

CRAIGIEBURN SECONDARY COLLEGE

NAME _____

CLASS _____



Craigieburn Secondary College
RESPECT, RESPONSIBILITY, ACHIEVEMENT and COMMUNITY

9

HEALTH AND PE



Understanding mental health

What is mental health?

- Self-esteem
- Relationships
- Fun and relaxation

Mental illness

- Causes of mental illness

Types of mental illness

- Anxiety
- Depression
- Schizophrenia

Managing mental illness

- Making a difference

What is mental health?

Mental health refers to the health of your mind and emotions. If you are mentally healthy, you have good self-esteem (you like who you are) and you are able to have positive relationships.

Self-esteem

The way you feel about yourself is called self-esteem. Sometimes we can be a harsh judge of ourselves. This tends to create low self-esteem. But if we accept our own strengths (as well as the things we find challenging), we enjoy high self-esteem. It is important to remember that we are all valuable, regardless of how we look or how smart we are.

ACTIVITY *Reflecting on strengths*

- 1 Complete the table with a list of your strengths and a list of the things in life you find challenging.

Strengths (e.g. being thorough with school work)	Challenges (e.g. mixing at social occasions)

- 2 In pairs, share with your partner three things you have noticed that they are good at. It can be about their character or ability. Use the space provided to record what your partner has to say about you. Write how the feedback makes you feel.

Relationships

Humans are relational. This means we live in relationship with others. Feeling alone and isolated can be damaging to our mental health. Connecting with friends and family promotes positive mental health.

ACTIVITY *Identifying support*

- 1 Who could you talk to if something was upsetting you?



- 2 Write down five people who have a positive impact on your life.

The people we spend time with have a major impact on who we are. If we are always with people who are negative and put us down, we are most likely going to feel bad about ourselves and achieve less. If we are with people who are positive and encouraging, we are more likely to feel good about ourselves and achieve more. Also, when we care about other people, not only does it help them, it helps us too. We need to be both 'giving' (caring for others) and 'receiving' (allowing others to care for us) in our relationships.

- 3 List three caring things you could do for someone in your life.

- 4 During adolescence strong family relationships offer valuable support. As a class, discuss how the role of extended family structures in different cultures enhances a sense of self.

Community

Maintaining connections with our community has been identified as a major factor in promoting good mental health. Making friends, doing volunteer work, helping others and getting a part-time job are all ways to stay positive and make the most out of your life. Sometimes people who suffer from mental illness lose sight of the importance of these activities.



ACTIVITY *Researching community resources*

- 1 What kind of community group could you join to find more friends?

- 2 If you are very upset and for some reason none of your family or friends are available to help you, who else could you contact? Use the resource list at the end of this unit to give you some clues.



Involvement in community activities enables us to work with and get to know more people. It also helps us contribute to making our community better.

- 3 Use the internet to find out what organisations or activities are available to teenagers within your community. Record your findings in the table provided.

Organisation/group	Activities/support offered

Fun and relaxation

Having fun and spending time relaxing are really important in maintaining mental health. If people spend all of their time mucking around, watching TV or playing on the computer they will be unfit and not have a sense of accomplishment. On the other hand, it is equally unhealthy for people to spend all their time working; if they do, they will end up stressed, sick or unhappy. People are mentally healthy when they have a good balance of work and play.

ACTIVITY *Identifying balance*

- 1 Provided is a list of activities people can do for fun or relaxation. Circle the activities you can do alone and underline the activities that you would have to or prefer to do in a group.

- | | |
|--|-------------------------------------|
| going to the movies | horseriding or playing with pets |
| chatting online | taking a bath |
| playing board games or cards | going to a skate park |
| playing PlayStation, Xbox or Nintendo Switch | going to an arcade |
| playing an instrument | swimming or skating |
| reading a book | dancing |
| writing in a diary | going to the beach |
| napping | listening to music |
| playing sport | seeing a band |
| painting/drawing | going out for dinner |
| doing craft—scrapbooking, card-making | practicing yoga, Pilates or tai chi |
| going to a theme park | |



- 2 Write down three of your favourite things to do for fun or relaxation that you can do alone, and three of your favourite activities to do with friends.

- 3 In the table, write down 'mental health' fun you will have in the coming week.

Day of week	Morning	Afternoon	Night
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

- Underline the activities in the table that develop your relationships.
- Circle the activities that develop your fitness.
- Put a star next to the activities that build your skills.
- Draw a cloud around the things you do just for fun.



4 Have a look at your timetable. What do you spend most of your time doing?

5 What do you spend least of your time doing?

6 Write down two things you could do to make your timetable more balanced. Make your ideas specific (I could ride to school instead of catching the bus), instead of general (I could exercise more).

Mental illness

Mental illness is the opposite of mental health. Many people will experience a time in their life where they feel like their life is out of balance or even out of control. Usually this period is short-lived. If a person has a mental illness, however, this feeling may go on for a much longer period of time and is a lot more difficult to overcome.

Anyone can suffer from mental illness. In fact, almost half of all Australians will suffer with a mental illness at some point in their lives. Mental illness can affect anyone, regardless of their education, career, personality, ethnicity, religion, fitness or family background.

ACTIVITY *Research task*

1 There are many famous people who have suffered from mental illness. Use the internet to discover five famous people who have been affected by mental illness. Write down their names and their occupation in the table. Find people with different occupations. Make sure at least one of the people in your examples is alive today.

Famous person	Occupation

Causes of mental illness

There is no single cause behind mental illness. Sometimes there is no apparent cause for it at all, but usually it is a combination of one or more of the following:

- a chemical imbalance in the brain
- genetics (your parents had it)
- emotional pain—situations like someone dying, a relationship breakdown, being bullied at school or a family conflict
- physical sickness
- **hormonal imbalance**
- drug taking
- low self-esteem.

ACTIVITY *Showing understanding*

- 1 Mental illness is often misrepresented and misunderstood. There are many incorrect **stereotypes** and myths surrounding people that suffer from a mental illness. In the table provided is a list of questions regarding mental illness. Read the questions and in small groups decide whether the answer is 'yes' or 'no'.

Question	Yes	No
Are all people with a mental illness dangerous?		
Does someone choose whether they are mentally ill or not?		
Is it possible to recover from a mental illness?		
Are mental illnesses contagious? (Can you catch them from other people?)		
Can anyone develop a mental illness?		
Are mental illnesses a form of brain damage?		
Are people with a mental illness weaker than others?		
Are some people with a mental illness highly intelligent?		
Are all people with a mental illness unwell because their parents didn't care for them properly?		

Types of mental illness

In Australia, over 43 per cent of people aged 16–85 years have experienced a mental health condition over their lifetime. According to the Australian Bureau of Statistics 2020–2021 National Study of Mental Health and Wellbeing, one in five Australians experienced a mental disorder during those 12 months. Anxiety disorders were the most common type of mental health condition reported in the survey, with 16.8 per cent of Australians experiencing some form of anxiety. Affective disorders, such as depression, accounted for 7.5 per cent of mental health conditions.



ACTIVITY *Research task*

- 1 Use the internet to find four facts about anxiety. Make sure to check you are using a trusted source (such as a government website or reputable organisation) and that your facts are current.

- 2 Use the internet to find four facts about depression. Make sure to check you are using a trusted source (such as a government website or reputable organisation) and that your facts are current.

- 3 Discuss your findings as a class.

Anxiety

What is anxiety?

Anxiety is an uncomfortable feeling or strong fear that something bad will occur. It is sometimes referred to as the body's 'false alarm', as the anxiety is often an involuntary disproportionate response to the surrounding environment. Most people will experience some level of anxiety in their lives, with 16.8 per cent of adult Australians experiencing it every year. Students often feel anxious when they have to give a speech in front of the class, sit an exam or are afraid they will not get the grades they want. Someone with anxiety, however, feels anxious nearly all of the time. Their anxiety interferes with their ability to take part in day-to-day activities.

Symptoms of anxiety

The symptoms of anxiety vary depending on the type of anxiety, but often include the following:

- dry mouth and difficulty swallowing
- sweating
- upset stomach/loss of appetite
- diarrhoea
- trembling
- nightmares
- difficulty concentrating
- heart beating fast
- difficulty sleeping
- headaches
- persistent, excessive worries or **paranoia** (generalised anxiety)
- intense stress in social situations (social anxiety)
- difficulty breathing (panic attacks).



ACTIVITY *Reflecting on anxiety*

1 Think of a time when you have felt anxious. What was it that made you feel this way?

2 How did you cope with these feelings?

3 Explain how being anxious could affect your everyday life.

4 Research some techniques for managing day-to-day anxiety and list five in the space provided.

Depression

What is depression?

Everyone goes through times in their life when they feel really down. When sad things happen, it is completely normal to cry or feel upset. If someone experiences these feelings it does not mean that they have depression. If, however, they feel sad or 'numb' (unable to feel any emotion) for a long period of time (over two weeks) they may be suffering from depression. People who suffer from depression usually have either all or some of the following symptoms.

Symptoms of depression

The main symptoms of depression are:

- feeling sad or 'numb' most of the time
- not finding anything fun or interesting
- not being able to get to sleep or sleeping too much
- tiredness/no energy
- low self-esteem
- finding it hard to concentrate
- not feeling hungry
- body aches
- having difficulty making decisions
- feeling worthless, hopeless or guilty
- anxiety
- thinking about dying.



ACTIVITY *Applying knowledge*

1 What is the difference between being sad and having depression?

2 Review the symptoms of depression listed and complete the questions below.

a Use the space provided to list how you might identify these symptoms in a friend or family member that you suspect is suffering from depression. For example, your friend may often be late to school as they have not been getting enough sleep.

b What could you say to this person to encourage them to seek help?

c What support could you offer this person to let them know you are there for them?

Schizophrenia

In Australia, 1 in 100 people will suffer from schizophrenia at some stage of their life. The symptoms of this illness usually develop during a person's teenage or early adult years, especially during a stressful period in the person's life such as moving from school to work or university.

What is schizophrenia?

Schizophrenia is a mental illness that affects a person's ability to think, feel and act in the usual manner. It does NOT mean the person has two different personalities.

Symptoms of schizophrenia

The main symptoms of schizophrenia are:

- confusion—jumbled up thinking (for example, jumping from one topic to the next in conversations that do not make sense)
- delusions—believing things that are not true (for example, that they are famous when they are not)
- hallucinations—hearing voices or seeing, feeling, smelling or tasting things that no one else can sense (for example, having voices inside their head telling them to do certain things)
- socially unacceptable behaviour (for example, laughing at a funeral)
- withdrawal—not wanting to be around other people
- loss of energy and motivation.



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ACTIVITY *Classifying symptoms*

1 For the following scenarios, write the correct term for what the person is experiencing. Refer to the symptoms of schizophrenia.

- a Marcus is convinced he is a world-class boxing champion, but he has never won a boxing match.

- b Sonya keeps saying she can see a beach in the middle of the oval.

- c Sascha is always by herself and avoids speaking to or looking at people.

2 View and listen to a young woman's story on schizophrenia at [mea.digital/FB_UMH4](https://www.mea.digital/FB_UMH4). Can you explain how this young woman's problem went unnoticed and untreated for so long? How did she adapt to life with 'voices' and rejoin society?

It is important to realise that just because a person may withdraw or see something no one else can see, it doesn't necessarily mean they have schizophrenia. Someone with schizophrenia would have a number of the different symptoms and can only be diagnosed by a mental health professional.



Managing mental illness

Mental illness can be managed. In some situations people can be completely free from a mental illness that they once suffered from. Others might find treatment means that they experience difficult episodes less often, and others might find that they still have the illness, but after having treatment they do not have such severe symptoms.

In most cases of mental illness, treatment will involve a combination of:

- medication
- individual therapy—talking in private to a counsellor, psychologist or psychiatrist
- group therapy—talking in small groups organised by the community or a mental health team
- community support—seeking support from one of the many organisations that provide information, accommodation, advice, training and other forms of support to those suffering with a mental illness.

ACTIVITY *Showing understanding*

1 What are the benefits of seeing a therapist in private?

2 What are the benefits of going to a group therapy session?

3 Why do some people with a mental illness need to take medication?

4 Why might some people avoid taking medication for a mental illness?

Have you heard of the saying ‘a problem shared is a problem halved’? This means that if you talk to someone about your problem, you often feel much better about it. It is important that we surround ourselves with people we feel comfortable around and who make us feel safe and supported. When it comes to mental illness, sharing our emotions can be the first step on the road to recovery.

Strategies for coping with mental illness include:

- recognising that you need some help
- talking to a trusted friend or relative
- identifying what is making you depressed or anxious
- looking at your lifestyle to see if there are any areas that are out of balance. Are you looking after your self-esteem, relationships and body? Are you developing your skills and achieving your goals? Are you making enough time for fun and relaxation?
- seeking professional help—a doctor or counsellor to start with.



The previous strategies are useful for all people. Although you may not necessarily suffer from a mental illness, there may still be times throughout your life when you feel down and perhaps out of control. In these times, you can use these strategies to help you.

ACTIVITY *Applying understanding*

1 Think of a time when you have felt unhappy with your life. What was it that made you feel this way?

2 How did you cope with these feelings?

3 Thinking about what you have learnt in this unit, what could you do differently to avoid or better cope with this situation?

ACTIVITY *Who can help?*

Mental illness is a serious concern in our society and should not go untreated. If you have any questions or concerns regarding this issue, seek help. There are many options open to you either at home, school or within the community.

1 Write down people you could talk to in these three areas:

Home (family and extended family)

School

Community

If you have an ongoing mental health concern, the people in your home, school or community will usually refer you to a doctor or counsellor. Your doctor may then refer you to a psychologist or psychiatrist. These people specialise in helping people with mental health issues.



Mental health workers

A doctor, counsellor, psychologist and psychiatrist all have slightly different roles in helping someone with a mental illness.

Doctor

Your local doctor is the best person to start with if you are concerned about your mental health. They will usually be able to decide what you are suffering from and then refer you to the right person.

Counsellor

A counsellor is someone you can see to discuss your problems in a safe and private environment. They can listen to you and give you helpful advice. Your school might have a school counsellor on staff. They cannot, however, diagnose you with a mental illness or give you medication.

Psychologist

A psychologist is also someone you can discuss your problems with, but they have spent more time training in mental health than a counsellor. They can decide if you have a mental illness and if so, which one. They also help treat mental disorders.

Psychiatrist

A psychiatrist has been trained in medicine and psychology. They specialise in treating serious mental health disorders. They are able to prescribe medications. In order to see a psychiatrist, you need a referral from your doctor.

ACTIVITY *Analysing mental illness*

1 For the following scenarios, write down whether you think the person should see a counsellor, psychologist or psychiatrist.

a Ben has had the mental illness schizophrenia for four years. He needs some more medication.

b Sally has been feeling really down ever since she moved to a new school.

c Tao thinks he might have depression, but he isn't sure.

2 Why is important to use positive language and attitudes around mental health?

3 Propose two ways we could improve community attitudes towards mental illness.

Making a difference

Each individual has the power to positively influence someone else. It could be a brother or sister, son or daughter, friend, team-mate or a stranger.

If you know someone with a mental illness, there are a number of things you can do to help them. In fact, many people who have come through difficult times say that they were able to get through because of the love and support of their friends.

Here are some tips on how you can help a friend fighting a mental illness:

- avoid judging them—help them feel that you accept them the way they are
- listen to them—encourage them to talk to you openly and honestly
- do not tell other people about their issues or gossip about them behind their back
- encourage them to seek help
- try to be understanding if they cannot do the activities they used to do with you
- ask them what they find helpful when they are struggling
- try to include them in fun activities, but be aware they may not be as interested as usual.



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An important thing to remember if you are friends with someone with a mental illness is to look after yourself as well. Sometimes people can be so consumed with helping their friend that they forget to keep their own lives in balance. Also remember you are not a counsellor, so do not feel you have to take on their problems or give them advice. That is not your role. Also, make sure that the friend with a mental illness is not the only person in your life. Healthy people mix with lots of different people.

If you need to seek help about any of the issues in this unit, talk to your parent, guardian, teacher or school counsellor, or access the following websites to connect with people who care.

Kids Helpline <[mea.digital/FB_UMH5](#)>

Beyond Blue <[mea.digital/FB_UMH6](#)>

ReachOut <[mea.digital/FB_UMH7](#)>

SANE Australia <[mea.digital/FB_UMH8](#)>

HelpingMinds® <[mea.digital/FB_UMH9](#)>



Mental health

Being healthy

What is mental health?

- Good mental health
- Maintaining a balanced lifestyle

Mental illness

- Warning—stigma attached

Types of mental illness

- Major disorder groups
- Depression
- Anxiety
- Schizophrenia

Mental disorders and addictions

- Recovery is possible

Treating mental illness

Coping with mental illness

- Calling out for help
- Who can help?

Assessment task: Taking time out

Being healthy

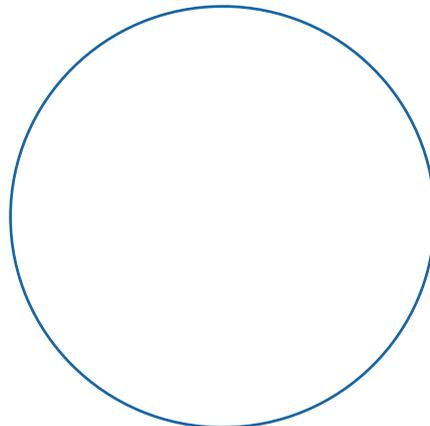
Being healthy means that you feel physically fit, psychologically strong, emotionally happy and generally feel comfortable with and in control of your life. At times you may feel as though you are not coping and this may mean that one or all of these areas need attention.



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ACTIVITY *Dimensions of health*

In the circle, create a pie graph to show how important you believe the various areas of health—emotional, physical, mental, social and spiritual—are to your health and wellbeing. Once complete, answer the following questions.



- 1 Explain your pie graph giving reasons to support your choices.



2 How do you think your results may change as you grow older?

3 Participate in an 'express yourself' session. Describe a time when you used one of these areas of health to help yourself. Each student will take one minute to share their responses with the class.

What is mental health?

Our mental health is an important part of our wellbeing. It relates to our social, emotional and spiritual wellbeing and directly influences how we feel and interact within society.

Good mental health

Good mental health arises from a range of interacting factors. Our mental health soars when we feel enthusiastic about what we are doing in life, feel rewarded by our achievements, enjoy the people we are mixing with and establish a good balance in our lifestyle. If we disrupt the balance and allow it to go on for too long, our mental health can decline.

World Health Organization's definition of mental health

'A state of well-being in which every individual realizes his or her own potential, can cope with normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.'

ACTIVITY Sensational

1 Fill in appropriate words to complete the statements about mental health:

Looks like: _____



Feels like: _____



Sounds like: _____



The dimensions of health need to be in balance in order to maintain a healthy lifestyle. For these areas to develop, there are needs that must be met.

Individual

An American behavioural psychologist by the name of Abraham Maslow (1943) determined a hierarchy of needs to be met. These are shown in the pyramid provided. Maslow believes that the basic lower level needs must be met in order for the higher level needs to be fulfilled.

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What concerns Australia’s young people?

In 2021, Mission Australia completed a National Survey of Young Australians. Over 20 200 young people aged 15–19 were surveyed.

The top four personal concerns were:

- coping with stress
- mental health
- school or study problems
- body image.

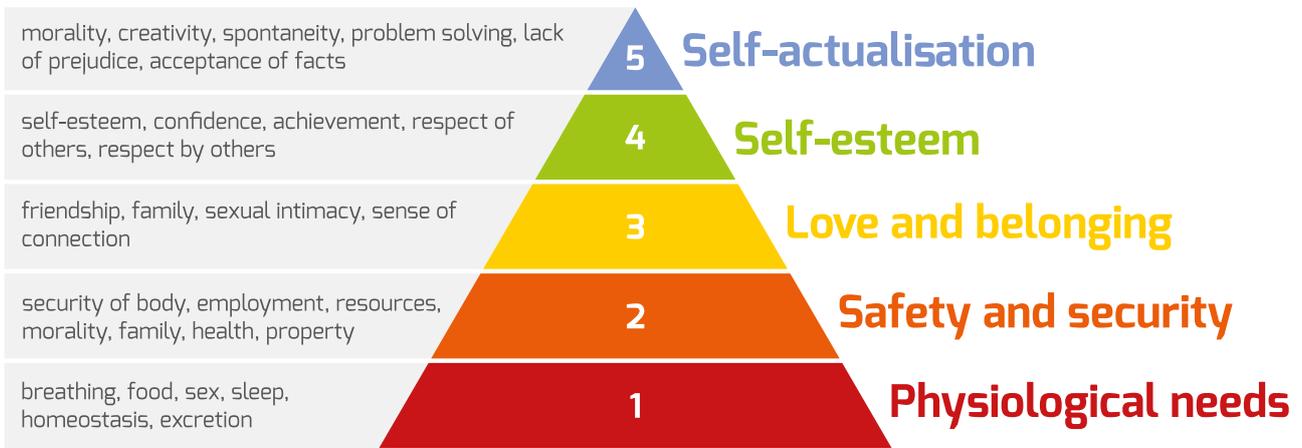
Other major concerns included:

- COVID-19
- physical health
- climate change
- personal safety
- family conflict
- discrimination.



The survey shows that both young women and men were most concerned with the top two issues listed, however, concern for body image ranked proportionally higher for females than males.

Maslow's hierarchy of needs



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In Maslow's hierarchy of needs, the highest two levels contain self-actualisation and esteem needs. To maintain good mental health, a positive view and respect for yourself are essential. It's important to remember that if the lower level needs are not met, a healthy perception of your sense of self might not be achieved.

If a person's self-esteem is low, they may feel that they are in pain. The cause of low self-esteem can vary from one person to the next and is often masked by a variety of different things when in front of other people.

ACTIVITY What affects me?

View the Dove Evolution commercial at the following website: <mea.digital/FB_MH1>

- 1 List three things that can affect self-esteem.



4 Outline your week using the table provided. List the activities that make up your week, what aspect of health they represent, how participating in them makes you feel and why you choose to participate in this activity.

Activity	Aspect of health (physical, emotional, psychological, spiritual)	How does this activity make you feel?	What influences your choice to participate in this activity (friends, family, money, location)?

Our mental health is influenced by a number of factors, some of which are beyond our control. It is important that we make healthy decisions in relation to mental health as individuals, and as communities. The table provided outlines factors that can affect both individual and community mental health.

Mental health	
Individual factors	<ul style="list-style-type: none"> • genetic basis • personal behaviours
Environmental factors	<ul style="list-style-type: none"> • pressure for academic success • work-related stress • relationship issues
Political factors	<ul style="list-style-type: none"> • unemployment • funding for education • funding for treatment and support • funding for research
Sociocultural factors	<ul style="list-style-type: none"> • attitudes of family, peers and the wider community • access to services
Economic factors	<ul style="list-style-type: none"> • affordability of private treatment and care • cost of drug therapy

5 Have you, or someone who you know, ever experienced one of the previous factors? Use this space to explain what happened and how the person involved would have felt in that particular situation.



ACTIVITY *All actions start with a belief*

- 1 What we believe about ourselves, how we act, speak and treat others, impacts our relationships. Read the story of Sarah, a young woman who overcame a pattern of negative self-talk, at the following link. Consider how Sarah’s behaviour (both negative and positive) would have affected herself and the people around her, then fill in the table provided.

Sarah’s story: <mea.digital/FB_MH2>

Sarah’s behaviour	How this affected Sarah	How this affected those around her

- 2 Write a paragraph to show your understanding of how self-image can affect our actions. You may like to include some examples of a time you behaved a certain way because of how you felt about yourself. This may have resulted from either a positive or negative image of yourself.

ACTIVITY *Permission to shine*

Watch the video clip at the following website: <mea.digital/FB_MH3>

If you have heard the lyrics before, they should have a different impact on you now.

- 1 What do you think the moral of the song is?



2 List all the qualities that make you 'shine'.

Don't be afraid to love the qualities that allow you to shine and encourage you to be your best!

Maintaining a balanced lifestyle

Maintaining a healthy lifestyle can be difficult at times. There may be moments in life when you feel like everything is out of control. The key is to develop strategies to maintain the balance.

ACTIVITY *A healthy balance*

Read the information on stress and coping at the following link: mea.digital/FB_MH4

1 Explain how the following activities can be beneficial in relieving stress.

a Talking to someone

b Adequate sleep

c Exercise

2 List ten tips that you use to help maintain your health and wellbeing.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____



3 Use your ten tips to provide feedback to the people in the following scenarios:

a Caitlyn is competing in a trampolining competition in two weeks. Her coach wants her to practise for an hour every day. She feels obligated to do this but does not know how she can fit it in.

b Max is being bullied at school by older students. He is so scared that he has started wagging class.

c Angel has four assignments due by Monday and is finding it hard to concentrate on one assignment let alone complete all four over the course of the weekend.

d Toby's mum and dad have just split up. He is finding it hard to sleep at night and as a result is tired during the day and unable to concentrate in school.

e Caleb's best friend has recently moved to another school. He is finding it hard to make new friends. As a result, he spends his lunch hours hiding in the corner of the playground away from everyone.

ACTIVITY *Taking control*

Everyone needs to feel valued and have a sense of self-worth to lead a healthy lifestyle.

Have you ever heard the statement 'To be loved by someone you must first love yourself.'?

1 What does this statement mean to you?



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4 Using the calendar provided, record upcoming events for the next month. This may include holidays, assignments, sport activities/training/games, dates with friends and any other important events.

Week	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Date							
1							
Date							
2							
Date							
3							
Date							
4							
Date							
5							

Once you have filled in your calendar look at what you have to achieve over the next month to develop some long-term goals. Once this is complete look at what you need to achieve over the next month and develop some short-term goals that will help you achieve this.

Using a different coloured pen, highlight what you may need to do over the course of the month to ensure you meet your goals. For example, one of your long-term goals may be to make the interschool touch football team. Therefore, one of your short-term goals would be to improve your fitness. To achieve this you may need to schedule fitness sessions into your month.



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ACTIVITY *Offering support*

- 1 Describe a time when you joined a group/team/activity/school where you did not know anyone. How did you feel? What events occurred that influenced your connection to the people in this environment?

- 2 Identify people who you would confidently turn to for support. Identify what factors would be significant in determining these people.

- 3 Have there been times when your trust in other people was misplaced? How did it make you feel?

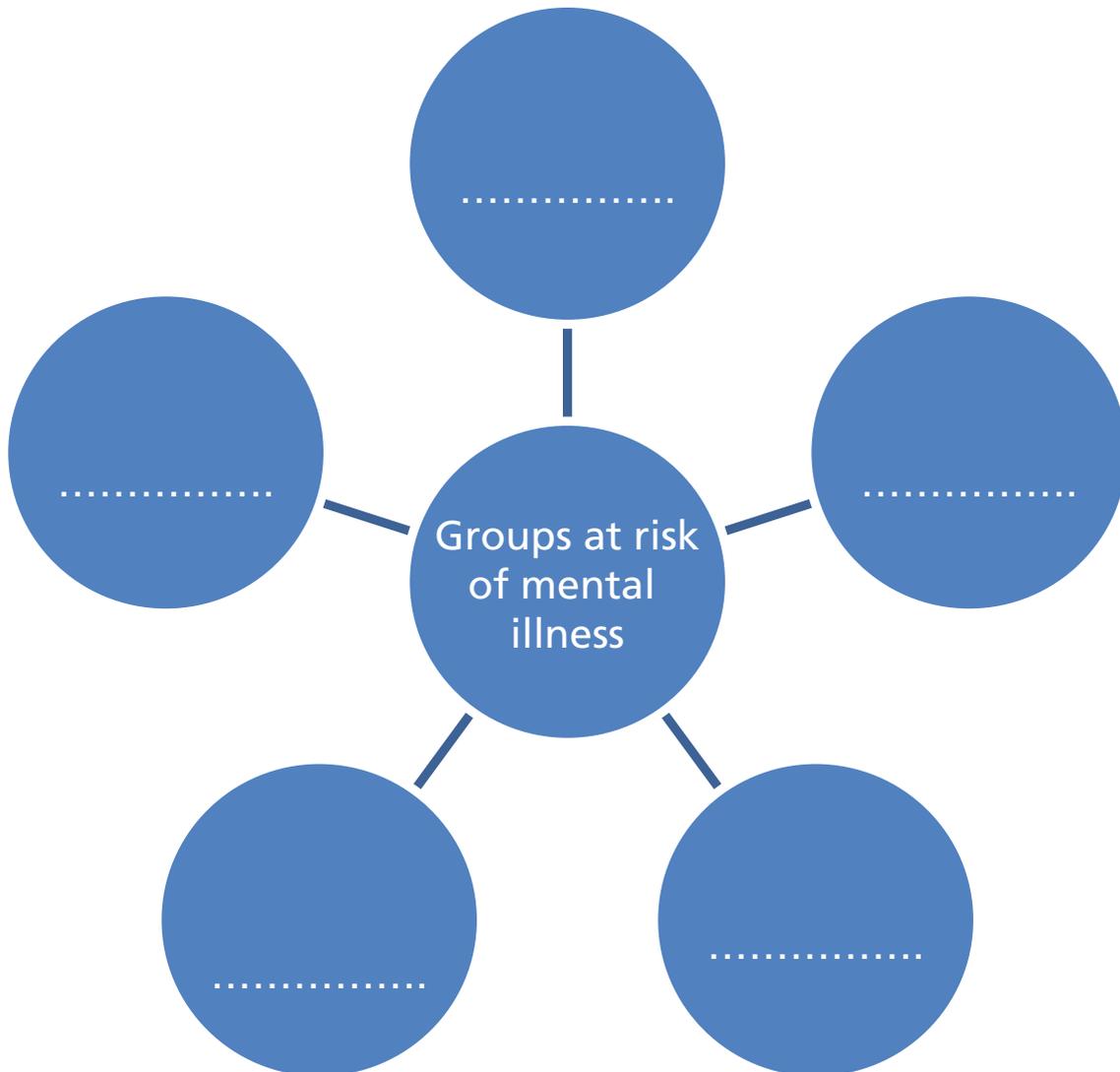
- 4 List five advantages or disadvantages of online counselling services provided by organisations such as Kids Helpline:

<mea.digital/FB_MH5>.

Mental illness

It is not uncommon for people to experience times in their life when they feel out of control. For some people, mental health is influenced by other factors such as the presence of a mental illness. The cause may be genetic; due to a chemical imbalance; biological influences may occur throughout different stages of life; or mental illness may be triggered by environmental factors such as unresolved stress or inappropriate drug use.

Using the concept map provided, outline what groups of people may be at risk of suffering from a mental illness.



Groups at risk of mental illness

Anyone can experience mental illness

According to an Australian Bureau of Statistics (ABS) study, one in five Australians had a mental or behavioural condition in 2020–21. While most of those affected do not need to be hospitalised, to have a mental illness can impact considerably on a person’s lifestyle. The person may have difficulty in looking after themselves and functioning effectively in everyday life.

Being diagnosed with a mental illness is not uncommon. However, it may be difficult to know how to deal with it or why it has happened.



ACTIVITY *Understanding mental illness*

1 Do you know someone who has had or is suffering from a mental illness? If so, how did it affect them and others in their life?

2 In pairs, list all of the mental illnesses that you know. Then list the aspects of a person's life that may be most affected. Suggest ways that the person could manage these difficulties.

3 What can trigger mental illness?

4 How can mental illnesses be prevented?

5 How can mental illnesses be managed?

Some examples

Look at the following interviews and see if you can identify the causes of stress that triggered a certain behaviour or thought pattern.

Emily Seebohm’s battle with an eating disorder

<mea.digital/FB_MH6>

Other various personal stories

<mea.digital/FB_MH7>



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Warning—stigma attached

Mental illness is a serious medical condition that often goes untreated. Many people would not think twice about asking for help if they were lost or injured. However, seeking advice over mental illness is often overlooked. Why is this so?

ACTIVITY *Response to mental illness*

1 Complete the table and discuss responses as a class.

Issue	Yes	No
Would you go to a mechanic if your car was not working?		
Would you ask your teacher for help if you had trouble doing an assignment?		
Would you visit a doctor if you had lumps or spots?		
Would you call the police if someone broke into your house?		
Would you see a counsellor or psychologist if you were depressed etc.?		

2 Why do you believe many people do not seek help if they are suffering symptoms of a mental illness?



3 How does society portray individuals who suffer from mental illness? Provide examples to support your argument.

4 Visit <mea.digital/IFB_MH8> to research the various examples of the media stigmatising people with mental illness.

5 What do you think of the way in which the media uses mental illness to make light of situations? Share your responses with a partner.

6 Have you ever been guilty of this type of behaviour or do you know someone who has? Record the situation.

ACTIVITY *Look at the figures*

Using the data from their Annual Youth Surveys, Mission Australia released a report alongside the Black Dog Institute on the prevalence of probable serious mental illness in young people aged 15–19. The study shows the rates of psychological distress by gender and by Aboriginal and Torres Strait Islander status.

Figure 1: Psychological distress in young people aged 15–19, by gender, 2012–2020

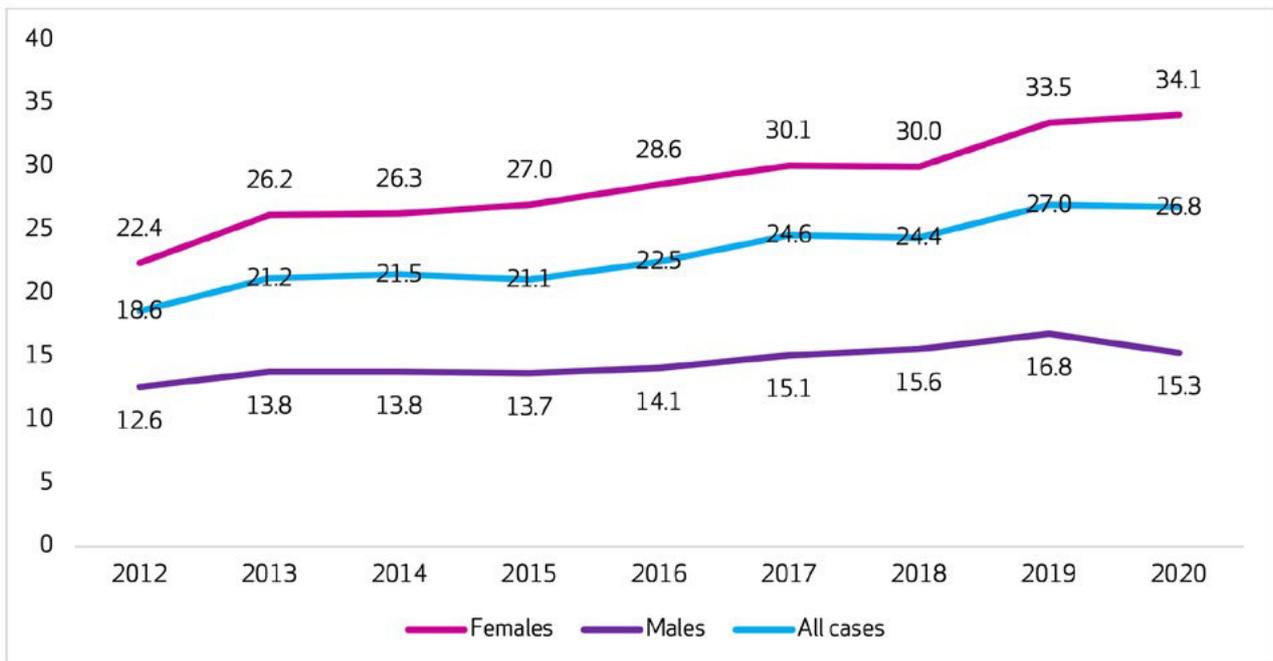
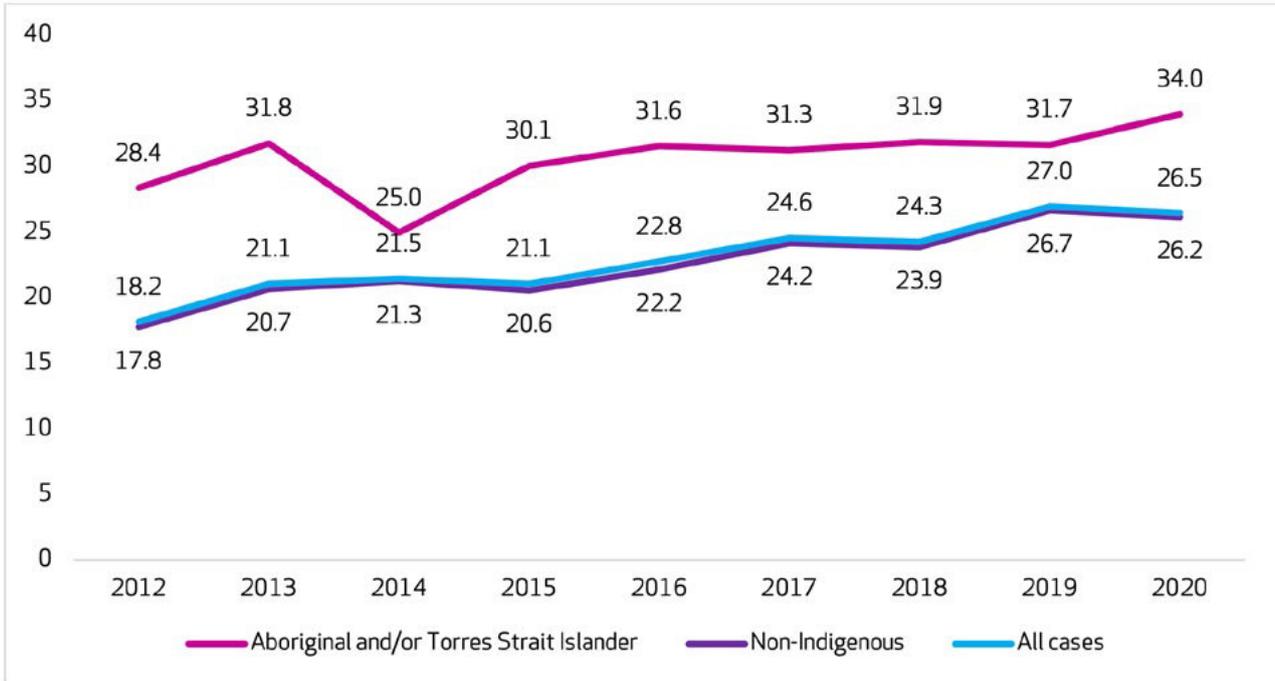




Figure 2: Psychological distress in young people aged 15–19, by Aboriginal and/or Torres Strait Islander status, 2012–2020



Source: Brennan, N., Beames, J. R., Kos, A., Reily, N., Connell, C., Hall, S., Yip, D., Hudson, J., O’Dea, B., Di Nicola, K., and Christie, R. (2021) Psychological Distress in Young People in Australia Fifth Biennial Youth Mental Health Report: 2012–2020. Mission Australia: Sydney, NSW. <mea.digital/IFB_MH9>

1 Looking at both graphs, what has been the general trend in the incidence of psychological distress?

2 What does Figure 1 show about the mental health of females compared to males?

3 What does Figure 2 show about the mental health of Aboriginal and Torres Strait Islander respondents compared to non-Aboriginal or Torres Strait Islander respondents?



Young people aged 15–19 with psychological distress and the issues they were ‘very’ or ‘extremely’ concerned about, by gender and Aboriginal and/or Torres Strait Islander Status, 2020

Issue of concern	Females (%)	Males (%)	Aboriginal and Torres Strait Islander (%)	Non-Aboriginal and Torres Strait Islander (%)
Coping with stress	78.1	60.0	63.4	73.8
Mental health	71.9	54.7	62.6	68.2
Body image	67.0	36.3	53.4	59.4
School or study problems	57.4	43.1	45.8	54.1
Physical health	37.2	32.9	39.9	35.9
Family conflict	33.2	24.6	37.3	31.2
Suicide	30.1	29.8	38.4	30.7
Personal safety	27.6	24.2	35.1	26.8
Bullying/emotional abuse	27.8	23.0	35.3	26.6
Financial security	26.2	24.3	31.0	25.8
Social media	25.4	16.7	25.9	23.2
Discrimination	21.8	18.2	31.2	21.3
LGBTIQA+ issues	18.8	12.0	24.5	19.1
Domestic/family violence	14.0	13.0	27.6	13.6
Drugs	8.6	13.0	19.7	9.7
Alcohol	6.5	9.4	17.7	7.0
Gambling	1.9	5.5	15.8	2.8

4 List the three issues of most concern to female and male respondents.

5 Analysing the data from the table above, hypothesise possible reasons for the difference in rates of psychological distress in young females compared to males.



6 Which issues are Aboriginal and Torres Strait Islander respondents more concerned about than non-Aboriginal and Torres Strait Islander respondents?

7 Using that data, hypothesise possible reasons for the difference in rates of psychological distress in young Aboriginal and Torres Strait Islander respondents compared to non-Aboriginal and Torres Strait Islander respondents.

8 Research mental illness in Australia and then tick true or false for each of the following statements.

Statement	True	False
People living in a single-parent family with children are more likely to have anxiety disorders than other types of households.		
People living in group households are less likely to have a substance use disorder.		
The likelihood of substance use disorders for people who have never been married is more than four times higher than for people who are married or in a de facto relationship.		
Economically disadvantaged people are less vulnerable to mental illness.		
People's ability to sustain themselves and be productive members of society can impact their mental health and wellbeing.		
More than half of the people who have reported being homeless at some point in their life have had a 12-month mental disorder.		
People who have no contact with friends are less likely to develop a mental disorder lasting at least 12 months.		
People who have family members to rely on or confide in are less likely to develop a 12-month mental disorder.		
Daily smokers are more than twice as likely to have a 12-month mental disorder than people who have never smoked.		
People who are dependent on alcohol are less likely to suffer from other mental health problems.		
People with mental health problems often experience issues relating to alcohol.		
Users of illicit drugs are almost twice as likely to have a mental health condition.		
Suicide is the main cause of premature death among people with a mental illness.		



Types of mental illness

Major disorder groups

Anxiety disorders

Anxiety disorders generally involve feelings of tension, distress or nervousness. A person may avoid, or endure with dread, situations which cause these types of feelings. Anxiety disorders include panic disorder, agoraphobia, social phobia, generalised anxiety disorder (GAD), obsessive-compulsive disorder (OCD) and post-traumatic stress disorder. These can also be examples of non-psychotic disorders that can affect people's day to day activities.

Affective disorders

Affective disorders involve mood disturbance. Most of these disorders tend to be recurrent and can often be related to stressful events or situations. Affective disorders include major depressive disorder, dysthymia and bipolar affective disorder. Major depressive disorder is a severely depressed mood for more than two weeks, whereas dysthymia, also known as persistent depressive disorder, is a milder depressed mood that lasts for more than two years. Bipolar disorder is characterised by periods of severe depression alternating with periods of elation and hyperactivity.

Psychotic disorders

Psychotic disorders affect the brain and cause a change in thinking, emotion and behaviour. Psychosis causes a person to experience an altered sense of reality, which may include hallucinations, delusions or severe confusion. The most well-known psychotic disorder is schizophrenia, symptoms of which can include hallucinations, delusions, changes in behaviour and a lack of expressiveness, motivation or pleasure. Other psychotic disorders include schizoaffective disorder, which is characterised by symptoms of both schizophrenia and an affective disorder; brief psychotic disorder, which is a short period of psychotic behaviour often induced by a period of high stress; and paraphrenia, where a person experiences delusions and/or hallucinations without the changes in behaviour and confusion associated with other psychotic disorders.

Substance use disorders

Substance use disorders include harmful alcohol use, alcohol dependence and drug use disorders. Harmful use is the pattern of alcohol or drug usage that is responsible for, or contributes to, physical or psychological harm including impaired judgement or dysfunctional behaviour.

ACTIVITY *Major disorder presentation*

- 1 In groups of three, research and present to the class a five minute presentation on a disorder from one of the major disorder groups. Use Keynote or Microsoft PowerPoint to prepare your presentation. Include the following criteria:
 - description of the disorder
 - characteristics of the disorder
 - common myths about the disorder
 - prevalence in Australia
 - patterns of prevalence in relation to different nations. For example, low-income earners worldwide or common age groups worldwide.
 - the co-occurrence of diseases associated with the disorder. Mental disorders co-occur for a variety of reasons and substance use disorders frequently co-occur.
 - determine which needs from Maslow's hierarchy are not being fulfilled. Use stories from the following link to help you decide: <mea.digital/IB_MH10>.
 - what is being done to help those with the disorder.

Depression

Have you ever felt so upset that you did not want to get out of bed? Many of us use the word 'depressed' in an everyday sense when we feel down. Feeling sad, however, is a normal and generally short-lived experience. Clinical depression is a different situation involving a state of prolonged sadness and hopelessness where the person is not able to 'just snap out of it'.



istockphoto.com/Stefano Lunardi

A worldwide epidemic

In 2021, the World Health Organization identified depression as a leading cause of disability worldwide, affecting approximately 280 million people. Depression is twice as common in women as it is in men.

Using these statistics, work out how many people in your class may be affected by depression throughout their lifetime.

males
females

Postnatal depression

Postnatal depression is suffered by women who have given birth. (Antenatal depression occurs during pregnancy.) The symptoms are similar to those of depression and the risk of suffering this condition increases if you have previously suffered depression.

Bipolar disorder

Depressive disorders can be classified either as unipolar, involving depression only, or bipolar, where the person swings between deep depression and episodes of mania (characterised by an extreme elevation of mood, overactivity, reduced need for sleep and loss of inhibitions). These episodes can vary in severity from hypomania, in which a person will experience elevated or irritable mood and increased energy for a few days, to mania, which is a manic episode that is so pronounced and prolonged that it often results in delusions and risk-taking behaviours, typically leading to hospitalisation.

ACTIVITY Do you know the signs?

Go to the Beyond Blue website and navigate to the 'Anxiety and depression checklist': <mea.digital/IFB_MH11>

- Using the questions supplied on the website make a list of possible signs or symptoms that someone you know may be suffering from depression.

Symptoms of depression include:

Anxiety

Anxiety disorders take on many forms and are normally characterised by a strong fear that something bad may occur. Anxiety is sometimes referred to as the body's 'false alarm', as it is often an involuntary disproportionate response to the environment around the person experiencing it. Anxiety disorders can commonly be misinterpreted as stress; however, the main difference is that these disorders can have an enormous effect on the ability of a person to carry on with everyday life. Anxiety symptoms that frequently occur with depression include phobias such as agoraphobia (a fear or dread of open spaces and/or going out in public), panic attacks and generalised anxiety.



ACTIVITY *Phobias*

1 List and explain the various phobias that you have heard of.

2 Imagine that you suffered from a particular phobia. Explain it and describe how suffering from it could affect your everyday life.

Schizophrenia

Schizophrenia affects around 24 million people worldwide and approximately 1 per cent of Australians. The symptoms of this illness usually develop during a person’s teenage or early adult years, especially during a stressful period in the person’s life such as moving from school to work or university. These symptoms include:

- major changes in behaviour and feelings—for example, laughing at something sad, or changing moods when this does not match the situation
- confusion—for example, jumping from one topic to the next in conversations
- delusions—for example, believing things that are not true
- hallucinations—for example, hearing voices or seeing, feeling, smelling or tasting things that are not there
- withdrawal—for example, not wanting to be around other people
- loss of initiative, energy and motivation.

Mental disorders and addictions

The following all play a role in the development of mental health problems.

Heredity: mental health problems can be passed through generations.

Brain chemistry: chemicals in the brain appear to play a role in the onset of anxiety disorders.

Personality: people with low self-esteem and poor coping skills are more prone.

Life experiences: long-term exposure to abuse, violence or poverty.

Many of the ways that people mask the pain of low self-esteem become addictions. These are not only addictions to substances but addictive behaviours.

ACTIVITY Addictions

1 Place the words from the list into the appropriate columns in the table.

Substance addictions	Activity addictions	Thought-pattern addictions	Emotion addictions	People addictions
Food	Buying	Obsessive-compulsive	Anger	Relationships

We can be so quick to judge someone that has an addiction of some kind, whether it is an addiction to a substance or to behaviours. Often these are used as ‘painkillers’ in an attempt to deal with a deeper cause. Knowing more about the cyclical nature of addiction may be useful in trying to understand the complexity of the relationship between low self-esteem, anxiety disorders and addiction.

Substance abuse and mental disorders

There is a clear, yet complex, link between substance abuse and mental health. While some people may start using drugs or alcohol because of mental illness, many mental health conditions can be triggered by the abuse of these substances.

- People with a mental health disorder are twice as likely to smoke tobacco products daily than those who have not been diagnosed with a mental health condition.
- 21.3 per cent of people with a mental health disorder exceed the lifetime risk guidelines for alcohol consumption and 30.9 per cent exceed the single occasion risk guidelines.
- Compared to people without a mental health condition, those with a mental health condition are 1.7 times as likely to have used an illicit substance.

Australian Institute of Health and Welfare, *National Drug Strategy Household Survey 2019*, <[mea.digital/IFB_MH13](#)>

The following definitions explain how these drugs may affect our mental health:

Serotonin: a neurotransmitter found in the gastrointestinal tract, platelets in the blood and in the central nervous system. It is a well-known contributor to feelings of well-being.

Dopamine: a neurotransmitter found in the brain, whose main function is to inhibit the release of prolactin from the pituitary gland.

Prolactin: a protein hormone in humans that has many effects including lactation and provides the body with sexual gratification after sexual acts. Unusually high amounts of prolactin are responsible for impotence and loss of libido.

Cannabis: refers to the products of the cannabis sativa plant, also known as marijuana and hashish.

Cocaine: Cocaine hydrochloride is a powerful psychostimulant where the molecules easily cross the blood-brain barrier and can infiltrate the deep structures of the brain.

Ecstasy: an entactogenic drug of the phenethylamine and amphetamine class of drugs and works on the central nervous system affecting mood.

Effects on you

High levels of stress for prolonged periods of time lower serotonin levels, which can lead to mental health disorders. In fact, all mental disorders can manifest as physical symptoms throughout the body. Some are short-term and some are long-term. If the problem is a dual diagnosis of a mental health disorder and substance abuse, the effect on the body is magnified.

ACTIVITY *The warning signs*

- Listed are some health warning signs and symptoms. Place them below the body systems they affect in the diagram that follows.

memory problems

osteoporosis

muscle spasms

excessive alcohol consumption

diarrhoea

rapid breathing

indigestion

eating more or less

dry mouth

increased smoking

high blood pressure

dizziness

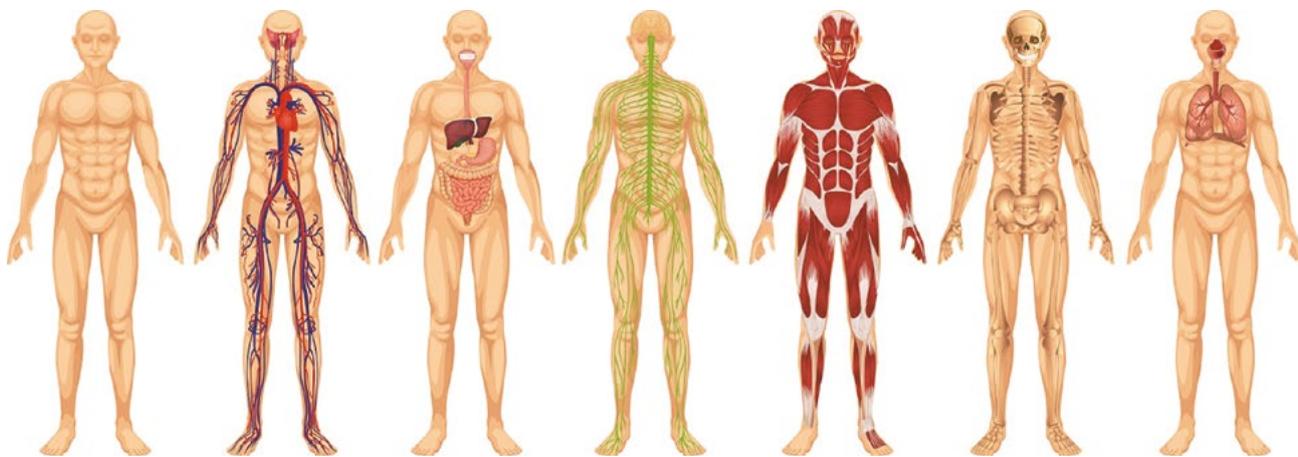
body aches

depression

rapid heartbeat

constipation

nausea



Circulatory system Digestive system Nervous system Muscular system Skeletal system Respiratory system

iStockphoto.com/Alexandra Harwood



Recovery is possible

The Mission Australia Youth Survey found the following information regarding where young people go for help with important issues.

All figures are percentages of those surveyed.

Where advice was sought	2017	2018	2019	2020	Total 2021	Female 2021	Male 2021	Gender diverse 2021
Friends	84.4	84.5	83.0	83.5	80.5	83.2	77.9	75.8
Parents or guardians	77.7	76.1	75.2	71.7	69.7	69.2	73.7	39.8
Relative/ family friend	61.3	60.1	57.6	55.3	45.9	46.1	47.9	24.6
Internet	51.2	49.4	46.1	48.2	47.5	50.2	43.1	59.3
Community agency	11.3	13.5	12.9	11.2	7.6	7.2	7.8	12.0
Teacher	38.2	37.7	36.0	36.3	27.6	28.6	27.1	23.0
School counsellor	33.1	36.0	30.4	30.3	21.9	22.3	21.5	23.2

Table based on *Mission Australia Youth Surveys 2017–2021*, Mission Australia

ACTIVITY *Sources for advice*

- Where did most people go for advice in 2021?

- Which source of advice has decreased the most since 2017?

- Which group used the internet as a source of advice more in 2021? Can you suggest why this may be so?

- Males were more likely than their female or gender-diverse peers to access help from which sources?

- Why do you think males are more likely to access help from these sources?

- What must everyone be aware of when accessing information over the internet?



7 To whom or where would you personally go for advice on an issue that concerned you?

8 Would this vary depending on the issue?

9 Determine where you would turn to for advice and support for the following situations:

Feeling overwhelmed by school work: _____

Parents separating/divorce: _____

Death of a family member: _____

Death of a friend: _____

Feeling depressed: _____

Feeling anxious about going to school: _____

If you are having suicidal thoughts: _____

Concern for a friend that is not eating much: _____

If you find yourself not eating much: _____

Concern for a friend who is experimenting with drugs: _____

If you have had sex and think you might be pregnant: _____

If you suspect you may have a sexually transmitted infection:

If you have found yourself drinking alcohol in increasing amounts and rates:

If you know a friend is having suicidal thoughts: _____

Treating mental illness

The majority of cases of mental illness go undiagnosed. It is essential that a correct diagnosis is received and treatment is given to bring about positive results. In most cases of mental illness the right course of action will include a combination of education, psychological therapy and/or medication.

Coping with mental illness

There is no truer saying than 'a problem shared is a problem halved' especially when talking about mental illness. It is important that we surround ourselves with people with whom we feel comfortable and who make us feel safe and supported. Being able to share your feelings and thoughts is just as important as being able to listen and when it comes to mental illness sharing these emotions can be the first step on the road to recovery.



Strategies for coping with mental illness include:

- recognising that you need some help
- talking to a friend or relative
- identifying what is making you depressed/anxious
- dealing with what is making you depressed/anxious
- looking at your lifestyle to see if you are getting enough sleep, following a good diet, exercising and having the support of friends
- seeking professional help and having counselling.

The strategies are useful for all people. Although you may not necessarily suffer from a mental illness there may still be times throughout your life when you feel down and perhaps out of control.

ACTIVITY *In the moment*

1 Think of a time when you have felt sad or upset. What was it that made you feel this way?

2 How did you cope with these feelings and how effective was this in solving the problem?

3 Now that you have been educated about what you can do in these situations, what would you do differently?

Making a difference

Every individual has the power to positively influence others whether it be as a brother/sister, son/daughter, friend, teammate or just an acquaintance.

ACTIVITY *Different scenarios*

Read the scenarios and complete the activity.

- 1 Identify risk factors which suggest that the subject may be suffering from a mental illness.
- 2 Develop three open-ended questions that you could ask to find out how serious the problem may be.
- 3 What advice or support would you offer this person?



iStock/Morotion



Scenario one

Your baby brother was born six months ago. Your mum has not had a full night's sleep in this time and when she does get the opportunity to have a rest she is unable to wind down. She cries a lot and you often come home from school and find her still in her pyjamas.

1: _____

2: _____

3: _____

Scenario two

Your dad lost his job two weeks ago. He has started drinking beer every night and stays up until all hours, sleeping in every morning. As a result, it is now your responsibility to get your brothers organised for school each day.

1: _____

2: _____

3: _____

Scenario three

Your friend has started hanging out with a new group. He has become edgy and loses his cool when things do not go his way. You suspect he may have started experimenting with drugs.

1: _____

2: _____

3: _____



Scenario four

Your sister has started acting differently recently. She has stopped hanging out with her friends, spends all of her time in her room and her school work is suffering.

1: _____

2: _____

3: _____

Scenario five

You have been feeling really down lately. You do not want to go to school and have had days when you have faked being sick so you did not have to go. You have lost your appetite and feel tired constantly.

1: _____

2: _____

3: _____

Calling out for help

Mental illness can go undetected in young people and may lead to drug use, crime, violence and suicide.

Celebrities are often criticised for being poor role models, however, in regards to promoting help-seeking behaviours, many should be congratulated. Their willingness to openly discuss emotional and mental health issues and their preparedness to access professional help through therapy when they feel it is required helps to break down barriers. This includes the misguided notion that professional help is only for 'weak' people or those with 'major' mental health problems.

Effective help-seeking behaviours can include:

- responding immediately to signs of reduced mental health
- confiding in people whom you trust and respect
- seeking support to identify and address specific issues that are impacting on your mental health
- accessing reputable mental health websites for accurate information and assistance
- making an appointment with the school counsellor
- seeking professional help
- fully undertaking the recommendations of mental health professionals.

ACTIVITY *Seeing the signs*

- 1 Identify a celebrity that you believe shows the warning signs of suffering from a mental illness. Use the effective help-seeking behaviours to determine what advice you would give this person to help them access the support that they need.

Celebrity: _____

Warning sign/s: _____

Advice: _____

ACTIVITY *Being prepared*

With such a high incidence of depression within society chances are that you will either suffer from or know someone who suffers from a mental illness. To help these people it is important to look after yourself. Remember you are not alone. Agencies such as beyondblue provide support and education to help you.

- 1 Imagine that you found yourself in a situation where you either thought that you may be suffering from a mental illness or that someone you know was suffering from a mental illness. Make a list of ten questions that you may have.

1: _____

2: _____

3: _____

4: _____

5: _____

6: _____

7: _____

8: _____

9: _____

10: _____



- 2 Access <mea.digital/IFB_MH15> to find out the answers to your questions. Using a different coloured pen record the answer underneath your question.

If you are interested in finding out more about what support is available for people with a mental illness, contact the Association of Relatives and Friends of the Mentally Ill (ARAFMI), SANE Australia, Mental Illness Education Australia, an occupational therapist or a social worker, community mental health nurse, psychiatrist or clinical psychologist.

Maintaining connections

Feeling isolated can be one of the most detrimental factors influencing our mental health. Feeling alone and insignificant can significantly reduce self-esteem and mental wellbeing. Knowing that at least one person cares about our feelings and our experiences provides reassurance and helps us feel valued. What can you do to help someone else feel connected?

Maintaining connections with our community has been identified as a major factor in promoting good mental health for all people. Making friends, doing volunteer work, helping others and getting a part-time job are all ways to stay positive and make the most of your life. Sometimes people who suffer from mental illness lose sight of the importance of these activities.



Shutterstock.com/Julie Keen

ACTIVITY *Keeping connected*

- 1 What other positive steps can you think of that could improve someone’s quality of life?

Involvement in community activities enables us to work with and get to know more people, and helps us contribute to making our community better.

- 2 What facilities or activities are available to teenagers within your community and what do they offer?
- a Check your location in a street directory to see if there are any community facilities that you were not aware of. Record your findings in the table.

Facility/agency	Activities/support offered	Are activities easily accessible by all teenagers? Discuss.

Who can help?

Mental illness is a serious concern in our society and should not go untreated. If you have any questions or concerns regarding this issue, seek help. There are many options open to you at school, at home and within the community.

ACTIVITY *Local support*

1 Write down the local support services in your area:

a School

b Home

c Community

Resources

While researching this unit the following websites were visited. You might also find them useful.

Kids Helpline

<mea.digital/FB_MH16>

Beyond Blue

<mea.digital/FB_MH17>

ReachOut

<mea.digital/FB_MH18>

SANE Australia

<mea.digital/FB_MH19>

SANE StigmaWatch

<mea.digital/FB_MH20>



Assessment task: Taking time out

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Proposal

Studies have shown that an increasing number of teenagers are suffering from mental illness. You are to research the incidence of this among young people within Australia. From your research, develop your ideas into a proposal for a lunchtime activity designed to promote mental health and wellbeing among students within your year level. Use the information provided to help guide your progress and develop your proposal.

Top tips

Research: Use your school library and the internet to research relevant statistics or information regarding mental health and factors affecting the health and development of young people.

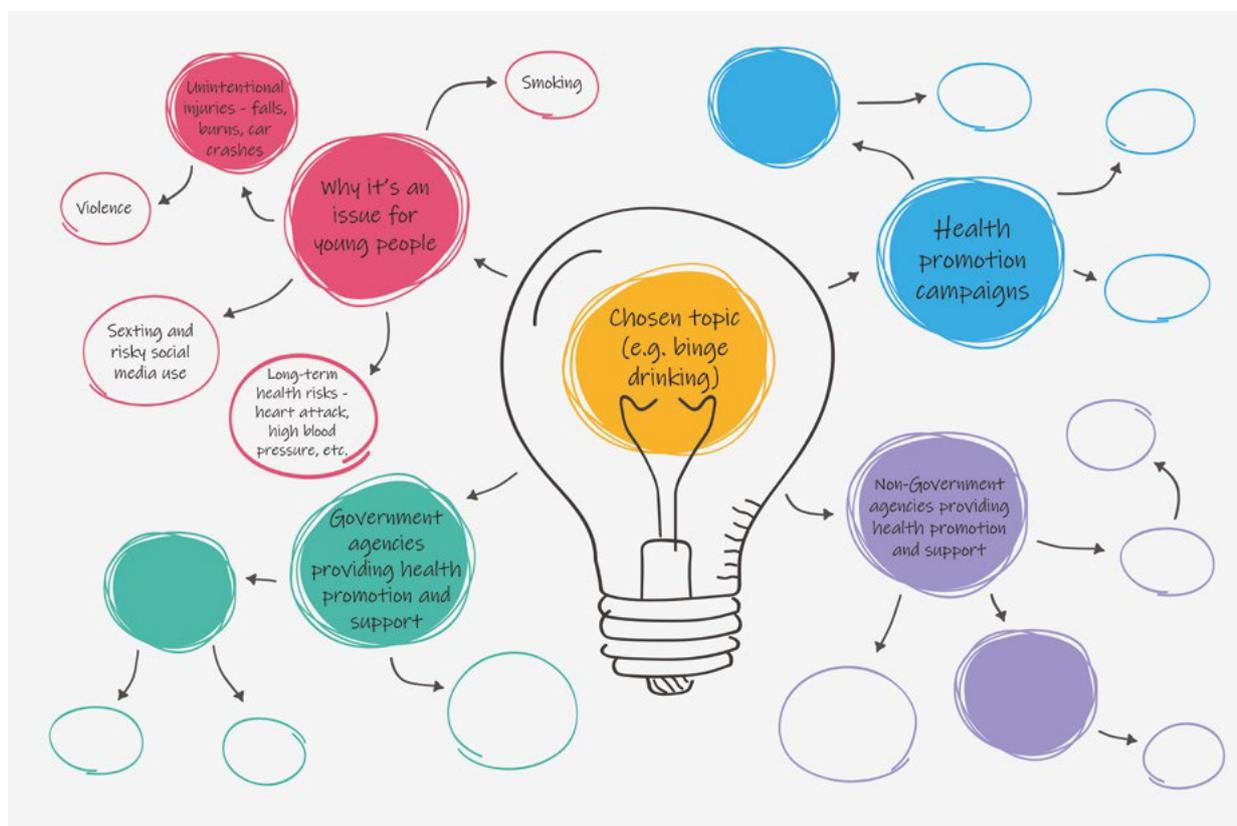
Survey: Develop a survey that will help you collect information regarding the quality of life of students studying at your school. Include a copy of the survey and results in your proposal.

Develop ideas: Brainstorm various ways that positive mental health could be promoted within your school community. List the pros and cons for each suggestion.

For example, creating an advertising proposal (e.g. advertising a big breakfast and a chat about health) is one way that positive mental health might be promoted.

Pro: The informal and communal nature of the event itself suggests that it could be a positive exercise.

Con: The money or resources required to launch the campaign, together with incentives required to get people involved, represent a possible obstacle to its implementation.



iStockphoto/Tomas Knopp



Proposal plan and outline

Use the following headings to give structure to your proposal.

Introduction

Discuss the topic, outlining your point of view and what major points you will be discussing within the proposal.

Body (compare and discuss)

When you are planning and writing the body of your proposal, include the following information:

- What have you learnt through your research?
- How do your survey results compare with your research? Discuss both similarities and differences.
- Use the data that you have collected to justify your stance on the issue.

Conclusion (recommendations)

Explain the method of health promotion that you believe would be most suitable for use in your school. Justify your decision.



Victorian Curriculum F–10 Links (Levels 9 and 10)			Working well above Achievement Standard		Working above Achievement Standard		Working at Achievement Standard		Working towards Achievement Standard		Working below Achievement Standard	
Strand and Sub-Strand	Key Elements	Criteria: Ability to ...	A		B		C		D		E	
			Self/Peer	Teacher	Self/Peer	Teacher	Self/Peer	Teacher	Self/Peer	Teacher	Self/Peer	Teacher
Personal, Social and Community Health Communicating and interacting for health and wellbeing	Incidence of mental health issues among young people	evaluate information relating to the incidence of mental illness among young people	Evaluated credible information and data (including survey results) to make conclusions regarding the incidence of mental illness among young people	Teacher	Analysed accurate information and data (including survey results) to make conclusions regarding the incidence of mental illness among young people	Teacher	Identified relevant information and data (including survey results) relating to the incidence of mental illness among young people	Teacher	Identified a variety of factors relating to the incidence of mental illness among young people	Teacher	Identified factors that may cause mental illness	Teacher
	Self-evaluation	justify and evaluate progress based on health information from a range of sources	Identified credible information and sources to justify changes in their thinking and opinions	Teacher	Used information from a range of sources to support changes in their thinking and opinions	Teacher	Used information to identify changes in thinking and make decisions about their progress	Teacher	Considered some forms of information when discussing their progress	Teacher	With support, identified new areas of learning	Teacher
Personal, Social and Community Health Contributing to healthy and active communities	Locating and selecting relevant information for evaluation	locate and evaluate information from a range of websites	Analysed information posted by known and unknown experts to gather credible knowledge	Teacher	Located information using targeted websites and general search engines	Teacher	Located information using some targeted websites and search engines	Teacher	Located information from specific websites	Teacher	Located information about mental health from teacher-nominated websites	Teacher
	Planning strategies to enhance health and wellbeing	Develop a promotion supporting the health of young people	Designed a credible health promotion proposal that advocates positive mental health among school students	Teacher	Designed a health promotion proposal to advocate positive mental health among school students	Teacher	Developed a health promotion proposal that can be used to promote positive mental health among school students	Teacher	Developed a plan that can be used to promote health and wellbeing among school students	Teacher	Developed ideas about promoting mental health and wellbeing	Teacher



Student's comments:

Teacher's comments:



Advanced drug education

Introduction

Categorising drugs

Legal drugs

Alcohol
Caffeine
Nicotine
Prescription drugs

Illegal drugs

Amphetamines and methamphetamines
Cannabis

Cocaine
Ecstasy
GHB
Heroin
LSD
PCP
Psilocybin

Mental health

Self-medication

To finish

Introduction

A drug is any substance – except food, water and oxygen – that changes the way our brains and bodies function when ingested (eating or drinking), inhaled or injected. People take drugs for a range of therapeutic (medical) and recreational reasons.

There can be social pressure to use recreational drugs, but it is important to weigh up the facts independently of the pressure. Do you know the short- and long-term effects? Is it possible to stay safe? What are the dangers of overdosing? Do you know what is really in the substance you are taking?

ACTIVITY *Recreational drug use*

- 1 In small groups, discuss the reasons why people use recreational drugs. List your findings below.

- 2 What are some of the potential dangers and consequences of using recreational drugs? Consider the physical, social, legal, emotional or financial effects.

- 3 Define the term 'overdose' in your own words. Use the link provided to help you.

[<mea.digital/FB_ADED1>](#)

Categorising drugs

One of the simplest ways to categorise drugs is to split them into three basic types based on their effects on the body: stimulants, depressants and hallucinogens.

Stimulants

Stimulants rouse the central nervous system, including chemicals that transmit messages to and within the brain. Common types include amphetamines and methamphetamines (speed and ice), caffeine (coffee, energy drinks, No-Doz), nicotine (cigarettes, e-cigarettes and nicotine pouches), pseudoephedrine (decongestant) and methylphenidate (ADHD and narcolepsy medication).

- **Short-term effects:** increased alertness, increased heart rate, increased breathing rate, increased blood pressure, sleeplessness.
- **Overdose symptoms:** aggression, anxiety, cardiac arrest, fits, headaches, insomnia, stomach cramps, paranoia, unconsciousness, death.
- **Long-term effects:** addiction and dependence, aggression, anxiety, cardiac arrest or heart problems, headaches, insomnia, stomach cramps, stroke, paranoia, weight loss.

Depressants

Depressants have the opposite effect to stimulants; they slow down the central nervous system. Common types include alcohol, sedatives and tranquilisers (benzodiazepines, GHB, Rohypnol), marijuana (cannabis) and opiates (heroin, morphine, codeine).



- **Short-term effects:** feeling relaxed, slowed heart rate, slow reflexes, slow physical responses and reactions, slurred speech, blurred vision.
- **Overdose symptoms:** memory loss, nausea and vomiting, lack of control over body functions, unconsciousness, death.
- **Long-term effects:** addiction and dependence, cardiac arrest, cancer, liver and brain damage, sexual dysfunction, depression, chronic fatigue.

Hallucinogens

A hallucinogen (psychedelic) is a substance that alters the way your brain receives sensory stimuli, meaning you will perceive reality in a distorted way or experience things that are not real (for example, seeing or hearing things that are not there). Common types include lysergic acid diethylamide (LSD or acid), cannabis, ecstasy and psilocybin (magic mushrooms).

- **Short-term effects:** altered perception of reality, sweating, clumsiness, heavy breathing, numbness.
- **Overdose symptoms:** anxiety, panic attacks, dizziness, blurred or altered vision, clumsiness, ‘bad trips’ resulting in dangerous and potentially life-threatening behaviour, increased heart rate, sweating, death.
- **Long-term effects:** addiction and dependence, flashbacks (even years after use), memory loss, mood disorders (such as depression or anxiety), psychosis.

ACTIVITY *Unpredictable effects*

- 1 Using the information found at <[mea.digital/IFB_ADED2](#)>, research a specific type of drug and fill in the table provided to outline how each factor listed could alter the effects of the drug or your experience of the drug. Discuss your findings as a class.

Variable factor	Effect on the drug or your experience
Other drugs in your system	
Existing health conditions	
The environment	
The people you are with	
Your weight and height	

Legal drugs

Legal therapeutic and recreational drugs are potentially harmful when abused. Being legal does not make a substance risk-free. Many therapeutic drugs have significant side effects and can be harmful or lethal when taken in doses beyond medical recommendation.

Australian laws set out whether drugs are legal or illegal, but also place restrictions on many legal drugs, such as specifying that they can only be bought with a doctor's prescription or by a person over a certain age. The laws regarding the legality of certain drugs vary from state to state.

Alcohol

Alcohol is not only one of the most widely used drugs in Australia, but also one of the most damaging. People drink alcohol to feel more relaxed and less inhibited, but it has much more serious effects. In the short-term, especially in large doses, it can cause difficulty concentrating, intensified moods, slower reflexes and reactions, memory loss, dangerous or inappropriate behaviour, erectile dysfunction, unconsciousness and death. In the long-term, effects include getting sick more frequently with colds and flu, depression, brain damage, cancer, liver damage, heart disease and difficulties with pregnancy.

Medical and research bodies in Australia advise that for people under 18 there is no safe level of alcohol consumption. For young people, alcohol has serious effects on physical growth and intellectual and emotional development. It also impairs a person's ability to recognise and respond to unsafe situations. According to the Australian Alcohol and Drug Foundation (ADF), the average age for young Australians to consume their first full alcoholic beverage is 16.2 years old, and young adults are the most likely group to drink more than the single-occasion guidelines at least monthly. See more at <[mea.digital/IFB_ADED3](#)>.



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ACTIVITY *The wider effects of alcohol*

1 List the potential negative outcomes of each situation provided and outline how you would respond.

- a You visit a friend who lives on a farm at the edge of the nearest town. After a few beers, they decide to take an old ute into town to get fish and chips.

- b You find someone unconscious, lying on their back on the nature strip outside an unsupervised party at your best friend's house. The person has vomit on their shirt and mouth.

2 Read about Australian drinking culture at <[mea.digital/IFB_ADED4](#)> and answer the following question.

- a Why do you think the rates of alcohol consumption in Australia are declining?



Caffeine

Caffeine is found in a range of food and drinks: chocolate, coffee, tea, soft drink and many energy drinks. Caffeine is a stimulant, so it raises your heart rate, makes you feel more alert and keeps you awake, but large doses can also cause insomnia, anxiety, headaches, stomach problems and disorientation. Like any drug, it is possible to overdose on caffeine.

Inhalants

Many ordinary, widely-available household items can have intoxicating or euphoric effects when they are concentrated and inhaled, such as aerosol sprays (e.g. deodorant, hairspray), chrome-based paints, cleaning and correction fluid, petrol, glues and nitrous oxide bulbs. Inhaling (also known as sniffing or huffing) these products is highly dangerous. There is no safe level of use. Many inhalants are also addictive.

Inhaling can cause sudden and immediate death—regardless of whether you use the drug regularly or if it is your first time—and there is no way to judge who will be affected in this way. There is also a significant danger of asphyxiation (suffocation) if the inhalants are sniffed from a plastic bag. Inhalants can also cause significant short-term effects such as nausea, seizures, brain damage and abnormal heart rhythms, as well as severe long-term harm including memory loss, angina and chest pain, heart muscle damage, loss of smell and hearing, liver and kidney damage and coma. Some of these effects are permanent, even if you stop using.



ACTIVITY *Inhalant use*

Explore the information regarding inhalants at mea.digital/FB_ADED6 and answer the following questions.

- 1 Why might young people use inhalants?

- 2 What signs might there be that someone you know is using inhalants?

- 3 What responsibility do you think the following groups of people should have in informing young people about the dangers of inhalants, or stopping them from using?

Family members or guardians

Teachers

The police and lawmakers

Healthcare providers (doctors, counsellors)

Friends

Nicotine

Nicotine has absolutely no health benefits. Inhaling any form of tobacco product causes damage to your body from the very first time you or those around you light up.

The short-term effects include stained teeth, bad breath, yellowing fingers, premature ageing of the skin, high blood pressure, reduced sense of taste and smell, frequent respiratory infections, coughing and dizziness. Long-term effects include cancer, heart disease, emphysema and stroke. Smoking rates have declined considerably in Australia. The Australian Institute of Health and Welfare (AIHW) National Drug Strategy Household Survey 2022–2023 indicated that 4.5 per cent of Australians aged 15–24 smoked daily, which is an decrease of 3 per cent since 2019.

Vaping

The term ‘vaping’ refers to inhaling a vapour created by an e-cigarette or other vaping device. E-cigarettes are battery-powered devices that rely on cartridges filled with liquids containing flavouring, a range of toxic chemicals and sometimes nicotine. This liquid is heated into an aerosol (called vapour) and inhaled in a similar way to smoking. While not all vaping devices contain nicotine, some e-liquids do. Research has found even e-liquids that are labelled as ‘nicotine-free’ may contain varying amounts of the addictive substance. These devices are considered highly addictive, especially for young people.



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E-cigarettes are relatively new products and the long-term safety and health effects associated with their usage are still being researched and discovered. Some health risks we do know about already can include addiction, including pathways for later addiction to other substances; impact on learning, memory and attention; exposure to toxic and harmful chemicals; nicotine poisoning via ingestion and skin contact; lung inflammation and irritation; and lung disease, heart disease and cancer.

According to the National Drug Strategy Household Survey 2022–2023 by the Australian Institute of Health and Welfare (AIHW), 28 per cent of 14–17-year-olds in Australia had tried vaping at least once, almost triple the rate since 2019. Of these people, over half reported that the last e-cigarette they used contained nicotine.

For more information on the dangers of e-cigarettes, visit the following websites:
[<mea.digital/FB_ADED7>](#) [<mea.digital/FB_ADED8>](#)

ACTIVITY Nicotine use

- 1 Research the legitimacy of each reason for smoking provided, then rebut them with a single, clear sentence based on evidence from a reliable source.

‘I can’t quit; I’m addicted.’

‘I only smoke rollies; they’re safer.’

- 2 The Australian Government has implemented a range of laws to reduce levels of smoking in the community. Read ‘What we’re doing about smoking and tobacco’ at [<mea.digital/FB_ADED11>](#) and discuss as a class which of the policies listed you think would have the most effect on teenagers and why.



3 What are the main risk factors for teens as a result of vaping?

4 Read the press release on Australia's advertising campaign aimed at encouraging people to quit vaping and smoking at <mea.digital/FB_ADED9> and note the key intentions of the campaign. List three ways the campaign is targeting young people and share your findings with your class.

1

2

3

Prescription drugs

Prescription drugs are manufactured to combat specific diseases and conditions. The dose prescribed by doctors is determined by many complex factors that aim to reduce the inherent risk of adding the chemicals to the human body.

Some people may mistakenly think of prescription drugs as less dangerous than illegal drugs, because of their strict regulation, but taking other people's medication or taking your own prescription medication incorrectly can cause serious and immediate harm. Combining certain drugs with other substances, even some herbal remedies, can also increase the risk of harm or reduce the drug's therapeutic effectiveness.

Commonly misused prescription drugs include the following:

- **Opiates and opioids** are highly addictive depressants that reduce the ability to feel pain. They are usually prescribed for severe and chronic pain, often after surgery. Common types include fentanyl, codeine, morphine, oxycodone (OxyContin, Endone) and methadone.
- **Tranquillisers and sedatives** are depressants used to treat anxiety and sleep disorders. Prescription tranquillisers include benzodiazepines such as diazepam (Valium), temazepam, oxazepam (Serepax) and alprazolam (Xanax). They are particularly dangerous when mixed with other types of depressants such as alcohol or opiates.
- **Stimulants** generally increase energy and alertness, but they are also prescribed to people with ADHD. Prescription stimulants include Ritalin, Adderall and Dexedrine. Stimulants can be highly addictive.
- **Anabolic steroids** are derived from testosterone. They are prescribed to treat hormonal imbalances and some cancers, but they are also used illegally by some athletes to enhance performance and build muscle mass. Steroids have very visible short-term side effects such as aggressive behaviour and acne. In males they produce baldness, breast development and shrunken testicles. In females they stimulate facial hair growth, a deeper voice, enlarged clitoris and changes to the menstrual cycle.

ACTIVITY Prescription drug use

- 1 Identify the potential dangers of each of the following scenarios and make a plan of action for how you would respond.
 - a A friend is receiving medical treatment for anxiety, and has been prescribed benzodiazepines. You have a particularly stressful day and go to his house after school to clear your head. He offers you a tablet to calm you down.

- b You are on school camp and in the middle of the night you fall down a set of stairs while sneaking out of your dorm. Your ankle swells up quickly and you are in a lot of pain. Your friend, who recently had shoulder surgery, has prescription pain killers with her and offers you some.



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Illegal drugs

People take illegal (illicit) drugs to alter their mood or their perception of reality, and these temporary effects come with a range of dangers. If you buy or take illegal substances there is no guarantee that you are getting what you expect; these drugs may include poisons or other dangerous substances and the strength and purity will vary enormously.

ACTIVITY A victimless crime?

- 1 Illicit drug use is sometimes referred to as a 'victimless crime'. Define this term in your own words.



- 2 What broader effects does the illegal drug trade have on society? Research the impact of illicit drugs in Australia and make notes below, including the sources of your statistics and facts.

- 3 Read about some of the strategies and initiatives for minimising drug harm in Australia: <mea.digital/FB_ADED12>. Choose one and use the space provided to explain its aims and how these will be achieved.

Amphetamines and methamphetamines

Amphetamines and methamphetamines (speed, whiz, uppers, meth, ice, PMA) are chemically similar stimulants, but they are made in different ways, which influences their effects and how they are generally used. Amphetamines are made from an oil and converted into powder, often formed into tablets or sometimes a gel. These are commonly mixed or cut with other drugs (such as ephedrine) and toxic chemicals or with substances such as glucose. Methamphetamines usually come in crystalline rock or liquid forms, and is much stronger and longer lasting. Amphetamines can be taken orally, injected, snorted or smoked. Methamphetamines are usually injected, which exposes users to the many blood-borne diseases that are passed on through sharing needles, such as HIV, Hepatitis-C and Hepatitis-B.

- **Short-term effects:** increased energy, feeling alert, confidence, headaches, dizziness, panic attacks, heart palpitations, anxiety.
- **Overdose symptoms:** heart attack, seizure, stroke, coma, death.
- **Long-term effects:** insomnia, malnutrition, irregular heartbeat, depression, extreme aggressiveness, paranoid delusions, psychosis, as well as financial and social problems.

ACTIVITY *Providing evidence*

- 1 Read the fact sheet on ice at <mea.digital/FB_ADED14> and provide evidence to refute the statements provided.

'Using ice doesn't hurt anyone else.'

'If I only use it once or twice I'll be fine.'

Cannabis

Marijuana (also known as pot, weed, dope or ganja) refers to the psychoactive varieties of the cannabis plant (*Cannabis sativa* and *Cannabis indica*), which contain the active ingredient delta-9 tetrahydrocannabinol (THC). Cannabis is a depressant and mild hallucinogen. Cannabis is used in many different ways, including smoking the dried buds of the plant or eating food that has cannabis resin (known as hashish) in it.

Growing, selling and using cannabis for recreational use is illegal in Australia, but in 2016 the Australian Government passed laws that made growing cannabis for medicinal use legal under strictly regulated conditions and cannabis is now legal for specific medical uses with a valid prescription. Medical marijuana has been shown to ease chronic pain in seriously ill people, such as those with HIV/AIDS or cancer, and to alleviate some symptoms of severe epilepsy and multiple sclerosis (MS).



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- **Short-term effects:** relaxed feeling, laughing, hunger, feeling quiet and contemplative, reduced concentration, dry mouth, paranoia, red eyes, vomiting, hallucinations.
- **Overdose symptoms:** blurred vision, inability to concentrate, slow reflexes, hallucinations, increased heart rate, decreased blood pressure, anxiety and paranoia.
- **Long-term effects:** increased risk of mental illness, respiratory illnesses and heart disease, decreased sex drive, energy and motivation, reduced fertility, memory loss, cancer (from smoking), throat and lung problems.

Research has shown a strong correlation between cannabis use and the potential for psychotic episodes, depression and anxiety in people with a family history of mental illness or who are experiencing mental illness. Cannabis also increases the likelihood of schizophrenia symptoms starting at a younger age. There has been no clear evidence that cannabis causes depression, but people who use cannabis on a regular basis are statistically more likely to suffer from depression.

ACTIVITY *Medical and recreational marijuana use*

Read about the legalisation of marijuana for medical use in Australia <[mea.digital/FB_ADED15](#)> and answer the following questions.

- 1 How does medical marijuana differ from recreational forms of the drug?

- 2 Read the Alcohol and Drug Foundation article regarding talking with young people about cannabis: <[mea.digital/FB_ADED16](#)>. Imagine you are worried about one of your friends who is using cannabis regularly and it is seriously affecting their life and your friendship.

Write a plan for how you would discuss the issue with them. Include an opening line to start the conversation, facts to back up your views, statements to avoid and suggestions for where they could get help.



Cocaine

Cocaine (also known as coke, snow, Charlie or blow) is a powerful stimulant made from coca leaves. It is usually snorted as a white powder, but other forms (such as crack cocaine) can be smoked or injected. Cocaine is only produced in South America, so it is very expensive in Australia and more likely to be sold mixed with other substances such as sugar or talcum powder.

- **Short-term effects:** confidence and elevated mood, increased energy, feeling physically strong, dilated pupils, increased blood pressure and heart rate, increased sex drive, violent and aggressive behaviour.
- **Overdose symptoms:** anxiety, chest pain, extreme agitation, paranoia, nausea and vomiting, tremors, hallucinations, kidney failure, difficulty breathing, seizures, stroke, heart damage, coma, death.
- **Long-term effects:** tiredness and difficulty sleeping, depression, anxiety, paranoia, sexual dysfunction, hallucinations, sensitivity to noise and light, heart disease.

Ecstasy

Ecstasy (also known as Molly, E, XTC, eccies, pingers or pills) is a stimulant drug that also has some hallucinogenic properties. It is often referred to as a 'party drug' because it is most commonly taken to enhance the positive experience of a music festival, event or party. The active ingredient in ecstasy is methylenedioxymethamphetamine (MDMA), which produces a euphoric, energetic and confident feeling.

The content of tablets sold as ecstasy can vary enormously. Sometimes they contain tiny amounts of MDMA, but other batches may contain much higher doses and are more likely to cause an overdose.

- **Short-term effects:** elevated mood, dilated pupils, teeth grinding, sweating, sensitive or tingling skin, aching muscles, blurred vision, nausea, increased heart rate, dehydration or water intoxication (drinking too much fluid causing potentially fatal imbalances of electrolytes in the body).
- **Overdose symptoms:** very high body temperature, increased blood pressure and heart rate, hallucinations, irrational behaviour, vomiting, convulsions, kidney failure, psychosis, death.
- **Long-term effects:** increased susceptibility to colds and flu, depression, psychological dependence, financial and social problems.



ACTIVITY Ecstasy use

1 Read the article regarding a mass MDMA overdose at a Melbourne music festival and answer the following questions: <mea.digital/IFB_ADED17>

a What factors might have made these people feel that the risk was worth it?

b What factors might increase the danger of taking drugs at a summer music festival?

GHB

GHB (gamma hydroxybutyrate, also known as G, fantasy, liquid ecstasy, liquid X) is a powerful depressant. GHB is a clear liquid that generally has no odour, so it is sometimes used to spike people's drinks without their knowledge. A very small increase or decrease of dose of GHB will cause dramatically different effects; the drug's purity varies enormously, so the risk of overdosing is very high.

- **Short-term effects:** elevated mood, decreased inhibitions, increased sex drive, memory loss, confusion, fatigue, decreased heart rate, nausea, diarrhoea and urinary incontinence.
- **Overdose symptoms:** sweating, vomiting, irregular or shallow breathing, memory loss, unconsciousness, seizures, death.
- **Long-term effects:** unknown, but does cause dependence.

ACTIVITY *Protective strategies*

- 1 What strategies could you put in place to protect yourself or a friend from being a victim of drink spiking at a party? Use this fact sheet as a starting point <mea.digital/FB_ADED19>.

Heroin

Heroin (also known as smack, gear, H, dope or horse) is a depressant derived from the opium poppy. Heroin is an extremely addictive depressant—both psychologically and physically—that subdues the specific parts of the brain and central nervous system that feel pain. Heroin is usually injected, which means that users are at a higher risk of contracting blood-borne diseases such as HIV, Hepatitis-C and Hepatitis-B. It can also be smoked (on its own or with cannabis or cigarettes) and snorted.

- **Short-term effects:** cessation of pain, intense feelings of pleasure, drowsiness or reduced consciousness, clumsiness and confusion, slurred speech, decreased appetite and sex drive, contracted pupils.
- **Overdose symptoms:** nausea, vomiting, irregular heartbeat, significantly lowered body temperature and breathing rate, coma and death.
- **Long-term effects:** addiction, dependence and increased tolerance, decreased sex drive, problems conceiving children, heart infections and damage, liver damage, lung infections and damage, vein damage, skin infections.

LSD

Lysergic acid diethylamide (also known as LSD, acid, dots, blotters or tabs) is a synthetic hallucinogen that alters your perception of reality and the world around you. It is generally taken as a liquid absorbed into paper, but can also be a powder, gel or tablet. One of the biggest dangers of taking LSD is losing the ability to perceive reality accurately, which can lead to accidents like walking into traffic or serious falls.

- **Short-term effects:** euphoria, hallucinations, confusion, inability to concentrate, agitation, increased or irregular heart rate, increased body temperature and blood pressure, nausea, vomiting, sweating, chills, bad trips.
- **Overdose symptoms:** increased risk-taking behaviour, panic and paranoia, psychosis, vomiting, seizures.
- **Long-term effects:** flashbacks, psychological dependence, social problems.

PCP

Phencyclidine (PCP), also known as angel dust or peace pill, was originally used as a surgical anaesthetic, but its use was banned because it was found to have serious side effects. PCP is usually taken as a crystalline powder dissolved in liquid or snorted, but it can also take tablet or capsule form. One of the biggest dangers of PCP is the manner in which it alters the user's state of mind, often prompting violent, self-harming and irrational thoughts.

- **Short-term effects:** increased breathing rate and blood pressure, sweating, feeling detached from reality, slurred speech and lack of coordination, hallucinations, memory loss, anxiety, paranoia, violent behaviour.
- **Overdose symptoms:** decreased blood pressure, breathing rate and heart rate, irrational and unpredictable behaviour, nausea, vomiting, dizziness, seizures, coma, death.
- **Long-term effects:** addiction, memory loss, learning difficulties, depression, stunted growth in young people, violent and suicidal thoughts.



Psilocybin

Psilocybin is a strong hallucinogen found in specific types of mushroom (commonly known as magic mushrooms or shrooms). These mushrooms are usually eaten or brewed into soups or teas. Many varieties of hallucinogenic mushrooms are very difficult to distinguish from highly poisonous or lethal types of wild mushrooms.

- **Short-term effects:** hallucinations, euphoria, altered perception, dizziness, dilated pupils, bad trips, vomiting, nausea, increased heart rate, body temperature and blood pressure.
- **Overdose symptoms:** vomiting and diarrhoea, reduced muscle control, panic and agitated feelings, paranoia, seizures, coma.
- **Long-term effects:** flashbacks, work and social problems, psychological dependence.



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ACTIVITY Exploring hallucinogens

Read the hallucinogen factsheet at <mea.digital/FB_ADED20> and answer the following questions.

- 1 Read Alice’s personal story at the weblink provided. What is the common term for what Alice was experiencing?

- 2 Hallucinogens cause users to experience an altered perception of reality and their environment. Reflecting on Alice’s story, outline some of the risks of the situation she was in.

- 3 Hallucinogens are available in both synthetic and natural forms. Explain why neither form is considered safe.

ACTIVITY Who is really taking what?

Research clearly shows that most young people drastically overestimate how many other people their age have tried or regularly use specific drugs, which makes them feel that drugs are more widely accepted in the community than they really are.

- 1 Fill in the first two columns of the table below to estimate the levels of drug use in Australia. Your teacher will then give you the real figures to compare with your estimates.

Drug	Your estimates		Real statistics	
	Average age of first use (years)	Australians aged 14+ who have consumed (%)	Average age of first use (years)	Australians aged 14+ who have consumed (%)
Alcohol (full serve)				
Cannabis				
Ecstasy				
Cocaine				
Amphetamines/ methamphetamines				

- 2 As a class, discuss which numbers were higher or lower than you expected. What factors do you think affected your impressions? Make notes in the space provided.

Mental health

Our mental health is an important part of our overall wellbeing. According to the 2022–2023 National Drug Strategy Household Survey, 18 per cent of Australians aged 14 and over had been diagnosed or treated for a mental health condition in the previous year. Substance abuse and mental health issues often come hand in hand; the same survey found that people with mental health conditions were 1.8 times more likely to have used an illicit drug recently.

There are a wide range of effective treatments that young people can access to help, including referrals to psychologists or medication that can be prescribed through your general practitioner. Many organisations provide support to young people with mental health concerns, including confidential advice and online counselling.

Kids Helpline

1800 55 1800

<mea.digital/FB_ADED23>

ReachOut

<mea.digital/FB_ADED24>

Family Drug Support

1300 368 186

<mea.digital/FB_ADED25>



Self-medication

Some people take drugs to self-medicate, mask or cope with the symptoms of mental illness. This adds an extra layer of danger to drug taking: some drugs can cause or exacerbate mental health issues and using drugs for long periods of time can have lasting mental health effects. Hallucinogens and other psychoactive drugs, for example, have been shown to speed up the onset of some mental illnesses. Research has also found that long-term drug taking changes the structure and function of your brain.

ACTIVITY *Addiction and recovery*

Listen to Jack's story of addiction and recovery and then answer the following questions: <mea.digital/FB_ADED31>

- 1 What effect was Jack's addiction having on his mental health?

- 2 Explain some of the barriers to asking for help that Jack felt.

- 3 For each of the barriers you have listed, outline how this could be overcome.

To finish

Save a life: call 000

One myth about drug taking is that paramedics or hospitals will always call the police for drug-related call-outs. This is not true. In the vast majority of situations, paramedics and health care professionals do not have to and will not call the police unless there are extenuating circumstances such as a threat of violence.

Know the signs and always call an ambulance if you or someone you know is suffering bad effects or might have overdosed—particularly if they have lost consciousness and they are vomiting—doing this could save their life.



ACTIVITY *Strategies for help*

1 Read about the signs of dangerous drug use in others, particularly those that indicate you should call an ambulance for someone who is having a bad reaction or has overdosed on drugs <mea.digital/FB_ADED26>.

a Make a list of warning signs that mean you need to get help immediately.

b As a class, discuss the warning signs that you have written down, and create a master list of everyone’s answers.

2 Design a credit-card sized ‘emergency action reminder’ card for young people to carry in their wallets. On one side, include clear, easy to follow instructions for what to tell operators when they call 000. On the other side include common warning signs of overdose or bad reactions to drugs.

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Useful resources

Alcohol and Drug Foundation

<mea.digital/FB_ADED27>

headspace—Alcohol and drugs

<mea.digital/FB_ADED28>

Kids Helpline—Drugs and Alcohol

<mea.digital/FB_ADED29>

Beyond Blue—Drugs, alcohol and mental health

<mea.digital/FB_ADED30>



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istockphoto.com/diem10

Harm minimisation

Decision making

- Peer pressure points
- Risk-taking

Minimising the harm

Assessment task: Game on

Decision making

As an adolescent you are constantly faced with the task of making decisions. We are used to making everyday decisions and perhaps do not give these much thought. However, as we grow older the decisions become more important and could possibly be life changing.

Many things can influence our decision making. As children we are very dependent on our parents for advice. This advice has helped to shape us into the people we are today. During adolescence we crave independence from our parents and we tend to listen more closely to our peers.

All of the decisions we make will have a consequence or outcome. This could be positive or negative. Many of the decisions we make will have an element of risk attached to them.

ACTIVITY *Analysing consequences*

State whether you think each of the decisions listed in the table below is likely to have a positive or a negative outcome.

Decision	Outcome
Calling your parents at 2 am to pick you up from a party	
Sunbaking without sunscreen during summer	
Having a drink of alcohol at home with your parents	
Getting into a car without wearing a seatbelt	
Accepting marijuana at a party	
Discussing the next step in your relationship with your partner of nine months	
Teasing the new kid at school	

Peer pressure points

When groups of people are faced with a problem, impulsive decisions can be made because individuals do not feel comfortable standing their ground against the majority. This is the strange power of peer pressure. It is not that anyone wants something bad to happen; it is just that the group usually overrules the individual. As a result, it is better to make decisions about risky behaviours before the risk comes along.

ACTIVITY *Role-playing decision-making*

In groups of four, explore the following scenarios through role plays. First, run the role play as if it were heading towards a negative outcome, then as if it were heading towards a safe outcome.

In each case, what is the conversation amongst the four friends and what happens next?

1 Sea cliff jump

You and your friends visit the beach and see a group of older teenagers jumping from a cliff into the ocean. A lifeguard warns them to stop, but they ignore the warning and call your group over to have a turn.

2 Dad's car

You are playing video games with your friends unsupervised. One of your friends suggests a joy ride in your dad's second car.

3 Mail order brandy

You and your friends find a carton of brandy that has been delivered to your house. A member of the group suggests opening one of the bottles, then breaking it to pretend it was smashed in the carton.

As a class, discuss the role play activities and what you have learned from them.



ACTIVITY *Rite of passage*

Coping with peer pressure can be very stressful, especially during adolescence when you want to feel accepted by those around you.

- 1 A good friend of yours has recently started hanging out with the 'cool' group. As an initiation, they are getting them to do stupid and sometimes dangerous things.

a In pairs, discuss what you could say to your friend to encourage them not to give in to this negative peer pressure.

b What can you do to ensure that you are a supportive member of your social group who does not apply or encourage negative peer pressure?

- 2 Many people believe that adolescent Australians get involved in risk-taking behaviours because we do not have any rituals or celebrations for young people as they develop into adults (rites of passage).

a What are your opinions regarding this statement?

b Choose a culture that has a rite of passage celebration for their young people. Do some research to find out what this ceremony involves, who participates in it and what age is considered adulthood. Share your findings with your class.

- 3 A 2024 study from The University of Western Australia and Edith Cowan University found that men are more likely to take risks than women when crossing a busy traffic intersection. What role do you think gender stereotypes may play in this and in peer pressure 'rites of passage' such as those mentioned in Question 1?

Risk-taking

Many people take risks on a regular basis for a variety of reasons. When risk is involved it usually means that the outcome is not certain and that there is the chance of failure. Adolescents are more likely to be involved in activities that are of high risk. These activities could include drinking alcohol, taking illegal drugs and experimenting with sexual relationships.

ACTIVITY *Identifying risk*

1 Why do you think people take risks?



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2 What are some examples of low-risk activities?

3 What are some examples of high-risk activities?

4 What risks (either high or low) have you taken recently? Was there a positive or negative outcome?

Our brains continue to develop as we grow and are not fully developed until we are into our twenties. This means that the area of the brain that is responsible for decision making and emotions is underdeveloped in adolescents, which makes them more likely to participate in high-risk behaviour. As we age we should become better at making decisions and weighing up the risks involved. We cannot speed up this process, so in the meantime we need to learn to recognise the level of risk we are facing.

To figure out the level of risk that we are taking we could ask ourselves the following questions:

- 1 Will this have a negative impact on my life?
- 2 By doing this will I put myself in danger?
- 3 By doing this will I put somebody else in danger?
- 4 What is the likely outcome or consequence of this action?



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ACTIVITY *Analysing a risk-taking scenario*

Read the following scenario and answer the questions that follow.

John is 15 years old and he has been at the beach all afternoon with his mates. His older brother told him that it was boring being at the beach without alcohol and bought them all some beer to drink. After consuming the beer John decided to go for a swim in the ocean as he was feeling hot from the afternoon sun. His mates then dared him to jump off the nearby rocks and soon they all joined in.

1 What are the risk-taking behaviours that John participates in?

2 What influenced John to participate in these behaviours?

3 By doing any of these activities has John put himself in danger? If so, in what way?

4 By doing any of these activities has he put anybody else in danger? If so, who?

5 What are the likely outcomes or consequences of John's actions?

6 Do you think John weighed up the risks associated with his actions correctly? Why/why not?



7 Rewrite the scenario to show how John could have made healthy and considered choices.

Minimising the harm

When we talk about minimising the harm, we are really referring to ways in which we can lower the risk or consequences of the action. This can be applied to any given situation and encourages young people to have an awareness of their own values. This allows them to recognise risks that could compromise them and gives them the ability to develop strategies to minimise the harm.



ACTIVITY *Harm reduction strategies*

What strategies can you put in place to reduce some of the possible harms from occurring in the following situations?

1 Peer pressure—to take 'fun' risks

2 Drinking alcohol

3 Passive smoking

ACTIVITY *Considered risks*

One of the best ways to stay out of trouble is to participate in some form of recreational activity. There are many available for people who like to take risks.

- 1 As a class, develop a table that lists physical activities that contain an element of risk taking.
- 2 Hold a class vote to see how many class members would participate, or have participated, in each of these activities.
- 3 Discuss reasons for your choices including whether or not your decision may change as you get older.



Assessment task: Game on

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Game design

Create a board game that explores issues relating to alcohol consumption, drug-taking and other major risk-taking behaviours often experimented with throughout adolescence. Use your knowledge of these topics to devise tasks or questions to assess your classmates on their knowledge. Your teacher will assist you in choosing a partner to work with.

Game development

- 1 Brainstorm ideas to decide on the aim of your game. Allocate tasks and set deadlines.
- 2 Create a rule book with simple, easy-to-follow instructions. You may use a popular board game as a guide.
- 3 Create and organise all necessary materials including dice, cards and a game board (use a computer program to design this).
- 4 Test your game by playing it with your partner. Evaluate its effectiveness in terms of enjoyment and user friendliness and make any necessary modifications.
- 5 Once you have completed your board game, your teacher will organise a game day in which each class member will be given the opportunity to try the various games.

Class discussion

As a class you will be able to share your feedback on the games that you had the opportunity to play. Use the information that your class members share with you to make any suitable modifications to your own design.

Reflection

Outline the process you underwent to design the game and how well you worked as a team. Include changes in your planning and thinking as time progressed and as a result of the class discussion. Submit this with your assignment.

Victorian Curriculum F–10 Links (Levels 7 and 8)			Working well above Achievement Standard		Working above Achievement Standard		Working at Achievement Standard		Working towards Achievement Standard		Working below Achievement Standard	
			A	B	C	D	E	Criteria: Ability to ...	Key Elements	Strand and Sub-Strand		
Personal, Social and Community Health Being healthy, safe and active	Self/Peer	Teacher	A	Explored how various personal behaviours and community actions affect the health status of young people	B	Described the positive and negative health outcomes of a range of personal behaviours	C	Described some health outcomes of personal behaviours	D	Identified how various personal behaviours affect the health status of young people	E	Identified ways in which risk-taking affects young people within society
				Challenged participants to share knowledge of relevant health services and products provided by government and non-government agencies		Assessed participants' knowledge in relation to relevant health services and products available to young people		Required participants to identify health services and products available to support young people		Tested participants' knowledge of various health resources and services		Tested participants' knowledge of some health resources and services
				Consistently reflected on, modified and adapted ideas through self- and peer-evaluation to develop a quality product that meets task requirements		Reflected on, modified and adapted ideas as required to develop a quality product		Reflected on progress through self- and peer-evaluation to improve quality and impact of game		Used feedback to evaluate performance and improve quality of game		Used feedback to evaluate performance and make some necessary changes
Personal, Social and Community Health Communicating and interacting for health and wellbeing				Experimented with creative thinking strategies to design an innovative and enjoyable game that explores the various issues experienced by young people		Explored innovative creative possibilities to generate a game that explores the issues experienced by young people		Used a range of creative ideas to generate a game that explores the issues experienced by young people		With support, used some creative concepts and ideas to develop a game that appeals to young people		With support, used various concepts and ideas to develop a game that appeals to young people



Student's comments:

Teacher's comments:





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Risk-taking

What is risk-taking?

Why do people take risks?

- Physical, social and emotional health
- Safety

Risk assessment

- How do we assess risk?
- Reducing the harm caused by risk
- Finding a risk balance

Risk management

- Emergency action plan
- First aid
- Asthma

Assessment task: Look before you leap

What is risk-taking?

Risk-taking is part of growing up and helps us to learn where our limitations lie. When taking a risk we are usually experimenting with a new activity or behaviour. This means that we do not know with certainty what the outcome will be and hence risk is created.

Taking risks can be part of developing our individual identity. It helps us to determine who we are and further develops our peer relationships. We often express our identity through our clothes, hairstyles and the type of music we listen to. While we want to fit in and be part of a particular group, it is important that our values, beliefs and sense of right and wrong are not compromised.

Many risks that we take will have a positive outcome on our health and wellbeing. They are an essential part of our development into adulthood and can help to shape the direction in which we head in the future.

Other risks will have a dangerous or negative outcome and could result in someone being physically, socially or emotionally harmed. The impact that this may have on an individual could last a few days, a few weeks or for the rest of their life.

ACTIVITY *Positive and negative risk-taking*

- 1 What do you think the difference is between positive and negative risk-taking? Explain.

- 2 How can we determine the difference between challenging ourselves and taking a negative risk?

- 3 Fill in this table of risks and their possible outcomes:

Risk	Positive outcome	Negative outcome
Playing sport		
Doing community service		
Learning an instrument		
Entering a writing competition		

- 4 Choose the negative outcome that you consider to be the most harmful or damaging and explain the impact that you think this would have on someone's overall life. You may be able to draw on personal experiences.



ACTIVITY *Risk-taking continuum*

- 1 Activities could be of high, medium or low risk, depending on the possible outcomes of the activity. Rank the following activities by placing the corresponding number on the continuum provided.

1	Speaking at school assembly	6	Getting a tattoo
2	Having unprotected sex	7	Taking a pill at a party
3	Skipping school	8	Swimming after consuming alcohol
4	Drinking alcohol at home with parents	9	Driving while talking on a mobile phone
5	Asking someone out on a date	10	Playing sport

low

medium

high

- 2 Answer the following questions in relation to the risk continuum:

a Which activity did you consider to be of the highest risk and why?

b Which activity was the hardest to rank? Explain your answer.



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Why do people take risks?

People take risks on a daily basis. Whether it is trading on the stock market, buying something off eBay, or making decisions related to our health, all of these things have an element of risk. Some of the activities looked at in the continuum were considered of greater risk than others, yet they are behaviours that many people participate in.

ACTIVITY *Reasons for risk*

- 1 In the space provided write down why people might participate in risky behaviours, particularly those of high risk.

- 2 How might a person's family background, self-esteem and gender impact their likelihood of engaging in risk-taking behaviours?

Physical, social and emotional health

Risk-taking activities can have negative consequences with the potential to affect our health either physically, socially or emotionally. High-risk activities could result in consequences that affect all three areas of health.

Physical health

Physical health refers to our bodies. It encompasses the way we look after our bodies, including nutrition, exercise, and ensuring we get enough rest. To have good physical health we also need to be free from disease and illness.

Social health

Social health looks at the way we communicate and interact with others. Being cooperative in a group, behaving in a way that is socially acceptable and maintaining peer relationships are all encompassed in this area of health.

Emotional health

Emotional health explores our view of ourselves and our self-esteem. This involves accepting who we are and having the confidence to stand up for what we believe in. Having an awareness of our emotions and the impact they have on others as well as developing coping strategies are important factors of emotional health.



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ACTIVITY *Risk-taking and health*

- 1 In the table, describe the harms that could occur in each area of health if you were to participate in high-risk activities.

Physical health	Social health	Emotional health

Safety

Each of us would view the meaning of safety in a different way, depending on our experiences and personality. There may be different people, settings and circumstances that make us feel safer than others. For example, some people might feel safest when they are at home and everything is familiar to them, while others might prefer to be out in a crowded area.

When we feel we are in a safe environment we are able to let our true personality out and be ourselves. We do not need to use our defence mechanisms or pretend that we are something that we are not.

Many factors could result in us feeling unsafe or uncomfortable in certain situations. This could occur among strangers or friends, or on your own. It could happen at home, work, school or any other location. When we feel unsafe we feel threatened. This causes us to experience a whole range of emotions, including fear, anger, shame and jealousy. We automatically put up our defences and use whatever coping strategies we have developed.



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ACTIVITY *What does it mean to feel safe?*

- 1 List the things that you consider essential for you to feel safe.

- 2 Describe a situation that may cause someone to feel unsafe in the following settings:

a Home

b School

c Work

d Other



- 3 Imagine you are in a situation where you feel unsafe or uncomfortable. What defence mechanism or coping strategies do you think you would use to handle the situation?

ACTIVITY *Self-protection strategies*

Our reactions and the strategies that we use to protect ourselves are sometimes just as destructive as the situation itself. We often develop self-protection strategies and behaviours when we partake in risk-taking activities that put us in danger of further harm.

- 1 What are some negative strategies that someone may use in an attempt to protect themselves?

- 2 How could you use a more positive approach for both yourself and the overall outcome?

- 3 When people feel supported they are less likely to act in a destructive way.

- a Considering the statement above, what programs/strategies could be introduced at your school to encourage students to use more positive self-protection strategies?

- b Choose one of these strategies and outline what steps would need to be taken to introduce it to your school community.

Safety in our world

We often face risks in our everyday life that, due to experience or common sense, we manage to avoid. No matter what setting we are in, we face a variety of risks and challenges.



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ACTIVITY *Risks and challenges*

1 Think carefully about these settings and list the possible challenges that people may face.

School	Home	Work	Water	Roads

2 Working in groups, choose two risks associated with a setting from the table provided and outline the effects that you think these could have on the physical, social and emotional health of a person.

Risk 1 _____

Risk 2 _____



3 Develop a positive strategy that a person could use to cope with each of the two risks.

Risk 1 _____

Risk 2 _____

4 For the same two risks, develop a plan that could assist a person in remaining safe during this situation, or could help prevent the situation from occurring at all.

Risk 1 _____

Risk 2 _____

Risk assessment

How do we assess risk?

When faced with many decisions on a daily basis it can often be confusing as to which risks are challenging and assist in our development as opposed to dangerous risks that can cause us or others harm. We tend to get better at this as we develop into adults. Not only do we have more experiences to draw on, but the area of the brain that is responsible for decision making and emotions continues to develop until we are into our twenties. In the meantime, we need to learn to recognise the level of risk we are facing in order to stay safe.

When looking at the level of risk that we are facing we should ask ourselves the following questions:

- Will this have a positive or negative impact on my life?
- By doing this will I put myself in danger?
- By doing this will I put somebody else in danger?
- What is the likely outcome or consequence of this action?



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ACTIVITY *Situational risk*

- 1 Use the questions listed in the previous section to assess the risk of the following situations:

Surfing

Attending a party uninvited

Shoplifting

Binge drinking

Reducing the harm caused by risk

The first step in reducing the harm caused by risk is to recognise the possible outcomes of a situation. Not only do we not always logically assess risk, but sometimes we allow ourselves to be convinced that the risk is not as bad or as dangerous as we first thought. This may be due to peer pressure, being under the influence of a substance, or being unprepared for the situation. Young people are encouraged to know their values, to have the ability to recognise risk and how this may compromise their values, as well as being able to develop strategies to minimise harm.

ACTIVITY *Values*

We develop our system of values throughout our lives. There are many factors that influence our beliefs, and these will change as we grow. Our sense of what is right and wrong, as well as the traits that we seek in others, make up an important facet of who we are and will have a big impact on the decisions we make in relation to risk.

- 1 If someone were to describe you, what four characteristics about your personality do you think they would focus on?

- 2 List four values or personality traits that you look for in a trusted friend.



ACTIVITY *Take control*

We are in control of our own destiny. The media, our peers and family and many other factors have an influence in our lives, but ultimately we need to take responsibility for ourselves and our actions. There are many ways in which we can take control of a situation. This could include being assertive and standing up to peer pressure, choosing to leave when situations become dangerous or perhaps avoiding certain situations due to the high risk that they hold.

- 1 Write down several ways of being assertive and telling your friends that you do not want to be involved or do not approve of the activity that they are doing.

- 2 List a variety of situations where you might choose to take the option of leaving due to potential danger to yourself or to others.

- 3 Outline a situation or activity that you would avoid due to the high risk involved.

ACTIVITY *Being aware*

Often we are most vulnerable when we are in environments that are unfamiliar to us. This can be heightened by the use of drugs or alcohol. By taking notice of our surroundings and the people in them we can reduce our risk of harm.

- 1 Many people catch public transport on a regular basis. What should you notice and be aware of to ensure your safety in this setting?

- 2 You are at a party. What are some important things to notice about your surroundings that will help to look after your own safety, as well as the safety of friends?

ACTIVITY *Be prepared*

It is important to be aware that on many occasions things do not always turn out as we thought they would. Sometimes they are better than expected and can be a pleasant surprise. It is when things start to go wrong that we need a plan of action.

1 You are at a party on Saturday night and you have arranged to get a lift home with a friend who has their probationary licence. When it is time to leave your friend is clearly under the influence of alcohol and in no state to drive.

a What back-up plans could you have in place to ensure your safety?

b What would you say to your friend?

2 You have been with your partner for a couple of months now and you are getting along really well. Recently your partner has started to push the physical side of your relationship to go further, but you are not sure that you are ready yet.

a How can you prepare yourself and approach this situation without hurting your partner, but also without compromising your values and feelings?

b What would you say to your partner so they understood how you felt?

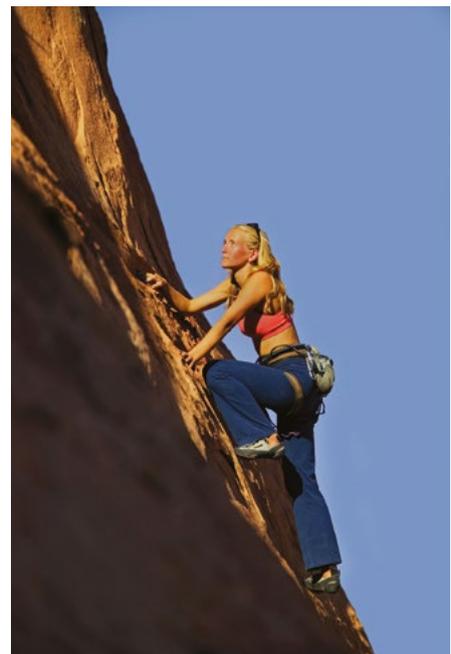
Finding a risk balance

In an ideal world we would be able to challenge ourselves beyond our limitations without any consequences to ourselves or to others. Unfortunately reality is not like this. One mistake can have serious consequences, like the permanent injury or disablement of a person. We want to be able to live life to the full, but we need to do so safely.

You may be able to identify some high risk activities or behaviours that you are currently involved in. Some of us may need to alter our behaviour to find a safe balance in the risks that we take. Changing our behaviour is not an easy thing to do and it takes time and patience. It also requires a willingness to change.

The first step in changing our behaviour is being able to identify the activities in which we should no longer participate. This could involve assessing the risk involved by weighing up the pros and cons of our behaviour. We also need to evaluate the effect it has on both ourselves and those around us.

Once we have made the decision that we need to change a certain behaviour, we need to be armed with a plan. This may involve setting small goals or timelines that help us to achieve the overall goal of stopping the behaviour or activity altogether. Identifying things such as peer pressure that may act as a barrier and prevent you from achieving your goals is also important. As you start working through your goals and achieving success it is a good idea to reward yourself for your hard work.



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ACTIVITY *Changing behaviour*

- 1 Choose any behaviour that you would like to change and identify the pros and cons of this behaviour.

- 2 What barriers are present that currently prevent you from changing the behaviour?

- 3 Devise several small goals that you could set yourself to eventually change your behaviour. Be sure to give each goal a timeline and a reward for when you reach it.

Risk management

For many risks, the negative consequences could cause serious physical injury or even be potentially life threatening. Would you know what to do if your best friend collapsed and started having a seizure?

First aid is the first assistance that is given to a person who is in physical difficulty or distress. It aims to preserve life and prevent the person's condition from becoming worse. Knowing some basic first aid could help to save a person's life.

Emergency action plan

Many of us would have heard of the acronym DRSABCD. This emergency action plan has evolved over the years so that it is easy to remember and ensures that the most important aspects of a person's care are addressed.

Danger

It is important that you observe what has happened quickly, but calmly. You need to take particular notice of the dangers present not only to the person, but also to yourself. Remember that these dangers may be unrelated to the incident that has occurred. For example, a person may have hurt themselves by tripping over a crack in the footpath. The crack in the footpath could be a danger to people stopping to help, but there may also be other dangers present, such as proximity to the road or a person riding past on a bicycle.

Response

To determine whether a person is able to respond or not you can start by calling out to them. If you get no answer you may gently tap or squeeze them on the shoulder. If the person is still unresponsive hold both their hands and ask the person to squeeze. It is important to try to get a response in a variety of ways as the person may be able to respond in one way and not another, depending on what has happened to them.

Send for help

If the casualty does not respond to you, call an ambulance immediately by dialling **triple zero (000)** or ask another person to make the call. Ensure the casualty is in a comfortable position, then monitor them for some form of a response.

Airways

If the airways are blocked then oxygen is not able to enter the body. The airway needs to be cleared. To do this you must tilt the person's head backwards. This takes priority over any concerns you may have that the person is suffering from a spinal injury.

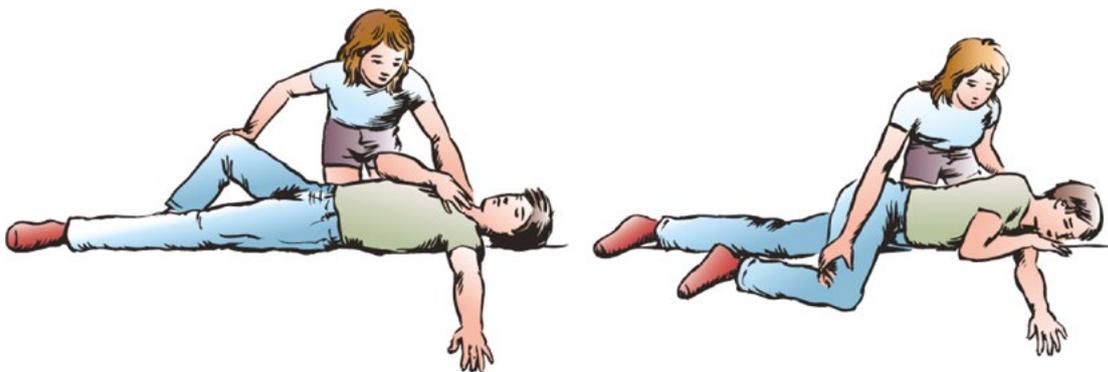
If the airways have something obstructing them then the obstruction needs to be removed. You may need to roll the person on their side to do this. If the airways are clear then proceed to the next step and check for breathing.

Breathing

To check for breathing we look and feel for the rise and fall of the chest, and listen for any sounds of breath from the mouth and nose. By placing your cheek next to the mouth and nose you can also feel for any breath.

If the person is breathing normally then you should roll them into the recovery position. This allows the airways to stay clear and assists in keeping the person stable. To place someone in the recovery position you should kneel next to the person and do the following:

- 1 Lay the person flat on their back with straight legs.
- 2 Place the arm that is furthest from you at a right angle to the body.
- 3 Bend the knee on the side closest to you, keeping the foot flat on the floor.
- 4 Bring the arm on the side closest to you across the person's chest. Bend the arm and place the palm of the hand on the person's cheek that is opposite you.
- 5 By holding onto the person's bent knee gently roll the person away from you. Ensure that the hand stays under the cheek.
- 6 Tilt the head gently backwards.



Recovery position

CPR

CPR stands for cardiopulmonary resuscitation. The aim of CPR is to maintain life by breathing oxygen into the person and helping it to circulate around the body until professional help arrives.

There are two parts of CPR: chest compressions and breathing. Ideally these two parts would be performed by two people, but in some circumstances you may need to do this on your own.

Chest compressions are performed using the heel of your hand. You should find the very bottom of the sternum (chest bone), called the xiphoid process, and then place the heel of your hand two finger-widths up the sternum. Compressions should be done with straight arms using your body weight to make the compression so that you do not fatigue as quickly.





To deliver a breath to a person you need to have their head tilted backwards to open their airways. You should pinch their nose with your finger and thumb or create a seal with your cheek. If possible, use a protective face shield and ensure that your mouth fully covers theirs. Check that their chest rises and falls as a result of your breath.

CPR for an adult should be performed at a rate of 30 compressions (roughly two per second) and two breaths. CPR should only stop when medical help arrives.



Defibrillation

Defibrillation involves using an electronic device to send a shock through the person and reset their heart beat. These machines are at many major sporting grounds, and some schools and companies may also have them. They have a better success rate than CPR, but unfortunately there may not be one available when you need it.

ACTIVITY *Responding to the situation*

- 1 What sort of dangers should you be looking out for?

- 2 What sort of things could be obstructing the airways?

- 3 What should you do if the person is not breathing normally?

First aid

There are many instances that require general first aid attention and some of these will require further medical attention. Sporting injuries and asthma attacks are common occurrences so it is important that we have a basic understanding of how to assist those around us.

RICER

RICER is the formula applied to soft tissue injuries involving muscles, ligaments and tendons. These are usually sprains, strains or tears.

REST—Rest is the first part of RICER and involves the person stopping what they were doing and being made as comfortable as possible.

ICE—Ice should be applied to the injury as soon as possible to restrict blood flow to the area. Ice should not be applied directly to the skin and should only stay on for around 20 minutes at a time. Ice should then be reapplied every two hours for 24 hours.

COMPRESSION—Use an elastic bandage to apply gentle pressure to the injury site. It is important to check that the bandage is not too tight and still allows blood circulation.

ELEVATE—The injury should be supported and raised above the heart if possible. This helps to prevent further swelling of the area.

REFER—The person should seek further medical advice in case there are complications to the injury that are not immediately apparent and also to promote healing.

Asthma

Asthma is when the air passages in the lungs become narrow and restricted. This is usually brought on by a particular trigger. Those suffering from asthma should be aware of what triggers an attack for them and carry their medication with them at all times.

If someone is having an asthma attack it is important that you keep the person calm by sitting them down and reassuring them. Help the person to take their reliever medication and wait four minutes. In this time keep talking to the person and encourage them to breathe in through their nose and out through their mouth. After four minutes if the person has not improved they should take more medication and an ambulance should be called. The person can continue to take their medication every four minutes until an ambulance arrives.

ACTIVITY *Asthma management*

- 1 What sort of things might trigger an asthma attack?

Resources

You may find the following websites and text useful for further reading.

Drugs and alcohol information

<mea.digital/FB_RT1>

ReachOut

<mea.digital/FB_RT2>

Handy hints, Kym Eden, National First Aid, [Ocean Grove, Vic.], 2005



Assessment task: Look before you leap

Name: _____ Class: _____

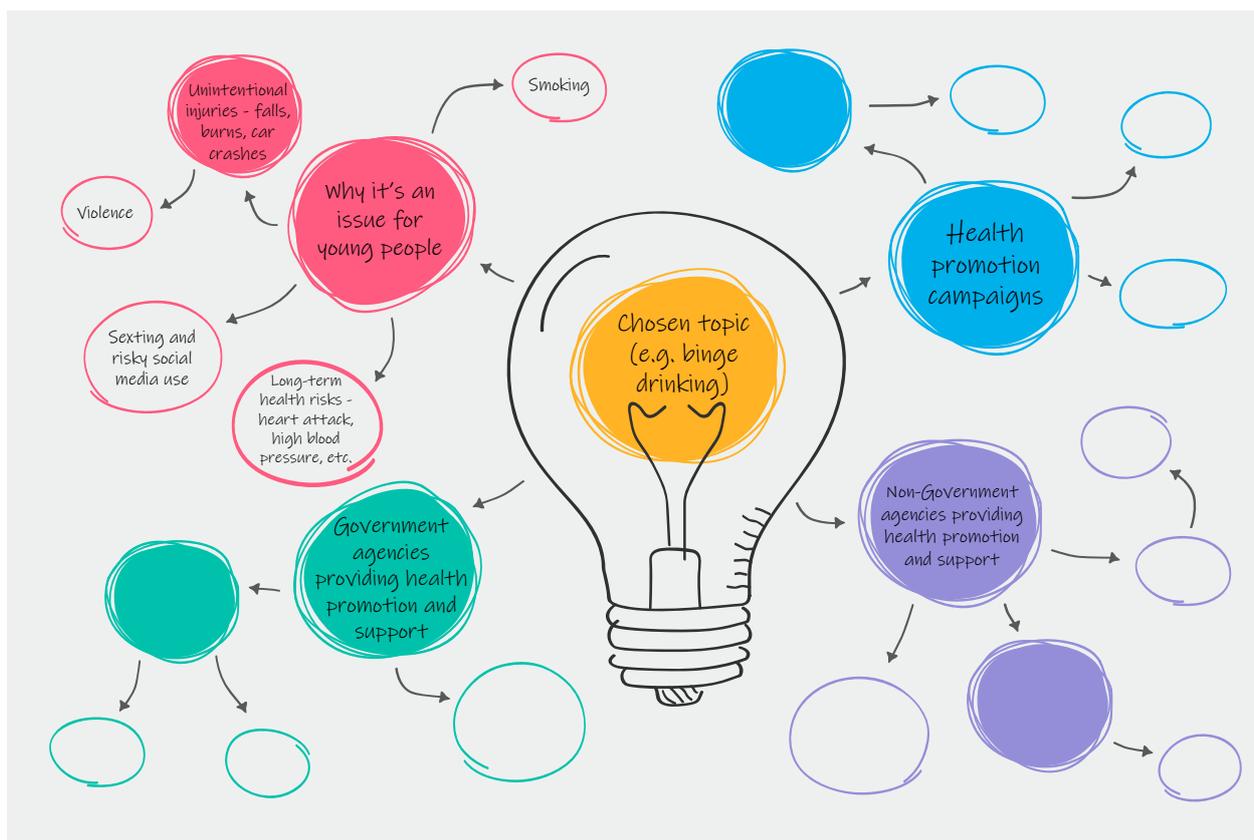
Monitoring date: _____ Due date: _____

Newspaper article

- 1 Imagine you are a health writer for a major newspaper. Your editor has given you an assignment to write an informative article on the damaging effects of risk-taking on young people within our society.

Your article should include the following information:

- Your chosen topic, including why it represents an issue for young people
- Government and non-government agencies providing health promotion and support
- Health promotion campaigns that have had an impact on reducing the incidence of negative health outcomes.



Top tips

Research: Use the information you have studied throughout this workbook and information you have collected from the internet, including relevant statistics and data, to decide on your topic and which issues you are going to address.

Source your information: Make sure you acknowledge the information and relevant sources you use appropriately. Only use or quote information that you know comes from a reputable and reliable source.

Share ideas: In addition to submitting a hard copy, your teacher may require you to email them an electronic copy. This will enable all the articles to be collated in order to produce a class newspaper/booklet.

Victorian Curriculum F–10 Links (Levels 9 and 10)			Working towards Achievement Standard	Working at Achievement Standard	Working above Achievement Standard	Working well above Achievement Standard	Rating		
Strand and Sub-Strand	Key Elements	Criteria: Ability to ...	E	D	C	B	A	Self/Peer	Teacher
Personal, Social and Community Health Being healthy, safe and active	Health products, strategies and support services	Identify and critique health services and products and their implementation in strategies to support the health of young people	Identified health services and products	Identified how health services and products can be used to inform young people about risk-taking	Described effectiveness of various health services and products in educating young people about risk-taking	Critiqued effectiveness of various health services and products designed to educate young people about issues relating to risk-taking	Critiqued effectiveness of credible health services and products designed to educate young people about issues relating to risk-taking		
	Investigating risk-taking	Identify and critique behaviours and health concerns related to risk-taking	Identified various factors relating to risk-taking among young people	Identified risks that young people take and analysed the factors that influence these behaviours	Critiqued health data relating to risk-taking among young people to determine patterns associated with these behaviours	Critiqued relevant health data to identify risk-taking trends among young people and how they influence health status			
Personal, Social and Community Health Communicating and interacting for health and wellbeing	Applying health information	Select suitable resources and use subject-specific language to communicate	Used subject-specific language to express ideas	Used subject-specific language to develop a news report	Selected suitable resources and used subject-specific language to develop a news article	Selected suitable resources and used consistently used subject-specific language to design a news article	Selected credible resources and used precise language to design a news article that educates the general community about the health needs of young people		
	Locating and selecting relevant information	Critique information from a variety of websites to consider points of view and develop ideas	Used teacher-nominated websites to collect information	Used general and specialised search engines to collect information about risk-taking	Located specific information about risk-taking, using appropriate websites and search engines	Analysed information from various sources to develop knowledge about risk-taking among young people	Reflected on research collected from various ICT sources to develop knowledge, ideas and opinions regarding risk-taking among young people		



Victorian Curriculum F–10 Links (Levels 9 and 10)		Working below Achievement Standard	Working towards Achievement Standard	Working at Achievement Standard	Working above Achievement Standard	Working well above Achievement Standard	Rating
Personal, Social and Community Health	Managing challenges, risks and safety	Identified strategies that reduce risk	Identified outcomes of risk-taking behaviours and how they can be avoided	Identified outcomes of risk-taking behaviours and harm minimisation strategies used by the community to reduce these	Critiqued the outcomes of risk-taking behaviours and suggested harm minimisation strategies for the community to enhance the health of young people	Critiqued the various health outcomes of risk-taking behaviour and harm minimisation strategies designed to reduce risk	
Contributing to healthy and active communities	critique risk-taking behaviours in relation to the health and safety of young people						

Student's comments:

Teacher's comments:





iStockphoto.com/Arturbo

Fundamental movement skills

Movement skills

- Types of movement skills
- Focus on games

Movement sequences

Skill classification

- Skill development
- Skill drills

Factors affecting skill development

- Genetics
- Growth and development
- Motivation and persistence
- Willingness to experiment
- Disability

Assessment task: Learning skill acquisition

Movement skills

Movement skills are like a new language that our bodies learn to speak. At first we learn the basic form of the skill, but as we practise, we become fluent with the technique and do not need to think as hard about it. We develop our skills and techniques as individuals and in teams.

Whatever our level of skill, or whatever resources we have to participate in movement, the most important thing is to enjoy the experience.

Types of movement skills

To have complete body control and awareness, you need to practise many different movement skills. Some movements require you to move your whole body, while others require only some body parts to move.

ACTIVITY *Defining movement*

- 1 There are five broad categories of movement skills that you will experience during activity classes. Use the following words to complete the following sentences.

Manipulative Specialised Locomotor
Non-locomotor Fundamental

_____ skills are the basis for all other skills used in movement contexts like games. These include the skills of catching, jumping, hopping, galloping, skipping, running, dodging, throwing, kicking and striking.

_____ skills are particular to certain activities or sports. These include the Fosbury Flop for high jump, pitching in softball and the golf swing.

_____ skills involve the movement of the body from A to B. These include hurdling in a 100 metre hurdle event, running 800 metres and swimming 50 metres.

_____ skills are movements while you are stationary. These include lunging, bending and twisting.

_____ skills involve the use of an implement or piece of equipment such as a ball, racquet or bat. These include bowling a cricket ball, a basketball lay-up or dribbling a soccer ball.

ACTIVITY *Getting practical*

- 1 In groups of four to six try the following skill tabloids.

Tabloid A

- Volley to a partner using paddle bats and balls, standing three metres apart. Count the number of continuous volleys.
- Strike a softball from a T-ball stand with a softball bat.
- Throw a small ball into a bucket from five metres.
- Dribble a round ball around six witches hats and pass to a partner, then change roles.
- Kick a soccer ball between two plastic bins.
- Jump from one hoop to another with feet together five times, skip 10 metres and hop back.
- Play a game of three-on-three soccer.
- Shoot continuous baskets for two minutes.
- Throw a tennis ball or softball into the air and see how many times you can clap before catching the ball.



Tabloid B

- Volley to a partner using tennis racquets and balls, standing three metres apart. After striking the ball, try touching the ground, side stepping or turning around before the ball is returned.
- Strike a softball from a T-ball stand with a softball bat, aiming to land in different zones to gain either one, three or five points. You get five bonus points if you round the bases before the ball is thrown around them.
- Throw a small, soft ball into a bucket from five metres while the bucket is moving slowly.
- Jump forward 10 times, skip 10 metres and hop a further five metres while calling out the colour and shape of cards held up randomly by a team member standing at the front.
- Kick a soccer ball between two plastic bins, with a goalie in position.
- Dodge between a line of six witches hats, then run back to the start and receive and return a pass.

ACTIVITY *Applying knowledge*

- 1 Pick a sport you enjoy and think of a champion in that sport. Visualise this champion performing their skills. Now describe what makes them a champion.

- 2 Choose two sports and for each list the fundamental, specialised, locomotor, non-locomotor and manipulative skills required.

1

2

- 3 Compare your lists with classmates who have chosen the same and other sports. Amend your list if you need to. Do some sports predominantly use one category of skills? Give examples to prove your point.

Focus on games

Most of the major games you will experience during your secondary school years are based on a foundation of six skills: throwing, catching, hitting, kicking, running and jumping.

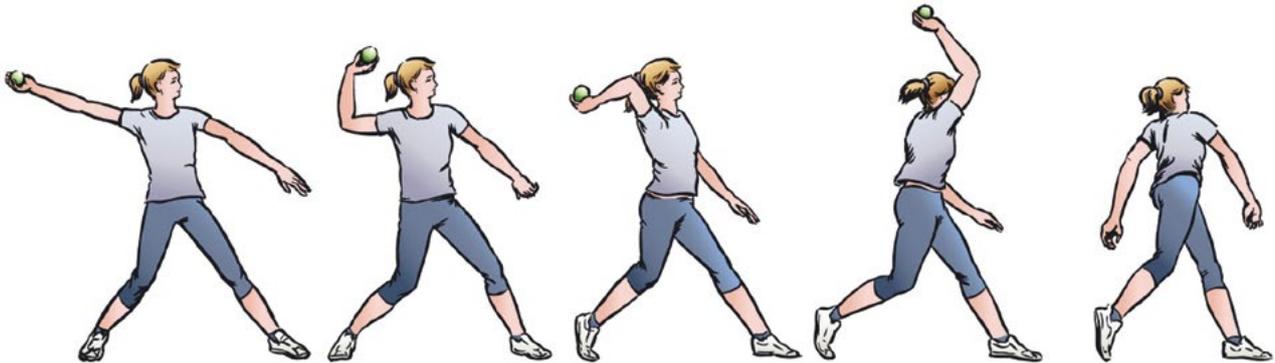
ACTIVITY *Top tips*

- 1 As a class, develop checklists that you can use to analyse an athlete's technique when performing each of the fundamental skills outlined below.
- 2 Your teacher will divide the class into six groups and allocate a fundamental skill to each group. You are to use a computer to record your checklist. Email your checklist to each class member so they have a copy of each technique checklist.

Try to design a user-friendly checklist; be creative!

Throwing

Throwing is used in cricket, softball, baseball, athletics, netball, basketball and many other sports. Whatever the sport, the basic technique is the same.



Throwing technique

- Hold the ball with your thumb below and your first two fingers on top.
- Stand side-on to your target with your feet wide apart and opposite foot forward.
- As you take the ball back behind you, shift your weight to your back foot.
- Take the ball back until your throwing arm is nearly straight, with the ball facing behind you and your wrist on top.
- As you begin to throw, push your weight forward on to your front foot. Keep your elbow high and ahead of your hand as you swing your throwing arm forward (see the fourth figure in the illustration).
- Release the ball as your elbow straightens and wrist snaps.

Catching

Catching is common to cricket, softball, baseball, netball and basketball. The same technique guidelines apply to each.

- Always focus on the approaching ball.
- Move quickly to stand either under or behind the ball.
- Keep your elbows bent and hands in front of your body.
- Let the ball come to you. Do not grab at it.
- Cup your hands and give slightly as you catch.
- Take high catches just around eye height, if possible.
- For catches above waist height, your fingers should point up, and for catches below waist height, your fingers should point down.



Catching technique



Hitting

Hitting is used in tennis, squash, badminton, baseball, softball, cricket, volleyball, hockey and golf. Although the exact technique varies slightly for each sport, the following principles apply to all.

- Begin by taking the largest backswing possible with your weight on your back foot.
- Stand or step to side-on, and transfer your weight to your front (opposite) foot as you begin the forward swing.
- Rotate your trunk, then your arms as you swing.
- Keep your head down while you are looking at the ball.
- Follow through strongly.

Kicking

Kicking is a skill used in Australian Rules football, soccer and rugby. Although the technique varies slightly for each sport, the following principles apply to all.

- Look at the ball throughout the kick.
- As you run in, make your last step onto your opposite foot a large one.
- Make sure your opposite foot lands next to the ball.
- As you make your last step, bend your kicking leg and swing it back as far as possible.
- Swing your kicking leg forward, toes down, and contact the ball on your laces.
- Keep your arms out for balance.
- Follow through with your kicking leg after contact.



Kicking technique

Running

Running is common to almost every game—from netball to athletics to softball. From side-on you should have the following posture:

- your head and chest held up to create an erect posture
- your hips held high to allow a free leg stride
- your body leaning forward slightly
- your knees kept high as your leg swings forward
- after the push off, your recovery foot pulled under your buttock.

From front-on you should have the following posture:

- your head vertical
- your shoulders and hips level
- your arms and legs moving straight forward and straight back with no sideways deviation
- your jaw and neck relaxed.

Jumping

Various forms of jumping are used in most ball sports and athletics. Jumping can be off one or two feet but the basic principles are the same.

- You must run in quickly.
- Your last step must be a long stride.
- During your last step, bend your take-off leg(s) and lower your body.
- As you lower your body, swing your arms behind.
- As you straighten your leg(s) to take off, thrust your arms forward and upward.
- Land on the balls of your feet with knees slightly bent and out in front, elbows by your side.

ACTIVITY *Check it!*

- 1 Your teacher will provide you the opportunity to perform each of the six fundamental skills.
- 2 In pairs, record each person’s performance of each skill.
- 3 Use this footage and the skill checklists developed previously to assess both your partner’s and your own performance.
- 4 What feedback would you suggest to improve performance?

Partner’s performance:

Your performance:

Movement sequences

In physical education and sport you are required to combine basic locomotor, non-locomotor and manipulative skills to form movement sequences. Here are some examples:

- netball—run, jump, catch, land, pivot, pass, run to a new position
- basketball—stretch to catch, pivot, fake a pass, dribble, weave, pass, screen, jump to rebound, guard
- football—tackle, pick up, spring, baulk, bounce, kick, sprint, receive hand pass, give hand pass.

The key to successful performance is to learn as many basic skills as possible, and then practise them—first using single skill drills, then combination skill drills and finally tactical drills (set plays, offensive-defensive patterns).



ACTIVITY *Developing movement sequences*

- 1 In pairs, devise a gymnastics sequence using a variety of jumps, leaps, rolls and balances. Record your routine in the space provided.

- 2 Each performance will be analysed by class members to identify the locomotor and non-locomotor components of the routine.
- 3 What type of apparatus could you incorporate into the sequence to demonstrate your manipulative skills?

Skill classification

ACTIVITY *Classifying skills*

Question 1: Are they gross or fine?

Gross skills: These involve large muscle movements that use the major muscle groups. The movements are not extremely precise, and include many fundamental movement skills such as walking, running and jumping. The shot-put is an example of a (mostly) gross skill.

Fine skills: These involve intricate movements using small muscle groups, tend to be precise and generally involve high levels of hand-eye coordination. A pool shot or playing the violin are examples of fine skills.

- 1 Classify these skills by circling the answer.

Playing the guitar:

Gross _____ Fine

Swinging an axe:

Gross _____ Fine

Running in to bowl a cricket ball:

Gross _____ Fine

Releasing a cricket ball from the hand:

Gross _____ Fine

Jumping off a diving board:

Gross _____ Fine

Serving in table tennis:

Gross _____ Fine

Question 2: Are they open or closed?

Open skills: These skills emerge when the environment is constantly changing. Movements have to be continually adapted. Therefore, skills are predominantly perceptual. The skill is mostly externally paced, for example a pass in football. Sports such as basketball, football, and hockey usually involve open skills.

Closed skills: These skills take place in a stable, predictable environment and the performer knows exactly what to do and when. Therefore, skills are not affected by the environment and tend to be habitual. Movements follow set patterns and have a clear beginning and end. The skills tend to be self-paced, for example a free throw in basketball, and serving in tennis or volleyball.

2 Classify these skills by circling the answer.

Dribbling in soccer:

Open _____ Closed

Serving in table tennis:

Open _____ Closed

Making a corner kick in soccer:

Open _____ Closed

Returning a serve in tennis:

Open _____ Closed

Taking a penalty shot in hockey:

Open _____ Closed

Rebounding in basketball:

Open _____ Closed

Question 3: Are they internally or externally paced?

Internally paced or self-paced skills: The performer controls the timing of these skills. They are usually closed skills (e.g. javelin throw, discus).

Externally paced skills: Here, the environment, which may include opposing players, controls the timing of the skill. The performer must pay attention to external events to control their rate of movement. These skills involve reacting, and are usually open skills (e.g. in ball games the performer must time his actions with the actions of other players and the ball).

3 Classify these skills by circling the answer. IP is used for 'internally paced' and EP for 'externally paced'.

Return of serve in tennis:

IP _____ EP

Volleyball serve:

IP _____ EP

Cricket defensive shot:

IP _____ EP

Coin toss:

IP _____ EP

Basketball free throw:

IP _____ EP

Hockey push pass:

IP _____ EP

AFL handball:

IP _____ EP



Question 4: Is the skill discrete, serial or continuous?

Discrete skills: These are brief, well-defined actions that have a clear beginning and end. They are single, specific skills—such as hitting and throwing—that make up the actions involved in a variety of sports (e.g. a penalty corner in hockey).

Serial skills: These are a group of discrete skills strung together to make a new and complex movement (e.g. the sequence of skills for the triple jump).

Continuous skills: These have no obvious beginning or end. The end of one cycle of movements is the beginning of the next, and the skill is repeated continuously. These skills could be stopped at any moment during the performance of the skill (e.g. swimming).

4 Complete the following table by giving examples of each type of skill.

Discrete	Serial	Continuous

Skill development

We develop skills through practice. Over time, our skills move through a series of phases. View the YouTube clip on skill acquisition for sports performance for further information: <mea.digital/FB_FMS1>.

 **ACTIVITY** *Applying learning*

1 **Cognitive phase:** at this stage, we work through the parts of the skill. This is when a beginner forms a mental picture of the skill.

a Give an example of a new skill you have learned in the last year. Explain how you first learned the parts of the skill and how it felt.

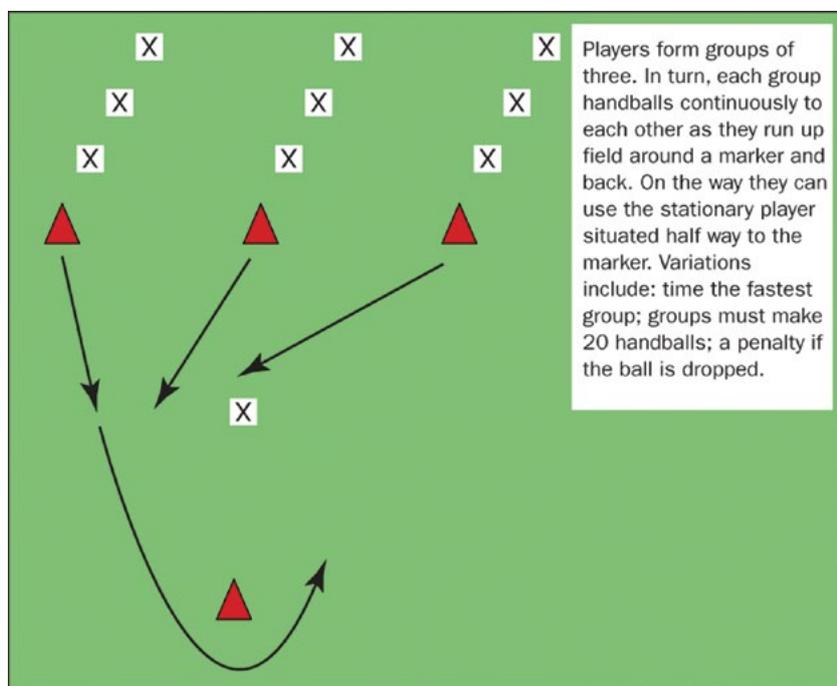
2 **Associative phase:** at this stage, we link the component parts into a smooth action. This involves practising the skill and using feedback to perfect it.

a Now describe whether you reached this phase with the same skill. Compare this stage to the cognitive stage.

- 3 **Autonomous phase:** at this stage, we develop the learned skill so that it becomes automatic and involves little or no conscious thought or attention while it is being performed. Not all performers reach this stage.
- a Now describe whether you reached this phase with the same skill. Compare this stage to the earlier stages. If you did not reach this stage, describe someone who you have seen demonstrating this phase of skill development.

Skill drills

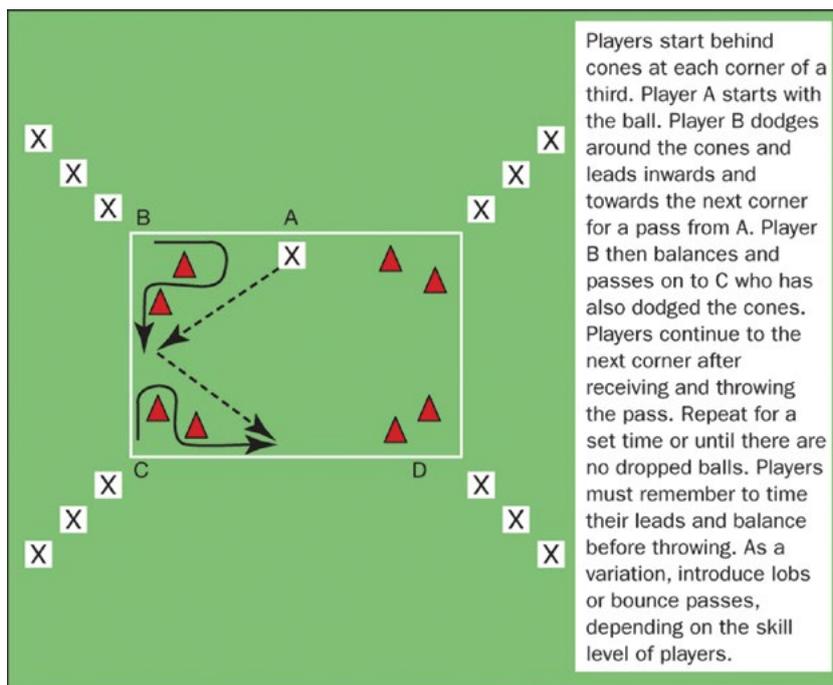
Single skill drills are practices designed to work on refining one particular skill so that it becomes automatic. For example, the drill shown in the following diagram, 'Quick hands', is designed to improve handball for Australian Rules football.



Quick hands



Combination skill drills are practices designed to combine several skills into a routine or sequence so that your response becomes automatic. The netball combination drill shown in the 'Cone dodging' diagram is designed to improve your dodging, footwork, passing and catching skills.



Cone dodging

ACTIVITY *Showing understanding*

- 1 Choose your favourite sport and use words and diagrams to describe the following:
 - a a single skill drill

- b a combination skill drill



Whole and part skill practice

Simple skills, such as catching, can be practised by performing the whole skill. Complex skills, such as the volleyball spike or tennis serve, are best learnt by practising each part and then putting the whole lot together. Swimming strokes, for example, are learnt more quickly if you practise the kick movement, then the arm movement, then the breathing technique, and finally put the whole stroke together.

Distributed and massed practice

When you are first learning new skills, it is best to distribute (space out) your practice sessions and your practice drills in each session. If you want to master the lay-up in basketball, for example, you should have a practice session every second day, and during practice have a rest or practise your foul shots after every 10 lay-ups. This distributed practice stops you overloading your brain by practising too much of the one skill.

Massed practice is used when you have mastered a skill. At this stage you must get used to performing this skill when you are fatigued. When your lay-up becomes automatic, for example, you take part in a massed practice session where you must complete 25 lay-ups in five minutes, each time dribbling from half court.

Gradually increase pressure

- First learn and practise each skill.
- Next increase pressure by using drills with opponents or by racing the clock.
- Then use your skills in modified games.
- Finally play the full major game.

In physical education classes, there is only enough time to learn the basic skills and play modified games. Full games are usually played at inter-school or club-level sport.

ACTIVITY *Applying learning*

1 For each of the following activities, write down the skills required to play in the order you think the skills should be learned. Justify why you chose the order you did for each activity. Discuss your answers in class.

a netball

b badminton

c hockey

d soccer



e football

ACTIVITY *Analysing skills*

1 Try throwing and catching with a partner using your non-preferred hand.

a Describe the difficulties you experience.

b Explain how you could improve your performance.

2 Imagine you have taken up a new sport and are keen to learn the skills required as quickly as possible. Describe how you could use mental practice to help you.

ACTIVITY *Feedback and performance laboratory*

Aim

To show how feedback affects performance.

Equipment

A tennis ball and hoop per group of three.

Method

- The class is divided into groups of three. Within each group, take it in turns to perform, hold the hoop and retrieve the ball and score.
- The task of the performer is to get the tennis ball over the shoulder through a hoop held at shoulder height five metres behind the performer. Each student has 10 throws under three conditions.
- The scorer records each attempt by giving three points if it goes through, two points if it hits the hoop and one point for a miss.

Condition 1: No-one is allowed to speak, laugh or make any sound during the 10 throws.

Condition 2: The scorer can only say 'yes' if the ball goes through the hoop and 'no' if it misses, after each attempt.

Condition 3: The scorer can give full information on where the ball went after each attempt.



Results

Each student totals up their 10 attempts under each condition and then a class average is worked out for each condition.

Discussion

1 Explain the relationship between feedback and performance.

2 How did you feel when you did not get any feedback?

3 What are the best sources of feedback?

Always use feedback

Feedback is all the information you receive about a completed performance. This information can come from:

- your muscles (how it felt)
- your eyes (whether the ball went where you wanted)
- your ears (your teammates' encouragement)
- your coach (advice).

If you do not use the feedback you receive to modify your performance, you will never learn and never improve. Imagine that you are practising your netball shooting. Every time you release the ball you turn around and block your ears so that you get no feedback because you cannot see or hear where the ball went. If you did this, you would never improve. But if you watched where the ball went, concentrated on how your muscles felt and listened to your coach's advice, all this feedback would enable you to become a top goal-shooter.

The more you can learn to use feedback to analyse what you are doing, the faster you will learn. For example:

- you shoot for a goal but miss to the right (feedback), so next shot you aim slightly left
- you hit the ball out of court in tennis (feedback), so next shot you close the face of the racquet slightly.

Constructive feedback

When you give or receive feedback it should be constructive—it should help your next performance or the performance of the person you are giving it to. The following are examples of constructive feedback

- You kick the ball off the side of your boot. The coach says, 'Next time, guide the ball down onto your boot with your right hand'.
- You cannot get enough power into your throw. Your friend says, 'Make sure you take a big step onto your opposite foot as you throw'.

Destructive feedback

The following are examples of destructive feedback.

- The coach says, 'You idiot, you missed the shot'. All this does is damage your self-esteem. It does not tell you how to improve.



- Your teammate says, 'Your high jump technique is really poor'. This statement may be accurate, but the comment does not help you to improve. All it does is make you feel useless.

ACTIVITY *Make a difference*

- In groups of three, discuss a situation where you (or someone you know) have received destructive feedback.
 - How did these comments make you feel?
 - How did these comments affect your behaviour?
 - What effect did these comments have on your performance?
- Imagine that a similar scenario occurred again with this person. What advice would you give yourself on how to handle the situation?

ACTIVITY *Create and analyse*

- What feedback could you give the athlete in the photograph to help her improve her jump?

- Create a circuit with your teacher with a warm-up, skills practice and video analysis station to provide instant feedback of your own performance of the same skill.
- If you have video analysis software, save the file of your worst and your best performances and, using Microsoft PowerPoint, create a presentation to demonstrate what you have learnt about the skill and what feedback you have used to improve your performance.



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Maximise the transfer of learning

One of the great benefits of learning skills is that you can transfer the skills you learn in one sport to many others.

- Once you have learnt to side-step or dodge, you can use this skill in football, basketball, soccer, netball, touch football or European handball.
- If you learn to serve in tennis, you can use the same action to serve in squash, smash in badminton or spike in volleyball.
- If you learn to swing a softball bat, with only slight variations you can use the same technique for cricket shots, golf shots or hockey shots.
- If you learn a range of gymnastics skills, you can use some of the same skills in rock climbing.
- If you learn to skateboard or rollerblade, you can learn to water ski, ice-skate, surf and snow ski quite quickly.

The more skills you attempt and learn, the easier you will find it to apply your talent to new activities.



ACTIVITY *Identifying skills*

1 Into what sports could you transfer each of the following skills?

a tennis forehand smash

b overarm throw

c AFL kick

d dodge

e weight transfer

f pivot

2 Name two sports with which you have had experience and describe the transfer of skills between them.

3 List three sports that share common skills and name the skills. Now repeat for another set of three sports.

4 List three sports that share common skill drills and name the drills.



Factors affecting skill development

There are many personal factors that determine how quickly you learn skills, how well you perform skills, and the skills that you choose to specialise in.

Genetics

Your body shape, muscle type (speed or endurance) and level of coordination are largely inherited from your parents. Your activity potential is therefore controlled by genetics. You can greatly improve all your skills and fitness through training and practice, but if you are short, making elite basketball is not likely; if you are very thin, elite rugby league is not likely; or if you have inherited endurance muscle fibres then you will probably never make an elite sprinter.



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Growth and development

How quickly you grow and how large you are at any stage of development often determines how successful you are in under-age sport. Late developers are often discouraged as their friends grow taller, stronger and faster; early developers can become overconfident because they can dominate their small opponents.

Motivation and persistence

If you are self-motivated and you keep trying even though you do not succeed at first, you will develop skills more quickly than others who do not put in the effort. This is particularly true for late developers who persist against more mature opponents and develop a huge range of skills that allows them to dominate when they do grow. Many early developers, who at first can dominate without much effort, struggle when everyone catches up to them.

Willingness to experiment

No-one knows everything or can do everything when they begin a new activity. The key to learning skills is 'having a go'—not being afraid to try new skills or make mistakes. When you are learning, mistakes do not matter. They are a sign that you are trying something new. Experiment, make mistakes, listen to feedback and eventually you will master the skill.

Disability

Physical problems such as long-sightedness, short-sightedness, cerebral palsy, deformity or paralysis might limit whether you can learn particular skills or affect which skills you choose to develop. For every person, though, there are many physical skills that can be learnt and mastered. It is a matter of capitalising on strengths, being positive and gradually eliminating weaknesses.



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ACTIVITY *Applying learning*

1 Complete the following table.

Factors limiting my learning and performance of movement skills	Factors assisting my learning and performance of movement skills	How I can improve my learning and performance



Assessment task: Learning skill acquisition

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Teach each other

- 1 Working in pairs, choose a simple skill to teach your partner within a 30 minute time period. Ensure that it is a skill that your partner is not already competent in. You will need to:
 - a State the skill
 - b Fully classify the skill (gross or fine, open or closed, internally or externally paced, discrete, serial or continuous)
 - c Break the skill down to teachable steps
 - d State the feedback given to your partner and the type of feedback
 - e Rate your partner's stage of skill acquisition at the beginning of the session and record any progression that is achieved. Give examples to support your conclusion.

You may choose to record the teaching session.

Be prepared to present an outline of the activity to your class.

Victorian Curriculum F–10 Links (Levels 7 and 8)			Working below Achievement Standard	Working towards Achievement Standard	Working at Achievement Standard	Working above Achievement Standard	Working well above Achievement Standard	Rating	
								Self/Peer	Teacher
Strand and Sub-Strand	Key Elements	Criteria: Ability to ...	E	D	C	B	A		
Movement and Physical Activity Moving the body	Individual and team performance	classify physical skills	Identified a physical skill to be taught	Discussed the type of physical skill to be taught	Chose a physical skill and classified it using basic classification systems	Classified chosen physical skill using appropriate classification systems	Accurately classified chosen physical skill using a variety of classification systems		
		identify level of skill acquisition	With teacher assistance, identified their partner's skill level	Identified the level of skill acquisition prior to/on completion of the task	Analysed student performance to identify various stages of skill learning throughout the training session	Analysed student performance to accurately identify progression of skill acquisition throughout the training session	Analysed student performance to evaluate progression of skill acquisition throughout the training session		
		identify appropriate training drills	Recalled basic movement skills and drills	Used basic movement skill combinations to teach chosen skill	Incorporated a variety of training drills to teach the chosen skill	Broke down chosen skill to develop a training session to teach it	Analysed chosen skill to design a training session that effectively teaches it		
Movement and Physical Activity Learning through movement	Personal and social skills related to physical activity	identify strengths and weaknesses in performance	Identified weaknesses in student performance	Suggested ways in which student could improve performance	Identified weakness in student performance and provided suitable feedback to improve these	Identified weaknesses and strengths in student performance and provided various forms of appropriate feedback to improve performance	Accurately identified strengths and weaknesses in student performance and provided various forms of appropriate feedback and strategies to ensure performance success		
		work cooperatively in a pair	Accepted responsibility for their role in the task	Showed a cooperative attitude when working with a partner	Worked cooperatively in pairs to complete set tasks	Worked cooperatively in pairs towards a shared goal	Worked collaboratively in pairs towards shared goals		



Victorian Curriculum F–10 Links (Levels 7 and 8)		Working below Achievement Standard	Working towards Achievement Standard	Working at Achievement Standard	Working above Achievement Standard	Working well above Achievement Standard	Rating
Personal, Social and Community Health	Communicating health information	Used basic language when discussing ideas with teacher	Used basic instructions to teach drills to partner	Presented a training session using relevant language and communication skills	Presented a training session using subject-specific language and communication forms specific to the task and target audience	Presented a training session using appropriate subject-specific language and communication forms appropriate to the task	
	Communicating and interacting for health and wellbeing	express a clear message to train an individual					

Student's comments:

Teacher's comments:





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Understanding movement

History of movement

Forms of movement

Comparing forms of movement

Movement as self-expression

Improving movement

How movement affects sequences

Understanding movement choice

Feedback

Movement challenges

Transferring skills

Assessment task: Analysing feedback

History of movement

Movement has played a vital role throughout history. Ancient civilisations such as those in Rome, Greece, Egypt and China used movement as a form of entertainment, to signify important events, and to determine physical superiority. In the Roman Empire, gladiators battled each other, wild beasts and criminals for entertainment. Ceremonial dance was incorporated into significant events such as weddings. Games and tournaments were designed to showcase physical prowess.

In medieval times, movement was a matter of life and death. Skill in battle resulted in victory, and a lack of movement skills in battle could mean a violent death. Tournaments featured *mêlées*, which comprised two teams of knights battling for supremacy, and jousting. Fortunately, today our forms of movement are generally far more peaceful.

Modern movement-based events such as marathons and many Olympic Games events are derived from ancient times. At a famous battle between the Greeks and the Persians, a professional runner named Pheidippides ran as a messenger from Marathon to Athens. This feat inspired modern-day marathons. Sports such as gymnastics can be traced back to Crete, where acrobats would grasp the horns of bulls running at speed in order to gain the momentum to perform somersaults and other skills.

Today we can see how forms of movement relate to aspects of society such as culture and technology. For example, Aboriginal and Torres Strait Islander people continue to use ceremonial dance to reinforce culture, as well as promote goodwill and positive relationships. We can also see the influence of technology through the introduction of interactive game consoles such as Wii. Technology continues to play a significant role in improving forms of movement, and gives us flexibility and control over when and how we view movement.

ACTIVITY *Sport technology*

- 1 In pairs, choose a sport and research the various forms of technology used by athletes who participate in that sport. What benefits do these technological devices provide?

- 2 Identify how you may use some of these forms of technology to help you improve your performance in a particular sport.

- 3 Discuss your findings with the class.

Forms of movement

Forms of movement are varied, thereby catering for unique skills, abilities and preferences. Forms of movement can be classified according to specialised movement contexts. These are aquatics, athletics, dance, games and gymnastics. Hybrid forms of movement draw on more than one type of specialised movement context. For example, circus performances and synchronised swimming can draw upon dance and gymnastics skills. Similarly, some modern dance performances can draw on gymnastics skills like balance or tumbling.



ACTIVITY *My movement history*

- 1 Use the time line provided to list all of the different types of games and sports that you have tried so far in chronological order.



- 2 Predict which forms of movement you may attempt or would like to attempt in the next five years.

- 3 Discuss how likely it is that you will still be involved in each of your current movement forms in three years and then five years. Make notes in the space provided and discuss your response with a partner.

Comparing forms of movement

Forms of movement such as individual and team sports have similar features, as well as features that are unique to the particular movement context.

Similarities between forms of movement include:

- Particular types of movement skills that, once mastered, help us to enjoy participating. For example: fundamental skills (e.g. hopping, running or dodging); specialised skills (e.g. tennis serving); locomotor and non-locomotor skills (e.g. jumping forward versus jumping on the spot); and manipulative skills (e.g. passing a ball in rugby). These skills are the foundation to any movement form.
- Aspects of movement skill that can be developed and improved. These include body control (e.g. keeping our balance) and awareness (e.g. knowing where the ball is); object manipulation (e.g. dribbling a ball in basketball); and anticipation and timing (e.g. knowing when to make a tackle in rugby).
- A level of organisation, structure and goals that give us a sense of purpose when we participate.



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Forms of movement differ in that each has:

- a varied degree of and need for social interaction and social skills. For example, long-distance running is much more of a solitary activity than playing in a water polo team.
- distinctive specialised equipment, some of which is needed to meet safety requirements. For example, protective devices for batting in cricket.
- different drills, strategies and forms of technology that can be used to develop movement competence and confidence. For example, in swimming, cameras can be used underwater to analyse each aspect of a stroke.
- a unique environment needed to perform at the highest level. For example, anti-wave lane ropes and automatic timing pads for swimming.

The key to success in individual and team sports is the development of movement skills and the ability to get along with others such as coaches, mentors and team members.

ACTIVITY *Bringing movement into my life*

- 1 Form groups of four and participate in the following movement composition activities. If possible, perform the movements to music.

Locomotor	Non-locomotor	Manipulative
Movement that involves moving from one place to another: running, skipping, pushing, gliding, jumping, hopping, slithering, lunging, leaping, rolling, diving	Movement that can be performed on the spot: turning, kicking, swaying, bending, spinning, bobbing, shaking, jumping, hopping, nodding	Movement using different equipment: dribbling a basketball; catching and throwing a cricket, netball, water polo, or rugby ball; bowling a baseball, softball or cricket ball; striking a ball using a tennis racquet or softball bat

- a Perform 12 or more of the different movements listed in the table. Record the movements in the space provided.

- b Combine three or more skills from the same type of movement group to create a movement sequence. Record the movement sequence in the space provided.

- 2 In pairs, plan and then perform a movement sequence using all three types of movement, incorporating at least seven different movements and three changes of direction. Use the space provided to draw a floor pattern to show the directions in which you will move and the amount of space you will use. Repeat your movement sequence three times when you perform it.



- 3 Choose three sports or forms of movement that you have participated in. Check that each of your selections can be classified as aquatics, athletics, dance, games or gymnastics. Complete the table provided.

Sport/movement form	Example: Softball	1	2	3
Two types of movement skills	Fundamental: running Manipulative: pitching			
Drills, strategies and technology that help develop skills	Bunting: a tactical batting skill Technology: machines that pitch balls to train batters			
Degree of social interaction and social skill required (low/medium/high)	Medium: team plays in fielding require cooperation and teamwork			
Specialist equipment involved	Catcher's mask, chest protector, shin pads and mouth guard			

Movement as self-expression

Movement can be considered an art form and a form of self-expression. While such thinking is more commonly applied to dance or gymnastics, basketball, rugby or soccer teams can also show a great deal of flair. For example, a spectacular save could be described as poetry in motion.

In dance and gymnastics, the music, costumes, props and choreography enable performers to use movement as self-expression. Choreography includes the floor patterns (the shape made on the floor as performers move), body design (how the body is used as part of the design) and steps or skills in routines or sequences. Other ways that movement acts as a form of self-expression in dance and gymnastics include facial expressions, gestures and the performer's interpretation of a routine or sequence.

Aesthetically pleasing movements include high levels of self-expression due to the athleticism (strength and power), body line created and sheer poise and elegance of the performers involved.



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ACTIVITY *Express yourself*

- 1 Form groups of four and research one of the following dance styles: the haka, sport aerobics, the hula, Aboriginal traditional dance or hip-hop dance. Use YouTube and any other resources available to learn about your group's chosen dance style. Prepare a 45-second dance routine complete with music and costumes. Designate the following roles within your group.

Researcher: Finds examples of the group's chosen dance style, options for music and any other relevant information.

Choreographer: Based on examples found by the researcher, the choreographer leads the group in designing dance steps. The choreographer should encourage input from the group and incorporate that input into the routine.

Director: Leads the group and encourages everyone to contribute so that the outcome is positive. The director also records points about how the group works together.

Costume designer: Works with the group to plan and organise costumes.

- 2 Perform your routine, recording it so that you can reflect on your progress and analyse how the routine is a form of self-expression.
- 3 All groups must perform their routine for the class. Use the table provided to record a self-assessment of your own routine and a peer-assessment of two other routines.



Routine	Movement description	Steps, movement sequence and relationships (i.e. how the performers related to one another)	Mood and feelings
Example: Gangnam Style	<ul style="list-style-type: none"> • Prancing, bouncy movements performed rapidly • Draws on horses for inspiration • Whipping, leg extensions, hip swiveling and turning 	<ul style="list-style-type: none"> • Catchy beat and movement patterns that promote involvement • Basic steps, easy to follow • Could be performed individually or as a group 	<ul style="list-style-type: none"> • Exciting, energising and fun • Inspired by wealthy people in the Gangnam district of Seoul, South Korea
My routine:			
Routine 1:			
Routine 2:			

Improving movement

How movement affects sequences

The process of improving movement takes time and sustained effort. The process centres on the development of five key aspects. When these five aspects are developed, movement sequences will be of a higher standard and more enjoyable to perform. The five key aspects of movement sequences are:

- body control and awareness
- object manipulation and control
- anticipation and timing
- technique
- consistency and confidence.

Body control and awareness

This involves using the appropriate amount of force and managing that force as needed. Sometimes a player or performer may need to accelerate and then rapidly decelerate while maintaining balance and remaining aware of what is going on around him or her. The ability to rapidly change body position requires body control and awareness. In dance or gymnastics, this could mean accelerating to leap and then using balance and control to land correctly.

Object manipulation and control

Object manipulation is a key component of the throwing events in athletics (javelin, shot put and discus) and in games such as water polo or netball, where the ball needs to be caught and then passed to a team member. In athletics, object manipulation and control can also involve building momentum and then quickly taking control as in releasing the javelin to ensure that you do not go beyond the front of the throwing circle (which would result in a foul).

Anticipation and timing

Anticipation and timing can be natural or learned attributes. At a basic level, anticipation and timing mean knowing when and how to move. For example, knowing when and where to move to hit a tennis ball and predicting where the opposition will move to counter. Additional examples include knowing when to make a break to receive or intercept a pass in rugby and when to jump to rebound a shot in basketball.

Technique

Technique refers to the way that a movement skill is performed, with a focus on efficient use of energy and streamlining of movement. Each movement skill has recognised components (sometimes referred to as 'points of form') that contribute to the technique. For example, in long jump there is the run-up, take-off, flight and landing. By breaking down the technique, we can better understand how to improve it.

Consistency and confidence

Consistency can reveal a great deal about how movements skills are developing. If an athlete or performer can achieve excellent results one day but not the next, it suggests that they need to develop their skills. For example, a high jumper achieves a height of 1.40 metres but the next day can only jump 1.10 metres.



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ACTIVITY *The keys to success*

- 1 Reflect on your performance in the sport you are currently studying in Health and Physical Education lessons. How could you use each of the five key aspects of movement sequences to improve your performance?

Sport

Body control and awareness

Object manipulation and control

Anticipation and timing

Technique

Consistency and confidence

Understanding movement choice

In any given movement context, we make choices about movement. These choices can involve the type of pass, throw, kick, pitch, bowl or shot that we use, or how we move to reach a certain part of a court, field or swimming pool. Movement choices can be influenced by our game sense and confidence, as well as external factors such as weather conditions. Different skills will serve different functions. For example, putting backspin on a tennis ball can make it very difficult for the opposition to return the ball. If playing netball on a windy day, a bounce pass or short pass would be preferable to a lob or a one-handed shoulder pass.

Feedback

Feedback is the information we gain about the quality of our movement skills. It is vital to receive timely and accurate feedback so that we know what we are doing well and what we need to improve upon. For example, when performing a lay-up in basketball, a player could approach the net correctly but then not aim for the correct part of the backboard nor use the follow-through required. In this situation, more experienced players would know as soon as they attempt their shot that it is not going to be successful. In this example, the feedback is both internal/kinaesthetic and external.

Internal feedback is communicated through the body to the brain. External feedback is gained from outside sources, such as when a coach provides advice on refining technique. It is important to be open to constructive criticism from a variety of sources.

ACTIVITY *Be constructive*

Providing constructive feedback is an essential element in ensuring optimal performance and development.

- 1 As a member of a Health and Physical Education class, it is inevitable that you will be called upon to provide feedback to your classmates about their sporting performance. In pairs, develop five tips on providing effective constructive feedback.

Movement challenges

A movement challenge requires the use of movement to achieve a goal. These challenges can be overcome by using movement design, strategies or team plays. Movement skills are combined with factors such as body control, speed and timing. Depending upon the nature of the movement challenge, a common skill may be incorporated with some unique or novel changes.

Movement challenges can be individual or team-based. Individual and team-based challenges draw on the features of movement composition to enable athletes and performers to design movement sequences and strategies.

The features of movement composition are: purpose, responding to stimuli, improvisation, planning and performing.

- Purpose means working towards a goal, such as performing a dance routine for a concert.
- Responding to stimuli can mean using a prompt such as a piece of music to inspire movement.
- Improvisation means creating or adapting movement depending upon the situation. Improvisation is a vital part of movement design because it enables us to respond in creative and interesting ways.
- Planning for any movement challenge requires teamwork, dedication and perseverance. Adopting roles can help to make everyone feel involved and valued. Practice and rehearsal are vital to ensure a high quality performance.
- Performing movement can enable us to develop our movement and teamwork skills. Movement performances can provoke a range of emotions, including excitement, disappointment or relief.



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ACTIVITY *We are all in it together*

- 1 Your teacher will divide the class into four groups. Each group must complete a circuit of the following movement challenges.
- a The group must take turns standing up from a sitting position. You must not stand up in the same way as a previous group member. Record how many different methods of standing up your group performed.

- b The group must try to throw a tennis ball as far as possible, using different movement sequences to find the most effective method. Record your group's longest throw and the movements used to achieve it.

- c The group must travel 10 metres. You must remain connected (e.g. holding hands) at all times. You are to repeat this activity as many times as possible, using different movement sequences each time. Record how many different methods of travel your group performed.

- d The group must take turns performing a sequence of three movements to express a chosen emotion. Each person must use different movements. Continue until you have run out of ideas, and record how many different sequences your group performed.

- 2 Choose one of the movement challenges your group completed and fill in the following table to reflect on your movement composition process.

Movement challenge: _____		Performance notes:
Purpose	e.g. to throw a ball as far as possible	
Responding to stimuli	e.g. external feedback	
Improvisation	e.g. creating movement using different body parts	



Movement challenge: _____		Performance notes:
Planning	e.g. teamwork	
Performing	e.g. timing	

3 Think about the processes your group followed in order to complete each task. What strategies could you incorporate next time to ensure greater success?

 **ACTIVITY** *Fun for all*

You have been asked to modify the rules and game play of a particular sport so that anyone can participate. Think about how you might include people of different physical ability, height or fitness levels.

1 Choose a sport and identify a person that might have difficulty playing that sport.

2 How will you change the rules, equipment, aim or venue/field/court to accommodate this person?



3 During your next practical lesson, you will form groups and each member will be provided the opportunity to teach their modified game to the rest of the group. Ask your classmates to provide the following feedback.

a Was the game fun and challenging for all participants? Why or why not?

b Suggest some improvements that could be made to the game to make it more inclusive.

Transferring skills

Movement skills can be transferred from one movement context to another. This means that movement skills involving similar movement patterns can be adapted and used in another movement context. For example, many movement skills can be transferred from dance to gymnastics and vice versa, from netball to basketball, from tennis to squash and so on.

Athletes such as Jana Pittman have shown that skills can be successfully transferred at the highest level of competition. Pittman is the first Australian athlete to compete in both the summer and winter Olympic Games. Pittman is a former world champion in the 400-metre hurdles, and she competed in the bobsleigh event at the 2014 Sochi Winter Olympic Games.

There are numerous examples of athletes changing game codes between AFL, Rugby League and Rugby Union. In sports such as swimming and track and field, it is also common for athletes to progress from one event to another. In some cases, athletes may be good at multiple events and become heptathletes. The heptathlon is a challenging event that consists of seven different events: three track events (100-metre hurdles, the 200-metres and the 800-metres) and four field events (high jump, long jump, shot put and javelin). Heptathletes need to be versatile. They also need great stamina to complete the full quota of events in the heptathlon.

ACTIVITY *Skills transfer*

1 Complete the table provided to indicate the skills transferred across sports, as well as common fitness components.

Physical activities	Transferrable skills	Fitness components
Cricket and softball		
Diving and gymnastics		
Netball and basketball		



Physical activities	Transferrable skills	Fitness components
AFL, Rugby Union and touch football		
Table tennis and tennis		

- 2 In groups of four, choose two or more of the categories of physical activities from the table (e.g. table tennis and tennis). Collect the different equipment needed to perform the main skills used in each activity. Take turns experimenting with the different skills used in each game.
- 3 In the space provided, record how you were able to transfer movement skills from one physical activity to the other, as well as any adjustments that you needed to make.

- 4 Adapt the skills, rules and/or equipment from one of the categories of physical activities from the table to create your own game. For example, use tennis racquets to play table tennis and make a rule that each player needs to put the racquet on the table and turn around once after striking the ball. Demonstrate your game to the class and discuss how you adapted or applied skills from other games. Explain your game in the space provided.

Name of game: _____

Sports adapted: _____

Rules:

Equipment:

Transferred skills:



Assessment task: Analysing feedback

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Create a routine

The ability to accept constructive criticism leads to increased success in life. You must learn to analyse feedback, determine what feedback is constructive, and then make changes based upon that feedback.

Preparation

Create an individual routine that features a number of different forms of movement. This could be anything from a circus performance to a dance or gymnastics routine. For safety purposes, your teacher must approve the type of routine that you intend to create. Once your teacher has approved your plan, record yourself performing your routine.

Develop and practise your routine, using the space provided to record how your body reacts during and feels after the routine (internal feedback).

Perform your routine for a partner or small group and request feedback. In the space provided, record this external feedback. Use this feedback to improve your routine. If the external feedback was not helpful, explain why.

Research ways that you could improve your routine and make necessary modifications.

When you have finalised your routine record your performance once again.

Presentation

Create and share a Microsoft PowerPoint presentation with the class to show how you perfected your routine through internal and external feedback. Use the footage you recorded to analyse your performance and explain your decisions. Discuss the feedback you received; how it affected your performance, and why it was or was not helpful. Your presentation should be approximately five minutes.

Reflection

As a class, discuss the effectiveness of internal and external feedback, as well as the best and worst ways to deliver feedback.

Victorian Curriculum F–10 Links (Levels 9 and 10)			Working well above Achievement Standard		Working above Achievement Standard		Working at Achievement Standard		Working towards Achievement Standard		Working below Achievement Standard	
Strand and Sub-Strand	Key Elements	Criteria: Ability to...	A		B		C		D		E	
			Self/Peer	Teacher								
Movement and Physical Activity Moving the body	Complex movement and manipulative skills	perform specialised movement skills and techniques	Efficiently performed a variety of complex movement skills and techniques when executing the routine		Consistently and accurately performed various complex movement skills and techniques when executing the routine		Accurately performed various complex movement skills and techniques when executing the routine		Performed complex movement skills when executing the routine		Performed various movement skills when executing the routine	
Movement and Physical Activity Understanding movement	Designing a training plan	evaluate training methods to design a personalised plan and improve performance	Selected appropriate training methods and strategies to address specific goals and improve performance		Selected appropriate training methods and strategies to improve performance		Selected appropriate activities and strategies to improve performance		With assistance, selected activities to improve performance		Suggested ways to improve performance	
Movement and Physical Activity Learning through movement	Evaluate and justify decisions and choices of action	monitor progress and use prior understanding to describe changes in thinking over time	Used critical self- and peer-reflection to analyse progress and propose constructive feedback and relevant modifications		Used self- and peer-reflection to rate individual progress and make suggestions for improvement		Described progress and used external and internal feedback to identify areas for improvement and how they could be addressed		Recorded information about the performance of the task and what could be done to improve		Used external feedback to make changes to the routine	

Student's comments:

Teacher's comments:



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Developing movement skills

Introduction

- The nature of movement skills
- Types of movement skills
- Fundamental versus specialised movement skills
- Skill continuums

Transferring movement skills

- Positive transfer of movement skills
- Negative transfer of movement skills

Practice

- Qualities of effective practice
- Practice methods
- Mental practice and rehearsal

The value of mastering skills

- Acquiring specialised movement skills

Introduction

Movement skills are the tools that we use to participate in sports, games and general physical activities. Your level of movement skill can be measured by how efficiently you can complete a goal-directed movement task. Movement skills can be classified in many ways and are learnt most efficiently through quality practice.

The nature of movement skills

Movement skills are actions that require body movement to achieve predetermined objectives. They can involve small movements, such as throwing a dart; large movements, such as a sprint run; or a combination of both, as in spin bowling in cricket. All movement skills are goal-directed and require practice to achieve proficiency. Skilled performers have excellent movement skills and make few errors. In the early stage of skill development, novice performers make frequent large errors and need to see the skill demonstrated effectively to help them learn. Movement skill performance can be improved with quality instruction, a supportive environment and opportunities to practice.

Types of movement skills

One of the ways to classify movement skills is by how difficult they are to perform. In this way, skills are classified as either fundamental movement skills or specialised movement skills.

Another way to classify movement skills is by the type of movement they involve. Based on this classification, movement skills can be described as locomotor, non-locomotor or manipulative.

- **Locomotor movement skills** involve moving the body from one point to another. Some examples are running, swimming and cycling.
- **Non-locomotor movement skills** are performed while you are stationary, such as a static balance (for example, an arabesque or a stork stand), bend, sway and twist. Pivoting in basketball is also an example of a non-locomotor skill.
- **Manipulative movement skills** involve the control of a piece of equipment, such as a ball, bat or stick. Examples include bowling in cricket, striking in baseball and throwing a dart.

ACTIVITY *Understanding movement*

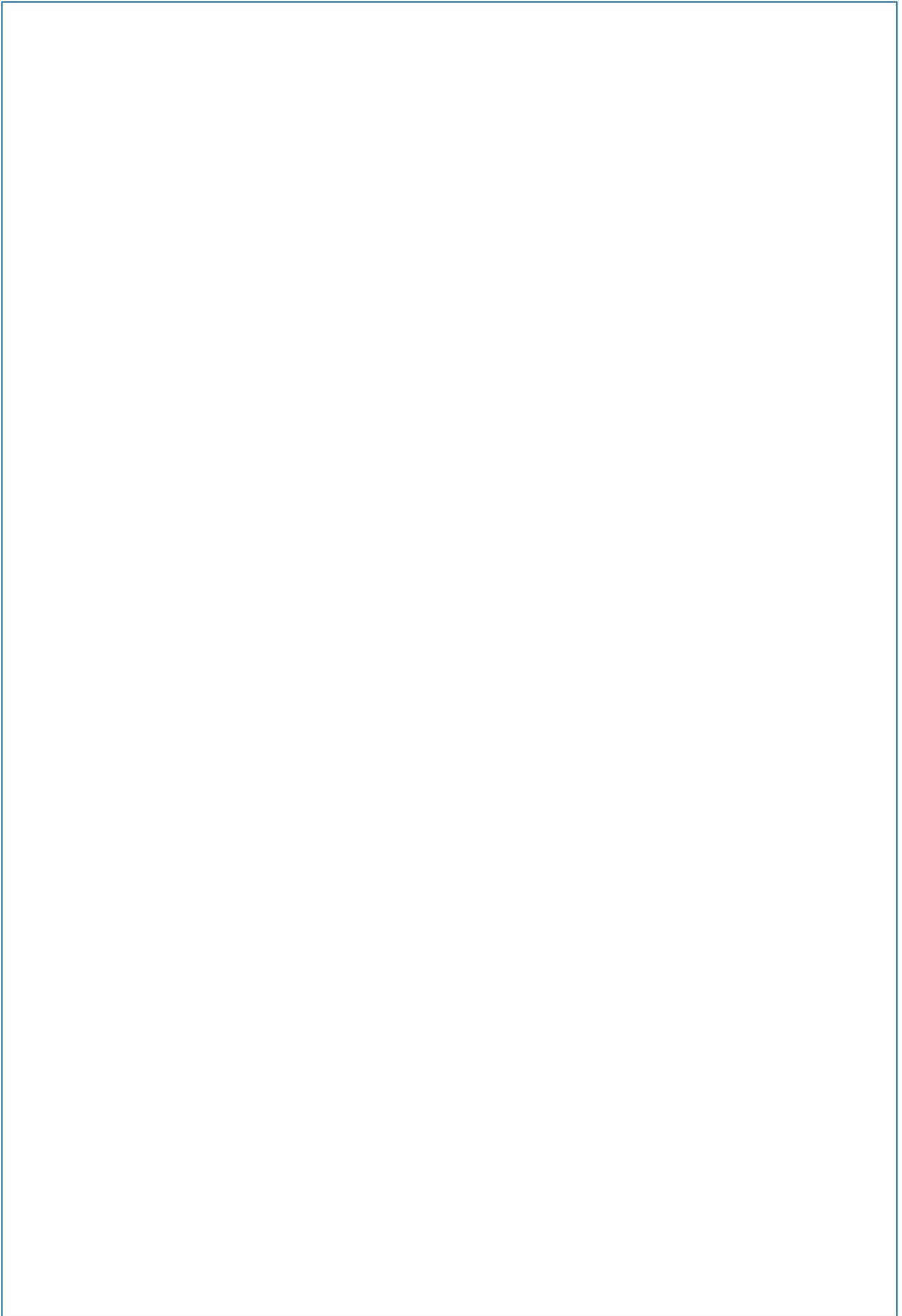
- 1 Working with a partner, choose two popular sports and list the locomotor, non-locomotor and manipulative skills involved in each. Share your results with the rest of the class.

a _____

b _____

- 2 Educational gymnastics is a style of gymnastics that relies on the execution of movement skills to develop dynamic and entertaining routines.

- a In pairs, develop a sequence consisting of at least 15 different movement skills. Use the space provided to record your ideas.
- b Your teacher will provide the opportunity for you to practise your routine in order to make necessary changes and refine your performance.
- c Once happy with your routine, you will perform it to the class. This will be followed by a discussion about what movement skills you incorporated into your routine.



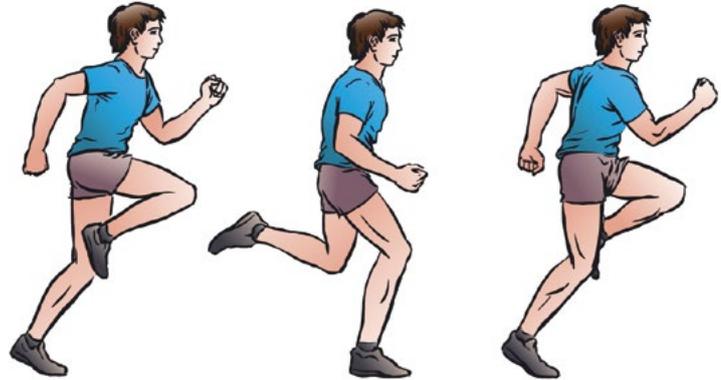
Fundamental versus specialised movement skills

Fundamental movement skills provide the foundation for participation in most major sports and games. These skills are less complicated movement skills and include locomotor, non-locomotor and manipulative skills. The sprint run, vertical jump, overarm throw, catch, two-handed strike and kick are all examples of fundamental movement skills.

Sprint run

Running is a locomotor skill used in many games, sports and physical activities. The key points of the sprint run are:

- head and chest held up to create erect posture
- body leaning slightly forward
- high knee lift as leg swings through
- arms and legs moving forward without sideward deviation
- elbows bent at 90°
- arms drive forward and back in opposition to legs.

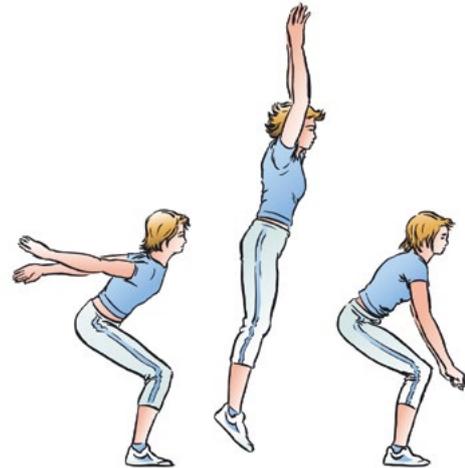


Running technique

Vertical jump

The vertical jump is a locomotor skill that forms the basis for jumps used in a variety of sports and activities, including athletics, gymnastics, basketball, netball, rugby and volleyball. The key points of the vertical jump are:

- eyes focused forward or upward throughout the jump
- crouched with knees bent and arms behind the body
- arms used to generate upward force
- legs straighten in the air as arms are thrust forward and upward
- land on the balls of the feet and bend knees to absorb impact
- controlled landing with no more than one step in any direction.



Vertical jump technique

Overarm throw

The overarm throw is a manipulative skill used in cricket, softball, netball, basketball and many other sports. The key points of the overarm throw are:

- standing side-on to the target
- as the throwing arm is moved in a backswing, weight is shifted to the back foot
- throwing arm moves in a downward and backward arc
- step towards target with foot opposite the throwing arm
- hips and then shoulders rotate forward
- throwing arm follows through, down and across body.



Overarm throw technique



Catch

Catching is a manipulative skill used in cricket, softball, baseball, netball, rugby and basketball. The key points of the catch are:

- eyes focused on the object throughout the catch
- feet move to place the body in line with or behind the object
- hands and fingers relaxed and slightly cupped to catch the object without grabbing at it
- object is caught cleanly with the hands only (no shoulders or chest involved)
- elbows bend to absorb force as the object makes contact with the hands.

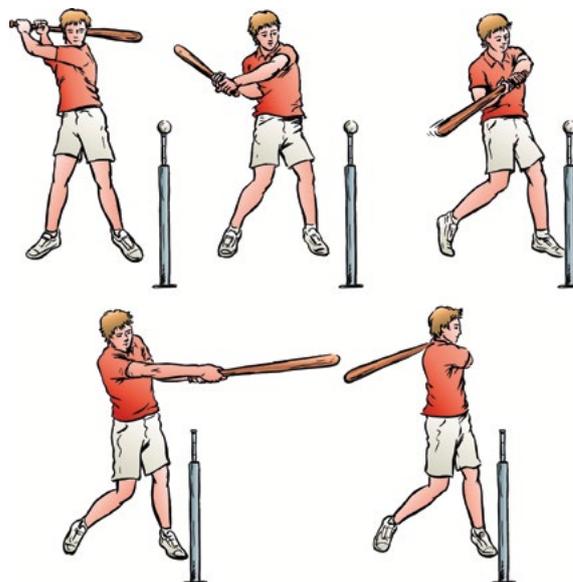


Catching technique

Two-handed strike

The two-handed strike is a manipulative skill that forms the foundation of a number of advanced skills, including the drive in cricket, the strike in T-ball and baseball, the golf swing and the ground strokes in racquet sports. The key points of the two-handed strike are:

- standing side-on to the target
- eyes focused on the ball throughout the strike
- hands next to each other on the bat, the bottom hand matches the front foot
- step towards the target with the front foot
- hips and then shoulders rotate forward
- ball contact made on the front foot with straight arms
- follow through with the bat around the body.



Two-handed strike technique

Kick

The kick is a manipulative skill used in soccer, rugby and Australian Rules football. Although there are differences in the technique used for various sports, the key points for the stationary place kick are:

- eyes focused on the ball throughout the kick
- forward and sideward swing of the arm opposite to the kicking leg
- non-kicking foot placed beside the ball, pointed towards the target
- arms kept out to the side for balance
- contact the ball with the top of the foot (shoelaces) or instep
- kicking leg follows through high, towards the target area.



Kicking technique

ACTIVITY *Evaluating performance*

- 1 Working in groups of four or five, use the key points from the six fundamental movement skills described (sprint run, vertical jump, overarm throw, catch, two-handed strike and kick) to evaluate the skill proficiency of your group members.
 - a Each student will demonstrate their best technique in relation to each of the FMS by completing the skill three times. One of these times must be in slow motion.
 - b Using the table provided, rate the performance of the respective skills of other students based on whether each of the components were performed correctly (1 = needs work, 2 = fair, 3 = good).

	Student 1:	Student 2:	Student 3:	Student 4:
Sprint run				
Vertical jump				
Overarm throw				
Catch				
Two-handed strike				
Kick				

- c Each group should choose the student who performed the best. These students are then filmed performing the skill. The class can view the performances and discuss the FMS and relevant technique.
- 2
 - a What common errors or weaknesses did participants display?

- b Choose three of the faults you identified and write what feedback you could give the athlete to help them identify what needs to be improved and how they can alter their technique to refine their performance.

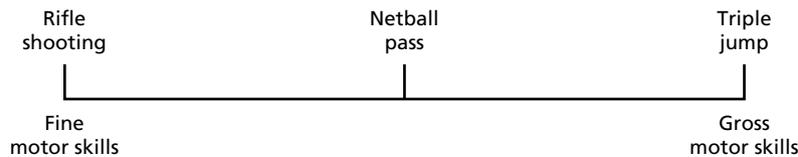


Skill continuums

It can be difficult to classify movement skills because they have many characteristics that can change in different situations. Each skill can also be classified using a number of dimensions. These dimensions include: type of muscular involvement, continuity of the skill, environmental factors influencing performance, level of interaction with other competitors, and level of organisation. Each of these dimensions is a continuum, or a range. At each end of the continuum the dimensions are opposites (for example, open versus closed), while the middle represents a merging of the characteristics.

Muscular involvement continuum

Gross motor skills involve large muscle movement, where the precision of movement is not as important to the successful execution of the skill; for example, running and jumping. Fine motor skills require motor control of the small muscles of the body to achieve the skill outcome. They generally involve hand–eye coordination and a high degree of precision; for example, writing and spin bowling.



The muscular involvement continuum

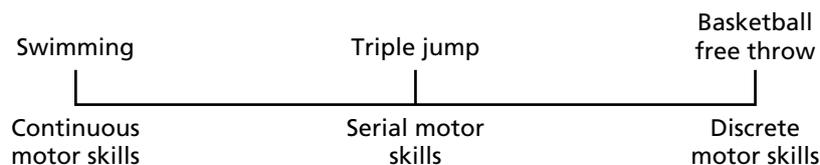
ACTIVITY *Reviewing muscular involvement skills*

- 1 Which do you think is the more important type of motor skill, gross or fine? Why?

- 2 Choose a sport and identify the skills required in the game as either a fine motor or gross motor skill.

Continuity continuum

Continuous motor skills have no distinct beginning or end points. The start and finish of the skill is determined by the performer or by an external force, but not by the task itself. For example, in swimming and running the performer's movements are a continuous flow of actions. Serial skills comprise several discrete skills put together into a series; for example, triple jump. Discrete motor skills have distinct starting and finishing points; for example, pitching in softball is a discrete skill, because when the ball is released the skill is complete.



The continuity continuum

ACTIVITY *Reviewing continuity skills*

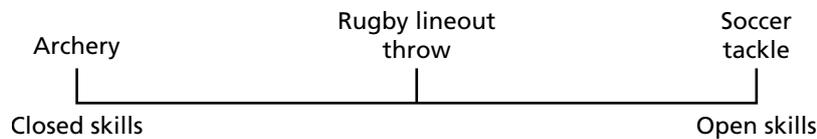
- 1 Is throwing a javelin a continuous, serial or discrete skill? Why?

- 2 Identify whether the activities or events are discrete, continuous or serial motor skills.

Event	Discrete	Continuous	Serial
2000 m (athletics)			
Shot-put			
Steeple chase			
Chest pass (netball)			
Rowing			

Environmental requirements continuum

Closed skills are performed in predictable environments where the performer determines when to start the action: for example, dart throwing, archery, tenpin bowling. Open skills are performed under conditions where the surrounding environment is unpredictable and constantly changing. There is less certainty about what to do and when to do it, with limited time to make decisions; for example, rugby, hockey, sailing and surfing.



The environmental requirements continuum

ACTIVITY *Reviewing environmental requirement skills*

- 1 How does the open–closed skill continuum relate to learning a new movement skill?

- 2 Is practising basketball goal shooting in a stadium a closed skill or an open skill? Why?

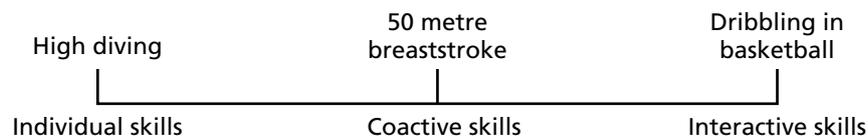


- 3 Using the example provided as a guide, choose five closed activities that can develop into open activities.

Closed activity	Open activity
Chest passing to a partner 15 times during netball training.	Throwing a chest pass to a player during a game situation.

Interaction continuum

Individual skills are those performed in isolation without opposition or the cooperation of team-mates; for example, a high diver's competitor cannot directly influence performance. Coactive skills are performed at the same time, but competitors cannot directly impact the performance of others. In a 50-metre breaststroke race a swimmer cannot physically prevent their opponent from achieving a good result, but they are competing at the same time. Interactive skills are those in which performance can be directly influenced by the opposition. For example, a point guard dribbling the ball in basketball must avoid having the ball stolen by the opposition.



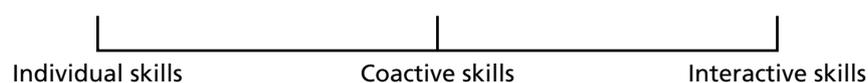
The interaction continuum

ACTIVITY *Reviewing interaction skills*

- 1 Is weight lifting an individual, coactive or interactive skill? Why?

- 2 Place the activities along the interaction continuum provided.

- performing a gymnastics routine
- running a marathon
- shooting in netball
- hitting a baseball.

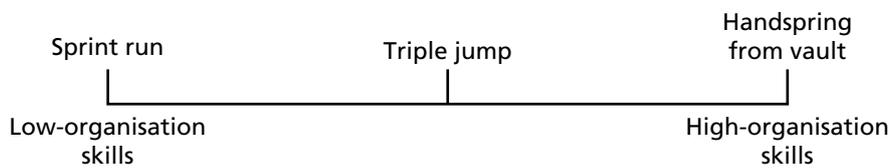




- 3 Sports such as archery or darts, which require closed and individual skills, may not have the same physical complexities as an open or interactive skill; however they have their own challenges. Make a list of the factors that may influence an athlete performing sports requiring these skills.

Organisation continuum

Most skills are comprised of a number of subcomponents. Low-organisation skills are comprised of fewer and less complex components; for example, swimming and running. High organisation skills involve closely integrated and difficult subcomponents that need to be combined. A handspring from a vault in gymnastics is an example of a highly organised skill because it involves run-up, take-off, vault contact, rotation in the air and landing.



The organisation continuum

ACTIVITY *Reviewing organisation skills*

- 1 Is cycling a low- or a high-organisation skill? Why?
- 2 Choose one of the following sports and identify the characteristics of the major skills involved using the continuums discussed: soccer, indoor swimming, netball or shooting.

Transferring movement skills

Skill transfer is the effect that the learning and performance of one movement skill has on the learning and performance of another. Proficiency in fundamental movement skills provides the foundation for many specialised skills and helps you learn skills more quickly.



Positive transfer of movement skills

Positive skill transfer occurs when your proficiency in one movement skill is enhanced by your previous learning and experience in a similar movement skill. For example, the movement skills involved in surfing are similar to the movement skills involved in skateboarding and snowboarding. The positive transfer of movement skills will help you learn a new, similar skill more easily.



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Negative transfer of movement skills

Negative skill transfer occurs when your ability to learn a new skill is impeded by your knowledge of and experience in a similar movement skill. This may occur when skills share some similarities but have important differences. For example, although the tennis and squash forehand strokes appear similar, the wrist action is very different. The tennis forehand requires a firm wrist, while the squash forehand requires flexible use of the wrist. Negative skill transfer will make it more difficult for an individual to learn a new skill.



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istockphoto.com/WebSubstance

ACTIVITY *Understanding transferring movement skills*

- The overarm throw is a fundamental movement skill that can be transferred to a variety of specialised skills. Working in pairs, participate in the following skills:
 - volleyball overhead serve
 - javelin throw (using a soft javelin)
 - tennis smash
 - basketball overarm throw
 - tennis overhead serve
 - overarm throw using a tennis ball
 - badminton smash.



a After completing the activities, discuss the common elements shared by all of the skills performed.

2 Consider the following specialised movement skills (you may wish to use video footage or clips from a YouTube or Google video to help you visualise the skills): tennis serve, volleyball overhead serve, rugby union tackle, rugby league tackle, javelin throw, ice hockey dribble, field hockey dribble and baseball pitch.

a Which of the skills might provide an example of positive skill transfer?

b Which of the skills might provide an example of negative skill transfer?

c Describe the possible consequences of negative skill transfer.

d Describe the benefits of positive skill transfer.

3 In pairs, discuss examples of your own experiences with positive and negative transference of skills.

Practice

To learn and improve movement skills, you will need to practice. While traditional practice will require individuals to physically perform movement skills, skills can also be improved through mental rehearsal, which is another form of practice. It is recommended that you use a variety of practice techniques to develop movement skill proficiency.



Qualities of effective practice

While individuals will develop movement skill proficiency at different rates, skill level can be increased through quality movement skill practice. The following qualities of effective practice have been identified to help people learn skills more efficiently.

- 'Practice with feedback, makes perfect.' It is not enough for individuals to just receive the opportunity to practise; the emphasis should be on quality of movement. This can be achieved by focusing on technique rather than outcome. For example, someone learning how to shoot a free throw in basketball should focus on addressing the key points of the skill rather than the outcome of the shot—that is, whether or not the basketball went through the hoop.
- In all sports and physical activities the simplest skills should be learnt before the more complicated ones. The correct sequencing of skills can help to promote skill development, maintain individual motivation and prevent injury. For example, the skill sequence in volleyball is dig, set, serve, spike, block then dive.
- Complicated skills should be broken down into smaller parts when they are being learnt for the first time. For example, individuals learning the tennis serve for the first time should learn how to toss the ball correctly before attempting to complete the full serve.
- Pressure should be increased as skill proficiency improves. Once individuals become more confident performing skills, additional pressure should be added. The practice should progress from 'closed' to 'open' on the environmental requirements continuum, with gradual increases in skill performance and decision-making demands. For example, dribbling in hockey should be first learnt without any external pressure; as proficiency increases, the task should become more difficult, with defenders introduced, culminating in a game context.



Shutterstock.com/Nicholas Ribnow

In long jump, the run up, the take-off and the landing are each key skills.

Practice methods

There are many types of practice that you can undertake to enable you to improve your performance. The most appropriate practice method will depend on a number of factors, including the amount of time available, the ability of the athletes, the equipment available and the type of skill to be learnt. Some practice methods are:

- **Massed practice** involves long, continuous practice sessions. Better initial results are achieved with massed practice but more injuries tend to occur because of mental and physical fatigue. Massed practice is suitable when the skill is simple, motivation for learning is high, and time available for practice is short.
- **Distributed practice** involves practice sessions that are spread out over a set time and are alternated with rest periods. Better long-term learning and skill retention is achieved with distributed practice. Distributed practice is useful when the skill to be learnt is new and complex, fatigue may lead to injury, attention spans are short and motivation is low.
- **Whole practice** involves practicing the skill in one complete sequence. Practicing the skill as a whole can help an athlete appreciate the complete movement and execution of the skill. This method is appropriate when the skill being learnt is simple and does not include multiple components or when the performer is at an advanced stage of skill development.
- **Part practice** breaks the task into distinct parts for individual practice. Once each part of the task is mastered, the skills are combined to form a whole. For example, the lay-up in basketball might be taught by breaking the skill down into the footwork and the shooting action. Part practice is useful when the skill being learnt is complicated and when the performer is in the early stages of skill development.

Mental practice and rehearsal

Many athletes will use mental rehearsal to visualise themselves performing a skill before actually performing it. Combining mental and physical practice often gives improved results. The advantages of mental practice include increased confidence and the prevention of physical fatigue.

ACTIVITY *Learning through movement*

Mental practice used in conjunction with positive self-talk is a positive and effective way to refine your skills.

- 1 Choose a skill from a sport that you play and practice visualising yourself performing it successfully.

Write a short dialogue outlining some positive self-talk phases or tips you could give yourself to enhance your visualisation practice and improve your performance.

ACTIVITY *Reviewing practice*

- 1 Debate the following topic as a class: 'To what extent should a coach insist on the development of conventional technique?' For example, if a young cricket bowler is generating speed and accuracy with an unusual action, should their technique be reconstructed?

- 2 Choose a sport and list an example of where each type of practice may be useful.

Sport: _____

Massed practice _____

Distributed practice _____

Whole practice _____

Part practice _____

- 3 As a class, conduct a test of the effectiveness of each type of practice.

a Divide the class into five groups.

b Decide on a skill that everyone will learn such as a lacrosse throw, a basketball lay-up or juggling.

c Allocate a type of practice to each group.

d Devise a peer-assessment tool to assess the effectiveness of each type of fitness. Record your peer-assessment tool in the space provided.

e Predict the results and give reasons for your predictions.



- f Have each group learn the skill using only their assigned type of practice and record the results. Discuss the final results of each method as a class.

- g Did the predicted and final results match for each practice type? If not, can you think of any reasons why this might be?

- h Draw conclusions about the most appropriate practice method for learning the skill your class chose.

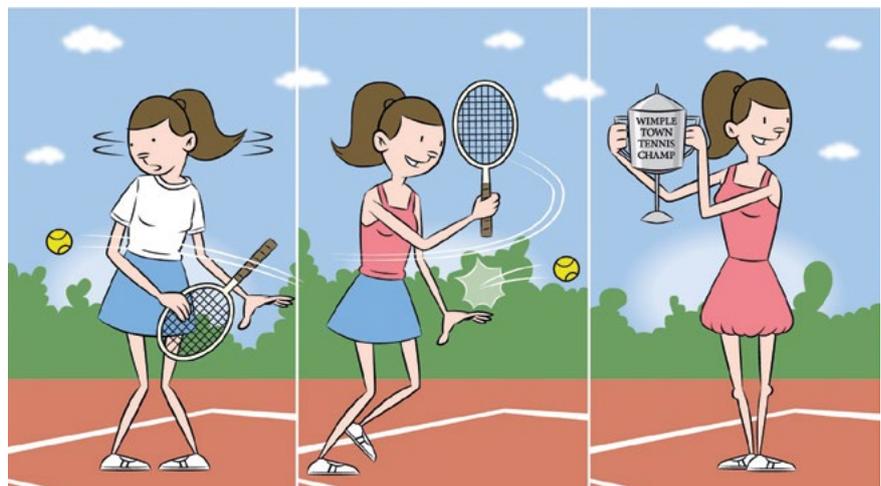
The value of mastering skills

Research suggests that there is a window of opportunity for the development of fundamental movement skills. The first eight years of a child's life are regarded as the 'golden years' for skill development, because this is the time during which new skills are learnt most easily. However, you do not automatically develop movement skills, instead they are learnt through quality instruction, a supportive environment and opportunities to practise. Research suggests that it takes between 240 and 600 minutes for the average child to become proficient in one fundamental movement skill.

Acquiring specialised movement skills

You progress through a number of stages as you develop proficiency in new movement skills. This will occur for different people at different rates and some people may never reach the final stage. Characteristics of the three stages of skill acquisition are:

- **Cognitive stage:** individual needs to learn about how to execute the task, frequent large errors are made, a great deal of feedback is required, individual needs to see the skill demonstrated correctly, performance is inconsistent.
- **Associative stage:** fewer errors are made, individual learns to detect and correct performance errors, individual relates to the correct technique, performance becomes more consistent.
- **Autonomous stage:** automated performance of the skill, skill actions are highly refined, less emphasis on skill mechanics and more on tactics and strategies. Depending on the skill, this stage may be unachievable for most.



You will get better at a movement skill as you move through its stages



ACTIVITY *Understanding movement stages*

1 What stage do you think a professional athlete would be at in their chosen sport, and in a sport they play for fun?

2 Describe how an individual moves through a number of stages as they learn and master a new skill.

3 Modified games are designed so that young players can concentrate on developing foundation skills of their required sport. List the modified sports that are available for children to play.

4 Choose one of the modified games and list the rule changes that are in place for young players and how each of these changes aid in their development of skills.

5 In groups of five, develop a modified version of a sport you are currently studying, so that your classmates have a greater opportunity to develop and refine their skills. Discuss your ideas as a class in order to come up with the final version of your game.



ACTIVITY *Fill in the gaps*

closed skills
gross motor skill

cognitive stage
individual skills
part practice

fine motor skill
massed practice
skill transfer

fundamental movement skills
mental rehearsal

_____ are the building blocks for all types of games, physical activities and sports. Running is an example of a _____ because it involves large muscle groups. Writing requires greater precision and use of smaller muscles, and is therefore considered to be a _____.

_____ are performed in predictable environments where the performer determines when to start the action. _____ are those performed in isolation without opposition or the cooperation of teammates. _____ refers to the effect learning and performance of one movement skill has on the learning and performance of another movement skill.

Visualising the performance of a movement skill without physically performing the skill is known as _____.

More injuries tend to occur with _____ because of mental and physical fatigue.

_____ involves breaking a movement skill into smaller parts and then learning them. The _____ is the first stage of skill acquisition and is often characterised by frequent errors.

ACTIVITY *Developing movement skills word search*

Find the twelve words hidden in this word search relating to developing movement skills. The words can run forward, backward, diagonally and vertically.

Movement
Sprint
Catch
Locomotor

Practice
Jump
Mental
Transferring

Skills
Kick
Throw
Interaction

I	N	T	R	O	D	I	C	R	I	O	N	T	W	F	G	M	O	H
E	A	L	T	H	E	D	I	U	O	A	T	I	O	N	A	N	D	P
E	V	A	M	O	V	E	M	E	N	T	L	U	E	S	R	E	L	A
T	I	N	G	E	D	I	S	L	I	K	O	W	O	P	E	R	K	G
I	N	G	I	C	N	R	N	T	H	R	E	M	R	O	D	I	T	N
H	U	C	K	S	X	T	S	L	I	K	E	A	O	C	A	B	N	I
C	H	A	V	S	C	F	A	D	F	U	C	N	I	C	A	N	N	R
T	G	O	V	K	B	A	C	L	U	T	P	S	T	A	O	E	R	R
A	T	O	L	I	E	V	E	L	I	T	T	E	R	E	E	L	I	E
C	H	E	M	L	M	A	V	C	I	O	L	N	T	A	A	N	D	F
L	A	U	E	L	R	A	E	W	O	P	D	S	I	O	S	D	Y	S
B	U	I	L	S	D	E	R	S	A	E	E	P	R	R	H	G	B	N
T	K	I	T	L	A	T	H	E	T	H	R	O	W	K	P	C	S	A
H	A	I	I	A	M	T	S	K	I	L	L	T	R	Y	I	S	G	R
T	O	T	C	E	R	I	C	K	Y	A	M	O	V	E	M	A	M	T
I	N	T	E	K	A	Z	C	B	N	I	M	P	M	U	J	V	L	O
A	C	B	X	V	N	F	E	G	Y	K	A	B	T	O	Z	Q	E	Y
Y	E	N	S	D	H	I	N	T	E	R	A	C	T	I	O	N	T	J
M	B	T	C	E	Y	M	D	E	N	K	R	L	R	V	X	E	H	I



istockphoto.com/Floortje

Basic nutrition

Healthy habits for a healthy lifestyle

- What are nutrients?
- Nutrition for adolescent growth
- Dietary guidelines
- The Australian Guide to Healthy Eating
- Factors affecting food choice
- Analysing food information

Assessment task: Healthy choices

Healthy habits for a healthy lifestyle

Many Australians eat a very unhealthy diet. On the whole, our diet contains:

- too much fat
- too much sugar
- too much salt
- higher energy values than we offset by exercising
- not enough leafy and fibrous vegetables
- too much alcohol.

These can create or aggravate health problems like cardiovascular disease, type 2 diabetes, chronic kidney disease, cancers and obesity. As part of a healthy lifestyle, healthy eating plays a vital role in your growth and development. You need nutritious food to help your body to keep up with the demands of your muscles, bones and organs during this time in your life.



istockphoto.com/Phil Date

What are nutrients?

Nutrients are the components of foods essential for the body to function properly. These include fats, protein, carbohydrates, vitamins, minerals and water.

ACTIVITY *Categorising food sources*

- 1 Complete the following table by finding out what the best food sources are for each of the nutrients listed.

Nutrient	Function	Best food sources
Carbohydrates	Primary source of energy for the body.	
Fats	Secondary energy source for the body and insulation of body from the cold.	
Protein	Growth and repair of body tissue such as bone, muscle and skin.	
Vitamins	Assist in a range of chemical reactions occurring in the body such as energy release. Also promote healthy skin and help to fight off infections.	



Nutrient	Function	Best food sources
Minerals	Help to maintain a range of internal body functions such as blood cell development, bone density and water balance.	
Water	Maintains hydration of the body's cells. Acts as a carrier for nutrients in the blood and assists in maintaining body temperature.	

Nutrition for adolescent growth

With so much growth occurring during adolescence, your body has particular nutritional needs.

You need nutrients like protein in your diet to help build new muscles. Protein can be found in meat, eggs, cheese, lentils, seeds and yoghurt. You also need an adequate intake of the mineral iron to supply the growing body's increasing blood volume. The female body, although usually experiencing less growth than the male, also needs iron to replace what is lost through menstruation. Iron can be found in red meats, green leafy vegetables (like spinach) and legumes (like beans). Calcium (a mineral) is another important requirement for growing bones and teeth and can be found in dairy products, tinned fish and green leafy vegetables.

ACTIVITY *Identifying nutrients*



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- 1 Identify a key nutrient present in the foods depicted in the illustration. Why is this nutrient essential for growing bodies?

- 2 Name a key mineral in the foods depicted in the illustration. Explain its role in the body.



3 It is said that women require more iron than men. Do you agree or disagree? Explain reasons why.

4 Which nutrient can be found in the dairy foods shown? What is it responsible for and why is it especially important before the age of 20?

5 List any foods shown that you do not eat on a regular basis. What vital nutrients may be missing from your diet?



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Dietary guidelines

The rapid changes you are starting to experience are the result of the body growing and developing towards adulthood. Therefore this stage of life relies heavily on the consumption of nutrients from a wide range of foods to assist the body in maintaining its health and wellbeing.

Because of the body's ongoing need for energy (expressed on food labels as kilojoules), especially during these periods of rapid growth and development, it is recommended that the majority of your nutrition should come from complex carbohydrates, which are found in bread, pasta, cereals, rice, vegetables and fruit. However, research suggests that many adolescents do not consume a diet high in complex carbohydrates, vitamins, minerals and water. Rather, they eat foods high in fat, protein and sugar, which means that many growing teenagers are not meeting the nutritional requirements of their bodies and are putting themselves at risk of developing lifestyle related diseases.



iStock/1245

In your diet, you should:

- include many different nutritious foods
- enjoy a wide variety of vegetables, fruits and legumes
- include a variety of dairy products or dairy alternatives
- eat an ample amount of wholegrain cereals, such as pasta, breads, rice and noodles
- include servings of lean red meat, fish and chicken—there are also vegetarian alternatives available like veggie burgers
- drink water
- avoid food with high salt content
- limit the level of sugar you intake
- control your fat intake and try to avoid saturated fat.

ACTIVITY *Applying understanding*

- 1 Choose one or more of these strategies to implement in your lifestyle. What can you do to ensure that you achieve your goal?

The Australian Guide to Healthy Eating



Australian Government
National Health and Medical Research Council
Department of Health and Ageing

www.eatforhealth.gov.au

Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.
Drink plenty of water.



Use small amounts



Only sometimes and in small amounts



National Health and Medical Research Council (2017) Australian Guide to Healthy Eating. Canberra: National Health and Medical Research Council, used with permission



ACTIVITY *Analysing healthy eating*

- 1 Using the guide shown, identify the major food groups.

- 2 Do you think The Australian Guide to Healthy Eating is easy to use? What changes would you make to improve it? Discuss reasons for your response.

- 3 Which category in the guide shown does the majority of your daily food intake come from? List some examples. Do you think this is a good or bad thing?

- 4 What are some changes you could make to your daily food intake that could help you to become healthier in the long term?

- 5 If one is very unhealthy and five is very healthy, how would you rank your daily food intake? Why?

I rank myself _____ out of five because



ACTIVITY Understanding food groups

The Australian Guide to Healthy Eating is used to educate people in healthy eating. The following link contains a detailed description of the guide. <mea.digital/FB_BN1>

- 1 The word 'diet' is often taken to mean 'weight reducing diets'. What is the meaning of the word diet in The Australian Guide to Healthy Eating?

- 2 Study The Australian Guide to Healthy Eating and fill in the table.

Information given	The Australian Guide to Healthy Eating
Foods to eat most of	
Foods to eat second most of	
Foods to eat least of	
Reference to exercise	
Reference to use of salt	
Reference to amount of water	

- 3 For each of the fast foods listed, tick which food groups are evident.

Fast food	Breads/cereals	Fruit/veg	Meat/fish	Dairy	Fats
McDonald's burger					
Meat pie					
Sausage roll					
Hot chips					
Ice-cream cone					



4 Do you think the food groups evident in the fast foods fall within the suggested proportion recommended by dietary guidelines? If you are not sure, do some extra research to find out.

5 Using the brochure from The Australian Guide to Healthy Eating, what varieties of grains, breads and cereals are preferred? Is this clearly stated on the actual food model?

6 List three suggestions to avoid eating too much fat.

7 Some fats are needed in our diet. Which kinds of fats are these and what do they assist with in our bodily functions? What kinds of foods can they be found in?



Influences on food choice	Positive	Negative
Habit		
Convenience		
Access to food outlets		
Self-esteem		

2 What is the major influence on your food choices?

3 What steps can you take to listen only to the positive influences?

Advertising: How influential is it?

The advertising industry is often blamed for the current high obesity rate because of the gimmicks and tactics that they employ to encourage the consumption of so called 'junk foods'.

ACTIVITY *Analysing advertising*

Watch the following YouTube videos related to fast food and then answer the questions.

<mea.digital/FB_BN3>

<mea.digital/FB_BN5>

<mea.digital/FB_BN4>

<mea.digital/FB_BN6>

1 In your opinion, is advertising to blame or are there other factors that lead to young people eating unhealthy foods?

2 How do you think advertising companies work to target young people?



- 3 Major fast food chains such as Hungry Jacks and McDonalds now offer healthy choice options on their menus. These healthy alternatives are aimed towards improving their nutritional profile and as a result cater for a larger clientele. Do you think this is an effective measure? Discuss your answers with the class.

ACTIVITY *Evaluating your diet*

- 1 What change do you want to make to your diet i.e. reduce sugar, increase fruits and vegetables?

Foods eaten

Better food choices

Breakfast

Lunch

Dinner

Snacks

Analysing food information

Australia New Zealand Food Standards is a government body that regulates how food is sold and labelled. All information provided on the packaging must be accurate, including weights and measurements. All labelling legally required by the Code must be clear, prominent, and in English. Warning statements are required to be at least 3 mm high, except on very small packaging.

Food packaging must show the following:

- 1 name or description of the food
- 2 identification of the lot (batch) the food was produced in
- 3 name and address of the supplier
- 4 allergen warnings, advisory statements and declarations
- 5 ingredient list, including ingredients used as 'food additives' (preservatives, thickeners, artificial flavours, etc.)
- 6 date marking
- 7 directions for use and storage
- 8 nutritional information panel
- 9 percentage labelling that shows how much of each key ingredient is in the product
- 10 information regarding added vitamin D (for breakfast cereals)
- 11 information on whether gene technology has been used (GMO or GMO free)
- 12 information on whether the food has been irradiated.

Source: <mea.digital/FB_BN7>



iStockphoto.com/FotografarBastica

ACTIVITY *Understanding food labels*

- 1 Are each of these items important for consumers to know? Explain why.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____



- 2 Label the following images to show which parts of the information required by Food Standards are present on this side of the label.

NUTRITION INFORMATION						
	Pane di Casa Stick		White Bread Stick		Continental Baguette	
	Serving Size (Av.): 58g (2 slices)		Serving Size (Av.): 28g (2 slices)		Serving Size (Av.): 62g (2 slices)	
	Av. Quantity	% Daily Intake ** Per Serving	Av. Quantity	% Daily Intake ** Per Serving	Av. Quantity	% Daily Intake ** Per Serving
Energy	632kJ	7%	319kJ	4%	669kJ	8%
Protein	5g	10%	2.6g	5%	5.5g	11%
Fat, Total	1.1g	2%	0.6g	1%	0.7g	1%
- Saturated	0.145g	1%	0.112g	1%	0.1g	0%
Carbohydrates	29.9g	10%	15g	5%	32.7g	11%
- Sugar	0.8g	1%	0.4g	0%	0.7g	1%
Dietary Fibre	1.4g	5%	0.8g	3%	1.7g	6%
Sodium	321mg	14%	163mg	7%	363mg	16%

NUTRITION INFORMATION		
Servings per pack 1		
Serving Size 42g		
	Ave Quantity Per Serving	Ave Quantity Per 100g
Energy	601kJ	1430kJ
Protein	0.8g	1.8g
Fat		
- total	0.2g	0.5g
- saturated	0.0g	0.1g
Carbohydrate	31.1g	74.1g
- sugars	25.6g	60.9g
Dietary Fibre	1.8g	4.3g
Sodium	45mg	108mg
Potassium	392mg	934mg

INGREDIENTS SUGAR, FULL CREAM MILK POWDER, WHEAT FLOUR, COCOA BUTTER, VEGETABLE FAT (ANTIOXIDANT [309]), COCOA MASS, COCOA, EMULSIFIERS (SOYA LECITHIN, 476), YEAST, RAISING AGENT (SODIUM BICARBONATE), SALT, FLAVOURS, GLUCOSE SYRUP (DERIVED FROM WHEAT OR CORN). MADE ON EQUIPMENT THAT ALSO PROCESSES PRODUCTS CONTAINING NUTS. CONTAINS 70% MILK CHOCOLATE AND 30% WAFER FINGERS.	NUTRITION INFORMATION	
	SERVINGS PER PACKAGE: 1 AVG QTY PER SERVING	SERVING SIZE: 45g AVG QTY PER 100g
ENERGY	980 kJ	2180 kJ
PROTEIN	3.2 g	7.1 g
FAT, TOTAL	12.1 g	26.9 g
- SATURATED	7.8 g	17.4 g
CARBOHYDRATE	27.8 g	61.7 g
- SUGARS	22.7 g	50.5 g
SODIUM	45 mg	100 mg

© Australia New Zealand Food Standards



a Are there any ingredients that do not sound like real food? Explain your response to these.

b Which food groups are present in the Nutrition Information?

c Which food group has the highest weight value? Is this also the highest energy content?

d What is the kilojoule content? What does this mean?

e Explain how you feel the information on these food labels would influence your decision to consume the product.



!Stockphoto.com/RedHeliga



Assessment task: Healthy choices

Name: _____ Class: _____

Monitoring date: _____ Due date: _____

Nutrition comparison

- 1 You are looking forward to going to McDonalds with your friends and have been given money to buy whatever you want off the menu. Use the following link to choose five items off the menu that you are going to eat. List these items in the table provided, and record the nutritional information for each. <mea.digital/FB_BN8>

Item chosen	Carbohydrate (g)	Fat, total (g)	Protein (g)	Sodium (mg)	Sugars (g)	Energy (kJ)
Totals						

- 2 Once you have determined the nutritional content of items from the McDonalds menu, rank them from highest to lowest in terms of their carbohydrate, fat, protein, sodium, sugar and energy content.

Carbohydrate (g)	Fat, total (g)	Protein (g)	Sodium (mg)	Sugars (g)	Energy (kJ)

How does your meal compare to the dietary guidelines?

According to the Australian Guide to Healthy Eating, adolescents 12 to 18 years of age require between **6700 and 9725 kilojoules per day** to meet their energy needs. Adolescents who require additional energy, are taller, more active or older in their age band, may require extra serves from the Five Food Groups. Your energy intake varies based on your level of activity, age and whether you are male or female. Calculate your daily energy needs by using the nutrition calculator:

<mea.digital/FB_BN9>

The following table is based on the Recommended Dietary Intake for the average adult intake of 8700 kj per day.

	RDI
Protein (g)	50
Fat, total (g)	70
Carbohydrates (g)	310
Sugars (g)	90
Sodium (mg)	2300*

Table 2: Recommended daily nutrient intake

*A recent NHMRC report stated that 2300 mg represented the 'upper level' of sodium consumption and recommended consumption in the range of 460–920 mg.

Sources include: <mea.digital/FB_BN10>, <mea.digital/FB_BN11> (section 7 (3))

- 3 Using the information in the tables, calculate the difference in nutrient intake between your McDonalds meal and the recommended daily intake.

Difference in:

Carbohydrate _____

Protein _____

Fat, total _____

Sodium _____

- 4 Based on the total number of kjs in your meal, conduct some research to identify how much exercise would be needed to burn off that energy intake.

- 5 Considering this was for one meal of the day, what would you recommend regarding the regular eating of fast foods? Justify your suggestions.



Victorian Curriculum F–10 Links (Levels 7 and 8)			Working well above Achievement Standard		Working above Achievement Standard		Working at Achievement Standard		Working towards Achievement Standard		Working below Achievement Standard	
Strand and Sub-Strand	Key Elements	Criteria: Ability to ...	A		B		C		D		E	
			Self/Peer	Teacher	Self/Peer	Teacher	Self/Peer	Teacher	Self/Peer	Teacher	Self/Peer	Teacher
Personal, Social and Community Health Being healthy, safe and active	Nutritional information	analyse nutritional information and its relation to health and wellbeing	Used various forms of health information to accurately record, calculate and make decisions regarding nutritional data		Used health information to record, calculate and make suggestions regarding nutritional data		Used health information to record nutritional data and answer questions		Showed understanding of the major nutritional needs of young people		Used food models to answer questions about nutritional needs	
	Food selection	Identify and suggest strategies regarding healthy eating	Analysed a range of factors that influence food choice to recommend effective strategies to improve eating habits among adolescents		Analysed factors that affect food choice to recommend strategies to improve eating habits among adolescents		Considered nutritional needs to suggest strategies to improve eating habits among adolescents		Identified ways to improve eating habits among adolescents		With support, identified ways people could eat more healthily	
Personal, Social and Community Health Communicating and interacting for health and wellbeing	Locating and selecting relevant information for evaluation	evaluate information from a variety of sources to consider points of view and develop ideas	Located relevant information from various appropriate sources to inform ideas and support justifications in response to decisions		Collected information from various sources to develop ideas and respond to questions		Used suggested sources to collect and analyse relevant information		With assistance, located appropriate information to answer questions		With teacher guidance, located information to answer questions	
	Use language and symbols appropriate to context	use appropriate symbols and language when evaluating nutritional data	Accurately and consistently used appropriate symbols and language when calculating data and evaluating nutritional information		Accurately used appropriate symbols and language when calculating data and evaluating nutritional information		Used symbols and language to evaluate nutritional information with some success		Attempted to use appropriate symbols and language to evaluate nutritional information		With support, used some symbols and language appropriately	



Student's comments:

Teacher's comments:



Nutrition for physical activity

Introduction

- Nutrition for health and activity
- Nutritional needs for healthy living
- Nutritional needs for activity

Nutritional planning

- Before, during and after activity

Marketed products

- Liquid meals
- Nutritional bars
- Supplements
- Promotional advertising techniques

Weight management

- The energy balance model

Benefits of diet and activity

- Healthy weight loss and gain

Introduction

Nutrition is known to be a vital factor for our health—some people say ‘you are what you eat’. Nutrition is important for general healthy living but there are also specific nutritional considerations for physical activity and weight management.

Nutrition for health and activity

Nutrition has a considerable impact on our health and physical performance. Specific groups of people have varying nutritional requirements dependent on factors including age, gender, physical activity, pregnancy and weight management needs. There is so much information about nutrition in the media, including fad diets, supplements and the latest trends, that it can be confusing to know what is actually good for you in terms of healthy nutrition. In this unit we look at nutritional requirements for healthy living, nutritional planning for physical activity, advertised nutritional products and weight management.

Nutritional needs for healthy living

It is important for all people to have good nutrition and to eat healthy foods, and the government has developed recommended dietary guidelines for the general population. Some of the general dietary guidelines for young people in Australia are:

- enjoy a wide variety of nutritious foods
- eat plenty of vegetables, legumes and fruits
- eat plenty of wholegrain cereals, bread, rice, pasta and noodles
- include lean meat, fish, poultry and/or alternatives
- include milk, yoghurt, cheese and/or alternatives
- drink plenty of water
- limit saturated fat and moderate total fat intake
- choose foods that are low in salt
- consume only moderate amounts of sugars and foods containing added sugars
- encourage and support the breastfeeding of babies.

Five food groups

These general dietary guidelines support the balanced consumption of the five food groups:

- 1 Breads and cereals—including rice, pasta and noodles (preferably wholegrain)
- 2 Fruit
- 3 Vegetables and salad
- 4 Meat and protein products—including lean meat, poultry, fish, eggs, nuts, tofu and dried legumes
- 5 Dairy—milk, cheese and yoghurt or a calcium-rich alternative (such as soy).

The Australian Guide to Healthy Eating

A common way of breaking down the food groups is with The Australian Guide to Healthy Eating, which shows what foods you should eat least, moderately and most.



Australian Government
National Health and Medical Research Council
Department of Health and Ageing

www.eatforhealth.gov.au

Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.



Use small amounts



Only sometimes and in small amounts



National Health and Medical Research Council (2017) *Australian Guide to Healthy Eating*. Canberra: National Health and Medical Research Council, used with permission

ACTIVITY *Healthy food intake*

- 1 Research how many serves of each food group someone your age should be consuming per day.

Food group	Number of servings per day
Breads and cereals	
Fruit	
Vegetables and salad	
Meat and protein products	
Dairy or alternatives	

- 2 What does The Australian Guide to Healthy Eating illustrate?

Nutrients

There are six nutrients in food that the body requires for optimal health and functioning. Carbohydrates, proteins and fats provide the body with energy (kilojoules/calories). Vitamins, minerals and water do not provide energy but are very important to the functioning of a healthy body.

- **Carbohydrate** is a nutrient found in starches and sugars that supplies the body's main source of energy. Starches are found in wholegrain and some vegetables. Sugars are found in fruits, milk and yoghurt. Fibre is a type of carbohydrate that does not provide energy, as your body cannot digest it; however, it has a very important function in keeping the bowels regular. Carbohydrates should make up 45–65 per cent of your total kilojoule intake each day.
- **Protein** is a nutrient that builds, repairs and maintains body cells. Proteins are found in animal products and some plants, such as beans. Protein is essential for the body as it provides some amino acids that the body cannot manufacture itself. Protein should make up 10–15 per cent of your total kilojoule intake each day.
- **Fat** is a nutrient that helps the growth and repair of cells, and provides energy to the body. Fats are found in animal products and some plant products, such as nuts and vegetable oils. No more than 35 per cent of the total kilojoules consumed each day should be from fats.
- **Vitamins** are nutrients that assist in the growth and repair of body cells and include vitamin A (retinol), B1 (thiamine), B2 (riboflavin), B6 (pyridoxine), B12 (cobalmin), C (ascorbic acid), D, E (tocopherol), K, biotin, niacin, pantothenic acid and folate.
- **Minerals** are nutrients that regulate the activities of cells and include calcium, phosphorus, magnesium, sodium, potassium, iron and zinc.
- **Water** is the nutrient most needed by the body as over half of our body weight is made up of water. Water carries nutrients to the cells, helps flush out waste materials and assists in regulating body temperature.



Carbohydrates can be found in wholegrain breads, pastas and some vegetables.



ACTIVITY *Examining food groups*

- 1 Research the following nutrients then complete the table with the function of the nutrients listed, giving examples of food sources for each.

Nutrient	Function of the nutrient	Examples of food sources
Carbohydrates		
Protein		
Fat		
Vitamins		
Minerals		
Water		

- 2 Research some foods eaten by the First Peoples of Australia and their nutritional composition. For each nutrient in the table, add a food source you have found from your research. Examine how the diet of First Nations Australians provided the energy and nutrients required for physical development and good health. Make notes in the space below.



3 Compare the nutritional labels of several varieties of the same food (for example, cereal, bread, milk or cheese) and choose the healthiest option based on the recommended dietary intake (RDI) of nutrients. List some of the differences you noted.

4 You may see many different symbols on your food labels.

a Examine these symbols and work out what you think they might represent then compare notes with a partner.

b Research the symbols online to see if you are correct.

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5 During adolescence, what you eat can be greatly influenced by your parents.

a What other factors might play a part in the diet of young Australians?

b Do you believe these factors will become more or less prominent as you grow older?



Nutritional needs for activity

Nutritional factors can influence and enhance training, recovery and performance during competition. An athlete’s diet should be similar to that of the general public. An athlete’s dietary intake can be divided into 45–65 per cent carbohydrates, 15–25 per cent protein and 20–35 per cent fat (with a preference for olive oil, avocado, nuts and seeds). Physically active people who engage in high levels of strenuous activity might need to increase the amount of energy they consume, particularly from carbohydrate sources. They also need a higher water intake to account for fluid loss in training. High-fat foods such as biscuits, cakes, pastries, chips and fried foods are not recommended and intake should be minimised as much as possible.



istock.com/Pavel1964

ACTIVITY Protein intake

- 1 How much protein should you be eating per day? You can calculate your exact nutrient requirements based on your age and gender by using the Eat for Health nutrients calculator: <mea.digital/IB_NPA6>

ACTIVITY Case study

Greg is 17 years old, 180 centimetres tall and weighs 75 kilograms. Greg competes in triathlons and has a heavy training schedule. Every week he completes 5 hours of swimming, 10 hours of cycling and 8 hours of running. Greg also walks 15 minutes to school and back each day, and goes surfing when he has weekends free of competition.

- 1 Write a sample one-week eating plan for Greg, explaining the RDI and nutritional requirements for his lifestyle, based on the information given. Use the table provided to record your plan.

	Morning	Midday	Afternoon	Evening
Mon				
Tues				
Wed				
Thurs				
Fri				



	Morning	Midday	Afternoon	Evening
Sat				
Sun				

- 2 Keep your own food diary for one week by writing down absolutely everything you eat and drink each day—make sure you do not leave anything out! Using the five food groups and The Australian Guide to Healthy Eating examine your dietary intake for the week in relation to the nutritional guidelines.

After analysis of your one-week food diary, set some goals (try to think of at least five) and include some suggested strategies to improve your nutrition with healthy eating habits.

	Morning	Midday	Afternoon	Evening
Mon				
Tue				
Wed				
Thu				
Fri				
Sat				
Sun				

Healthy eating goals

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Nutritional planning

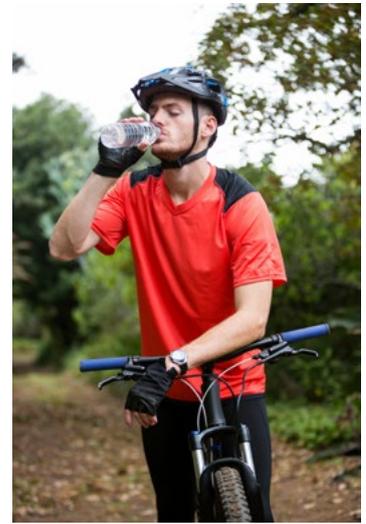
There are many options and factors to consider in nutritional planning for physical activity. Nutritional intake impacts energy levels and it is important to replace energy after activity. Hydration is also a significant nutritional factor.

Before, during and after activity

There are different requirements for nutritional intake before, during and after physical activity. For example, it is important not to eat too much too soon before being physically active, and it is important to replace energy expended during physical activity by eating.

Before physical activity

It is best to eat a snack at least one to two hours before physical activity, or a large meal three to four hours before a competition. Snacks and meals prior to activity should be low in fat and mostly consist of complex carbohydrates (such as peas, beans, whole grains and vegetables). Foods that are high in fats and proteins should be avoided, as the body takes a longer time to digest these nutrients. It is also important to drink adequate fluids prior to physical activity.



During physical activity

It is important to remain hydrated during physical activity to avoid dehydration, particularly in hot or humid weather. Carbohydrate supplementation through sports drinks can be useful in sustained vigorous activity or competition.

After physical activity

It is important to replace both fluid and energy after physical activity or competition events. The best energy sources after physical activity are foods that are high in complex carbohydrates. It is best to avoid soft drinks, caffeine and alcohol.

Energy needs during activity

Researchers believe that consuming carbohydrates during physical activity can improve endurance by maintaining energy levels and avoiding fatigue. It is unnecessary to consume carbohydrates during events under 90 minutes, as you should be able to take on enough energy prior to team sports and shorter events. Sports drinks can provide energy in the form of carbohydrates but it is better to ensure proper nutrition prior to activity lasting less than 90 minutes. Endurance events or physical activity lasting longer than 90 minutes may require extra energy that can be found in sports drinks, fruit or muesli bars. In all events it is vital to remain hydrated with water to avoid dehydration. It is recommended to have half a litre (500 ml) of water per hour of physical activity.

Factors to consider

There are several factors to consider when planning healthy nutritional intake for physical activity. These include the duration of the event, the nature of the physical activity, the level of energy being used by the physical activity, and the food likes and dislikes of the athlete.

ACTIVITY *Eating and exercising*

- 1 Design a basic nutritional plan for participation in a physical activity such as an outdoor expedition, a fun run or a triathlon. Research the needs of the athlete and provide a sample menu for before, during and after the event.

Event/activity:

Athlete's requirements/needs:



Sample menu (prior to event)

Sample menu (during event)

Sample menu (after event)

Marketed products

There are many nutritional products that are marketed as being beneficial for training and competition. These marketed nutritional products include liquid meals, nutritional bars and supplements. Although there are situations where these products can be beneficial, there are also many fads and fallacies to consider in relation to nutritional products.

Liquid meals

Carbohydrate liquid meal supplements can be useful for athletes who are having difficulty meeting their requirements for a higher energy intake. Liquid meal supplements are quick to consume and packed with energy and nutrients. They can be easier to consume than extra food if your goal is to increase your energy intake.

Nutritional bars

Nutritional bars are also useful as snacks that are quick to consume, full of energy and nutrients, and easy to carry. With any nutritional product it is important to study the food label to check the ingredients and nutrients to ensure you are not just consuming a food high in fat and sugar. Nutritional products should be high in complex carbohydrates and low in fat and simple sugars.

Supplements

Many athletes take nutritional supplements in the belief that it will enhance their physical performance and ensure they have no nutritional deficiencies. Supplements are generally vitamins and minerals. Supplementation is not necessary unless the athlete has a particular vitamin or mineral deficiency, such as iron or calcium deficiency. Most people can get all the nutrients they need from a healthy, well-balanced diet.

Promotional advertising techniques

Companies use marketing to sell their products but they may not always be healthy products for the consumer. Think of all the advertisements you see for nutritional products every day, and the advertising techniques used to lure people to buy products. Record your thoughts.

As a class, share your responses and add any techniques that you did not include.

Fads and fallacies

There are many myths and misconceptions about nutrition and physical activity. There are often fad diets and physical activity trends that claim to be effective when they are not, and can even have negative consequences for health and wellbeing. Perhaps you or someone you know has tried one of these fads only to discover it was a fallacy!

ACTIVITY *Analysing nutritional advertising*

- 1 Find three examples of advertising techniques used to promote nutritional products in a variety of media (such as magazines, television advertisements and billboards) that use sporting personalities.

Analyse each advertisement in terms of whom it is targeting, its effectiveness and whether it is a positive or negative use of media.

	Advertisement 1	Advertisement 2	Advertisement 3
Product			
Advertising technique			
Target audience			
Effectiveness			
Positive or negative use of media?			

- 2 In small groups, brainstorm and critically appraise some common myths and misconceptions about nutrition and physical activity. Make up your own television advertisement about a ridiculous fad and perform it in front of the class to demonstrate the extreme measures to which advertisers go to promote their products.
- 3 Have a look at the common myths about food and nutrition here: mea.digital/FB_NPA4. Consider whether you previously believed any of these myths to be true. Share your findings with a classmate.



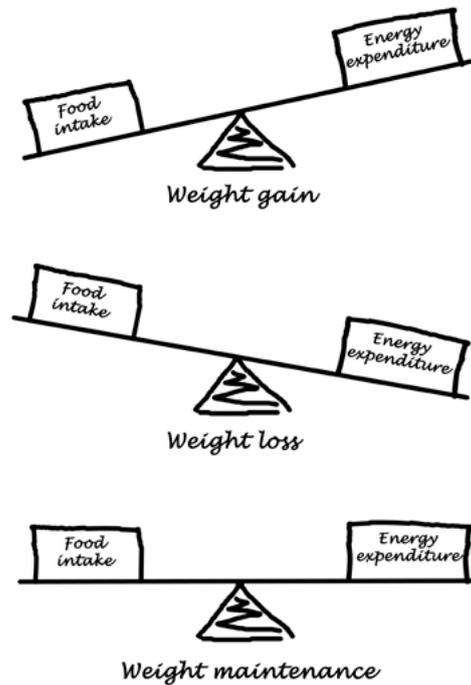
Weight management

Nutrition and physical activity are the two main contributing factors to healthy weight management. The combination of nutrition and physical activity in relation to weight management is referred to as energy balance.

The energy balance model

Although we are surrounded by a multitude of 'lose weight fast' schemes, weight management comes down to one very simple equation called the energy balance model.

Energy balance refers to the balance of energy going into your body through what you eat and drink in relation to the amount of energy expended by your body through physical activity and daily living. If your energy intake is higher than your energy expenditure, you will gain weight and if your energy intake is lower than your energy expenditure, you will lose weight. If your energy intake is equal to your energy expenditure, your weight will remain stable.



ACTIVITY *Balancing energy*

- 1 Explain the principles of the energy balance model.

- 2 Explain whether the people in the following scenarios are likely to maintain their weight, lose weight or gain weight. Suggest one way they could each improve their energy balance.

a Alison plays hockey twice a week and likes to go for a run each morning before school. She usually skips breakfast, eats an apple for lunch and makes herself chicken salads for dinner.

b Waleed doesn't spend much time outside, preferring to play video games in his free time. He is home alone often and usually orders himself fast food for dinner.

c Mark rides his bike after school each day with his sister and plays basketball on the weekends. He eats muesli and yoghurt for breakfast each morning, takes a sandwich to school for lunch and eats healthy dinners each night.

Benefits of diet and activity

The best way to lose, gain or maintain weight is to incorporate diet with physical activity. This also leads to so many health benefits that not only are you at your healthy weight but you feel great too.

Healthy weight loss and gain

Based on the principles of energy balance, healthy weight loss and weight gain is about a simple equation. To lose weight you must expend more energy than you consume, while to gain weight you must consume more energy than you expend. There are many advertised quick-fix solutions that are not healthy options for losing weight. These programs, pills and potions may have an immediate weight-loss effect but they are not a long-term solution, and can often have negative health consequences. Due to their strict guidelines, which are often difficult to maintain, these diets do not work for long-term weight loss. Healthy weight loss or gain occurs over time through proper nutrition and enough physical activity. A healthy weight loss or gain target is 0.5–1.0 kilogram per week.



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ACTIVITY *Finding the healthier option*

- 1 In pairs, brainstorm the foods offered in your school canteen and write a letter to the principal with some suggestions for healthier options for lunches and snacks. Include the following questions in your brainstorm.

a What types of foods are sold in your school canteen?

b What junk food do they sell (for example, lollies, chips, cookies or soft drinks)?

c What nutritious foods are available?

d How would you rate the variety of healthy foods available?

e What healthy food options do you think the school canteen should offer?

ACTIVITY *Fill in the gaps*

calories**energy intake****nutrients****energy balance model****fad diets****nutrition****energy expenditure****kilojoules****RDI**

The study of food and how it affects the body is called _____. Carbohydrates, proteins, fats, minerals, vitamins and water are all _____ that nourish the body. There is an _____ for each nutrient.

To manage weight it is important to follow the simple equation of the _____, _____, _____, which weighs up _____ against _____.

Energy is measured in either _____ or _____. It is important to understand that _____ do not work and can often have negative health consequences.



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