences with equal number of counts. *The Nutbush* uses eight counts for each movement sequence; however, you can use 16 or 32 counts as long as the counts are the same for each movement.
   - consist of movement on the right and left side of the body and opposing muscle groups
   - continue the moderate intensity level of the dance.
3. As *The Nutbush* dance turns in an anticlockwise direction to rotate to face each wall, you can choose to add this to your MILD or keep your dance facing the same direction.

HOT

WORKBOOK>>
Worksheet 10.5

Movement ideas

face 2 face | critical + creative thinking

BRAINSTORM

Now that you have the sequences, you and your partner need to brainstorm possible options for creating new moves for your MILD.

1. How about giving your new routine a hip-hop flavour? Check out some moves that could turn your MILD into a hip-hop training routine.

>> hip-hop moves

2. Instead of hip-hop, your MILD could use any of the following movements:
   - aerobic-based steps, such as heel digs, easy walks or flick kicks
   - social dance–based steps like the grapevine, double shuffle or step touch
   - sport-based movements such as a basketball bounce and set shot
   - any safe and great moves that you can create!

If you are unsure of what some of these moves are, look at the video clips on NelsonNet.


Peter Kelly/Newspix

3. Once you have made a decision about your changes, get up and have a go at performing your new dance to ensure that it can be performed successfully. Practise your new dance to the music of 'Nutbush City Limits' by Ike and Tina Turner *or* to a song that you choose with your teacher so that everyone in your class can practise at the same time.

>> Movement ideas

4. Keep brainstorming with your partner to make the necessary changes until you are satisfied with the movement sequences of your MILD and record these in your workbook.

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Now for a change of music

For many people music is the main motivation for dancing. Has there ever been a time when you have heard a favourite song and unconsciously started to move to the beat? Although 'Nutbush City Limits' is an iconic song and is still as popular today as when it was first published, sometimes when we hear a song too often it lessens the impact that it first had.

Now that you have a feel for the tempo of the song, a different choice of music could be substituted for the class to practise the routines you have learnt. You can even perform these at home as part of your personal and individual exercise program.



© Art Directors & TRIP/Alamy

MUSIC

As a class, brainstorm some music suggestions for your MILD.

face 2 face

A change of music requires a few prerequisites:

- **Tempo**: 132 to 138 beats per minute (BPM), similar to *The Nutbush*. Any faster and the dance could become high intensity; any slower and it could become low intensity.
- **Time**: Music is to last for at least three to four minutes.
- **Lyrics**: Lyrics and context of the song should be appropriate for school.

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Tempo

The tempo is found by counting the number of beats for one minute of a song. For example, if you were to count the beats in *The Nutbush* for one minute, you would count 132, which means that the tempo of the song is 132 beats per minute (BPM). To find other songs that would have the same or close to the same tempo as *The Nutbush* you would need to counts the beats for one minute of that song to establish its BPM.



GOOD TO GO?

Once you have a few options, you could vote as a class on the best choice, or have a few different songs to use. You can try these to see if they are motivating and enjoyable to dance to.

Sometimes, the problem with music when you are dancing or exercising is that once the song finishes you have to wait for the next song to start and hope that it has the same tempo as the last one.

Another option when using dance as a form of exercise is to use continuous music that has been sequenced and pitch-controlled to a steady BPM. This means that all the songs run into each other without a beginning or end and continue at the same tempo for the entire course of the music.

To make this activity as easy as possible for you, your teacher will provide a copy of a whole soundtrack of appropriate, continuous and sequenced music that is ready to use.

You can also look at some other continuous playlists and tracks at Music and Motion or other websites.



ARM MOVEMENTS

Now that you and your partner have developed the footwork for your MILD, you can extend your moderate-intensity line dance by adding in specific arm movements for each of the moves. Adding arm movements can improve your dance by creating an opportunity to exercise the muscles of the upper body and arms and is, of course, another element for artistic expression.

To focus on the exercise and fitness opportunity that your MILD can provide, you need to ensure that the arm movements consist of movement on the right and left side of the body and opposing muscle groups.

When choosing the arm movements consider how they may help to improve your overall fitness, muscular endurance and increase your heart rate.

WORKBOOK>>
Worksheet 10.6

1. Work with your partner to develop arm movements to go with your MILD.
2. Experiment with these until you find movements that flow naturally with the footwork and practise your new improved routine to the music. Record your arm movements in your workbook.

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Elesa Kurtz/Fairfax Syndication

Now you have finished creating your MILD; rename your dance if you wish.

FILM IT!

It might also be fun to record your dance so you can review and check that your MILD meets the set criteria. Filming your dance can also help you and your partner to self-assess and make any necessary changes to the MILD. As this is a school activity, only school-based equipment can be used.

As a class you now have a number of new moderate-intensity line dances that can be used as a way to improve cardiorespiratory fitness. Now you can share ways to exercise. By learning another MILD you can add another exercise routine to your own personalised program.

TEACH IT

1. With your partner, teach your MILD to two other students and then learn their dance.
2. As a group of four, reflect on the differences between both routines.

Considering the wellbeing of others

Dancing and the way people express themselves through dance is very personal. Your dance style is completely unique to you. Therefore, when working in groups it is important to remember that each individual has their own dance style, which cannot be judged. However, feedback can be provided to your peers about the set criteria for any given task. When reflecting on a MILD, your reflection should only be about the following criteria:

WORKBOOK>>
Worksheet 10.7

- Did the MILD contain four new movement sequences consisting of equal counts?
- Did the MILD contain four new movement sequences consisting of movement on the right and left side of the body?
- Did the MILD contain four new movement sequences continuing the moderate-intensity level of the dance?

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review & reflect

REFLECTION

Look at the other class MILDs and then write your reflections in your workbook. Remember to base your feedback on the criteria for the movement sequences, not individual dance style.

Class interval training session

If you used a series of dances such as *The Nutbush* in a row, a moderate-intensity training routine could be created to enhance cardiorespiratory endurance levels; it would be like an aerobics routine. Developing a moderate-intensity dance routine that lasts for more than 30 minutes can provide a training effect. This means that such a routine can improve participants' cardiorespiratory fitness levels.

A training effect can also be achieved with a form of progressive interval training. Interval training is fun because it allows you to work aerobically for a period of time, then have a quick break before a change of activity.

UP + MOVING

CLASS INTERVAL TRAINING SESSION

1. To create a class interval training session, you and your partner will lead the class in two repetitions of your MILD. Performing your MILD for two repetitions allows the class the opportunity to learn your dance and provides an aerobic training effect. To lead the class, you and your partner will need to be in a position where all class members can see you.

WORKBOOK>>
Worksheet 10.8

2. Another pair will then take over, to perform and lead the class in two repetitions of their MILD, until all dances have been performed. By the time all the class have presented their MILD you will have participated in at least 30 minutes of moderate-intensity activity and had a great cardiorespiratory work out!

HOT

3. If you and your partner are really enjoying the opportunity to create a dance-based MILD, you could extend the dance by adding more steps. This can be done by adding in new movement sequences and ensuring the dance is balanced on both the right and left side of the body.


© Felix Mizioznikov/Dreamstime

FLEXIBILITY TRAINING

As well as cardiorespiratory fitness benefits, dance can provide opportunities to improve flexibility. Flexibility is the ability of the joints and muscles to adequately complete the range of motion necessary to perform a required task.

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The range of joint motion for ballet dancers is far greater than the range of joint motion required for many other sports. For example, an extreme range of motion in the hip is required to be able to perform movements such as splits, split leaps and arabesques.

Flexibility training depends on the requirements of each sport or activity. However, general flexibility is a very important component of overall fitness for everyone. Having a good range of motion and muscular flexibility allows you to perform everyday tasks efficiently and without injury and soreness.


© Richard Ellis/Alamy

Tai Chi

The importance of general flexibility has been recognised by many cultures for centuries.

Many Asian cultures acknowledge the importance of harmony within the mind and body and have developed practices through martial arts and controlled movement routines to enhance the mind–body connection. One such practice is the traditional Chinese art of Tai Chi.

Tai Chi has a number of different forms but has generally evolved into a movement practice that promotes harmony through mental alertness and suppleness of the body. This is achieved through the slow, controlled and coordinated performance of specific movements and sequences that reflect the natural movements of the body.

There is an old Chinese saying:

> Whoever practices Tai Chi regularly will in time gain the suppleness of a child, the strength of a lion and the peace of mind of a sage.
>
> **Source:** www.taichiaustralia.com.au/TaiChi/WhatisTaiChi.htm

Health in harmony

By Jenny Burns, *Herald Sun*, 13 December 1993

TAI Chi classes continue to spring up all over the country as more and more people discover its benefits.

Although originally developed (and still practised) as a martial arts system, Tai Chi has been used to keep fit and prevent and cure diseases amongst the Chinese people since the 16th century.

'Today, it's principally a tranquil, gentle and pleasurable means of attaining and maintaining health and harmony in mind and body, mobility, suppleness and mental alertness', Tai Chi Australia's founder and Chief Instructor, Mr Han Jin Song, said. One of the main reasons for Tai Chi's growing popularity is its therapeutic benefits.

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Good health depends on harmony and balance, which is what Tai Chi does by balancing Yin and Yang in the human body.

Tai Chi also cultivates and stimulates the internal energy Chi circulation within the body system, which keeps you rejuvenated, refreshed, fit and healthy.

To be healthy and free of tensions the Chi must be plentiful and circulate smoothly along the meridians. If the Chi is weak or becomes blocked, certain problems will arise.

Therefore, to be constantly healthy and free of tension, diseases and illnesses, one should strengthen the Chi and work on improving its circulation through physical and mental exercise.

'This is one of the main reasons people with medical conditions are turning to Tai Chi. Many are not satisfied with Western medicine and have either heard of Tai Chi as an alternative or have been recommended to classes by their doctor or physiotherapist.

The benefits of Tai Chi are recognised by practitioners of traditional Chinese medicine, who are often Tai Chi instructors.

'From a psychological point of view, Tai Chi helps release emotional tensions, increases concentration and awareness and decreases stressful psychological and physiological reactions', Mr Han said.

'One becomes more centred, more at peace with oneself and less subject to outside influences.

This is another reason Tai Chi has become so popular, it's a great way to relax and can help people learn to deal with stress.'

Another great advantage of Tai Chi is that anyone, regardless of age or level of fitness, can do it. Early morning is the time you're likely to see most real devotees in action.

'After a night's sleep we believe the body is sluggish and needs to be woken up so it is ready for the day ahead. Tai Chi does this', Mr Han said.

And while you'll find most real devotees performing Tai Chi in the park it's not essential to go outdoors.

'In China it's performed outdoors purely due to lack of space. There's nothing significant about where it's done, as long as it is quiet, even though it is much nicer outside in the fresh air surrounded by nature', he said.

Many variations of Tai Chi are practiced, the principal styles being Yang, Chen, Sun, Wu and Woo. While each style has its own characteristics, the principles involved remain the same.

According to Mr Han, it's the Yang style that has been responsible for the spread in popularity of the practice of Tai Chi for health and relaxation.

When undertaking Tai Chi movements, muscles and joints should be relaxed to such a degree that all rigidity disappears.

Your mind should be tranquil but at the same time it also must be alert with consciousness commanding the body.

A high degree of concentration is important to ensure the movements are performed correctly.

All routines should be performed slowly and smoothly as the movements are in accord with the natural motions of the human body.

Body movements are also well coordinated. The legs act as a base, the waist as an axis and the hands, eyes, bodies and limbs as a whole throughout the exercise. Though the movements are slow, each part of the body is in constant motion.

Imagery plays an important part in Tai Chi. Names are given to movements that evoke mental images to assist in the learning process.

Relaxation is all-important.

'After exercise one should feel relaxed and refreshed rather than exerted', Mr Han said.

Source: www.taichiaustralia.com.au/TaiChi/Benefits.htm

WORKBOOK>>
Worksheet 10.9



Kelly Funk/Getty Images

review & reflect

BENEFITS OF TAI CHI

1 Read Jenny Burns' article about the benefits of Tai Chi. Then read an article from Harvard Women's Health Watch on the benefits of Tai Chi (link direct via http://ffl910vic.nelsonnet.com.au).

2 Use your own research skills to find two more articles that highlight the benefits of Tai Chi. Attempt to uncover at least one article that has been written by a medical practitioner, health-care professional or that has been based on research findings.

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The importance of post-activity stretching

Flexibility training is important to ensure optimal joint mobility and muscular performance for any activity, whether at an elite level or just for performing everyday tasks. The flexibility of joints allows the freedom to move, so joints need to be kept in good working order.

One of the most important reasons to stretch is to return muscles to a state of equilibrium after activity. While you are performing any sport or physical activity, your joints and muscle groups involved are in constant states of contraction through flexion and extension and they need to be released back to their resting state.

It is important that stretching should be performed after the core muscle temperature has been raised, so any pre-sport or activity stretching should only occur after you have warmed up. To prevent soft-tissue injury and any post-activity soreness, the working muscle groups should be stretched at the end of each activity session.



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Therefore, after completing any physical activity such as your MILD or class interval training session, the joints and muscle groups involved should be stretched through their full range of motion.

One way to achieve safe stretching is to participate in static stretching of the muscle groups involved in the activity that has been undertaken. Static stretching requires you to stretch each muscle group by taking the joint to the full range of motion and elongating the muscles involved. Once the muscle is stretched to the point of resistance and not pain, the stretch should be held for approximately 10 to 20 seconds then released. This should be repeated three times.

Creating a post-activity static stretch routine

In addition to its use for improving cardiorespiratory fitness, dance can also be used to create flexibility routines and so promote general flexibility and help prevent soft-tissue injury and post-activity soreness.

You now have an opportunity to create a routine that you can use after you have performed any exercise or sport training session. You can just change the stretches to work the muscle groups that you have targeted in your training session.

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Latissimus dorsi and posterior deltoid stretch (link hands, push elbows together)



Triceps stretch (pull elbow across and down)



Shoulder rotator stretch (using towel, pull up with the top arm then down with the other)



Wrist extensor stretch (tilt head to opposite side, keep elbow straight)



Thoracic extension stretch (reach forward with arms, push chest towards floor, arch back down, bottom behind knees)



Hamstring stretch (straighten leg)
i. with foot pointed
ii. with foot pulled back towards the knee



Hamstring stretch (commence with knee slightly bent, then push knee straight as tension allows, push chest toward foot)



Adductor stretch (push down with elbows on knees very gently, keep back straight)



Quadriceps stretch (keep pelvis on floor)

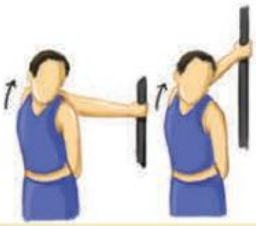


Quadriceps stretch



Adductor stretch (keep foot pointing forward, lunge sideways on bent knee, keep back straight)

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Pectoral stretch at 90° and 120° (use doorway or post)



Biceps stretch (hands apart)



Supraspinatus stretch (keep elbow parallel to ground)



Lateral flexion stretch (one side, then the other, push pelvis across as you bend)



Lumbar flexion stretch (be gentle if sore)



Lumbar rotation stretch (rotate legs one side, then the other side, draw in and brace stomach muscles at the same time, breathe)



Gluteal stretch (pull knee and lower leg towards oppsite shoulder)



Gluteal and lumbar rotation stretch



Hip flexor stretch (keep back straight, tuck bottom under, lunge forward on front leg)



Tensor fascia stretch (continue to push bottom forward, while pushing hip to the side)



Gastrocnemius stretch (keep knee straight and heel down, feet facing forward)

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UP + MOVING

RHYTHMICAL STRETCHING ROUTINE

Your teacher will allocate you and your partner one muscle group to design a static stretch for. (Refer to the stretch diagrams provided.)

WORKBOOK>>
Worksheet 10.10

1 With your partner, create a slow, controlled and coordinated static stretch for each opposing muscle in the group. For example, a quadriceps stretch would be followed by a hamstring stretch. Each stretch must meet the following criteria:
- ➜ performed as static and not bounced
- ➜ performed in a slow and controlled manner
- ➜ lengthened to the point of resistance, never pain
- ➜ held for 10 to 20 seconds
- ➜ repeated three times
- ➜ followed by slow rhythmical movement to proceed into the opposing muscle stretch
- ➜ performed on a stable, safe and shock-absorbing surface (not concrete!).

Always remember that safe technique is very important and you should never force a stretch. It is important to perform stretching on a safe surface. You need to have a mat to protect your back and knees from the ground.

2 Once you have developed your opposing muscle stretch and had your teacher check it, you can now try the different stretches that each pair has created.

3 As a class you can come up with a song that you like that has slow, rhythmical music. (If you can't think of any ideas you could start with something like 'I won't let you go' by James Morrison.) The use of slow, rhythmic movement allows the stretches to be performed in a more coordinated, controlled and sustained manner. It also enables the movement between stretches to flow rhythmically to create a dance-like feeling throughout the performance of all muscle group stretches.

4 Try your stretch to the music that the class has chosen and practise so that you and your partner can lead the class when it is your turn.

5 Once each pair has taken their turn to present and lead their stretch you should have completed at least one stretch for each of the major muscle groups and you now also have a rhythmical stretching routine (RSR) that you can use in the future.

KEEPING THE COMMUNITY FIT THROUGH MILD

Dance for fitness session

Now you have created your own MILD, learnt one that has been created by another pair and then linked these to create a class interval training session, these MILDs could be shared with others who might not have had the experience of using dance as a way to improve their cardiorespiratory fitness.

Using the class interval training session, you could set up a dance fitness session for students in other classes, showcasing the ease with which dance can be used to

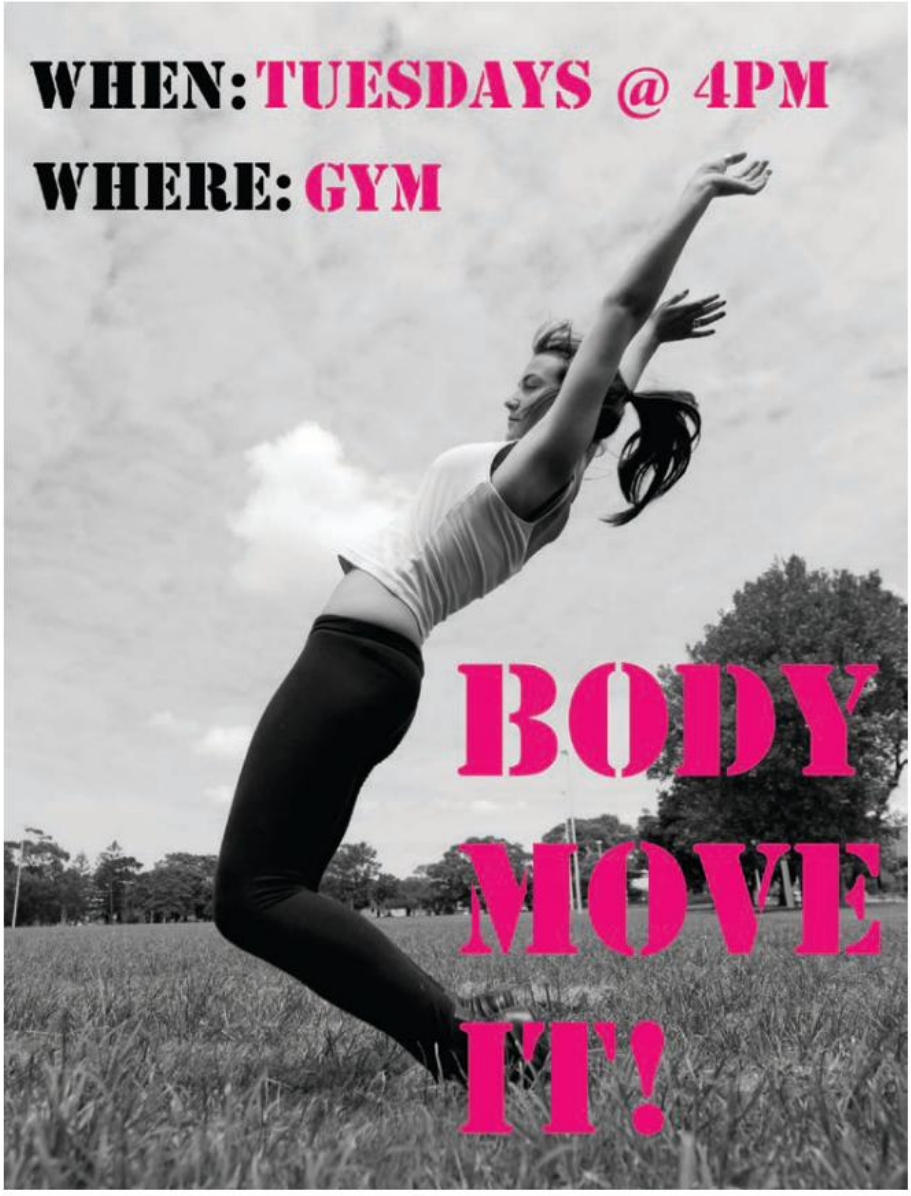
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facilitate physical activity opportunities and fitness. You can even use your RSR for the cool down and post-activity stretch.

Using what you have already developed as a class, you can provide a great physical activity opportunity within the school environment by running a before-school, lunchtime or after-school dance for fitness session.

As a class, you will need to organise school permission and staff supervision for your session and your teacher will assist you with this. It is important to think about and be proactive about the safety of your participants – read again the section on safe dance practices (pages 335–6).

Together as a class and with your teacher you can plan your class dance for fitness session. You will need to decide on when and where the session will occur and the format of the event. You can then develop the necessary flyers and posters to advertise and promote your session.



Scout Kozakiewicz (image Erin Byrne/Newspix)

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WORKBOOK>>
Worksheet 10.11

BENEFITS OF DANCE

1. Read the article 'Dance and health. The benefits for people of all ages' by the UK Arts Council (link direct via http://ffl910vic.nelsonnet.com.au) and search for 'Dance and health'.
2. As a class, discuss the health benefits of dance for people of your own age group and decide as a class which of these benefits would be appropriate to promote as a part of your dance for fitness session.
3. Decide what needs to be included on the poster and flyers. You will need to include the main health benefits and the information your participants will need to be able to attend your session, including the following details:
   - time
   - place
   - what to wear
   - what to bring (e.g. water bottle and asthma puffer, if necessary).
4. Create posters and flyers to advertise your session and then display them in the most appropriate places around the school to generate maximum attendance.
5. With your teacher's guidance, think about other publicity opportunities to promote your dance for fitness session within the school.

Supervision and safety

For your dance for fitness session to run safely, you will need to organise school permission and staff supervision for your session; your teacher will assist you with this.

It is important to be proactive about the safety of your participants, so consider and apply the following when conducting your dance for fitness session:

- have a safe dance space, including your own personal space, and a safe surface to dance on
- consider the personal space of others
- wear appropriate footwear and clothing
- bring asthma puffers if required
- participate in a warm-up, cool down and stretch
- ensure you are given appropriate and suitable movements
- keep hydrated.

Rehearsal

You will need to practise your class interval training session to ensure that you can teach this in the dance for fitness session. The participants will be following along for two repetitions of each MILD led by each pair.

As a group, consider the following issues:

- you may want to change the order of the MILDs
- it would be wonderful for each pair to lead their MILD, but if you get stage fright you could consider another role to fulfil on the day
- make sure your continuous music is organised.

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COOL DOWN AND STRETCH

Complete your dance for fitness session with a warm-down and stretch using your RSR.

Be sure your participants know how to perform each stretch:

- performed as static and not bounced
- performed in a slow and controlled manner
- lengthened to the point of mild discomfort, not pain
- held for 10 to 20 seconds
- repeated three times
- followed by slow rhythmical movement to proceed into the opposing muscle stretch
- performed on a stable, safe and shock-absorbing surface (not concrete!).

Once you have considered any issues, you are ready for your dance for fitness session.

Remember your aim is to provide your participants with a fun, safe, physical activity and fitness opportunity.

Remember to do this in conjunction with your teacher's supervision. Enjoy yourself and have fun!

WORKBOOK>>
Worksheet 10.12

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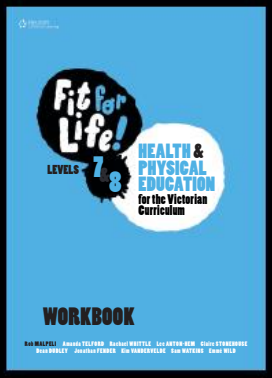
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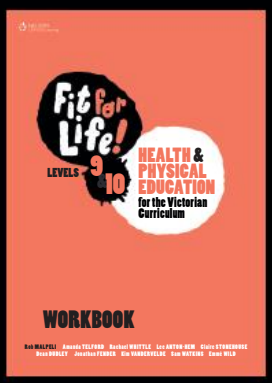
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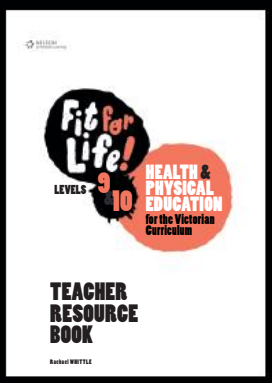
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