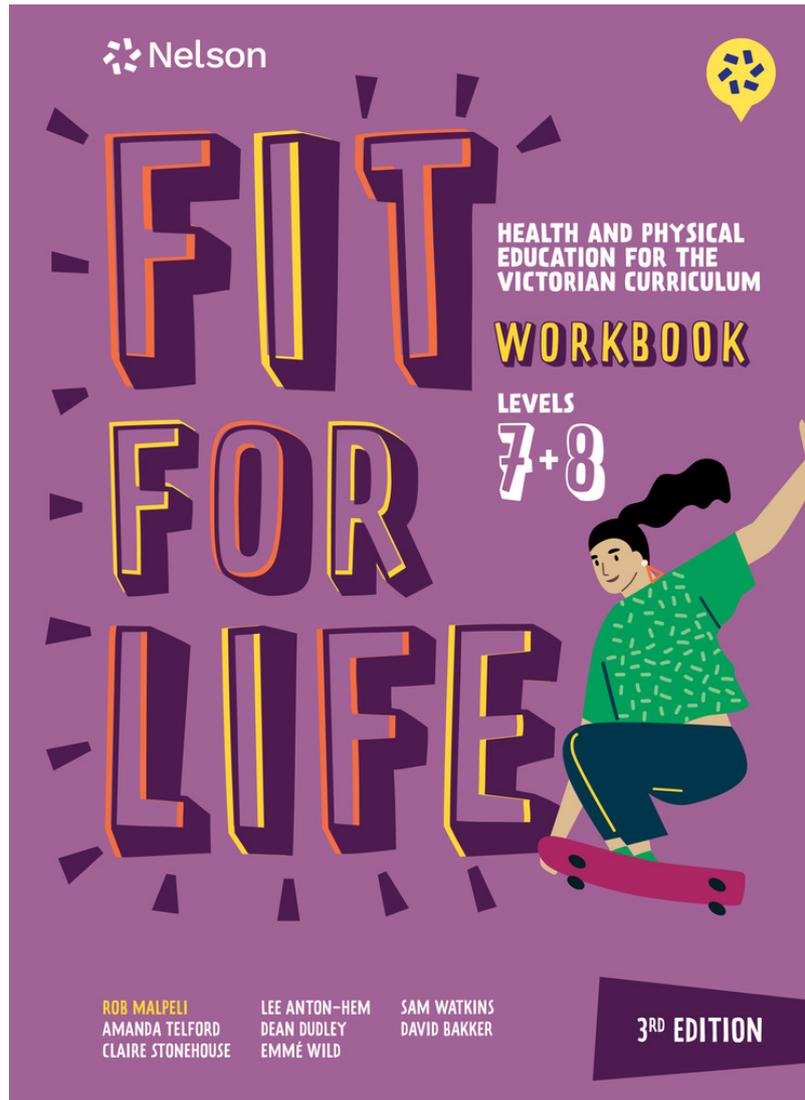


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FIT

WORKBOOK

HEALTH AND PHYSICAL
EDUCATION FOR
THE AUSTRALIAN
CURRICULUM

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EE



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We respectfully refer to Aboriginal and Torres Strait Islander Peoples as First Nations Peoples throughout the book.

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Nelson acknowledges the Traditional Owners and Custodians of the lands of all First Nations Peoples of Australia. We pay respect to their Elders past and present.

We recognise the continuing connection of First Nations Peoples to the land, air and waters, and thank them for protecting these lands, waters and ecosystems since time immemorial.

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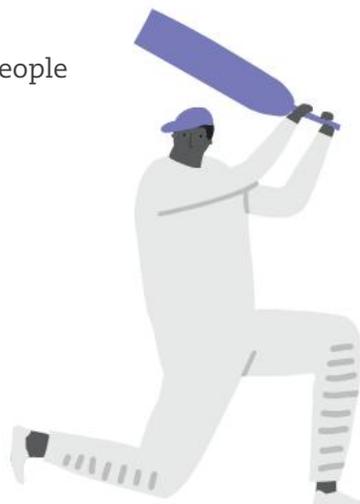
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GET SMART ABOUT DRUGS



Worksheets:

- What do you know already? (p.12)
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Weblinks (5):

- 9.5 Australian Bureau of Statistics • United Nations
- 9.6 Australian Bureau of Statistics • United Nations
- 9.7 Australian Bureau of Statistics • United Nations
- 9.8 Australian Bureau of Statistics • United Nations

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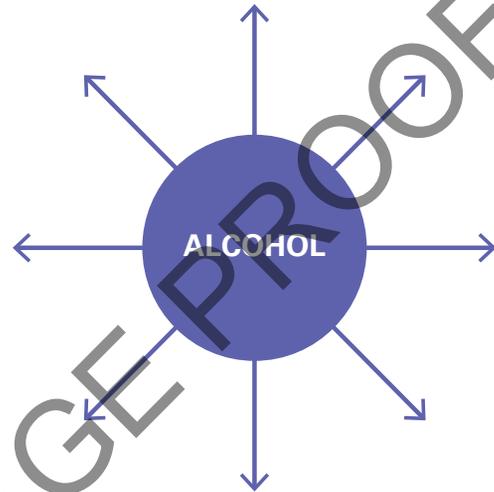
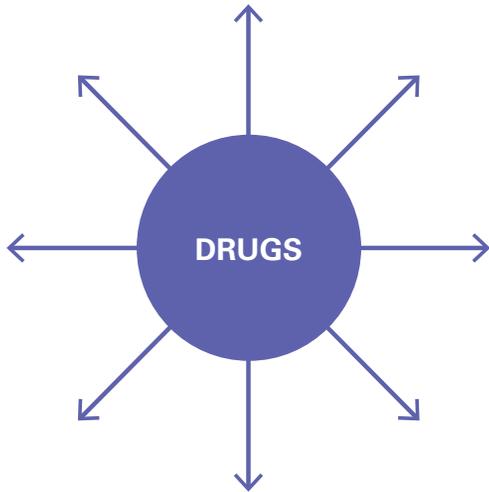
To access resources above, visit
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WORKSHEET 1.1

WHAT DO YOU KNOW ALREADY?



Before we begin, let's see how much you already know about alcohol and other drugs. Complete each of the 'brainstorms' below with a list of words that you think of when you hear the words 'drugs' and 'alcohol'.



1 Think, pair, share

compare to display recognition of similarities and differences and recognise the significance of these similarities and differences

Compare your lists of words with another student's lists. What words have you used that are similar and what words are different? Write a sentence that could be used as a definition for the terms 'drugs' and 'alcohol'.

Drugs are:

Alcohol is:

How strongly do you agree with the statements below? For each statement, place its number where you feel it would fit on the continuum below. There are no right or wrong answers.

- 1 Prescription drug monitoring should be stricter to prevent abuse.
- 2 Increasing the price of alcohol will reduce over-consumption.
- 3 Vaping should be banned in all public places, both indoors and outdoors.
- 4 Marijuana should be legalised nationally.
- 5 Energy drinks are potentially lethal.
- 6 The Victorian government should provide free drug testing at festivals to reduce harm.
- 7 Victoria should introduce a sugar tax on soft drinks to reduce obesity rates.
- 8 Alcohol advertising should be banned in sports to reduce youth exposure.



Justify where you placed each of the statements.

justify to show how an argument or conclusion is right or reasonable

1 _____

2 _____

3 _____

4

5

6

7

8

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Australia is grappling with a serious prescription drug abuse crisis, and Victoria is no exception. In 2022, pharmaceutical drugs were linked to 80 per cent of overdose fatalities in the state, with benzodiazepines and opioids being the most commonly involved substances.

After reading the ‘How can I use medicine safely?’ section in your student book, fill out the PMI (Plus, Minus and Interesting) table below by identifying from the information what is a plus, what is a minus and what you found interesting.

PMI table on the safe use of medicine		
Plus	Minus	Interesting

1 Explain the difference between over-the-counter (OTC) medicine and prescription medicine.

explain to make an idea or situation plain or clear by describing it in more detail or revealing relevant facts

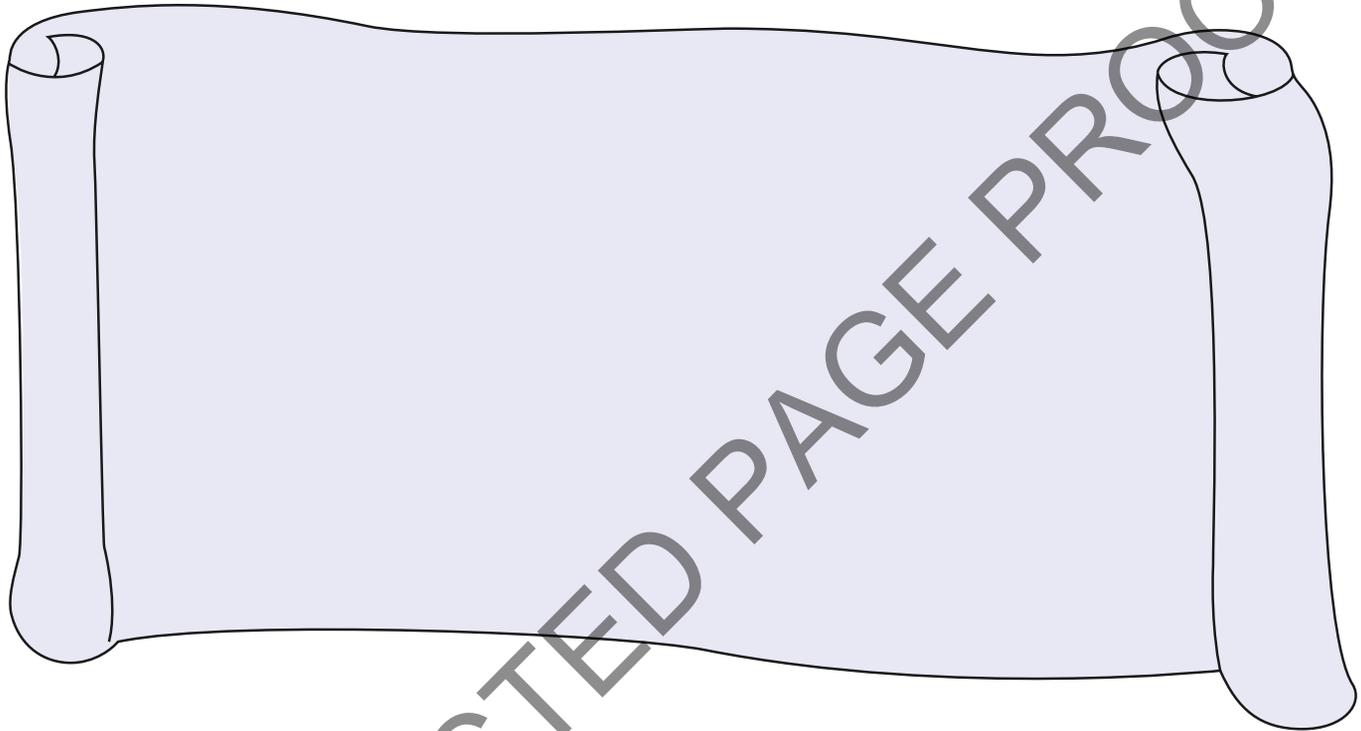
2 Identify two common medicines that can be bought over the counter.

identify to distinguish; locate, recognise and name

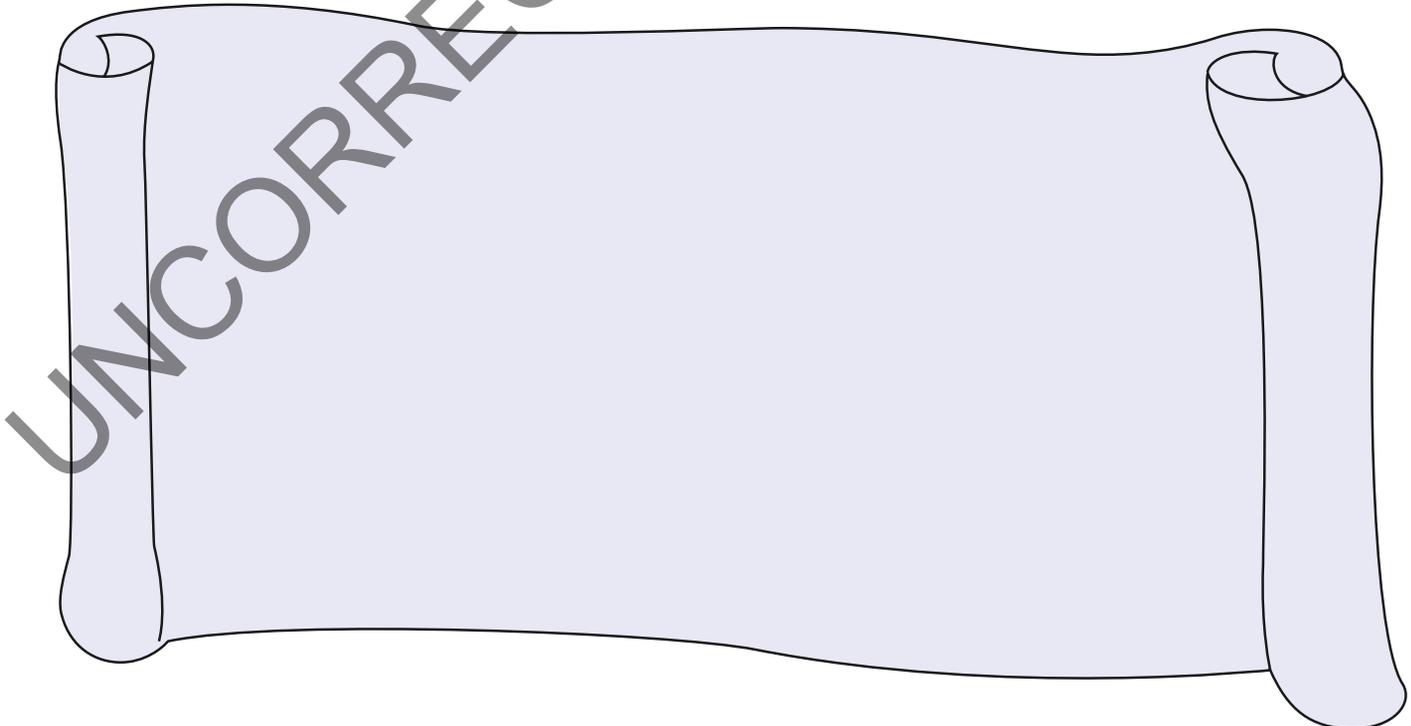
Traditional medicine dates back thousands of years and is still used by many cultures throughout the world to promote healing and maintain health and wellbeing. Conduct an online search of the following civilisations and the types of traditional medicines that they used. On each scroll, write a brief history of the type of medicine, draw a diagram, and illustrate the way the medicine was used.

SB
Pages XX-XX

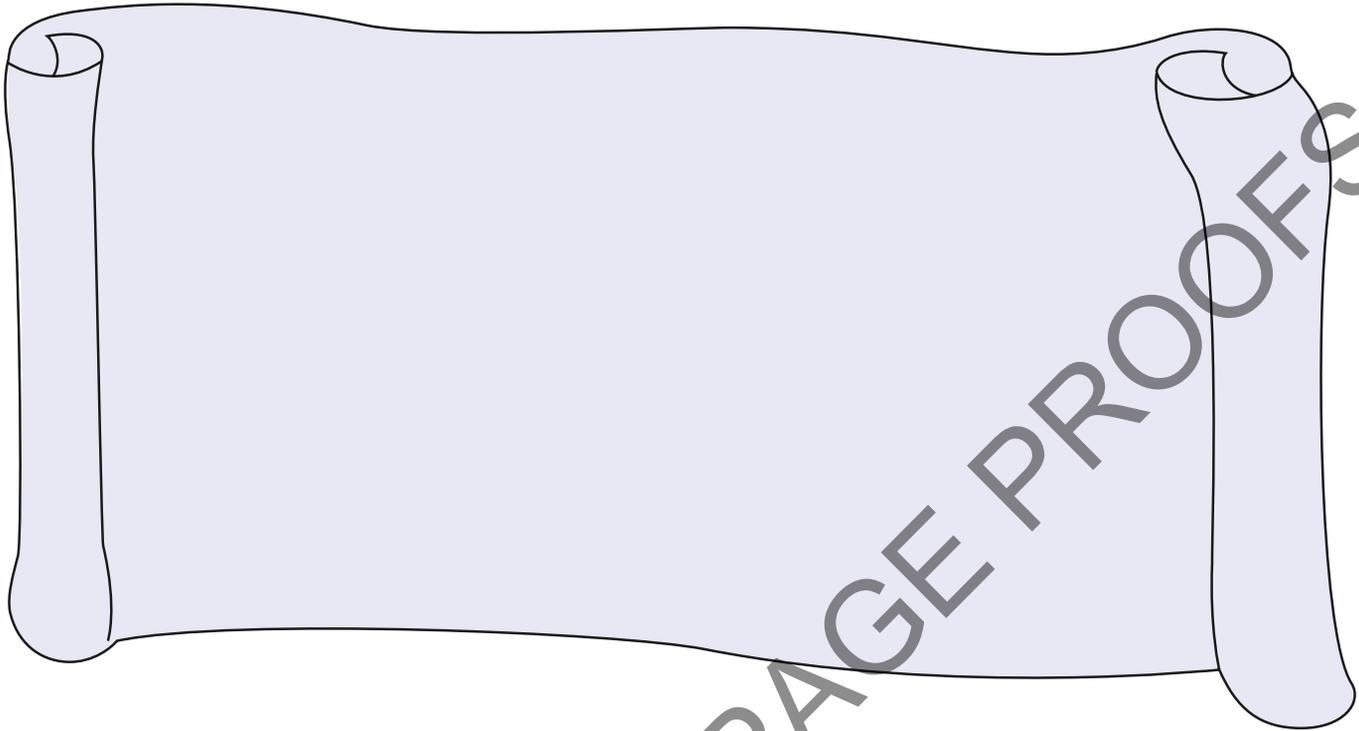
First Nations Peoples' bush medicine



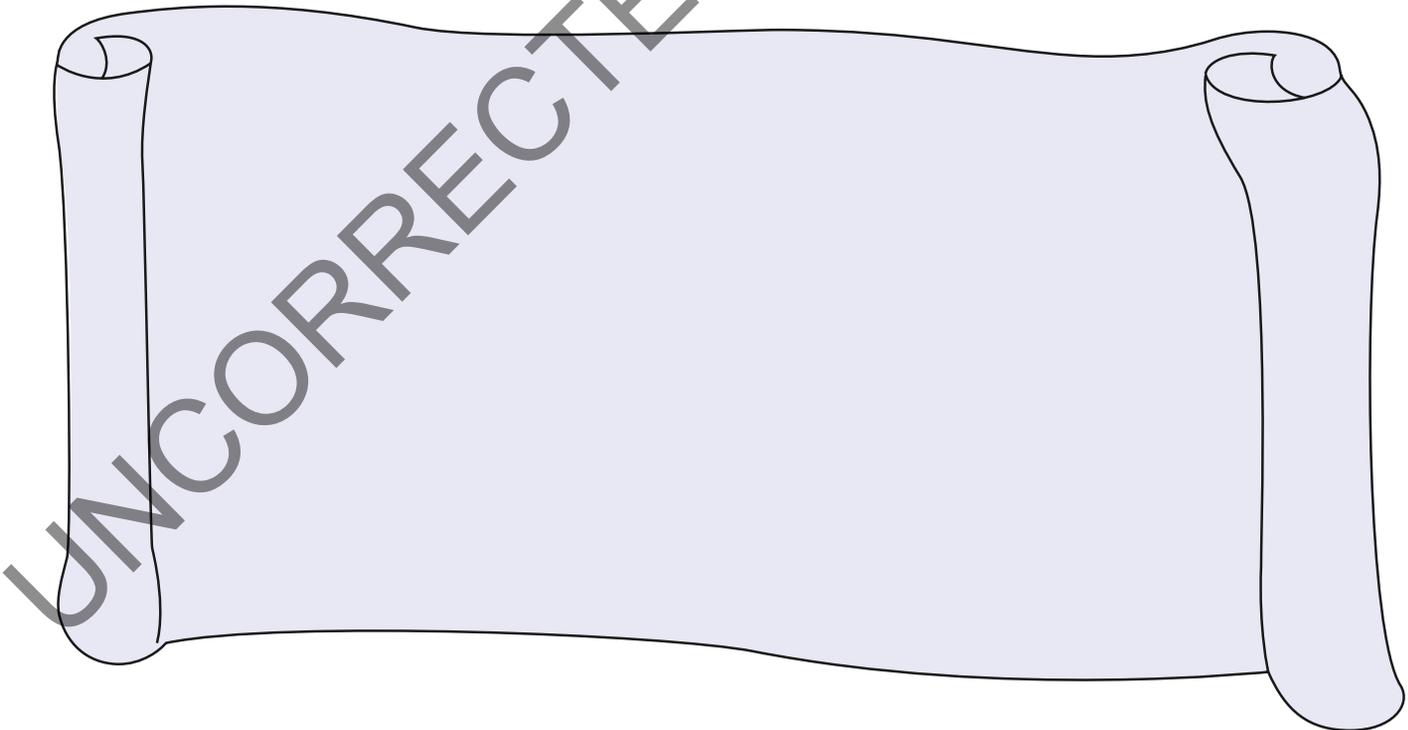
Ancient Egyptian medicine



Chinese medicine



Ayurvedic medicine



Alcohol consumption is a significant issue in Australia, impacting health, safety and society. In this worksheet, you will be analysing data, considering causes and consequences, and exploring potential solutions.



Page XX

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Part 1: Understanding the Issue

Read the following facts about alcohol consumption in Australia.

- Alcohol is the most widely used drug in Australia.
- The Australian Institute of Health and Welfare (AIHW) reported that, in 2022, 1 in 4 Australians aged 14 and over consumed alcohol at risky levels.
- Alcohol-related hospitalisations in Australia exceed 150 000 per year.
- The estimated social cost of alcohol misuse in Australia is more than \$66 billion annually.
- More than 1100 Australians die each year from alcohol-related causes.

1 Explain why you think alcohol consumption remains high despite its known risks. Write your response below.

Part 2: Analysing data

Study the data in the table below and answer the questions.

Age group (years)	People who drink weekly (%)
14-17	10
18-24	45
25-39	50
40-59	60
60+	55

2 Determine which age group has the highest weekly alcohol consumption.

determine
to establish, conclude or ascertain after consideration, observation, investigation or calculation

examine to investigate, inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue

3 Examine the trends in weekly alcohol use across different age groups.

4 Explain why you think weekly alcohol consumption increases after age 18.

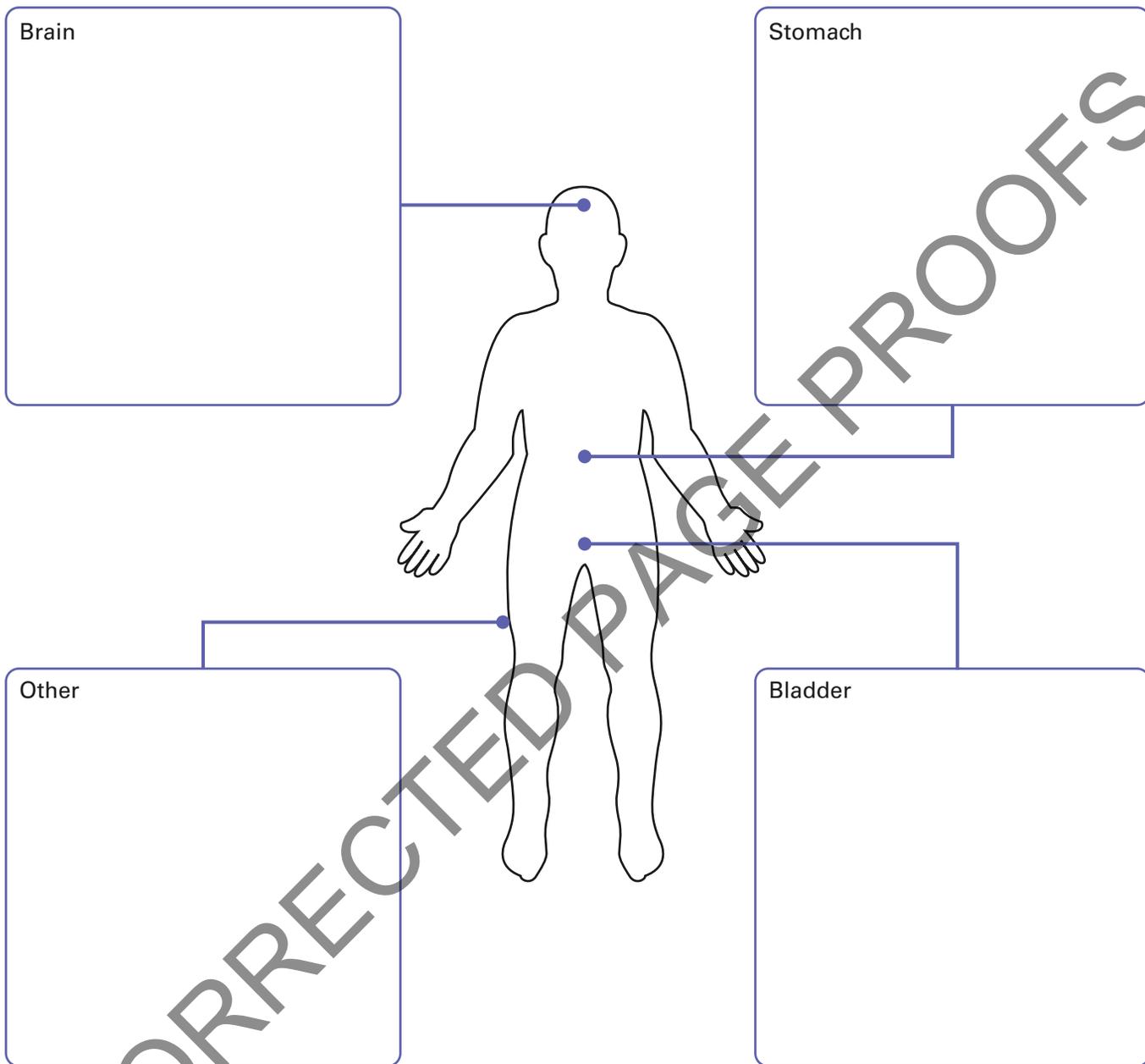
Part 3: Causes and consequences

5 Identify three reasons why people may consume alcohol excessively.

6 What do you already know about the effects of alcohol? Use your student book to annotate the diagrams showing the short- and long-term effects of alcohol.

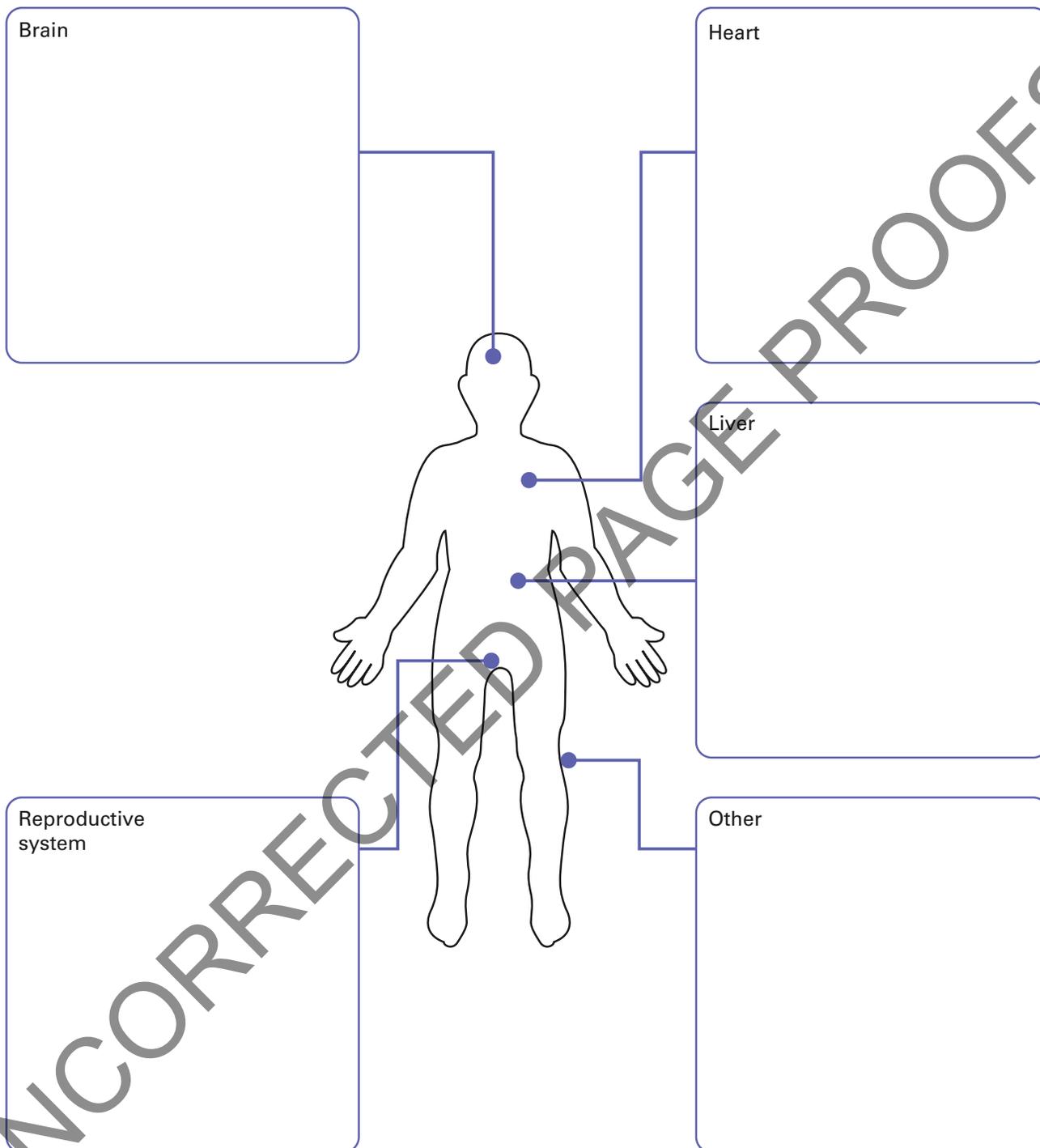
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Short-term effects of alcohol



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Long-term effects of alcohol



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Part 4: Solutions and reflection

7 **Propose** two strategies that could help reduce alcohol-related harm in Australia.

propose to put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action

8 **Assess** whether increasing the price of alcohol would reduce its consumption. Justify your reasoning.

assess text to come

9 Discuss how peer pressure influences drinking habits among teenagers.

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WORKSHEET 1.6 HARMES ASSOCIATED WITH ALCOHOL CONSUMPTION



Complete the table on the following page by listing possible 'harms' that may occur at each stage of drinking. Read the effects of alcohol at each stage and choose the harm that may best fit that particular stage of alcohol consumption. Choose the harms from the word bank below.

Word bank of possible harms

- Drink driving
- Having unprotected sex
- Losing consciousness
- Being sick
- Death
- Being injured
- Doing something you may regret
- Violence
- Upsetting someone
- Lying
- Possible trouble with police
- Being in trouble with parents
- Damaging property
- Out of control behaviour
- Poor decision making
- Getting in a car with a drunk driver
- Suffering from a hangover
- Vandalism
- Feeling ashamed
- Saying something you may regret
- Losing self-respect
- Coma
- Stupid or dangerous behaviour
- Getting into a fight
- Being argumentative

Stage of alcohol consumption	Effects of alcohol (will vary among individuals)	Possible harms
Euphoria One or two drinks consumed	Poor concentration Happiness Relaxation Increase in confidence Poor judgement Problems with fine motor skills such as reading and writing	
Excitement A few more drinks consumed	Increase in confidence Sleepiness Poor reactions Uncoordinated movements Poor balance Blurred vision Fewer inhibitions	
Confusion And a few more consumed	Confusion Dizziness Staggering Blurred vision Slurred speech Heightened emotions (irrational/aggressive; affectionate/withdrawn)	
Stupor Even more drinks consumed	Difficulty moving Inability to stand Nausea Vomiting Need to sleep	
Coma Death More still consumed ...	Slowed heart rate Loss of consciousness Coma Death	

Adapted from 'Rethinking Drugs: You're in control - Student Workbook, Australian Government Department of Education and the Australian Brewers Foundation

WORKSHEET 1.7

ALCOHOL MYTHS AND FACTS



Pages XX-XX

A myth is a false belief or idea that is often assumed by many to be true but is in fact not true. A fact is based on hard evidence and has been proved to be true.

Read the following statements about alcohol and decide whether you think each statement is a myth or a fact. Circle the correct answer and provide reasons to support your decision.

1 Alcohol is a stimulant.

Myth / Fact

Reason for my answer:

2 All people react to alcohol in the same way.

Myth / Fact

Reason for my answer:

3 If alcohol is legal, it can't be that harmful.

Myth / Fact

Reason for my answer:

4 Coffee and a cold shower will help to make someone sober.

Myth / Fact

Reason for my answer:

5 Drinking spirits will make you drunk faster than drinking beer or wine. Myth / Fact
Reason for my answer:

6 People drink alcohol to have a good time. Myth / Fact
Reason for my answer:

7 Drinking alcohol makes people put on weight. Myth / Fact
Reason for my answer:

8 Drinking alcohol is a great way to relax and unwind. Myth / Fact
Reason for my answer:

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WORKSHEET 1.8

SMOKING: IT'S TIME TO BREAK THE HABIT!

Coronary heart disease is the leading cause of death in Australia and smoking is a major contributing risk factor. Approximately 20 000 Australians die each year from preventable smoking-related illnesses. The cost of smoking in our society is estimated to be more than \$137 billion per year! Can you write that figure in numbers?

Cost to society:

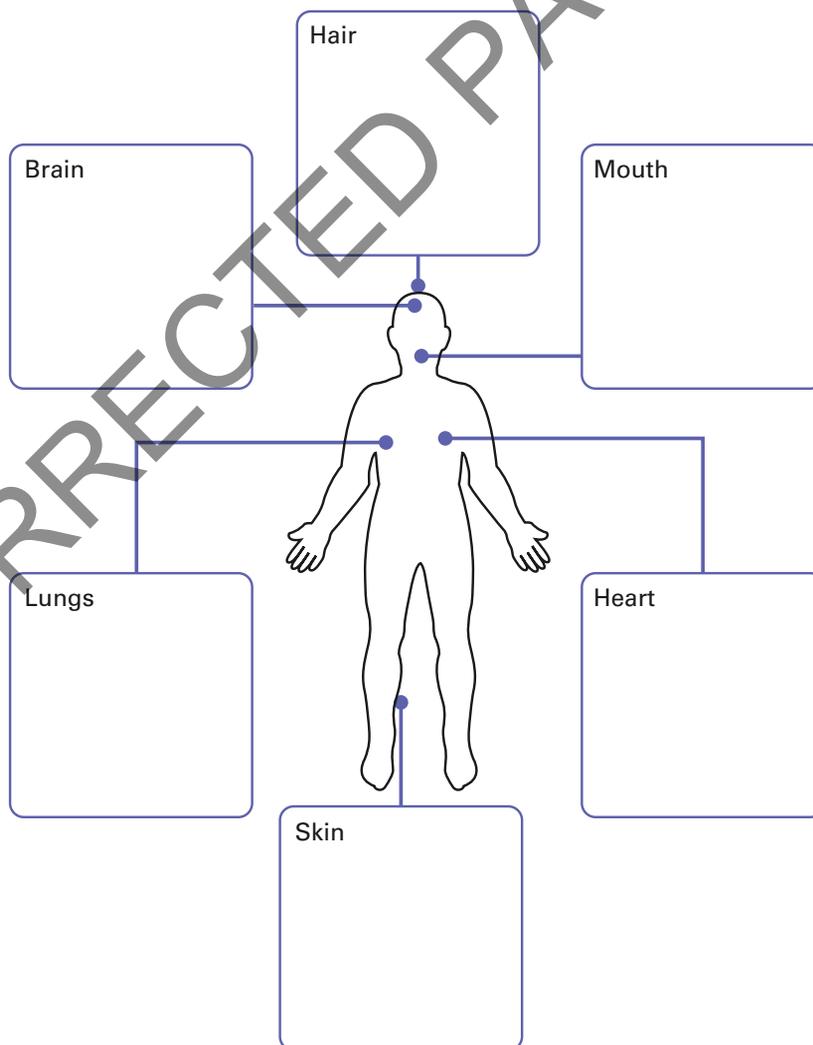
\$137 billion!



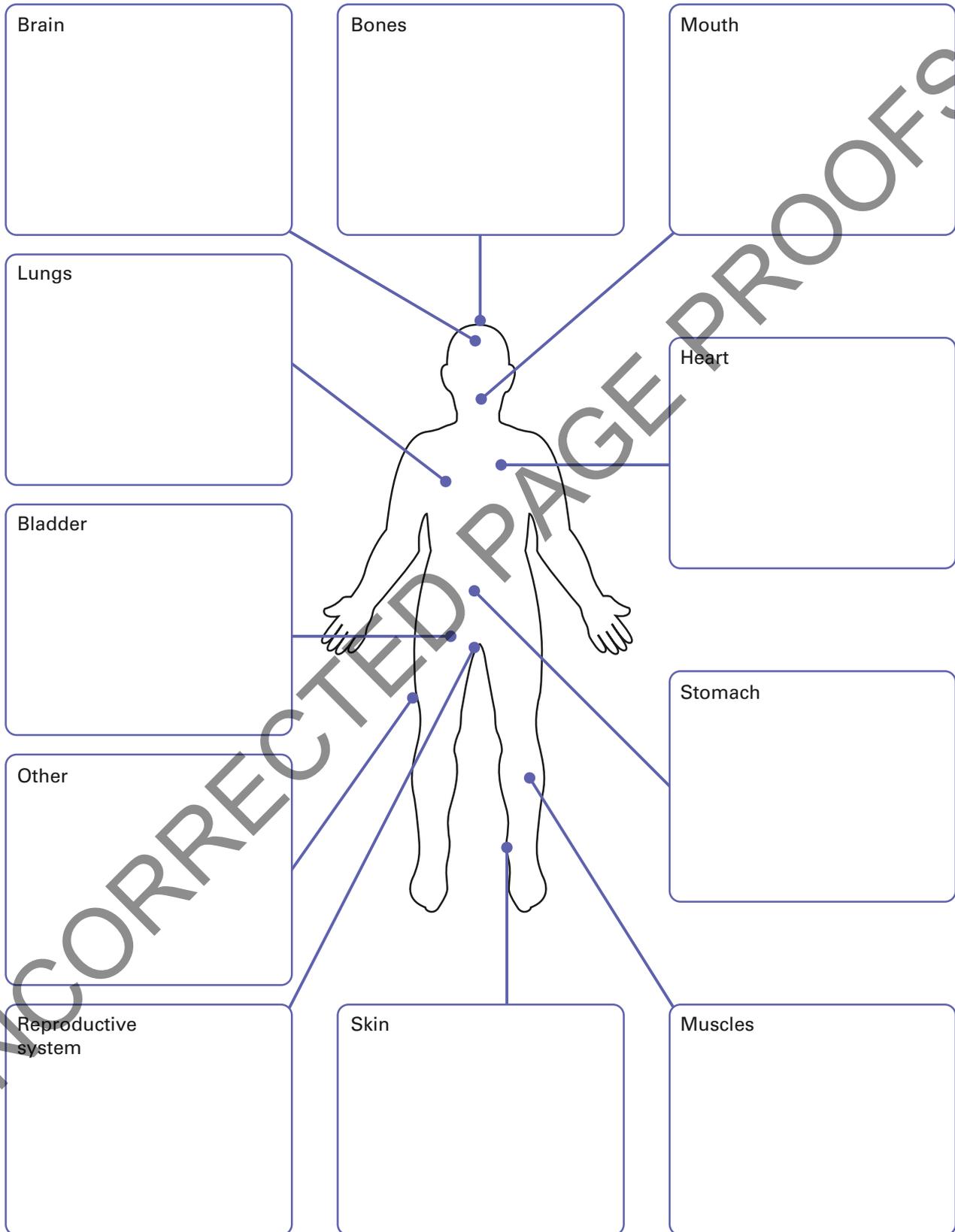
Pages XX-XX

What do you already know about smoking? Use your student book to annotate the diagrams showing the short- and long-term effects of smoking. Add any additional effects that you can think of.

Short-term effects of smoking



Long-term effects of smoking





Electronic cigarettes, otherwise known as e-cigarettes or vapes, have emerged in the past 10 years as a popular alternative to smoking tobacco. E-cigarettes are hand-held, battery-operated devices that heat a liquid to produce a vapour that is then inhaled by the user. This method of simulated smoking is commonly referred to as vaping. Often marketed as an alternative method of quitting cigarette smoking, vaping carries its own set of unique risks and unknowns – especially for young people.

The Australian Government has introduced new vaping laws to help protect young people from the dangers of e-cigarettes. These laws, which came into effect in July 2024, make it much harder for kids and teens to get vapes.

WHAT ARE THE NEW RULES?

No more vape sales in stores

- Vapes can no longer be sold in convenience stores, petrol stations or vape shops.
- Pharmacies are the only legal place where vapes can be sold, and you have to be 18 or older to purchase one.

Tougher rules on vape flavours and packaging

- Fun flavours like bubble gum and fruit are banned.
- Bright, colourful packaging designed to appeal to kids is no longer allowed.

Stronger penalties for illegal sales

- Stores caught selling vapes illegally can get big fines.
- The government is working to stop illegal imports of vapes into Australia.

More support to quit vaping

- If someone is addicted to vaping, they can now get help from doctors and pharmacists.
- More education programs are being introduced in schools.

WHY ARE THESE LAWS IMPORTANT?

Vaping might seem harmless, but it can contain harmful chemicals that affect the lungs and brain. Many young people who vape don't realise how addictive it is. The new laws are designed to keep kids safe and prevent lifelong health problems.

If you or someone you know is struggling with vaping, talk to a trusted adult or visit Quitline for help.

1 **Summarise** the main changes in Australia’s new vaping laws. How do these laws aim to protect young people?

summarise to give a brief statement of a general theme or major points

2 **Investigate** how vaping affects the health of teenagers. What are some of the risks associated with vaping? (Use reliable websites such as the Australian Government Health Department or Quitline to find information.)

investigate to search, inquire into, interpret and draw conclusions about data and information

3 Compare Australia’s vaping laws with those in another country. Are they stricter or more relaxed? What are the differences?

4 Search for ‘Lily’s story’ on the Quit Victoria YouTube channel. Watch the video and respond to the questions below.

a **Describe** how Lily’s vaping habit started. What influenced her decision to try vaping for the first time?

describe to give an account of characteristics or features

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b Analyse the impact vaping had on Lily's health and daily life. What were some of the negative consequences she experienced?

evaluate to examine and judge the merit, significance or value of something

c Evaluate the reasons Lily decided to quit vaping. What challenges did she face, and how did she overcome them?

suggest text to come

d Suggest two strategies that could help other young people avoid or quit vaping based on Lily's experience.

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Victoria has a long history of proactive campaigns to help individuals quit smoking, primarily led by Quit Victoria, a program of Cancer Council Victoria. Established in 1985, Quit Victoria aims to reduce the health, financial and social impacts of smoking through various initiatives.

Visit the Quit Victoria website and answer the following questions.

- 1 Investigate the different quitting methods available. Which strategies does Quit Victoria recommend for people trying to stop smoking or vaping?

- 2 Identify the key services offered by Quitline. How can this support system help someone who wants to quit?

- 3 Click on 'Tools', and 'Calculate the cost of smoking'. Move the sliders to calculate how much smoking has cost someone. Input the following data and answer the questions below.

You buy 25 cigarettes in a pack.

The pack normally costs \$48.

On a normal day you smoke 10 cigarettes.

You've been smoking for 15 years.

- a How many cigarettes have you consumed in 15 years? _____

- b How much have you spent? _____

- c How many days? _____

- d How much tar have you inhaled each year? _____



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list <text to come>

- 4 Explore the 'Your quit vaping plan' tool on the website. What are three important actions the tool suggests to help someone quit vaping?

- 5 Reflect on the challenges of quitting vaping. **List** two common withdrawal symptoms, and detail how the website suggests managing them. (You may need to type 'withdrawal' into the search bar on the website.)

Symptom 1: _____

Suggested management: _____

Symptom 2: _____

Suggested management: _____

- 6 Identify support systems available for people trying to quit. What are two ways Quit Victoria provides assistance to those struggling with vaping addiction?

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WORKSHEET 1.12

JAMIE'S BMX COMPETITION



Pages XX-X

Read the case study below and answer the following questions.

CASE STUDY

Jamie had his sights set on an upcoming Freestyle BMX competition. He was in his element when he rode, always aiming for a higher level of achievement and living his dream. When Jamie was on his bike, he was constantly redefining his personal performance boundary, setting his limits and pushing them further. The thrill of extreme competition only heightened his adrenaline rush. The night before the competition, Jamie lay awake thinking of his moves, and couldn't wait to get on his beloved bike.

On his way to the competition he felt a little tired and didn't hesitate to buy a few cans of energy drink from the local store. The excitement of the competition had kept him from sleeping and he wanted to ensure he performed at his best. During the five hours of competition, Jamie consumed six cans of energy drink. He needed to be alert, focused and confident that he could pull off the stunts. Towards the end of the day, Jamie started to experience chest pain. He could feel his heart palpitating and he noticed he was sweating more than usual. The effects of the increased levels of caffeine consumption were starting to show. He did not realise that he was dangerously close to suffering a heart attack.



Alamy Stock Photo/Louis-Paullet-ongre/Louis

1 What was Jamie trying to achieve?

2 Identify the natural hormone secreted by the adrenal glands in times of major excitement.

3 Propose reasons why Jamie chose to consume six energy drinks while competing.

4 Summarise the symptoms Jamie was experiencing and consider what could have gone wrong.

5 Decide on the advice you would give Jamie next time he competes.

Cannabis is the most commonly used illicit drug in Australia. In this activity, you will analyse data about cannabis use, consider its effects and discuss potential solutions.



Cannabis use in Australia (2022)

Age group (years)	People who used cannabis in the past year (%)
14-17	8
18-24	25
25-39	20
40-59	15
60+	5

1 Interpret the data in the table. Which age group has the highest cannabis use, and why do you think this is the case?

interpret text to come

2 Compare the percentage of cannabis use among different age groups. What trend do you notice as people get older?

3 Consider why cannabis use is higher in the 18-24 age group compared to the 60+ group. What social or legal factors might contribute to this?

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EFFECTS OF CANNABIS USE

- 4 Identify three potential short-term and three long-term effects of cannabis use.

Short-term:

Long-term:

SOLUTIONS AND POLICY

- 5 Investigate the laws around cannabis use in Victoria. Is it legal for personal use? What penalties exist for possession or distribution?

- 6 Evaluate whether legalising cannabis for recreational use would increase or decrease its misuse. Explain your reasoning.

Consider the effects of cannabis use. Read the following scenarios and answer the questions using facts and information from your student book or other research.



SCENARIO 1

Two soccer players in the school team are nervous before competing in a major tournament. A friend offers the players a joint to calm their nerves.

- 1 Identify the risks involved for these two players.

- 2 Discuss how their actions could affect the whole team.

SCENARIO 2

A surfer is just about to hit the waves with his new board. His friend offers him a joint before he paddles out.

- 3 Determine the risks in this situation.

- 4 Consider whether the surfer should hit the waves. Research and use evidence to justify your decision.

While medicinal cannabis is now legal in some parts of Australia, there is still much debate over whether medicinal cannabis should be prescribed by doctors to alleviate the symptoms of medical conditions.

In groups of four or five, research online and prepare detailed notes on one of the below statements that will be allocated to your group by your teacher. Groups will then prepare a two-minute presentation to share their findings with the rest of the class and debate whether the statements are true or false. The statements to be allocated are:

- a Young people who use cannabis are at risk of mental and physical health concerns.
- b Recreational cannabis is very different to medicinal cannabis.
- c The effects of medicinal cannabis use are still unknown.
- d Medicinal cannabis is legalised throughout Australia.
- e Cannabis has been used for medicinal purposes for thousands of years.
- f Medicinal cannabis is effective for pain management.





Ecstasy, also known as MDMA, is a synthetic drug that affects mood and perception. It is commonly used in party and festival settings but carries significant health risks.

UNDERSTANDING ECSTASY

define to state meaning and identify or describe qualities

1 Define ecstasy (MDMA) and explain how it affects the brain and body.

2 Identify three short-term and three long-term effects of ecstasy use.

Short-term effects:

Long-term effects:

INTERNET RESEARCH ACTIVITY

Use the internet to research and answer the following questions about ecstasy use in Australia. Be sure to use reliable sources such as government and health websites.

3 Investigate the current legal status of ecstasy in Victoria. What are the penalties for possession and distribution?

- 4 Explore harm reduction strategies promoted by Australian health organisations. What advice do they give for reducing the risks associated with ecstasy use?

- 5 Find a government or health organisation website that provides reliable information about ecstasy. What key facts do they highlight?

UNCORRECTED PAGE PROOFS

WORKSHEET 1.18

ROLE-PLAYS: WHAT WOULD YOU SAY?



Many teenagers, like you, may encounter one or more of the following scenarios at some point in their lives. Would you know how to respond if situations like these were to arise? In pairs, read over the five scenarios below and prepare two different responses for each scenario. Use facts to support your answers.

Once you are ready, practise your response by acting the scenario out to each other.

SCENARIO 1

You decide to go to your cousin's 15th birthday party. There are adults present. You meet your friend at the party and discover he has snuck in some beers for you to share. What will you say?

Response 1

Response 2

SCENARIO 2

A friend is at your house to watch a movie. She heads to the bathroom and finds the family medicine cabinet. You see her stealing the cough medicine and when you confront her, she says that 'no one will notice'. What will you say?

Response 1

Response 2

SCENARIO 3

You have never used an e-cigarette but your best friend has. He has had a bad chest infection in recent weeks, has a constant cough and is feeling very unwell. He continues to vape, saying that vaping is not as dangerous as smoking. What will you say?

Response 1

Response 2

SCENARIO 4

Your friend is into motor cross and invites you to watch her compete at her local raceway. It's a hot day and the competition is fierce. She says she needs to keep hydrated and her 'energy levels' up. You notice she bought a pack of four energy drinks and she is drinking the final one. What will you say?

Response 1

Response 2

SCENARIO 5

Your friend calls by to ask if you want to hang out that afternoon. You both head to the park to sit on the swings and chat. He then pulls out a small bottle of whisky from his jacket and says, 'Try this. I got it from home. Dad won't notice it's gone because there are some other small bottles in the cabinet.' What will you say?

Response 1

Response 2

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Young people choose to take drugs for a variety of reasons. They are influenced by three main factors: personal, environmental and social factors. Understanding these factors and the risks associated with drug use will help you to make responsible, safe and informed decisions.

- 1 Draw lines to match the correct examples with one of the three main factors influencing drug use.

Personal	Peer pressure, role models and socio-economic background
Social	Family members, family conflict and education
Environmental	Stress and self-esteem

- 2 Identify five reasons why young people may use drugs.

- 3 Identify five reasons why young people do not use drugs.

- 4 Consider three healthier alternatives young people may participate in, instead of taking drugs.



Seeking help is key to ensuring the safety of yourself and others. Knowing when to seek help, how to access help, the type of assistance you may need and how to problem solve specific situations you may find yourself in are skills that will help you make effective choices and decisions. Answer the following questions relating to seeking help. Think back to when you have needed to ask for help.

1 When was it ok to ask for help?

2 Were there occasions when you found it challenging to ask for help?

3 How did you work out who to seek help from?

4 If you had a drug or alcohol related issue, where do you think you would go to seek help?

Seeking help is a process and there are a number of steps to consider prior to seeking assistance:

- Step 1 Recognise there is a problem and that help is needed
- Step 2 Consider the best person or place to get help
- Step 3 Approach the person
- Step 4 Explain how you feel
- Step 5 Identify the problem
- Step 6 Requesting help

Source: Adapted from <https://www.sdera.wa.edu.au/media/3925/sdera-drug-talk-teacher-resource-help-seeking.pdf>

outline text to come

Read the following scenarios and **outline** how you would seek help using the help-seeking process.

SCENARIO 1

I'm 14 now and I started taking Mum's codeine tablets about a year ago. I'm a mad rugby league fanatic, and I am always outside practising my passing and kicks with my mates. I remember the day I twisted my ankle. It had been raining and the oval was wet. I wore sports shoes that had no grip and slid into my friend, who landed heavily on my ankle. The pain was awful and the swelling insane. I had a game that weekend. I knew Mum had recently been to the doctor and was taking some stronger painkillers her sore back. They really helped. Whenever I injure myself now I always dip into her supplies. I think she knows as she mentioned the other day that she's noticed her tablets disappearing. I said she was just getting forgetful. I'm finding it hard to stop and am not sure what I should do. The tablets make me push harder and mask the pain.

SCENARIO 2

My brother is older than me. I'm 15. At 18, he's legally allowed to drink alcohol. Whenever his friends are around, I always ask him if I can grab a bottle of beer. He never says no. When he's not at home, I've found myself going into his room and taking some of his beer without him knowing. It's becoming a bit of a regular habit and I'm sure I'm going to get caught. I drink by myself in my room. I'd rather drink than socialise with my friends. Sometimes I've found it difficult to wake up in the morning, I'm often late for school and just not focusing in class. I know what I'm doing is wrong but am not sure what to do.

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In each corner of your classroom you will find letters a, b, c and d. This is a knock-out quiz. Once each question is read out, you are to move to the correct corner. Students who answer correctly will remain standing. Those who answer the question incorrectly are to return to their seats.

- 1 Which of the following is not a drug?
 a caffeine b alcohol c ecstasy d grape juice

- 2 Which drug is the most socially accepted in Australian society?
 a tobacco b alcohol c cannabis d ecstasy

- 3 What is the legal age in Australia to buy cigarettes?
 a 16 b 18 c 21 d 25

- 4 Which drug is the 'odd' one out?
 a LSD b alcohol c cannabis d opiates

- 5 Which drug is the most widely used legal psychoactive drug?
 a alcohol b tobacco c caffeine d cannabis

- 6 Which telephone number would you dial if you required emergency assistance?
 a 911 b 999 c 000 d 991

- 7 Which of the following is commonly known as ecstasy?
 a MDA b MDD c MDAD d MDMA

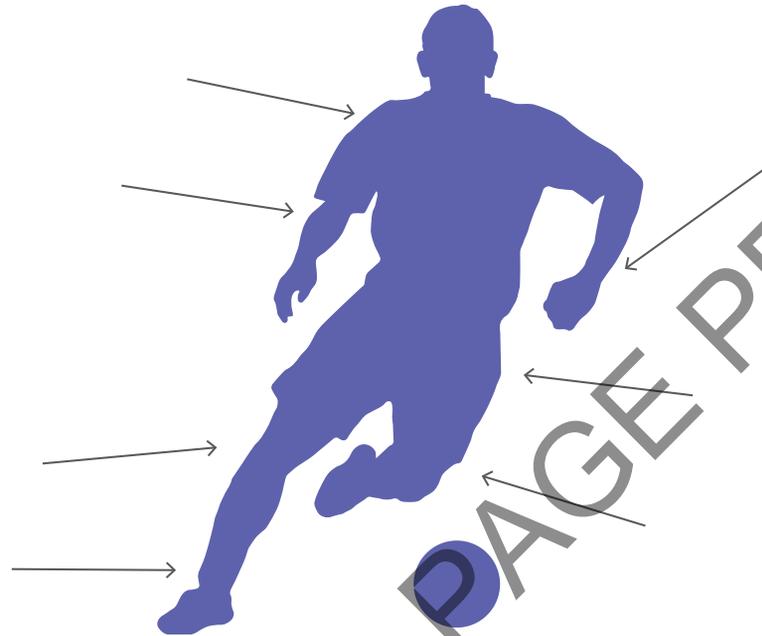
- 8 The number of chemicals found in a cigarette is around:
 a 70 b 700 c 7000 d 70000

- 9 Which symptom is not typical of a hangover?
 a headache b hearing loss c anxiety d muscle aches

- 10 Which substance is responsible for more deaths due to toxic overdose than any other substance?
 a tobacco b alcohol c caffeine d energy drinks

WORKSHEET 1.22 WHY SOME ATHLETES USE PERFORMANCE-ENHANCING DRUGS

Using your student book or other research, identify the reasons why athletes may use performance-enhancing drugs and label them on the diagram below.



SB
Pages XX-X

1 In your own words, define the term 'doping'.

2 Can you think of ways in which athletes have enhanced their sporting performance by doping?

3 Can you think of any athletes who have been caught doping?

DRUGS INVESTIGATION

Investigation skills

Athletes can enhance their performance to gain a winning edge by using *legal* methods. In groups of four, choose one legal substance from your student book to investigate further. Answer the following four focus questions based on the legal substance of your choice.

1 In which sports is the substance used, and why?

2 Explain how this substance enhances sporting performance.

3 Discuss the health risks associated with using this substance.

4 Investigate alternative healthier choices that can enhance performance in the same way as your chosen substance.



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Some key terms about drugs and alcohol are listed in the first column of the table below. Complete the rest of the table as follows:

- Fill out the second column with your own definition of the word.
- Complete the third column with the definition used in the student book or a dictionary.
- Complete the fourth column with a sentence that uses the word in the context of this chapter.

Glossary term	What I think it means	What the student book or dictionary says it means	How I can use it in a sentence about alcohol and other drugs
Drugs			
Psychoactive			
Drug abuse			
Narcotic			
Medicines			
Carcinogen			
Overdose			
Electrolyte			
Holistic			
Ergogenic aids			
Synthetic			

EAT WELL, LIVE WELL



Worksheets:

- Brainstorm: what do you know already? (p.46)
- Food groups (p.47)
- Who meets the guidelines for serves per day? (p.48)
- Serves per day – fill in the gaps (p.50)
- Making a decision (p.51)
- Estimating your energy needs (p.52)
- Letters to an expert (p.53)
- Temptation (p.56)

- Using key terms (p.57)
- Chase The Rainbow (p.58)
- Components of health (p.59)

Weblinks (5):

- 9.6 Australian Bureau of Statistics • United Nations
- 9.7 Australian Bureau of Statistics • United Nations
- 9.8 Australian Bureau of Statistics • United Nations

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WORKSHEET 2.1

BRAINSTORM: WHAT DO YOU KNOW ALREADY?



Let's find out how much you already know about food, nutrition and how to eat healthily. Use this working space to reflect upon and brainstorm all the relevant terms you know about this topic. Make sure you have a title in the middle of your brainstorm. You may be able to use different colours or highlighters to 'cluster' similar terms together. Share your brainstorm with the class, and make sure you add any suggestions from other students that you may have missed.



WORKSHEET 2.2

FOOD GROUPS

2

- 1 Match the standard food servings listed below with their correct food group in the table. Most other foods you might choose to eat can be sorted in this way.

A cup is 250 mL, which is less than a typical can of soft drink (375 mL).

½ cup corn	1 slice bread	¾ cup yoghurt
1 apple	2 eggs	1 cup milk
½ potato	1 cup cooked kidney beans	2 slices cheese
2 apricots	½ cup rice	½ cup cooked green vegetables
½ cup pasta	1 cup canned fruit	80g cooked chicken
3 crispbreads	1 cup raw salad vegetables	65g cooked lean meat
170g tofu	2 slices vegan cheese	1 cup soy milk

SB
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Vegetables	Fruit	Grains (cereals)	Meat, fish, eggs, nuts, legumes, tofu	Milk, yoghurt, cheese, non-dairy alternatives
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WORKSHEET 2.3

WHO MEETS THE GUIDELINES
FOR SERVES PER DAY?

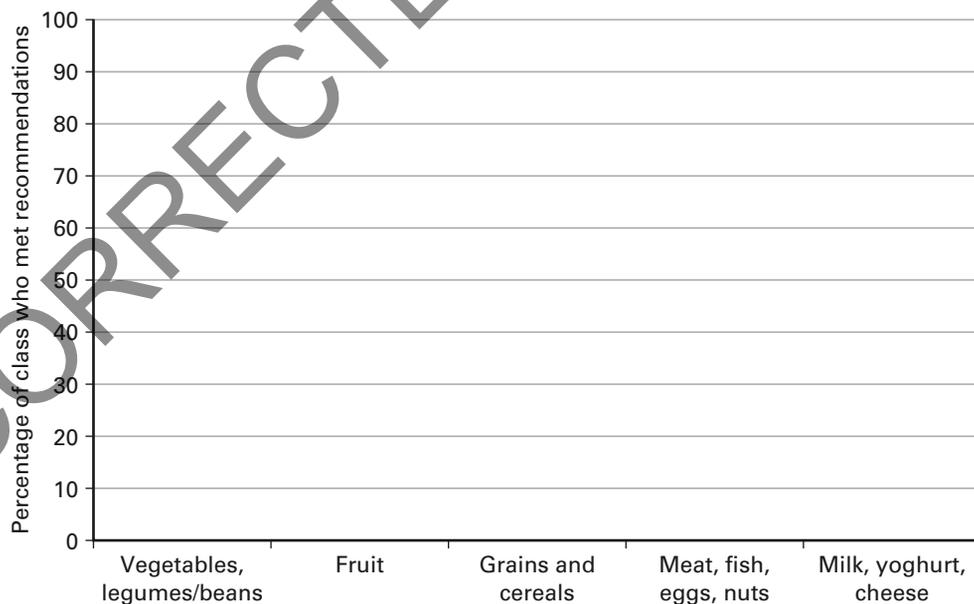
Conduct a survey of your class to determine how many people are meeting the recommended number of serves per day of each of the food groups. The recommended number of daily serves for 12 to 13 year olds are:

- vegetables and legumes/beans: 5
- fruit: 2
- grains and cereals: 5-6
- meat, fish, eggs, nuts and tofu: 2
- milk, yoghurt, cheese and non-dairy alternatives: 3.

1 Using the table below, find how many of your classmates met these recommendations yesterday.

Servings	Number in class who met this
5 servings of vegetables, legumes/beans	
2 servings of fruit	
5-6 servings of grains and cereals	
2 servings of meat, fish, eggs, nuts	
3 servings of milk, yoghurt, cheese	

2 Complete the graph below to illustrate your results.



WORKSHEET 2.4 SERVES PER DAY – FILL IN THE GAPS



Page 67

distinguish text
to come

This table shows the recommended average daily number of serves of each of the food groups. There are a few missing from the table. Using the rest of the information in the table, you may be able to **distinguish** some patterns that will enable you to fill in the missing numbers.

Recommended average daily serves from each of the five food groups

	Vegetables and legumes/beans	Fruit	Grain or cereal foods	Lean meat, poultry, fish, eggs, nuts, tofu and seeds	Milk, yoghurt, cheese and non-dairy alternatives	Approx. number of additional serves from the five food groups or discretionary choices
Toddlers						
1-2	2-3	½	4	1	1-1½	
Boys						
2-3	2½	1	4	1	1½	0-1
4-8	4½	1½	4	1½		0-2½
9-11		2	5	2½	2½	0-3
12-13	5½				3½	0-3
14-18	5½	2	7	2½	3½	0-5
Girls						
2-3	2½	1	4	1	1½	0-1
4-8	4½	1½		1½	1½	0-1
9-11	5	2	4	2½	3	0-3
12-13			5			0-2½
14-18	5	2	7	2½	3½	0-2½

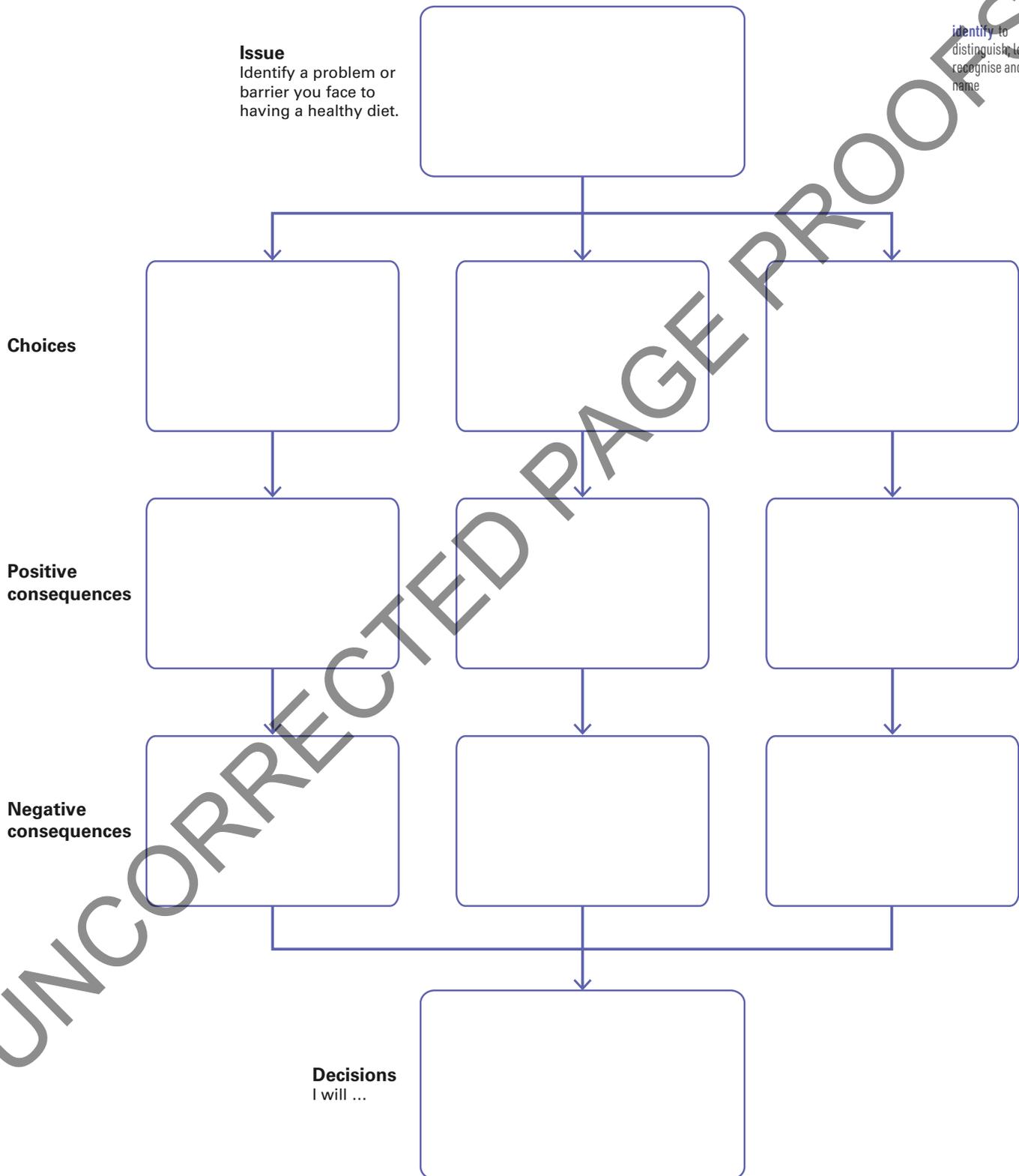
Based on material provided by the National Health and Medical Research Council

Use this decision-making model to **identify** and address an issue you face with your diet or the factors that limit your healthy eating options.



Page 70

identify to distinguish, locate, recognise and name



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WORKSHEET 2.6

ESTIMATING YOUR ENERGY NEEDS



You can make a close estimate of your own daily energy needs. You would need to monitor this over time to see if it is accurate, and bear in mind the need to make adjustments if your activity levels change, for example, due to injury.

There are several versions available online, but be careful to use reliable sources and up-to-date information. It is best to find a site that uses kilojoules, such as the ones from the Australian Government's National Health and Medical Research Council and the Department of Health. Search for the Eat for Health energy calculator online.

This calculator requires your age, gender, weight and an estimate of your physical activity level (PAL). You can work out your PAL from the guide provided; it will be between 1.2 and 2.2. Most people who are reasonably active are 1.6 to 1.8.

- **1.2:** bed-ridden
- **1.4:** very sedentary, no physical activity
- **1.6:** light activity, such as walking, no strenuous activity
- **1.8:** moderate activity, little sitting down
- **2.0:** heavy activity, such as manual labour or strenuous activity
- **2.2:** vigorous activity, such as elite athletes

Enter your own information and record the estimated energy intake you should be aiming for. Now experiment by changing the variables (e.g. age) and seeing how the answers differ. Make sure you only change one variable at a time and change it back to your original input before changing something else.

Your estimated energy requirements: _____ kJ

Changing the _____ to _____ changes the energy estimate to: _____

Changing the _____ to _____ changes the energy estimate to: _____

Changing the _____ to _____ changes the energy estimate to: _____

Try inputting the age, gender, weight and activity levels of different family members to see how these variables impact their approximate energy needs. **Reflect** on their eating habits and establish whether or not these different energy needs are reflected in their eating habits.

reflect on to think about deeply and carefully

WORKSHEET 2.8

TEMPTATION



Pages 82-4

create to produce or evolve from one's own thought or imagination

devise to think out; plan; contrive; invent

Sometimes we have the best intentions to make healthy eating choices but find it too hard to say 'no thanks' when we are tempted to make less-healthy choices. As with any skill, rehearsing it beforehand can make it easier to do in the future. Practise now in pairs or small groups.

- 1 Create** a scenario in which a person or a few people are offered or tempted by some unhealthy food choices.
- 2 Devise** a script that conveys how the offer or temptation of the unhealthy food was declined.
- 3** Allocate roles and rehearse as a pair or group, and be ready to perform to your class when asked by your teacher.

For each of the statements below, write its number on the continuum at the point that represents how much you agree or disagree with the statement.

- 1** Fast food/junk food advertising should not be permitted during children's or family TV programs.
- 2** Healthy eating is not just about being overweight or a healthy weight, but also about giving your body the nutrients it needs.
- 3** Fast food/junk food companies should not be allowed to sponsor sporting events.
- 4** A 'fat tax' on unhealthy foods to make them more expensive would be an effective strategy to reduce obesity.
- 5** Eating healthily seems to be difficult, time-consuming and/or expensive.
- 6** We can eat both healthily and sustainably.

←
Strongly disagree

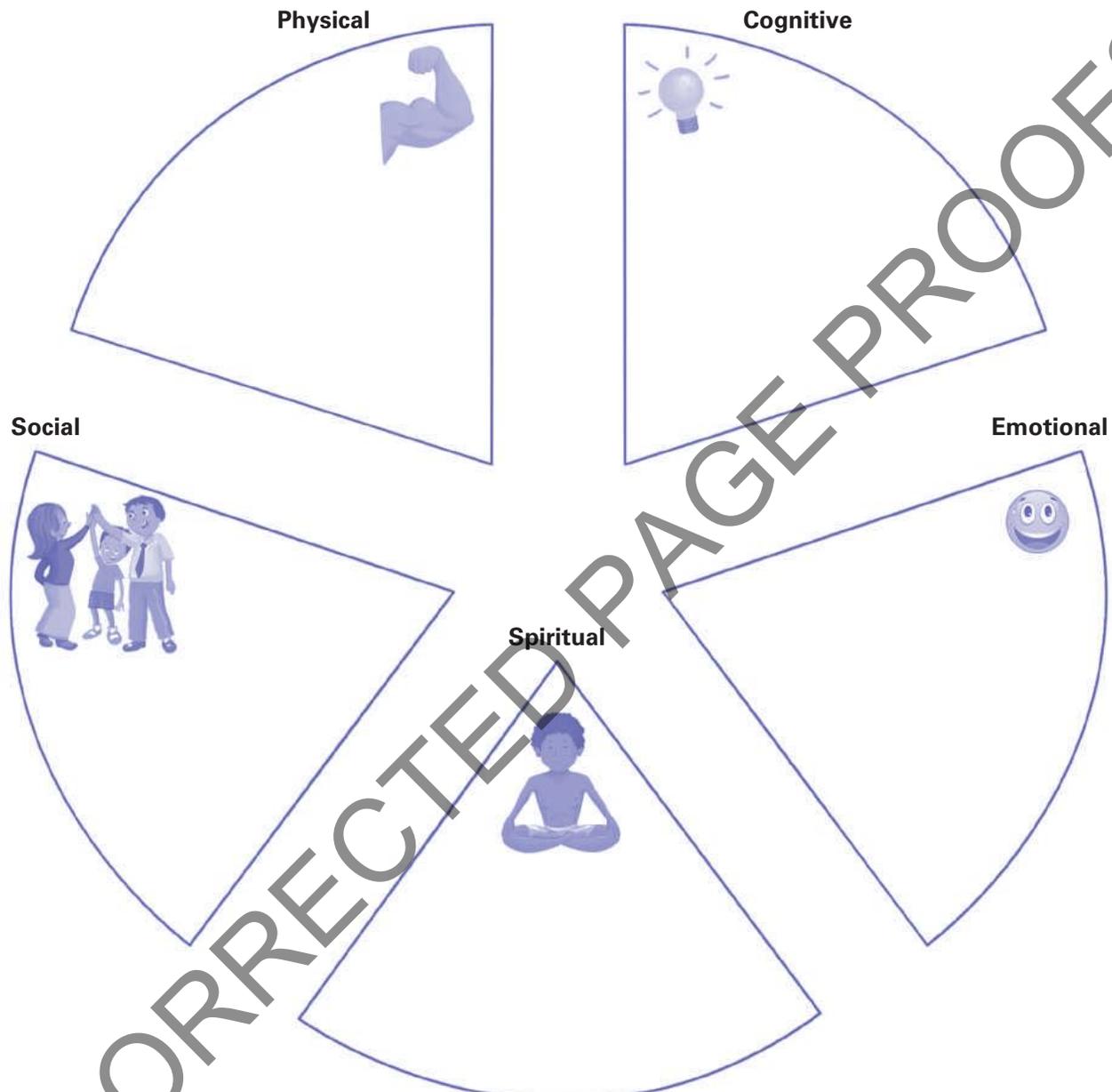
Disagree

Neither agree nor disagree

Agree

→
Strongly agree

There are many benefits to having a healthy diet. Using the graphic organiser below, describe some ways that a healthy diet can benefit us in each 'component of health'.



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CHAPTER 2 REVIEW

Reflect upon your learning in this chapter. Completing the following sentences will help to structure your thoughts about eating and living well.

1 I developed a particular strength in:

2 I was surprised to discover:

3 Information I found useful:

4 I am looking forward to:

5 I hope more people get the chance to:

6 I can see my lifestyle changing:

HEALTH BENEFITS OF PHYSICAL ACTIVITY



Worksheets:

- Physical activity is ... (p.62)
- Active Transport (p.64)
- How Hard Are We Working? (p.67)
- The Wellness Wheel (p.68)
- Cardiovascular research (p.69)
- Reducing the risk of cardiovascular disease (p.70)
- How 'healthy' are you? (p.71)
- Components of health (p.73)
- Factors for participation (p.74)

- Be a critical creative thinker (p.75)
- Class survey (p.76)
- Environment and physical activity (p.79)
- Key terms (p.80)

Weblinks (5):

- 9.5 Australian Bureau of Statistics • United Nations
- 9.6 Australian Bureau of Statistics • United Nations
- 9.7 Australian Bureau of Statistics • United Nations
- 9.8 Australian Bureau of Statistics • United Nations

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WORKSHEET 3.1

PHYSICAL ACTIVITY IS ...

For each of the statements below, write its number on the continuum at the point that represents how much you agree or disagree with the statement.

There are no right or wrong answers.

- 1 Every child (5–18 years) should play at least one competitive sport, either at school or in their local community.
- 2 Physical activity is important throughout all stages of a person's life.
- 3 Physical activity is important for all aspects of health: physical, social, emotional, cognitive and spiritual.
- 4 Physical education should be compulsory in all years of schooling and should not stop at the end of Year 9 or 10.
- 5 Physical activity is only important if you are overweight or unhealthy.



justify to show how an argument or conclusion is right or reasonable

Justify where you placed each of the statements.

1 _____

2 _____

3 _____

4 _____

5 _____

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Active transport is a domain of physical activity and refers to physical activity that results in reaching a destination.

ACTIVE TRANSPORT: CRITICAL POLICY BRIEF

The benefits of shifting from private car travel to active transport modes, such as walking and cycling, are well recognised and have been promoted by both national and state governments. Yet, active transport rates in Australia remain low in comparison with many European and Asian countries. Especially concerning is the decline in active transport among children, with less than a third of Australian children now regularly walking or cycling to school.



Getty Images/Education Images/
Universal Images

Overview

The benefits of active transport are recognised in health, transport and urban planning fields. Active transport reduces congestion in the road network and can reduce infrastructure costs, as well as delivering health benefits through physical activity and disease prevention. In Brisbane, for example, active transport has been estimated to gain 33,000 health-adjusted life years by 2026, generating net savings of \$183 million.

Globally, physical inactivity causes 3 million deaths per year. One of the most effective means of increasing physical activity is through urban planning and transport policies.

(World Health Organization, 2009)

Active transport delivers environmental benefits by contributing to lower air and noise pollution, with positive flow-on health outcomes. Infrastructure that supports walking and cycling also contributes to social equity and inclusion goals, providing opportunities for low-cost modes of travel.

However, active transport uptake in Australia remains very low in comparison with many European and Asian countries, with only 4% of the Australian workforce commuting by walking and 1% by cycling.

The number of Australian children walking or cycling to school has halved over the past 40 years, with less than a third now regularly walking or cycling to school.

A comprehensive cross-sectoral strategy is needed to increase the number of Victorians using active transport modes. This policy brief highlights the need to: build walkable neighbourhoods; further develop proximity-based planning policies; increase investment in cycling infrastructure and education; and coordinate active transport and public transport provision.

Build neighbourhoods that encourage active transport

A walkable neighbourhood encourages local living, with people being able to safely and conveniently walk or cycle to their preferred destinations. Walkable neighbourhoods have high residential density and a well-connected, safe pedestrian street network. Higher residential densities provide the foundations for well-served public transport infrastructure and locally accessible destinations, goods and services. However, dwelling densities in Melbourne remain low and Plan Melbourne 2017–2050 has set a relatively unambitious density target of 15 dwellings per hectare. To realise the goal of creating a city of walkable, 20-minute neighbourhoods, a residential density target of at least 25 dwellings per hectare is needed.

Urban planning and transport policies are strong and direct mechanisms to spur active transport. Proximity-related planning policies in Victoria, such as mandated distances to supermarkets and public transport stops, promote integrated planning that encourages uptake of active transport. Universal access to active transport is supported by infrastructure such as footpaths and cycle lanes around public transport stops, retail precincts and employment hubs. Car park pricing and availability policies can also discourage private vehicle use where public transport services are available. It is important that these policies guide the development of new residential housing and activity hubs, and that their implementation is monitored to assess outcomes.

Invest in Cycling Infrastructure and Education

Australia's low rates of commuter cycling reflect a substantial under-investment in cycling infrastructure. Promoting cycling as a convenient, healthy and safe travel mode requires development of connected bicycle networks and improved links to existing cycle paths. Cycling can be made more accessible for people of all ages and abilities by providing separated cycle lanes on major cycling corridors. Traffic calming features such as separated cycle lanes and controlled crossings enhance cyclist safety, which is especially important in encouraging cycling among younger and older riders. In Australia, Canberra has been most successful in increasing commuter cycling rates, achieving a 15% increase in cycling to work between 2011 and 2016.

This is supported by an integrated Active Travel Framework, an Active Travel Office to coordinate policy implementation, and major investment in cycling-related infrastructure and education.

Coordinate Active Transport Infrastructure and Public Transport Provision

Integrated local and regional planning enhances mobility and access to destinations, improving social equity and health outcomes. Active transport and public transport are complementary, with the majority of public transport journeys involving walking or cycling. The provision of high-quality public transport with active transport connections increases the distances accessible by modes other than car. There are opportunities to promote active transport aligned to public transport use by developing walking and cycling infrastructure around public transport facilities. This

involves planning safe, connected cycle and walkways to public transport services, as well as developing urban green spaces along walking and cycling pathways.

From Dr Hannah Badland and Dr Claire Boulangé, RMIT Centre of Urban Research: <https://cur.org.au/cms/wp-content/uploads/2018/11/active-transport-policy-brief.pdf>

- 1 Traffic calming features such as separated cycle lanes and controlled crossings enhance cyclist safety, which is especially important in encouraging cycling among younger and older riders. **Investigate** and summarise how many of these features appear in Melbourne and in your local neighbourhood.

- 2 What could local councils, workplaces and schools do to encourage more people to use active transportation? **List** at least two possible initiatives for each.

Local councils:

Workplaces:

Schools:

investigate to search, inquire into, interpret and draw conclusions about data and information

list text to come

There are a number of ways to calculate how hard you are working during various physical activities.

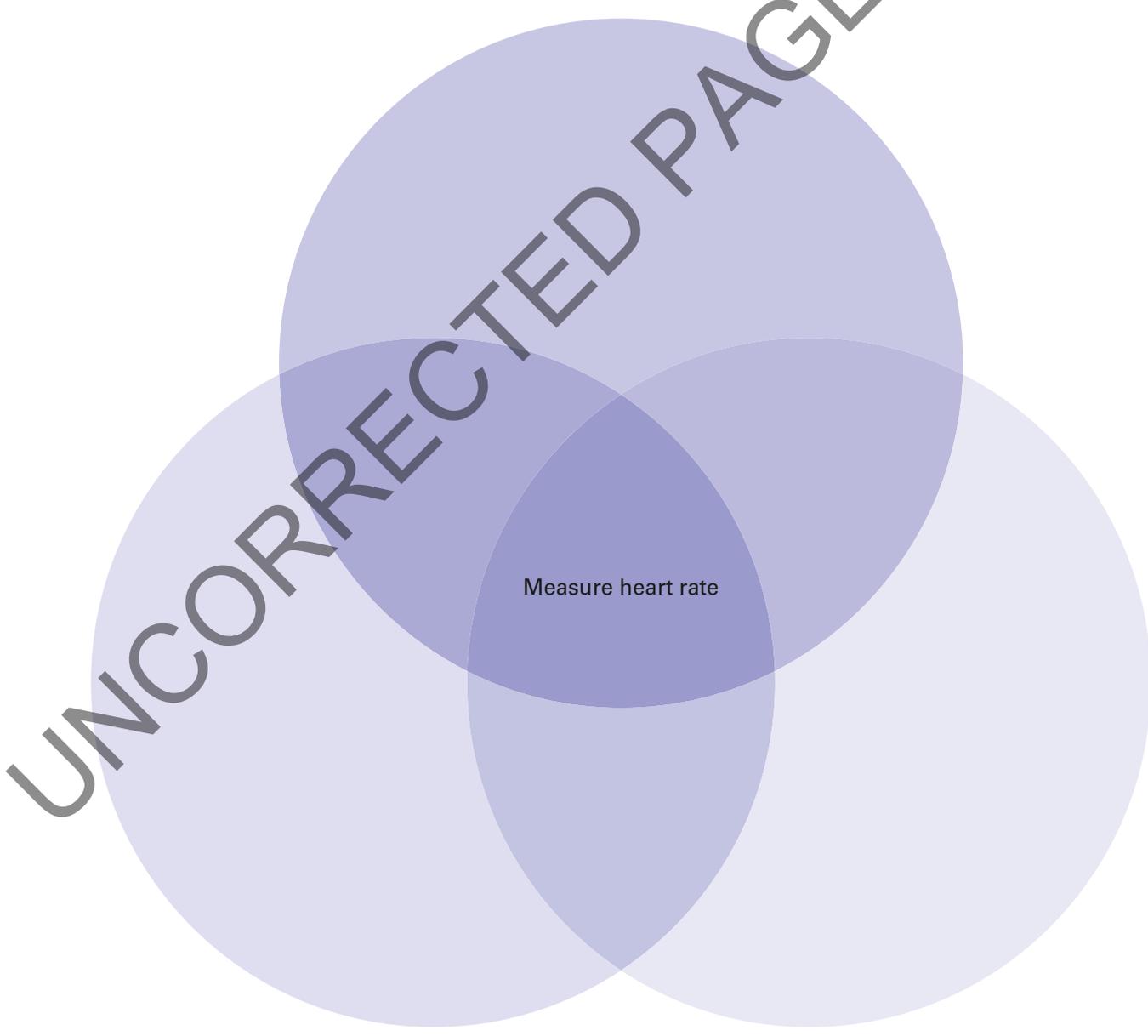
One method is to measure your heart rate. Here are four methods you can use to measure your heart rate:

- taking your pulse (wrist or neck)
- using a heart rate monitor (can be on a smart-watch, or personal tracker)
- using an app on a smart phone or tablet
- RPE (rate of perceived exertion).

Compare and **contrast** any three of these four methods using a Venn diagram. Remember to say what is the same about each method (where the circles overlap) and what is different (where there is no overlap). The shaded area in the middle has been filled in for you.

compare to display recognition of similarities and differences and recognise the significance of these similarities and differences

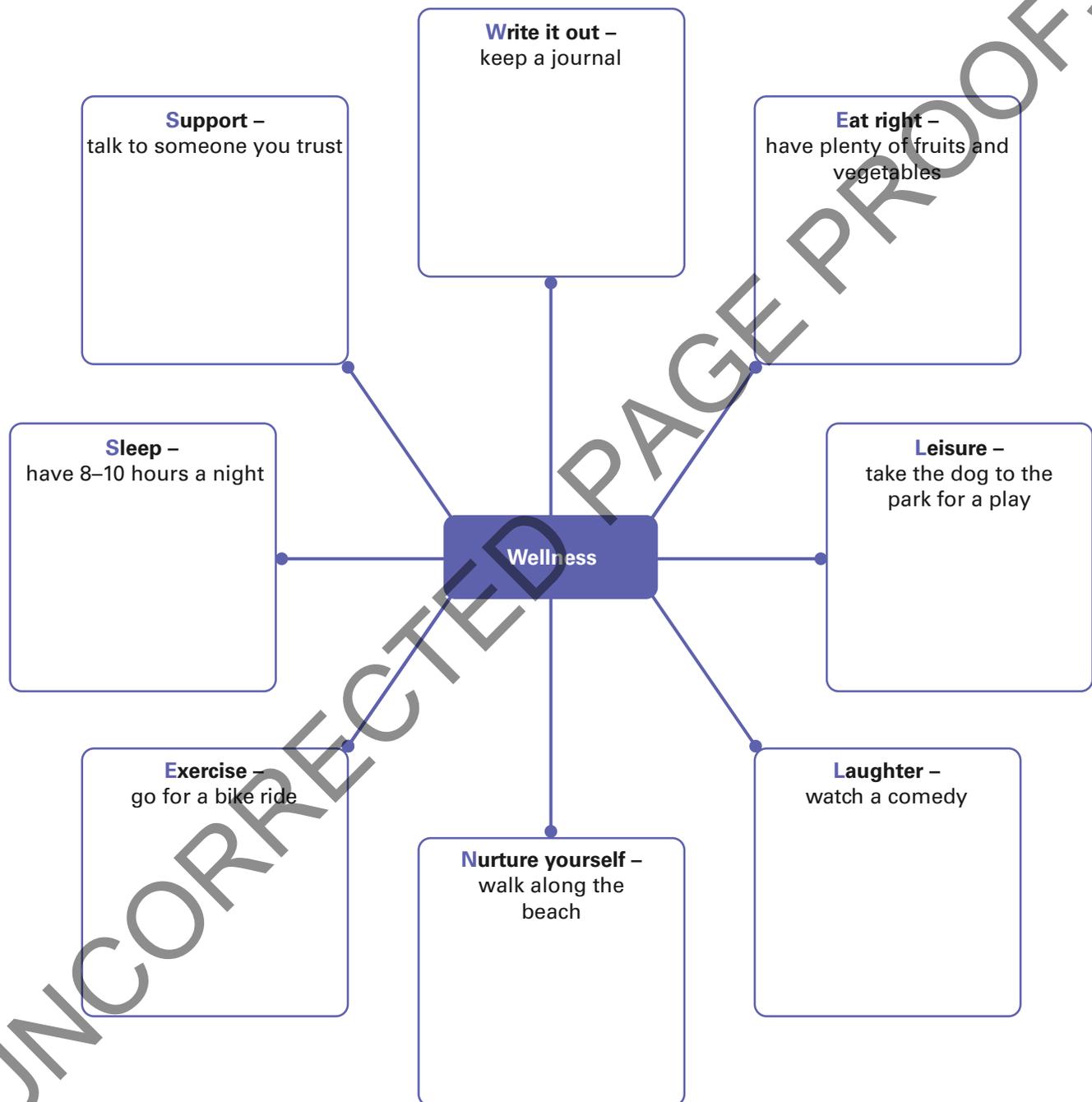
contrast to display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite



WORKSHEET 3.4

THE WELLNESS WHEEL

The 'Wellness' wheel shown below shows eight different strategies for developing overall wellness. In each of the eight boxes, list another strategy you could use. It could be something you do every day, or every now and then, to improve your physical, emotional, cognitive, spiritual and social health.



Use the KWFL chart below to plan your research into cardiovascular disease. For each of the cardiovascular diseases listed, fill in each column of the table with:

- what you already **Know**
- what you **Want** to know
- how you will **Find** out
- what you have **Learnt**.



Topic	What you already Know	What you Want to know	How you will Find out	What you have Learnt
Arteriosclerosis				
Atherosclerosis				
Hypertension				

Once you have planned and conducted your research, present your information as a poster, brochure or web page.

WORKSHEET 3.6 REDUCING THE RISK OF CARDIOVASCULAR DISEASE



Page XXX

suggest text to come

Some risk factors are genetic and cannot be changed in a significant manner. However, many risk factors are both behavioural and environmental and can be directly influenced by making changes to either, or both, of these.

In the table below, profiles have been provided for four different people **Suggest** at least three strategies that each person could adopt to reduce their risk of cardiovascular disease.

Person	Profile	Ways to reduce cardiovascular risk
Steph	Age: 22 Occupation: Uni student; part-time Uber driver Physical activity: Does not meet recommended guidelines but plays hockey once a week Diet: Mainly takeaway meals and 'food to go' from supermarkets due to little time to prepare meals Sleep: Averages 5–6 hours per night	
Faridah	Age: 14 Occupation: Student Physical activity: Exceeds recommended guidelines, but also spends about 3 hours per day gaming Diet: Does not eat recommended amounts of fruit and vegetables Sleep: Averages 8 hours per night	
Jake	Age: 72 Occupation: Retired Physical activity: Plays 6–8 hours golf on weekends Diet: High-fat, low-carb diet Sleep: Averages 6 hours per night	
Maz	Age: 34 Occupation: Administration Physical activity: Plays mixed netball once a week Diet: Skips breakfast regularly; eats microwave meals for lunch at their desk and often picks up takeaway on the way home Sleep: Likes to go out often, and so only averages 4–5 hours sleep per night	

Are you as healthy as you think you are? Find out the state of your physical, social and cultural, emotional and spiritual health by taking this quiz. Record your responses for each section to find a total for each type of health, then add up all the numbers to get a final score.

	Rarely or never	Sometimes	Most of the time	Always
Physical health				
I get at least eight hours of sleep each night.	1	2	3	4
I get colds, flu or infections.	4	3	2	1
I do at least 30 minutes of walking, playing or other exercise every day.	1	2	3	4
I eat fruits and vegetables every day.	1	2	3	4
I do some form of relaxation and stress release daily.	1	2	3	4
Social and cultural health				
I get along with the members of my family.	1	2	3	4
I have someone that I can talk to about my feelings.	1	2	3	4
I have a friend or friends of my own age group.	1	2	3	4
I consider how what I say might affect others.	1	2	3	4
I consider what I say before I speak.	1	2	3	4
Emotional health				
I manage to 'bounce back' after difficult things happen in my life.	1	2	3	4
I can express my feelings of happiness, sadness, fear or anger without feeling silly.	1	2	3	4
I am an extreme worrier.	4	3	2	1
I am able to adjust to changes in my life.	1	2	3	4
When I am angry or annoyed with someone, I can let them know in a calm, respectful way.	1	2	3	4
Spiritual health				
I believe that my life is worthwhile.	1	2	3	4
I feel that I have my place in the world.	1	2	3	4
I look forward to the things my life may offer now and in the future.	1	2	3	4
I think that all people and living things have an important place on this earth.	1	2	3	4
I believe that everyone has something to offer in life.	1	2	3	4

Source: Everybody's Different, Jenny O'Dea, 2007. Reproduced by permission of the Australian Council for Educational Research.

PHYSICAL HEALTH SCORE

- **15–20 points:** you have excellent physical health and you can add five more points if you don't smoke. A perfect score for you will be 22.
- **10–14 points:** You are moderately healthy and you can add five more points if you don't smoke. You need to take more care of yourself. Think of ways that you can look after your physical self.
- **5–9 points:** You are in relatively poor physical health but you can add five more points if you don't smoke. You need to work on all aspects of your physical health. Even small changes will help you to become healthier.

SOCIAL AND CULTURAL HEALTH SCORE

- **15–20 points:** You have excellent social health. You have people who care about you and support you, and you take care with the feelings of others. You might be a bit of a social butterfly!
- **10–14 points:** You are moderately healthy from a social point of view. You need to focus a little more on developing friendships and social relationships.
- **5–9 points:** you are in relatively poor social health. You need to work on all aspects of your social health, relationships and social networks.

EMOTIONAL HEALTH SCORE

- **15–20 points:** You have excellent emotional and mental health. You manage your emotions very well and you adjust to upsets and changes in your life very well.
- **10–14 points:** You are moderately healthy. You need to take more care of your emotional needs by expressing your feelings and talking things through with others.
- **5–9 points:** You are in relatively poor emotional health. You need to work on all aspects of your emotional health.

SPIRITUAL HEALTH SCORE

- **15–20 points:** You have excellent spiritual health.
- **10–14 points:** You are moderately healthy. But you need to take more care to recognise your spiritual beliefs and the meaning of your life.
- **5–9 points:** You are in relatively poor spiritual health. You need to work on all aspects of your spiritual health and the meaning and satisfaction of your life.

TOTAL HEALTH SCORE

- **61–80 points:** You have excellent overall health and score well on all the different health scales. Keep it up and you can look forward to a healthy life.
- **45–60 points:** You are moderately healthy, but you need to take more care of yourself in some areas. You may be doing quite well at some aspects of your health and neglecting other areas. Remember to take care of your 'whole' self and not just some aspects of your overall health.
- **22–44 points:** You need to work on all aspects of your health. Ask someone to help you to think of ways of becoming a healthier person.

Jenny O'Dea, Everybody's Different, ACER Press, 2007

Summarise the benefits of regular physical activity on each component of health.

Component of health	Benefit of regular physical activity
Physical (all body systems)	
Social (connectedness with others)	
Emotional (thoughts, feelings and behaviours)	
Cognitive (understanding and processing information)	
Spiritual (able to find hope and comfort)	



Page XXX

summarise to give a brief statement of a general theme or major point/s

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WORKSHEET 3.9

FACTORS FOR PARTICIPATION

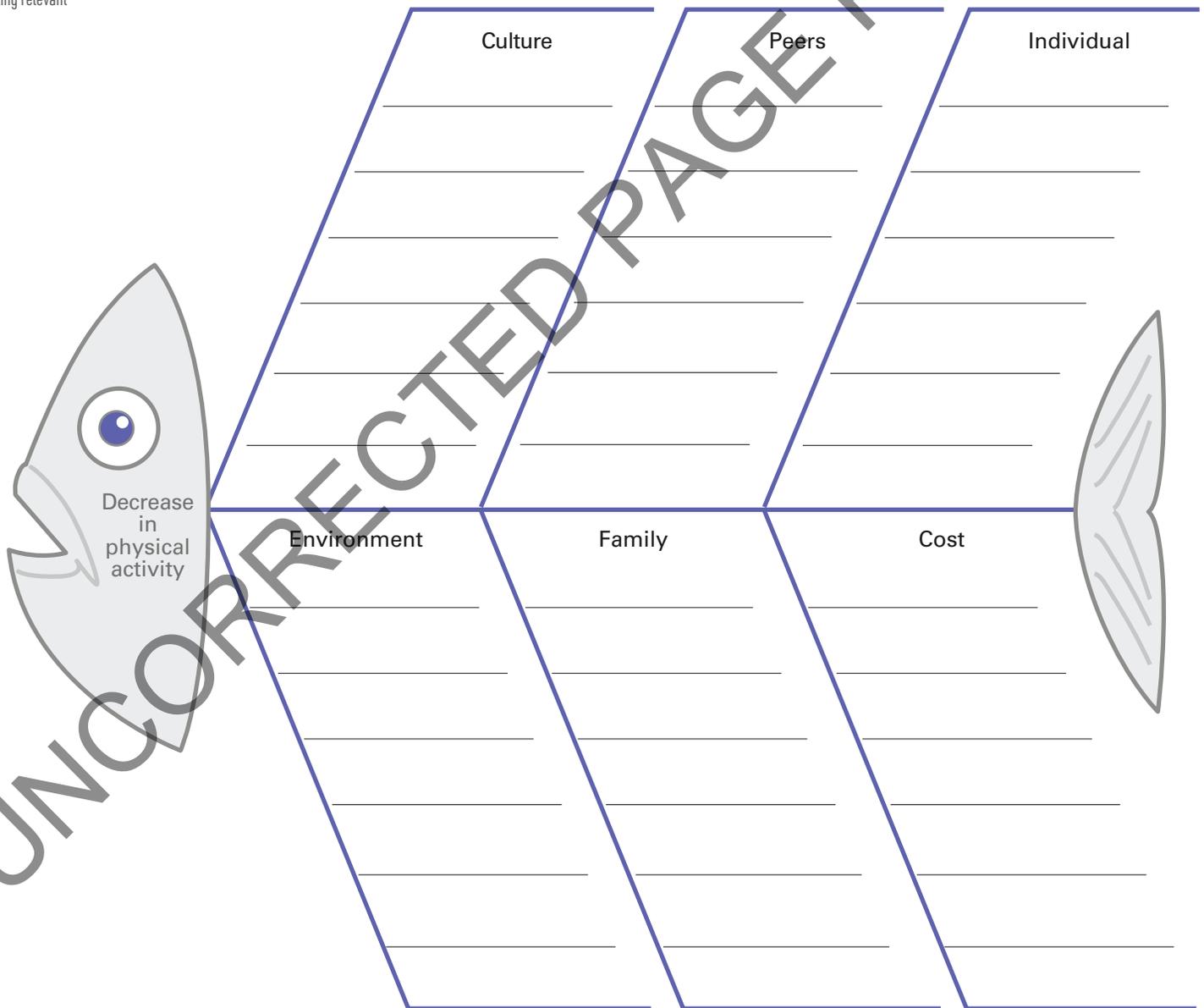


There are six factors identified in the cause and effect fishbone diagram below that can influence participation in physical activity. They are:

- culture
- peers
- family
- environment
- individual
- cost.

explain to make an idea or situation plain or clear by describing it in more detail or revealing relevant facts

Explain how each factor may cause a decrease in the physical activity levels of an individual.



Use the information in your student book about Australian participation in physical activity to help you complete the tasks in the following table. Choose one activity from each row to complete.



	Compare	Evaluate	Analyse
Row 1	Compare the proportion of children who meet both the physical activity and the sedentary behaviour guidelines at different ages.	What happens to the proportion of people who meet the activity guidelines after they leave school (17/18 year olds)? Provide three possible explanations for any changes to participation in physical activity and sedentary behaviours.	Suggest two different ways adults can increase the amount of muscle strengthening activities in their weekly routines.
	Perspectives	Reflect	Imagine
Row 2	What is the impact of the decrease in physical activity levels from the perspective of: <ul style="list-style-type: none"> • the Australian Government? • an individual? • the community? 	Think about why the proportion of Australians engaged in sufficient physical activity decreases as we get older as adults (18+). Summarise your conclusions.	Imagine you are given the task of raising the physical activity levels of Australians who are 50+. How would you manage this?
	Classify	Justify	Invent
Row 3	Group each of the 'Top 20' activities listed in Figure 3.23 in the student book as individual or group sports. Comment on the participation rates for both groups.	The government has mandated that every school student in Years F-10 must do 30 minutes of structured physical activity during the school day. Justify this decision.	Create a diary/template (digital or non-digital) that helps individuals keep track of their sedentary behaviour levels.

WORKSHEET 3.11

CLASS SURVEY

Investigation skills



Pages XXX-X

Survey your class to find out what physical activity, sport and recreation activities your classmates participate in. Use the activities listed below. Under 'other' write what your 'other' is; for example, bike riding, BMX racing or surfing.

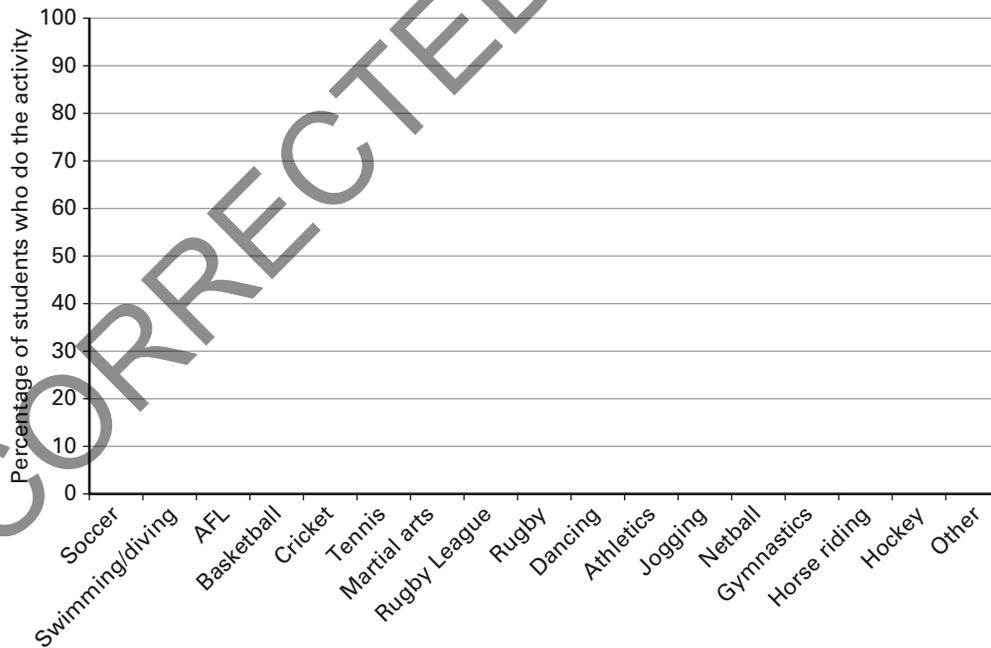
Recreation activities

Athletics, track and field	Jogging
Australian Rules football	Martial arts
Basketball	Netball
Cricket (outdoor)	Rugby
Dancing	Soccer (outdoor)
Gymnastics	Swimming/diving
Hockey	Tennis
Horse riding/equestrian/polo	Other:

Count the number of responses for each activity and convert the total number in each sport to a percentage:

$$\frac{\text{Number of students who do the activity}}{\text{Number of students in the class}} \times 100 = \%$$

Graph your results on the axes below.



WORKSHEET 3.13 KEY TERMS

Some key terms about physical activity are listed in the first column of the table below. Your task is to fill out the second column with your own definition of the term, the third column with the *actual* definition and fourth column with a sentence that uses this term in the context of this chapter.

Key terms	What I think it means	What the student book or dictionary says it means	How I can use it in a sentence about health and physical activity
Physical activity			
Sedentary behaviour			
Intensity			
Frequency			
Energy expenditure			
Emotional health			
Social health			
Cognitive health			
Wellbeing			
Resilience			

CHAPTER 3 REVIEW

Reflect upon your learning in this chapter. Completing the following sentences will help to structure your thoughts about the health benefits of physical activity.

1 I think we considered these topics in class because:

2 I wondered:

3 I thought:

4 I now know:

5 I was surprised that:

6 I will always remember:

7 I still wonder:

8 I now plan to:

4

MENTAL HEALTH AND WELLNESS



Worksheets:

- What affects your mental health? (p.83)
- Who are you? (p.84)
- Understanding stereotyping (p.86)
- Stress less (p.88)
- Self-talk (p.89)
- Listening Quiz (p.90)
- Real world case study (p.91)
- Respecting diversity (p.92)
- How can we fit relaxation into our lives? (p.93)
- Getting help (p.94)

- Do you see what I see? (p.95)
- Protective and risk factors (p.97)
- Social isolation (p.100)
- Using creativity to promote mental health (p.102)

Weblinks (5):

- 9.5 Australian Bureau of Statistics • United Nations
- 9.6 Australian Bureau of Statistics • United Nations
- 9.7 Australian Bureau of Statistics • United Nations
- 9.8 Australian Bureau of Statistics • United Nations

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WORKSHEET 4.1 WHAT AFFECTS YOUR MENTAL HEALTH?



explain to make an idea or situation plain or clear by describing it in more detail or revealing relevant facts

List two things you could do to improve each of your dimensions of health (physical, social, emotional, cognitive and spiritual) that will also have a direct impact on your mental health. For example, doing some exercise (physical) or hanging out with your friends (social) might help you feel better about yourself. **Explain** how each improvement will benefit your mental health.

SB
Pages
XXX-XXX

Dimension of health	Improvement 1	Improvement 2
Physical		
Social		
Emotional		
Cognitive		
Spiritual		

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WORKSHEET 4.2

WHO ARE YOU?

- 1 Create a list of all the positive things that make up YOU. Try to think of five examples for each thought bubble.
- 2 In the thought bubble at the bottom of the page, write a paragraph about yourself using the qualities you have identified. Write as if you are describing yourself to a relative whom you have never met.

Things I do well

Things I like to do

Things that make me happy

The way I look



Getty Images/Jack Hollingsworth

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WORKSHEET 4.3

UNDERSTANDING STEREOTYPING

list <text to come>

1 Make a **list** of all the things that we could be stereotyped about. Try to think of 10 things.

a	_____	f	_____
b	_____	g	_____
c	_____	h	_____
d	_____	i	_____
e	_____	j	_____

2 Circle one of things that you listed above, and make a list of the stereotypes that exist about it.

identify to distinguish; locate, recognise and name

3 a **Identify** any labels that are commonly assigned to the stereotypes you listed above.

discuss to talk or write about a topic, taking into account different issues or ideas

b **Discuss** how a label makes someone feel.

consider to think deliberately or carefully about something, typically before making a decision

c **Consider** how we get rid of labels.

4 Discuss why some people feel the need to label other people – or put them into boxes.

5 Identify all the positive attributes of the item you chose in question 2.

6 Think about the person as a whole – does one part of them (i.e. your chosen item above) define them?

7 Devise three strategies that your community could implement to empower people in your chosen item group.

8 Discuss why celebrating diversity improves our communities.

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WORKSHEET 4.4 STRESS LESS



Make a list of the stressors you have in your life and then identify how you know you are stressed. An example has been done for you.

Stressors	How you know that you are stressed	Coping strategies
Example: fighting with a friend	Not able to concentrate on my school work Not sleeping properly	Having a nice warm bath before going to bed to help me sleep

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Negative self-talk can be very destructive – so much so that we can start to believe it. So, we need to be mindful and stop ourselves when we hear it starting. Think about the types of negative self-talk that you might say, if any. The following are some common negative self-talk statements; see if you can come up with two different responses to each of them.



Instead of:

Say:

'I'm not good enough.'

Example: I'm going to try my best.

'I'm too slow.'

Example: I can practise and get faster.

'I'm a loser.'

'They won't like me.'

'I'm going to fail.'

'I'm dumb; I can't.'

'I'm not thin enough.'

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WORKSHEET 4.6 LISTENING QUIZ



Pages
XXX-X

How good are you at listening? For each statement, rate how often you do this using the scale below:

4 = Always 3 = Most of the time 2 = Some of the time 1 = Rarely

Statement	Rating
1 I remind myself that listening is an opportunity to learn something.	
2 I make myself listen even when the subject fails to interest me.	
3 I make myself listen even if I fear that the speaker is a moron.	
4 I focus on the speaker's ideas and not on appearance or mannerisms.	
5 I try to understand the speaker's feelings as well as his or her words.	
6 I wait for the speaker to finish before forming an opinion.	
7 I make sure I understand the speaker's point of view before responding.	
8 I show that I am engaged by maintaining eye contact, nodding and leaning forward.	
9 I am relaxed, calm and patient when listening.	
10 I do not interrupt the speaker.	
11 I take notes if I must remember points being made.	
12 I capitalise on lag time by reviewing in my mind the speaker's main ideas.	
13 I ask nonthreatening questions to ensure that I understand.	
14 I often paraphrase what I hear to be sure I have heard it correctly.	
15 I do not allow distractions to divert my attention.	

Score:

50-60 Excellent! You have exceptional listening skills.

40-49 Above average, but you could improve your skills.

30-39 Your score is promising, but you could greatly improve.

15-29 You could improve your listening skills. Perhaps ask for help?

Cengage Learning Inc. Reproduced by permission.

summarise
to give a brief statement of a general theme or major point/s

1 How did you go? Are you a good listener? **Summarise** your results.

Reflect on
to think about deeply and carefully

2 Reflect on any ways that you could improve your listening.

Read the case study below, then answer the questions.

CASE STUDY

Ahn is a friend of yours at school; you don't really hang out with him every day, but he is in a few of your classes. Lately he hasn't been himself and you can't really figure out what it is. He just looks sad all the time. No one else seems to notice and he seems to be spending more and more time at school by himself. He has been telling everyone that he goes to the music room at lunchtime to practise, but you saw him behind the sports storeroom, sitting alone. You feel concerned for him and decide to see what is wrong. You sit down with him and he tells you that his brain feels all 'fuzzy' and he can't concentrate. He thinks he is going to fail all his subjects and he is really worried.

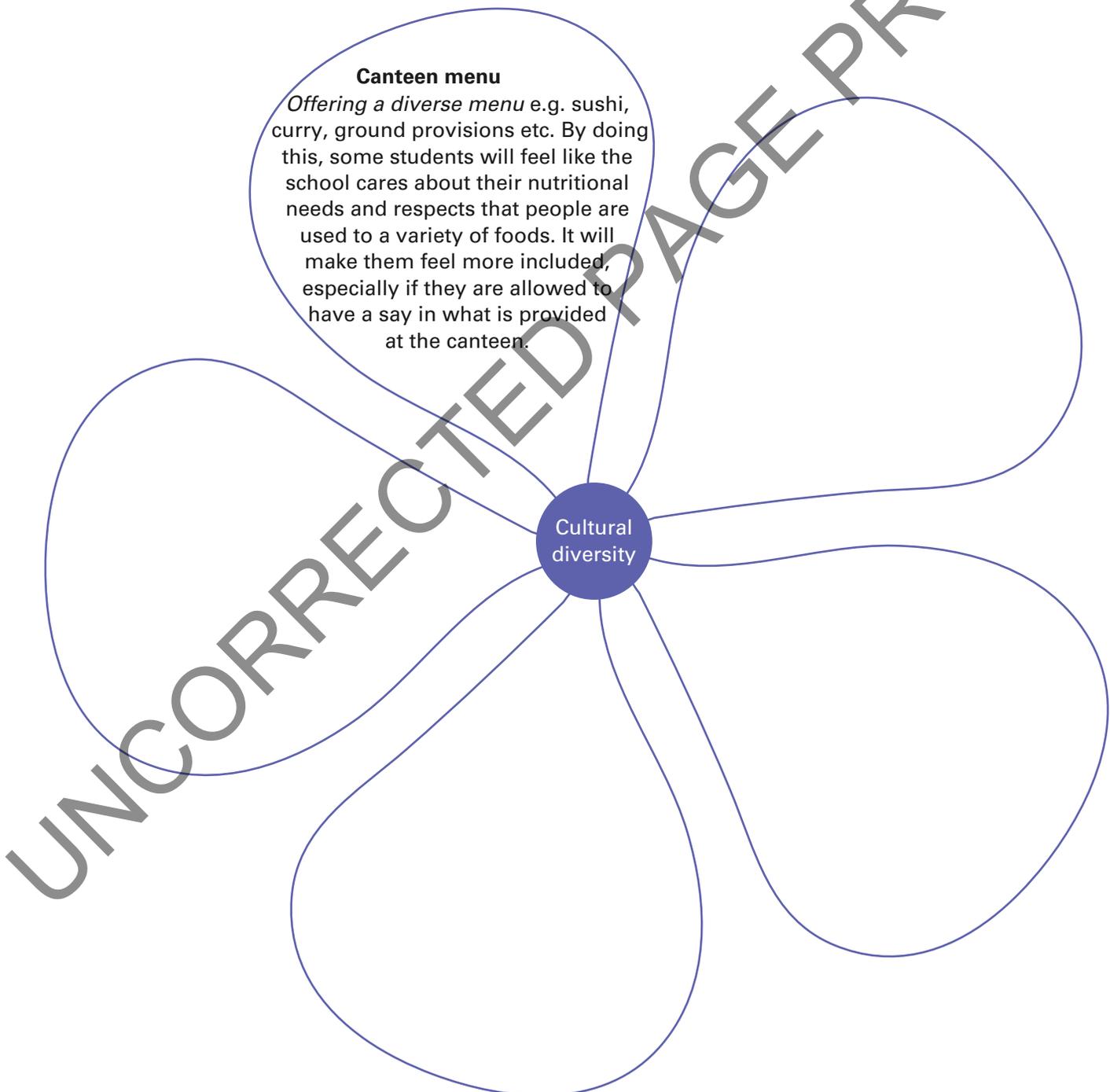
1 Consider what you might do immediately.

2 Discuss what your actions might be over the next few days.

3 Who might be able to help Ahn? What could they do?

In this activity, you will look at ways in which cultural diversity can be respected.

In each petal of the flower diagram below, identify an area in which your school can show that cultural diversity is valued and promoted. Give an example of what the school does or could do. Then write how this would help students feel a sense of belonging in the school. The first petal has one area of school life identified for you (Canteen menu). Have a look at your school's canteen menu. Are there items on the menu that show consideration of cultural diversity, such as sushi, curry or noodles? Another example may be in your PE classes, when you play games that originated in other countries. What other areas can you identify?



WORKSHEET 4.9 HOW CAN WE FIT RELAXATION INTO OUR LIVES?



Think about how you spend your days. Fill in the timetable below and see where you could fit in some time to relax. Write in some of the things you like to do to relax. Maybe if you schedule them you will be more likely to do them!

SB
Pages XXX-X

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6–8 a.m.							
8–10 a.m.							
10 a.m.–12 p.m.							
12–2 p.m.							
2–4 p.m.							
4–6 p.m.							
6–8 p.m.							
8–10 p.m.							

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WORKSHEET 4.10

GETTING HELP



Pages
XXX-X

Place the following sources of mental health information in the appropriate circle on the diagram below. You need to decide whether the source is most reliable, possibly reliable or not reliable.

Family

Friends

Relatives

Teachers

Shopkeepers

Magazines

Sports coaches

Brochures

Counsellors

Doctors

Nurses

Chemists

Newspapers

Police

Internet search

Butterfly Foundation website

Kids Helpline

Lifeline website

Beyond Blue website

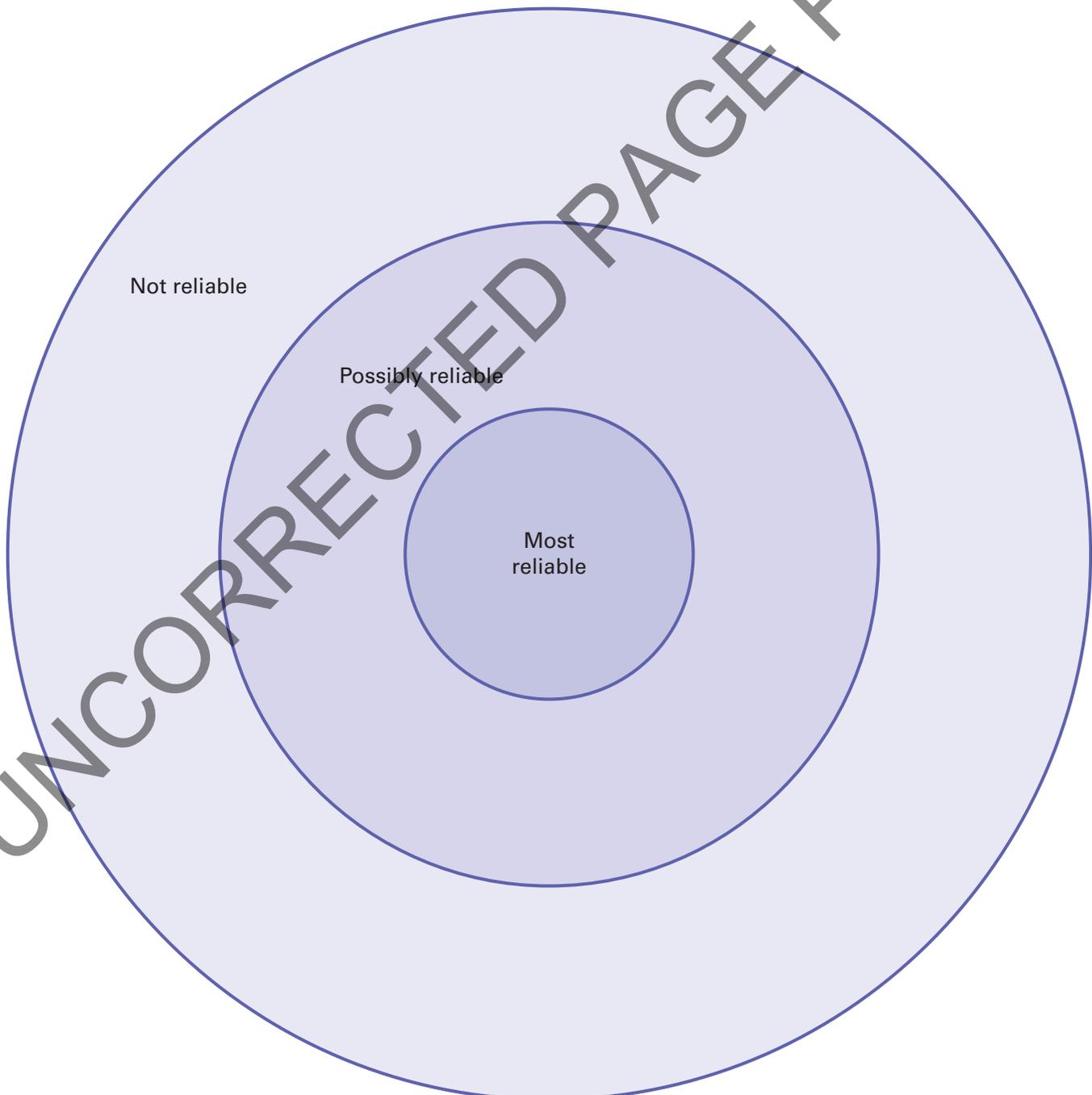
Wikipedia

Advertisements

Books

TV shows

The government



Watch the 10 October World Mental Health Day video ‘Do you see what I see?’ on YouTube. Think about what we have talked about in the chapter so far when you are answering the questions. Use your new knowledge, understandings and skills to complete this activity.

1 Discuss how this video makes you feel.

2 Discuss how you would describe the video to a friend.

3 Why is there a black/white side and a colour side in the drawing?

4 Summarise the top three messages for viewers. (Remembering that it has been made for World Mental Health Day.)

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5 Consider any other messages that could be included in the video. What might these be?

6 Identify any techniques that have been used to get the messages across, considering they haven't used any speaking words.

7 Show this video to a family member or friend and ask them for their thoughts on it; for example, do they think it is effective in getting a message across? Refer back to the messages you got out of watching the video.

8 Consider whether there is anything you would change to make the video more relevant/reliable/effective.

9 Design your own storyboard for a video that would promote the messages you think are the most important. Limit your target group just to secondary school students. You might want to develop and film this video to show in your local health promotion activity.

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The protective and risk factors for mental health and wellbeing below come from the Melbourne Charter produced by VicHealth. When protective factors are put in place for us, we will have a better chance of having good mental health and wellbeing.

Protective factors for mental health and wellbeing:

- Arts and cultural engagement
- Childhood: positive early childhood experiences, maternal attachment
- Cultural identity
- Diversity: welcomed/shared values
- Accessible education
- Safe environments
- Empathy
- Empowerment and self-determination
- Family: resilience, parenting competence, positive relationship with family members
- Affordable, fresh food
- Affordable, accessible housing
- A reliable income, with safe, accessible employment and work conditions
- Personal resilience and social skills
- Physical health
- Respect
- Social participation: supportive relationships, involvement in group and community activity and networks
- Participation in and access to sport and recreation
- Transport: accessible and affordable
- Accessible quality health and social services
- Spirituality

Risk factors for mental health and wellbeing:

- Alcohol and drugs: access and abuse
- Disadvantage: social and economic
- Displacement: refugee and asylum-seeker status
- Disability
- Discrimination and stigma
- Education: lack of access
- Environments: unsafe, overcrowded, poorly resourced
- Family: fragmentation, dysfunction and child neglect, post-natal depression
- Food: inadequate and inaccessible
- Genetics
- Homelessness
- Isolation and exclusion: social and geographic

CONTINUED

- Natural and human-made disasters
- Rejection by classmates
- Political repression
- Physical illness
- Physical inactivity
- Poverty: social and economic
- Racism
- Poor employment conditions and insecure employment
- Violence: interpersonal, intimate and collective; war and torture
- Work: stress and strain

The Melbourne Charter for Promoting Mental Health and Preventing Mental and Behavioural Disorders, VicHealth, 2009

suggest <text to come>

1 Choose three protective factors from the list above. **Suggest** a way that your school could support or do something to address each of these factors. For example, regarding the protective factor of affordable and fresh food, the school canteen could make sure there is healthy, fresh food available to students at a reasonable price.

Protective factor 1

Protective factor 2

Protective factor 3

2 Choose three risk factors and discuss how your school could help overcome these risks. For example, regarding the risk factor of inadequate food, the school could start/continue a breakfast program to make sure all students have access to breakfast.

Risk factor 1

Risk factor 2

Risk factor 3

3 Identify other organisations in your community that help promote protective factors for young people and **describe** how they do it.

describe to give an account of characteristics or features

4 Consider what organisations are available to assist parents to provide a positive environment for their children.

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WORKSHEET 4.13 SOCIAL ISOLATION



Page XXX

One of the protective factors is social participation. This is important in preventing social isolation and the mental health issues this brings.

Think about what it might be like to live in a small country town if you live in a city, or what it might be like to live in a city if you live in a small country town (so think about the opposite of where you live).

1 What groups, activities or organisations would you advise young people who have recently left school to engage in to promote social participation?

2 What groups, activities or organisations would you advise newly retired people to engage in to promote social participation?

contrast
to display
recognition of
differences
by deliberate
juxtaposition of
contrary elements;
show how things
are different or
opposite

3 **Contrast** any differences that are present in cities or small towns that will affect someone's ability to feel a sense of belonging; for example, more opportunities in a city to meet like-minded people.

4 Consider and discuss whether it would be easier or harder to promote social participation in a city rather than in a small town.

This time think about someone who is 18, who has just finished Year 12 and has moved to a new town/city for university or work. They don't know anyone in the town/city and their closest friends live 100km away.

5 Choose three of the protective factors (not education, income or social participation) and **discuss** how participating in these could improve the 18-year-old's mental health and wellbeing. For example: attending an Arts event or enrolling in a class might make the person happy, want to talk to others there, share their own creativity, make friends with people who are like-minded, get out of the house, have something to talk about with others at work/university/home, feel like they are becoming part of a community, improve a skill etc.

discuss to talk or write about a topic, taking into account different issues or ideas

a _____

b _____

c _____

6 Consider what this person might have to do if they were very shy. If you were their friend who lived far away, what would you **recommend** them doing to combat this shyness?

recommend <text to come>

7 **Outline** three services or community groups your friend could get in touch with to help them 'settle in' to their new town/city.

outline <text to come>

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WORKSHEET 4.14 USING CREATIVITY TO PROMOTE MENTAL HEALTH

Using the knowledge, understanding and skills you have learnt across this whole chapter, choose one of the following and research this art form to complete the task.

- 1 In First Nations cultures, storytelling is a component of teaching and learning. Write a short story book for primary-school-aged First Nations children to teach them about good mental health.
- 2 When you think of India, you might think of Bollywood. The films they produce are largely musicals, which use catchy lyrics and dance moves. Write a song that promotes mental health and come up with some dance moves that you could use to help you get the message across.
- 3 In some countries in the Caribbean, Central America and South America, people celebrate Carnival once a year, where they dress in elaborate costumes and parade down the streets to local music. Design a costume that represents positive mental health and discuss how you might be able to use it in Australia.



Alamy Stock Photo/Bill Bachman



Alamy Stock Photo/Matt Crossick

CHAPTER 4 REVIEW

Reflect upon your learning in this chapter. Completing the following sentences will help to structure your thoughts about mental health and wellness.

1 Three support strategies I can access when I am feeling down are:

2 Three ways I can support a friend or family member who is struggling are:

3 I think we learnt about mental health because:

4 I will always remember:

5 I now plan to:

6 I would like to learn more about:

5

PUBERTY AND POSITIVE RELATIONSHIPS



Worksheets:

- Venn Diagram (p.104)
- Life Stages Poster (p.106)
- Dear Dr (p.107)
- Spider Diagram (p.109)
- Family Types (p.110)
- The Relation Ship (p.113)
- Peer Pressure (p.114)
- Friends Online (p.115)
- Think, Pair, Share: Where Do You Sit? (p.117)
- Break The Silence (p.118)

- Consent (p.119)
- Power (p.121)
- Respectful Relationships (p.123)
- Conflict Resolution Help (p.125)

Weblinks (5):

- 9.5 Australian Bureau of Statistics • United Nations
- 9.6 Australian Bureau of Statistics • United Nations
- 9.7 Australian Bureau of Statistics • United Nations
- 9.8 Australian Bureau of Statistics • United Nations

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WORKSHEET 5.1

VENN DIAGRAM

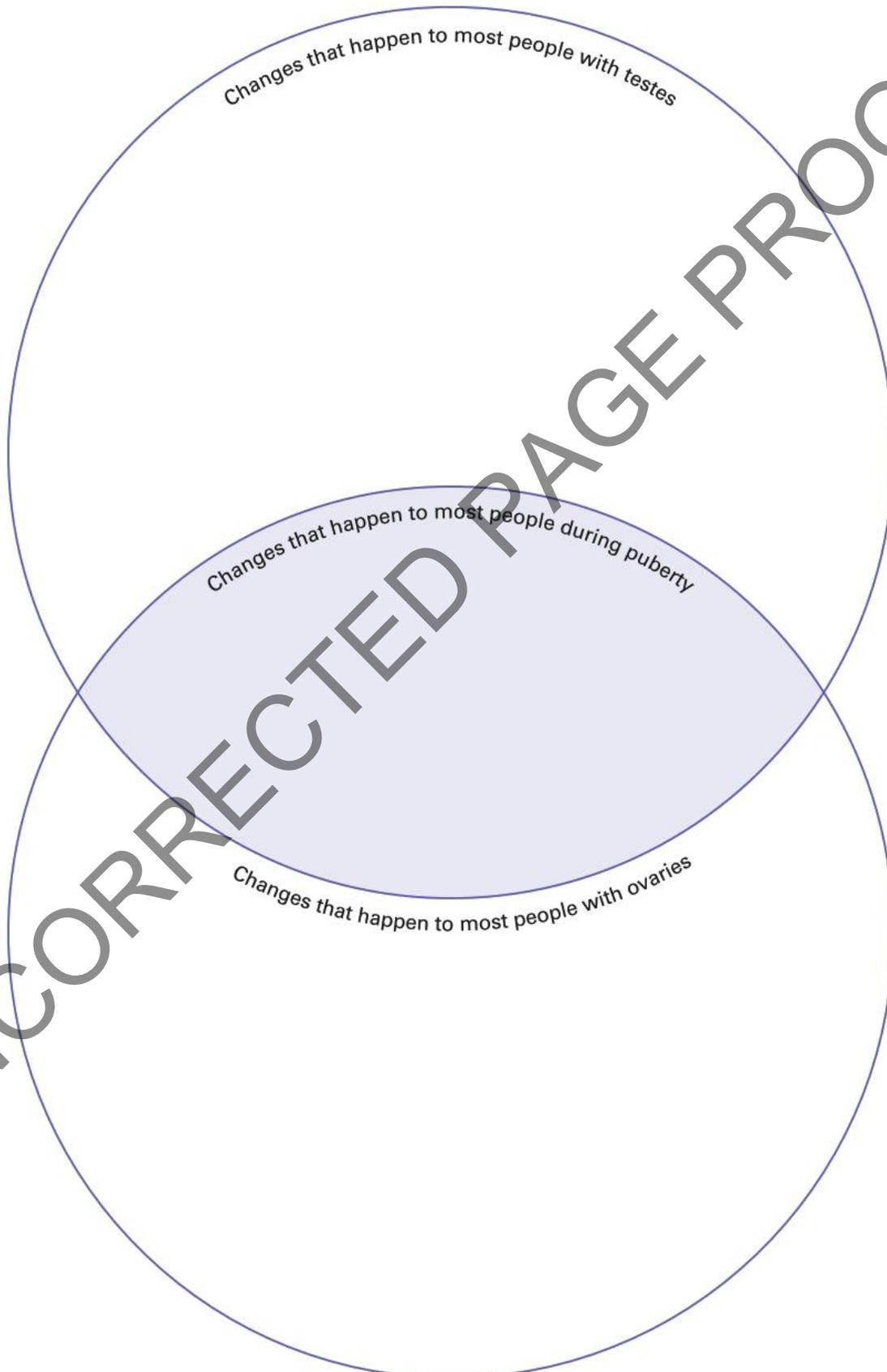
5

SB

Pages
xxx–xx

identify to
distinguish;
locate, recognise
and name

Come up with a list of the physical changes that happen at puberty. **Identify** which changes happen to most people with testes, which happen to most people with ovaries and which happen to both, and fill them in on the Venn diagram below.



Using the age guidelines in the table below, design a poster that demonstrates the characteristics of one life stage. Your teacher will suggest a particular stage, so all the stages will be covered by the whole class. Use images from magazines or online, draw your own pictures.

Think about the following when you are designing your poster:

- What signifies the start of this stage? For example, the start of the first stage is the sperm meeting the egg.
- What signifies the end of this stage?
- What physical changes occur during this stage?
- What can they do now that they couldn't do in the previous stage?
- What expectations are placed on them in this stage?
- What types of things will shape their identity?

Stages of life	
Conception to birth	40 weeks
Infancy	0–2 years
Childhood	3–12 years
Puberty/adolescence	13–18 years
Adulthood	19–39 years
Middle age	40–65 years
Old age	65 years+

UNCORRECTED PAGE PROOFS

You have a regular column in a teen magazine where you offer support for young people in regards to the changes occurring. You have received these three letters and want to reply in the magazine because you think a lot of young people might have the same questions.

Dear Dr,

All my friends have their period and I'm the only one missing out. I am 15 and thought everyone should I have it by now. What is wrong with me? Is there any way I can hurry it up?

Thanks,
Concerned

Dear Concerned,

Dear Dr,

My brother has turned into such an idiot. I mean, he never used to be one. But since puberty has hit, he is not the same. He seems so angry all the time, He slams doors and yells at Mum and Dad. Tbh puberty hasn't treated him well; he's got bad acne and smells awful. Is this why he is so annoying?

From,
Brotherly love

Dear Brotherly love,

Dear Dr,

Please help, I don't feel like me anymore. Ever since puberty hit, and it hit me early and hard, everyone expects so much more from me. I still feel like a kid inside, but now I have to think about adult stuff. I even got asked to go out with someone!! I'm not ready for that. What do I do?

From,

Growing up too fast

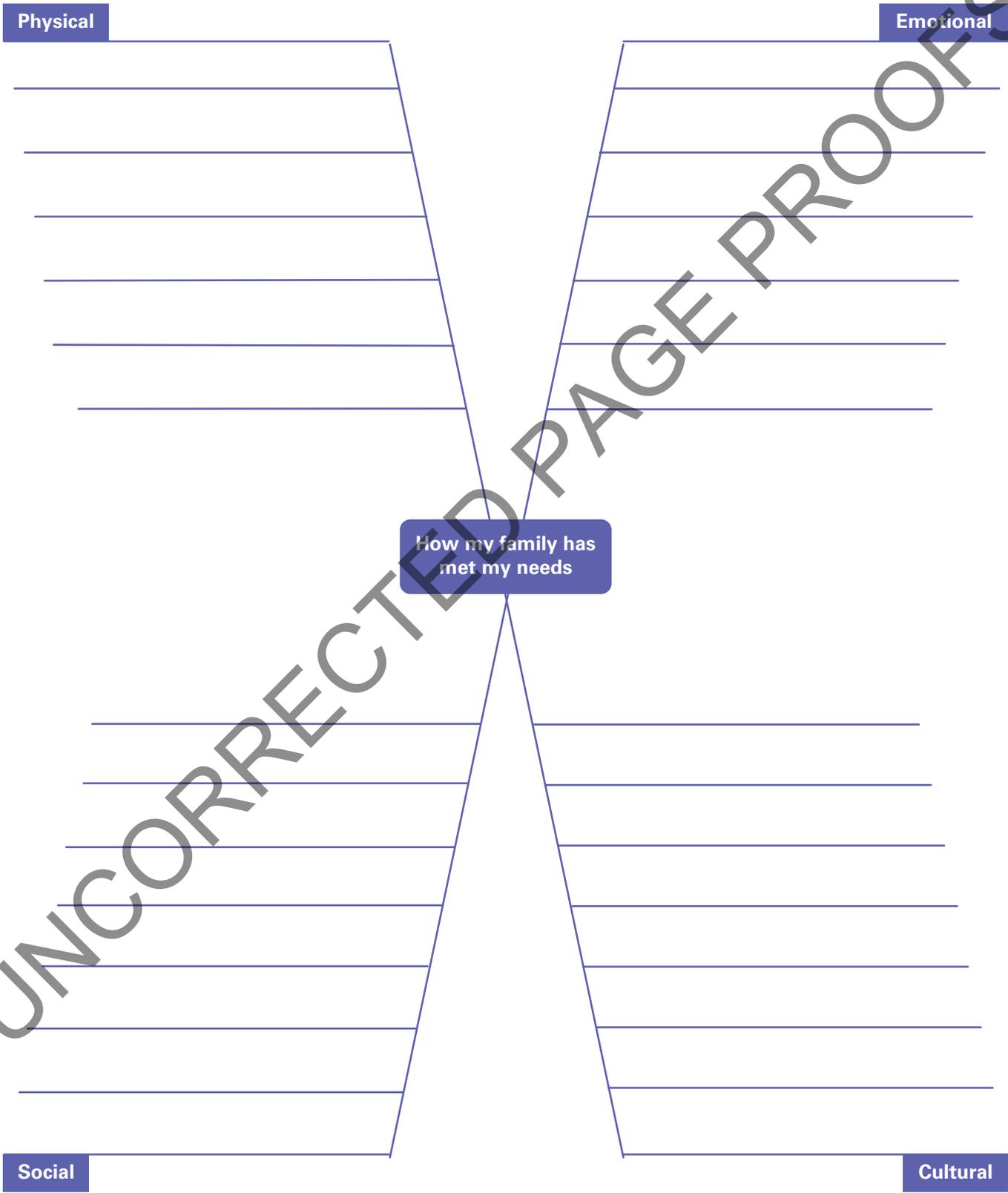
Dear Growing up too fast,

WORKSHEET 5.4

SPIDER DIAGRAM

On the spider diagram below, identify some ways your family or guardians have satisfied your physical, social, emotional and cultural needs. See if you can come up with at least six examples for each of the needs.

SB
Pages
XXX-X



WORKSHEET 5.5

FAMILY TYPES

SB

Pages
XXX-X

CASE STUDY 1

The Chu family migrated to Australia when Min was eight and his sisters were six and four years old. Min's parents worked hard to save some money in order for Min's paternal grandmother to come and live in Australia with them. They bought a small grocery store and his grandmother looks after the children before and after school when their parents are working. All three generations live in the same house.



Alamy Stock Photo/Asia Images Group Pre Ltd

CASE STUDY 2

Lucinda is 14 and she has a 10-year-old sister, Sarah. Lucinda's parents have divorced, and she and her sister live with their mother, who works full-time to support the family.



iStock.com/Alex Potemkin

CASE STUDY 3

Sam and Alex got married not long after the marriage equality laws came in; they had been together for 12 years previously. They have since adopted two children, Sierra (6) and Ben (6 months). Sam works full-time for a prestigious law firm in the city and Alex is a writer, who can usually work from home.



iStock.com/monkeybusinessimages

1 Identify the type of family that is represented in each scenario.

Case study 1

Case study 2

Case study 3

2 Consider how the responsibilities might be shared among family members in each family type. Give three examples for each case study.

Case study 1

Case study 2

Case study 3

consider to think deliberately or carefully about something, typically before making a decision

UNCORRECTED PAGE PROOFS

3 Complete the PMI (Plus, Minus and Interesting) table for the family types above. **Describe** one or two advantages and disadvantages of each family type, and one interesting point about each family type.

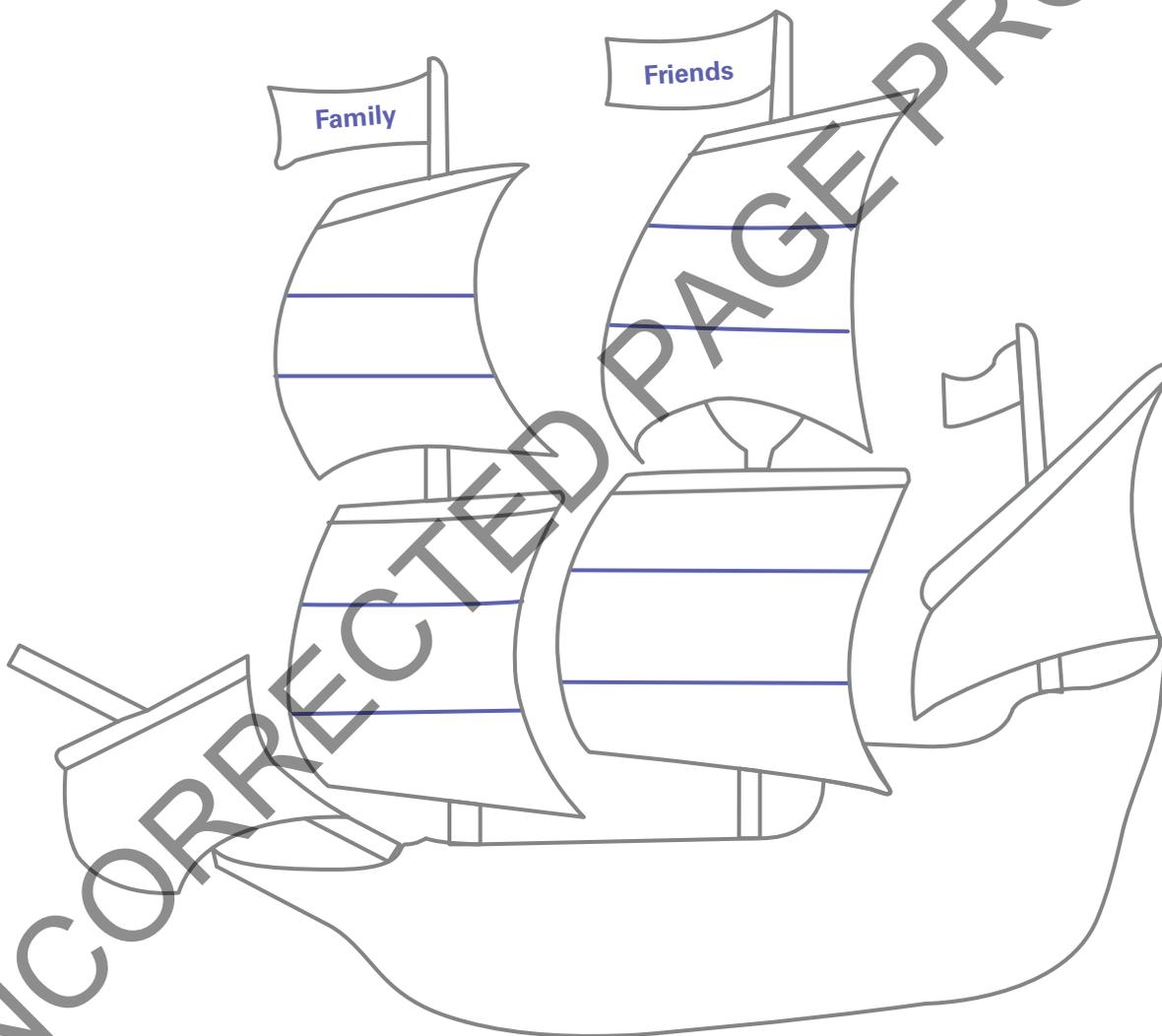
describe to give an account of characteristics or features

	Plus	Minus	Interesting
Family type 1			
Family type 2			
Family type 3			

UNCORRECTED PAGE PROOFS

1 Read the qualities listed below. Choose the four that are most important in your relationship with your family, and the four that are the most important qualities of your friends. Write them into the sails of the relationship in your priority order.

- | | | | |
|---------------|---------------|-------------------|-----------------|
| Love | Humour | Support | Problem solving |
| Trust | Understanding | Openness | Praise |
| Communication | Loyalty | Laughter | Honesty |
| Encouragement | Patience | Compassion | Forgiveness |
| Respect | Generosity | Listening ability | Reliability |



2 One at a time, **discuss** with the person next to you which qualities you feel are most important and why. As a pair, come up with a priority order for the top four qualities for each type of relationship. Be prepared to **justify** your priority order reasoning to the class on a continuum on the board. Try to use real examples.

discuss to talk or write about a topic, taking into account different issues or ideas

justify to show how an argument or conclusion is right or reasonable



Using websites such as the eSafetyCommissioner site (an Australian Government site for help on anything online), research how you can stay safe online.

list <text to come>

1 **List** five strategies we can implement to protect ourselves online.

2 Consider why companies want to get all the information they can about us. What do they do with that information?

3 **Define** what going 'incognito' means. How do we do this?

4 Draft a quick email/letter to your grandfather who doesn't understand all this 'internet stuff'. **Explain** why he should go 'incognito'.



Pages XXX-X

define to state meaning and identify or describe qualities

Explain <text to come>

UNCORRECTED PAGE PROOFS

5 Sometimes we think we are safer online, as we can take down something that was said, or a picture we don't like, or stay anonymous. What would you do in the following situations?

a Your friend asks for your password for Instagram because he wants to have a look at what someone said about him and he doesn't have access to see. What do you do?

b Your partner has asked you to send a naked picture of yourself to them and they promise that no one else will see it. What do you do?

c You have been talking to someone online for about two months now and you really like how they seem to 'get' you. They have been really polite and haven't pushed you to do anything. They are now asking you to meet up. What do you do?

d You see some bullying happening online and one of your friends wants you to make a comment to back them up. What do you do?

WHERE DO YOU SIT?

Think:

In this activity you are to consider each of the statements and place a 'x' on the continuum where you 'sit'. For example, if you strongly agree you would place your 'x' near the far left of the continuum. Try to make a decision and stay either side of the unsure (middle). Jot down any notes you think of as to why you believe this. You will use these in discussions later.

1 Young people should be taught about respectful relationships at school.

Strongly	Agree	Unsure	Disagree	Strongly
Agree				Disagree

2 A partner wanting to be with you all the time is a sign that they love you.

Strongly	Agree	Unsure	Disagree	Strongly
Agree				Disagree

3 An adult always has more power than a young person.

Strongly	Agree	Unsure	Disagree	Strongly
Agree				Disagree

4 Posting about my relationship online tells everyone how happy I am.

Strongly	Agree	Unsure	Disagree	Strongly
Agree				Disagree

Pair:

Find a partner and discuss your answers: were they similar? Different? Why might this be the case?

Share:

In a large group your teacher might ask for volunteers to discuss their opinions or put their 'x' on a continuum on the board. Be prepared to discuss why you think the way you do.



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WORKSHEET 5.10

BREAK THE SILENCE

- 1 Watch the video, 'Break The Silence - IHHP, White Ribbon, Ngukurr' on the Indigenous Hip Hop Projects channel on YouTube.
- 2 As an example of a positive way to influence communities on respectful relationships, this video promotes many messages. Fill in the wheel below describing what messages you heard directed to the different groups to break the silence.



- 3 Describe the ways that this video promotes inclusion in our communities.

- 4 Describe the ways that this video values diversity in our communities.

WORKSHEET 5.11 CONSENT

5

Consent means freely agreeing to something. Informed consent means you understand what you are giving consent for and there is nothing that will interfere with that decision (such as drug use, age, power in relationships etc). Affirmative consent means that it is informed, explicit and voluntary, and that steps have been taken to gain consent.



1 Discuss the following four scenarios as to whether consent was gained or given.

- A** Thom really likes Keira and keeps finding ways to see her during the day at school. He walks past her locker as often as he can. Keira kind of likes the attention, but she is not ready for a relationship. Thom posts selfies on his social media pages and they always have Keira in the background.

	Yes	No
Thom gained consent to post the pictures	<input type="checkbox"/>	<input type="checkbox"/>
Keira gave consent to post the pictures	<input type="checkbox"/>	<input type="checkbox"/>

- B** Archie and Lela have been going out for three weeks. Archie told Lela he was happy to kiss, but Archie doesn't enjoy Lela putting her tongue in his mouth. Archie feels bad and tries to avoid being alone with Lela. Lela attempts to kiss Archie in front of others because they are never alone.

	Yes	No
Lela gained consent to kiss Archie	<input type="checkbox"/>	<input type="checkbox"/>
Archie gave Lela consent to kiss	<input type="checkbox"/>	<input type="checkbox"/>

- C** Molly is in love! Molly is known to fall in love easily and desperately wants to get into a relationship. Molly sends multiple messages a day to Tayler and usually gets a one-word reply. Molly takes this as a positive and tells everyone they are together.

	Yes	No
Molly gained consent to tell everyone	<input type="checkbox"/>	<input type="checkbox"/>
Tayler gave consent to tell everyone	<input type="checkbox"/>	<input type="checkbox"/>

D Alex is at a party and has had a few drinks. Alex gets up the confidence to see if Sam wants to go outside with them and get cosy. Sam leads Alex out and starts kissing Alex.

	Yes	No
Sam gained consent to kiss Alex	<input type="checkbox"/>	<input type="checkbox"/>
Alex gave consent to be kissed	<input type="checkbox"/>	<input type="checkbox"/>

2 Do all these scenarios warrant getting consent? Why/Why not?

3 What do you need to do to gain affirmative consent?

4 Where could you go if you needed help in these situations?

UNCORRECTED PAGE PROOFS

1 Provide three examples of how people use their power for good.

2 List three examples of how people abuse their power.

3 Provide three examples of when power is needed (e.g. by police to stop a criminal).

4 **Recall** examples of power that exist in your day-to-day life at school (e.g. teachers enforcing correct uniform).

recall to remember; present remembered ideas, facts or experiences

5 **Reflect on** whether you see power existing out in the streets or community places (e.g. shopping centres, movie theatres).

Reflect on to think about deeply and carefully

6 Justify whether you have power. Where are you able to exert your power?

7 Provide examples of young people in the media exerting their power. What impact does this have on adults, do they listen, and do they do anything about it?

UNCORRECTED PAGE PROOFS

- 8 Draw a mind map with all of the relevant people in your life (for example, family, friends, teachers, your coach and anyone else you come in contact with on a regular basis). Put yourself in the middle of the page and list/draw these people around the outside of the map.
- a Take a blue pen and draw a line between you and each person that you have equal power with.
 - b Take a red pen and draw a line from you to each person that has power over you.
 - c Take a black pen and draw a line from you to each person that you have power over. Some people might have more than one line drawn to them.
- 9 Consider why some people might want to exert power over you.

propose to put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action

- 10 **Propose** what you would do if a person is exerting power over you and you believe they are wrong about something.

1 Define a respectful relationship.

2 Sometimes people think there are different expectations for males and females in a relationship. Identify some of these gender stereotypes that males and females are 'supposed' to do in relationships.

3 Discuss how gender stereotypes influence a respectful relationship.

4 Propose how we can influence people not to use these stereotypes in relationships.

5 List three signs you might see if a friend was in an abusive friendship/relationship.

UNCORRECTED PAGE PROOFS

6 Consider why people stay in an abusive friendship/relationship.

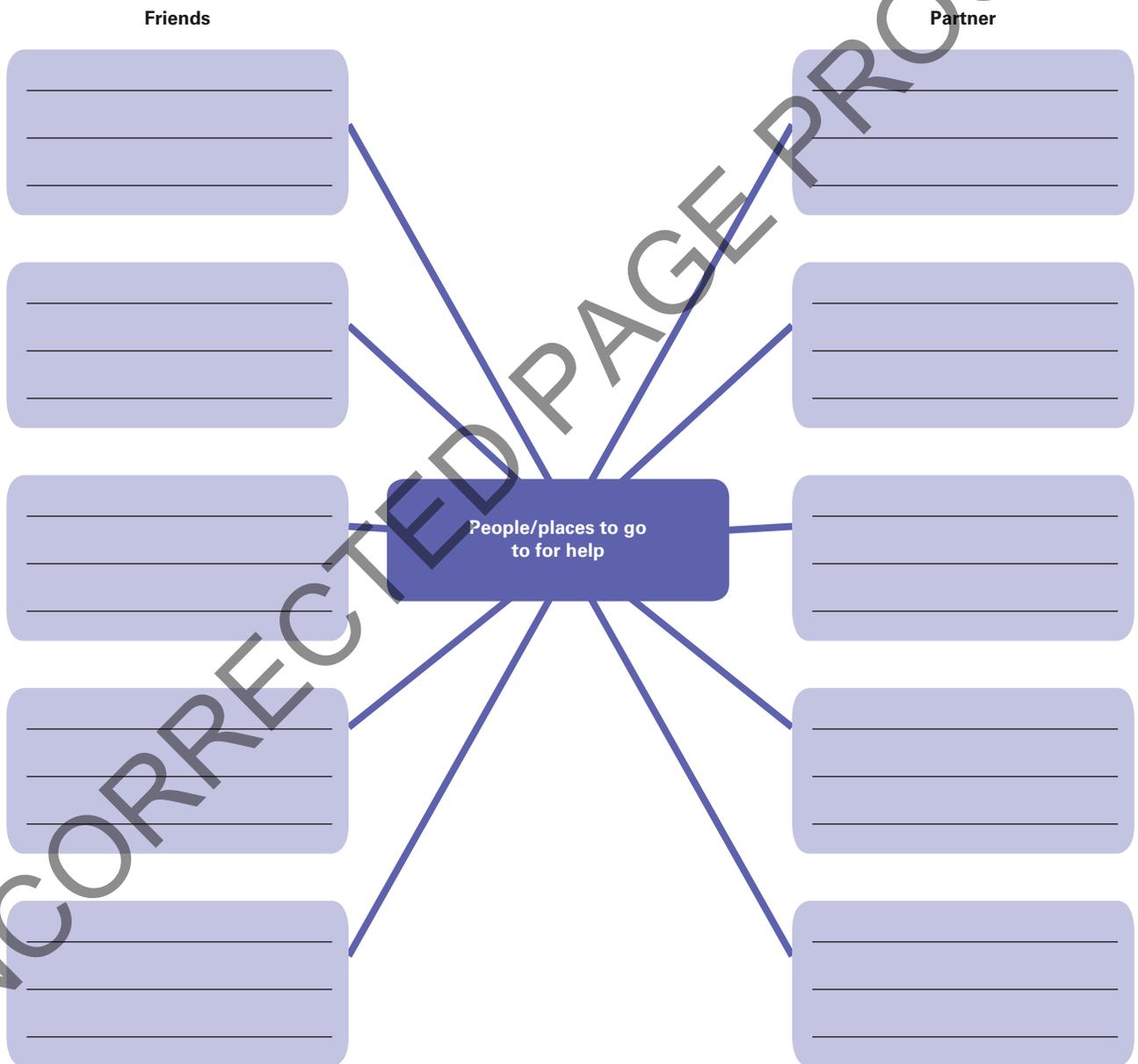
7 List three ways you could help a friend in an abusive friendship/relationship.

8 Discuss the following: It is better to have one or two good friends than 50 friends.

UNCORRECTED PAGE PROOFS

- 1 Using Figure 5.32 on page 222 as a reference, fill in the bubbles below with reasons that there may be conflict in a friend or a partner relationship. For each conflict identify a person and/or a place that you could go to if you, or someone you know, needed help with that conflict. For example: your friend getting a new partner and not spending as much time with you might be a conflict. You could talk to your friend about this, and possibly go to other friends to spend some time with them. Or you might talk to a trusted adult for advice.

SB
Pages XXX-X



CHAPTER 5 REVIEW

Reflect upon your learning in this chapter. Completing the following sentences will help to structure your thoughts about puberty and positive relationships.

1 Something I learnt about puberty is:

2 Something I learnt about respectful relationships is:

3 Something I learnt about power and privilege is:

4 One thing that surprised me was:

5 One thing I still wonder about is:

6 One thing I now want to know is:

6

THINK SAFE,
ACT SAFE,
BE SAFE



Worksheets:

- Bullying (p.128)
- Cyberbullying (p.129)
- Cyber Safety (p.130)
- Sharing Inappropriately (p.131)
- Personal Safety (p.133)
- Drinking to Hydrate (p.134)
- Ultraviolet Radiation (p.136)
- Water Safety (p.138)
- Sport Shoes (p.139)

- First Aid (p.141)
- Sport Injuries (p.143)

Weblinks (5):

- 9.5 Australian Bureau of Statistics • United Nations
- 9.6 Australian Bureau of Statistics • United Nations
- 9.7 Australian Bureau of Statistics • United Nations
- 9.8 Australian Bureau of Statistics • United Nations

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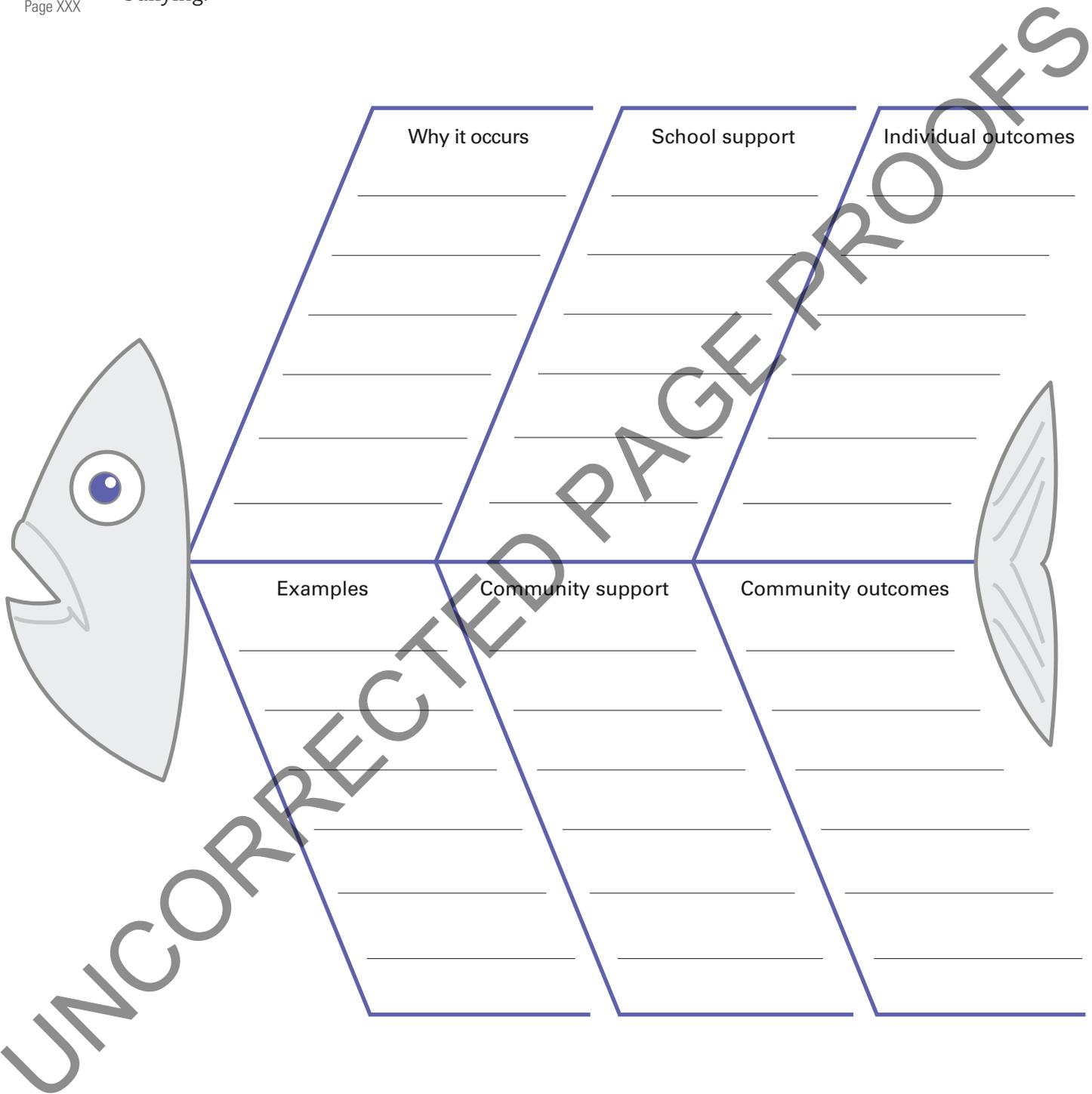
To access resources above, visit
cengage.com.au/nelsonmindtap

WORKSHEET 6.1

BULLYING



Bullying is a clear and unacceptable abuse of power. Complete the following fishbone diagram to demonstrate that you have considered some of the factors associated with bullying.



WORKSHEET 6.2

CYBERBULLYING

6



Pages
XXX-X

list text to
comes

Your task is to prepare an argument for a class debate on the topic 'Cyberbullying is worse than face-to-face bullying'.

In the table below, **list** three points that the 'affirmative' side might present to show why they agree with the statement. On the opposite side, list three points that the 'negative' side might present to argue why they believe that face-to-face bullying is worse than cyberbullying.

Cyberbullying is worse than face-to-face bullying	Face-to-face bullying is worse than cyberbullying
1	1
2	2
3	3

WORKSHEET 6.3

CYBER SAFETY



Page XXX

A KWFL table (what you already Know, what you Want to know, how you will Find out and what you have Learnt) is a fun way of taking stock of 'where you are at' in certain areas. Complete the first three columns of the KWFL table. Then conduct the necessary research to complete the last column. Present your information via a poster, tri-fold information brochure or web page.

Consideration	What you already Know	What you Want to know	How you will Find out	What you have Learnt
Basic safety tips to protect yourself online				
Appropriate and ethical use of ICT and online communication				
Maintaining private information and your 'digital footprint'				
Defining cyberbullying and where a victim can get help				
Protecting your computer from viruses and setting up a firewall				

Everything we share online leaves what we refer to as our 'digital footprint'. Your digital footprint — especially what you say and do on social media — may shape what people think of you, both now and in the future. That's why it's important to consider what kind of trail you are leaving, and what the impact might be.



- 1 In the footprint below, list types of personal details you have seen online, or heard people have shared online, that you think are either inappropriate or private. List the type of things you would not want others to share online about you.



UNCORRECTED PAGE PROOFS

- 2 An inappropriate photo or private information that is shared online with friends could end up damaging your chances of getting:
- a a position of leadership within your school (SRC rep, house/sport captain etc.)
 - b a part-time job
 - c a place on a sporting team
 - d a job interview
 - e entry to an overseas country.

discuss to talk or write about a topic, taking into account different issues or ideas

Discuss the potential effects of each of the above possibilities.

a

b

c

d

e

UNCORRECTED PAGE PROOFS

There are three steps that will help minimise your chance of harm in risky situations.

1. THINK

Think about any potential for a situation to become unsafe or risky. Listen to what your body is telling you: faster heart rate, increased sweating or an ‘uneasy feeling’.

2. EVALUATE

Assess the level of risk associated with a situation. Quickly decide whether the situation is risky, but under control, or whether it is too risky and potentially harmful for you and your friends.

SB
Pages
XXX-X

assess <text to come>

3. ACT

Act quickly to remove yourself from situations where you have determined your safety is at risk and things could go wrong for you or your friends.

Complete the following table, which considers different environments where your personal safety might be challenged:

- In the ‘Best case scenario’ column, provide two coping and helpful strategies.
- In the ‘Worst case scenario’ column, provide potential negative outcomes.

Scenario	Best case scenario	Worst case scenario
1 Your picture shared online, or on a mobile phone messaging platform		
2 Travelling to the city on public transport by yourself		
3 Wagging school (truancy)		
4 Catching up with another group of teens at a nearby river/beach		

WORKSHEET 6.6

DRINKING TO HYDRATE

Investigation skills



Hydration is important, especially when you are involved in physical activity. Survey your class to find out how many students follow the recommended strategy in the table below.

- Count the number of responses for each hydration strategy and convert this into a percentage by using the formula below:

$$\frac{\text{Number of students who use the strategy}}{\text{Number of students in the class}} \times 100 = \text{\% of students in the class who use the strategy}$$

Complete the following grid before you make your calculations.

	Drink at least 2 cups (500 mL) of water/other drink before physical activity	Drink at least 1 cup (250 mL) of water/other drink every 20 minutes during physical activity	Drink at least 2 cups (500 mL) of water/other drink after physical activity
Number of students			

- Using your calculations, graph your results, as three columns, below.



3 **Summarise** your findings and the recommendations you would make to your class about improved hydration strategies if you were a sports scientist.

summarise
to give a brief statement of a general theme or major point/s

4 How are 'sports drinks' such as Powerade or Gatorade different from 'energy drinks' such as Red Bull, Monster and V? You may need to discuss with others in your class, or do some research.

5 Are sports drinks worth the extra money, compared with simply drinking tap water?

UNCORRECTED PAGE PROOFS

WORKSHEET 6.7

ULTRAVIOLET RADIATION



Australia has high rates of ultraviolet radiation (UVR) and associated skin cancers.

- 1 In the space below, create a storyboard for a TV 'infomercial' about the dangers of UVR and how people can protect themselves while outdoors. In each of the boxes headed 'Scene', note the message that you want to get across to the audience. In the boxes headed 'Words/Information', write any lines you want to be spoken or included in the 'infomercial'.

Infomercial title:			
Scene 1	Scene 2	Scene 3	Scene 4
Words/Information	Words/Information	Words/Information	Words/Information
Scene 5	Scene 6	Scene 7	Scene 8
Words/Information	Words/Information	Words/Information	Words/Information

2 Advertisers often use 'shock tactics' to highlight the dangers associated with certain behaviours. Examples of these include the images on cigarette packets and the TV commercials that show negative outcomes for people who text or speed while driving or who have a poor diet and do not exercise.

a Do you believe these shock tactics are changing people's behaviours and improving their health? Discuss.

b Imagine you have been asked to design a shock tactics campaign to change people's complacent behaviour around the dangers of UVR and exposure to the sun. Briefly **outline** three different 'shocks' you would include in your campaign.

outline <text to come>

Shock tactic 1

Shock tactic 2

Shock tactic 3

UNCORRECTED PAGE PROOFS

WORKSHEET 6.8

WATER SAFETY



While Australia is an island with lots of beaches, both open and protected, there are also many lakes, rivers and other opportunities for people to have fun in and around water. Unfortunately, drownings also occur every year.

Your task is to design a tri-fold pamphlet that focuses on water safety at one of the following three environments:

- swimming pool
- beach
- lake/river.

In the space below write your ideas as if this was a 'brainstorming' or planning session. The first three columns represent the front of the pamphlet and the second three columns represent the back of the pamphlet – don't worry too much about how they fold on each other. Once you have finished your plan/sketch/information, swap with a classmate, who will then critically, but respectfully, offer you some suggestions to make improvements. You will do the same for them. If you agree that the suggestions are worth taking up, make the changes and then create your tri-fold pamphlet. If you do not believe the suggestions will lead to improvement, respectfully argue your point of view.

When creating your pamphlet, make sure you acknowledge your sources of information (if relevant).

Front

--	--	--

Back

--	--	--

When you walk into a sports store, you are likely to see hundreds of different types of sport shoes. Sometimes, people choose their shoes because of the way they look, rather than how they perform or whether they are suited to a specific type of sport. You might be wearing a pair of shoes that look good, but are not suited to the sport you are playing or the surface you are playing on.

- 1 Conduct a survey in your class, perhaps at the end of a Physical Education class. Find out how many students are wearing sport shoes that are suitable for the activity they have just done. Count the number of responses for each shoe type or feature and convert this into a percentage by using the formula below:

$$\frac{\text{Number of shoes that display the feature}}{\text{Number of students in the class}} \times 100 = \text{\% of students in the class whose shoes display the feature}$$

Complete the following grid before you make your calculations.

	Shoes have adequate cushioning/shock absorption in the heel	Shoes have adequate ankle support due to lacing design	Shoes are relatively light-weight	Shoes have adequate grip/tread design
Number of students				

- 2 Graph your calculations below. You did a similar exercise in Worksheet 6.6 so this time you have only been provided with the x- and y-axes of your graph. You will need to provide a heading and label both axes.



3 Briefly discuss why AFL players need to have three or four different pairs of football boots at the beginning of each match. What determines which pairs they wear, and why might they change these during the match?

4 Discuss the following statement: Cross trainers are better than sport-specific shoes because they are so adaptable.

5 It is trendy to have laces tucked into the side of runners, rather than tying them up. Discuss potential problems this may cause someone playing basketball or netball.

UNCORRECTED PAGE PROOFS

Dangers	I would attend to groups of people in the following order (1 = most urgent; 4 = least urgent)	My reason for treating the casualties in the order chosen

UNCORRECTED PAGE PROOFS

Physical Education classes provide students with positive learning experiences through active play, competition and involvement in physical activity. However, it's likely that on any given day, a student will be injured while participating in activities such as:

- basketball/netball
- softball/baseball
- football/soccer
- athletics/gymnastics
- hockey/lacrosse.

Choose one of the physical activity pairs above and identify a potential injury that might occur in each. Each activity must have a different type of potential injury. For each different injury, clearly **state** the steps you would take to provide or assist with first aid. Use the table below to organise your answers.



state <text to come>

Activity selection	Potential injury and how it is likely to occur	First-aid steps
Basketball/netball		
Softball/baseball		
Football/soccer		
Athletics/gymnastics		
Hockey/lacrosse		

CHAPTER 6 REVIEW

Reflect upon your learning in this chapter. Completing the following sentences will help to structure your thoughts about thinking, acting and being safe.

1 I learnt:

2 I didn't really understand:

3 I found these things interesting:

4 I enjoyed working with:

5 The next group that this is presented to should:

6 I would like to find out more about:

7 My favourite activity was:

8 It may have been good to also consider:

THE GREAT OUTDOORS



Worksheets:

- Sliding doors role-plays (p.146)
- The Mental and Physical Benefits of Being Outdoors (p.147)
- Tourist brochure (p.150)
- Outdoor recreation survey (p.151)
- Outside geocache search - A treasure hunt or is it really geocaching? (p.153)
- Trail riding (p.154)
- Listening quiz (p.155)
- Various ways to communicate information to others (p.156)

- A score course in orienteering (p.158)
- Orienteering: three cloverleaf courses (p.159)
- How did we do? (p.161)

Weblinks (5):

- 9.5 Australian Bureau of Statistics • United Nations
- 9.6 Australian Bureau of Statistics • United Nations
- 9.7 Australian Bureau of Statistics • United Nations
- 9.8 Australian Bureau of Statistics • United Nations



 Nelson MindTap

To access resources above, visit
cengage.com.au/nelsonmindtap

WORKSHEET 7.1

SLIDING DOORS ROLE-PLAYS

This activity highlights the importance of adequate preparation before you venture outdoors.

In this activity, groups of three or four students are to create a role-play based on a situation that could arise in the outdoors – for example the consequences of going out for a hike without proper planning or preparation. You will need to identify the beginning, the middle and the end of the scenario, and then perform either the beginning, the middle or the end of the scenario to the class.

Each section of the role-play might last for 30 seconds to a minute. The rest of the class must determine what might have happened in the other sections or what could happen at the end. As a challenge to the class, another two groups are invited to role-play the missing two sections.

The 'sliding doors' part of the role-play comes when the opposite occurs – appropriate and adequate planning. The group then presents a role-play that demonstrates a very different outcome to the previous poorly planned one.

Timing of outing	Poorly planned outing	Appropriately planned outing 'sliding door'
Before		
During		
After		

WORKSHEET 7.2 THE MENTAL AND PHYSICAL BENEFITS OF BEING OUTDOORS

7

CASE STUDY



Discover how the great outdoors is good for both body and mind

Spending time outdoors is great for us. Whether you're exercising, hanging out with friends or just admiring what's around you, breathing in the fresh air and getting a hit of Vitamin D gives us a chance to relax, reset and connect.

We're big nature fans, so we've put together some ideas for getting outside to help you feel better on the inside. Plus, there's tips on how you can stretch your legs and take in the scenery throughout Victoria, whether you're with friends or enjoying time to yourself.

What are the benefits of being in nature?

A growing amount of research suggests that spending time in nature is fantastic for your health. It's wonderful for your body. Plus, there are great psychological benefits to being in nature. Even a small amount of time immersing in nature can be beneficial for us.

- **Reduce stress and improve your mental health.** More and more research uncovers the benefits of nature on mental health. Even spending just 15 to 20 minutes in a green space can lower stress hormones.
- **A chance to exercise.** Get that double dose of wellbeing by not only enjoying nature but by exercising while in nature too. Regular exercise is great for our bodies and our minds. It doesn't have to be complex exercise either – a simple stroll through the trees or a nature reserve can do wonders for us.
- **Vitamin D.** Getting enough vitamin D is important for your muscles, bones and general health. Soaking up the sunshine is one of the best if not the best natural sources of vitamin D.

- **Get to know your local area and discover new places.** Victoria has a lot of beautiful areas to explore. Soak up those health benefits of being in nature while experiencing new parks, beaches and trails.

Tips for enjoying nature

Whether you live rurally or in a city, Victoria has lots of great opportunities to enjoy nature.

- **Plan a walk with friends (or by yourself).** From hiking to casual strolls, walking is a brilliant way to relax and exercise while enjoying a change of scenery. There are heaps of great walking trails around Melbourne and throughout Victoria. Use this time to catch up with your mates while you explore Victoria on foot. Prefer to walk solo? Cool. Taking a stroll by yourself gives you the extra freedom to head where you want, when you want. Love walking? Check out our article on the benefits of walking.
- **Enjoy your local parks.** Check out parks in your nearby area as a place to unwind. A great option for hanging with friends, taking time to yourself or relaxing on your lunch break.
- **Go camping.** Savour the outdoors with the many free and paid camping sites spread throughout Victoria. Camping can be a fantastic experience to connect with friends, new people, nature and yourself.
- **Get on the indoor plants bandwagon.** There are a lot of us that live in busy cities without access to a big garden. If you're missing natural beauty in your neighbourhood – or just want to get more of it – try growing plants indoors or on your balcony if you have one.

Play it smart and be prepared

If you're planning on heading out for a bit, remember to be safe and smart about what you're doing and the environment you're in. Wear sun protection and bring water for when you need it. Healthy snacks are great for keeping up energy and can be fun to share. Victoria can get wet and cold, so pack the appropriate layers. If you're heading somewhere remote or unusual, inform someone close to you like a friend, parent or carer about where you're going and when you plan to be back. Also, be aware of local critters – remember, it's their home too!

Victoria is filled with ways we can really enjoy nature. Keen to ride through Melbourne's bike paths? Do you prefer long walks on the beach? Or is it the exciting wilderness that does it for you? Whatever part of nature tickles your fancy, take the time to enjoy it. You deserve it. Your body and your head will appreciate it, too.

Source: <https://futurehealthy.vichealth.vic.gov.au/blog/benefits-being-nature>.

Read the article extract above, then use the following PMI (Plus, Minus and Interesting) table to explore it in more depth by identifying pluses, minuses and interesting things (or implications) associated with the topic.

Plus	Minus	Interesting/Implications

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- 1** Research recreational activities in Victoria; you could use the Visit Victoria website as a starting point. Choose one type of outdoor recreation that you believe would be popular among overseas tourists.
- 2** Research the work of organisations that are involved with efforts to reduce pollution and improve waste management and environmental awareness in the state.
- 3** Create a brochure advertising the outdoor recreational activity that you chose in question 1. Ensure that the brochure highlights the need for minimal impact and sustainability, and specifically targets what international tourists can do to help. Organise your ideas and layout in the space below before you create the final product.

Front

--	--	--

Back

--	--	--

Many recreational activities are possible in the great outdoors, and they have various benefits. Create your own outdoor recreation survey about how people use the outdoors and what they gain from it.

1 Use a website such as KwikSurveys, which is free after you register, to create your online survey. Here are some suggestions for questions to include on the survey.

- What is your age and gender?
- What outdoor activities have you participated in?
- Of the activities that you have participated in, which did you enjoy the most and why?
- On average, for how long did you participate in each activity?
- What costs were involved with the most enjoyable activity?
- Who encouraged you or what motivated you to participate in this activity?
- Which of the following health benefits did you gain from your experiences: physical, social, emotional, spiritual or environmental?
- What do you consider to be the major barriers that prevent people from experiencing the outdoors more frequently?

2 Using the results of your survey, answer the following questions.

a What was the most popular outdoor activity? Did this differ between genders?

b Which activity had the longest duration?

c What were the most expensive and least expensive activities?

Being involved in active outdoor recreation or adventure activities has many benefits – mainly for the individual, but for society as well. There are benefits in the following three areas.

Benefits for the individual

- Connection with other people and communities
- Enhanced capacity to nurture self
- Positive impacts on cardiovascular health, cancer prevention, diabetes and mental health
- Increased skills (physical, problem solving, self-awareness)

OUTSIDE GEOCACHE SEARCH – A TREASURE HUNT OR IS IT REALLY GEOCACHING?

Remember when you played ‘Marco Polo’ at the pool? It is a game many young students play where someone has their eyes closed (or is blindfolded) and they need to tag someone saying ‘Marco’ and ‘Polo’ as the finder gets closer or further away. You are going to play a different version of this game.

Get geocaching

Divide into groups of five and appoint two, geocachers (or finders) per group. While the geocachers wait inside, the teacher assists the other class members to hide a ‘cache’ outside. It could be anywhere on the school grounds. All class members then meet back at the classroom and reform their groups. The two geocachers from each group then go in search, with the three other class members following and giving directions. Ensure everyone knows where north, south, east and west are, because you will need to give/follow directions. Make sure your directions are as specific as possible – for example, ‘about 10 metres east’ or ‘head south when you reach the corner’.

When your team finds the cache, sign the logbook, then re-hide it exactly where it was before, for the next cacher to find and sign.

Some geocaching etiquette

- There is a need for stealth so that you don’t give away that there is a cache in that location.
- If the geocachers from more than one group arrive at a site at the same time, the first person to see the cache stands aside to give the geocachers from the other group a chance to find it too.
- **Consider** the environmental stewardship element of geocaching; that is, take care not to damage the flora or fauna in any way.



consider
to think deliberately or carefully about something, typically before making a decision



Shutterstock.com/Lasse Hendriks

WORKSHEET 7.6

TRAIL RIDING

Trail riding is a popular recreational activity, especially with younger people. The following extract is part of a survey of community attitudes towards outdoor recreation along a horse-riding trail network in Victoria.

The activities surveyed were running, picnicking, mountain biking, four-wheel driving, trail riding, bushwalking, horse riding and dog walking.

- Most respondents tend to have a slightly positive or neutral attitude to most non-motorised activities.
- Motorised activities affected nearly all respondents.
- The few horse riders who used the park did not report conflicts with nearly all non-motorised activities, but were negatively affected by motorised activities.
- Activities considered as having the largest number of social and environmental impacts were trail bike riding and four-wheel driving. Commonly perceived impacts were making too much noise, potential for injury or collision, damaging plants or animals and frightening wildlife.

Source: Griffith School of Environment, 2013



Your teacher will tell you about De Bono's six thinking hats (looking at decisions from different perspectives). After the class is organised into groups, each person is then allocated a thinking hat. Your task is to read the information in the extract above and **suggest** ways in which some of the negative environmental and social impacts of the recreational activities might be reduced. Explore the information using the format below:

- the white hat person is to focus on the data available; they are neutral and objective
- the red hat person is to focus on intuition, gut reaction and emotion
- the black hat person is to focus on the negative aspects, difficulties and weaknesses, providing logical reasons
- the yellow hat person is to focus on the positive, plus points, providing logical reasons
- the green hat person is to focus on being creative, providing ideas and alternatives
- the blue hat person is to focus on decisions about process – organising the thinking and planning for action.

Listening is an important aspect of communication but is often overlooked or neglected when people are trying to improve their communication.

- 1 Use the listening quiz below to determine how well you listen. Score yourself on the listening skill by awarding one point if you answer 'never', two points if you answer 'sometimes', three points if you answer 'often' and four points if you answer 'always'. Add up your scores to find out how well you listen.



Listening skill	Never (1)	Sometimes (2)	Often (3)	Always (4)
I try to give every person I speak to equal time to talk.				
I enjoy hearing what other people have to say.				
I wait until someone has finished talking so that I can then have my say.				
I listen even when I do not particularly like the person talking.				
I listen even when I do not agree with what the person who is talking has to say.				
I stop what I am doing while someone is talking.				
I look directly at the person who is talking and give them my full attention.				
I encourage other people to talk by my non-verbal messages.				
I ask for clarification of words and ideas I do not understand.				
I respect every person's right to his or her opinion, even if I do not agree with them.				

Your score:

Key:

- 30–40: You are a great listener.
- 20–29: You are a good listener.
- 10–19: You are not listening well to others.
- ≤ 9: You are a poor listener.

Everybody's Different, Jenny O'Dea, 2007. Reproduced by permission of the Australian Council for Educational Research.

VARIOUS WAYS TO COMMUNICATE INFORMATION TO OTHERS



THE GOAL

The goal of this activity is to traverse, with eyes closed or blindfolded, a designated area full of obstacles without touching any obstacle or any person.

METHOD

- 1 Select a 'playing field.' Go outside, if possible, but this activity can be done inside, even in rooms with fixed furniture (which can become objects to be avoided).
- 2 Distribute 'mines' – for example, balls or other objects such as bowling pins, cones, foam noodles, chairs, hats etc. Almost anything will work.
- 3 You need to lead a partner through a small minefield using verbal cues from the sidelines.
- 4 Partner 1 puts on a blindfold and attempts to walk across the minefield safely without touching the 'mines'.
- 5 Partner 2 gives Partner 1 verbal cues to direct them safely across.

RULES

- 1 Start on one end and move across the area to the opposite end.
- 2 Count the points for each object touched on the way across.
- 3 If a major value object is touched, or another classmate is contacted, the players must start over but keep the score of the first attempt to add to the second attempt.

EXTENSION/VARIATION: NON-VERBAL CUES

Objective: To lead the blindfolded teammate across the minefield using non-verbal cues (clapping, whistling, stomping etc.).

How to Play: Teammates use their non-verbal communication skills to help their partner cross the mine field safely with the fewest number of mine/classmate touches.

The games can be played competitively – for example, which pair is the quickest or has the fewest hits?

DISCUSSION

discuss to talk or write about a topic, taking into account different issues or ideas

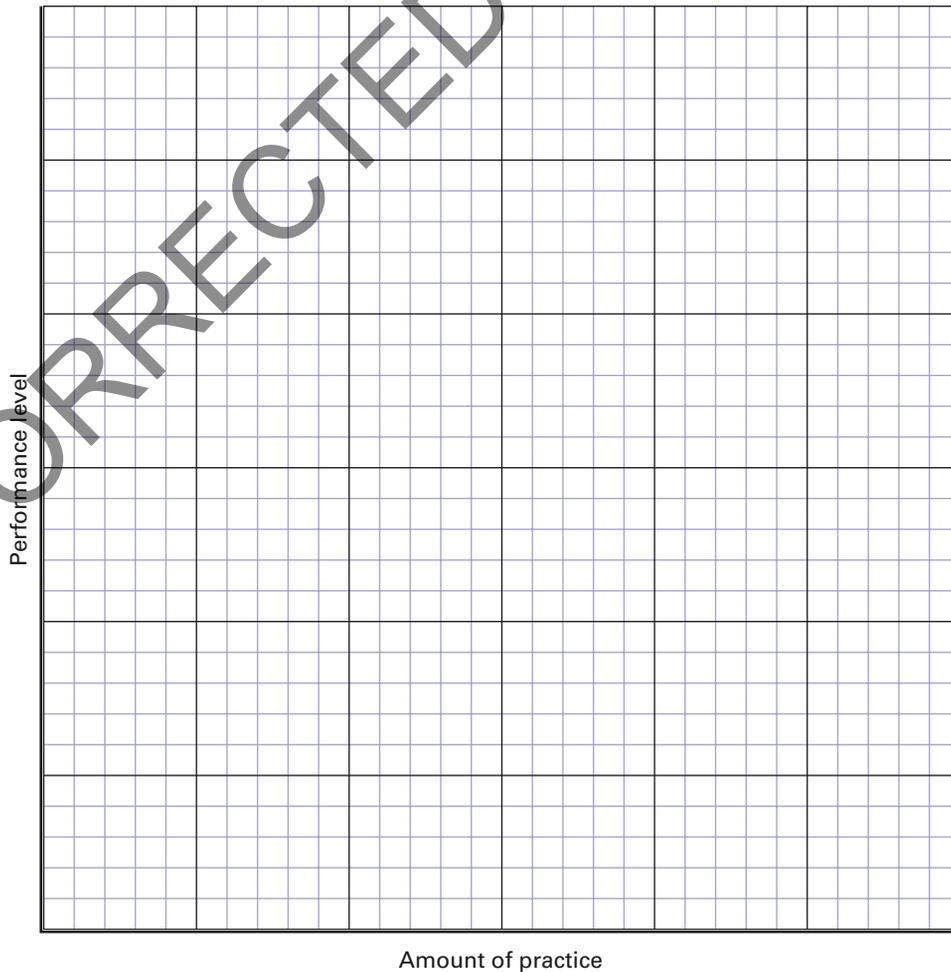
- 1 What was more effective, verbal or non-verbal communication? Briefly **discuss** why.

2 What effect did practice/repeat attempts have on performance?

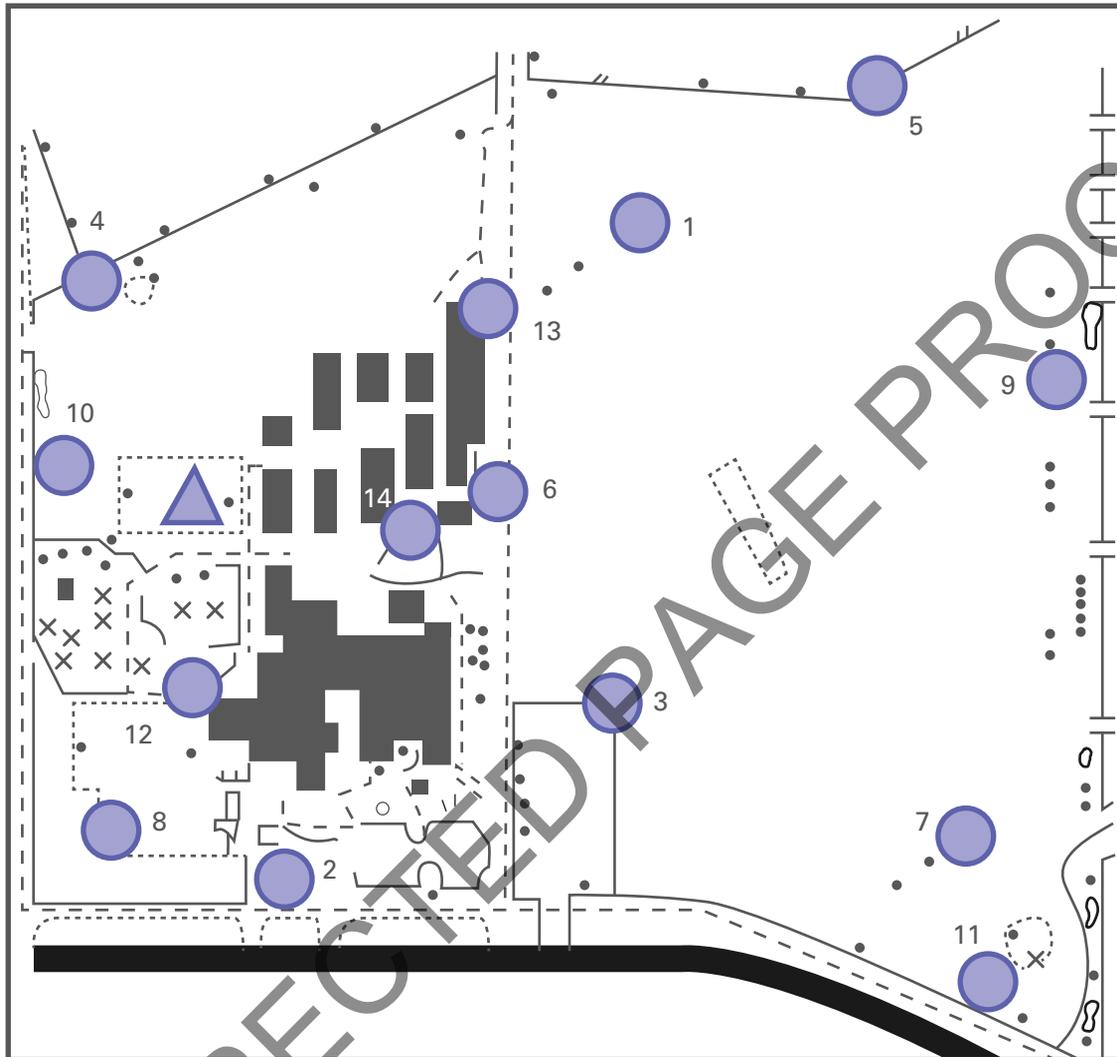
This activity requires the application of key skills and, like any new skill, is quite difficult to begin with but becomes easier with practice.

3 What are some of the skills you have improved in as a result of more practice? These might be physical skills, such as playing a particular sport; musical skills from rehearsing with an instrument; writing skills; mathematical skills etc.

Complete the graph below, which shows the relationship between amount of practice and performance levels.



WORKSHEET 7.9 A SCORE COURSE IN ORIENTEERING



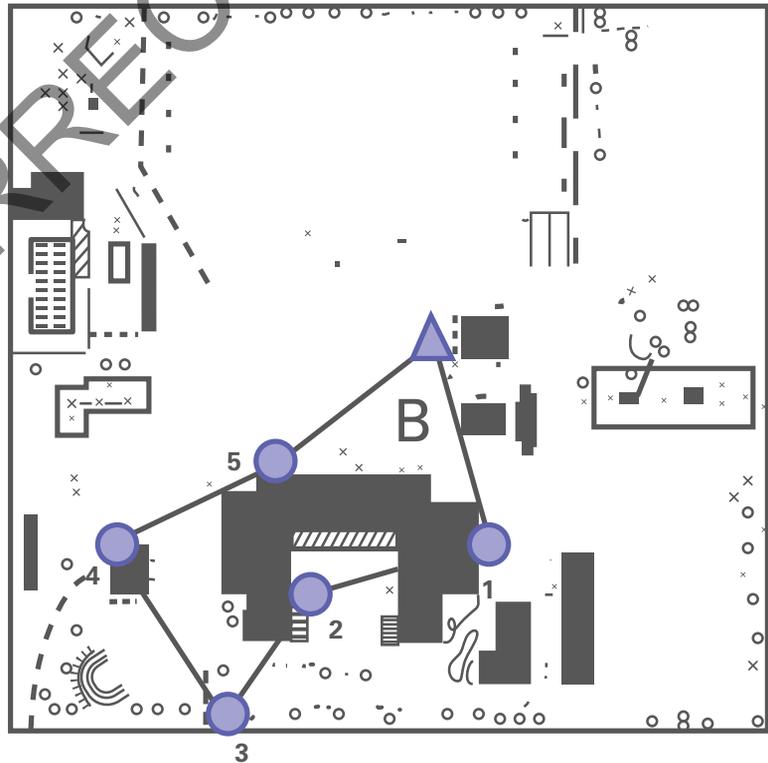
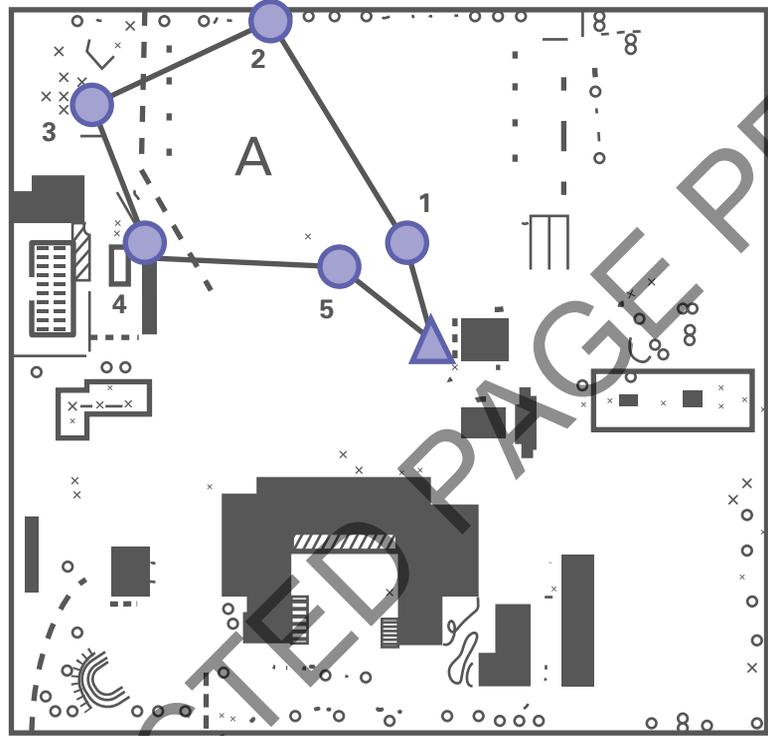
Your teacher will give you a map of your school, similar to the one above.

- 1 Under your teacher's supervision, set out 14–20 control points at different features around your school.
- 2 Use a table to allocate and record a points value to each control (e.g. 5/10/20 points). The aim is to gain the maximum score in the set time period (15 or 20 minutes, depending on the length and difficulty of the course).
- 3 All students start at the same time. There is no particular order you must follow; you just need to visit all the controls (numbers) in the shortest time.
- 4 A horn or siren will blow two minutes before your time is up, as a warning. You lose points for coming in late (e.g. 10 points per minute).
- 5 Good luck!

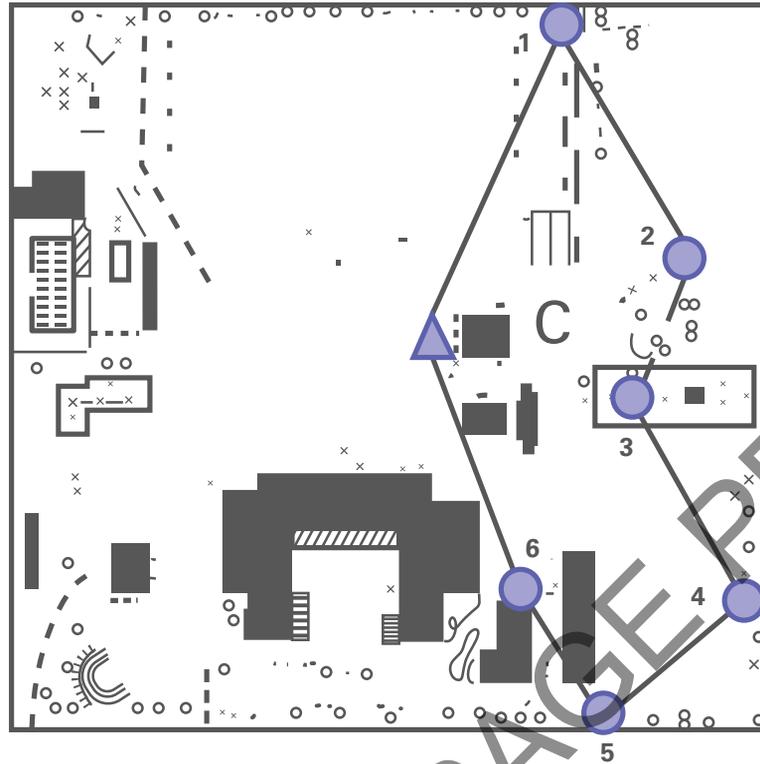
THREE CLOVERLEAF COURSES

Your teacher will set up three courses, A, B and C, around your school. There are 5–8 controls per course. Each student will be given one page with three separate courses marked on it (a cloverleaf). The next three maps are just examples of how each course would work; do not use them, as they do not have your own school buildings and features.

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This activity can be done individually or in pairs.

- 1 For each course, start at the triangle in the centre of the map.
- 2 Three pairs of students start every five minutes, one pair per course.
- 3 You must visit the controls in the set order.
- 4 When one course is completed, students move on to the second and third courses.
- 5 If you are fast, you will complete three courses in a session; if you are slow, you may do one or two.



Participate in a practical initiative game such as 'Madagascar'.

When you finish, make an analysis of the group's strengths, weaknesses, opportunities and threats (SWOT). Alternatively, you could **assess** your own performance. When all the analyses are completed, come together as a group and share your comments.

assess text to come>

SWOT analysis	
Strengths	Weaknesses
Opportunities	Threats
Action plan	

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CHAPTER 7 REVIEW

Reflect upon your learning in this chapter. Completing the following sentences will help to structure your thoughts about outdoor physical activity.

1 One aspect of the chapter I found interesting was:

2 I learnt:

3 I now know:

4 I was surprised that:

5 I enjoyed:

6 I will always remember:

7 Two skills I have learnt are:

8 I still wonder:

9 I think we learnt about this topic because:

8

PLAYING THE GAME AND BEING A GOOD SPORT



Worksheets:

- Pierre de Coubertin (p.164)
- Competent, literate and enthusiastic sportspeople (p.165)
- Creating new games: DISC GOLF (p.166)
- Target games (p.167)
- Net/wall games (p.168)
- Striking/fielding games (p.169)
- Territorial games (p.170)
- Design a sport season (p.171)

- Teams, competition and records (p.172)
- Student survey (p.173)
- Design your own game (p.176)

Weblinks (5):

- 9.5 Australian Bureau of Statistics
• United Nations
- 9.6 Australian Bureau of Statistics
• United Nations
- 9.7 Australian Bureau of Statistics
- 9.8 Australian Bureau of Statistics
• United Nations

 Nelson MindTap

To access resources above, visit
cengage.com.au/nelsonmindtap

WORKSHEET 8.1

PIERRE DE COUBERTIN



Page XXX

summarise
to give a brief
statement of a
general theme or
major point/s

Do a web search on Pierre de Coubertin. Use the following focus questions to **summarise** your understanding of his life and vision to restore Olympism across the globe.

1 Who was Pierre de Coubertin?

2 Why is the life and work of Pierre de Coubertin important to our understanding of sport and physical education participation?

Define to
state meaning
and identify or
describe qualities

3 **Define** the words 'elite', 'egalitarian' and 'truce'.

Elite: _____

Egalitarian: _____

Truce: _____

4 How are the values of Olympism celebrated:

a in schools?

b in sport?

COMPETENT, LITERATE AND ENTHUSIASTIC SPORTSPEOPLE

One of the goals of Health and Physical Education in Australia is to provide you with the tools and information you need in order to become a competent, literate and enthusiastic sportsperson. Complete the following statements about your current level of competence, literacy and enthusiasm.



1 I am competent in the following games and sports:

2 I am literate in the following games and sports:

3 I am enthusiastic about the following games and sports:

4 **Identify** people who you think are competent, literate and enthusiastic sportspeople.

Identify to distinguish; locate, recognise and name

5 What evidence can you provide to support your conclusion that these people are competent, literate and enthusiastic in the sports you identified in the previous question?

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WORKSHEET 8.3

CREATING NEW GAMES: DISC GOLF

Investigation skills

analyse
to examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences

- 1 Survey your class about their knowledge of the sport disc golf. Some questions you could ask are:
 - Did you know disc golf was a real sport?
 - Is disc golf a sport you are interested in playing?
- 2 Now ask your classmates whether they are interested in playing other sports, such as basketball, hockey or AFL.
- 3 **Analyse** the results of your question on sports your classmates are interested in playing by graphing the results below.

- 4 **Compare** the interest in disc golf to the interest in other sports. **Suggest** reasons for the results you find.



compare
to display recognition of similarities and differences and recognise the significance of these similarities and differences

suggest <text to come>

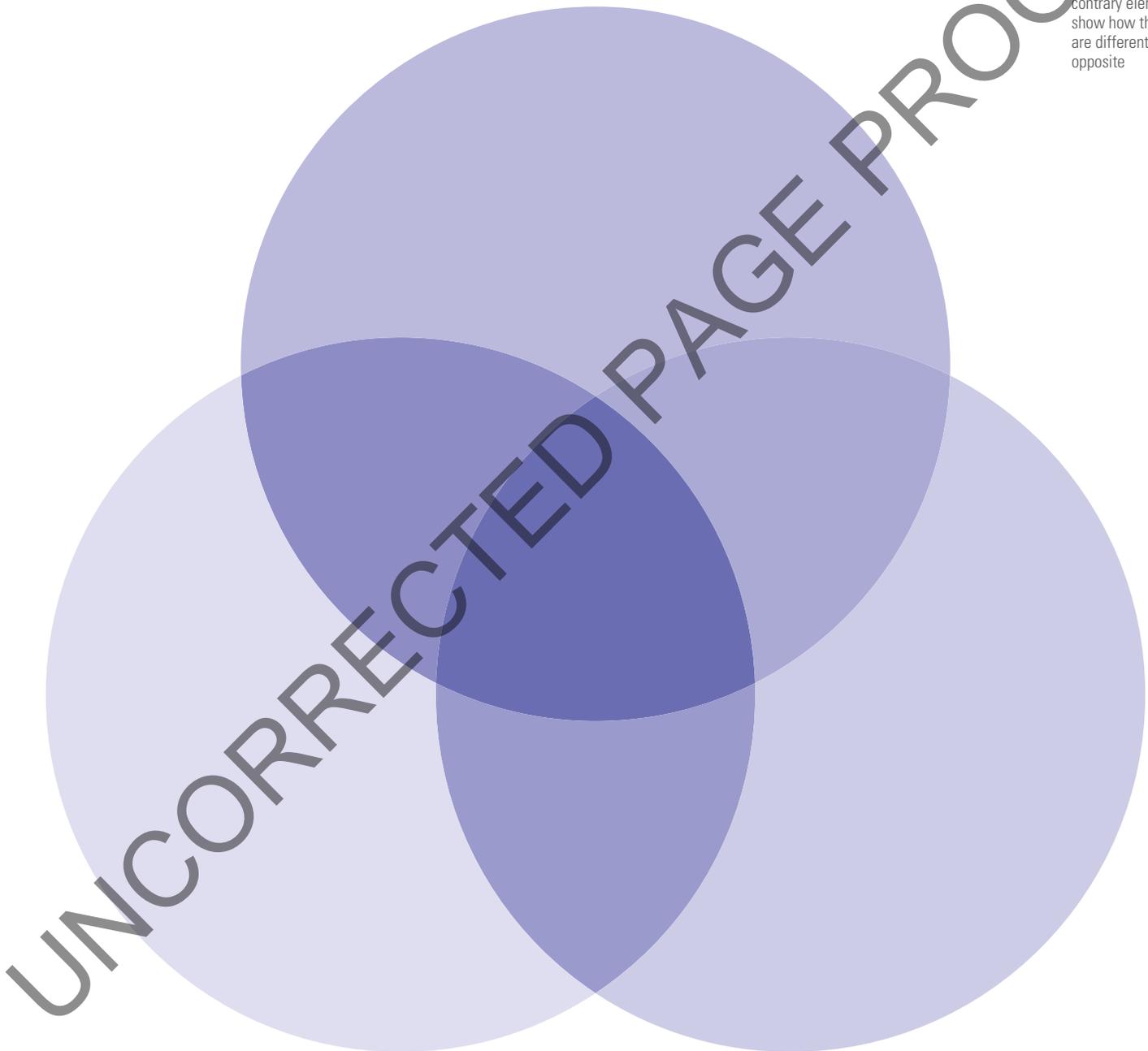
The aim of target games is to place a ball or other projectile near, in or on a target to achieve the best possible score. These games encourage and develop a high degree of precision in the skills of hand-eye coordination and concentration on a specific target.

All target games can be classified as either 'unopposed' target games or 'opposed' target games. Compare and **contrast** three different target games using a Venn diagram. Remember to say what is the *same* about each game (where the circles overlap) and what is *different* (where there is no overlap).



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contrast
to display
recognition of
differences
by deliberate
juxtaposition of
contrary elements;
show how things
are different or
opposite



WORKSHEET 8.5

NET/WALL GAMES



The aim of net/wall games is to send a ball or projectile into an opponent's court so it cannot be played or returned by your opponent. This means open space on the opponent's court becomes your target. You need to be able to place a ball or projectile into the open space of your opponent's court while covering and defending as much of the open space as you can in your own court.

assess <text to come>

1 Use the KWFL chart below to **assess** and research your understanding of net/wall games. For each game listed, fill in each column of the table to show:

- what you already **K**now
- what you **W**ant to know
- how you will **F**ind out
- what you have **L**earnt.

2 Once you have planned and conducted your research, present your information in a poster, brochure or web page.

Game	What you already Know	What you Want to know	How you will Find out	What you have Learnt
Tennis				
Badminton				
Volleyball				
Sepak takraw				
Pickleball				
Speedminton				

Some of the key words used in striking/fielding games are listed in the first column of the table below. Fill out the second column with your own definition of each word, the third column with the *actual* definition and the fourth column with a sentence that uses this word in the context of the sport in which it is played.

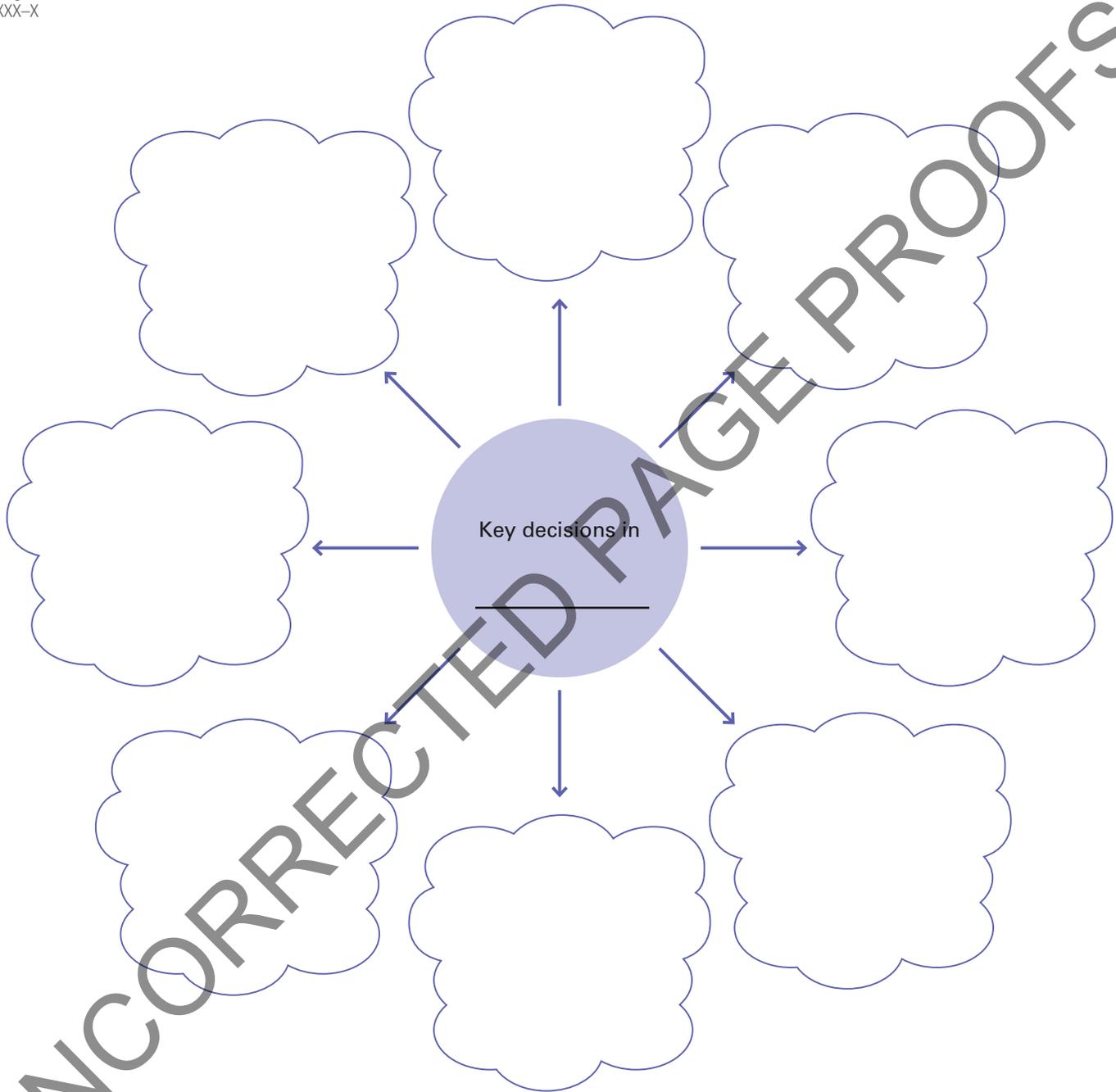
SB
Pages
XXX-X

Word	What I think it means	What a reference says it means	How I can use it in a sentence about a specific striking/fielding sport
Innings			
Run			
Bunt			
Foul			
Strike			
Ball			
Delivery			
Block			
Over			
Boundary			



Pages
XXX-X

- 1 Brainstorm the key decisions that a player needs to make in a 'territorial game' of your own choosing.



Use the table below to **explain** the pre-season considerations needed when designing a sporting season in your school.



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explain to make an idea or situation plain or clear by describing it in more detail or revealing relevant facts

Task	Consideration	Action to happen at my school
Sport chosen		
Space		
Equipment		
Teams		
Duty teams		
Administration		

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WORKSHEET 8.9 TEAMS, COMPETITION AND RECORDS



Pages
XXX-XX

Using the information in your student book on team membership, competition and records, complete the following tasks.

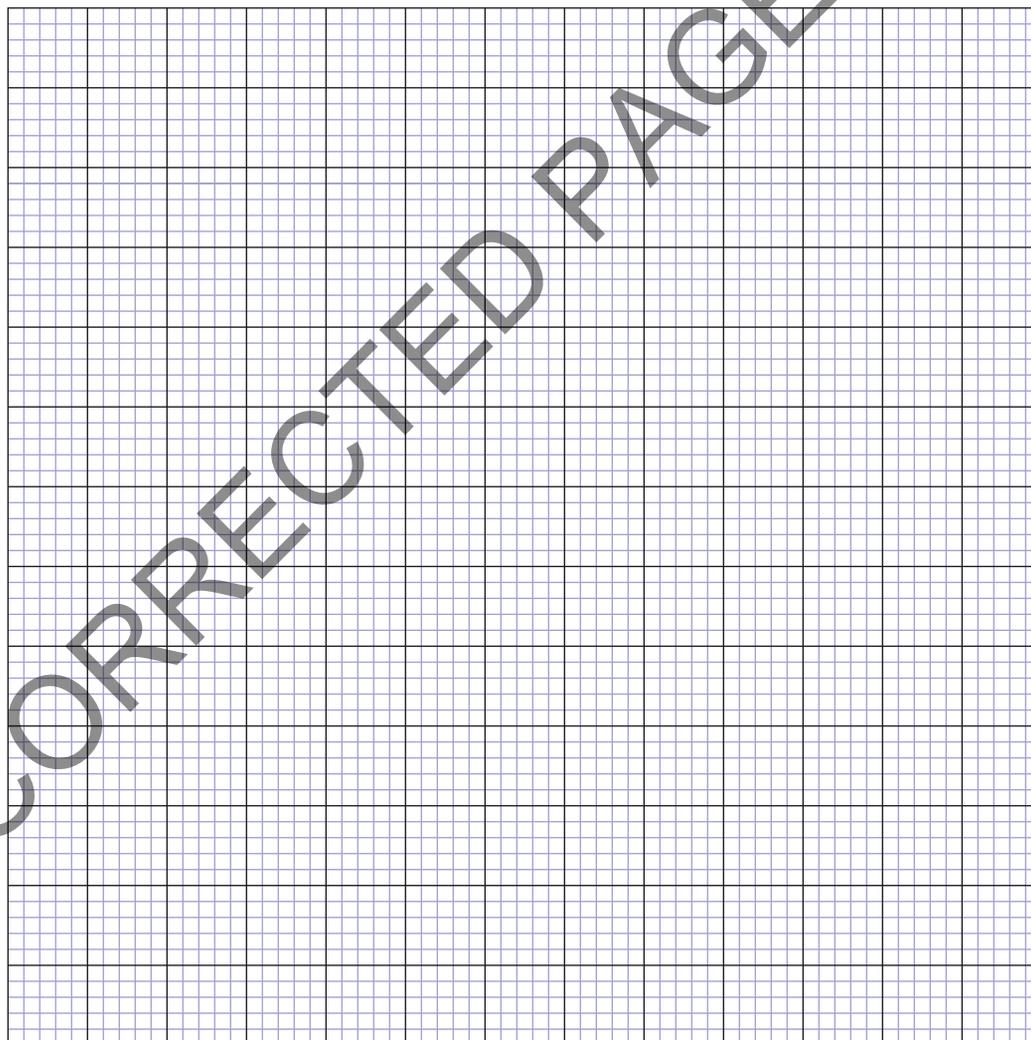
Choose one activity from each row of the table below to complete.

	Challenging	More challenging	Most challenging
Row 1	<p>Write a journal entry about when you needed to be reminded or prompted to participate.</p> <ul style="list-style-type: none"> • What was the activity? • Why did you need to be reminded or prompted to participate? 	<p>Describe an instance when you took an active and leading role as a member of a sporting team.</p> <ul style="list-style-type: none"> • What was the activity? • Why did you take an active and leading role? • How did it make you feel? • What did you learn from the experience? 	<p>Explain the social meaning you have personally drawn from being a member of a sporting team.</p> <ul style="list-style-type: none"> • What were the positive and negative experiences? • How did these experiences make you a better person?
Row 2	<p>Watch a televised sporting event and list the jobs of all the people you observe contributing to the success of that competition.</p>	<p>Think about all the roles and jobs that need to be fulfilled for a formal competition to occur in the sport of your choice. Summarise the roles and jobs, outlining the three most important aspects of each job.</p>	<p>Imagine you are given the task of running a school sporting carnival. How would you manage this?</p>
Row 3	<p>Read the sports section of a newspaper from your nearest city. Make a list of all the sporting records they contain.</p> <ul style="list-style-type: none"> • Which sports are represented? • How many sports are only played by men/women? 	<p>Track the performance of your favourite sporting team over the last month from publicly available sources. Analyse their progress.</p> <ul style="list-style-type: none"> • What can their success/downturn be attributed to, based on these records? • What additional information do you need to have to improve your analysis? 	<p>Create a tool (digital or non-digital) that helps individuals keep track of all the vital statistics and judgements that occur in a sport of your choosing.</p>

- 1 Survey your class to find out what games/sports your classmates participate in during their free time. Using the games classification system, classify each of their activities as either a target game, net/wall game, striking/fielding game, territorial game or other kind of game.
- 2 Count the number of responses for each activity and convert the total number in each game to a percentage:

$$\frac{\text{Number of students who do the activity}}{\text{Number of students in the class}} \times 100 = \begin{matrix} \% \text{ of students in the class} \\ \text{who do the activity} \end{matrix}$$

- 3 Graph your results on the axes below. For further analysis, graph by a demographic suited to your class; for example, gender or cultural background.
Construct a column graph, with one coloured column for each demographic per activity.



construct to create or put together (e.g. an argument) by arranging ideas or items

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compare
to display recognition of similarities and differences and recognise the significance of these similarities and differences

4 Compare how participation in physical activity changes depending on your chosen demographic.

5 Now survey the class to find out what roles students have adopted in different games/sports during their free time. Classify them into duty or team roles.

DUTY ROLES

Most sporting competitions require a referee/umpire and a scorekeeper, and may also include an assistant referee, touch judge, boundary umpire and judges. It is the duty team's responsibility to manage their participation during the competition.

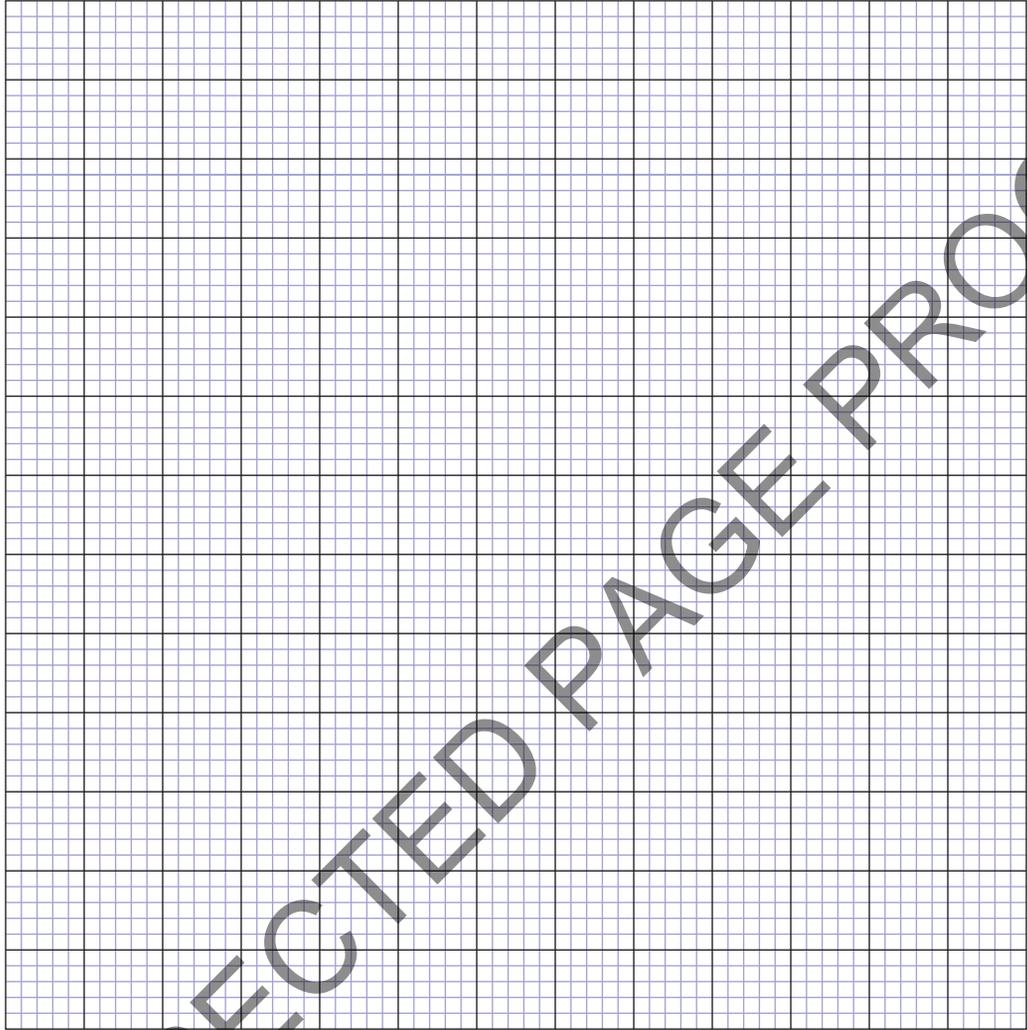
TEAM ROLES

Team roles are non-player roles that encourage the functioning of individual teams. They may include coach, manager, trainer and fitness leader.

1 Count the number of responses for each type of role and convert the total number to a percentage:

$$\frac{\text{Number of students in the role}}{\text{Number of students in the class}} \times 100 = \text{\% of students in the class performing that type of role}$$

- 2 Graph your results on the axes below. Construct a column graph, with one coloured column for each of the demographics you chose to analyse.



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WORKSHEET 8.11

DESIGN YOUR OWN GAME



Page XXX

design to produce a plan, simulation, model or similar

Design a new game based on the games classification system.

- 1 Use the table below to explain each of the fundamental rules that exist in your game.

The four fundamental rules

- 1 *Scoring rules*: the skills needed to score points
- 2 *Player rights*: including equal chances to score points
- 3 *Freedom of action*: special actions players have with the ball that give the game its specific character
- 4 *Physical engagement*: ensuring the three rules above are respected through fair play and appropriate conduct

Scoring rules	Player rights	Freedom of action	Physical engagement

- 2 In the space below, draw a diagram of the playing space of your new game. Ensure you include all the important line markings and a key that allows your teacher to **interpret** dimensions of the playing space, and the measurements of goals, targets, net heights and so on.

interpret <text to come>

- 3 In your next Physical Education lesson, ask your teacher to pick the best games of your class and see if they can teach each game to the rest of the class using just the students' instructions. You may need to help them if they get it wrong, though! Good luck!

CHAPTER 8 REVIEW

Reflect upon your learning in this chapter. Completing the following sentences will help to structure your thoughts about playing the game and being a good sport.

1 I think we learnt about this topic because:

2 I wondered:

3 I learnt:

4 I now know:

5 I was surprised that:

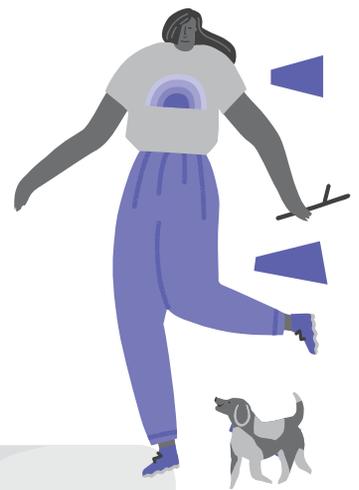
6 I will always remember:

7 I still wonder:

8 I now plan to:

9

ENHANCING PERSONAL FITNESS THROUGH LIFELONG PHYSICAL ACTIVITY



Worksheets:

- Lifelong physical activity (p.180)
- activity survey (p.182)
- Lifelong physical (p.182)
- Components of fitness mix and match (p.184)
- Designing a Physical Activity circuit at home (p.186)
- Fitness cartoons (p.189)
- Comparing muscular strength and muscular endurance (p.190)
- How flexible are you? (p.192)
- Measuring your body's response to physical activity (p.194)
- Talk test (p.197)
- CLASS questionnaire (p.198)
- Using social support to get active (p.201)

- Hop to it (p.203)
- Creating a TV commercial (p.205)
- Getting active (p.206)
- Evaluating the health of your school (p.209)
- Frequent mover program (p.212)
- Goal setting for success (p.214)
- Getting active at home: role-play (p.217)
- Reminding yourself to be active (p.218)

Weblinks (5):

- 9.5 Australian Bureau of Statistics • United Nations
- 9.6 Australian Bureau of Statistics • United Nations
- 9.7 Australian Bureau of Statistics • United Nations
- 9.8 Australian Bureau of Statistics • United Nations

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WORKSHEET 9.1

LIFELONG PHYSICAL ACTIVITY



Pages XXX–X

Lifelong physical activities are sometimes referred to as 'lifestyle' or 'lifetime' physical activities.

Lifelong physical activities:

- will improve your health if you perform them regularly
- should be performed daily
- can easily fit into your daily routines
- may feel light and easy for you while you are young, but will make you work harder when you get older
- are easy to perform even with a low personal level of fitness or skill
- use more energy than just sitting down
- should be kept up throughout your whole life
- require very little equipment
- can be performed anywhere, any time and even on holidays
- can be performed on your own or with one or two others
- that don't make you 'huff and puff' really hard are likely to become part of your daily routine.

Identify
to distinguish;
locate, recognise
and name

1 Identify two activities that you currently participate in each week at home and school that could be classified as lifelong physical activities.

Home

School

2 In the box on the next page, draw or paste an image (photograph or diagram) of someone performing a lifelong physical activity. Label your image with five characteristics of lifelong physical activities from the list above. Refer to the example below, but use different characteristics from those provided in the example.



- 1 Expend more energy than rest
- 2 Can be performed at a moderate intensity
- 3 Can be performed on your own or with a small group of people
- 4 Can be performed with minimal equipment
- 5 Can be performed throughout the lifespan

WORKSHEET 9.2

LIFELONG PHYSICAL

ACTIVITY SURVEY

Investigation skills

The aim of this activity is to **analyse** what types of lifelong physical activities are participated in by your class.

- Using the table below, survey the class about lifelong physical activities they participate in at least once per week.

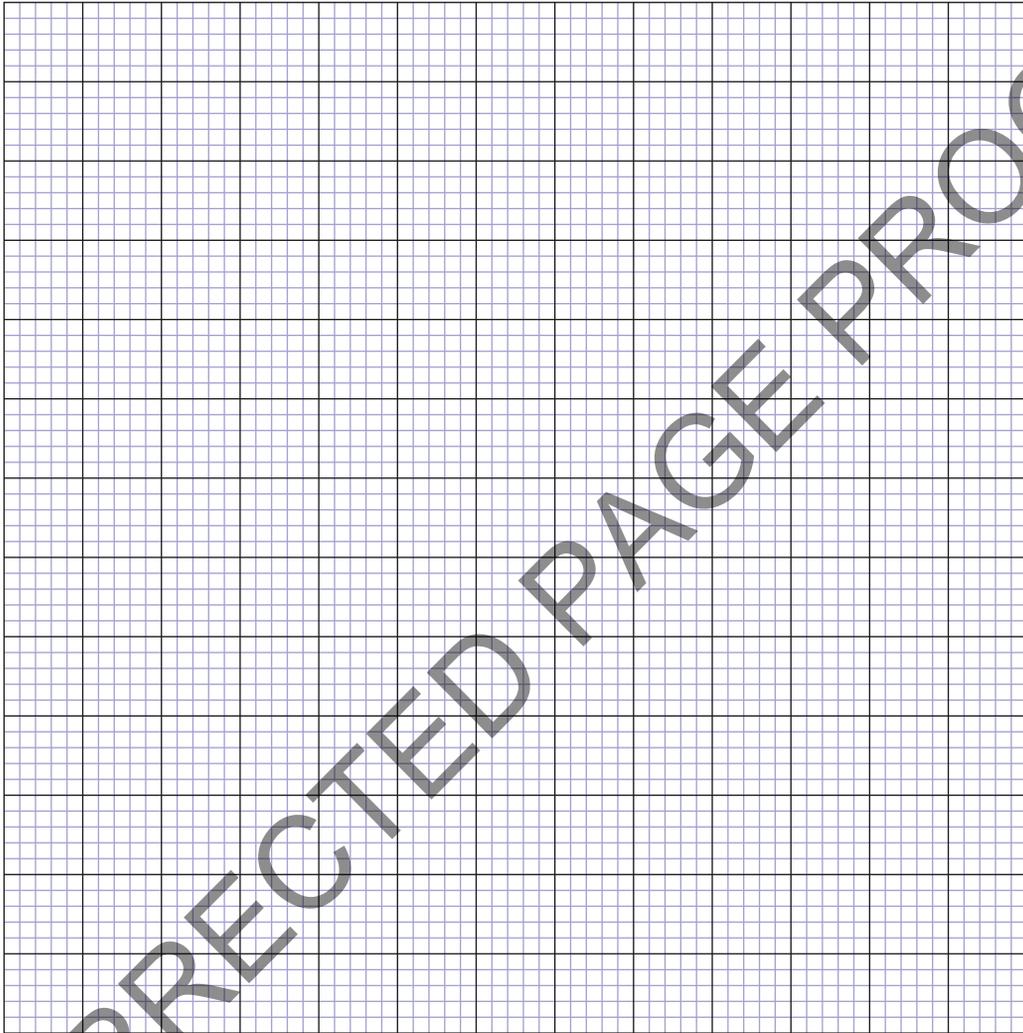
analyse
to examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences

Lifelong PA	Tally of participation	Class total
Badminton		
Aqua aerobics		
Bike riding		
Canoeing		
Dance		
Fitness (e.g. classes, aerobics, circuits)		
Cricket		
Household chores		
Gardening		
Golf		
Dog walking		
Flying disc		
Skateboarding		
Running		
Swimming		
Surfing		
Squash		
Tai Chi		
Tennis		
Walking		
Weight training		
Yoga		
Other: _____		

Investigation skills

- 2 As a class, collate this data so you **calculate** a total for each lifelong physical activity. Use the table above to add the totals.
- 3 Graph the totals for each lifelong physical activity participated in by *at least one person* in your class.

calculate
<text to come>



- 4 **Outline** the five most common lifelong physical activities participated in by your class.

outline <text to come>

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WORKSHEET 9.3

COMPONENTS OF FITNESS

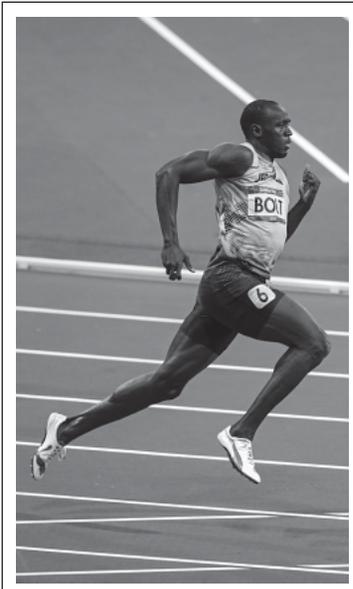
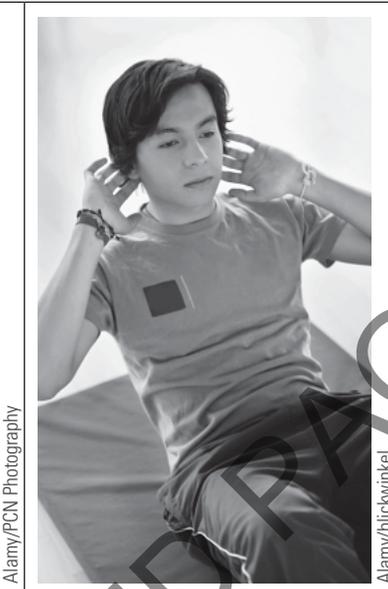
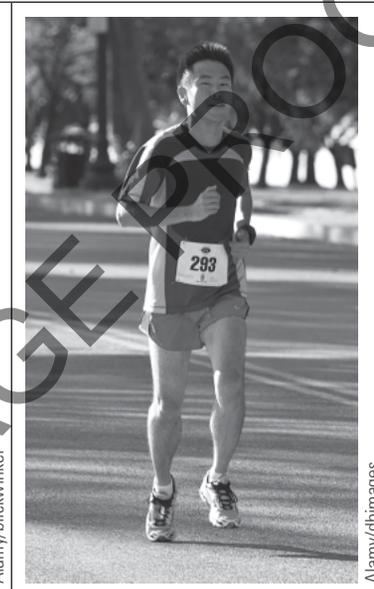
MIX AND MATCH

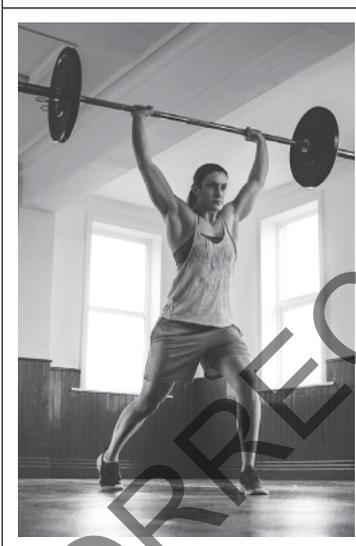


Pages
XXX-XX

examine to investigate, inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue

1 **Examine** the photographs in the table and find the best match for each component of fitness. Draw an arrow from the component term in the centre of the table to the most appropriate image representing this fitness component. Note: the sprinter is the only image that best depicts two components of fitness; the remaining images relate to one component each.

 <p>Alamy/PCN Photography</p>	 <p>Alamy/bickwinkel</p>	 <p>Alamy/dbimages</p>
 <p>Getty Images/Jono Seattle</p>	<p>Body composition</p> <p>Balance</p> <p>Reaction time</p> <p>Muscular power</p> <p>Speed</p> <p>Agility</p> <p>Coordination</p> <p>Aerobic capacity</p> <p>Muscular strength</p> <p>Muscular endurance</p> <p>Flexibility</p>	 <p>Shutterstock.com/trubavin</p>

 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Alamy/Action Plus Sports Images</p>	<p>Body composition</p> <p>Balance</p> <p>Reaction time</p> <p>Muscular power</p> <p>Speed</p> <p>Agility</p> <p>Coordination</p> <p>Aerobic capacity</p> <p>Muscular strength</p> <p>Muscular endurance</p> <p>Flexibility</p>	 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Shutterstock.com/Robert Crum</p>
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Getty Images/SolStock</p>	 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">iStockphoto/jonathandowney</p>	 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Getty Images/GABRIEL BOUYS</p>

2 If you had to find other images that show the following components of fitness, what images could you use? **Describe** an example for each.

Speed: _____

Coordination: _____

Body composition: _____

Flexibility: _____

Balance: _____

describe to give an account of characteristics or features

WORKSHEET 9.4 DESIGNING A PHYSICAL ACTIVITY CIRCUIT AT HOME



Page XXX

evaluate to examine and judge the merit, significance or value of something

The aim of this activity is to design, apply and **evaluate** a physical activity circuit you could use at home, making use of recycled equipment or inexpensive sporting or household items.

Search around your home, yard and garage for any of the following items:

- brooms
- broom handles
- buckets and containers
- small balls (e.g. tennis balls)
- frisbees
- PET milk or cordial containers that could be filled with water
- hay bales, milk crates, cardboard boxes or other items that could be used as low steps
- pool noodles
- tarps, towels
- chalk
- ropes (e.g. skipping ropes).

1 In the space below, design the layout of your circuit. Show where each station will be located and draw the equipment to be used. Describe briefly the activity to be performed at each station and label the equipment to be used, keeping in mind safety considerations.

Adapt your previously acquired knowledge and skills from circuits you have completed at school or in the community to your home circuit. Also use your imagination to create completely new ideas.

2 Describe where in your home or garden you could complete your physical activity circuit.

3 Use the blank table on the next page to **summarise** the activities in your circuit. Use a star or other graphic device to identify the fitness components that can be developed by the activities carried out at each station. Use the table below as an example.

summarise
to give a brief statement of a general theme or major point/s

2 mins per station × 2 circuit laps	Health-related fitness component developed				
	Aerobic capacity	Muscular strength	Muscular endurance	Flexibility	Body composition
Step-ups onto a wooden step	★		★		
Lifting two buckets filled with water using a bent-over rowing action		★			
Wrapping a towel around your feet and pulling your trunk towards your legs				★	
Skipping rope	★			★	★
Bicep curls using 2 × 2-litre PET containers filled with water			★		

Complete this table for your physical activity circuit.

2 mins per station × 2 circuit laps	Health-related fitness component developed				
	Activity description	Aerobic capacity	Muscular strength	Muscular endurance	Flexibility

reflect on to think about deeply and carefully

4 a **Reflect on** the design of your circuit, considering factors such as the selection of physical activities, the sequence (e.g. did the order allow you adequate rest for particular muscle groups?), what fitness components were addressed and the equipment selection. Discuss the strengths and limitations of your design and implementation of your circuit.

b Review your discussion and make a judgement about whether or not your physical activity circuit used an adequate range of different fitness components, was enjoyable and sustainable. (E.g. Would you consider doing it again regularly? **Explain** why or why not.)

explain to make an idea or situation plain or clear by describing it in more detail or revealing relevant facts

5 Using the simple and inexpensive items listed on page 188, create a game you could play at home, either by yourself or with one or two other people. You need to create:

- a** a name for your game
- b** a description of the game (also use a diagram if possible)
- c** a list of equipment to be used
- d** the rules of the game
- e** a scoring system if relevant.

The aim of this activity is to locate and describe a cartoon that portrays a fitness component.

1 Search online for 'fitness components' or search online images for 'fitness cartoons'. Find a cartoon that depicts a particular fitness component. Save or print a copy of the cartoon. Complete the following tasks.

a Identify the relevant component of fitness depicted by the cartoon and classify it as a health-related or skill-related component of fitness.

b Explain how the cartoon depicts the particular fitness component.

c Describe one exercise you could use to develop this component of fitness.

d Display the cartoons in your classroom or somewhere else in your school such as homeroom, gymnasium, locker bay etc. Make sure you check with teachers first to obtain approval to 'post/display' these.

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WORKSHEET 9.6

COMPARING MUSCULAR STRENGTH AND MUSCULAR ENDURANCE



The aim of this activity is to understand the difference between muscular strength and muscular endurance.

Participate in activities that require the use of muscular strength and muscular endurance (refer to the table below) either during class time or for homework.

Muscular strength	Muscular endurance
Pushing against a wall using maximum force.	Doing continuous sit-ups for 1 minute.
Pushing against a partner safely.	Doing continuous push-ups for 1 minute.
Lifting a heavy weight using correct technique (bent knees, keep back straight, and tense your stomach and core muscles).	Doing continuous squats or lunges for 1 minute.
Picking up several shopping bags and putting them into a car.	Using a rowing machine or swimming laps. Using an exercise bike/cycling. Walking up several flights of stairs.

define to state meaning and identify or describe qualities

1 **Define** muscular strength and muscular endurance and then check your answers with your teacher. Correct them if they were wrong.

Muscular strength

Muscular endurance

WORKSHEET 9.7

HOW FLEXIBLE ARE YOU?



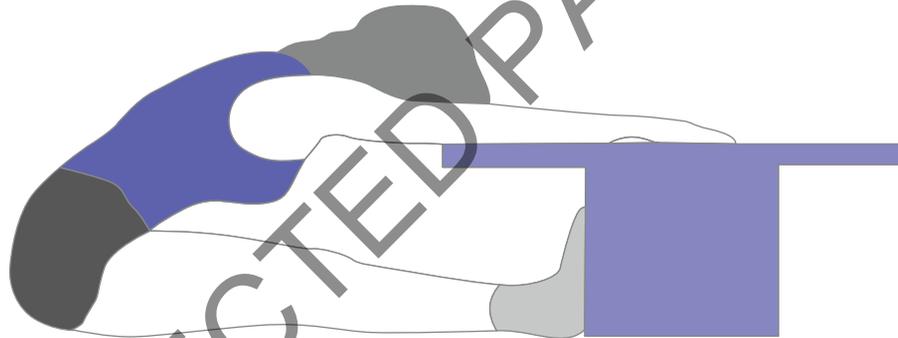
The aim of this activity is to measure your hip and trunk flexibility.

Complete the following static flexibility test for hips and trunk. All you need to conduct this test is a sit-and-reach box and a ruler. The table below displays norms in centimetres for the modified sit-and-reach test.

Males (cm)	Rating	Females (cm)
< -5	Poor	≤ 5
-5-1	Fair	6-9
2-5	Average	10-12
6-9	Good	13-16
> 9	Excellent	> 16

Method

- Complete a 10-minute warm-up and remove your shoes.
- Sit with your legs fully extended and knees locked.
- Place the soles of your feet against the sit-and-reach box.



- Place your hands one on top of the other and lean forward.
- Reach forward as far as possible, with your fingertips sliding along the ruler on the box.
- Before you measure the final number in centimetres you must hold your final position for 2 seconds.
- Perform the test three times and calculate the average.

compare to display recognition of similarities and differences and recognise the significance of these similarities and differences

state <text to come>

$$\text{____ (Score 1) + ____ (Score 2) + ____ (Score 3) = } \frac{\text{Total score}}{3} = \text{Average score}$$

- 1 **Compare** your calculated average to the norms in the table above and **state** your rating.

2 Explain why it is important to be flexible.

3 Discuss whether it is possible to be flexible in one muscle group but not another.

4 Go online and research the 'shoulder rotation test'. Describe how this test is used to determine flexibility and outline the procedure.

5 Describe why shoulder flexibility would be important during the following movements:

a Putting a shirt on

b Bowling in cricket

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WORKSHEET 9.8 MEASURING YOUR BODY'S RESPONSE TO PHYSICAL ACTIVITY

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The aim of this activity is to practise measuring your heart rate and evaluate which physical activity is associated with the highest intensity.

MEASURING YOUR HEART RATE (PULSE)

- **Radial pulse:** place two fingers on your wrist, just below the base of the thumb.
- **Carotid pulse:** place two fingers (index and middle fingers) on either side of your neck. Do not press hard. If you measure your carotid pulse on the right side, use your right hand and press gently.



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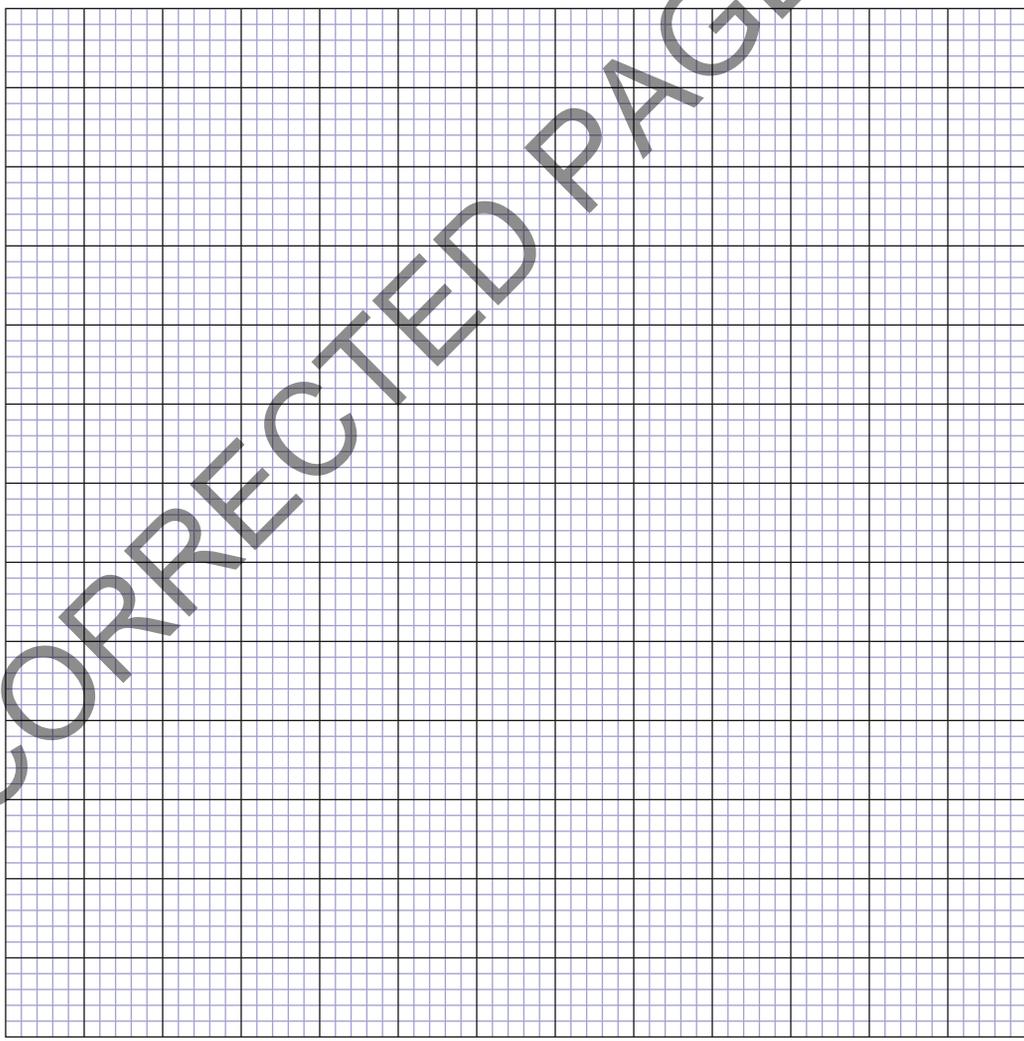
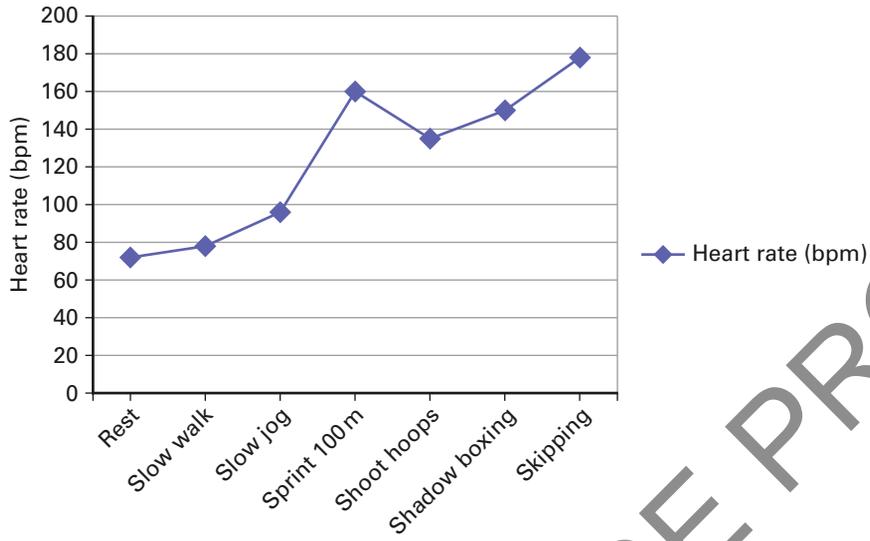


Shutterstock.com/New Africa

- 1 Practise taking your carotid pulse at rest.
- 2 Complete several of the following physical activities and immediately afterwards use the table to record your carotid pulse in beats per minute (bpm). You will need to perform each activity, pause and take your pulse and record it in the table below.

Your pulse (bpm)	Your activity
	Resting, sitting and relaxing
	Walking slowly for 100 metres
	Jogging slowly for 200 metres
	Sprinting for 100 metres
	Shooting hoops for 2 to 5 minutes
	Shadow boxing for 1 minute
	Completing 10 full or modified (on knees) pushups slowly with correct technique
	Skipping with a rope for 1 minute

3 Graph your heart rate for each activity either by hand or electronically. An example graph has been provided.



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4 Determine which three physical activities are associated with the highest heart rate (bpm).

5 State how much your heart rate increased in total from resting levels to the most vigorous physical activity you performed (e.g. during skipping my heart rate increased by 49 beats per minute).

6 Describe the strengths and limitations of measuring your body's response to physical activity by measuring your carotid pulse.

7 Describe another method of measuring your heart rate other than measuring your carotid pulse.

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The aim of this activity is to determine whether you are exercising at a moderate intensity by using the talk test.



Page XXX



Participate in one of the following physical activities, gradually increasing the intensity:

- walking, marching on the spot
- doing step-ups onto a low bench
- walking up stairs
- jogging
- bike riding or using an exercise bike
- skipping with a rope
- dancing.

During the physical activity, have a conversation with your partner about any topic (e.g. the weather, what you did on the weekend, your favourite TV show or movie). Every few minutes, gradually increase the intensity you are working at until you can no longer keep talking.

1 State which physical activity you performed.

2 Describe how you felt when you were unable to hold a conversation (e.g. puffing hard).

WORKSHEET 9.10

CLASS QUESTIONNAIRE



Page XXX

Complete the CLASS Questionnaire individually, thinking about a typical week for this time of year.

During a typical week what activities do you usually do?	Do you usually do this activity?	MONDAY–FRIDAY		SATURDAY–SUNDAY	
		How many times Monday–Friday?	Total hours/minutes Monday–Friday	How many times Saturday and Sunday?	Total hours/minutes Saturday and Sunday
Sample answer: Bike riding	No ₁ <u>Yes₂</u>	2	40 min	1	15 min
Aerobics	No ₁ Yes ₂				
Dance	No ₁ Yes ₂				
Calisthenics/gymnastics	No ₁ Yes ₂				
Tennis/bat tennis	No ₁ Yes ₂				
Aussie Rules Football	No ₁ Yes ₂				
Soccer	No ₁ Yes ₂				
Basketball	No ₁ Yes ₂				
Cricket	No ₁ Yes ₂				
Netball	No ₁ Yes ₂				
Baseball/softball	No ₁ Yes ₂				
Swimming laps	No ₁ Yes ₂				
Swimming for fun	No ₁ Yes ₂				
Down ball/four-square	No ₁ Yes ₂				
Tag/chasey	No ₁ Yes ₂				
Skipping	No ₁ Yes ₂				
Roller blading	No ₁ Yes ₂				
Scootering	No ₁ Yes ₂				

During a typical week what activities do you usually do?	Do you usually do this activity?	MONDAY–FRIDAY		SATURDAY–SUNDAY	
		How many times Monday–Friday?	Total hours/minutes Monday–Friday	How many times Saturday and Sunday?	Total hours/minutes Saturday and Sunday
Bike riding	No ₁ Yes ₂				
Household chores	No ₁ Yes ₂				
Playing on playground equipment	No ₁ Yes ₂				
Trampolining	No ₁ Yes ₂				
Playing with pets	No ₁ Yes ₂				
Walking the dog	No ₁ Yes ₂				
Walking for exercise	No ₁ Yes ₂				
Jogging or running	No ₁ Yes ₂				
Physical education class	No Yes				
Walking to school (to and from school = 2 times)	No ₁ Yes ₂				
Cycling to school (to and from school = 2 times)	No ₁ Yes ₂				
Other (please state)	No ₁ Yes ₂				

During a typical week what other leisure activities do you usually do?	Do you usually do this activity?	Total hours/minutes Monday–Friday	Total hours/minutes Saturday and Sunday
Sample answer: TV/videos	No ₁ <u>Yes₂</u>	15 h	6 h 30 min
TV/videos	No ₁ Yes ₂		
Playstation/Nintendo/computer games	No ₁ Yes ₂		
Homework	No ₁ Yes ₂		
Play indoors with toys	No ₁ Yes ₂		

TO GET ACTIVE

One of the most important strategies you can use to help you stick to your personal physical activity plan is to enlist social support. This simply means asking someone to be active with you. It might be a family member, a friend or a neighbour.

- 1 **List** physical activities you would like to do with someone else in the next month. list <text to come>
With a partner, go through your lists and compare physical activity ideas. Report back and share at least two activities with the rest of the class or with another pair.

a _____

b _____

c _____

d _____

e _____

f _____

g _____

h _____

i _____

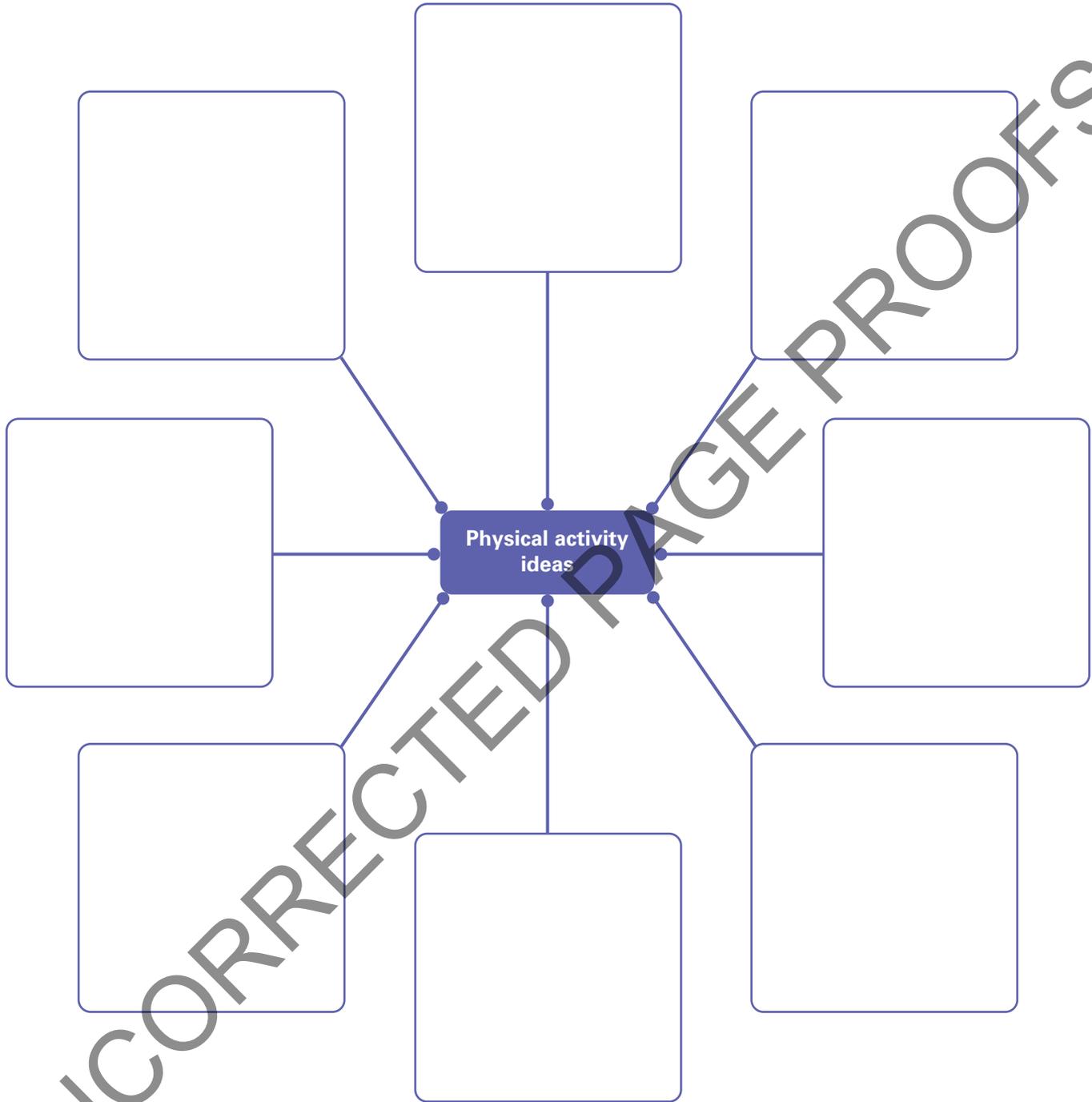
j _____

k _____

- 2 Discuss why you think people are more likely to be active if they have someone to be active with. Think about social factors, increased safety and encouragement.

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3 In each box, write a fun physical activity and the name of a person you could participate in this activity with.



When creating a personal fitness/physical activity plan, there are two key cognitive strategies to be aware of:

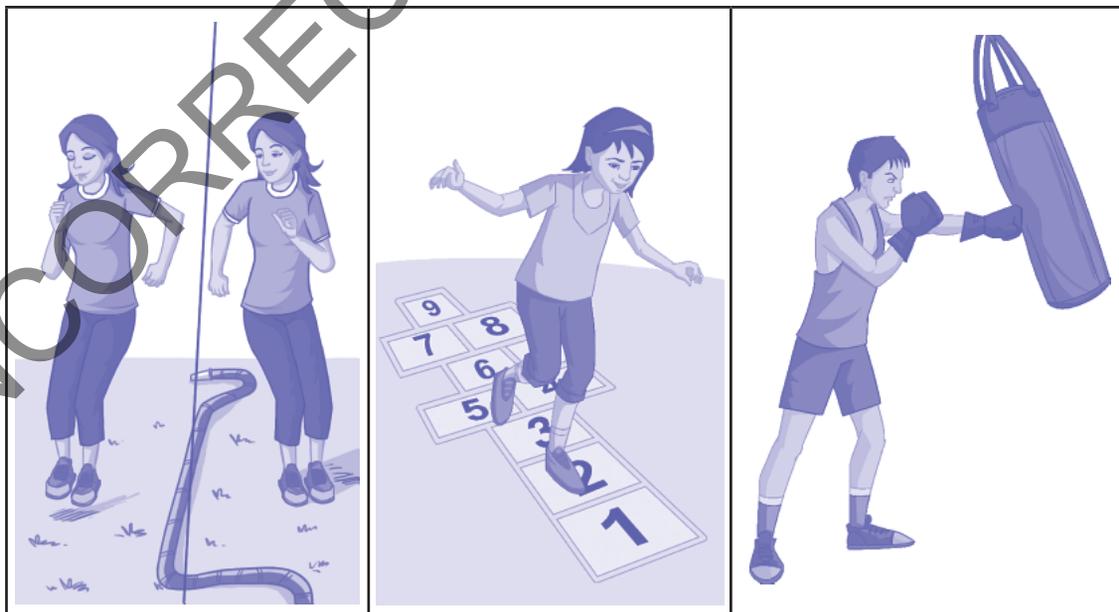
- the risks of inactivity
- the benefits of being physically active.

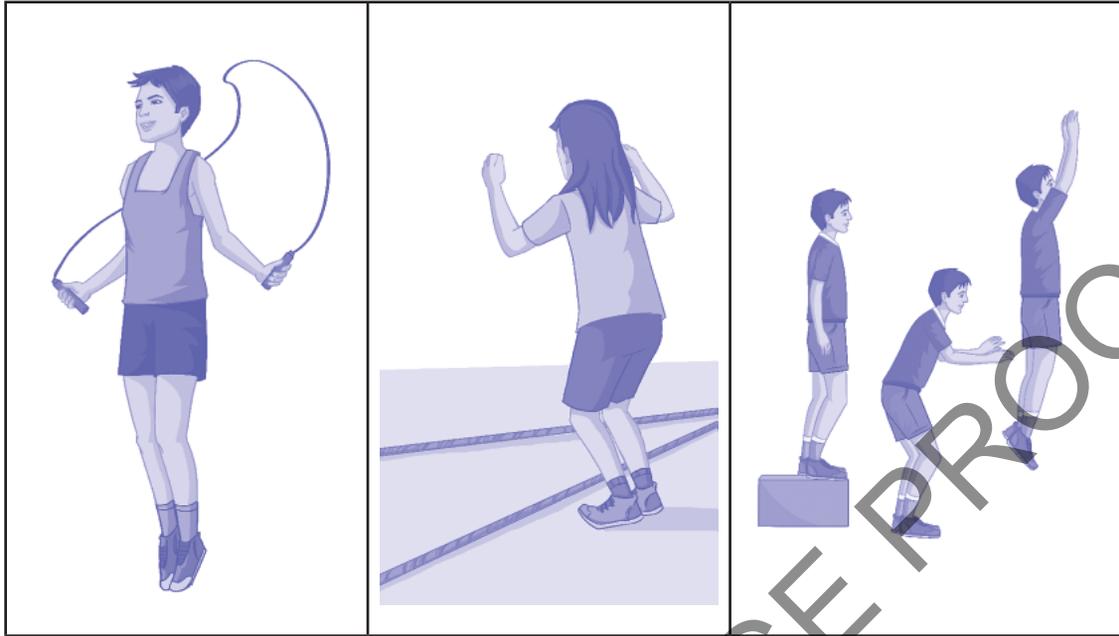
There are many health benefits associated with regular physical activity. High-impact activities involve your body contacting either an object (such as hitting a punching bag when boxing) or the ground (when you are skipping with a rope). High-impact activities are excellent for developing bone strength. Examples of high-impact activities include:

- skipping
- jumping
- dancing
- landing from a height (below waist height)
- boxing or striking a ball with an implement
- hopping
- leaping.

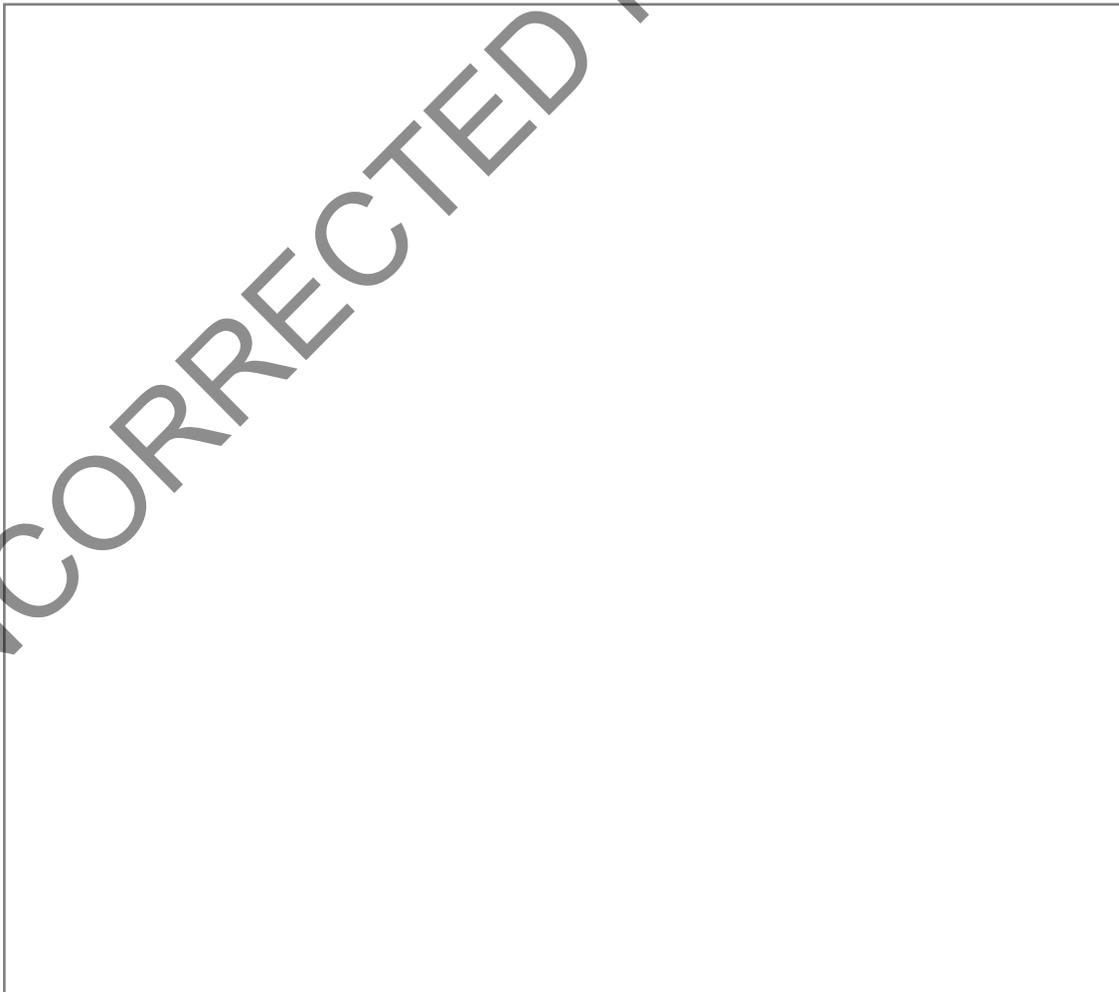
1 Design and draw up a circuit/obstacle course you could do either at home or in the local park. It could be performed indoors or outdoors at home. Activities might include jumping over small homemade hurdles made out of broom handles on buckets. Include at least five high-impact activities in your obstacle course. You could get someone to film you completing the course or take photos of someone completing each obstacle. Make sure the obstacle course you design suits the space you have chosen and the equipment you have access to.

Here are six example activities.





Use the space below to design and create your obstacle course. Use a number key to show the order of rotation around the obstacle course. Describe each activity and any safety considerations.



There are important cognitive and behavioural strategies you can use to develop a personal/physical activity plan. These include:

- **Cognitive strategies:** relating to understanding, comprehending and thinking about things (e.g. understanding the benefits of being regularly active or increasing awareness about the opportunities to be active)
- **Behavioural strategies:** relating to things we do (e.g. use a reward system).

1 Research a physical activity opportunity, in either your local community or school, that would be attractive to your fellow students. Create a television or radio commercial advertising this opportunity. The activity you select needs to appeal to someone your age.

Apply the following information when preparing to film your commercial:

- a** name of the physical activity
 - b** location
 - c** health benefits of participating in the physical activity
 - d** when you can access the physical activity or facility
 - e** cost and any other important information.
- 2** You need to feature in your commercial at some stage. The commercial only needs to be a few minutes long. Ensure you use energising, motivational music and other special effects when editing your commercial. Your teacher may even select several commercials to screen in front of your class.

apply to use knowledge and understanding in response to a given situation or circumstance



Shutterstock.com/Andrey_Kuzmin

One of the most powerful devices you can use to help increase your awareness of how physically active you are each day is simply to count your daily steps.

- 1 Use a pedometer (or a smart watch that has a pedometer function) to record your daily steps for a week.

Monday: _____ total steps

Tuesday: _____ total steps

Wednesday: _____ total steps

Thursday: _____ total steps

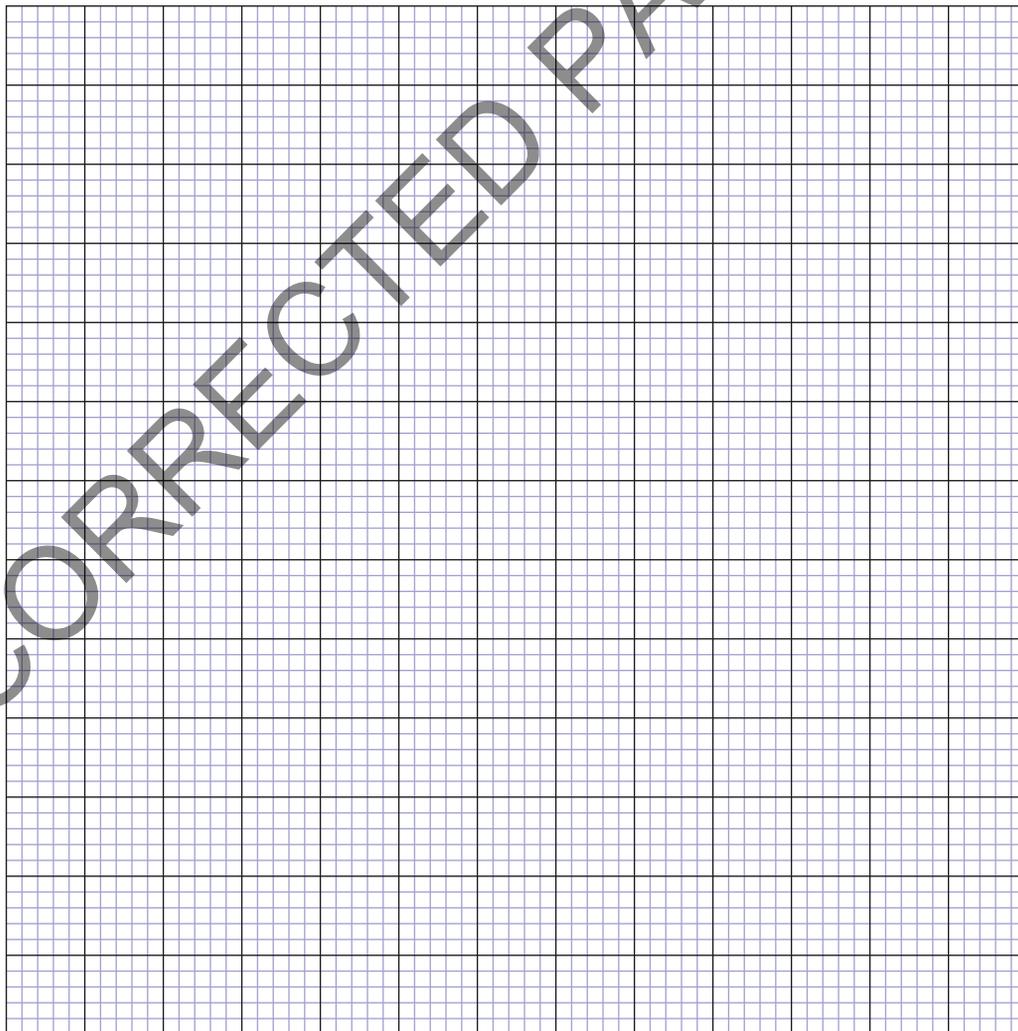
Friday: _____ total steps

Saturday: _____ total steps

Sunday: _____ total steps

Weekly total: _____

- 2 Graph your step count for each day.



3 On how many days did you exceed the 10000 steps recommendation?

4 Discuss whether your step counts were higher on weekdays or weekends and **justify** why you think this is the case. Also comment on whether that week was a typical week for you.

justify to show how an argument or conclusion is right or reasonable

5 Collate the daily totals for your class and obtain an average for each day.

The formula is:

$$\frac{\text{Total steps of all students}}{\text{Number of students}} = \text{Average}$$

Write the averages below.

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

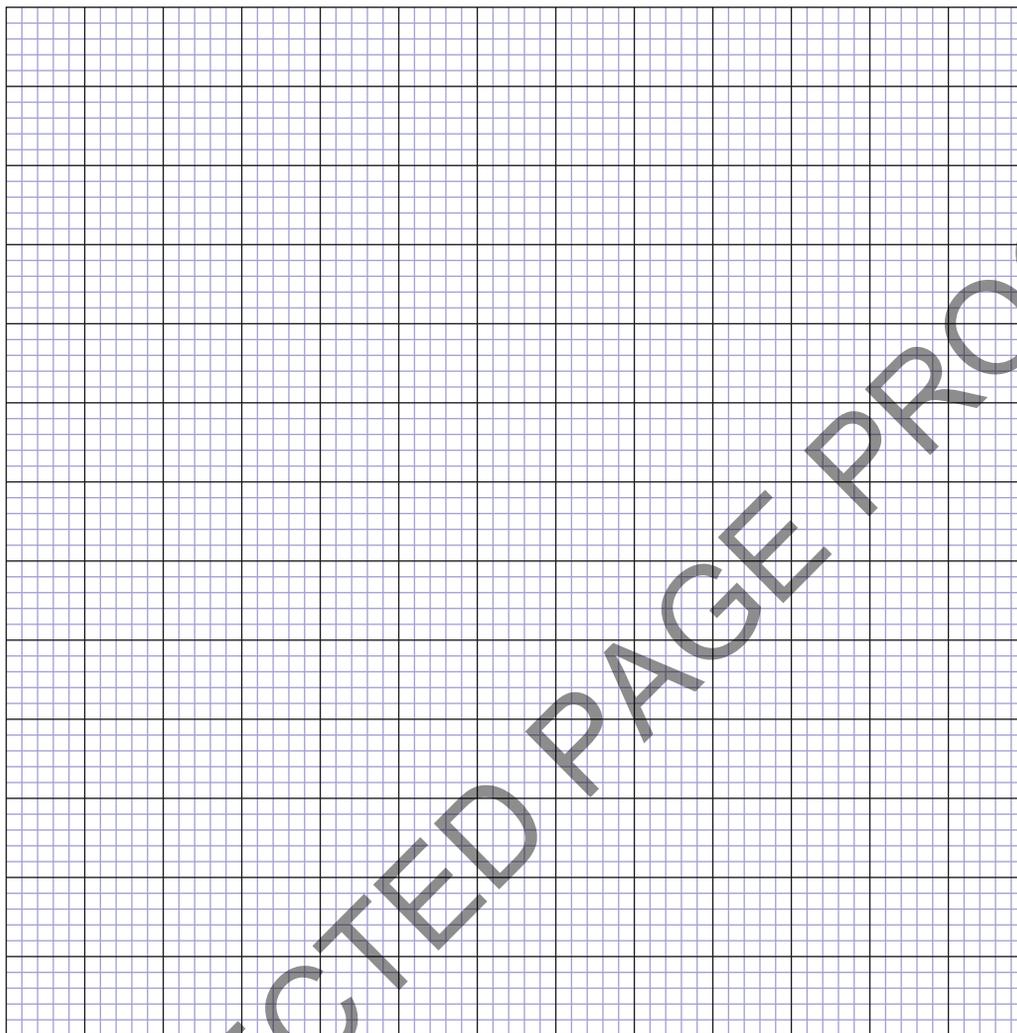
Friday: _____

Saturday: _____

Sunday: _____

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6 Graph the average step count each day for your class.



7 Discuss whether the step count was high for your class on weekdays or weekends and justify why the step count was higher on weekdays/weekends.

WORKSHEET 9.15 EVALUATING THE HEALTH OF YOUR SCHOOL

As a class, use this school health index to evaluate the 'health' of your school.

Component	Excellent (3)	Adequate (2)	Needs improvement or under development (1)	Not in place (0)
Policies				
Policies relating to health are published and displayed around school				
Policies relating to nutrition are published; e.g. students know which foods can be brought from home				
Policies in relation to sun protection				
Policies about bullying prevention				
Student representatives have input into decisions that affect student health				
Students have access to physical activity (PA) facilities after hours				
Students have access to PA facilities during recess and lunch breaks				
Healthy food and beverages are sold in the school canteen				
Health and PE curriculum addresses nutrition, active lifestyles, wellbeing, and sex and drug education				
Amount of active homework				
School newsletters include ideas for being active outside school				
Active transport is encouraged				
<i>Total score for policies</i>				

Component	Excellent (3)	Adequate (2)	Needs improvement or under development (1)	Not in place (0)
Social strategies				
Active role models during lunchtime; e.g. older students taking programs for younger students; teachers being active during yard duty				
Social dance opportunities				
Walking club/group				
Social sporting competitions at lunchtime				
Drama program				
<i>Total score for social strategies</i>				
Physical environment (built/man-made environment)				
Adequate PA facilities				
Easy access to drinking water				
Adequate bike racks				
Playground equipment				
Playground markings				
Walking trails nearby and in school grounds				
Physical environment (natural environment)				
Vegetable garden				
Accessible water features, e.g. river, ocean, creek, lake or pond				
Accessible hills or other bushland				
Accessible grassed areas				
Trees, logs and rocks in the school grounds				
<i>Total score for built and natural environment</i>				
Overall total				

Source: Associate Professor Amanda Telford, School of Education, RMIT University

1 Identify three strengths in your school based on your audit.

2 Discuss which aspects of the index you could use to improve your own health.

3 Identify three areas that are limitations/barriers to being active and in need of improvement in your school to support students to be active.

4 Describe a strategy for each area that needs improvement.

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WORKSHEET 9.16

FREQUENT MOVER PROGRAM

A powerful behavioural strategy for achieving success with your personal activity plan is to establish a rewards system. In this activity, think about the types of rewards you could use to encourage yourself.

Frequent flyer or loyalty programs reward customers with either points or credit towards either more flights or items such as vouchers, televisions, toasters, movie tickets etc. The more flights taken or money spent on credit cards, the more rewards people accumulate.

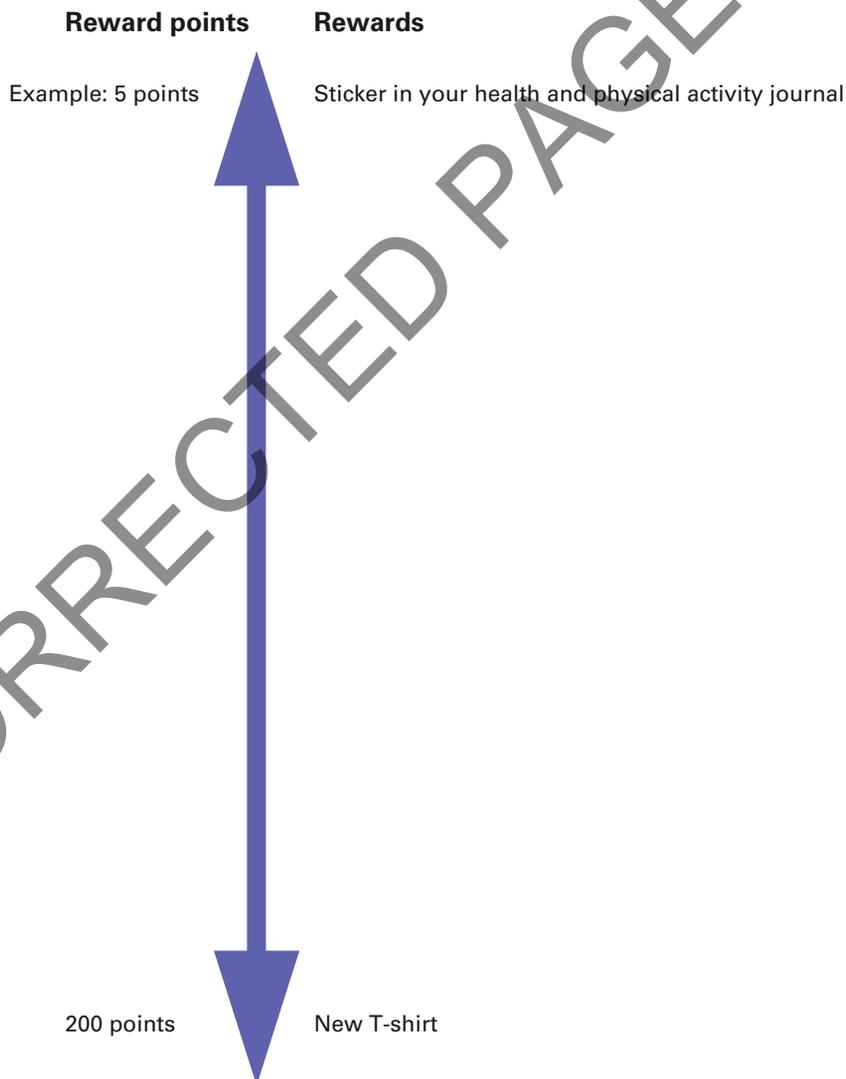
The rewards system that you design should include the physical activities you need to do, or the sedentary behaviour you need to minimise/reduce, and the associated reward. For example, if you went for a walk around the park you might reward yourself with 10 points. When you have got to a certain number of points, you might use those points towards something of your choice such as watching your favourite movie. You may want to negotiate your reward system with a parent or guardian, especially if there is a cost involved. Certain devices (e.g. some smart watches) or apps enable you to record your activities which are then awarded points within rewards systems.

1 Complete the table below.

List five rewards that do not cost money (e.g. watching your favourite TV show, putting a smiley face sticker on a wall chart, adding points to your goal total)	List five physical activities that could be completed to obtain one of the free rewards (e.g. walking around the park for 20 minutes)
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
4 _____	4 _____
5 _____	5 _____
List five rewards that cost less than \$10 (e.g. chocolate bar, smoothie, sticker)	List five physical activities that could be completed to obtain one of the rewards under \$5
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
4 _____	4 _____
5 _____	5 _____

List five rewards that cost between \$5 and \$25 (e.g. game, movie ticket, ticket for sporting event, sporting equipment)	List five physical activities that could be completed to obtain one of the rewards between \$5 and \$25
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
4 _____	4 _____
5 _____	5 _____

2 Create a continuum of rewards using a points system, such as the one below.



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There are two very important behavioural strategies you need to use to succeed with your personal physical activity plan:

- making commitments
- goal setting.

We can use the acronym SMARTER to help us think about effective goal setting. Provide a description and example for each of the words below.

1 Goals need to be:

Specific

Measurable

Accepted

Realistic

Time phased

Exciting

Recorded

UNCORRECTED PAGE PROOFS

- 2 Outline one long-term goal that you could set and work towards to maintain a healthy and active lifestyle. For example: 'I am going to do something active for at least 60 minutes every day, for the next six months.'

- 3 Identify three short-term goals that you could work towards achieving in the next few days. For example: 'I am going to walk our dog for 20 minutes after school on Monday, Wednesday and Friday.'

a

b

c

- 4 Identify three short-term goals that you could work towards during the next three months. For example: 'I am going to walk to and from school one day a week for the next eight weeks of term.'

a

b

c

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5 State a place where you could display your goals so you won't forget them, such as on the fridge or on a poster in your bedroom. Think about a place that would suit you best.

6 Describe how you will track whether or not you reach your goals.

7 Describe how you will remind yourself to be active and reach your goals. (Be specific; think about the reminder system you set up.)



It is important to develop realistic goals and display them somewhere you can see them. Are these examples of realistic goals?

For your personal physical activity plan to be a success, it is important to be able to identify the activity opportunities all around you.

In this group activity, imagine you are stuck inside due to an entire weekend of thunderstorms. You need to think about a simple physical activity you could do at home. Each group will be assigned an activity and you will need to come up with a fun role-play that outlines how to perform your physical activity at home.

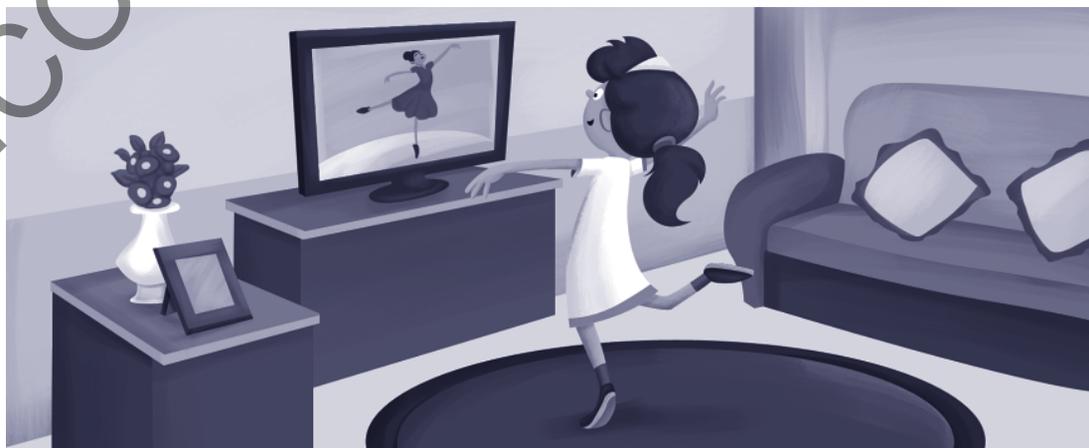
Examples include:

- dancing during the commercial breaks on television
- doing step-up exercises while watching YouTube
- doing bicep curls (using a plastic 2-litre milk/cordial bottle) while talking on the phone (change hands halfway through)
- cleaning up the house quickly to make it a good workout
- vacuuming while listening to music
- doing push-ups and sit-ups between episodes of your favorite shows on TV
- chasing the dog or a sibling around the backyard/house.

You could think about another activity you could do at home to get active that is not on this list and run the idea past your teacher.

1 Identify your favourite place at home to be active. Explain why.

2 Describe three physical activities you already do.



WORKSHEET 9.19

REMINDING YOURSELF

TO BE ACTIVE

In this activity, you will think about a range of strategies you could use to remind yourself to be active. Using a reminder system is an essential part of a successful personal physical activity plan. You could even encourage some of your family members to use some of these strategies.

Things that can be used as reminders around the home appear in the table below.

1 Tick the strategies that you could use in your home.

Tick for yes	Example reminder strategy
	Leave your runners at the front door.
	Place a message on the kitchen fridge.
	Put a note on the noticeboard at home.
	Have a bag packed with runners and activity clothing in the hallway, ready to take to school or work.
	Put a note on the calendar in the family room or your bedroom.
	Put a poster on a pinboard in your bedroom.
	Ask a friend to text you or message you using social media.
	Set a reminder in your phone or in a physical activity tracker such as an app.
	Put a poster on the toilet door.
	Have your sporting equipment bag packed, ready to take to the park.
	Keep dog leads near the front or back door.
	Have exercise equipment accessible in your family room or lounge room; for example, do bicep curls while watching television.

2 Outline two more strategies you could use to remind yourself to be active.

- 3 Draw your home and yard, and label six places where you could be active, such as the stairs, garden and so on. You could even use an app or Minecraft to illustrate a sketch of your home.

- 4 For each place you labelled, and dot points outlining physical activities that could be completed at that place.

- 5 Where in your home/yard are you generally the most and the least active?

- 6 Describe one activity you could implement in your home on your own and one you could participate in with at least one other person.

10

MOVING OUR BODIES



Worksheets:

- Why do people dance? (p.222)
- Exploring Indigenous dance (p.224)
- Cultural dances (p.226)
- Creating A sport dance (p.229)
- Reflecting and providing feedback based on set criteria (p.231)

Weblinks (5):

- 9.5 Australian Bureau of Statistics • United Nations
- 9.6 Australian Bureau of Statistics • United Nations
- 9.7 Australian Bureau of Statistics • United Nations
- 9.8 Australian Bureau of Statistics • United Nations

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An important feature of human beings is the ability to communicate, not only by speech and writing, but by physical expression. While there are many ways for people to communicate, one of the most popular methods through the ages has been to dance.

The ability to speak allows people to communicate effectively, but can all your ideas, emotions and feelings be expressed through speech alone? The physical and visual portrayal of ideas, stories and emotions through movement can convey so much more than just words. For many people, dancing is about self-expression – how you feel usually influences how you move.

Since ancient times, dance has been used to convey how people think and feel. It can help to tell a story, to celebrate or to express culture, spirituality or emotion. Dancing can also provide many social opportunities.

Importantly for many people, dance is now becoming a very popular form of exercise. Dancing just to move your body can also benefit your health.

reflect on to think about deeply and carefully

1 Working on your own, **reflect on** the following question: ‘Why do you dance?’

examine to investigate, inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue

2 Now find a partner and **examine** the following questions together. Give three responses to each question.

a Why do people dance?

b Who or what influences your dance choices?

- 3 As a class, **explain** your results and try to classify responses so you can create a class graph of the most frequent responses. Draw the graph in the space below.

explain to make an idea or situation plain or clear by describing it in more detail or revealing relevant facts

- 4 With your partner, **investigate** places in the local community that offer dance classes that you might be interested in. **List** the names of three places, including where they are situated and what type of dance they offer.

investigate to search, inquire into, interpret and draw conclusions about data and information

Venue 1: _____

Venue 2: _____

Venue 3: _____

list <text to come>

- 5 As a class, create a local Dance Directory that lists places that offer dance classes. Distribute your directory to your class or to others in your school or community.



Pages XXX–X

The Bangarra Dance Theatre is one of Australia’s leading First Nations performing arts organisations.

REKINDLING YOUTH PROGRAM

Watch the video ‘What is Rekindling?’ on the Bangarra Dance Theatre YouTube channel, about Bangarra’s youth program, Rekindling. Reflect on the following questions. You can learn more about the program on the Bangarra website and YouTube channel.

state <text to come>

1 State what Bangarra Dance Theatre is trying to achieve through its Rekindling Youth Program.

2 Explain what you think is meant by the term ‘custodians of culture’.

3 List three dances that participants learn through the program.

summarise
to give a brief statement of a general theme or major point/s

4 Summarise the story that the ‘Lost City’ aims to communicate.

5 Explain the significance of visiting ‘Lost City’.

6 **Consider** whether 'Lost City' is more than just a dance. Why?

consider to think deliberately or carefully about something, typically before making a decision

7 Many dance movements are used in everyday life and in many sports. In the vision of the dance movements we see participants performing a jeté, or leap. In what other sports is a leap performed?

8 **Define** what is meant by the term 'choreography'.

define to state meaning and identify or describe qualities

9 Summarise the participants feelings about their performance.

10 List three benefits associated with being a part of the Rekindling Youth Program.

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Work with a partner or in a small group to research, investigate and report on a dance from another country or culture.

Choose a cultural community and **identify** a dance that is performed by this community of people. Use your expert research skills and worksheet questions to help you discover how dance can inform us about cultural identity.

Once you have all your information, create an expert report. This could be in the form of a PowerPoint, Keynote or video in response to the questions. Your teacher will guide you to the format the report should be presented in.

1 State the name of the dance.

2 From which country or cultural community does the dance originate?

3 Acknowledge whether the dance tells a story and, if so, elaborate on what this is.

4 Outline why the dance is performed.

5 Identify whether the dance is part of a ritual, celebration or ceremony.

6 Is there a traditional aspect to the dance? If so, explain what this is.

7 Is the dance still performed in our modern culture?



Page XXX

identify to distinguish; locate, recognise and name

outline <text to come>

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8 Where is the dance performed?

9 Who can participate in the dance and why?

10 List any special clothing or equipment required to perform the dance.

11 Consider whether the dance is performed individually or provides an opportunity for social connection.

12 Elaborate on how the dance might provide physical fitness benefits to the participants.

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Fill in the dance notation template below as you complete each activity.



Pages
XXX-X

Dance notation template	
Group name	Group members
	1
	2
	3
	4
Sport focus	
Select a sport or sports your group will focus on	
Coordinator roles	
	1 Steps coordinator
	2 Timing coordinator
	3 Formations coordinator
	4 Presentations coordinator

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Step list	
Timing	
How many repetitions of each step?	
Formations	
Use crosses, dots or stick figures to show at least two formations in your dance	
Presentation	
Describe or draw the beginning and ending poses	

UNCORRECTED PAGE PROOFS

WORKSHEET 10.5 REFLECTING AND PROVIDING FEEDBACK BASED ON SET CRITERIA

For those groups who do wish to perform their sport dances, it is very important to remember that it shows a lot of courage to get up in front of a group of people and perform. It is important to support and encourage everyone's efforts.

Remember, dancing is about self-expression. Although a group might be performing the same steps, how each individual student interprets and delivers these steps will be unique.

Therefore, if your class chooses to provide feedback to other groups, the feedback must be based only on the set criteria for the dance.

Feedback can only be provided on whether the sport dance:

- has at least four steps (moves) that are repeated twice
- uses a 16-count phrasing for each step (move)
- has at least two formations
- begins and ends with a sporting pose.

HOW TO PROVIDE FEEDBACK

It is always nice to receive encouragement. Remember the following if asked to provide feedback.

- 1 Begin with a positive feedback statement about how and when the dance met the set criteria.

- 2 Provide a positive feedback statement about a highlight of the dance.

- 3 Provide a constructive comment, only if necessary, on how the dance could be improved to meet the set criteria.

Providing feedback related to the set criteria ensures that the dances are critiqued fairly without taking personal dance styles into consideration.



UNCORRECTED PAGE PROOFS

evaluate to examine and judge the merit, significance or value of something

4 Reflect on your own group's dance. Use the following criteria to assist you to examine and **evaluate** the process or journey to your creation.

Did your group create a sport dance that:

- had at least four steps (moves) that were repeated twice
- used a 16-count phrasing for each step (move)
- had at least two formations
- began and ended with a sporting pose?

Also include an examination of your coordinator's role, how you demonstrated your leadership skills and your group's collaborative efforts.

Sport dance reflection

Coordinator role reflection

CHAPTER 10 REVIEW

Reflect upon your learning in this chapter. Completing the following sentences will help to structure your thoughts about dance.

1 Information I found interesting was:

2 I was surprised to learn:

3 Information I found useful was:

4 I developed strength in:

5 I am looking forward to:

6 I could change my lifestyle by:

7 Dance and physical expression could benefit others by:

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