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Consultants:
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ALTERNATE VERSION

Health and Physical Education

for the Australian Curriculum

9 & 10

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Contents

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Introduction

The new *Health and Physical Education for the Australian Curriculum series* is a significant and re-energising opportunity for students and teachers. This Alternate Version aims to support teachers and students in schools across the nation exploring similar themes in the complex learning area of Health and Physical Education with modifications to address the needs of those schools whose teaching of Health and Physical Education is significantly impacted by a particular religious tradition, together with the characteristic beliefs and values that religious traditions affirm.

Health and Physical Education for the Australian Curriculum Alternate Version recognises that many students, families and school communities embrace values and beliefs grounded in religious traditions as orientating, enabling, and empowering. It further recognises that these values and beliefs act as sources of guidance and as resources for lifelong healthy, active habits.

Conservative groups, whether from religious traditions or otherwise, will find that the Alternate Version assists them in making a positive educational connection between the content and concepts of the *Health and Physical Education for the Australian Curriculum* and the values and beliefs of their particular religious tradition. The aim of the Alternate Version has not been to narrow or limit the educational scope of the curriculum but rather to deepen teaching and learning by integrating a religious, cultural and spiritual dimension, where that is relevant and helpful. Precedence was not given to a specific religious tradition over any of the myriad religious traditions observed and practised in Australia. Rather, the Alternate Version aims to add focus to this ground-breaking resource, so that a space for values, beliefs and traditions, including religious traditions, is emphasised.

A major feature of the Alternate Version is that it honours the integrity of the original version and of the Health and Physical Education learning area, while explicitly referencing beliefs, values and religious traditions that are significant to the context of learning in schools with a religious affiliation. Students and teachers are enabled to teach and learn effectively and authentically in a variety of Health and Physical Education learning contexts, in light of their values and beliefs.

As consultants, we were careful to honour the outstanding work by the team of specialist authors assembled by Cambridge University Press to write the *Health and Physical Education for the Australian Curriculum series*. In modifying the parent text we engaged in a collaborative process, providing advice and support, thereby respecting and honouring the vast experience and specialisation of the authors, while enabling a space for the values, beliefs and traditions held by the diverse peoples of Australia.

We hope and pray that this Alternate Version both enhances the noble intentions of the Australian Curriculum: Health and Physical Education and facilitates an engaging personal and educational journey.

Dylan Chown and Graeme Barry
Series Consultants

About the authors

Glenn Amezdroz

Glenn Amezdroz (MEd BEd DipPhys Ed) is currently acting as Principal Education Officer at the Queensland Curriculum and Assessment Authority (QCAA). Previously he was Head of Department, Health, Physical Education and Home Economics at All Hallows' School in Brisbane. He has served on various QCAA Moderation Panels and Subject and Syllabus Advisory Committees, as District Panellist and District Review Panel Chair. He was also a member of the Australian Curriculum Health and Physical Education Advisory Committee with ACARA during the Shaping Paper phase of the project. Glenn is a current member of the ACHPER Queensland Management Committee. Glenn has also authored three previous textbooks based on the Queensland Curriculum and Assessment Authority Senior Physical Education syllabus. Glenn's current interests include curriculum design, development of quality assessment and the facilitation of critical inquiry and student reflection in Physical Education.

Michelle Nemec

Michelle is an accomplished educator in New South Wales and a current Personal Development, Health and Physical Education (PDHPE) teacher. Michelle has presented at a range of international, national and state conferences and was a member of the Years 7–10 PDHPE syllabus writing team for the Board of Studies, Teaching and Educational Standards (BOSTES). She holds a PhD earned at the Institute for Positive Psychology and Education (IPPE), Australian Catholic University (ACU).

Jo Butterworth

Jo has worked in the field of Health, Physical Education and Science for over 20 years and currently works for the Queensland Curriculum and Assessment Authority. In this role, she is involved in the implementation of a range of moderation and assessment processes in the senior phase of schooling. Jo has been a long-time member of ACHPER Queensland and has presented at various regional and Brisbane conferences. From 2011 to 2014, she was an ACHPER Queensland Management Committee member, advocating quality Health and Physical Education in Queensland schools.

Christopher Hall

Chris has worked in Health and Physical Education for 20 years, with much of his time spent as a Head of Department and Sport Coordinator at Carmel School in Western Australia. Chris also worked with elite athletes in the Australian Rugby League competition, combining a love of exercise physiology and biomechanics to improve player performance. With a young family of his own, Chris currently enjoys coaching/managing his own and other kids in their local teams.

Brendan Moy

Brendan Moy (PhD, M Health Science, Grad Dip Health, Grad Dip Teaching, BHMS) is currently employed at Queensland University of Technology in the School of Exercise and Nutrition Sciences as a lecturer and researcher in Health and Physical Education and skill acquisition. He has recently completed his PhD, titled Teaching against the grain: Learning designs for evolving pedagogical practice in physical education. Previously Brendan worked as an HPE teacher in various government and private schools across Queensland for over 20 years. He has held the positions of Head of HPE and Sport at St Columban's College, Albion and Head of HPE at St Laurence's College, South Brisbane. He is excited about the prospect of using this publication to share the knowledge he has gained as a researcher with HPE colleagues and HPE students across Australia.

Michael Cook

Michael Cook (MSportCoach BEd DipPhysEd) is currently working in the QUT School of Exercise and Nutrition Sciences. His primary teaching focus is with pre-service physical education teachers lecturing in pedagogy and curriculum. Michael has worked as an HPE Teacher in Queensland and New South Wales for 25 years, predominantly in secondary settings. He was the Head of HPE at Marist College Ashgrove, Brisbane for eight years and coached the school's 1st XV for five years. Sports coaching is one of Michael's key interest areas, fuelled in part by his participation in elite-level sport. Michael represented the Wallabies in Rugby Union and played for Eastern Suburbs (now Sydney Roosters) in the National Rugby League (NRL) competition.

Dylan Chown

Dylan is a research fellow and the Program Director for Islamic Education at the Centre for Islamic Thought and Education (CITE), University of South Australia. He coordinates the Master of Teaching (Islamic pedagogy specialisation) program and is involved in a number of research projects involving the design and development of the Australian Islamic Studies Curriculum. Dylan is also a course facilitator and member of the Islamic Teacher Education Program (ITEP) – a global project of RAZI Education. Through ITEP he has presented on his experiences designing and delivering relationship and sexuality education programs in Islamic Schools. He is a former principal of a Madrassah (after-hours religious school) where he led a ground-breaking school improvement project involving curriculum renewal for Islamic Studies P–12. Dylan's qualifications include a Bachelor of Education from Queensland University of Technology, with a double major in physical education and health education. He holds a Master of Education (Leadership) from Griffith University, National Centre of Excellence for Islamic Studies (NCEIS). Currently Dylan is completing his PhD at the University of South Australia with a focus on Islamic School Renewal.

Dylan has worked in a range of diverse contexts in the field of Health and Physical Education for almost twenty years. He was the founding Head of Department at the Islamic College of Brisbane. Dylan was recognised by ACHPER with a Secondary Teacher Award, in part for his work in designing and developing high quality programs aligning the curriculum with the needs of Australian Muslim students. He has extensive experience in syllabus writing, work programs and assessment practices as a former Regional Panelist for the Queensland Curriculum and Assessment Authority. Dylan was a State Manager for BlackBase – Youth Development and Mentoring Organisation, specialising in the design and delivery of educational packages and programs relating to Aboriginal and Torres Strait Islander games. He worked on curriculum and program packages for Queensland Health,

Sport & Recreation Queensland and the Australian Sports Commission. While he was the manager, BlackBase received an award at the prestigious Premier Awards for Reconciliation. Dylan has also authored and co-authored a number of resource materials and textbooks aligned to the curriculum. These include, *Woomeras and Wellbeing – a resource for embedding Aboriginal and Torres Strait Islander perspectives*, for QLD Health; *Traditional Games*, for MacMillan Publishing; and *Health and Physical Education for the Australian Curriculum 7&8*, for Cambridge University Press.

Graeme Barry

Graeme Barry was the Principal Education Officer: Religious Education, at Brisbane Catholic Education in 2010. During his time at Brisbane Catholic Education, he was involved with the development of the Religious Education Curriculum P–12 and was also involved with projects on relationship and sexuality education for Catholic Schools. Graeme's qualifications include a Bachelor of Arts from the University of Auckland, a Master of Arts in Religion and Religious Education from Fordham University, New York and a Bachelor of Theology from the Brisbane College of Theology. Currently, Graeme works as an education consultant on projects related to religious education in Catholic Schools.

Graeme worked as a teacher in Catholic high schools in New Zealand from 1967–1977 specialising in Arts subjects including English, French, history and religion. From 1978–1984 he was Adviser for Religious Education in the Catholic Diocese of Auckland, New Zealand, during which time he was a consultant and contributor to a National Curriculum for Religious Education in New Zealand Catholic Secondary Schools. From 1985–2010 Graeme was first an Education Officer and then Principal Education Officer for Religious Education with Brisbane Catholic Education. Projects included the development and authorship of Guidelines for Religious Education P–12, together with the resourcing and updating of those Guidelines in collaboration with colleagues on the religious education team, as well as personnel in Catholic primary and secondary schools. Other major work included consultation with senior staff in Catholic schools on matters related to religious education and the design and delivery of professional development for teachers of religion and other staff in Catholic primary and secondary schools in the Archdiocese of Brisbane.

Image acknowledgements

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The Australian Curriculum in focus

Year 9 and 10 band descriptors

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Year 9 and 10 achievement standards

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact that attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

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Health and Physical Education Australian Curriculum descriptors and focus areas covered

Personal, social and community health

Descriptor	Chapter	Relates to highlighted section in achievement standard
Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)	1	By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing**. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.
Examine the impact of changes and transitions on relationships (ACPPS090)	2	By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours**. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.
Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)	3	By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.** Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. **They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.** They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Descriptor	Chapter	Relates to highlighted section in achievement standard
Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	4	By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.** Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. **They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.** They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.
Investigate how empathy and ethical decision-making contribute to respectful relationships (ACPPS093)	5	By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours**. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. **They evaluate the outcomes of emotional responses to different situations.** Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.
Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)	6	By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations.** Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.
Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)	7	By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. **They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing.** They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.
Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)	8	By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. **They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations.** Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Descriptor	Chapter	Relates to highlighted section in achievement standard
Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)	9	By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. **Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.** Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. **They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.** They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.
Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)	10	By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. **Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.** They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Movement and physical activity

Descriptor	Chapter	Relates to highlighted section in achievement standard
Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)	11	By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. **They apply and transfer movement concepts and strategies to new and challenging movement situations.** They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.
Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)	12	By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. **They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.**
Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102)	13	By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. **They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances.** They work collaboratively to design and apply solutions to movement challenges.

Descriptor	Chapter	Relates to highlighted section in achievement standard
Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)	14	By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. **They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.**
Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)	15	By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing.** They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. **Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.** Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. **They work collaboratively to design and apply solutions to movement challenges**.
Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)	16	By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. **Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts.** They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. **They work collaboratively to design and apply solutions to movement challenges.**
Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)	17	By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. **Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts.** They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. **They work collaboratively to design and apply solutions to movement challenges.**
Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)	18	By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. **Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts.** They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

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SECTION 01

Personal, social and community health

01 Shaping identity

Organise your thinking

Our identities are shaped by a range of factors. How we interpret and make meaning of these factors is influenced by the messages and experiences we are exposed to in our face-to-face and virtual communities. We need to be aware of their impact on our identity development and have the skills to maintain our own and others' wellbeing.

Making connections

- What factors shape our identity?
- How do the people we interact with and the community we live in influence the development of our identity?
- How does identity formation differ in different cultural and religious traditions?

Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)

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By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing**. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

1.1 Adolescent identity

Can we choose our **identity** and, if so, how much of our identity do we choose? For the aspects we do not choose, how do they come to form part of our identity? How much of our identity is a permanent part of us, and how much is influenced by factors, including family, friends, teachers, the media, worldview and **social structures**? According to parts of **postmodern** theory, the degree to which we choose our identity, as opposed to having it imposed on us via external influence, is a matter of consciousness and awareness.

Establishing our identity is about discovering who we are. Today, more than ever, we are being increasingly conditioned, influenced and bombarded by a multitude of messages and experiences about who to be and how to be. When we are unaware of the power of external influence, we can be unconsciously moulded to fit into the accepted or preferred **norms** of someone else's reality. When we are aware of the power of external influence, we can take responsibility for the creation of our identity. We can make empowered choices to ensure we develop a positive sense of self.

The choices we make may change in relation to a range of personal characteristics and the norms and expectations of a group. To fit in with a group, we may choose and create identities that we wear as masks and cloaks in response to whatever is currently popular and accepted. This contemporary notion of identity is captured in the term 'subjectivity'. The concept of subjectivity draws on the work of French philosopher Michel Foucault (1926–1984), which suggests that we are the subject and our sense of self is multi-layered and constructed by our social and cultural experiences. We are always subject to or a subject of influence and shaped by the ideas, feelings and attitudes of others.

identity individual characteristics that establish or indicate who or what someone or something is

social structure the internal institutionalised relationships built up by persons living within a group (such as a family or community), especially with regard to the hierarchical organisation of status and to the rules and principles regulating behaviour

postmodern relates to a theory that involves a radical reappraisal of modern assumptions about culture, identity, history or language

norms standards of proper or acceptable behaviour

Figure 1.1 Technological changes impact on our **identity development**.

identity development the process by which individuals define themselves as unique individuals

adolescence the period following the onset of puberty during which a young person develops from a child into an adult

psychological refers to matters affecting the mind, especially as a function of awareness, feeling or motivation

Adolescence is a period characterised by rapid **psychological** and physical transition, where we progress from being dependent children to independent adults. In doing so, we become vulnerable to external influences and may be inclined to experiment, push boundaries and take risks. During adolescence young people need support and guidance from trusted adults from within the school, family, cultural, religious and community groups to which they belong. These experiences assist us in learning about and living with the norms, stereotypes and expectations of our culture. So it is important to be able to make sense of what we are subject to and a subject of in our own environment.

1.1 DEEP LEARNING

Our identities are developed as we interact with particular groups in particular places. We have different roles in the groups we interact with, such as sister, son, Australian, team member or casual employee. Consider your identities and complete the following mind map to include your roles.

I am …
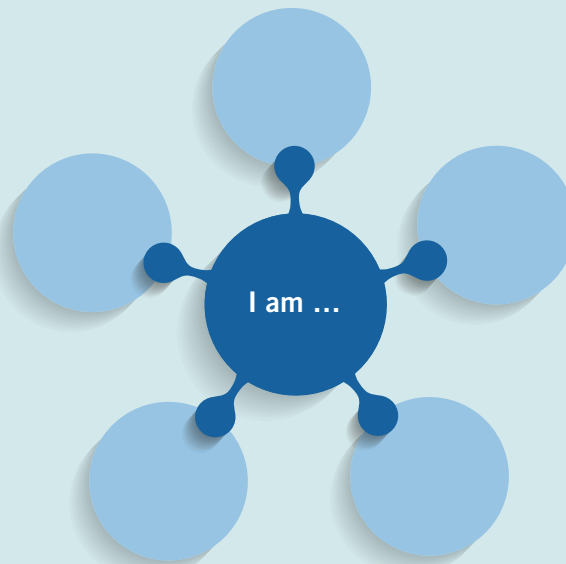
1   In each of these roles, who influences your ideas, feelings and attitudes?
2   Describe two situations where you have decided to change your behaviour to meet the expectations of a group.
3   Describe two situations where you have decided not to change your behaviour to meet the expectations of a group. How did this influence the ideas, feelings and attitudes of the group?

Factors that shape our identity

Each social situation we experience has its own particular set of expectations about how we should behave and interact. For this reason, we do not expect our friends to behave randomly but to

behave in certain ways in particular situations. These expectations can vary according to what is considered the norm within a particular group.

Societal norms

Societal norms provide a set of often unspoken rules about how we should behave. These rules may be explicit behavioural expectations, such as not smoking in public areas, or implicit understandings, such as shaking hands with people you meet. These norms set an expected standard of acceptable and appropriate behaviour and attitudes for members of our peer group or community. These standards influence our behaviour and attitudes, depending on the groups we are a part of and our desire to be accepted by others. Depending on their nature and on one's perspective, norms can promote positive social behaviour, such as responsible drinking and healthy eating. However, norms can also reinforce negative behaviours that may lead to unwanted behaviours, such as racism and drug use.

When something becomes normative, it becomes not only acceptable but in some senses expected. Different groups in society identify with different norms, and as we move from one group to another our behaviour changes accordingly. For example, in most sporting groups it is normal for opponents to shake hands at the end of the match; however, in some sports a 'hand slap' with the opposition is appropriate. Yet, we are also aware that while shaking hands in most social settings is also customary, in some cultures and religious traditions shaking hands with the opposite sex is seen as disrespectful and verbal acknowledgement is preferred. Being aware of societal norms provides us with an expected idea of how to behave in a particular social group or culture.

Figure 1.2 Norms provide us with an expected idea of how to behave. Methods of greeting the opposition differ between sports.

There are two behavioural dimensions that determine the impact of societal norms: how much behaviour is exhibited and how much the group approves of that behaviour. Both of these dimensions can be seen in our messages and experiences that reinforce or alter norms and subsequently behaviours. For example, a peer group message can target the former dimension by describing high levels of alcohol use at parties to encourage others to drink. At the same time, norms can also be altered if the behaviour at parties does not match this expectation or individuals do not approve of the binge-drinking behaviour. We also learn to account for the diversity of expectations; for example, rather than meet at venues where alcohol is consumed, we may choose to meet at neutral settings such as a coffee shop.

Did you know?

The process of learning about our social community and how to live in it is called **socialisation**. Making sense of our social community and constructing our own way of being a part of a social group is attributed to what we learn from others. Subjectivity or identity is a process of individuation; it is equally a process of socialisation, the individual never being isolated in a self-contained environment, but endlessly engaging in interaction with the surrounding world. Culture is an example of the subjectivity of any given society constantly undergoing transformation. Subjectivity is both shaped by it and shapes it in turn, and is also shaped by other things, such as the economy, political institutions, communities and the natural world.

socialisation the process of learning about our social community and how to live in it

Norms help us to understand social influence and conformity. They help us make decisions about what to wear, what to say and how to act. For instance, we use particular language when talking with friends, family and our teachers and we also expect to be spoken to in a particular way by these people. These roles that we adopt are largely the result of conforming to normative behaviour. Therefore, norms can be seen to provide order and predictability in our social relationships and in understanding each other's actions.

If we consider the theory of subjectivity and the impact of others' behaviours on our intentions to participate in physical activity, we may view the influence of friends as significant in determining whether participation in Physical Education classes is 'cool'. For instance, we may be discouraged from participating in physical activity when our friends show a lack of interest in being active; however, we may be boosted to participate in situations where the social influence of our peers is encouraging.

The importance we attribute to the beliefs and behaviours of others might vary across contexts. For example, the beliefs of relatives are likely to shape our intentions to engage in behaviours that relate to family life. In contrast, the beliefs of our friends might be more likely to shape our intentions to engage in social situations.

Group norms can be different from the behaviours of the society or cultures we interact with. Foucault uses the term 'power-knowledge' to signify that power is established through accepted forms of knowledge, understanding and 'truth'. Each society or peer group has its own regime of truth, its own set of rules and expected behaviours that it accepts and makes function as true. These truths are reinforced constantly through our social and cultural interactions so that we can distinguish right from wrong and determine the behaviours and attitudes that are valued and perceived as the truth.

socio-economic status an economic and sociological combined measure of a person's work experience and of an individual's or family's economic or social position in relation to others, based on income, education and occupation

ethnicity a group of individuals sharing common social and cultural traditions or characteristics, including a common language and customs

French sociologist Pierre Bourdieu (1930–2002) suggested that our attitudes towards society are developed through our exposure to perceived truths about **socio-economic status**, family, religion, education and **ethnicity**. The attitudes, mannerisms, ideologies, actions and habits that we have been subjected to in our life combine to shape the person that we are today. Therefore, an individual is a result of internalised influences throughout their life.

The Personality and Social Structure Perspective model (see Figure 1.3) illustrates the way norms shape the personality of subjects within society. The three levels of analysis, signified with a series of four arrows, represent the continual iterative flow of influence that guides our personality. Firstly, the influence of social structure on day-to-day interactions involving socialisation and social control is represented by arrow 1 and provides
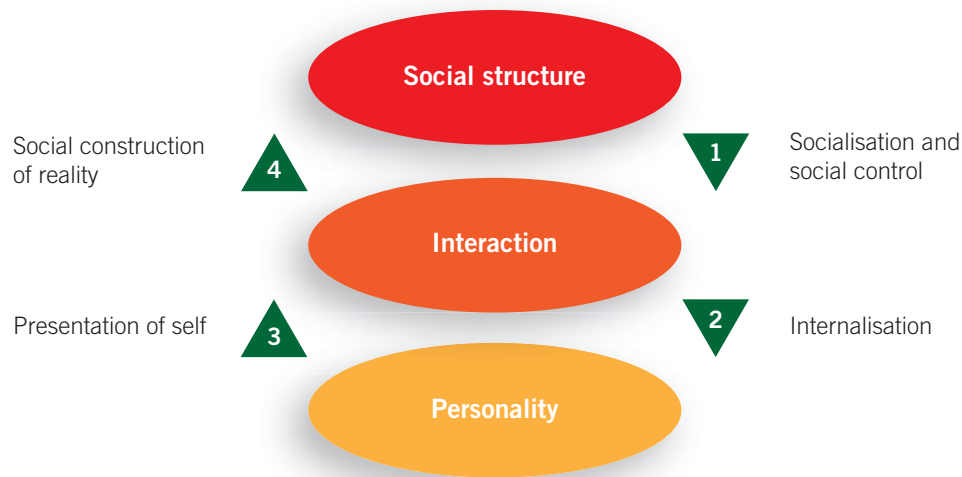
Figure 1.3 The Personality and Social Structure Perspective (PSSP) model: three levels of analysis constituting social behaviour

us with social norms. Arrow 2 signifies how day-to-day interactions with others culminate in the internalisation of social norms and values. Arrow 3 illustrates the influence of internalised social norms on our personality and how we interact, and arrow 4 indicates that we inevitably engage in various social situations with the collective impact of each stage to form or transform our reality.

DEEP LEARNING

1.2

1 Identify the people or things that influence our decisions about what are appropriate and inappropriate behaviours, values, beliefs and attitudes.

2 List five social norms that are expected in our interactions with peers, family and the community.

3 Select and describe a social norm that is appropriate in one of your social groups but inappropriate in another.

4 Consider the behaviour and attitudes of your classmates when participating in physical education classes. Discuss how the behaviour and attitudes of your classmates have impacted on your participation in physical activity. Has the class developed any norms in behaviour or attitude when participating in particular physical activities?

Stereotypes

During adolescence we become aware of the need to fit in and be 'cool'. Our perception of what and who is and is not 'cool' may have been influenced by the movies, TV shows and books we have grown up with. Such **impressions** and childhood beliefs lead to generalisations about groups of people. Generalisations can be positive or negative, depending on the characteristics we associate with a group. When we make generalisations about groups of people or a single individual based on who they are or their skin colour, religion, ethnicity, appearance or surroundings, we are creating a stereotype.

impressions the first and immediate effect of an experience or perception upon the mind

Cambridge University Press

1.3

DEEP LEARNING

1   Select four cultural groups and list some generalisations that exist about these people in our society. Think about physical characteristics, food, job status, interests and hobbies, wealth, homes and family, personalities, religious practices, belief systems, education status, achievements, law and order and politics. It might work best to record this information in a table.

2   Determine which generalisations about this group of people are true and which ones are based on a stereotype.

3   Discuss how one of these stereotypes could be challenged.

typography the general character or appearance of printed matter

The generalisations we make about people influence how we see them and determine in part how we treat them. Let's consider the media and how we view advertising through the images, language, **typography**, colours and shapes used. Language used in captions (e.g. 'pretty pink dress', 'rough and tough truck') and colours (e.g. pink and blue) are used to create gender-specific identities for products. Generalised images are also used to reinforce ideal male and female bodies. For women, the ideal stereotype is slender, sometimes to the point of being very skinny. Models, actresses and other famous women are usually underweight, and most media sources reinforce this ideal image. For this reason, the presentation of the ideal female stereotype also has effects in terms of eating disorders that are seen in parts of the world where this ideal predominates.

masculinity the qualities traditionally regarded as belonging to men, such as strength and boldness

The ideal stereotypical male body is often perceived as big and muscular. The desire to build muscle and constantly strive to be bigger and stronger has therefore become a way of stating **masculinity**. Adolescent and young adult men can feel pressured to be as masculine as possible and may spend a large amount of time working out at the gym, attempting to build muscle and bulk up. Since each person has individual desires, thoughts and feelings, regardless of their gender, these stereotypes are quite simplistic and do not describe the attributes of every person of each gender.

The popular media is 'cool' in the eyes of most adolescents and the influence of stereotyping can be subconscious, where it subtly biases our decisions and actions. Over time, what we see and hear in the media will help us to figure out how the world works and who and what is valued in our society. For this reason, stereotyping can affect us on a very personal level and impact our own self-image and interactions with others. People from stereotyped groups can find what they see and hear in the media very disturbing, as they can feel that they are being treated unfairly. We can reduce the incidence of stereotyping by acknowledging and finding out more about the generalisations we make.

Expectations

Expectations can differ depending on where we live and our cultural differences. A cultural gap also exists between each generation, and we may feel torn between the pressures of our friends

DEEP LEARNING

1.4

Select two advertisements from any media source, one from the fashion section and one from the sport section. One of the advertisements should be targeted at males and the other at females.

1 Explain how the advertisements have used images, language, typography, colours and shapes to appeal to the male or female audience.

2 Describe the stereotypes that are being reinforced through the advertisements.

3 Compare the same gender images to determine if the fashion and sport advertisements are reinforcing different gender stereotypes. Justify your opinion.

4 What do the advertisements value about the male body and the female body?

5 What is the text reinforcing about the images?

6 What are images in the media really representing?

or peers and the expectations of our families. The common factor, irrespective of geographical location or cultural difference, is that we all feel the pressure of expectations of one kind or another.

Our parents expect that we will learn manners, social skills, study skills and other tools we will need to succeed in school and in society. Our peers expect us to explore our own limits and abilities, as well as the boundaries set by our parents. Peer influence can have a positive impact. For

Figure 1.4 Dealing with peer pressure can be difficult.

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Cambridge University Press

example, we might try a cool trick with the ball that we saw someone on the soccer team do. We might get excited about a new book, and now everyone is reading it. Sometimes peers influence each other in negative ways. For example, a few kids in school might try to get you to cut class with them or your soccer friend might try to convince you to be mean to another player and never pass them the ball.

We may also make decisions to do potentially risky things simply to fit in with the expectations of others. Our friends and family or even the media provide cues about how to behave when it comes to risky behaviour, such as drinking alcohol, having sexual relationships or trying drugs. This can influence our decision to try these behaviours. We might decide to drink alcohol to feel part of a peer group or because we feel it gives us some status in our peer group. Similarly, we might try drugs because it looks thrilling and dangerous in a movie or makes us feel that we are 'grown up'. These expectations motivate our behaviour and the decisions we make.

With our adolescent brain still developing the capacity to problem-solve, we can make quick decisions to engage in risky activities without always thinking through the consequences. We may feel the pressure of expectation from our classmates or peers when they try to influence how we should act; this is called peer pressure. It is something everyone has to deal with – even adults. To deal with peer pressure, we should always remember that we can just say no, or use an excuse, or offer up a better alternative, or even avoid the people who are doing the pressuring.

HPE and science

Smoking is a hard habit to break because tobacco contains nicotine, which is highly addictive. As with heroin or other addictive drugs, the body and mind quickly become so used to the nicotine in cigarettes that a person needs to have it just to feel normal. Today we are more aware about how bad smoking is for our health and that it causes cancer, emphysema and heart disease. Smoking can shorten a life by 10 years or more, and the habit can cost a smoker thousands of dollars a year. Now, smoking is restricted or banned in almost all public places and cigarette companies are no longer allowed to advertise on television or radio or in many magazines.

1.5 DEEP LEARNING

1   Define peer pressure in your own words.

2   Why do you think adolescents are so susceptible to the influence of their friends and classmates?

3   Have you ever experienced peer pressure, good or bad? How did it feel and what did you do?

4   Give three examples of positive peer pressure.

5   Why is it sometimes hard to stand up to your friends? What advice would you give to someone dealing with peer pressure?

Peer pressure

George: Hey, Max. Footy party on tomorrow night at Jacko's. You in? Bring Pete.

Max: Nah. Just going to Pete's to hang out.

George: Come on, bring Pete. Pick u up at 6. Jacko has the beer.

Max: Pete doesn't go to parties and def not the beer.

George: He's the whole reason we lost footy today. I was talking with the boys and we reckon we're going to have to teach him a lesson.

Max: What kind of lesson?

George: You know. Just get him a bit drunk. You in?

Max: I don't know. I think we should just leave him alone.

George: You're such a chicken. Are you worried about getting in trouble? There's no way he'll know.

Max: It's not that. It's just that …

George: Just that what? You'd rather hang out with that loser? Fine. I'll find someone else to go to the party with.

Max: That's not what I said!

George: Wow, Max. You used to be so cool. Now you're a softy. Yeah or nah?

Questions

1   Who is doing the pressuring?
2   What kinds of words are used to do it?
3   What effect do the words have?
4   Is George using his influence in the team in a positive or negative way?
5   Discuss the impact of technology and social media (e.g. smartphones, texting, Instagram, Facebook, Twitter, Snapchat) on peer pressure.

HPE and mathematics

In 2007, the Australian Bureau of Statistics reported that there were 2.9 million people aged 15–24 years, making up 14% of the total Australian population. Nineteen per cent of young men aged 18–24 years reported that they had engaged in high-risk drinking at least once a week during the last 12 months. Among young women, 16% reported high-risk drinking on a regular basis, around three times as high as the proportion of women aged 25 years and over (5%).

1.2 Examining representations in the media and community

virtual community a social network of individuals who interact through specific social media

Media are the various means of mass communication, including television, online broadcasts, radio, newspapers and magazines. A community is a network of people who share a common agenda, cause or interest, who collaborate by sharing ideas, information and other resources. **Virtual communities** consist of participants in online discussions on topics of mutual concern, as well as those who frequent certain websites. When

we engage with media or people in a community, we typically seek advice, enjoyment, social interaction or information. Therefore, what we hear, read, see and discover shapes the development of our own identity.

Mainstream media representations play a role in shaping our opinions about race, nationality, religion, age, disability, language, socio-economic status, sexuality and appearance. When we share the opinions of mainstream media by posting a comment or picture online, writing an email to one another, or texting or tweeting a message, we are influencing the thoughts of another person. The people who we interact with in our face-to-face community, such as family, friends, teachers, elders and community and religious elders, play a role in helping us to interpret other people's opinions. Because we are living in an increasingly diverse world, we need to be aware that these opinions are open to our reshaping.

DEEP LEARNING

1.6

1 Brainstorm the range of diverse groups and backgrounds within your school.

2 Construct a table of positive and negative attitudes that young people in the community might have or show when they interact with people of a different background.

3 How do the media and your school influence opinions about diverse groups?

4 What challenges do students face when participating in physical education lessons by having diverse backgrounds or experiences?

5 Identify one challenge and suggest one strategy to resolve the situation.

Over recent decades, media and communities have become more readily accessible online and virtually, allowing us to exchange ideas and be influenced by others on a global scale. When we engage with communities or media, no matter what form it may take, we are consuming other people's ideas. Our ideas can either be enforced or corrupted by the language, symbols, images, messages and representations that the people or creators use.

In forming our own identity during adolescence, we are influenced by the representations of men and women in the media and in our communities and we use this information to construct our own values and beliefs. The representations we see and share are often based on stereotypical roles of males and females in our society. The portrayal and acceptance of men as socially powerful and physically superior serve to reinforce assumptions about how men and boys should act in society, how they should treat each other, as well as how they should treat women and children.

Alternatively, representations of girls often reinforce unrealistic body types and objectification of women. The constant persuasion of what is 'reality' plays a pivotal role in our identification with what is appropriate for the male or female sex. In essence, the media and our communities are conveying what we should buy, who we should be or who we should become in order to be 'happy'. Because stereotypical representations in the media and community can affect how we feel about ourselves and how we relate to others, it is important that we work out the difference between what is real and what is an advertising strategy used to sell an image or product.

Ad strategy	Method
The bribe	You get a free toy when you buy the product (e.g. toys packaged with takeaway meals, small toys in cereal packets). You are encouraged to collect them all.
Play a game	You can play a game and win a prize if you buy the product.
The big claim	For example, something tastes excellent or is the best in the world. These are opinions that cannot be proved.
The big promise	The product will bring you fun and excitement and make your life better (e.g. you will have more friends, you will be able to run faster).
The super-person	A popular or famous person promotes that product and makes you think you can be just like them if you have the product too.
Cartoon characters	Cartoon characters you know and like tell you about a product to make it more attractive.
Special effects	Filming tricks (e.g. close-ups, soft lighting, artificial sets) are used to make the product look large or better than it really is.
Repetition	Showing the same thing over and over makes you remember and recognise the product.
Music	Catchy tunes or popular songs make you like the ad – and the product – more.
Humour	Laughing makes you like the ad – and the product – more.
Story	If the ad tells an interesting story, you keep watching.

Table 1.1 Common advertising strategies to make a product or image more appealing

media literacy the ability to access, analyse, evaluate and create media in a variety of forms

An ability to examine media representations is not only a key element of being media literate, it is essential to understanding many of the social issues and concerns that we face as citizens. Developing **media literacy** can help us put current images and messages about diverse groups and individuals into perspective. We are able to understand how the media work, why stereotyping exists, how decisions are made and why it matters who makes them. Media education is not about learning the right answers; it is about being able to decipher the purpose of media messages rather than accepting them at face value.

A media-educated person understands that all media messages are constructed, media messages shape our understanding of the world, individuals interpret media messages uniquely, and mass media have powerful economic implications. The challenge for us is to ensure that when we engage

1 Who selected, sent or created this message, image or story and why?

2 Whose voices are being heard? Whose voices are absent? Why?

3 What advertising strategies are used to attract and hold attention?

4 What points of view are represented?

5 How might the message be interpreted in different ways?
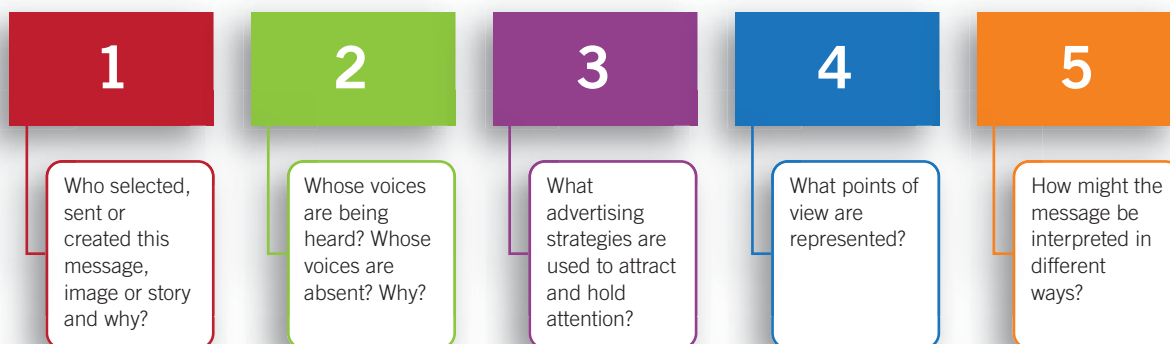
Figure 1.5 Questions to ask when examining information from a media source or someone you know

with different forms of media and community representations we are consuming information and images with an active, critical mind and asking the right questions.

Some good questions to ask when examining information from a media source or someone you know are shown in Figure 1.5.

For example, at protests, riots, social and sporting events, and even natural disasters, we often see individuals used to represent a group of people. We quickly assume that this story and the images presented represent the impact on the whole group or the collective opinion. We need to negotiate the meaning of these representations and it is up to us to interpret them.

DEEP LEARNING

1.7

Using the information in Table 1.1, examine the images and messages in the following blog.

Aussie Fashion Blog

August 26, 2016
Aussie Fashion Blog shared a link

Latest summer shades nearly sold out!

Are your sunglasses looking tired and faded? Suave Specs will ensure that you and your friends are having fun and looking great this summer. Share the link …

aussiefashion.com.au

1.3 Supporting identity development

Adolescence is a period of transition and growth, marked by the emergence of newfound cognitive capacities and changing societal expectations that shape and alter our identity. Developing independence and responsibility is a key part of growing up and developing a sense of who we are. Our journey towards independence may involve negotiating boundaries and expectations, understanding and challenging the norms of our culture and questioning generalisations about appropriate adolescent behaviour. Through this process our family, friends, cultural and religious traditions and the community we live and interact in play an important role in helping us develop a positive self-identity.

Family influences our sense of responsibility, **ethics** and **morals**, tastes in music and sports, and many other aspects of life. Our social community

ethics the moral principles that govern a person's behaviour or the conducting of an activity

morals principles of right and wrong behaviour

and friends influence our taste in clothing and music, the way we speak and our social activities. While family is the earliest and most influential agent of socialisation, as we join new social groups in our own community and experience different groups and cultures in the world around us we learn different social norms, stereotypes and expectations. We also learn the attitudes, values and actions appropriate to these groups and cultures through our exposure to media, school, peers and religion.

Family

Family relationships change during adolescence as we often seek more privacy and more time with friends. Although the relationship may change, it can still remain strong as we seek the support of our family to help us make decisions and build relationships. Having confidence will help us make safe, informed decisions and cope with difficult situations.

During adolescence, physical changes can affect our confidence and alter the development of our identity. Staying positive during this time can be achieved through talking about these changes with a parent or family member. While some conversations may be a little uncomfortable and at times embarrassing, our families can offer a source of care and emotional support, even though we may experience ups and downs along the way.

Our families also have a role in developing a realistic set of expectations and boundaries so that we learn appropriate ways to behave. Realistic expectations and boundaries help us learn independence, manage and take responsibility for our behaviour and its outcomes and solve problems. Although we may not like the set boundaries, at least our capacity to adjust to the new and different is developing. Given the variety of situations and problems that we may face and the rate of technological and social evolution, it is not surprising that our family relationships become tense at times.

Figure 1.7 shows some tips to help us communicate with our parents.

Figure 1.6 Our families can offer a source of care and emotional support.

1 Try to understand the situation from your parents' point of view.	2 Address their concerns honestly and directly.	3 Do not go on the defensive.
4 Do not criticise or ridicule their viewpoints.	5 Make requests.	6 Make 'I' statements: 'I feel you're not being fair.' Avoid 'you' statements: 'You don't know what you're talking about.'
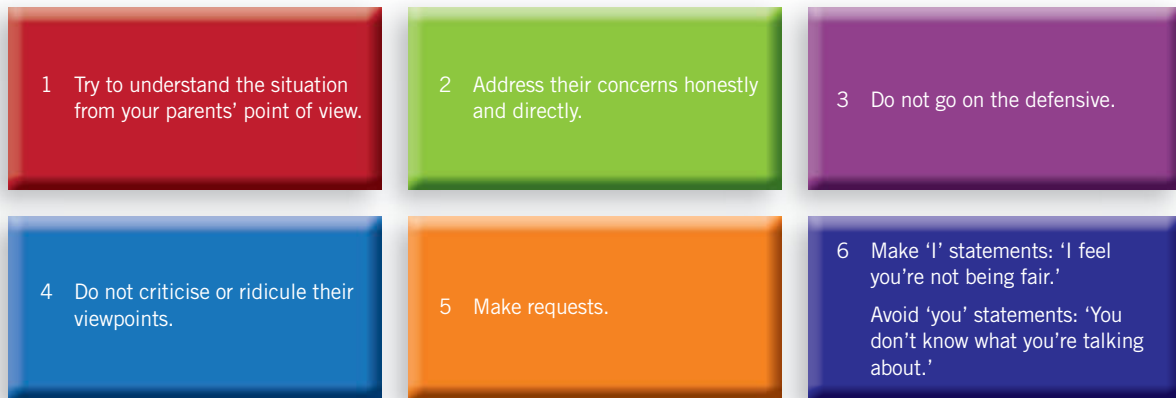
Figure 1.7 Communicating with your parents

Friends

Friends play an important role in our health and wellbeing. We can have face-to-face friends and online friends. When we are interacting with friends, the way we are perceived can be entirely different from the way we are seen by our peers, parents, siblings and teachers, who all have their own lens of perception through which they view us and the world. A good friend is someone who we can talk with honestly and who will listen, who we can help and be helped by, who will share our interests and who we can trust and rely on. Being a good friend means we must show the same qualities towards them as we would want from them. However, all friendships have difficult times; therefore it is important to choose friends that help us feel good about ourselves.

Making friends with people who like us for who we are is important in developing a strong sense of identity. Good friendships are important during this time because our developing sense of self means there are significant changes happening to us. If we become worried about ourselves or a friend, it is important to make contact and try to assist. The ReachOut website suggests a few useful strategies we can use or suggest to our friends:

- Choose the right setting for a conversation
  - Somewhere private
  - Remove all distractions
  - Make sure the person knows you're listening
- Questions to ask
  - 'How have you been lately?'
  - 'You haven't seemed yourself lately – is there something you want to talk about?'
  - 'How are you doing? Anything you want to chat about?'
- Responses to give
  - 'I'm really sorry you're feeling that way. What do you think brought this on?'
  - 'I'm here to listen whenever you want to chat about it.'

If you still feel worried about yourself or a friend after talking, it may be worth seeking professional help. Some guidance from an outsider can be very helpful. There are people who can help in our schools, such as a school counsellor or youth worker, or alternatively make an appointment to see a general practitioner (GP).

Figure 1.8 Supporting each other is important for our wellbeing.

1.8

DEEP LEARNING

Access peer support websites to research strategies for supporting friends.

1   What strategies can friends use to support another person?
2   Which strategies would you suggest to a friend? Why would these strategies be effective?
3   What strategies would be more effective or not effective for boys and girls?
4   What effect do you think the media has on how people handle their problems?

Community

Our social interactions facilitate identity construction and within a community they can be face-to-face or virtual. While we may seek face-to-face interactions with our parents, friends, teachers, coaches or interest groups, we also have the opportunity to interact online. For many young people, online interaction has become more preferred than face-to-face methods because of its popularity and social prestige, as well as the sense of ambiguity it offers.

Interacting and cooperating with other young people can encourage us to see the world in different ways. It puts our family experiences and values into a wider context. Community engagement assists us in developing our sense of commitment and may even empower us to connect to the wider world.

Participating in online communities and chatting online connect us to others. This kind of communication can support our existing friendships by giving us ways to stay in touch with our friends after school hours. Creating content online also allows us to work on our creativity in a fun environment. We can express opinions and contribute to debates, which can be important to our sense of self-worth and sense of community. Blogs and online communities also provide the opportunity to develop skills in reading, writing and critical thinking. Personal web pages can offer a safe place to try on different 'hats' or try out new personalities and receive feedback without the fear of rejection or embarrassment. Playing video games, including violent games, has many creative, social and emotional benefits, even helping us to deal with anger, frustration and stress.

Getting involved in local face-to-face community activities or volunteering can boost young people's confidence and self-esteem and help build new skills. It can be a great way to meet people who share the same interest or who are different from you. Lots of youth programs bring people together with those who are different as a way to break down the barriers between people. By getting involved with community activities, we can come into contact with like-minded peers and positive adult role models other than our parents. Role models in our adolescent years shape our behaviour and tastes and influence our personality, ambitions and interests well into adulthood. Voluntary work and community activities are also great opportunities to show initiative and develop skills to get a job.

Did you know?

Spending excessive amounts of time online can have significant impacts on your health, family and social life and on your academic performance at school. The following indicators may be signs that you spend too much time on the internet:

- ongoing headaches, eye strain and sleep disturbance
- online activities interfering with your health and wellbeing, schoolwork and relationships
- constantly talking about particular online programs, such as a gaming site
- withdrawal from your 'real world' friends and activities
- attributing more importance to your online activities and contacts than anything else
- decline in your academic performance at school.

Figure 1.9 Getting involved in community events is one way to meet and support other people.

When engaging with face-to-face and virtual communities it is important to remember, and encourage others, to:

- balance digital media activities with a range of more physical or social hobbies, such as sport, arts or physically meeting with friends
- engage with a wide range of media and technologies – the more exposed we are to diverse content, the less likely it is that specific media will have too much influence over us
- think about where the information we hear and see comes from, and question the views we come across
- avoid sharing personal and intimate details online, such as your surname, address, phone number, birth date and school.

Cultural and religious influences

Adolescence is a time when we undergo dynamic changes to our personal, social and physical being. While puberty and the issues of becoming an adult are similar for all young people, what we implicitly emphasise as we grow may differ based on culture and religion. There may be significant variation in cultural and religious norms and expectations regarding the transition to adulthood. In some cultures in Australia, it is a time marked by increasing independence, responsibility and sexual maturity. Cognitive and emotional development is nurtured so that we are able to achieve our own needs, learn about the society in which we live and develop the ability to become a part of that society.

In many cultural and religious traditions, the transition to adulthood is marked by a ritual or ceremony. It is a time of strengthening one's family bonds or commitment to a faith tradition due to the expectations of taking on a new adult role. For instance, the transition to adulthood in Ghana symbolises a rebirth and is accompanied by special ceremonies that teach the young people about cultural, social and religious values. The ceremonies involve information about sex, health, folklore, beliefs, hunting, farming and fine arts. Another example occurs in Malaysia, where some Muslim girls celebrate Khatam Al Koran on their 11th birthday. This prestigious ceremony, conducted at their local mosque in front of their community, marks their growing maturity. Other religious rituals include the Christian sacrament of Confirmation, where an adolescent is welcomed as a full member of a congregation, and their bond to the Church is cemented. It is important for young people of all cultures to understand and be able to interpret the kind of cultural expectations and rules to be met during this transition period.

Across many cultures and religious traditions, adolescence is a time that we begin to learn what our culture and religion deems important. For adolescents from a minority ethnicity, the development of an ethnic or a religious identity may be an important part of identity achievement. In some cases, the preparation for adulthood is the first time that these adolescents may have to confront their feelings about their background. While being exposed to alternative sources of group identity from the dominant culture, adolescents have to maintain connectedness with their own ethnicity and religious traditions. Being from a minority ethnicity, being a migrant, identifying as part of a religious tradition or even moving to a different part of the country can mean an increase in the complexity of navigating cultures and multiple identities.

acculturation the process of adjusting to a new culture, including adjusting your behaviour to meet the expectations of your new environment

Some adolescents will grow up between two cultures and may be exposed to the beliefs and practices related to migration, resettlement and **acculturation**. Acculturation may be evidenced by changes in language preference and social groups, adoption of common attitudes and values,

and loss of separate political or ethnic identification. Attitudes and behaviours may also be adopted across cultural and religious groups.

Though the boundaries of societies and their cultures are indefinable and arbitrary, the identity or subjectivity inherent in each one is palatable and can be recognised as distinct from others.

Subjectivity is in part a particular experience or organisation of reality; therefore shifting between cultures and subjectivities can cause **culture shock**, where the subjectivity of the other culture is considered alien and possibly incomprehensible or even hostile. Therefore, understanding cultural diversity and being culturally sensitive to the wide range of assumptions and beliefs in our society is important for supporting the development of our identity, values, beliefs and behaviour.

culture shock a feeling of unfamiliarity when exposed to a different culture

DEEP LEARNING

1.9

1 Discuss two examples of increased independence and responsibility that a Western adolescent would be expected to demonstrate.

2 Investigate a non-Western culture to:

   a identify the differing values, beliefs and behaviour that are emphasised during the transition to adulthood

   b compare the significance of the transition to adulthood between Western and non-Western cultures

   c discuss the adjustments for a student coming from this cultural background to a school in Australia.

3 Invite a student from your class or another class to speak about their experience of acculturation. Ask them to discuss the personal and social challenges of growing up between two cultures.

Figure 1.10 Cultural diversity enriches communities by introducing them to new ideas. This image shows Chinese New Year being celebrated in Melbourne by Australians of Chinese descent.

CHAPTER REVIEW

- Identity is defined by individual characteristics, abilities, goals and by the cultural and religious groups to which the individual belongs.

- Our identities can change during the transition from adolescence to adulthood.

- Online identity can be developed through social media.

- Gender identity is based on how we identify with masculine or feminine qualities or a combination of both, typically in reference to social and cultural factors.

- Cultural identity is formed by the values, beliefs, traditions and environment we are raised in.

- Sexual identity relates to who we are attracted to romantically and sexually, and can change during adolescence and into adulthood.

- Puberty brings physical changes as well as mental growth.

- Managing change can be aided by practices such as positive self-talk and help-seeking.

- Self-talk is our inner voice and can be represented by positive and negative voices.

- Stressful situations can be managed by using positive self-talk.

- Help-seeking allows us to share problems and concerns with others by opening a dialogue.

- Our identities can be influenced by societal norms, stereotypes and expectations.

- Family can be a source of help in what may be a confusing time.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Your peers are:

    a people about your own age

    b your parents

    c your teachers

    d kids you babysit

2 Adolescence is characterised by:

    a changing schools

    b starting work

    c changing thought processes, emotions, relationships, values, beliefs and goals for the future

    d the period of time in your life after your physical growth has stopped and you are fully developed

3 A social norm may include:

    a a welcoming handshake

    b not drink-driving

    c going to school

    d voting

4 The concept of subjectivity suggests that our sense of self is:

    a taught in schools

    b the same for all adolescents

    c constructed by our social and cultural experiences

    d always the same

5 Stereotypes:

    a are generalisations valued by communities

    b are a set of expectations we must live up to

    c can be positive or negative, depending on the characteristics we associate with a group

    d are always based on factual information about a group

6 A virtual community is:

    a a group of people who share common interests

    b a group of people who live in the same neighbourhood

    c a social network of individuals who interact through specific social media

    d a network of people who have the same societal expectations

7 Risky behaviour:

    a is more common when adolescents are alone

    b is the same for both genders

    c is normal for adolescents who are looking for new experiences

    d always results in long-term health consequences

8 Media and community representations:

    a have little impact on the development of identity

    b mirror reality

    c are only inaccurate in newspapers and magazines

    d are trying to influence the way you think or make you change your mind about something

9 Family:

   a is the earliest and most influential agent of socialisation

   b expectations remain unchallenged through adolescence into adulthood

   c is most influential in our taste of clothing, speech and music

   d beliefs and practices are the same across the world

10 Acculturation is:

   a a process of celebrating your cultural beliefs and practices

   b the process of adjusting to a new culture

   c the transition from adolescence to adulthood

   d a ceremony conducted at puberty

SECTION B – Short-answer questions

1 Analyse how your behaviour changes in different environments based on the expectations of the group.

2 Compare the influence of family and friends on your choice of friends, clothes and social activities.

3 Examine how media representations of successful sporting personalities have influenced your attitude to participation in physical education classes.

4 Consider the stereotypes about groups of students at your school. Propose ways that individuals and groups in the school can eliminate these stereotypes.

5 Recommend strategies that your school could implement to raise awareness of the cultural diversity in the student population.

SECTION C – Higher order thinking (HOT) questions

1 Create a local community activity and volunteer guide. Investigate face-to-face and online opportunities to contribute to the community and inform other students at school. Access local council resources and the volunteer websites in your state to assist your investigation.

2 Evaluate the impact of your face-to-face and virtual communities on your decisions to engage in risky behaviour.

Cambridge University Press

02 Decisions, decisions

By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours**. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Organise your thinking

In challenging and unsafe situations, it can be difficult to think of what to say besides just 'no'. As we grow older our relationships change, we develop intimate relationships and we take more risks with our peers. At times, the pressure can be intense to conform to the expectations of different relationships and social situations. These expectations can be positive or negative. It is important to have the skills to assess and deal with each situation and express our thoughts and feelings to others.

Making connections

- What skills can we learn to deal with unsafe or challenging situations?
- How can we use these skills to express our thoughts and opinions?
- What expectations influence our decisions and actions?
- How do these expectations impact on our own and others' wellbeing?

2.1 Change, transition and relationships

change external conditions such as different stages in a young person's life, including puberty and adolescence

relationships the way in which two or more individuals or groups talk to, behave towards and deal with each other

transition refers to the internal processes or psychological reorientation people experience as a result of change, and usually involves establishing new behaviours or new ways of thinking before the change can work

Change is an ongoing process of moving from old to new, same to different or known to unknown. During adolescence, we may feel pressure to try new activities, such as parties and substance use, start a part-time job or take on more responsibilities. Through these experiences we take on new and different roles in our **relationships** with friends, parents, teachers, employers, coaches and, for some adolescents, romantic partners. While these changing roles and responsibilities are associated with the **transition** from childhood to adulthood, there are always challenges to be aware of in the transition from the familiar to the unfamiliar life experience. So it is important to take the time to consider the risks and learn skills to make safe decisions before we act.

2.1

DEEP LEARNING

As a class, collate a list of social situations you may experience during adolescence.

1   Select three situations and describe the risks that you might encounter.

2   Select the most likely risk in each situation and explain what actions you would take to stay safe.

3   How could you prepare for these risks in your planning with friends or family?

2.2 Practising skills

We can probably think of at least one conversation in which we felt confident to handle a challenging or unsafe situation and were happy with the outcome, and at least one situation in which we were left feeling dissatisfied because of a lack of understanding between ourselves and the other person or in which we made a decision that we were not comfortable with. The decisions we make can be small, such as saying no to a party or movie when we have homework or a job that needs to be done, or more serious, such as saying no to drugs, alcohol, sex or other risky activities. We cannot guarantee that every situation we are in will be safe; therefore we need to learn skills to make communication a bit easier.

Refusal skills

refusal skills a set of skills designed to help people avoid participating in high-risk behaviours

If someone is pressuring you to do something that is not right or good for you, you have the right to refuse. This is practising **refusal skills**.

You have the right to say no, the right not to give a reason why and the right to just walk away from a situation. However, resisting pressure can be hard because it may mean being rejected or made fun of by others. It is also never easy to refuse something that seems tempting. Sometimes we may not even know what we really want. But it is very important for us to be able to say no to the things we do not want to do or that are unsafe.

Saying no to someone does not mean that we do not like or care about a person or that we disrespect them; in fact, saying no shows that we respect ourselves and others enough to be honest and try to make the best choices. Sometimes it may take more than one refusal, on more than one occasion. Just because someone asks more than once does not mean you have to change your mind. Make a pact with your friends to stand by your decisions. Often, knowing that our friends will back us up can help us feel more comfortable being assertive. Sometimes 'we' feels stronger than 'I'.

Figure 2.1 We have the right to say no in unsafe or challenging situations.

Here are four refusal skills we can use and practise:

1 Give a reason for saying no: Be honest. Honest answers are more easily accepted by others. Some reasons might be:
   – 'I need to work early in the morning.'
   – 'I could get suspended from the team.'
   – 'I don't use alcohol or other drugs.'
2 Show concern for others: Express concern for those trying to persuade you. In the case of friends who have decided to drink, you might say things like:
   – 'I'd be really sad if anything happened to you.'
   – 'What would your parents do if they found out you were drinking?'

Did you know?

There are many body movements that can support a verbal 'no' message. For example:

- hands-off gesture – use hand or arm movements for emphasis
- stiff body – sit or stand stiffly, stomp away from the other person if you have to
- serious expression – use an 'I mean it' face
- other body movements – cross arms and legs for emphasis.

3 Suggest something else: Try to persuade others to do something safer. Here are some suggestions:
- 'Let's go out the back and play volleyball (or some other sport).'
- 'I'd rather eat something. I'm starved.'

4 Take action: If our friends still try to talk us into doing something and we do not want to, we can just leave. That way they will know we are not going to change our mind. There are plenty of times when we do not know what to do, no matter what our age. So, it is important to take action if we perceive that a situation is unsafe. Saying yes to avoid conflict can have serious consequences, such as:
- being pressured into things you do not want to do
- losing respect for yourself and others
- being treated unfairly or taken advantage of
- experiencing feelings of powerlessness, anger or depression.

Also, remember that our body language has to match our words. We need to make sure that our intent is clear and firm rather than vague and uncertain. Make eye contact, stand up tall and use a firm voice. Do not look at the ground, glance away, show you are nervous or speak softly.

2.2 DEEP LEARNING

Class activity

To practise using refusal skills in situations dealing with alcohol, each person writes down one line that might be used to pressure another person to drink. In pairs, take turns to pressure your partner using the line you have written down. Your partner must use one of the four skills above to refuse the pressure. Discuss the following questions:

1 What skill was used and what made it effective or ineffective?

2 Would using another skill have been a more appropriate response to this line?

3 How was body language used to make the refusal skill effective or ineffective?

Share your responses with the class.

Expressing opinions

Expressing opinions or giving our thoughts is an important skill when we are negotiating, chatting with a friend, or when we have to agree or disagree with another person. We want to avoid fights and arguments, so we must know how to show empathy with different opinions and also disagree without sounding aggressive. It is very difficult to convince when the other person thinks you are attacking. We need to express our opinions and, at the same time, show that we are listening,

understanding and appreciating others' opinions. If everyone feels comfortable, they will be more open to ideas, opinions or suggestions.

When we express our opinions, the goal is to express ourselves without blaming, criticising or judging. This is a difficult communicative skill to learn. An 'I' statement is one way we can give valuable information about how an event or situation affects us. By beginning with 'I,' we are acknowledging that the statement is how we think and feel. When we use 'I' statements, people usually respond more positively because they are able to hear our opinion and understand our point of view better. It may need to include information about the behaviour of the other person, but this information should be stated in as factual and non-judgemental a way as possible.

> 'I' statements can by expressed by saying:
>
> - 'I feel … (feeling) when … (behaviour or situation) because … (how it is a problem for you)'
> - 'When … (behaviour or situation) happens, I … (what you experience or how it is a problem)'

It is always a good idea to justify your opinions. Do not just say 'I agree' or 'I disagree', but say 'I agree because I think that … (explain your reason)'.

We can use these words and phrases …

To express a personal point of view

- 'In my experience …'
- 'As far as I'm concerned …'
- 'In my opinion …'
- 'I'd suggest that …'
- 'I'd like to point out that …'
- 'I believe that …'

To express a point of view that is generally thought by people

- 'It is thought that …'
- 'Some people say that …'
- 'It is considered …'
- 'It is generally accepted that …'

To agree with someone else's point of view

- 'Yes, I agree.'
- 'That's a good point.'
- 'So do I.'
- 'Neither do I.'
- 'I agree with you entirely.'
- 'That's just what I was thinking.'
- 'I couldn't agree more.'

Cambridge University Press

> ## To disagree with someone else's point of view
>
> - 'I don't agree with you.'
> - 'However …'
> - 'That's not entirely true.'
> - 'Yes, but don't you think …'
> - 'That's not the same thing at all.'
> - 'I'm afraid I have to disagree.'

Staying calm is the most important thing we can do to keep a difficult conversation on track. Of course, it is a huge challenge to stay calm and rational when we feel angry or passionate about something – especially if the person we are talking to gets angry. We may need to manage the conversation, even if the other person is an adult or someone who should know better. Being **respectful** and considerate towards family members, teachers or coaches in our everyday actions helps all of us establish a foundation for those times when we might disagree.

respectful feeling or showing respect

2.3 DEEP LEARNING

1 Write an 'I' statement to respond to each of the following statements:

   a Television is causing an increase in violence in our society.

   b Alcohol should be illegal.

   c Breakfast is the most important meal of the day.

   d Secondary school students should not have to wear a uniform.

   e People should be older than 20 to have a driver's licence.

2 Write an 'I' statement to respond to each of the following situations:

   a Sam agreed to walk with Ruby to soccer training. Sam sent a text message to Ruby to say his mum was giving him a lift. When Ruby arrived at training, she heard that Sam walked with his mates. After training, Ruby said to Sam: _____

   b Joshua is supposed to look after his two younger sisters on Saturday night because his parents have to go out. His mates have organised a last-minute party and he really wants to go. When his mum comes home from work, Joshua says: _____

   c Bridget comes home and asks her brother if there are any phone messages because she was expecting a call about when and where to meet a friend. Her brother says her friend called and said something about where to meet but he can't remember where, and that she left a phone number but he didn't write it down. Bridget says to her brother: _____

   d Jack can't go to cricket training this afternoon because he needs to go to maths tutoring. When he arrives at the game on Saturday, a couple of his teammates ridicule him for studying instead of training. Jack says: _____

Communicating choices

Communication is important as it allows us to share interests, aspirations and concerns, to support each other, to organise our lives and make decisions, and to work together. Good communication is about the way we talk and listen, and about our body language. The context we are in determines the appropriateness of our communication for a specific situation. For example, would we act the same way at school assembly as we would at a rock concert? Would we talk to the principal the same way we would talk to a small child? When we communicate our choices, we need to use a style of communication that is appropriate for the situation.

In a challenging or unsafe situation, good communication skills can help us to avoid conflict and to solve problems. Open and honest communication is important when making our choices clear and understood. We can communicate in an aggressive, passive or assertive style.

Aggressive communication is expressed in a forceful and hostile manner, and usually involves alienating messages, such as 'you' statements (blaming the other person and accusing them of being wrong or at fault) and labelling. In addition, the person's tone of voice and facial expressions are unfriendly. The assumption behind aggressive communication is 'Your needs don't matter' (I win/you lose).

Passive communication involves putting your needs last. You do not express your thoughts or feelings, or ask for what you want. When you use passive communication, it feels like others are walking all over you because you do not assert your own needs. So, you bottle things up and might feel resentful. The assumption behind passive communication is 'My needs don't matter' (You win/ I lose).

Assertive communication involves clearly expressing what you think, how you feel and what you want, without demanding that you must have things your way. The basic underlying assumption

Figure 2.2 Our body language should match the intent of our verbal communication.

is 'We both matter – let's try to work this out'. Assertive communication increases our likelihood of getting what we want, avoiding conflict and maintaining good relationships.

The way we speak, including the volume and tone of our voice, our physical gestures and facial expressions, has an important impact on how our message will be received. For example, if we fold our arms in front of our chest, have a stern expression on our face or speak in an accusing tone, the other person is likely to feel defensive even before they have heard what we have to say.

On the other hand, an open posture, a calm voice and relaxed body language help the other person to feel at ease, and our message is delivered in a non-threatening way. Here is an acronym that might help us remember good body language:

- **S** – Face the person **squarely**
- **O** – **Open** posture, no crossed arms or fidgeting
- **L** – **Lean** towards the person, not too much but just enough to show interest
- **E** – Maintain **eye contact**, without staring
- **R** – Be **relaxed**, do not fidget, and be comfortable

One of the most effective ways of communicating is to use whole messages. This is particularly useful when we need to communicate a decision that makes us feel uncomfortable. A whole message involves expressing how we think and feel, while at the same time stating what we want. It consists of four parts:

1   Observations: Describe what happened (e.g. 'The other day when Mike came over you didn't stop and talk to him.').
2   Thoughts: Express your beliefs, opinions or interpretation of what happened (e.g. 'I thought it looked rude – as though you don't like him.').
3   Feelings: Say how you feel about the situation (e.g. 'I felt embarrassed and uncomfortable.').
4   Wants: Say what you would like to happen in the situation (e.g. 'Next time he comes over, I'd like you to say "hi" and to make an effort to talk to him.').

2.4 DEEP LEARNING

Working in a small group, role play the following scenarios using the SOLER approach and four steps to constructing a whole message:

1   Amanda has known Joanne since third grade. She has covered for Joanne several times, saying that they are having a sleepover when in fact Joanne has been staying with her boyfriend. Amanda no longer wants to lie and feels used in this situation.

2   The guy who sits behind you in maths has been bothering you all semester. He kicks your chair every day. It makes you very uncomfortable and he doesn't respond when you ask him to stop. Your friends think it is kind of funny.

3   Amira is feeling pressured by her friends to attend a party where she doesn't know anyone. Amira knows there will be drinking, and feels this compromises her boundaries, based on her religious beliefs and the expectations of her family.

Initiating contingency plans

Contingency planning aims to prepare us to respond well to an emergency or unplanned event. On a large scale, contingency planning is linked to the plans, systems and processes of government and business organisations and on a smaller scale we need to think about things that might go wrong and make us unsafe. What if a friend leaves a party without us, or our mobile phone has no service and we cannot ring our parents to pick us up, or we forget our sports uniform? These things can all cause confusion and disorder if we have not prepared for them properly. Contingency planning is an important part of being prepared for our increasing responsibilities as we transition to adulthood. That is why it is important to make it a normal part of our discussions with our parents and friends.

In order to be relevant and useful, contingency plans must be a collaborative effort. A contingency plan is a written way of saying that, should a problem arise, we have thought of alternative solutions. The step-by-step guide in Figure 2.3 is useful for preparing a contingency plan for any situation, no matter how big or small.

Prepare What might happen? What are we going to do about it? What can we do ahead of time to get prepared?	**Risk analysis** Identify and prioritise the risks that may lead to harm.	**Develop** Plan for the most likely risks and develop a quick and effective response if a situation arises. Keep the plan simple.	**Implement** If necessary, implement the plan.	**Review** Consider the success of the plan and refine if necessary.

Figure 2.3 Contingency planning helps us respond when things go wrong.

CASE STUDY 2.1

Your friend's parents are going away for the weekend. You have permission to go and stay with your friend for the weekend. His older brother is having a few mates around and they are going out to buy some alcohol. You are not really sure how many people are coming over or what the gathering will involve. You and your friend decide to discuss a contingency plan just in case things go wrong. Complete the first three steps of a contingency plan using Figure 2.3.

Questions

1 Who will you need to discuss the plan with and what communication skills would assist?

2 Describe two situations that might arise that would require you to use refusal skills.

3 Using the whole-message approach to communicating choices, how would you respond to someone older than you who offers you alcohol?

4 How will you know if your contingency plan has been successful?

HPE and mathematics

A contingency table is a useful tool for examining relationships between categorical variables. Contingency tables are used in diverse fields, including education, social and political sciences, market research and opinion surveys. Their analysis plays an essential role in gaining insight into whether two concepts are related, such as gender and alcohol consumption or religious/cultural background and alcohol consumption.

2.3 Acknowledging others

Different situations, dilemmas and decisions will present different challenges for us because of our individual skills, qualities, religious and cultural background and fears. The impact on our thoughts and feelings will also vary, depending on our experience in a particular situation. Therefore, it is important that we are able to make our own judgement about the level of risk by checking what others think, taking into account their viewpoints, reassessing our judgement and asserting a stance. It is important for us to recognise that having different perceptions of situations is acceptable. We have the right to express our thoughts, opinions and ideas and the responsibility to listen to the opinions and ideas of others, including responsible adults who may challenge our ideas and opinions at times. To check our own and others' perceptions, we can follow a few simple steps:

1 Make a judgement; give reasons for your judgement.
2 Check what others think; listen without disruption.
3 Consider their viewpoints.
4 Reassess your original judgement.
5 Assert a stance or make changes, if appropriate.

In meeting challenges and opportunities, some adolescents may review each of the steps up against their value system, whether informed by family, beliefs, culture or a religious tradition. However, being assertive in these situations is essential so that our and others' needs, wants, feelings, beliefs and opinions are considered. Checking our perceptions with others is a way of testing the strength of our beliefs and confirming or altering first or **instinctive** responses. This does not mean that everyone will agree. Some may decide to maintain their position. However, considering other people's viewpoints provides an opportunity to consider consequences or alternatives that may not have been thought of otherwise.

instinct a way of behaving, thinking or feeling that is not learned; a natural desire or tendency that makes you want to act in a particular way

The Awareness Wheel (see Figure 2.4) is a tool for processing situations to have a clearer understanding of our thoughts and emotions and actions we can decide to take. Using this model can help us decide how to respond to an issue rather than go with our automatic reaction. Starting from the 'Sensing' section, we can move clockwise around the circle to determine how we and others stand on any issue. An issue can be a situation, dilemma, experience, awareness or decision that concerns us or any other person and that requires resolution. Issues are made up of five types of information: sensory, feelings, thoughts, wants and actions. By using the Awareness Wheel, we

What are you seeing/hearing?

What will you do or say? What options can you identify?

What do you notice?

Can you identify and name your reaction?

What might your next step be?

Sensing

Acting **Feeling**

What is your gut telling you?

What is your first impulse?

Wanting **Thinking**

What is your reaction?

How do you want to react? What do you want to do? What do you want to avoid?

What thoughts are your forming of what you see/hear?

Figure 2.4 The Awareness Wheel helps us decide how to respond to an issue.

can better communicate our understanding of the issue, one step at a time. When speaking, talk through your Awareness Wheel using the first person, or 'I' statements.

Direct communication can reduce conflict, build our self-confidence and enhance our personal and work relationships. A large proportion of the communication received in situations is from nonverbal clues (e.g. facial expression, body language, use of personal space). We can use these clues to process situations and make judgements about the level of risk.

DEEP LEARNING

2.5

Form groups of three and each person select one of the following dilemmas. Each person is to present their uninterrupted opinion, then listen to the point of view of the group. After all of the topics have been discussed, discuss the point of view that you would present to the person involved.

- Your best friend's boyfriend of girlfriend is cheating on him or her.

- A friend wants you to keep talking to her when the teacher is talking.

- A new student is being called names, being pushed and being made to feel bad about himself or herself.

Answer the following questions:

1 Why is it important that people be allowed to express themselves without interruption?

2 Why is it important to consider the thoughts, opinions and beliefs of others?

3 Who do you feel interrupts you the most (e.g. parents, friends, siblings)?

4 Consider an issue you have recently had to deal with. Using the Awareness Wheel to guide you, recall the sensory information, feelings, thoughts, wants and actions you synthesised to make a decision.

It is important for us to understand how others perceive a situation, because it can confirm that others support what we are thinking, have additional information or have a perspective that we have not thought of. We are also less likely to be taken by surprise if we have some understanding of how others could act. Understanding how others perceive a situation enables us to consider how we would approach a person in relation to the situation, such as whether to pressure or support them.

Finally, justifying our point of view encourages us to think through situations more carefully and feel confident that the decisions we make will ensure our own and others' wellbeing.

2.4 Assessing expectations

Everyone goes through times when they feel pressure to achieve certain goals, behave in a particular manner or even look a certain way. These pressures, or expectations, might have a positive influence, and can challenge or motivate us to do our best. However, unrealistic expectations might not be helpful, and could have a negative impact on our thoughts, feelings and behaviour. We create expectations about lots of things from lots of sources. For instance, we may think doing our homework will make us a better student. What about if we wear the coolest new clothes – will we attract more friends? Expectations about behaviour can be different and deemed to be either acceptable or unacceptable in different societies and in different cultural and religious groups.

Expectations and pressure can come from different sources:

- Ourselves: Sometimes the expectations we put on ourselves can be the most unrealistic and hardest to meet.
- Family: Expectations can vary, and might include how we behave or dress, what sort of person we can date, our grades, or what sort of career we choose.
- Peers: Sometimes our friends or partner might expect us to dress or behave in a certain way.
- School: Our school or teachers may expect us to get high grades.
- Religious community: Our religious community sets expectations about our moral values and the way in which we live and behave in society.

Figure 2.5 We receive expectations from a range of people.

- Teammates or coaches: We may experience pressure from our sports club, teammates or coach to participate and do well. They may also expect us to do well academically, regardless of how much time is spent in practice.
- Work: Some managers or employers might set unrealistic goals and targets for our work performance.
- Society: Sometimes society, through media and advertising, expects us to behave in certain ways or to buy certain products.

These expectations may be informal and conveyed by example, such as accepting or not accepting the consumption of alcohol in social situations or the pressure to have a romantic relationship or not. Alternatively, the expectations may be written rules that are strictly enforced, such as a list of behavioural expectations set by a team, family or religious community. We also have expectations for ourselves that might be motivated by a desire to gain the approval of others, to be happy or to achieve something bigger and better. Although reasonable expectations can be a positive pressure in our life, too much pressure can cause us to burn out.

Depending on how much pressure is placed on us, and for how long, expectations can affect us psychologically, socially, spiritually and physically. We may feel down or depressed, experience problems at school or work, such as having difficulty concentrating, losing our appetite, feeling fatigued or not getting enough sleep. Being an individual, even when we are working with others or in a relationship, means making decisions based on what is best for us. This means taking ownership and responsibility for what we do and how we think. ReachOut suggests some ways to help us manage pressure and expectations better (see Figure 2.6).

Talk to someone outside the situation. Talking to someone outside the situation, such as a friend, parent or counsellor, can be a great way to express our feelings. These people are also in a good position to help us identify expectations and work out strategies to deal with them.

Talk to the person setting the expectations. Sometimes a person who is setting unreasonable expectations might be unaware that he or she is putting unfair pressure on us.

Challenge and reset our expectations. Sometimes it can be helpful to rethink our own expectations. This can help us decide if our goals are achievable. A useful question to ask ourselves might be 'What would I suggest to a friend in this situation?'

Have a variety of options for the future. Sometimes expectations are only focused on one outcome and if we do not meet it, we might feel disappointed or that we have failed. We should try to have a couple of strategies for achieving our goals. It might help to talk to someone, such as a friend, family member or counsellor, about different strategies.

Chill out. Sometimes getting some space and a change of scenery can be helpful. Go for a walk, meditate, take time out for prayer, listen to music, read a book or go to the movies. Getting plenty of sleep and exercise can also keep us healthy.

Express our feelings. We should write down our feelings in a journal or private online space to gain some insight into a situation and reduce the power of unrealistic expectations. Expressing ourselves creatively can also help us think about alternative solutions to problems.

Avoid drugs and alcohol. Try not to use alcohol or other drugs, including lots of caffeine or other energy drinks, in the hope of feeling better or forgetting expectations and pressure. The feeling is usually temporary and the effects often make us feel worse.

Source: Adapted from http://us.reachout.com/facts/factsheet/managing-expectations

Figure 2.6 Some ways to manage pressure and expectations better

In particular relationships and situations, we need to examine how expectations may impact on our decisions and actions.

Family

We are not born with a set of values and expectations; we learn them primarily from our parents or the adults who raise us. We learn not only through these adults teaching us, but also by example and by watching and observing. As we grow up, we understand what 'values' and 'expectations' are and we begin to internalise them. However, we also can reject or test those values and expectations as children and young adults for many reasons, from doing so simply to be difficult to doing so knowing that what we are doing is wrong but wanting to see what it is like anyway.

There are two ways that families influence our values and expectations: directly and indirectly. Parents or the adults who raised us directly teach us values. This includes teaching right and wrong, religious or spiritual education, manners to use when interacting with people, and rules. Indirectly, our parents socialise us by example, we watch them interact with others, make choices and determine right and wrong for themselves, and this models a way for us to make decisions and act in similar situations.

Parents' expectations can influence the way that we perceive our own abilities and potential. For instance, if parents have different expectations for how girls, boys or different siblings should behave, we will often internalise these behavioural expectations. Or if their expectations far exceed our ability, it may create anxiety or insubordinate behaviours. The way we respond to our parents' expectations depends on our age and maturity level, as well as our unique skills and limitations.

2.6 DEEP LEARNING

1   In what ways does your family influence your behaviour?

2   Who sets the behavioural expectations in your family? Is it the same person for all situations?

3   Are the expectations of siblings influenced by the experiences of other siblings?

4   If you have brothers and sisters, are the expectations different for boys and girls?

5   Compare your behaviour at school and at home. In what ways are the expectations similar or different?
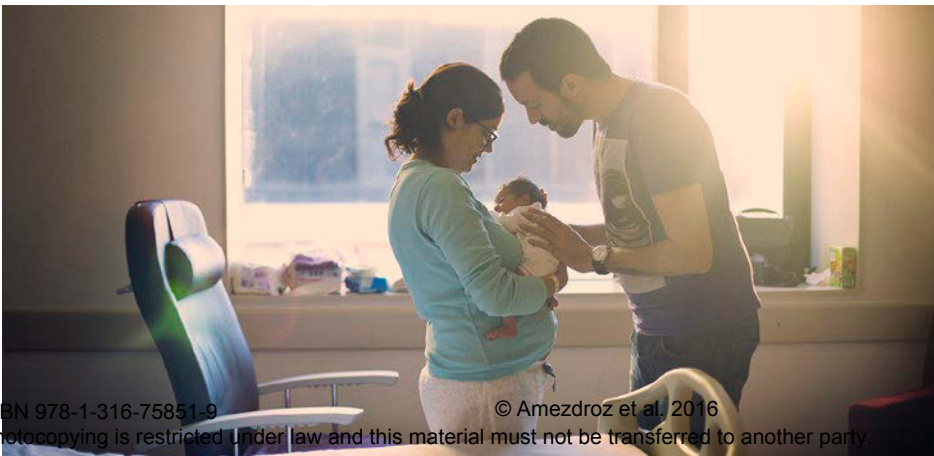
Figure 2.7 From a young age our parents influence our values and expectations.

Peers

While families help us to feel proud and confident of our unique traits, backgrounds and abilities, peers are often more accepting of the feelings, thoughts and actions associated with our search for self-identity. We all need to belong – to feel connected with others and to be with others who share attitudes, interests and circumstances that resemble our own.

Besides close friends, our peers include people we know who are the same age, such as people in our grade, faith community, sports team or community. In our peer groups we have a bit more say or control over rules, expectations and member behaviour. The expectations of our peers can sometimes carry more weight than those of our parents and together we make dozens of decisions every day that influence each other's choices and behaviours. This is often positive – it is human nature to listen to and learn from other people in your age group. The way we dress and act, what we become involved in, and the attitudes we show are all influenced by our peers. Having peers who are committed to doing well in school or to doing their best in a sport can influence us to be more goal-oriented. Peers who are kind and loyal influence us to build these qualities in ourselves. Even peers we connect with online or in movies can be role models. We compare ourselves to our peers as we consider how we wish to be (or think we should be), or what we want to achieve.

Peer pressure

Sometimes the stresses in our life to behave and act in a certain way can actually come from our peers. We may feel that someone our own age is pushing us towards making a certain choice, good or bad. This is peer pressure. They may pressure us into doing something we are uncomfortable with, such as shoplifting, taking drugs or drinking alcohol, taking dangerous risks when driving a car, or having sex when that contradicts our values and beliefs. This pressure may be spoken (e.g. 'Oh, come on – it's just one beer, and everyone else is having one') or more indirect (e.g. simply making beer available at a party).

Peer pressure can also be quite subtle, such as a text or a post on social media. Without actually saying anything, the message is letting us know that we must dress or talk a certain way or adopt particular attitudes towards school, other students, parents and teachers in order to win acceptance and approval. Sometimes we may even find that if we do not act accordingly we can face certain consequences, including exclusion. This 'unspoken pressure' is especially hard to resist, because instead of standing up to a friend, we are standing up to how we feel inside. Unspoken pressure can also come from role models such as our parents, our older siblings, our teachers, our coaches, or celebrities we see in movies and on television.

HPE and science

Using alcohol or drugs increases anyone's chances of giving in to peer pressure. Substance use impairs judgement and interferes with the ability to make good decisions. Alcohol interferes with the brain's communication pathways, and can affect the way the brain looks and works. These disruptions can change mood and behaviour, and make it harder to think clearly and move with coordination.

A powerful negative peer influence can motivate us to make choices and engage in behaviour that our values might otherwise reject. We may risk being grounded, losing our parents' trust, or even facing jail time, just to try to fit in or feel like we have a group of friends we can identify with and who accept us. Most people do not want to risk making others feel bad, but it is important to stand up for ourselves when we do not want to behave in a certain way. We need to distinguish between positive pressure encouraging us to do what our deepest values and conscience tells us is morally right, and negative pressure to go against our deepest values and conscience and do what is morally wrong.

2.7 DEEP LEARNING

Theo is new in a school and really wants to fit in. He is at a party that involves drinking and his friend is trying to hook him up. He is not sure what to do.

1   What is a consequence of either hooking up or not hooking up?
2   Do the expectations of your peer group influence how you behave? Discuss.
3   Are there any stated rules for your peer group? If so, what are they?
4   Are there rules that are not stated but understood? What are some examples?
5   Examine the reasons why peers pressure peers.

Relationships

The term 'intimate relationships' refers to close friendships that we establish with people with whom we feel a special close bond based on love, trust and mutual attraction. Usually there are a limited number of such people who we would regard as close friends in this sense. Sometimes we may feel a special attraction to one other person, including a sexual attraction. We may come to regard this other person as a boyfriend or girlfriend or as a partner in some sense. When we are attracted to another person in a sexual way we need to make decisions about our close relationship with that person based on our cultural and religious beliefs and moral values about sexuality and intimate sexual behaviour.

For different people different beliefs, values and traditions inform when and how intimate or committed relationships of the romantic kind are negotiated. For some people this is solely within the confines of marriage. Whether we embark on a relationship of the romantic kind now or later in marriage, we must be able to talk about our and others' expectations, it is important to know what we want in a relationship. Some of the qualities of healthy relationships can be trust, honesty, affection and respect. Once we know what our expectations are, we can look and see what we are willing to compromise on. Expectations can lead to big decisions (e.g. Do we want to be in a same-sex relationship? Do we want a sexual relationship? Do we want to go out with an older or younger person?) If our expectations are not being met or shared by our partner, it might be time to reconsider whether we want to stay in the relationship.

ReachOut offers some tips to help us consider our decisions and actions in a relationship (see Figure 2.8).

1	2	3	4
Write down a list of your concerns.	Talk to someone not involved in the situation.	Think about areas where you are willing to compromise.	Think of a time and space where you can talk about your relationship calmly and openly.

Figure 2.8 It is important to think about our decisions and actions in a relationship.

Relationships Australia highlights that people often get very emotional and angry when they see their partner has different values, beliefs or expectations from their own. We all need to understand and accept that between any two people there will be differences in ideas and expectations and, at times, conflict and strong expression of feelings. Our relationships can actually become stronger if we talk about these differences. We need to find out that differences are always going to be part of the relationship and that issues might have a solution if they are discussed more.

DEEP LEARNING

2.8

1   What exactly do you want in a relationship and what is important to you? Write a list of the things you are looking for in a relationship and underline the things you will not compromise on.

2   List the people who have influenced your values, beliefs and expectations about relationships. Describe the positive and negative influences for each person.

3   Read the following scenario and determine the concerns for each person:

'My girlfriend and I have been dating for a month. I wanted to have sex with her and I told her I was thinking about it. Yesterday my parents left for the weekend and I asked her to come over. She said she was uncomfortable about coming over and I felt a little annoyed. She told me she did not want to lie to her parents and that she had been brought up to believe that sexual intimacy belonged within a committed marriage relationship.'

Have both people in this relationship expressed their feelings and listened to the other's feelings? Has either person compromised their values, beliefs or expectations?

CHAPTER REVIEW

- During puberty adolescents experience personal, physical and social changes.

- Personal changes include the shift from concrete thinking to abstract thinking, which can help us solve real-life problems and situations.

- Social changes include adolescents seeking more independence from family and moving towards creating friendships with others.

- Development during adolescence is influenced by our interaction with peers and family.

- Roles may change and responsibilities increase during adolescence.

- Managing change and emotion is an important part of becoming an adult.

- Problem-solving and coping skills are important factors in managing change and dealing with new emotions.

- Health services and information are available, but we should make sure the service is right for our needs and that the information is credible.

- There are some skills we can try to develop in order to communicate our decisions more clearly to others.

- When trying to get our viewpoint or opinions across, we must do so honestly and in a way that avoids fights and arguments.

- When expressing our opinions, we should also show that we are listening and appreciating others' opinions.

- Assertive communication reassures the opposing party that we want to avoid conflict while being firm in our stance.

- Contingency plans help us to respond better to unexpected events.

- Expectations may come from various places, so we need to assess how each expectation impacts our own decisions.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Refusal skills should be used to:
   a avoid doing homework
   b avoid participating in high-risk activities
   c avoid training
   d avoid a night-time curfew

2 When we use our refusal skills, our body language should:
   a match the intent of our words
   b look nervous to avoid questions
   c be slumped with eyes to the ground
   d be used to distract the person from what we are saying

3 What is the best style of communication to use when making decisions about sexual limits and boundaries?
   a assertive
   b passive
   c passive-aggressive
   d aggressive

4 An 'I' statement:
   a should be followed by criticism of others' viewpoints
   b should be used to avoid listening to others' viewpoints
   c is one way we can give valuable information about how an event or situation affects us
   d should be used to blame someone else for an issue

5 SOLER is an acronym used to assist body language and means:
   a stand, open, lie, eye contact, rest
   b stand, options, lean, eye contact, rest
   c squarely, options, learn, eye contact, relaxed
   d squarely, open, lean, eye contact, relaxed

6 Contingency planning aims to:
   a prepare us to respond well to an emergency or unplanned event
   b let everyone know what we are doing
   c inform the police of risky situations
   d stop people drinking

7 Considering other people's viewpoints provides an opportunity to:
   a consider consequences or alternatives that may not have been thought of otherwise
   b gather your own thoughts about a situation
   c make people feel important in a conversation
   d argue about each other's viewpoints before deciding on an outcome

8 The Awareness Wheel helps us determine our and others' stand on an issue by considering:
   a likes and dislikes
   b what we see, hear, feel and smell
   c our senses, thoughts, feelings, wants and actions
   d what others think

9 Behavioural expectations:

  a are the same for all peer groups

  b are the same across cultures

  c are easy to ignore

  d can be different and deemed to be either acceptable or unacceptable

10 One important quality of a healthy relationship is:

  a one person makes all the decisions

  b open and honest communication

  c one person tells the other how to dress

  d one person gets jealous

SECTION B – Short-answer questions

1 Explain why the way we behave in challenging and unsafe situations is unique for everyone. Describe the communication skills we can develop to deal with these situations.

2 Practise using the communication skills at home, at school and with your peers. Keep a journal of your experiences and appraise the effectiveness and ineffectiveness of your decisions and actions.

3 Examine how the behavioural expectations of your family, peers and teachers are similar and different.

4 Compose a list of support services that provide information and assistance to deal with relationship issues or conflict.

5 Select one article from a newspaper and write your thoughts, beliefs and opinions about the writer's point of view.

SECTION C – Higher order thinking (HOT) questions

1 Evaluate the impact of poor communication skills on your capacity to make safe decisions.

2 Read the 'Schoolies Survival Tips' on the Red Frogs Australia website to determine one unsafe or challenging situation that a schoolie may experience. Develop a contingency plan that could be implemented by a schoolie in this situation.

03 Looking out for each other

By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours**. **They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.** Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. **They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.** They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Organise your thinking

In order to stay safe, we need to look out for each other. We need to be aware of our surroundings and be alert to what is going on around us. When situations arise, we need to have some strategies ready to deal with those events.

Making connections

- What influences our behaviour?
- Why do we need to stay safe?
- What strategies can we develop to maintain safety for ourselves and our peers?

3.1 Peers, adolescence and safety

adolescence the period following the onset of puberty during which a young person develops from a child into an adult

harm an exposure to a situation where there may be a chance of loss, injury or hazardous outcome

stereotype a conventional image or oversimplified opinion or conception

For decades, researchers have suggested that **adolescents** were involved in hazardous activities, such as dangerous driving, violent behaviours, unsafe sexual activities or substance misuse, because they perceived that they were immune to **harm**. Adolescents typically have been represented as being unable to make effective judgements about harm and consequences, because they are too heavily influenced by their peers, are immature or lack knowledge and experience. Therefore, they were viewed as being unable to predict the consequences of their actions. There is a long-held **stereotype** that indicates that adolescents are unaware, inattentive or are not concerned by the potential harms of engaging in risky behaviours.

However, most adolescents do not see themselves as invincible. Recent research suggests that the reality is quite the opposite. Adolescents typically overestimate the probabilities of harm occurring through involvement in risky activities. Recent brain development research by investigators, such as prominent psychologist Laurence Steinberg, has shown that an adolescent's capacity to reason logically is little different from an adult's. Research suggests that adolescents tend to weigh up hazardous situations in terms of perceived benefits and immediate rewards (e.g. 'What's in this for me?', 'Will my friends approve of this?'). Fitting in, being part of a group or having a sense of belonging is essential for many, but not all adolescents. Feeling connected with other like-minded peers provides a shared connection with others.

ecological refers to the complex relationships between the individual and their environment

model an example to represent or show a pattern
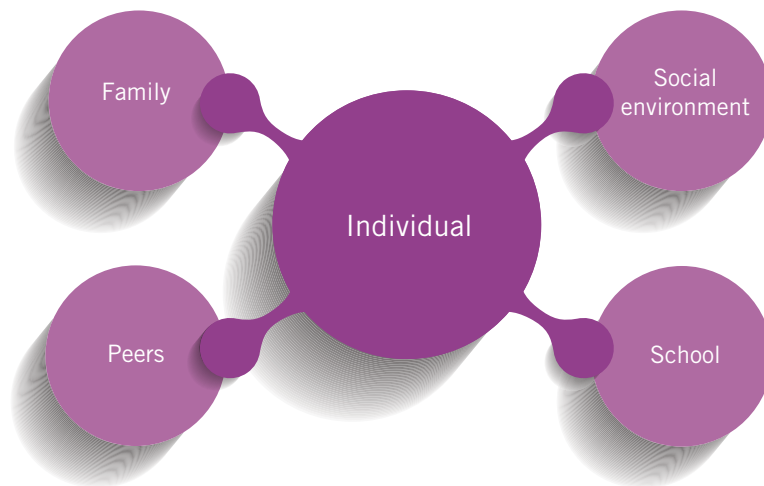
Figure 3.1 An **ecological model** of hazardous situations

Source: Adapted from Blum et al., 'Vulnerability, Risk and Protection', *Journal of Adolescent Health*, vol. 31S, 2002, pp. 28–39

How we respond to possible dangers forms part of a complex relationship between a range of different factors. Our peers, our access to healthcare, our connections to our faith community, our religious beliefs and practices: each of these factors assists us to develop in how we consider harm. Our social environment, such as our level of schooling, the individuals we view as role models, our access to healthcare, our religious beliefs and practices, and the media, has strong influences on our decision-making.

POOCH: Problem, options, outcomes and choices

The POOCH model is an effective way to think about a variety of situations. It helps us to make decisions, solve problems and reach some conclusions about problems that we might face.

P	Problem	What is the problem you are trying to deal with?
O	Options	What are some options you might choose to solve this problem?
O	Outcomes	What are the outcomes to each of the options you have considered?
C	Choice	Make a choice of the best option for your problem.
H	How	How did it go? Reflect on the problem, the option you chose and the outcome.

Using the POOCH model provides us with a framework to consider different solutions to a problem. It allows us to consider a range of alternatives and their potential consequences. The next step requires us to choose the most effective alternative. The model also enables us to reflect on the process and what might have been the most effective solution.

Consider this example. I want to purchase a new smartphone, but I have a limited budget and want to find the best phone to suit my needs. I could use the POOCH model to help me make a decision.

The POOCH model

The **problem** is that I have limited funds to purchase my phone.

The **options** that I might have include: saving up some more money; buying a less expensive phone with reduced features; buying a superseded model; borrowing some money to make the purchase.

The **outcomes** of these options might include: delaying my purchase to get the phone that I really want; not being happy with my purchase, because it doesn't suit my needs, or have the features that I want to use; buying a model that will become obsolete faster than a new phone with the latest features; paying off a loan to my parents will take a long time, especially as I have just lost my part-time job.

The **choice** that I make is that I find a new part-time job and save up some more money for the smartphone that I really want.

How did it go? That choice was a great one, as I was able to purchase a newly released phone after six additional months of saving. It was the phone that I had always wanted.

| Problem | Options | Outcomes | Choice | How did it go? |
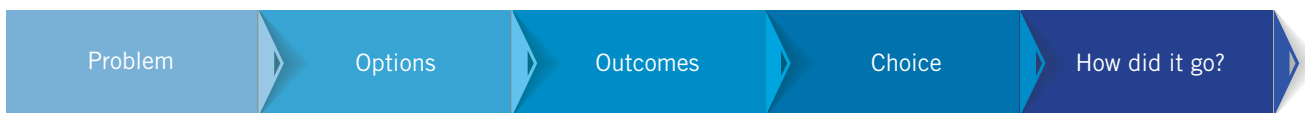
Figure 3.2 POOCH is a useful problem-solving model.

3.1

DEEP LEARNING

1   Brainstorm the range of influences on adolescent behaviours.

2   Develop a list of potential situations a group of adolescents may experience at a party.

3   Construct a concept map of strategies that you could use to stay safe at a party hosted by your friend.

4   In a group of four, investigate one of the scenarios below using the POOCH model template. Present your findings using Prezi or other presentation tools.

   a   Some friends are really pressuring Chris to attend a party with them on Saturday night, but his parents want him to go with them to dinner at their friends' house. Chris would really like to go to the party because a girl he likes is going. What should Chris do?

   b   Alice went to a party on the weekend. She met a new boy who she really liked and sent a text message to her best friend telling her all about the fun she had with him at the party. On Monday at school, there were lots of stories about what she may have done with him over the weekend. What should she do?

   c   Ahmed enjoys his friends' company but many social events on the weekend involve alcohol or unsupervised interaction, and he often feels isolated and left out from the group. How can Ahmed be included in his friends' social activities but still remain faithful to his personal and families' expectations?

   d   One of your friends is having a hard time coping at the moment. There are problems at home and school is not very easy for them. A really close friend has just moved away to another city. Your friend has been falling behind and missing lots of school because they have been 'sick'. Consequently, their grades are dropping and they are clearly not coping with the demands made of them at the moment. What can you do?

   e   Some of your friends have been arguing all week at school, over a girl. You overheard one of them talking about her with your friends and he said that he would 'sort things out' at the party on the weekend. You know one of your friends in the argument has a violent temper and has quite often been involved in heated situations at school and has been involved in fights with others on the weekends. What should you do?

P	O	O	C	H
Problem	Options	Outcomes	Choice	How
What is the problem?	What might be done?	Possible result for each option	What option will I go with?	How did it go?
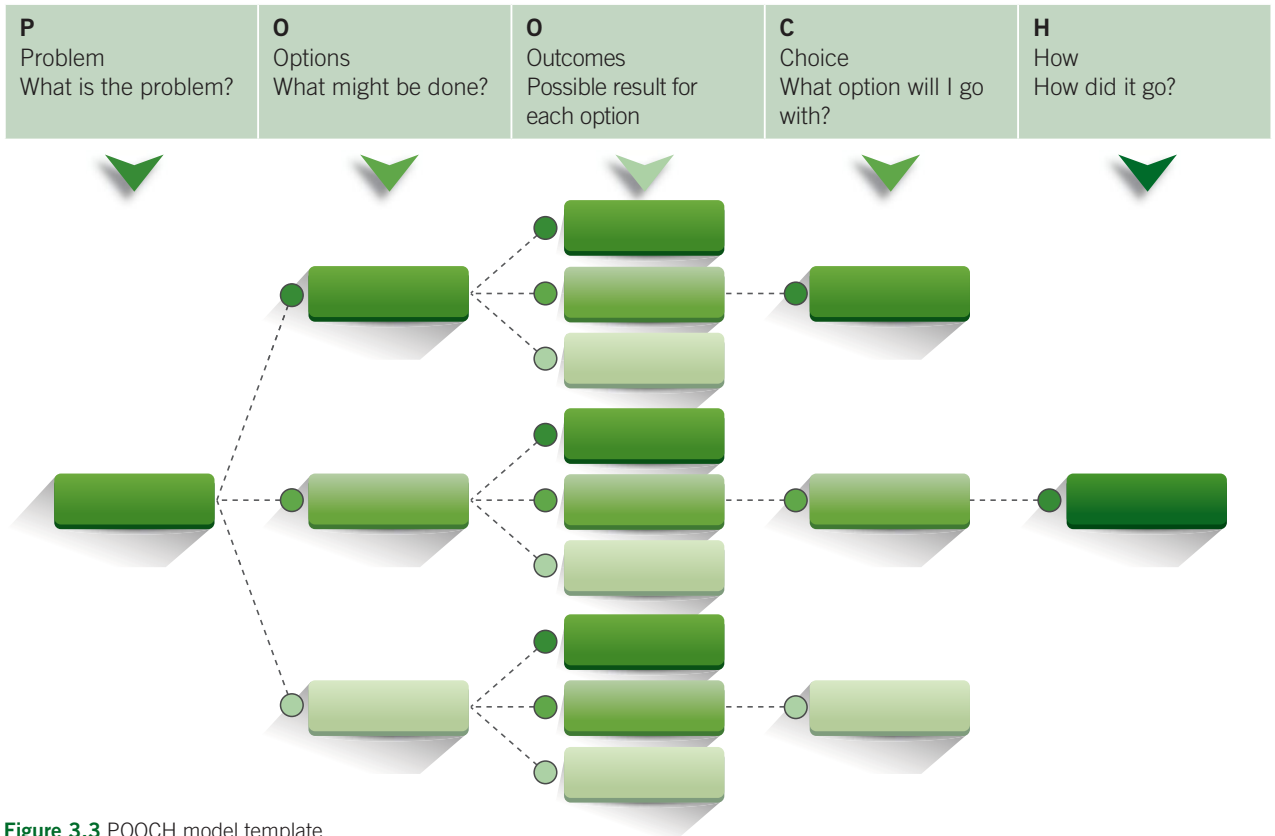
Figure 3.3 POOCH model template

CASE STUDY **3.1**

In pairs or small groups, study the following Facebook status updates and propose possible solutions to each problem. Use the POOCH model to guide your discussion. After you have discussed the scenario, develop a role play, create a stop-motion movie or conduct an interview to outline your most effective solution to the problem.

5 hours ago

Can't wait for the party after the Sharks footy club grand final!!! I know soooooo many people going, so it will be AWESOME! The footy club put the party on their Facebook page, so it's gonna be HUUUUGE.

15 likes 4 comments

4 hours ago

With some friends at my parents' house before we go to the footy club. So EXCITED the sharkies won!

7 likes 2 comments

 3 hours ago

Our parents are with us at the footy club. Having an awesome time. Can't wait for the team to arrive so we can congratulate them on the big win.

10 likes 3 comments

 2 hours ago

People are getting pretty rowdy as the celebration gets into full swing. Some people from the other club (who were not invited) are arguing over the final result.

7 likes 3 comments

 1 hour ago

Fights are breaking out as more supporters from the other team are arriving. This is getting really ugly!

6 comments

 Just now

Where did these people come from!? I hardly know anyone here now. Things are getting super intense. I almost got hit in the face!! OMG!! I can hear sirens a few streets away … I think someone has called the cops. I kinda want to go home.

5 likes 5 comments

Questions

1 Identify some of the potential issues that might occur during the party.

2 Predict a likely action from each issue as it developed at the party and rewrite the status updates.

3 Construct a set of rules that assist you to stay safe at a party.

4 Create a safe strategy for one of the problems that the Facebook writer experiences at the party, using the POOCH model.

5 Support your proposed safe strategy with some evidence from your discussion.

HPE and science

The human brain undergoes considerable development during adolescence. Researchers believe that impulsive behaviour, often evident in adolescence, is associated with immature development of the prefrontal cortex region of the brain. Risk-taking behaviours are also often associated with increased activity in the accumbens area of the brain. These neural systems undergo significant changes during the period of adolescence.

3.2 Responding to emergencies

We can find ourselves involved in an emergency situation at any time. This might occur on the journey to school in the morning, on the bus on the way home, or waiting for a flight to depart from the airport. It may happen at a weekend sporting activity, or even at the dinner table with your family. One of your friends might be hurt and collapse after an incident at a party. You need to be able to review the scene quickly, make fast decisions and act promptly.

Sudden cardiac arrest

The National Heart Foundation estimates that over 30 000 people are impacted by a sudden cardiac arrest (SCA) each year in Australia. SCA is an extreme emergency situation, often resulting in death. Time is critical to the chances of survival, so prompt and decisive action is important.

An SCA takes place when there is sudden disruption to the normal heart rhythm. This dangerously diminishes the heart's capacity to pump blood to the vital organs, such as the brain. Often a person who has an SCA shows no prior symptoms or warning signs. An SCA can happen to anyone, young or old, at any time. How we respond could mean the difference between a person surviving or dying suddenly.

There is a critical **chain of survival** that must occur quickly. This chain of survival is a series of steps that can be begun by anyone at the scene of a medical emergency such as an SCA. It is also important to remember that any attempt at cardiopulmonary resuscitation (CPR) is better than no attempt. A cardiac arrest patient's survival increases for each link of the chain that is enacted. The chain of survival includes:

chain of survival a series of steps that link together to enhance a patient's survival

- recognition of the cardiac arrest
- early access to emergency care
- cardiopulmonary resuscitation (CPR)
- **defibrillation**
- advanced life support by paramedics
- definitive care.

defibrillation use of an artificial external defibrillator that provides electric shock to the heart muscle to restore the normal rhythm and contractions of the heart
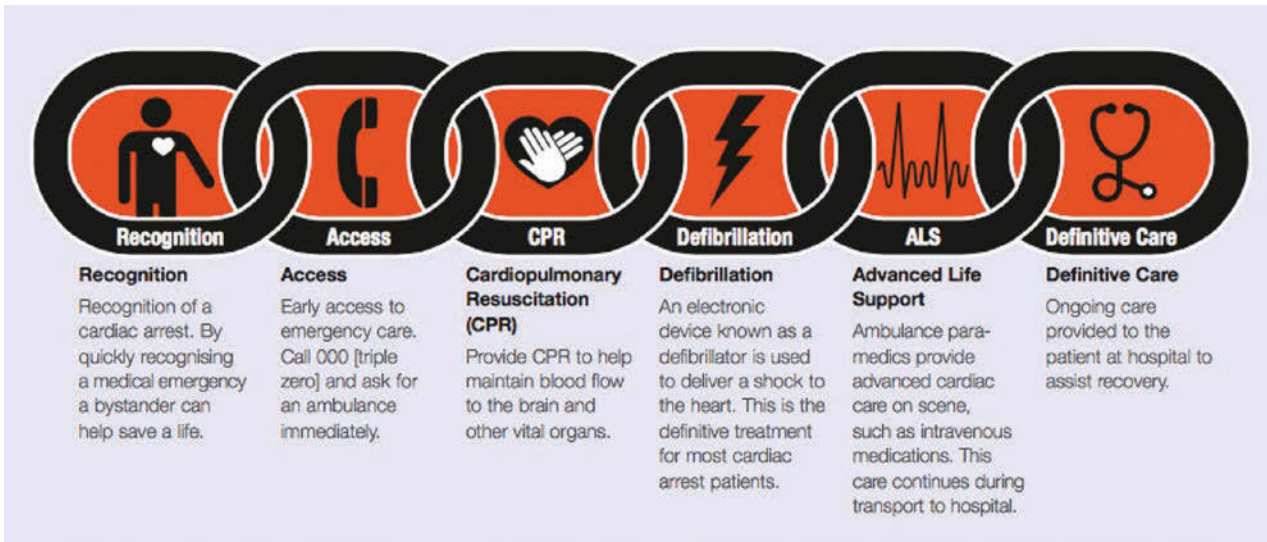
Figure 3.4 The chain of survival

Source: Ambulance Victoria, *PillowTalk*, Melbourne, 2012

⚗ HPE and science

Sudden cardiac arrest (SCA) is an unexpected condition when no pulse occurs. It occurs when the mechanical activity of the heart stops. It is usually caused by ventricular fibrillation, a disruption to the heart's electrical activity. When an SCA occurs, blood flow is severely restricted to the heart muscle itself, the brain and the rest of the body. The person suddenly collapses. The victim of the SCA is clinically dead, unless some immediate action is taken.

Cardiopulmonary resuscitation

Cardiopulmonary resuscitation (CPR) is a combination of chest compressions and mouth-to-mouth or mouth-to-nose rescue breathing. These techniques assist to maintain circulation of blood and oxygen to the heart and to the brain of the person who has experienced a sudden cardiac arrest.

The steps of CPR are summarised by the letters DRSABCD. These letters represent the different steps in CPR:

- Danger
- Response
- Send for help
- Airway
- Breathing
- CPR
- Defibrillation.

Call Triple Zero (ooo) in an emergency
Ask for ambulance, stay with the person and resuscitate

1 Check for Danger

Ensure safety for yourself, bystanders and casualty.
If safe, remove casualty from water as soon as possible.

2 Check Response

Can you hear me?
Open your eyes.
What's your name?
Squeeze my hand.

3 Send for help NOW call triple zero (000)

Phone for an ambulance.
Remain calm while answering the questions:
- exact location of the incident
- phone number you are calling from
- what has occurred.
Follow the instructions from the ambulance service.

4 Clear Airway

If water or vomit is present in mouth, roll casualty on side, tilt face downwards and clear mouth with your fingers.

5 Check for normal Breathing

Look and feel for rising and falling chest.
Listen and feel for breath sounds.
If the casualty is not breathing normally, commence resuscitation.

6 Start Compressions

Adults – place heel of hand in centre of chest. Place other hand on top of first.
Children 1 – 8 years – place heel of hand in centre of chest.
Infants <1 year – place 2 fingers in centre of chest.
Compress 1/3 depth of chest.
Compress 30 times.

7 Position the airway

Adults and children – tilt head backward. Place one hand on the forehead and use the other hand to lift the chin.
Infants <1 year – do not tilt head. Place one hand on the forehead and use the other hand to support the chin.

8 Start breaths

Adults and children – seal nose and give 2 breaths into mouth.
Infants <1 year – give 2 breaths into mouth and nose.
Watch for chest to rise.

9 Repeat breaths & compressions

Repeat 30 chest compressions and 2 breaths.
Continue until ambulance arrives or casualty regains consciousness or it becomes impossible for you to continue.

10 Attach a Defibrillator as soon as available. Follow the prompts

If casualty shows signs of recovery, roll onto side and check if they are breathing.
Reassure the casualty and bystanders.

Learn first aid. Contact www.ambulance.qld.gov.au or 13 QGOV (13 74 68).
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Queensland Government

Figure 3.5 The steps to effective cardiopulmonary resuscitation

Source: Queensland Ambulance Service, 2015

Patient	Compression: Breath ratio	Compressions per minute	Depth of compression	Compression applied	Position of compression	Head tilt
Adult	30:2	100–120	1/3 depth of chest	2 hands	Centre of chest	Maximum
Child	30:2	100–120	1/3 depth of chest	1–2 hands	Centre of chest	Maximum
Infant	30:2	100–120	1/3 depth of chest	2 fingers	Centre of chest	No head tilt

Table 3.1 Rates for cardiopulmonary resuscitation

DEEP LEARNING

3.2

1   Make a list of emergency situations where CPR might be important for survival.

2   Go online and search for a website that allows you to test your readiness and time yourself as you respond in some interactive emergency situations. What can you do to most effectively manage each emergency?

3   When calling Triple Zero (000) in Australia, you will need to provide certain information. What information do you think the operator might require in order to most effectively assist you? They will direct your call to other emergency services after you relay all the information.

4   Using a CPR mannequin, or pillows to represent the chest of the patient, practise cardio-pulmonary resuscitation, following the DRSABCD steps. Take turns to apply the correct procedures. Get your partner to evaluate your technique, by watching the rise and fall of the chest, checking the depth of compressions and timing the rate of your compressions.

5   Develop a role play using the following scenario, applying your knowledge of emergency procedures. Imagine that you are at the local swimming pool when you notice an infant floating face-down in the learn-to-swim pool. The mother is nearby, but has briefly lost sight of her toddler. She suddenly sees her floating in the pool and begins screaming for help. What should you do?

Figure 3.6 Emergency situations can occur unexpectedly. How could you respond?

CASE STUDY **3.2**

You are returning home from the movies on a rainy night with your older brother, when you witness an accident. Your brother takes action to avoid the accident, then he parks the car. You are both shocked at what you have just witnessed.

You saw the car leave the road and collide with a tree, before coming to rest in the middle of the road. You notice that the driver is slumped at the wheel, not moving. There are a number of other passengers in the car and they are not moving, either. Traffic has begun to bank up at the scene, but you are the first people to actually arrive at the accident.

The rain continues to fall and is getting heavier. You check the driver and he is not responding and he doesn't seem to be breathing. Two other passengers seated in the rear are screaming out in pain. They seem to be trapped in the wreckage. The other passenger in the front seat is unconscious and it is difficult to tell whether they are breathing or not. They are bleeding from a wound on the head.

The scene is becoming more chaotic as more traffic starts to enter the area. There is a strong smell of petrol, which has been spilt on the roadway from the car's ruptured fuel tank.

Questions

1 What do you do first? Why?

2 What hazards can you identify in the scenario?

3 How can the scene be made safer?

4 Who would be the first patient you would attend to?

5 How can you assist the ambulance and other emergency services crews that begin to arrive?

Did you know?

Automated external defibrillators (AEDs) can be found in shopping centres, emergency vehicles, airports, hotels, some schools and other public places.

3.3 Supporting young people in the community

Life always has its ups and downs. Parents, school pressures, relationship issues and other problems can sometimes become too much. It is great to care for and look out for each other, but it is also important to look out for ourselves. Each of us relies on our friends and family to make us laugh, give some advice, inspire us or just talk through problems or issues.

We all have basic but essential needs. Abraham Maslow (1908–1970) was a psychologist who developed a theory concerning a hierarchy of human needs. These include basic biological and

physiological needs, as well as safety, and the need for love, affection and belonging, which lead to improved self-esteem and self-fulfilment.

To meet these specific needs, it is sometimes necessary to seek some additional advice outside our network of family, friends and contacts. Who can we turn to for trustworthy and reliable information? What services can we access? Where are they located? How do we get access?

health literacy the knowledge, motivation and competencies of individuals, as consumers, to access, understand, appraise and apply health information

These questions are related to our **health literacy**. Health literacy enables us, as consumers, to make effective decisions and take appropriate action for our own and others' health and healthcare. We make these decisions and take action based on information that is available to us. The action that we take and the decisions that we make are fundamental to the safety, quality and effectiveness of basic healthcare.

Figure 3.7 Friends can provide a support network for you when you need help or advice.

DEEP LEARNING

3.3

1   Identify who the target audiences are for emergency readiness websites.

2   Examine the services offered and promoted, the information given and the range of support available for each of the specific target audiences.

3   Explain the appropriateness of these services for you and your peers.

4   Organise these services in order of accessibility for everyone in your community. You may need to survey a number of your peers to develop this ranking.

5   Recommend any changes that could be made to these websites in order for them to be made more accessible to you and your peers.

Support for alcohol and substance abuse	Support for food and nutrition
• Better Health Channel (Victoria) • Be the Influence • Drug Info Clearinghouse • Australian Drug Information Network • Youth Substance Abuse Service (YSAS)	• Cancer Council NSW • Nutrition Australia • National Heart Foundation • Better Health Channel (Victoria) • HealthInsite • Health Department in various states
Support for health benefits of physical activities	**Support for safety**
• Department of Health • Physical Activity Australia • Australian Sports Commission • KidsHealth • Local parks/gymnasiums/sports centres/health clubs	• Red Cross • St John Ambulance • Hepatitis C Council of Victoria • GP Helpline • State Emergency Services • Salvation Army
Support for mental health	**Support for relationships and sexuality**
• YouthBeyondblue • Lifeline • KidsMatter • Headspace • MindHealthConnect • HealthInsite	• Kids Helpline • Centre Against Sexual Assault (CASA) • Eheadspace • Family Planning Australia • BetterHealth • MensLine • Relationships Australia • Safe Relationships

Table 3.2 A range of community support services for young people

DEEP LEARNING

3.4

1   Review the availability of health information resources to meet the needs of the following:

   a   Aboriginal and Torres Strait Islander young people

   b   Students from different ethnic groups

   c   Young people with disabilities

   d   At-risk youth and homeless individuals

   e   Another group of young people of your choice

2   Identify the specific health needs of one of the groups of young people listed above.

3   Choose one of the agencies and match the information provided to the specific needs of that group of young people.

4   Survey an agency, by reviewing their information provided and the services provision for those young people with special needs.

5   Judge how accessible and appropriate these resources are to meet the needs of these specific groups within the community. Recommend how the services could be improved.

Figure 3.8 Appropriate websites can provide credible health information.

3.4 Blood, safety and physical activity

Have you ever wondered why a footballer has been removed from the field of play following a collision or an incident that had led to a bleeding wound? The player is removed from the field to clean up any blood spills to avoid infection and eliminate potential infection to other players.

blood-borne virus a virus that is found in blood

blood rule when an athlete receives an open wound, is bleeding or has blood on them or on their clothes, they must immediately leave the playing area to receive medical attention

The blood of an infected player may contain a number of harmful viruses, such as hepatitis B, hepatitis C and HIV (human immunodeficiency virus). Players can be exposed to infection by these **blood-borne viruses** during participation in sport through blood-to-blood contact as a result of open wounds and broken skin.

The risk of infection from blood-borne viruses is very low when playing sport. However, infection is still possible. Sports Medicine Australia's **blood rule** states that when an athlete receives an open wound, is bleeding or has blood on them or on their clothes they must immediately leave the playing area to receive medical attention.

The enforcement of the blood rule can overcome infection in three simple steps:

- Stop the blood flow.
- Dress the wound appropriately.
- Clean up the blood spill.

Stop the blood	• Leave the field
Dress the wound	• Clean and dress the wound
Clean up the blood	• Clean up the blood spills
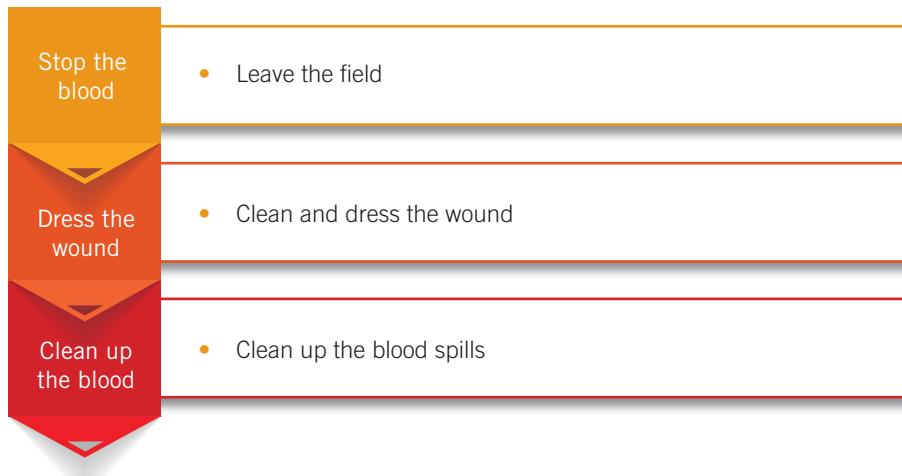
Figure 3.9 Infection can be minimised in sport by following three simple steps.

According to Sports Medicine Australia, all sports, at all levels of play, should implement blood rules. Sports Medicine Australia suggests the following:

- A player who is bleeding or who has blood-soiled clothing must immediately leave the field of play or court and seek medical attention.
- Any bleeding must be stopped, and the injury or wound appropriately dressed with a bandage.
- Any blood on the player's body must be cleaned off, prior to them returning to play.
- All play in the game should stop until all blood spills are cleaned.
- Anyone providing treatment to the bleeding player should wear disposable latex gloves.
- Hands should be washed with soap and water immediately after the gloves are removed after treatment.
- Any towels, wipes or bandages soiled by blood should be placed in a container and discarded or destroyed in a hygienic manner.
- It should be assumed that all blood spills are potentially infectious.

DEEP LEARNING

3.5

1 Identify another sport besides football and list events where a blood rule has been enacted to reduce the chance of infection from blood-borne viruses.

2 Develop a flow chart, listing the steps to avoid infection from blood-borne viruses.

3 Research and review the blood rule policy in the sport or physical activity you are currently participating in. If no procedure exists, draft a policy for that activity. Search the national or state sporting body websites as a starting point.

4 Hold a debate to argue that the blood rule actively discriminates against players who may have tested positive for HIV, hepatitis B or hepatitis C. Have half the speakers for and half against the blood rule.

5 Devise a presentation, using a Web 2.0 tool, that aims to reduce the chances of infection by blood-borne viruses, during participation in sport or physical activity.

CHAPTER REVIEW

- Adolescents typically have been represented as being unable to make effective judgements about harms and consequences. In theory, this is because they are too heavily influenced by their peers, are immature or lack knowledge and experience

- Recent research suggests that, in reality, adolescents typically overestimate the probabilities of harm occurring through involvement in risky activities.

- How we respond to possible dangers involves a range of different factors, and has strong influences on our decision-making. These include: our social environment, level of schooling, individual role models, access to healthcare, religious beliefs and practices, and the media.

- Problem-solving frameworks, such as POOCH, allow us to weigh up potential solutions to problems. It allows us to consider a range of alternatives and their potential consequences.

- We can find ourselves in emergency situations at any time, and we need to be able to review the scene quickly, make fast decisions and act promptly.

- Sudden cardiac arrest (SCA) is an extreme emergency situation, often resulting in death.

- An SCA takes place when there is sudden disruption to the normal heart rhythm, which dangerously diminishes the heart's capacity to pump blood to the vital organs, such as the brain.

- A chain of survival is a series of steps that can be begun by anyone at the scene of a medical emergency, such as an SCA.

- Cardiopulmonary resuscitation (CPR) is a combination of chest compressions and mouth-to-mouth or mouth-to-nose rescue breathing.

- We should care for and look out for each other, but it is also important to look out for ourselves.

- We all have basic but essential needs, such as love, affection, a sense of belonging and feeling safe. When these needs are met they lead to improved self-esteem and self-fulfilment.

- To meet these needs we sometimes need to seek additional advice outside our network of family, friends and contacts.

- Health literacy enables us to make effective decisions and take appropriate action for our own and others' health and healthcare, based on the information available to us.

- Bleeding wounds which occur during physical activities like sport can expose players to the risk of blood-borne viruses.

- Sport Medicine Australia's blood rule states that when an athlete receives an open wound, is bleeding, or has blood on them or on their clothes they must immediately leave the playing area to receive medical attention.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Influences on harmful behaviour are determined by:

  a alcohol

  b ecological factors

  c brain development

  d your own school's rules

2 The National Heart Foundation suggests that sudden cardiac arrest (SCA) impacts:

  a 150 people each year

  b 500 people each year

  c 10 000 people each year

  d 30 000 people each year

3 The acronym POOCH describes:

  a a problem-solving model

  b an app for your mobile phone

  c a prompt to remember your password

  d a series of steps in an emergency response procedure

4 The chain of survival is an important immediate response to SCA. It represents:

  a the importance of defibrillation

  b a response from emergency services

  c sending for help if you do not know what to do

  d links to different steps that assist a patient to survive

5 Ventricular fibrillation is best described as:

  a localised chest pain

  b a disruption to the heart's electrical activity

  c an emergency response step necessary for the survival of the patient

  d an artificial external device administered by ambulance officers and paramedics

6 The emergency number to call in Australia is:

  a 19

  b 000

  c 1800

  d 1300

7 The first D in the acronym DRSABCD stands for:

  a danger

  b danger to the patient

  c danger to you and the patient

  d danger to you, the patient and other bystanders

8 Health literacy is best described as:

  a visiting a specialist doctor

  b reading health information in a brochure

  c involving the wider community in healthcare

  d making decisions and taking action about health issues after reviewing appropriate information

9 Safe blood rules are most relevant in:

  a contact sports

  b non-contact sports

  c safe behaviours, such as wearing gloves

  d any physical activity where there is the likelihood of bleeding wounds

10 Blood rules are designed to:

  a eliminate HIV from sport

  b keep people out of sport who have diseases

  c protect participants from blood-borne viruses

  d restrict the speed of game play by allowing stoppages to occur

SECTION B – Short-answer questions

1   Explain why danger and how we behave in potentially harmful situations is highly personalised. Describe the factors involved in how we might react in these situations.

2   Compare rates of survival of SCA, with early defibrillation and no defibrillation. Explain why emergency services are campaigning for more access to AEDs in the community.

3   Critically analyse the 'ecological model' of hazardous situations (Figure 3.1), using specific examples from your own experiences.

4   Create a list of support services you might consult in the next 10 years. Discuss how your needs might change over that time period.

5   Describe how health literacy has impacted your health and wellbeing.

SECTION C – Higher order thinking (HOT) questions

1   Evaluate the importance of 'looking out for each other'.

2   Create one strategy that could ensure you and your peers' safety at a party. Justify the choice of your strategy.

04 Healthy and safe choices

Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)

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By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours**. **They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.** Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. **They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.** They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Organise your thinking

Our capacity to make healthy and safe choices is influenced by a range of external factors. How we respond and make decisions about these choices is often determined by our ability to interpret and evaluate these factors.

Making connections

- What influences our decisions and actions about our health and wellbeing?
- How do different factors shape our responses?
- Which choices will impact on our own and others' health and wellbeing?

65

4.1 Decisions, decisions …

We are constantly bombarded by advertising, in the print and digital **media** and elsewhere. Advertising is aimed at marketing products and services to us, trying to encourage us to purchase, sample or trial those products or services. Many advertisements endorse products that directly impact on our health, safety and wellbeing.

media means of communication and transmission of messages to an audience

belief a trusted or accepted opinion

ethnicity a group of individuals sharing common social and cultural traditions or characteristics, including a common language and customs

culture the beliefs, values, traditions, customs and behaviours that give meaning to the lives of a group of people passed on from one generation to another

identity individual characteristics that establish or indicate who or what someone or something is

Advertising is only one of the influences that impacts on us and our health behaviour. Our connection to social media impacts on our individual preferences, our peer group, our friends and family. A range of environmental factors, such as the place where we live and our surroundings in rural, urban or remote settings, have an influence on us as individuals. Cultural influences, including our religious **beliefs** and traditions, **ethnicity** and life experiences, are also important factors that impact on our health, safety and wellbeing.

It is important to understand that these personal, social, cultural and environmental factors are interrelated. There is no clear boundary that distinctly separates each of these factors. For example, our personal likes and dislikes impact on our social network, influencing our choice of friends in our peer group. It is important to understand that these personal, social, cultural, religious and environmental factors are interrelated. Our choice of friends impacts on **culture** and religion, the sharing of our life experiences, beliefs and traditions. Culture and religion also assist to shape our **identity**, how we perceive ourselves and how we present ourselves publicly, how we dress and the language we use, which in turn influences our own self-perception. Culture, in turn, helps to shape our environment, impacting on where and how we live. Each influences the other and overlaps, merging and working together as factors to affect our existence.

Figure 4.1 Personal, social, environmental, cultural and religious factors impact on our health and wellbeing.

Personal factors

Social researchers, including distinguished behavioural scientist Richard Jessor, have identified a range of factors that might have an impact on individual health behaviours. These factors help to shape our personal **values**, beliefs and opinions. They may include our:

- **spirituality**
- **self-acceptance**
- values and beliefs
- development of social skills
- intelligence
- **body esteem**
- sense of achievement
- sense of connection and belonging to school, faith, community and voluntary groups.

Researchers suggest that these aspects of personality act as **protective factors**, including our skills of **resilience**. These have positive influences on our health behaviour.

These personal factors significantly influence our decision-making. For example, our decisions and how we respond to risk will be shaped by these factors. Our health and wellbeing, including our mental health and safety, are dependent on this range of personal factors.

values ideals, customs and beliefs held in high regard, that can be acted on at any time

spirituality experiences, based on beliefs, developing meaning and connectedness

self-acceptance the feelings we have about ourselves

body esteem the way we see ourselves

protective factor a factor that has a positive influence on health behaviour

resilience the ability to recover quickly following adversity or hardship

Social factors

Social factors comprise our social networks, including our family members, peers, school friends, religious community and people in our online social networks. These people can have positive influences on our health and wellbeing. They can provide positive role models for us to engage with, offering us guidance, advice and support to make us feel safe and secure.

Figure 4.2 Friends are important social influences.

© Amezdroz et al. 2016   Cambridge University Press

Being treated fairly by peers and having a circle of friends who engage in low-risk and pro-social behaviours are important protective factors. These factors assist us to make wise choices in health-related decisions.

The connectedness to our family and sense of belonging within our school and faith-based communities are also important. In addition, the values held by our parents, such as beliefs about our schooling and the benefits of education, are also positive influences. This finding is supported by recent research by Mission Australia that indicates that young people consider their friendships and family relationships as highly valued in their lives.

pro-social norms behaviours concerned with helping and benefiting others' connectedness (sense of connection or belonging)

empathy the experience of understanding another person's situation from their perspective

A strong connectedness to family and cohesion within a family unit, as well as having peers with **pro-social norms**, are important determinants of adolescent behaviour. Pro-social norms might include behaviours such as feeling **empathy** and concern for others and behaving in ways that help other people.

4.1 DEEP LEARNING

Level one:

Level two:

Level three:
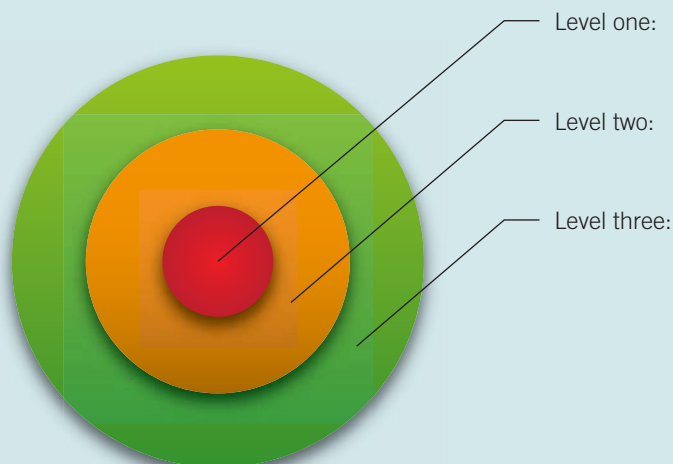
Figure 4.3 Circles of relationships

Draw three concentric circles as shown in Figure 4.3.

1   Identify people closest to you and include them in the innermost circle (e.g. best friends, family).

2   In the next concentric circle, select and include other people who are important to you and have an influence on your health and wellbeing (e.g. uncle, aunt).

3   In the outermost circle, distinguish other people in your social network who have an influence on your health and wellbeing (e.g. doctor, teacher, coach and religious leader and mentor).

4   Consider how your circles of relationships may have changed over time (e.g. in the last one or two years).

5   Evaluate and identify some reasons why this change might have occurred.

Environmental factors

Environmental factors may have less obvious influences on our health behaviours. These factors shape our environmental world. Our access to healthcare facilities and use of these facilities are the protective factors of our health behaviours. Other environmental factors include our climate, location, safe environments in public spaces, engagement with the community, as well as advertising and the media.

Vital environmental health factors also include:

- air quality
- water quality
- food quality
- food safety
- waste disposal and sanitation
- exposure to hazardous substances.

Recent research by Mission Australia has shown that young people also identified the economy, financial and population issues as significant factors that influence their health outcomes.

Our relationship with our natural environment is complex. Our local neighbourhood, access to transport, traffic density, the provision of safe and accessible recreational spaces, availability of parking and building and facility design are some of the environmental factors that have significant influences on our health behaviours.

The features of our environment can play a significant role in the development of our **attitudes** towards participation in regular physical activities. The benefits of involvement in different types of exercise can also affect our mental health and the development of a sense of wellbeing.

attitude a position held or adopted about an issue

DEEP LEARNING

4.2

Conduct an audit in your local area and list the sites of safe and accessible recreational spaces within proximity to your school and home.

1 Define the meaning of 'safe' recreational spaces.

2 Explain how the recreational spaces are accessible.

3 Identify the location of the recreational spaces within your community, using a web-based mapping tool such as Google Maps.

4 Suggest possible barriers that might exist for young people to access recreational activities in your local area.

5 Evaluate the community usage of these facilities.

Cultural and religious factors

Another significant factor that determines our health behaviours is the influence of culture. Cultural factors include the values held by our societies and our **secular** and faith-based communities regarding health, safety, wellbeing and physical activity.

secular not connected to religion; pertaining to the world

Australia has often been described as a multicultural country, with our way of life influenced by immigration of people from all parts of the world. Each of these different nationalities has enriched, influenced and shaped the Australian culture, as have the traditional owners of our land, the Aboriginal and Torres Strait Islander peoples, who represent some of the oldest living cultures in the world.

Migration of people from different nations has introduced many aspects of cultures to our way of life in Australia. For example, migration has broadened our food choices, by enabling access to a wider variety and range of foods and ingredients from other cultures, and has influenced dress styles and fashions.

religion the adherence of an individual to specific beliefs and practices

legislation laws

Did you know?

There are more than 120 different religious faiths practised in Australia.

Different **religions** and spirituality have enriched our culture. They provide an additional sense of connection and belonging for young people. Religions enable people to commit to specific beliefs, practices and rituals that may help to guide their lives. These beliefs empower individuals to respect the sanctity of human life, develop shared identities and provide meaningful roles in the community. Religions also provide a variety of spiritual, social and economic supports for the community, additional social networks, and even leadership for social change.

Other major influences might be less obvious to us, but also include the policies and **legislation** established by different levels of government, their investment in health and recreation facilities, as well as regulations governing health, safety, wellbeing and physical activity.

Figure 4.4 Different factors influence each other.

HPE and history

Figure 4.5 Multiculturalism in Australia

Multiculturalism has developed Australia into a uniquely diverse country. Following World War II, from 1945 onwards, over seven million people have migrated to Australia. More than 260 languages are now spoken in this country, with Australians now identifying with over 270 different ancestries. This **diversity** of the Australian population brings us important economic and cultural benefits, and has given us a greater understanding of the globalised world.

Source: Australian Multicultural Council, 2013

diversity difference or variety

4.2 Unpacking media messages

We are constantly exposed to a wide range of messages and images in the media. Whenever we read newspapers and magazines, read a novel, play video games, stream a music video, view television commercials or interact online through social media, we are receiving messages. Who are these messages aimed at? What is their purpose?

These messages might be about how we might look, how we might celebrate and have a good time, what we might buy, how we should behave or how we should dress. The media sends messages about our relationships, **gender** and **sexuality**, what it means to be fun to be around, or how we might become popular with our peers.

gender the sex of a person (i.e. male or female), typically used in reference to social and cultural differences, rather than just biological

sexuality actions, pleasure and relationships derived from sexual activity

text any form of media that communicates meaning to the observer

The **text** in media messages is very powerful. As individuals, we need to develop an ability to analyse, evaluate and interpret these messages. How might we go about unpacking these media messages?

4.3 DEEP LEARNING

1   Select an advertisement that you observe in the media.

2   Explain what messages the advertisement portrays about its product.

3   Analyse the images used (e.g. gender representation, age of participants, setting or location).

4   Identify the age group that the advertisement is aimed at. Support your answer with some examples.

5   Access the Advertising Standards Bureau website and evaluate whether or not the images and the messages in the advertisement comply with the code of conduct.

Did you know?

'Health' is one of the most widely searched words on the internet, according to the BBC World Service (2013).

Adolescence is a time of change. There are numerous physical, cognitive, emotional and social adjustments occurring. We experience increased independence and freedom, make many decisions by ourselves and have developed the beginnings of a journey to financial independence, through working at a part-time job. We may also begin to form other types of associations with peers, including close relationships and friendships.

Having increased disposable income may allow the purchase of technology such as smartphones, tablets and other mobile devices. The links to the online world, through social networks, expose us to more images, messages and text from the media. These messages can have an impact on our health, safety and wellbeing.

Figure 4.6 Social media present powerful texts to users.
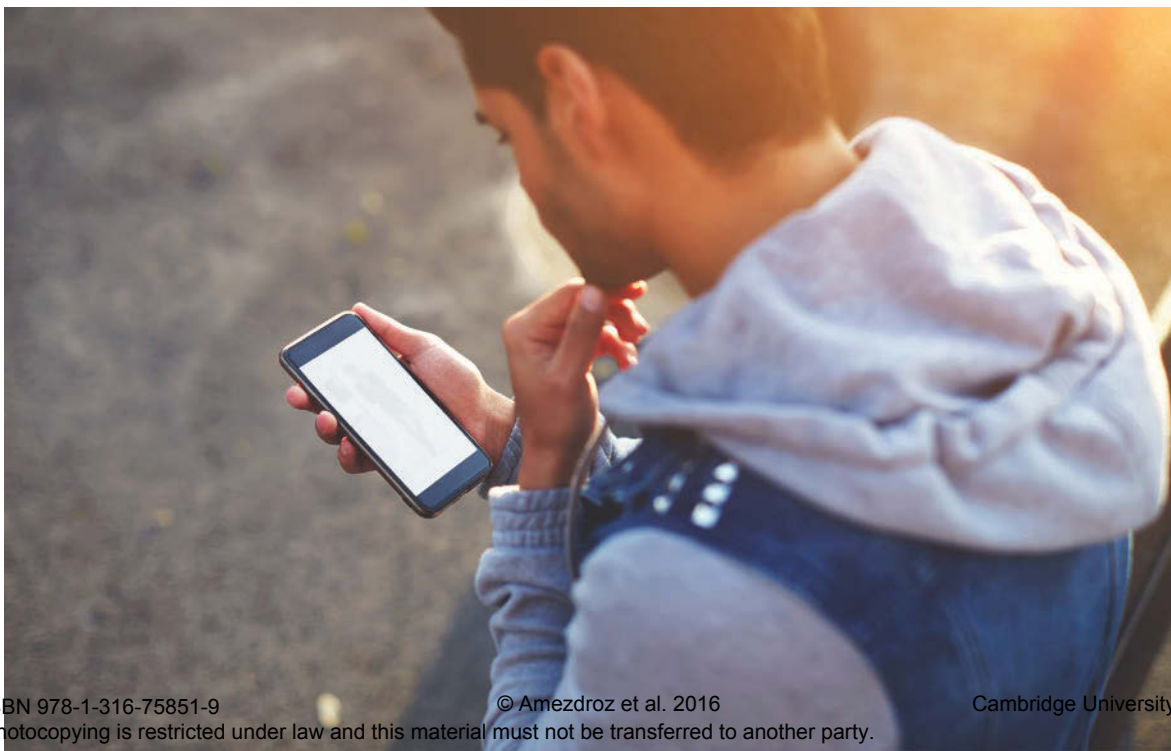
Connections

Social media connect us to our friends, peers, family and associates in a virtual world. The connection projects and implies messages about what we need to do to have a good time or who is fun and popular to be around. Social media regularly update us on personal and social status, such as who is doing what, where, when and how.

We feel a need to be connected to each other using social media. We seem to suffer from the FOMO syndrome – fear of missing out. We tend to fear that we may be missing out by not being up with the latest information. Hence, we feel compelled to be constantly connected. The FOMO syndrome even develops some anxiety, that we might be unfortunate enough to miss an opportunity, to see a great concert or to have a great time at a party or social gathering. All of these messages are aroused by posts through social media. We need and crave that sense of connection to our social networks.

However, this need for connection is also important when considering our safety. A number of free apps for smartphones enable us to send messages to pre-programmed contacts and provide our precise location, via GPS, in the event of an emergency. For example, Invisible Alert is an app that can send out a silent alert to seek help during an emergency event. Being connected can minimise harm and reduce risk in dangerous situations.

The media also transmit messages about how we should look, dress and act. These messages can be carefully manipulated to present a specific look or image that can be promoted as desirable.

DEEP LEARNING

4.4

1. Define what it means to 'have a good time'.

2. Explain what it means to be 'fun to be around'.

3. Illustrate your responses to questions 1 and 2 with examples from social media (e.g. Facebook, advertising images, Instagram).

4. Survey your peers to check the reality of the media advertising or images, indicating 'fun' and 'good times'.

5. Consider what people might experience if they use social media as a tool to compare themselves to others.

Not all that we see is completely real. Much of the photography and images used in the media are digitally manipulated to remove any imperfections. These might include altering the facial shape or body contours to emphasise specific features to enhance the way a product is promoted.

The images in the media convey messages that communicate to us what it means to be popular, what it means to have a good time and what it means to be fun to be around. We need to develop the capacity to question, analyse, interpret and evaluate these messages from the media by asking ourselves some of the following questions:

- Are these 'idealised' images realistic?
- Does anyone actually look like this?

- Who is to gain from sending this message?
- Who is the message targeted at?

While we like to be surrounded by our friends for support and enjoyment, we also crave to be popular and to be seen by our peers as 'cool'. The messages in the media communicate beauty, relationships, sexuality, popularity and fun in a variety of different ways. They sometimes apply pressure to us, to conform to the 'ideals'. But what exactly is the 'ideal'? We might ask ourselves the following questions:

- How is the 'ideal' communicated in the media?
- What messages are sent about the 'ideal body'?
- Why is this 'ideal' body seen as more beautiful, or more fun to be around?

trait a distinguishing feature of a person's character

We all try to look our best, to be viewed by our peers as fit, active and likeable people, but not everybody can conform to the 'ideal'. Each of us is different, with different talents, abilities and **traits**. Religious traditions tend to look at the human person in a realistic way as having an undeniable, God-given dignity as a human individual but with the potential for both good and evil behaviour. For some people, a deep religious understanding of the human person can be a useful counterbalance to a trivial, superficial understanding of what it is to be human. We need to celebrate our differences, not try to comply with some unattainable 'ideal'.

Reality television programs such as *The Biggest Loser*, *The Bachelor*, *Beauty and the Geek* and *Big Brother* portray life, and particularly relationships, in sometimes surreal ways. They promote beauty, popularity and fun, often at the expense of individuals who do not quite measure up to the 'ideal'.

Figure 4.7 The media can significantly influence adolescents.

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Body esteem and the media

When we refer to the 'ideal' body, we are really only talking about what society, transmitted through the media, perceives or constructs as 'ideal'. These perceptions change over time, as is evident from an analysis of body types and shapes throughout history.

There are clearly dramatic differences in what people regarded as ideal or beautiful in different eras. There are also variations between cultures in what is regarded as ideal in terms of body shape. What is regarded as ideal or beautiful in one time or place is not necessarily viewed in the same way in another time or place. Such differences and changes have always existed, and it is likely that people's perceptions of the ideal or perfect body will continue to evolve and change in the future.

Figure 4.8 The ideal body shape?

HPE and history

Even in recent times, the image of the perfect body has changed markedly. For instance, during the 1950s, the curvaceous, mature and well-proportioned female body was regarded as beautiful. In contrast, during the late twentieth and early twenty-first centuries, our modern Western culture has placed a high value on the slim, healthy and young image. The ideal male body is depicted as sculpted, lean and athletic.

Changes in the ideal images throughout history, and differences between cultures, can be seen through a study of the art (e.g. paintings, sculptures and photographs) of different eras and cultures.

- Why has the image of the ideal body been formed and reformed to such an extent over time?
- What shapes people's attitudes about the body and beauty?
- Where did our current ideal image come from?

There are no simple answers to the questions above. Our perceptions of the ideal body are shaped by a complex combination of factors, including the ever-present media, cultural and religious traditions and social and historical developments. Body esteem, however, does have a significant role to play in an individual's health, wellbeing and safety. Our religious traditions and beliefs also emphasise the importance of a healthy spirituality in our own personal growth and body esteem. A healthy spirituality includes developing healthy attitudes, values and behaviours.

Perhaps the most valuable finding of research concerning body esteem is that people with positive body esteem tend to have stronger self-acceptance than those who have lower body esteem. Therefore, development of positive body esteem is an essential ingredient in developing self-confidence and a positive outlook on life. Positive body esteem assists us to have fun, have a good time and enjoy life, making a positive contribution to our community and our society.

Figure 4.9 Perceptions of beauty change over time.

4.3 Advocating healthy food choices

The choices we make about selecting food are complex, but fundamental to our own and others' health and wellbeing. Our food choices evolve from birth, during infancy and throughout our lives to old age. These choices are shaped by our personal circumstances, exposure to new types of foods, our changing self-image and our own developing awareness of health.

Our knowledge, attitudes and beliefs are influenced by our culture, religious beliefs, our family and peers, nutritional information, as well as the media and advertising. Understanding the various factors that influence and affect our food choices is therefore important because these choices impact on our own and others' health.

Emerging trends in food

hunter-gatherer a nomadic lifestyle based on hunting and gathering food

pastoral related to the raising of stock on agricultural land

grazing feeding stock from grasses on agricultural land

Historically, the first Australians have been present on this continent for over 40 000 years. They lived with the land, having developed a strong connection to Country, as **hunter-gatherers** until European settlement and colonisation in 1788. **Pastoral**, **grazing** industries expanded and dominated agriculture from the early 1800s and became central to the development of the Australian economy for over 100 years. Today, more than half of the total area of the continent is still used for agriculture, mostly for the grazing of animals such as cattle and sheep.

Cambridge University Press

However, trends continue to emerge about the way our food is grown, prepared and marketed to us. There is now a growing preference for **convenience foods** and large supermarket chains dominate our buying experiences as we shop for food. Food technology has also advanced dramatically, changing the ways that food is prepared, packaged, stored and sold. These changes have transformed our food supply system.

The Commonwealth Department of Agriculture and Water Resources indicates that the food supply industries are major contributors to the Australian economy. In 2011–12, retail sales of food exceeded $130 billion. Food and beverage production processes contributed over $82 billion and fish and farm production accounted for over $40 billion.

convenience foods packaged food that can be prepared quickly and easily

Did you know?

Australia produces enough food for about 60 million people. In global contexts, this represents 3% of the worldwide food production.

Retail food sales
$130.4 billion

Other food 6%
Cafes, restaurants 14%
Liquor retailing 7%
Takeaway outlets 11%
Supermarkets, grocery stores 62%
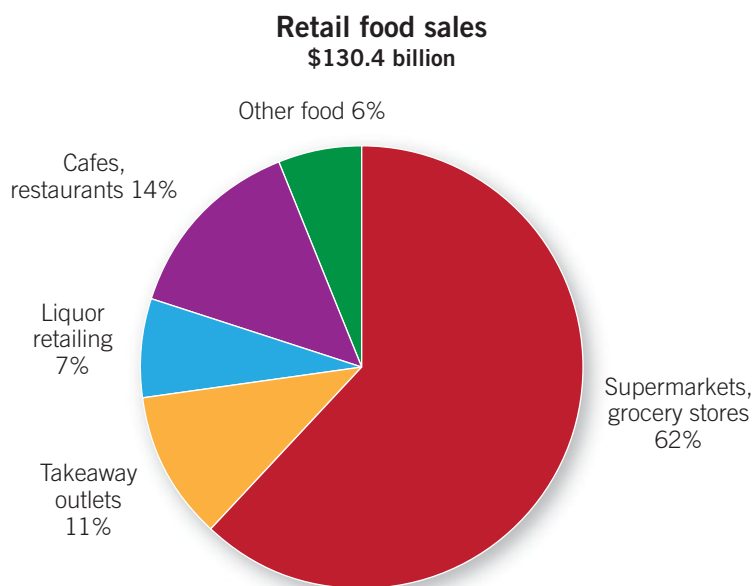
Figure 4.10 Value of retail food sales, 2011–12

Did you know?

The food processing industry is the largest manufacturing industry in Australia.

Another trend in the consumption of food in Australia is the increasing expenditure on meals prepared outside the home, such as eating at restaurants and buying takeaway food. These convenience foods are contributing more and more to our diets. As a result of increasing demand, **fast food** chains are on the increase. In 2013, BIS Shrapnel, a provider of industry research, analysis and forecasting services, estimated that Australians consumed over 3 billion servings of fast food, including beverages from fast food outlets, in the past 12 months.

Convenience foods, fast foods and junk food

Convenience foods are pre-packaged foods that can be prepared quickly and easily. Fast foods or junk foods are sometimes described as high-energy foods that are relatively low in price.

Fast foods usually contain high levels of **saturated fats** and salt. These foods can also be low in **dietary fibre**, **vitamins** and **minerals**. Some food, such

fast food foods that are high in fat, sugar and/or salt, with low nutritional value

saturated fats fats, most commonly of animal origin, that remain solid at room temperature

dietary fibre plant components that assist in the digestive processes in the human gut

vitamins nutrients that are important in maintaining human life

minerals important elements essential in the human diet

portion an individual serve

energy density the amount of energy contained in a particular food

kilojoule a unit to express the energy value of a food

nutrient a chemical element important for human growth and functioning

EDNP foods foods that are high in energy and low in nutrients

as fried chips and chicken nuggets, due to their large surface areas, are able to absorb considerable amounts of fat per **portion** or serving during the preparation process of deep frying. This increases the **energy density** of the food and makes fast foods high in **kilojoules**. Sometimes these foods are referred to as energy-dense, **nutrient**-poor foods (**EDNP foods**).

The emergence of these EDNP foods in our diet has been influenced by a range of complex factors. Busy lifestyles, the convenience of food 'on the run', access to restaurants and outlets to market these foods, the tendency to snack or graze throughout the day, skipping meals and using these types of food as meal substitutes contribute to increased consumption of EDNP foods.

One factor that may explain the rise in the consumption of fast foods and convenience foods is that we are 'time poor'. With increasing demands on our time, our time becomes more precious and we are required to multitask. Eating now occurs while we are involved in other activities. Television viewing and eating is one example of multitasking. Research from a variety of sources has indicated that families who eat together at a table generally exhibit better healthy eating patterns than families who eat together while watching television. The preparation and sharing of food is also an important aspect of many religious traditions. Faith communities also emphasise the communal aspect of meals in reinforcing bonding and connection among those who share food together.

Other research has indicated that convenience, menu range, cost, taste and flavour are important determinants of food choice around fast foods. Some people also liked the social aspects of gathering together at fast food restaurants. These venues provide a suitable and accessible place for socialising. They are generally open for long hours and are conveniently located within communities.

McDonaldization

Sociologist George Ritzer coined the term 'McDonaldization', which is a phenomenon that describes the extent to which the McDonald's format has impacted on a range of different products and services, not just in fast food. McDonaldization is characterised by the development and preparation of a uniform product, efficiencies associated with production, control of various processes and portion regulation.

Figure 4.11 How does McDonaldization impact on our choices of foods?

These characteristics have shaped the fast food industry and revolutionised takeaway food production by streamlining delivery, service and marketing.

The uniform product also provides predictability for consumers. For example, an Egg McMuffin purchased in Darwin will be very similar to one purchased in Perth or Dubbo or Launceston. This uniform product provides security for customers, knowing that their purchase, as well as their purchasing experience, will be similar countrywide.

Did you know?

The Economist indicates the purchasing power of various currencies around the globe, based on the price of a Big Mac hamburger.

Local fast food options

Research undertaken by BIS Shrapnel in 2011 indicated that there were 17 major fast food chains operating across Australia, from 5500 different outlets. Can you list all 17 of them?

An additional 80 minor chains accounted for another 1000 outlets. There were also 30 snack food chains, with an additional 1500 outlets. In 2011, hot potato chips were the number one fast food choice among consumers, but the strongest growth was evident in Asian fast food options.

DEEP LEARNING

4.5

1 List a type of fast food that is advertised regularly.

2 Explain why a fast food does or does not appeal to you.

3 Is there a fast food store near your home or school? Discuss how it can impact the local community.

4 Survey your parents to see how many fast food outlets they can remember having near their home when they grew up.

5 Investigate beliefs and practices within your family about food and religious traditions.

6 Evaluate the factors that influence your choices about fast food.

Advertising and fast food

Research by agencies such as Young Media Australia has indicated that Australia ranks as having some of the highest numbers of food advertisements during children and young people's television viewing times. Other studies have shown that the majority of foods advertised through television include foods that are high in fats, sugar and salt and that have low nutritional value.

Considerable research has been undertaken to evaluate the impact of this advertising on food choices. Agencies such as the Coalition on Food Advertising to Children argue that young people represent a major focus of food and beverage marketing initiatives. Hundreds of millions of dollars are spent each year in order to increase market share by companies.

Techniques used to engage and persuade young people to purchase fast food include:

- the promotion of fun, humour, happiness, success and popularity, to impact on emotions and feelings about a product
- sophisticated production techniques such as animation, magic, catchy jingles and songs and fast-paced action to promote fast food products

- offers such as prizes, competitions and other giveaways
- the endorsement of products by celebrities, including sportspeople, other role models and children's characters.

	Category	Description
⬛	Hamburgers	Hamburger takeaway/fast food 30%
⬛	Pizza	Pizza takeaway/fast food 25%
⬛	Soft drink	Soft drink 22%
⬛	Fried chicken	Fried chicken fast food/takeaway 7%
⬛	Ice cream	Ice cream products 7%
⬛	Chocolate	Chocolate confectionery 5%
⬛	Miscellaneous	Miscellaneous 4%
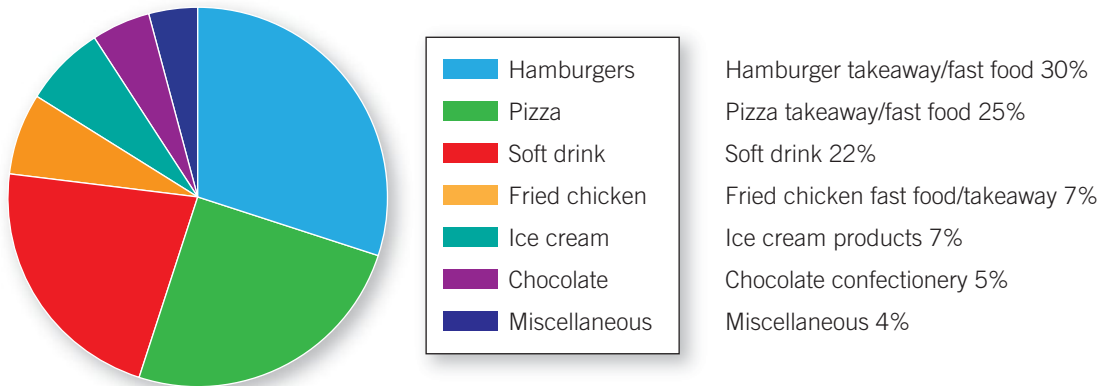
Figure 4.12 Summary of fast food advertising by food category

4.6 DEEP LEARNING

1. Identify an advertisement for a fast food product from the media.
2. Summarise the nature of the product advertisement (e.g. when and where it was advertised and the likely target audience).
3. Survey your peers to gather information about their choices and preferences about the advertised food product.
4. Create a table of its nutritional characteristics (e.g. fat, salt and sugar content). Visit the relevant website to gather the data.
5. Analyse and critique the techniques used to promote the food, including its impact on young people.

Making healthy selections

How do you make a healthy selection of food to eat? What factors inform your choices?

A number of different campaigns have been designed to assist us to make healthy choices about the food we eat. Campaigns such as 'Swap It, Don't Stop It' and 'Go for 2 and 5' are designed to communicate factual and relevant information about healthy eating.

There is often an abundance of confusing information and data published about nutrition, particularly when producers or advertisers make claims about their products. Are we to believe their claims and purchase their products, or are we able to analyse, critique their claims and make our own decisions?

Food labelling may also assist us in gathering knowledge about the nutritional values of different foods, including fast foods. In Australia and a number of other countries, legislation states that all ingredients are required to be listed on the label, with the largest to the smallest quantities listed by

weight. Understanding the information on food labels can help us make sense of food and nutrition information.

With a few simple tips, we can effectively analyse what is in our food by reading the label. Food labels indicate nutrition information, such as:

- total energy
- total protein
- total fat
- serving size
- number of servings per packet.

There is also a column on food labels that helps us compare nutrients in similar food products and also provides the amount of energy available from, for example, 100 grams of the product.

Figure 4.13 A food label

How do we know how much energy we need for health and wellbeing? What types of food do we need to maintain good health? There are a number of calculators that can provide this highly personalised information for us, based on the latest scientific information and research. These calculators can estimate our total energy needs in kilojoules, as well as the number of servings required and our own nutrient requirements.

Figure 4.14 What's hidden in fruit smoothies?

Advocating healthy choices

advocate an individual or organisation that pleads a case or promotes a cause

A powerful force in the promotion of healthy behaviours is **advocacy**. Advocacy requires individuals to practise healthy choices and promote them to their peers, encouraging and recommending healthy behaviours.

Energy balance is an important consideration when making healthy and informed choices about what we eat. Energy balance occurs when the energy we consume is almost equal to the energy that our body burns up during physical activity. Energy balance is important to ensure optimum health of our body.

Current research from the Australian Bureau of Statistics (ABS) indicates that families spend almost 15% of their total budget on fast food and takeaway food. As you are aware, there may be better choices to contribute to variety and a balance of nutrients required for healthy eating.

Publications such as the Australian Dietary Guidelines advocate public health around issues of food and nutrition. Other agencies, such as Nutrition Australia, also advocate healthy eating choices. The Australian Dietary Guidelines are developed by the National Health and Medical Research Council, along with other experts in food and nutrition.

Did you know?

We should choose healthier oils, such as canola, sunflower or soybean, to cook our meals with.

Nutrition Australia suggests that we can make some healthier choices when we consume takeaway foods. These choices include choosing:

- foods with higher fibre content
- foods that are lower in saturated fats
- low-salt options where possible.

The various state and territory governments also play a role in the advocacy for healthy food choices.

4.7 DEEP LEARNING

Carry out the following task in a small group.

1 Brainstorm four types of fast food with your peers.

2 Analyse the fibre, saturated fat and salt content of the selected fast foods.

3 Suggest some possible variations to the fast foods to increase their fibre, reduce saturated fat and reduce salt content.

4 Design a recipe for one of the fast foods that has improved fibre content, reduced saturated fat and reduced salt.

5 Evaluate the changes you have made to the fast foods and recommend any further changes you might make.

4.4 Sexuality

Sex and sexuality are fundamental parts of our existence. Sexuality is a complex but vital part of our lives. Our sexual development as a person is an ongoing process that continues throughout our entire lifetime.

sex the male or female gender

Our sexuality is shaped by a broad range of factors:

- moral factors
- psychological factors
- emotional factors
- physical factors
- social factors
- religious factors
- cultural factors.

Physical factors that shape our sexuality include the functions of our bodies as males or females, our reproductive systems and our health. Psychological and emotional factors might include accepting who we are, our sense of wellbeing, as well as our sexual identity. Social factors might include our relationships with friends and our communication with others. Cultural factors include our spirituality, morals, attitudes, beliefs and values. Can you think of any additional factors that shape our sexuality?

DEEP LEARNING

4.8

1   Select a popular song related to love, relationships and sexuality and locate the lyrics to the selected song.

2   Interpret the language used and how the song relates to love, relationships and sexuality.

3   Analyse how the song describes:

   a   gender roles

   b   male and female identities

   c   how we express ourselves as individuals

   d   how the person might feel about themselves

   e   the physical, social, emotional or spiritual elements in the song lyrics.

4   Evaluate the messages about sexuality portrayed in the song.

Our sexuality is also linked to the development of our own identity. The development of our sexuality across our lifetime also plays a role in our **socialisation** as human beings. It helps to shape who we are as individuals, what we believe in, how we behave and how we interact with others. Diversity is also a fundamental characteristic of our sexuality. Our sexuality is highly personalised, is different for each of us and enables the expression and acknowledgement of an individual's sexuality in a range of different ways.

socialisation the process of learning about our social community and how to live in it

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The World Health Organization also proposes that our sexuality is lived, experienced and expressed through our thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. The WHO suggests that, while sexuality can include all of these dimensions, not all of them are always experienced or expressed.

It is therefore important to acknowledge that the factors that influence our sexuality differ widely from culture to culture, and from person to person. Sexual behaviour can be seen as acceptable and even desirable in some contexts, while other behaviours are seen as unacceptable. However, we need to acknowledge the diverse range of behaviours that exist within human sexuality. Religious traditions support healthy sexual development and expression within the context of the moral values and beliefs of their faith community.

The onset of puberty is a time of great social and physical changes for boys and girls. In some cultures, puberty in boys often allows for increased freedom, mobility and extended social opportunities. This may also be typical for girls in some cultures. In other cultures, the onset of puberty in females may mean the end of their education and the beginning of adult life, with marriage and childbearing occurring. This may be seen as appropriate and necessary in some cultures, but inappropriate in others.
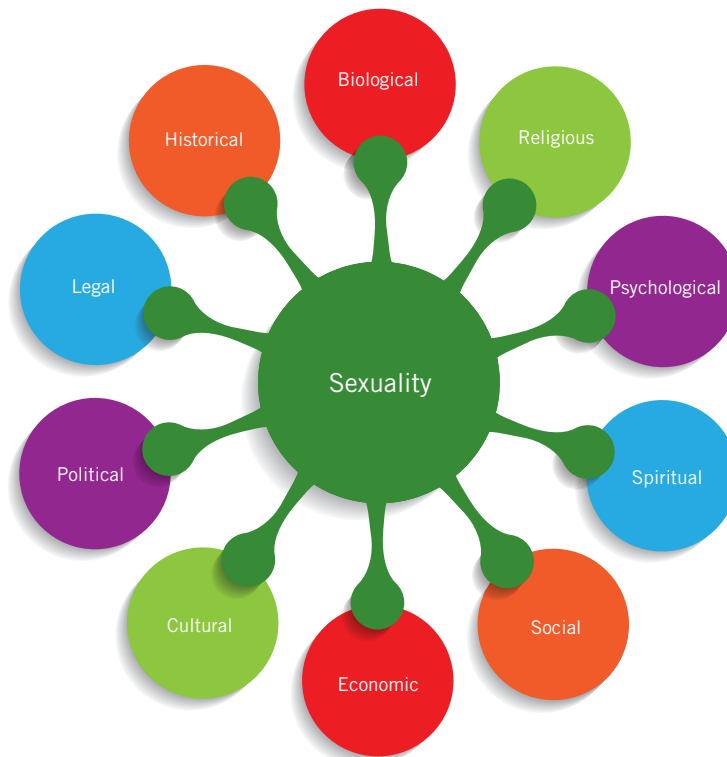
Figure 4.15 Our sexuality is influenced by a range of different factors.

Sexual identity

sexual orientation the sexual identity of people in relation to the gender of who they are sexually and emotionally attracted to

Our sexual identity is based on how we see ourselves as individuals and how we present ourselves to other people. This process of development of our sexual identity is a lifelong and complex process, which involves the interaction of factors such as sex, gender and **sexual orientation**. Each of these factors, in turn, is influenced by the broad range of factors discussed previously.
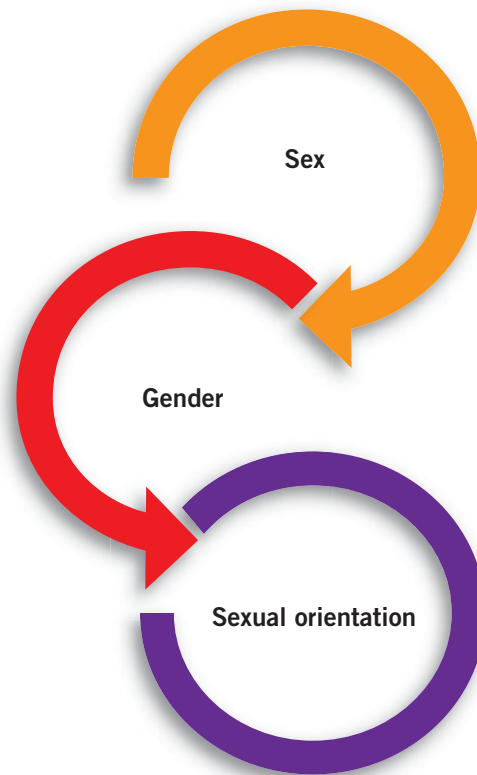
Figure 4.16 Sexual identity

Sex is the biological component of our sexuality. It is about our genetic make-up, as males or females.

Gender is carefully shaped through the processes of socialisation. The process of gender identity begins from birth and is shaped by societal values, beliefs and behaviours. Proud parents announce the birth of a newborn with 'It's a girl' or 'It's a boy', and so the socialisation processes begin to shape our gender. Gender, because it is shaped by the processes of socialisation, differs from culture to culture, from community to community, as well as across different social classes and ethnic groups. Each of these factors shapes the development of gender.

Sexual orientation is defined by the Law Council of Australia as a person's sexual orientation towards:

- persons of the same sex, or
- persons of a different sex, or
- persons of the same sex and persons of a different sex.

Some people identify their sexual orientation as bisexual (attracted to both sexes), homosexual (attracted to the same sex) or heterosexual (attracted to the other sex).

What is considered 'normal' differs from society to society and from culture to culture. Religious traditions also have beliefs and moral values in relation to sexuality and sexual behaviour which influence perceptions about what is normal and acceptable. This makes it very difficult for an individual to express their own sexual orientation if it does not comply with the societal 'norm'. To recognise equity and diversity within sexual identity is to eliminate **stereotypes** and encourage and support individuals to express their own sexuality in healthy and life giving ways, free from unjust discrimination.

stereotype a conventional image or oversimplified opinion or conception

HPE and science

In humans, there are two forms of sex chromosomes: the X-chromosome and Y-chromosome. A pair of X and Y results in a male, while a combination of X and X results in a female. Normally, cells from females contain two X-chromosomes, and cells from males contain an X-chromosome and a Y-chromosome.

Figure 4.17 Gender is carefully shaped through the processes of socialisation.

DEEP LEARNING

4.9

Understanding gender

1   Select a series of 10 images that you believe describe 'masculinity' or 'femininity'. They may be sourced from posters, advertising, magazines or online media.

2   Identify the features within these images that describe the 'characteristics' of gender (e.g. colours used, clothing worn, nature of image).

3   Summarise the masculine and feminine stereotypes suggested in the images.

4   Create or design an image that acknowledges diversity in the construction of gender.

5   Compare the results of other images created within your class.

Sexual health

coercion being compelled or forced to do something

sexual rights a set of entitlements related to sexuality that contributes to the freedom, equality and dignity of all people

The World Health Organization defines sexual health as 'not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of **coercion**, discrimination and violence. For sexual health to be attained and maintained, the **sexual rights** of all persons must be respected, protected and fulfilled.' (Source: World Health Organization, 2006)

Sexual rights, as described in the definition on the previous page, are a set of entitlements related to sexuality that contribute to the freedom,

equality and dignity of all people. With these rights comes responsibility. To ensure that the sexual rights of all people are respected, it is necessary that responsibility is practised by all people.

DEEP LEARNING

4.10

Recognising sexual health behaviours

1   Do you agree or disagree with the WHO definition of sexual health? Why?

2   Define the meaning of sexual health, using your own words.

3   Distinguish as many sexual health behaviours as you can that fit the WHO definition.

4   Compare and evaluate responses from the rest of the class.

5   Recommend and produce a list of sexual rights for individuals.

6   What do we need to do to be positive and respectful in our sexual health behaviours?

The WHO also considers that:

- sexual health assists to determine our own and others' wellbeing
- sexual health is not about just being free from disease
- our sexual health behaviours should be respectful, safe and not be discriminatory of others
- no violence should be a part of any sexual health behaviour
- our own and others' basic human rights should be considered, acknowledged and respected when we engage in sexual health behaviours
- the development of our own sexual health behaviour continues across the lifespan, begins from the time we are very young, through our reproductive years, until we are old
- sexual health behaviours are expressed through a diverse range of sexualities and different forms of sexual expression
- sexual health behaviours are critically influenced by gender norms, roles, expectations and power dynamics.

DEEP LEARNING

4.11

Becoming sexually active

1   List reasons why young people might choose to become sexually active.

2   List reasons why young people might choose not to become sexually active.

3   Distinguish and classify the different values, traditions and beliefs that have contributed to the different responses on the two lists.

4   Evaluate whether during different life stages, the responses on the lists may change.

5   Consider writing a private journal response or reflection on this activity that is not to be shared with the group.

Values and relationships

In order for our sexual health behaviours to comply with the WHO definition, we need to consider each other's values, attitudes and beliefs about sexual health.

Our values, attitudes and beliefs are factors that impact on almost every aspect of our lives. Our values are shaped by influences such as our family, peers, school, religion and culture. This accounts for the wide range of values that exist within our community about a range of different elements of our lives. People's values can be vastly different when considering a particular situation or circumstance. This is because people form their values through their own life experiences.

Values such as honesty, tolerance, empathy, equality, respect, trust, and integrity are all important in guiding effective relationships, particularly those involving sexual health behaviours.

4.12 DEEP LEARNING

Identifying your values

1   Identify as many values as you can that might impact on a relationship, where sexual health behaviours are involved.

2   Select at least 10 values from the list that you consider most important in this relationship.

3   Rank these values in order from most important to least important. You could use the Intel Visual Ranking Tool app to create this list.

4   Compare the results of other groups in the class.

   a   Were you able to reach consensus about the values expressed within the group?

   b   How might these values affect a relationship between you and your partner?

   c   Is it likely that your values will be the same as those of your partner?

   d   If values differ between partners, what can be done to compromise?

   e   What values are you likely to compromise to maintain a relationship?

   f   What values are you not likely to compromise?

5   Consider the origins of these values. Evaluate which factors shaped these values.

Figure 4.18 Values impact on our sexuality.

Choices and actions

Our choices and actions within a relationship have an impact on ourselves and others, particularly when one is involved in **safer sex**.

> **safer sex** becoming sexually active when you and your partner are ready, as well as engaging in sexual behaviours that are enjoyable, respectful and protected

In order for our sexual health to be preserved, the sexual rights of our partner must be respected, protected and fulfilled. We want to enjoy pleasurable and safe sexual experiences, free of coercion, discrimination and violence. Therefore, negotiation and open, honest and respectful communication with our partner are vital. Our partners need also to be open and honest in communicating their beliefs and moral values in relation to sexuality and sexual expression.

We also need to be emotionally ready to become sexually active and be able to make appropriate and effective decisions for ourselves, without pressure or coercion. We need to be assertive in our communication with our partner, by practising 'I' statements.

DEEP LEARNING

4.13

Developing assertive negotiation

1. To create an 'I' statement, you begin by providing a neutral description of the behaviour or event you are discussing (e.g. 'When you …').

2. Then you use another 'I' statement to express an accurate statement of your own feelings (e.g. 'I feel …').

3. You then discuss the consequences for you, or what might happen to you, using a 'Because' statement (e.g. 'Because …').

4. You support your discussion with a statement about what you would like. This is not a demand (e.g. 'What I'd like is …'). For example, your partner is trying to pressure you to do something that you do not want to do. Your assertive communication might begin something like this: 'When you talk to me like this, I feel confused and threatened, because I thought I meant more to you. What I'd like is to stop now and have a talk about my concerns.'

5. Develop five more situations where you are able to negotiate with your partner, using this framework.

Figure 4.19 Assertive negotiation is essential in a relationship.

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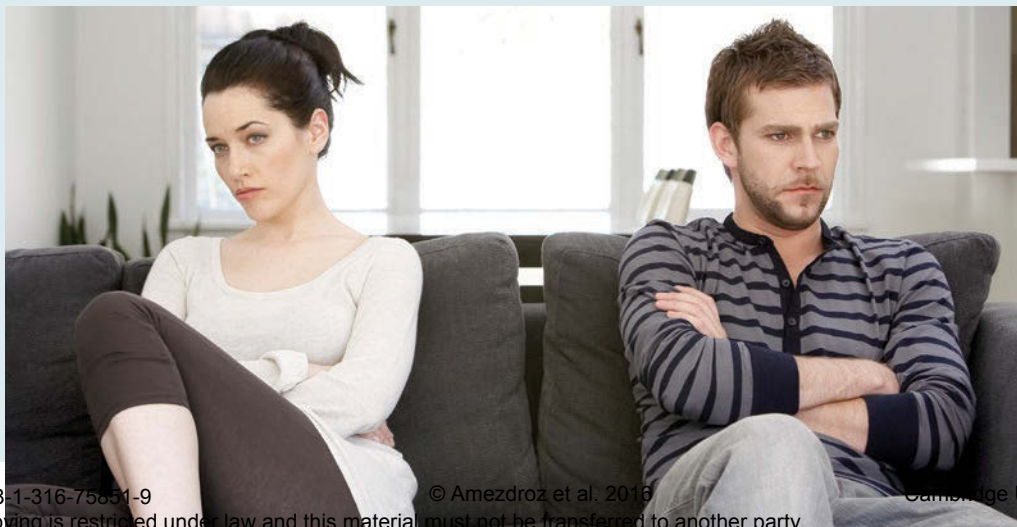
CHAPTER REVIEW

- Personal, social, environmental and cultural factors impact on our health and wellbeing, and include:
  - Personal factors – our spirituality, values and beliefs, social skills and intelligence
  - Social factors – our family members, peers, school friends and online contacts
  - Environmental factors – access to healthcare services, climate, location, access to safe public places, and engagement with the community
  - Cultural factors – the values held by our societies, secular and religious communities regarding health, safety, wellbeing and physical activity.
- The media transmit messages about how we should look, dress and act, and what it means to be popular or having a good time.
- Understanding how the media communicates meaning to us, as observers, is an important skill.
- Many of these images are digitally manipulated, and we need to develop the capacity to question, analyse, interpret and evaluate these messages.
- Perceptions of beauty or the ideal body are what society, transmitted through the media, perceive as 'ideal'.
- Development of positive body esteem is an essential ingredient in developing self-confidence and a positive outlook on life.
- Food choices are shaped by our personal circumstances, exposure to new types of foods, our changing self-image and our own developing awareness of health.
- Understanding how to read food labelling can assist us in gathering knowledge about the nutritional value of different foods.
- Advocacy is a powerful force in the promotion of healthy behaviours, and publications from organisations like Nutrition Australia can influence people's healthy eating choices.
- Sexuality is shaped by a broad range of factors including physical, psychological, emotional, social, cultural and religious factors.
- The development of our sexual identity is a lifelong and complex process which involves the interaction of many factors including:
  - Sex – our biological or genetic make-up as males or females
  - Gender – shaped by societal values, beliefs and behaviours and begins from birth
  - Sexual orientation – can include bisexual (attracted to both sexes), homosexual (attracted to the same sex) and heterosexual (attracted to the other sex).
- Sexual health is more than being free of disease, it requires a positive and respectful approach to sexuality and sexual relationships and our sexuality is expressed responsibly.
- Values such as honesty, tolerance, empathy, equality, respect, trust, and integrity are all important in guiding effective relationships, particularly those involving sexual health behaviours.
- Our choices and actions within a relationship have an impact on ourselves and others, particularly when we are involved in a sexual relationship.
- We need to be emotionally ready to become sexually active, and be assertive in our communication with our partner about our beliefs and values in the expression of our sexuality.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Different factors influence our health behaviours. These factors include:

  a genetic composition

  b personality characteristics

  c social skills of our peer group

  d highly individual and personalised elements

2 Social factors also influence health behaviours by:

  a our nationality

  b television advertising

  c sporting teams we support

  d a sense of connection to family and others

3 Environmental factors include:

  a safety

  b mental health

  c access to facilities

  d lifelong physical activity

4 Understanding food labelling assists the consumer to understand:

  a ethical advertising of the product

  b whether food is appropriate for a family

  c the nutritional information about the food

  d if food is correctly priced at the supermarket checkout

5 Convenience foods are:

  a inexpensive

  b visually appealing

  c designed to meet all nutritional requirements

  d often pre-packaged and partly cooked for convenience

6 Fast foods can also be described as:

  a expensive foods

  b unhealthy food choices

  c cleverly marketed food choices

  d energy-dense, nutrient-poor (EDNP) foods

7 We can make healthier choices when selecting convenience foods by:

  a choosing foods with organic content

  b choosing healthy options wherever possible

  c choosing foods that are higher in saturated fats

  d reading nutritional labels carefully prior to purchase

8 Sexual identity is best described as:

  a factors related to our values

  b a wide range of sexual stereotypes

  c the difference between males and females

  d connections between sex, gender and sexual orientation

9 Sexual health includes:

  a having regular visits to a doctor

  b coercion in a sexual relationship

  c discrimination against heterosexuals

  d a positive and respectful approach to sexuality

10 Sexuality is determined by which factors?

  a sexual orientation

  b gender roles and stereotypes

  c sex determined at conception

  d physical, social, emotional and spiritual circumstances

SECTION B – Short-answer questions

1   Explain how gender might impact on our health choices.

2   Explain why a food labelled 'low salt' and 'low sugar' could still be considered an unhealthy choice.

3   Relate how one personal value has been shaped within your life.

4   Consider how females and males may experience (or exercise) power within a relationship.

5   Evaluate how sexual health behaviours are critically influenced by gender norms, roles, expectations and power dynamics.

SECTION C – Higher order thinking (HOT) questions

1   Evaluate which contextual factor has the greatest influence on adolescent health choices – individual attitudes and behaviours, the social situation, the cultural and religious factors, or the environment in which a young person lives. Explain your response.

2   Consider and justify how power within a relationship might be different for partners from different ethnic, religious, cultural or socio-economic groups.

05 Respectful relationships

By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours**. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. **They evaluate the outcomes of emotional responses to different situations.** Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Organise your thinking

Respect is about appreciating and acknowledging that we are all different. Empathy assists us to acknowledge and appreciate those differences. We each bring diverse qualities and strengths to every relationship we create. As individuals within respectful relationships, we have a right to feel safe, to be treated fairly and valued. We should be respected for who we are. Respectful relationships are dynamic. When differences occur, we need to advocate behaviours that lead to effective solutions and greater understanding of each other.

Making connections

- Within positive and respectful relationships, individuals have reciprocal rights and responsibilities.
- The balance of power can influence the nature of relationships.
- We acknowledge that individuals have rights to act in their own way and change their minds within respectful relationships.
- We need to demonstrate and advocate respectful behaviour in online interactions.

5.1 Empathy

esteem being respected or well-regarded

respect an attitude of admiration or esteem

empathy the experience of understanding another person's situation from their perspective

Establishing **esteem** when connecting with others is an important characteristic of a respectful relationship. **Respect** is about appreciating and acknowledging that we are all different, and that each of us brings unique talents, values and beliefs, skills and experiences to a relationship. Respect within a relationship is not developed automatically, but is a product of behaviour and **empathy** towards each other.

Empathy is the ability to appreciate other people's emotions, linked with an ability to imagine what someone else might be thinking or feeling. You may have heard the expression 'to walk a mile in someone else's shoes'. This phrase describes the human quality of empathy. Research suggests that empathic people tend to be more generous and concerned with others' welfare. Empathic people also are inclined to have happier relationships and experience enhanced wellbeing. There is evidence that empathy can also improve and facilitate effective communication.

Educational philosopher Maxine Greene (1917–2014) suggested that imagination makes empathy possible. She described this characteristic of imagination as what enables us to negotiate the space between ourselves and others. Only then can we truly imagine what another person is actually experiencing. Greene imagined a world, not where we claim to know or understand the other person, but where we seek continually to cross those empty spaces that divide us – to build bridges and break down barriers between us. Empathy helps to build respectful relationships.
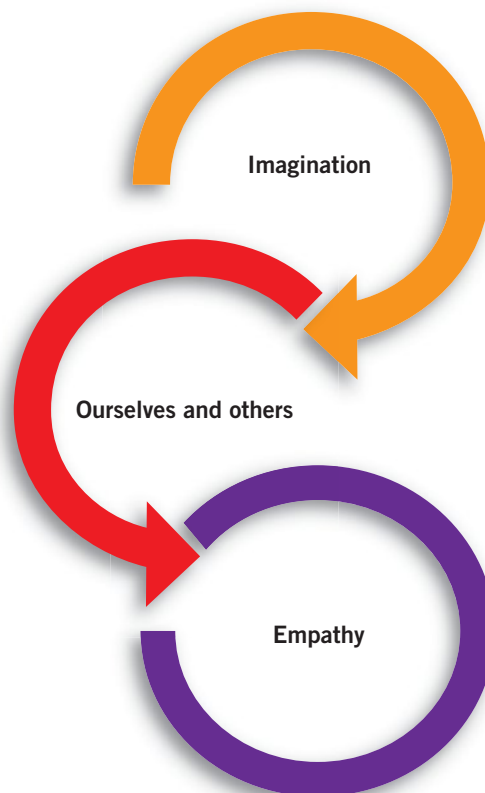
Figure 5.1 Maxine Greene suggested that imagination makes empathy possible.

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Ethics

The term **ethics** refers to a complex body of knowledge related to how our values and the rules that we develop tend to shape our behaviour. These values and rules are developed through a wide range of **socio-cultural** influences, such as family, school, religious traditions and peer group.

Ethics determine how we behave and interact with each other, as well as the choices we make. Ethics inform these choices we make in our day-to-day interactions. Ethics relate to who we are, our relationships and the development of a well-informed conscience. This links to one basic question: 'What should I do in this situation?'

Thinking ethically is sometimes very challenging, but can be informed through a framework designed to support us as we grapple with difficult issues and problems. While we grapple with our decision-making process, it is essential that we consider our core principles and values on which sound moral and ethical decision-making is based. Dealing with ethical issues is often perplexing. What questions should we ask ourselves? How should we respond?

Whether we realise it or not, we are confronted by ethical dilemmas each day, through media coverage of world events. Issues such as government foreign policy, social justice, dilemmas and debates around medical technologies, the rights of the homeless, and the predicament of refugees and the ways they are treated are all examples of ethical dilemmas.

These 'big picture' issues have strong ethical elements, and so do the everyday issues that confront us in our lives. They all share an ethical basis that we can consider by asking ourselves the question 'What should I do in this situation?'

ethics the moral principles that govern a person's behaviour or the conducting of an activity

socio-cultural social and cultural factors or determinants

Figure 5.2 Ethical behaviour stems from a simple question: 'What should I do in this situation?'

Figure 5.3 The peer group is an important influence on the development of moral values and rules.

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5.2 Rights and responsibilities

Rights and respect

Dr Manuel Velasquez is Professor of Philosophy at Santa Clara University. His research is focused on ethical decision-making and has been influenced by the ideas of German philosopher Immanuel Kant (1724–1804) and others like him, who focused on the individual's right to choose for herself or himself.

dignity the quality of being worthy of esteem or respect

HPE and HASS

The Universal Declaration of Human Rights was adopted by the United Nations, which was created after World War II. The international community united and declared that the atrocities evidenced in that conflict would never again be allowed to occur.

According to these philosophers, what makes human beings different from other living things is that people have a **dignity** based on their ability to choose freely what they will do with their lives, and they have a fundamental moral right to have these choices respected. People are not objects to be manipulated; therefore it is a violation of human dignity to use people in ways they do not freely choose. Respect is a central theme in many cultural and religious traditions. People who belong to these cultural and religious communities often draw on guidance from within their traditions regarding rights and responsibilities.

Of course, many different, but related rights exist besides respect. Velasquez contends that these other rights can be thought of as different aspects of the basic right to be treated as we choose. Some rights he has identified in his research are:

- The right to truth: We share a right to be told the truth and to be informed about matters that significantly affect our choices.
- The right of privacy: We share the right to do, believe and say whatever we choose in our personal lives, providing that we do not violate the rights of others.
- The right to safety: We have the right not to be harmed or injured unless we freely and knowingly do something to deserve punishment or we freely and knowingly choose to risk such harms.

5.1 DEEP LEARNING

Article One of the United Nations Universal Declaration of Human Rights states: 'All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.'

1 Outline how this fundamental human right might be demonstrated within a respectful relationship.

2 What do you think 'endowed with reason and conscience' refers to? Discuss this phrase with your peers.

3 How might this phrase be demonstrated within a respectful relationship?

4 Create a mind map that represents Article One using a diagram-making tool such as Gliffy.

5 Provide your teacher and classmates with the link to your mind map.

CASE STUDY **5.1**

Reciprocal rights and responsibilities

A right is a moral or legal entitlement, whereas a responsibility is an action that we can take that demonstrates a respect for another person's rights. Fulfilling these responsibilities helps to protect rights. With every right, a reciprocal responsibility occurs in any respectful relationship. For example, a right within a respectful relationship might be that a person has a right to be safe within that relationship. The reciprocal responsibility of the partner would be to maintain and ensure the safety of the other member within the relationship.

As a small group, develop ideas for a contract of personal partnership rights within a respectful relationship and present your ideas to the class. From the data you have gathered, identify the reciprocal responsibility for each right within the respectful relationship to develop a contract.

You may wish to use a table to organise your data gathering.

Right	Reciprocal responsibility
The right to feel safe within a relationship	The responsibility to ensure the safety of your partner

Respect

Respect is a critical value within a relationship. Respect has several meanings and contexts. Having regard for others is an essential element of respect. This means accepting that other people are different, but no less important than you feel you are. This aspect of respect could also be considered **tolerance**.

tolerance a disposition to allow freedom of choice and behaviour

Figure 5.4 Respect is an essential element in any relationship.

Having a proper respect for yourself is also an important feature of a respectful relationship. This means that you stand up for yourself and do not let yourself be talked into doing things that you know are wrong or that make you feel uncomfortable.

Respect is also about not interfering with others or their property unless **consent** is given.

consent permission to do something

Positive, respectful relationships

What characteristics do you value in your relationships? How do people know whether they are in a good or a bad relationship? On what basis do people decide whether to become more involved, to live together, to get married or to look for another relationship? New Zealand psychologists Garth Fletcher and Jeffry Simpson suggest judgements about a particular relationship might be based on alignment between a set of 'ideal' standards, on the one hand, and perceptions of the 'ideal' partner and the relationship, on the other. Fletcher and Simpson's research and theoretical program over the past few years has confirmed that ideal standards do serve as crucial determinants in close relationships. However, the evidence has also suggested that the psychological processes through which these ideal standards operate are highly complex.

Relationship ideals

+

Partner ideals

▶
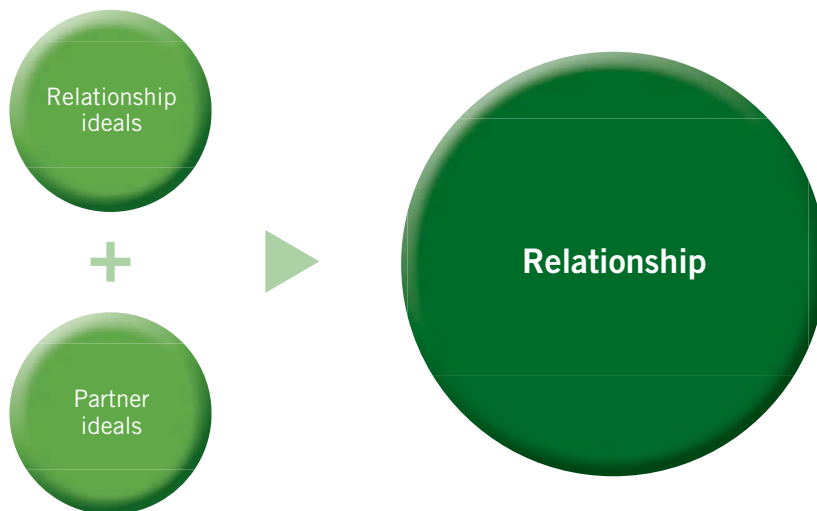
Relationship

Figure 5.5 We enter into a relationship searching for characteristics of the ideal partner and an ideal relationship.

5.2   DEEP LEARNING

1   Develop a list of characteristics of an 'ideal' friendship or relationship.

2   Share your findings with a partner.

3   Create with your class group a list of the top 10 features of an 'ideal' friendship or relationship.

4   What do you notice about the list?

5   Can you categorise the list into different groupings?

6   Do you think these groupings ensure that the relationship is respectful? Why or why not?

Building respectful relationships

How might we create these respectful relationships? Relationships can be very challenging at times, but also very rewarding. Respectful relationships require great commitment. Remember that two people form the one relationship. In order for a relationship to be respectful, the two people involved must work towards generating and maintaining the relationship with each other. At times, this is not easy.

Relationships Australia suggests that the initial step towards building a respectful relationship is our own individual willingness to work on its development. Many people leave things until their relationship has started to fall apart before they think of doing anything about the challenges they are facing.

The optimal time to learn about relationship skills is at the beginning of the relationship. That way we can spend the rest of our relationship putting into practice what we have learned – which means we will probably avoid some major relationship difficulties as the relationship progresses. But remember, it is never too late to start working on your relationship.

Give it to get it

Give and get respect
1   Be open and honest – talk about what is going on in your head and heart.
2   Be curious, ask about their differences – and respect the differences between you.
3   Listen to each other.
4   Ask – do not assume that you know what they are thinking or how they are feeling.
5   Trust your feelings and your instincts.
6   Take time to think about why you are acting a certain way and how this might impact on others.
7   Make time to do things without the other person.
8   Admit your mistakes – we all make them – and plan different ways to behave next time.
9   Remember what is important to the other person, and ask if you do not know.

Table 5.1 Giving respect to others builds respectful relationships.

Did you know?

Research by Relationships Australia indicates that people in supportive, loving relationships are more likely to feel healthier, happier and satisfied with their lives and less likely to have mental or physical health problems, or to do things that are bad for their health.

Equity	Laughter	Honesty	Safety
Independence	Consent	Care	Trust
Communication	Loyalty	Privacy	

Figure 5.6 Some features of a respectful relationship

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5.3

DEEP LEARNING

Review the image in Figure 5.6 regarding some of the features of a respectful relationship.

1 Work in pairs to discuss what might happen or change in a relationship if:

   a a partner or friend is untruthful to the other

   b a partner or friend always does what they promise to do

   c a partner or friend helps the other out in a tough time in their life

   d a partner or friend always decides what they do when they go out together

   e a partner or friend checks the other's phone and views their text messages

   f a partner or friend gets angry or aggressive when they disagree over issues.

2 With each situation listed above, align the behaviour with a feature of a respectful relationship (e.g. untruthful – honesty).

3 Were you able to identify any other features of a respectful relationship not previously identified in Figure 5.6?

4 Share your findings with the class.

5.3 Balance of power

Is our relationship with a friend or partner respectful? How do we know? How much power and control do we have in our relationship? Is it a shared responsibility to make decisions, or does one of us always decide what is going to happen? Does the decision depend on what we are doing?

If we are in a respectful relationship, the power is shared between us. We should feel that we have mutual control in our decisions. This is an example of respectful treatment of each other. If we feel that we share control and power within the relationship, this is another way that we can show admiration for each other, by building the relationship and communicating our wants and needs.

Figure 5.7 Within a respectful relationship, power and control should be shared.
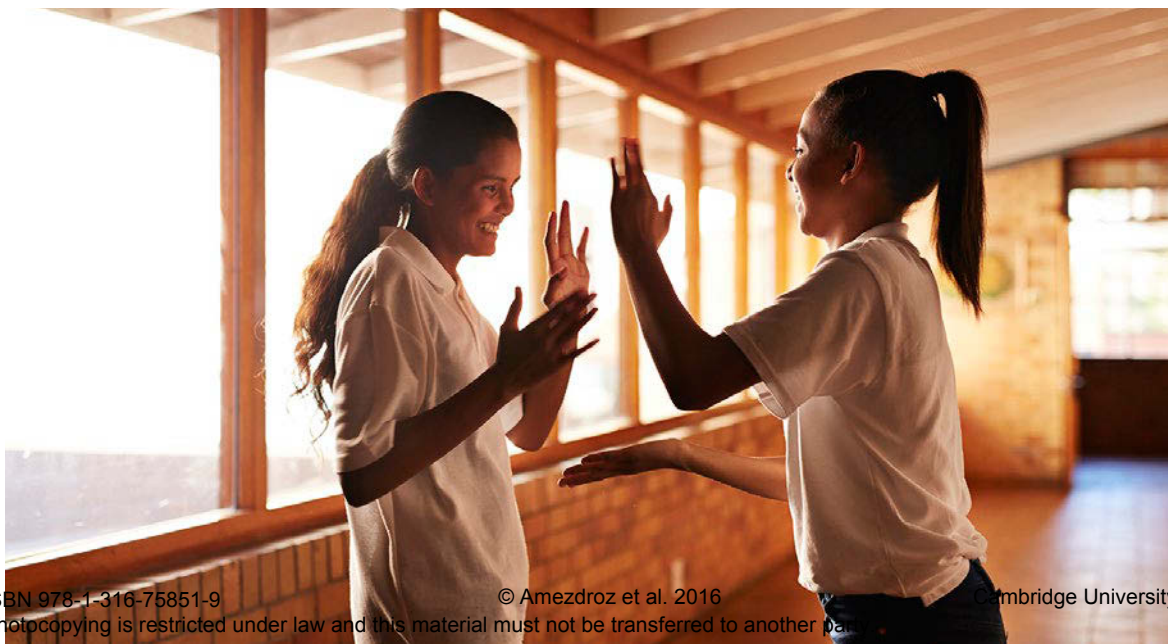
For people of a cultural or religious tradition, relationships are an important area in which people seek to apply particular beliefs, values and qualities. Often healthy and positive relationships are one of the highest objectives of lived culture or faith.

However, control can sometimes mean that friends/partners seek to regulate our actions and monitor everything that we do. Power and control can happen when a friend/partner acts jealously when we talk to other people, or they get angry, constantly putting us down or yelling because we do not agree. This is disrespectful behaviour and the relationship is not working as it should. These actions are not considering a friend/partner's role within the association between the two people. An imbalance of power and control within a relationship is not appropriate. The relationship is no longer respectful, no longer acknowledging each other's needs within the association.

Figure 5.8 At times, relationships can be confusing and hard to understand.

Proposing strategies and actions

Despite our best efforts, sometimes our interactions just do not work out. Relationships do not always last forever. It is very hard to understand when a person doesn't treat us well and this can be very confusing.

There are some signs that might indicate the relationship is not working. You notice that your own rights are not being respected. You seem to have nothing really to talk about when you are alone together. It appears that you do not have much in common. If you have a fight, it takes days to make up and any argument or disagreement you have drags up anger from earlier arguments. You sometimes feel afraid of your partner, because they have previously acted aggressively or violently towards you.

This might be when someone does things to control, bully or hurt someone else. It is not just physical violence – in fact, it might not be physical at all. Abuse can be emotional, such as hurting us emotionally, putting us down, or manipulating or blackmailing us.

We need to take action when we see warning signs within a relationship. We might decide to stay in the relationship, or we might not feel able to break up with the person at the moment. Perhaps we hope they will change or we are scared to leave.

There are things we can do to help us feel safer around our friend/partner.

Figure 5.9 Sometimes actions need to be taken to address relationship problems.

Take a stand

There are lots of ways to respond to situations when you feel that there are warning signs in your relationship. It is important to seek help or advice, so that you can remain safe. Because every situation is different, you need to talk to someone you can trust. Remember that you need to be in control. Your rights need to be maintained and respected.

Talk to a trusted friend or a family member. Talk to a counsellor at school, discuss with an appropriate Elder in your community, a religious leader or contact a helpline for support, guidance and advice. There are lots of different pathways to help, anywhere in Australia.

Help and support

Kids Helpline
Private and confidential telephone and online counselling service specifically for young people aged between five and 25. Free call 1800 551 800 or visit the Kids Helpline website.

The Line
Discussion and advice on handling relationship issues, and what is crossing the line. Call the 24-hour national relationship helpline on 1800 RESPECT (1800 737 732) to talk to an experienced counsellor or visit The Line website.

Somazone

Advice and information for young people about drugs, sex, mental health, body image and relationships. Ask a question, read advice or tell your story. Visit the Somazone website.

ReachOut

Information and stories on a range of issues, including sex, relationships, safety and violence, and sexuality. Visit the ReachOut website.

Lifeline

Confidential telephone counselling. Call 131 114 (cost of a local call).

Police or Ambulance

Call 000 in an emergency for police or ambulance.

Translating and interpreting service

Call 131 450 to gain access to an interpreter in your own language.

Lawstuff

Young people's legal rights and information for every Australian state and territory, including sex and age of consent, and sexual assault and harassment. You can also email your legal questions and they try to reply within 10 days. Visit the Lawstuff website.

DEEP LEARNING

5.4

Finish the following stems with at least three lines for each stem:

1 I was surprised that …

2 I learned from others that …

3 I felt …

4 Someone who has experienced violence may …

5 I could help a friend by …

Gender roles

Harden up! Act like a lady! Be a man! Have you ever heard any statements like these directed to you or to others? What do you think was the purpose of the statement at the time? What was the behaviour that prompted the remark? What effect do you think that statement might have had on the person it was directed to?

Gender roles might be described as a culturally defined pattern of behaviour and social interaction, related to the way that society views masculinity and femininity. Gender roles are socially constructed, dynamic

Did you know?

Psychologist Lawrence Kohlberg's research indicates that boys and girls begin forming their beliefs and attitudes about how women and men should behave within relationships from a very young age.

stereotype a conventional image or oversimplified opinion or conception

and always responding to social change. They differ between cultures, from one society to another, across different social groupings, religious, ethnic and cultural groups.

Gender roles and **stereotypes** impact on respectful relationships. Can you think of how these might influence a relationship?

Attitudes, prejudices and stereotypes

Our attitudes regulate how we interact within our social environment. These attitudes are related to our knowledge and behaviours, but are not always consistently aligned with them. For example, we know that fast foods are nutrient-dense and regular consumption can lead to negative effects on health, but we still consume these types of food.

Prejudices are related to attitudes, but these approaches are based on limited knowledge and information. Prejudice is developed by attitudes that are generalised or stereotyped. For example, a prejudice might be directed at specific ethnic groups, the sexual orientation of people or different religions.

norm a standard or model that is considered typical

Stereotypes are a component of prejudice. These are rigid, often oversimplified or biased views of real social situations. They are especially directed at people or different social groups. For example, gender role stereotyping might refer to certain behaviours that are considered the **norm**, predominantly appropriate or expected from either males or females. These stereotypes do not consider individual interests, abilities or other capacities.

Attitudes, prejudices and stereotypes all have an impact on relationships. Television, the internet, sporting clubs, friends and pop culture all influence the development of attitudes, stereotypes and prejudices around gender roles, particularly within relationships. These influences represent sometimes misleading depictions of how males and females should behave. However, being male or female is not that simple. Respectful relationships require that both parties within the relationship have their rights and responsibilities recognised and enacted.

5.5 DEEP LEARNING

1 Working in small groups of five or six, brainstorm to complete one of the following sentences verbally with each other:

   a Because I am female, I am expected to …

   b Because I am male, I am expected to …

   c If I were male, I would be expected to …

   d If I were female, I would be expected to …

   e One way I would like females to change is …

   f One way I would like males to change is …

2 Share your thoughts and reactions with the rest of the class about differences in the expectations of males and females.

3 Evaluate how these gender expectations might impact on a respectful relationship.

5.4 Acknowledging others' rights

We need to talk …

Communication is essential within a respectful relationship. Through conversation and discussion we can share information about ourselves with our friend/partner and we can discuss our rights. Our rights within a relationship include having a friend/partner who values and encourages us and treats us with respect and consideration. This includes respecting our values, beliefs and traditions. We have the right to make decisions about our bodies, our property, our opinions and our privacy. In addition, we have the right to spend time alone, or with family and friends, by ourselves. We are able to change our mind or act differently within a respectful relationship. As part of a polite and courteous relationship, we have the right to disagree, assert ourselves respectfully and say no without feeling guilty. Most importantly, we have a right to safety within a relationship.

Making ethical decisions

Sometimes within a relationship, we need to make some difficult decisions. As a friendship/partnership, we are frequently faced with challenging choices. To be able to create a constructive response to an important issue or choice can be puzzling. We are able to make our own decisions, based on our values, beliefs, traditions and rules. However, we must also acknowledge the rights of others to act differently from us, or to even change their minds as they are confronted by a specific situation.

Making ethical choices and decisions requires the capacity to make judgements between competing options.

One ethical decision-making model, developed by the Josephson Institute of Ethics, breaks a problem into a step-by-step process of six different stages to follow. This process helps us to make ethical decisions between contrasting options when we are faced with a difficult choice to make.

Six steps to ethical decision-making

The Josephson Institute of Ethics outlines six steps to ethical decision-making:

1 Stop and think: This provides a number of benefits. By pausing and considering, this avoids hasty or impulsive decisions and prepares us for more thoughtful judgement. Consider who might be harmed or who might benefit.
2 Clarify your goals: Before you make a choice, simplify your short-term and long-term aims in this situation. Determine which of your many 'wants' and 'don't wants' affected by the decision are the most important to you. The biggest threat is that decisions that fulfil immediate wants and needs can prevent the achievement of our more important longer-term goals.
3 Determine the facts: Be certain that you have gathered adequate information to support an informed choice. To determine the facts, first resolve what you know, then what you need to know. Be prepared for additional information and to verify assumptions and other uncertain information. In addition, it is important to consider the reliability and credibility of the people providing the facts. You will also need to consider the basis of the supposed facts. If the person giving you the information says he or she personally heard or saw something, consider that person in terms of their honesty, accuracy and memory.

4 Develop some options: Once you know what you want to achieve and have made your best judgement as to the relevant facts, make a list of actions you can take to accomplish your goals. If it is an especially important decision, talk to someone you trust so you can broaden your perspective and think of new choices. If you can think of only one or two choices, you are probably not thinking hard enough. A number of alternative choices need to be considered.

5 Consider the consequences: Sort and review all of your choices to see whether any of your options will violate any of your own values or beliefs, and then eliminate any of these options. Most importantly, you need to identify who will be affected by the decision and how the decision is likely to affect them.

6 Choose: Make a decision. If the choice is not immediately clear, try discussing with people whose judgement you trust and respect. It might also help if you can think of a person of resilient character that you know or know of, and ask yourself what they would do in the situation. Think about how someone might react if they found out about the issue you were deciding upon. Would you be satisfied and happy with your decision?

integrity upholding moral and ethical principles; honesty

Finally, it is important to remember to treat others the way you want to be treated, and keep your promises. You need to maintain your individual **integrity**.
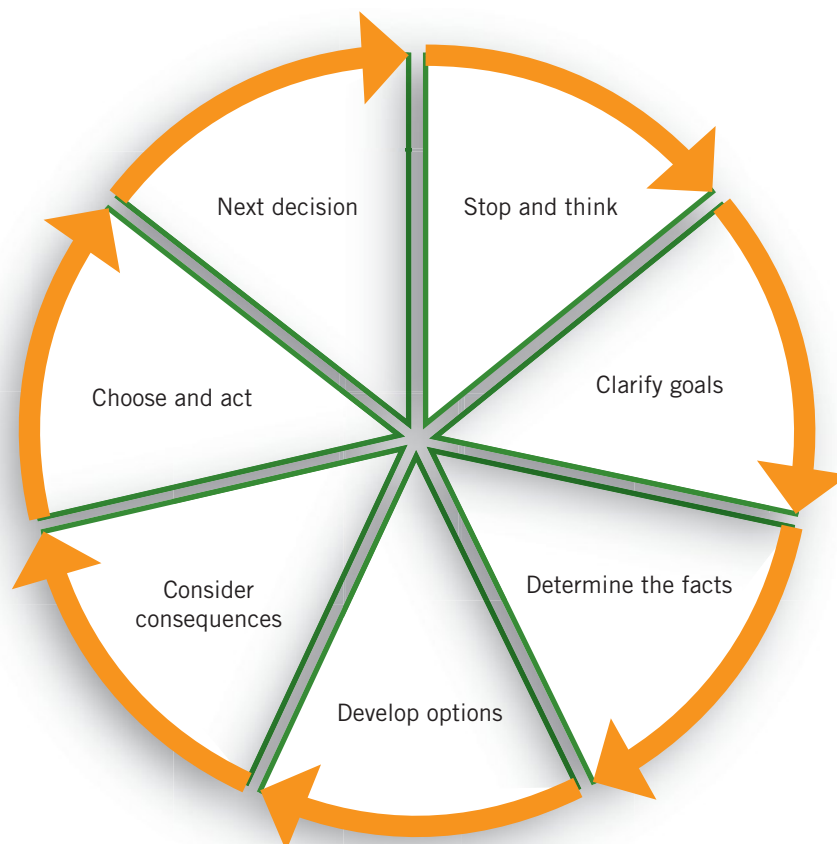
Figure 5.10 An ethical decision-making model

DEEP LEARNING

5.6

Use the ethical decision-making model shown in Figure 5.10 to reach an ethical decision for each of the following scenarios:

1   Rick was supposed to tell a good friend that he had found out that someone had a crush on him. Instead, Rick ended up hooking up with them himself. To make matters worse, he lied to his good friend. Now things are getting really awkward and are spinning out of control. What is Rick supposed to do?

2   You are playing in a volleyball final, playing in back court. On a deep serve, you just manage to get a fingertip to the ball, but the ball goes out of court. The line umpire and first referee do not see the contact you made with the ball and they signal the ball was out and your team scores the point. What do you do?

3   You overhear the manager at your part-time job complaining about the work of your good friend on your last shift together. The manager is clearly not happy with the work habits of your friend. You work together regularly on a shift and do everything in a similar way. Should you tell your friend about the conversation you overheard? How should you respond?

4   Three of your friends from school have set up an offensive Facebook page that criticises and bullies students as well as spreading lies about teachers in your school. The principal has just spoken to the whole school about this issue and has asked anyone in the school who has any knowledge of those responsible to come forward and report them. You are the only one who knows that your friends are responsible. Do you lie to the principal or be disloyal to your friends?

5   Two good friends are part of a particular cultural or religious community. They both feel a strong attraction to each other. How do they relate to each other respectfully, to honour the values, beliefs and traditions of their culture or religion?

5.5 Online interactions

If you observed an accident or emergency situation occurring in front of you, you would certainly take some sort of action to help the person in trouble. Correct? While we might all like to believe that this is true, psychologists Bibb Latané and John Darley suggest that whether or not we get involved might depend upon the number of other witnesses present.

Latané and Darley used the term 'bystander effect' to refer to a situation where someone is in trouble but bystanders do nothing to help the person. If lots of people are present, we are actually less likely to come to the aid of a person who is in need. Although the bystanders develop an understanding of the situation, no one acts or takes responsibility as they expect someone else to come to the person's aid.

The research by these psychologists suggests that two major factors contribute to the bystander effect. Firstly, the mere presence of other people creates a reduction of responsibility. Because there are other observers, onlookers do not feel as much pressure to take action. This is because the

Figure 5.11 The bystander effect is evident within the online environment.

responsibility to take action is thought to be shared among all of those present. The second reason is the need to conduct themselves in correct and socially acceptable ways. When other onlookers fail to react, individuals often take this as a signal that a response is not needed or is inappropriate.

Online behaviour and the bystander effect

If you consider social media sites like Twitter and Facebook, we are connected to thousands of contacts and potential interactions. These popular social media sites represent thousands of people online in the one 'room'. This creates highly favourable conditions for the bystander effect to operate.

Social media can actually enhance the bystander effect. People are quick to post a status update in an effort to inspire people to support, donate or protest over current issues. However, people do not always do what they are encouraging others to do. They think that the post itself
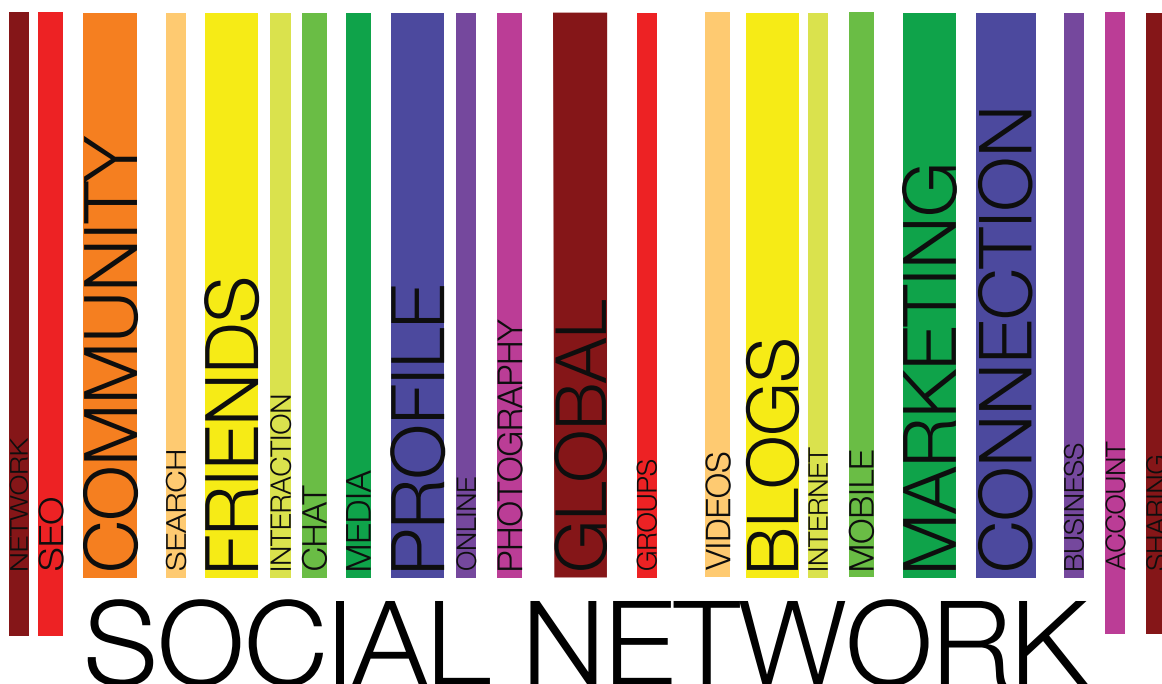
Figure 5.12 The bystander effect is evident in social media interactions.

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is good enough to help spread the word. By liking or sharing the post, the bystander effect takes place and no action is taken by the individual.

Everyone knows that when you write something online it stays online forever, yet some do not hesitate to speak their minds even if their words are cruel. Social media began in a positive atmosphere, encouraging people to connect from all over the world. However, sometimes this connection to others takes on a strongly negative tone.

Of course, there are disrespectful comments posted online. There are numerous times when people will attempt to blackmail others with embarrassing or provocative photos or videos of the other person.

Not only is this a form of cyberbullying but it is also illegal. The bystander effect occurs when all of these unpleasant images are being posted and people see them without reporting them, blocking them or standing up for the targeted individual. You can arrest the trend of the bystander effect by reporting the image, blocking the sender and not sharing the images or content further. Individuals can take action to control their online environment to build respectful relationships.

Both online and in person, the bystander effect is a serious issue, and as long as people become more aware, it can be prevented. With more and more people becoming involved in social media each day, it is definitely evolving into the modern stage for the bystander effect.

Did you know?

Taking, sending or receiving sexual images of someone under 18 is breaking the law – if you have this material on your phone or computer, you could be charged. If you send the image on, you can be charged with an even worse crime, even if you delete it from your own device.

DEEP LEARNING

5.7

1 Create a survey to investigate the bystander effect within your peers' online experiences.

2 Brainstorm some strategies to support other users online to reduce the impact of the bystander effect.

3 Develop a poster or media presentation for a school-age audience, advocating action to prevent inappropriate online interactions, such as where a person's image has been tagged without permission, sexting, or posting explicit content.

Figure 5.13 Prince William has taken part in several anti-bullying campaigns, including the one pictured where students were asked to list on a cardboard hand five people they could turn to if they were being bullied.

CHAPTER REVIEW

- Empathy is the ability to appreciate other people's emotions, linked with an ability to imagine what someone else might be thinking or feeling.

- Ethics refers to a complex body of knowledge related to how our values and the rules that we adopt tend to shape our behaviour.

- A right is a moral or legal entitlement, whereas a responsibility is an action that we take that demonstrates a respect for another person's rights.

- Respect is a critical value within a relationship. Respect has several meanings and contexts.

- New Zealand psychologists Garth Fletcher and Jeffry Simpson suggest judgements about a particular relationship might be based on alignment between a set of 'ideal' standards, on the one hand, and perceptions of the 'ideal' partner and the relationship, on the other.

- In order for a relationship to be respectful, the two people involved must work towards generating and maintaining the relationship with each other.

- If we are in a respectful relationship, the power is shared between us.

- We need to take action when we see warning signs within a relationship and there are lots of ways to respond to these situations.

- Gender roles might be described as a culturally defined pattern of behaviour and social interaction, related to the way that society views masculinity and femininity.

- Our attitudes regulate how we interact within our social environment.

- Prejudices are related to attitudes, but these approaches are based on limited knowledge and information.

- Stereotypes are a component of prejudice. These are rigid, often oversimplified or biased views of real social or cultural charateristics.

- Communication is essential within a respectful relationship.

- Making ethical choices and decisions requires the capacity to make judgements between competing options.

- The Josephson Institute of Ethics outlines six steps to ethical decision-making.

- Psychologists Bibb Latané and John Darley used the term 'bystander effect' to refer to a situation where someone is in trouble, but bystanders do nothing to help the person.

- Social media can enhance the bystander effect.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Empathy is:

  a a human quality, using imagination

  b being generous and concerned in relationships

  c the ability to appreciate other people's emotions

  d effective communication between people in a relationship

2 Ethics are:

  a the family, school and peer group

  b socio-cultural influences on behaviour

  c a set of moral values and rules for behaviour

  d drawn from research about a complex body of knowledge

3 Ethical behaviour is about:

  a decision-making about tough issues

  b solving 'big picture' issues within society

  c a series of questions you should ask yourself

  d a question concerning the most correct decision in a specific situation

4 Rights and responsibilities include:

  a safety

  b dignity and respect

  c a series of human rights

  d reciprocal decisions within a relationship

5 Respect is:

  a an important element within a relationship

  b given to build capacity within a relationship

  c based on a concept of ideal relationships with partners

  d developed over time through experiences with each other

6 Power and control in a relationship is:

  a a bad thing and should be avoided

  b a good thing and should be encouraged

  c essential to be shared through mutual trust

  d unhelpful and a negative impact on a respectful relationship

7 Gender roles are:

  a stereotypes

  b socially constructed

  c impacting on respectful relationships

  d how males and females should behave

8 Attitudes are:

  a related to knowledge and behaviour

  b regulation of how we interact with others

  c about fast food consumption throughout Australia

  d prejudices, linked to stereotypes present in Australian society

9 An ethical decision-making model is developed by:

  a gathering all the evidence

  b choosing the best alternative

  c developing and considering options

  d a step-by-step process of a number of different stages

10 The bystander effect is related to:

  a responsibility

  b innocent people being hurt

  c a psychological research finding

  d failing to come to someone's assistance

SECTION B – Short-answer questions

1 Create five rules or principles to be adhered to in order to maintain a respectful relationship with a partner.

2 Gather images to create a collage to challenge a gender stereotype; that is, masculinity or femininity.

3 Develop a key learning from this chapter, expressing what you have learned in a 140-character tweet using #respectfulrelationships.

4 Construct a list of the three most personal, challenging issues for you expressed in the chapter.

5 Create a KWL chart, describing what you know, what you have learned and what you still want to learn.

SECTION C – Higher order thinking (HOT) questions

1 Evaluate the role of reciprocal rights and responsibilities within a respectful relationship.

2 Create a multimedia poster advocating respectful relationships. Present your poster to the class for comment and discussion.

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06 Positive emotions

By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours**. **They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations.** Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Organise your thinking

Positive emotions are shared with other people in the ways we express compassion, gratefulness, joy, kindness, hope, optimism, interest, amusement, love and awe in our lives. If these emotions seem a long way from where you are emotionally, it may be time to become more mindful so that you are more connected to your emotions, self-aware and able to express some of these emotions. Positive emotions benefit everyone, so they are worth investing in as they can help us manage challenging emotional responses. We also need to use strategies to manage the full range of emotions to cope with different situations and relationships.

Making connections

- Think of a time when things went well, you were pleased with your effort, your character, your thoughts and your actions. Harness the same sense of positivity when faced with challenging situations.
- Develop strategies for dealing with conflict and high emotions in a range of situations that may confront you.
- Become aware of what your emotions mean and how other people can interpret your emotions.

6.1 Emotional responses and resolving conflict

Our emotional responses and the skills involved in resolving conflict are part of a group of skills that contribute to enabling us to experience more positive emotions and life satisfaction. These social-emotional skills include self-awareness, self-management, social awareness, responsible behaviour, and decision-making and relationship skills, as shown in Figure 6.1. The skills are recognised as affecting our relationships, interactions and life at home and at school.

Did you know?

When we witness excellence, we experience the 'elevation effect'. That means we feel inspired by what is going on around us. It may be moral excellence or sporting excellence, as in the Olympic Games, that inspires us. Therefore, great acts of kindness or courage inspire and elevate us to want to do and be more. (Source: Adapted from L. Waters, *Psychologist Warning: Being Positive is not for the faint hearted*, TedxMelbourne, Tedx Talks, 2015)

Figure 6.1 Social-emotional learning for positive emotions

Self-awareness forms the basis of how we view ourselves. Recognising our emotions, values and strengths as well as areas to work on enables us to know who we are and how we can nurture our relationships. We can use our character strengths (see Figure 6.2) to deal with conflict and challenging situations that we face. Figure 6.2 is a useful model capturing character strengths and virtues. For some people, however, their cultural or religious tradition may be more central in this picture. For example, a meaningful life of positive engagement is often the focus of living for people with a religious affiliation and joy or pleasure flows from this. Character strengths, including justice, courage and temperance, consist of values in action, such as forgiveness, leadership and fairness. These values can serve us well during challenging times. Likewise, using humour and spirituality or drawing guidance from a cultural or religious tradition can help us to see a conflict situation in a different way.

Self-management involves managing emotional responses and behaviour to achieve specified goals. It involves using the skills of **resilience** rather than getting upset or angry about some situations, such as when we do not do well in a test. In such academic and learning

resilience the ability to recover quickly following adversity or hardship
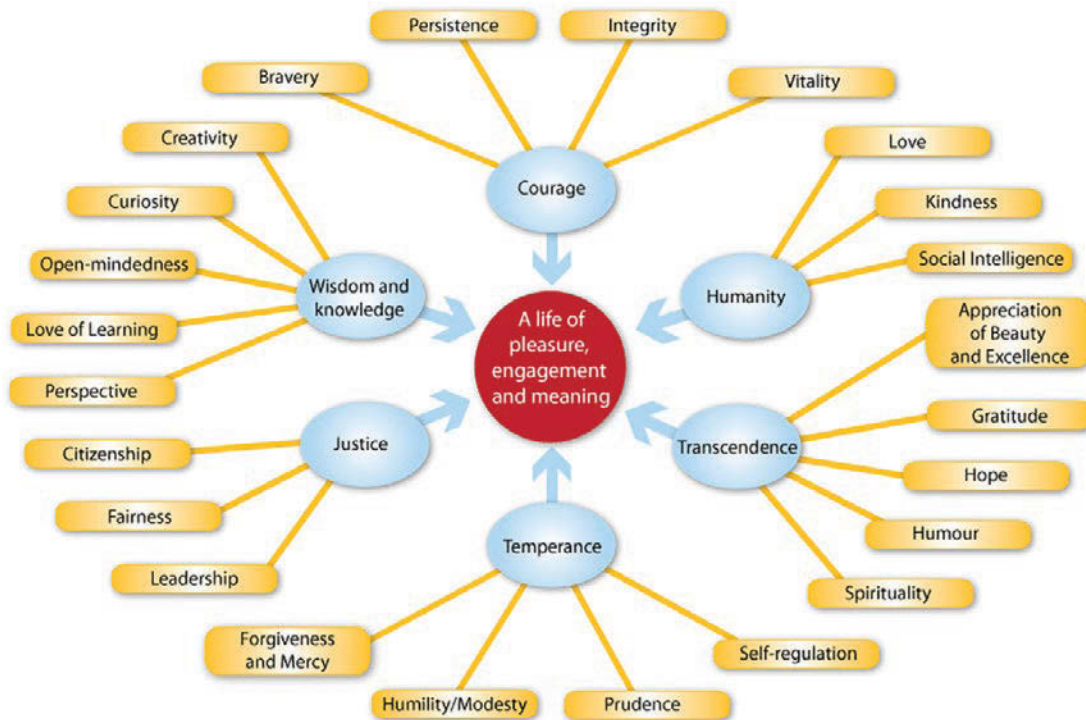
Figure 6.2 VIA Institute of Character character strengths and virtues, from Peterson and Seligman, 2004

situations, we can apply a **growth mindset**, meaning we appreciate that we learn from errors and making mistakes as part of the learning process.

Usually we think of the need to manage high emotions such as anger; however, positive emotions also need to be managed by displaying them at the right time and in a way appropriate to the situation. For example, using humour by telling jokes during prayers or an event such as a funeral service would not be a strength, whereas the ability to use humour to break tension or to create a point of connection with others is. A range of emotions can be challenging to manage, from sadness and anxiety through to anger and despair, depending on the situations involved. Feeling elated when others are feeling sad or angry also requires sensitivity. Two emotions – anger and anxiety – will be covered here.

growth mindset the belief that basic abilities can be developed through dedication and hard work

Anger

Anger can take many forms, from mild irritation through to explosive rage. It can be expressed as passive aggression or violent outbursts. Anger management is a process of learning to recognise signs that you are becoming angry, such as increased heart rate, increased respiration, sweating, feeling as if you are going red in the face and increasing the volume of your voice. Anger is a build-up of frustration, when you feel threatened in some way or when you are prevented from achieving your goals. Identifying what triggers your anger is important to managing it and then recognising and looking out for the signs that your anger is developing. Responding to frustration and anger through positive means and exploring deeper feelings, such as sadness or depression, are important components to managing anger. Through anger and other challenging emotions you can get to know yourself better.

Strategies to manage anger

Take a time out

Defuse your temper by slowing down. Before you react, breathe deeply several times and count to 10 or, even better, to 20. If necessary, move away from the person/people or situation until your feelings subside.

When you feel calm, express your anger

With calmed emotions, return to the person/people and the situation. State your concerns and needs clearly and directly, but in a non-confrontational way. Do not try to control the other person/people or hurt their feelings.

Do some exercise

When you feel yourself getting angry, do some exercise. If feasible, do some boxing, take a brisk walk, go for a run or do some other form of physical activity. Releasing your feelings this way can make you feel at peace.

Think before you speak

Before you say something you might regret, take time to regain your composure. This will also allow others to do the same.

Identify possible solutions

Assess the situation and identify some ways to deal with it. If needed, predict into the future how the different possible solutions may affect you and other people.

Use 'I' statements

Criticising and blaming others might increase the tension, so try to use specific 'I' statements to describe the problem in a respectful way. For example, say 'I feel upset that you didn't ask me if I minded …' instead of 'You never ask me my opinion.'

Figure 6.3 Find ways to relax to support yourself when you feel tense, worried or angry.

Try not to hold a grudge

Forgive other people. While this can be difficult to do, forgiveness can help you feel good about yourself.

Use humour to release tension

Using humour can help defuse tension. Laughing at yourself can enable other people to see you differently.

Practise relaxation skills and mindfulness

Exercise relaxation techniques when you need to. Practise deep-breathing exercises, imagine a relaxing or beautiful scene, or repeat a calming word or phrase, such as, 'You are strong and capable.' You might also listen to music, write in a journal or do some yoga poses – whatever you find helps you to relax. **Mindfulness** involves being aware of and taking notice of everything so that you are totally 'present'. It can help increase a sense of appreciation and gratefulness, thereby celebrating what is right rather than wrong.

mindfulness a moment-by-moment practice involving all of a person's subjective conscious experience. It is linked to health and wellbeing.

Know when to seek help

Controlling anger is challenging to everyone at times. Consider seeking help for anger issues if your anger seems out of control, causes you to do things you regret or hurts those around you.

Anxiety

Young people today are exposed to scenes and information showing confronting global issues. They are also concerned about friends, family, health and their future. The ABC has surveyed 20 000 Australian children to find out what makes them happy and sad. The survey, the largest of its kind ever conducted, revealed:

- 52% nearly always felt happy
- 65% were happiest with friends

Figure 6.4 Exam preparation can be a very stressful time for some students as they start to think about their future plans.

- 60% were happiest doing sport/hobbies
- 87% felt safe at home
- 64% felt safe while at school.

This information indicates there are many children and young people who are happy and feel secure. It also indicates there is room for improvement. As children get older, they start to worry more about their future and about what is happening. There is a link between anxiety and depression, so if anxiety continues to be a problem, it would help to gain professional advice.

Young people are saying they would mainly feel comfortable talking to their parents and friends if they feel worried, but almost 20% would not talk about what is worrying them. Organisations such as Kids Helpline have been set up to help young people and are available online or via telephone. Sometimes, it can be helpful to speak with people outside your family, community or friendship group, and you should feel confident that they are trained to help you.

Figure 6.5 Talking to parents, friends and teachers about your feelings can help during times of stress and anxiety.

Managing anxiety

Feeling anxious and worried can affect our ability to sleep, concentrate and enjoy ourselves. It can also be associated with depression and may require professional support. Some things we can do to support ourselves, or others who are anxious or worried, are discussed below.

Ask yourself – repositioning
Will this matter in five days, five weeks, five months or five years? If the answer is no, stop worrying.

Remind yourself
Think of other situations such as the one in question when you were able to cope, and then identify what else you may need to do this time.

empathy the experience of understanding another person's situation from their perspective

Listen, support and encourage
Be a good listener. Sometimes it is all that is needed. Support the person and show **empathy**. Encourage the person to speak to the school counsellor or a psychologist if they need more help.

Practise perspective taking and disengagement
Perspective taking involves the ability to perceive someone's thoughts, feelings and motivations, to empathise with them and see things from their perspective or viewpoint. We can either apply that to ourselves or to someone else to understand them and show compassion. When we disengage from a situation, we try to step back from it and leave our emotions in front of us, as if we are looking in on something.

DEEP LEARNING

6.1

1. Rehearse a role play for each of the following situations, perform it and then discuss and evaluate responses to managing the emotions generated.

   a. A friend agreed to meet you in the shopping centre to see a movie. They arrive an hour late. By then you have missed a lot of the movie.

   b. Rumours have been spread about you that have got back to you and you are furious. There is no truth in the stories being spread.

   c. Someone breaks into your locker and trashes your stuff.

   d. You have exams coming up and you always get really nervous. This time it is much worse because you have been sick a lot lately.

   e. A person in your friendship group seems to have turned against you by sending you foul messages. The messages are not stopping and are being received all hours of the day and night.

2. Find out and record all the strengths of people in your class and list them in alphabetical order (e.g. Adventurous Anita, Brave Brian, Creative Carl). Use what you devised for the words of a popular song and perform it, or write these as a poem, use software to create and print a visual representation to display in your classroom, or produce some creative writing showing how each 'superhero' was able to use their strengths.

3. Perform a role play about a student in your class having a problem with managing their anger. This gets them into trouble with teachers, peers and classmates. Part of what happens involves yelling. In a conversation, offer the student some suggestions about how to manage their anger. Change roles and repeat. Form a new pair and repeat.

4. Rank the following situations from 1 to 10 based on their potential to provoke individuals to react with extreme emotions (1 = low potential, 10 = high potential).

   a. A person pushes another in the line at the school canteen.

   b. In soccer, one player trips another player over on purpose.

   c. A fellow student calls you and your family insulting and crude names.

   d. A friend is becoming jealous and possessive over you and you feel like you are being smothered.

   e. You keep putting your hand up to answer questions and in one class the teacher never asks for your answer.

   f. A student in your year group dobbed on you after telling you he wouldn't.

   g. A student approaches you in the playground and just starts pushing you for no reason.

5. For each situation in a–g above, list the range of possible responses.

   a. Outline factors that would determine each response.

   b. Explain how each response might affect the person in the situation.

   c. Add to the possible list of situations and repeat b as above.
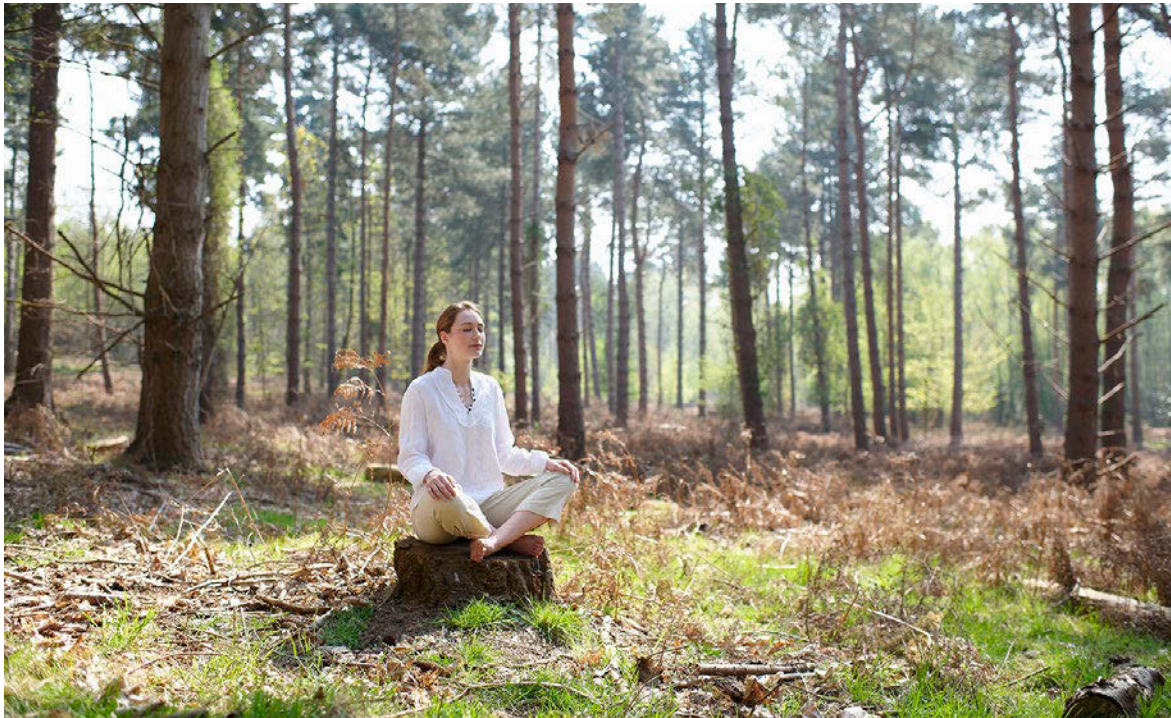
Figure 6.6 Yoga and meditation can help manage anxiety.

Breathe and meditate

Remember to breathe. When you breathe deeply, it can help your mind relax as well as your body. As you breathe, focus on enabling your muscles to relax. If possible, sit quietly or lie down and let your mind focus on a relaxing place, a positive memory or the face of someone who makes you feel calm.

Pray or think positive thoughts

If you are religious, pray; otherwise, focus on positive thoughts and remind yourself that you can do it and that there are people available to support you.

Do some exercise, physical activity and relaxing activities

Do some exercise and forms of physical activity that you enjoy. Choose some things that help you relax and do them too.

Responsible behaviour, decision-making and relationship skills

Being able to manage emotions and sensitivity towards others' emotions are important for developing responsible behaviour. We can demonstrate responsible behaviour by looking out for other people, being respectful and modelling values for a safe and happy school that can develop everyone's wellbeing. To achieve these things, we need to gather information and think about the impact of different options for ourselves and other people. Part of decision-making is considering what the best choice is, and how different choices have benefits and costs, before finally making a decision.

Relationship skills are vital because when we know how to communicate clearly, inspire and influence others, work well in a team and manage conflict, our relationships will be more positive. We will also be better equipped to deal with challenging situations.

6.2 Family situations

Families are not necessarily straightforward. Divorce, separations, deaths, remarriages and disharmony can each affect family life. De facto relationships, single-parent households, adoptions and fostering, as well as group family living, are some ways that young people live in families today. Times can also be tough if family members get sick, injured or become unemployed. Domestic violence is also an issue in families that affects everyone. Half the contacts from children and young people under the age of 18 to Kids Helpline are about family matters. At different times our relationships at home with family members may be under pressure and there can be conflict.

Conflict-resolution, **negotiation** and **interpersonal skills** are helpful for sorting things out when there is social disagreement.

negotiation resolving of disagreement

interpersonal skills also known as people skills, including communication, active listening, persuasive, delegation and leadership skills

Describe what is happening and how you feel by using 'I feel' statements.

Affirm the other person and listen to their point of view.

Request different behaviours and be open to different solutions.
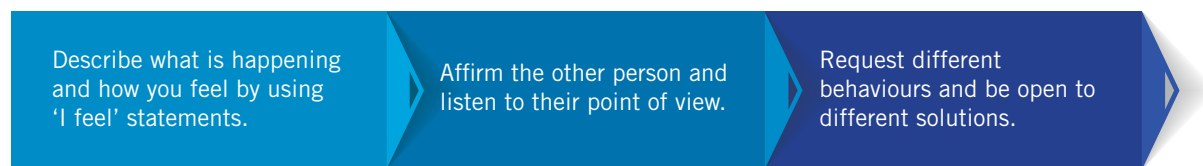
Figure 6.7 An approach to resolving conflict

Likewise, processes such as **compromise**, **consensus seeking** and seeking support from outside agencies can help. Sometimes when there is disagreement it is necessary to agree to disagree because a solution cannot be found.

Conflict will occur between people as we have different views, opinions and values. It is helpful to have some strategies to resolve conflict and manage our emotions. To have conversations aimed at resolving conflict:

compromise accepting a situation rather than expecting something

consensus seeking a structured process for reaching agreement

- choose a good time and a place to talk
- describe what is happening for you
- be committed to working on a solution that suits everyone and developing mutual understanding
- use active listening techniques including paraphrasing, which involves repeating what has been stated so you can check you have understood it correctly and are listening carefully
- try to talk about issues rather than people
- use 'I feel' statements
- acknowledge where agreement and consensus exist
- be open to a range of creative solutions.

Social and online environments

Social environments are places where young people meet or gather. A range of situations can emerge that we need to deal with that can seem hurtful, upsetting or disappointing. Relationships change and develop and when this happens we can experience a loss and grief response, accompanied by deep emotions. Using a strengths-based approach we can remind ourselves of how capable and resourceful we are. If we are upset about something that has happened, we can:

- keep a daily diary of how we feel
- use optimistic thinking about the future
- go online to ReachOut or the Kids Helpline
- listen to music or watch a movie
- do something where we are close to nature (e.g. watch a sunset, walk on the beach, smell flowers)
- connect with a cultural or religious tradition; for example, through prayer, worship and meditation
- write a journal entry and counteract it by expressing how the situation challenged us to be a better person, thereby turning a potentially negative situation into a positive one
- do something we enjoy or that helps us relax (e.g. take a bubble bath, exercise, burn some aromatic oils such as lavender)
- talk to friends, family, a teacher, the school counsellor, a respected community Elder or religious leader.
- speak with the people involved, applying the same points listed for resolving conflict.

Social and online environments can provide enjoyable ways to build positive relationships, interact with people and stay connected. This can turn sour when people misuse the online environment through, for example, cyberbullying.

Cyberbullying can create a strong emotional response, which can be hurtful, affecting a person's self-esteem and self-confidence. It can be difficult to deal with, as cyberbullying can follow you home into your bedroom and wherever you go. If you experience cyberbullying:

- talk to someone you trust immediately, such as a parent, sibling, uncle/aunt, teacher or friend, or contact Kids Helpline
- do not retaliate or respond – they might use it against you

Figure 6.8 Talking about cyberbullying and other social problems is important to finding a solution.

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- block the bully and change your privacy settings
- report the abuse to the service and get others to do so
- collect the evidence – keep mobile phone messages, take screenshots and print emails or social networking conversations
- do something you enjoy (e.g. catch up with friends, listen to music, watch a television show)
- chat online to people you can trust, including people who have professional training to assist you; let them know how you feel and how you have been affected
- remember, you did not ask for this – nobody deserves to be bullied and you will get through it.

If your friend is being cyberbullied

If you have a friend or know someone at school who is being cyberbullied:

- do not join in – avoid comments on posts, images or videos that will hurt others
- do not forward or share posts, images or videos that will hurt others
- leave negative groups and conversations
- report bullying to someone who can help – this can be an anonymous or in-person report to a parent or teacher
- if you are confident, speak with others about their bullying and ask them to stop (e.g. 'Enough. This is no way to treat someone.')
- support your friend online and offline by saying things such as 'I heard about the posts – you don't deserve that. I'm here for you.'

Did you know?

If a friend is feeling distressed and expresses it on Facebook, you can let Facebook know and then the next time the person opens Facebook they will be offered resources for Beyondblue or Headspace, some coping strategies and a tool to find offline support.
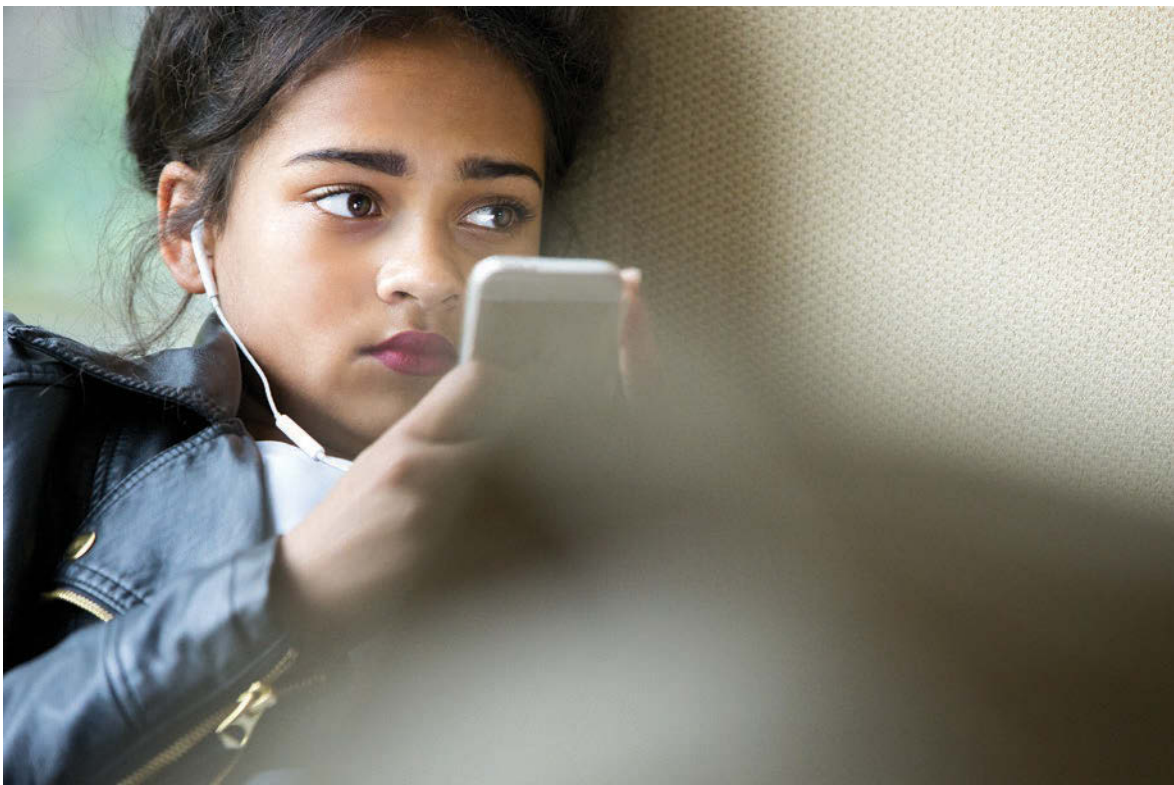
Figure 6.9 Take action to report cyberbullying.

6.2

DEEP LEARNING

1   Using pen and paper or Google Docs, as a class and in turn add responses offering constructive advice about what to do in the following situations:

   a   Susan/Mina's parents have been arguing every night. The arguments are becoming more intense. She/he cannot concentrate in lessons.

   b   Mary/Ryan have been involved in some cyberbullying activities. It started as a joke, but now many more people have got involved and it seems to be continuing. Janine, the person on the receiving end, has stopped coming to school. Offer your support to Mary/Ryan and Janine.

2   In pairs, brainstorm alternative responses to the following situations involving high emotions for positive outcomes on relationships:

   a   expressing anger by throwing things at people

   b   blaming other people when things go wrong

   c   self-loathing and self-blaming when feeling let down by others, having low self-esteem

   d   Joan/John is experiencing a difficult family situation as her/his parents who divorced are now both getting remarried. She/he is arguing and fighting a lot with both her/his parents.

6.3 Detecting sensitive emotions

Sensitive emotions can arise for reasons such as dealing with a disappointment, relationship issues, loss and grief. It can be difficult to detect sensitive emotions for a number of reasons. Culturally and socially people, particularly boys, have not been encouraged to express their emotions. This is starting to change, but it is culturally ingrained. Being able to recognise and express the full range of emotions in constructive ways is part of what it means to be human. Some emotions tend to remain hidden or out of sight. Think of sensitive emotions as an iceberg. We only see what is above the water – in this case, a particular emotion unless others are revealed to us. The visible emotions may be fiery or volatile and may appear as anger or rage or they may be neutral or cool emotions that may be expressed as apathy, indifference or disappointment. Below the surface, hidden emotions such as sadness, despair, sorrow, grief, fear and shame may be either supressed or camouflaged by other emotions. These are the sensitive emotions that can be so difficult to detect.

Any emotion can be sensitive for a person in a particular situation if they have not learned or been encouraged to show that emotion constructively. For example, a student is fearful about the examinations, but instead of showing fear, he demonstrates apathy and indifference as if he doesn't care. Another example of replacing one emotion with another is if we find ourselves in trouble and we laugh instead of taking responsibility and showing remorse because we do not know how to deal with the behaviours required for the emotion. In addition, the ability to demonstrate emotions can be influenced by:

- extreme or unpredictable situations and events
- social situations and their impact

- our opinion about ourselves
- attitudes about the future
- the mental and emotional investment that someone may put into achieving a goal, such as making a sporting team or gaining a particular grade at school.

When emotions are not what they seem

As the example of the iceberg demonstrates, we tend to only see emotions that are visible or apparent to us and there can be a lot happening with emotions below the surface. Another way to think about the display or absence of particular emotions is wearing different masks, particularly when with other people. For example, a person may wear a public mask whereby they present themselves as being satisfied and fulfilled when they are actually lonely, fearful and sad. If possible, we need to be perceptive by looking behind the mask to see what is going on with someone.

Positive emotions	Negative emotions
Interest, curiosity	Alarm, panic
Attraction, desire, admiration	Aversion, disgust, revulsion
Surprise, amusement	Indifference, familiarity, habituation
Hope	Fear
Gratitude, thankfulness	Anger, rage
Joy, elation, triumph, jubilation	Sorrow, grief
Relief	Frustration, disappointment
Pride in achievement, self-confidence, sociability	Embarrassment, shame, guilt, remorse
Generosity	Avarice, greed, miserliness, envy, jealousy
Sympathy	Cruelty
Love	Hate

Table 6.1 There is a full spectrum of contrasting human emotions that we experience.

Recognising and responding to emotions

Emotional intelligence can help us recognise our own and other people's emotions and then adapt our own behaviour to suit different situations. We can learn the skills for emotional intelligence by applying the social-emotional skills outlined at the beginning of the chapter. To recognise emotions, we need to observe others. There are small give-away signs that someone may be feeling something other than the feeling they are expressing, including not initiating or maintaining eye contact and gestures that do not match emotions. The way a person's eyebrows, mouth and eyes widen or narrow can also provide important clues about what emotions are being expressed.

emotional intelligence
a person's ability to understand and manage their emotions and those of others to enhance their life in a personal or professional sense

Using open-ended questions, such as 'How is everything?', 'What is happening for you?' or 'How is your day going?', combined with active listening techniques and offering unconditional support and reassurance, can go a long way in supporting others. Offers of help, such as 'I'm here if you

need me' or 'Let me know if I can help', can help someone feel calmer. If you have more serious concerns about someone's emotions, help them to calm down and remind them of their strengths and the support that is available to them. Tell someone you are concerned about your friend or peer's wellbeing.

6.3 DEEP LEARNING

1 Individually and then with a partner analyse the following interactions to decide what might happen as a result of not recognising the emotions involved:

   a Sam is feeling stressed. On a scale of 1–10 where 10 is the maximum, his/her stress is 9.5. He/she presents in a conversation as babbling, almost humorous. The people he/she is talking to think Sam is amused. Sam has just found out both his/her parents have serious forms of cancer. He/she is too afraid to tell anyone.

   b Mira/Mina is not getting along with her/his best friend, but after a disagreement came into school ready to apologise and start afresh. Just before they bump into each other, Mira/Mina is tripped accidentally in the corridor but she/he thinks it is intentional. As a result, when Mira/Mina and her/his friend see each other Mira/Mina looks angry.

2 Create and act out your own scenarios where emotions are not recognised (e.g. boredom – depressed, disinterested – anxious, worried – bored), then discuss the potential outcomes.

6.1 CASE STUDY

Jacob is regarded as the class clown and is known for his sense of humour. Lately, classmates have started calling him different nicknames, which Jacob seems to like as he always smiles.

Questions

1 Is it possible that Jacob does not like the nicknames? Why?

2 What could be the impact for Jacob showing he likes the nicknames if he actually doesn't?

3 How else could Jacob handle the situation if he doesn't like the nicknames?

4 Do you think it is a good idea to pretend to like something if you do not like it? Why?

HPE and science

Research the link between endorphins and positive emotions by considering the impact of laughter, exercise and other strategies for stress relief.
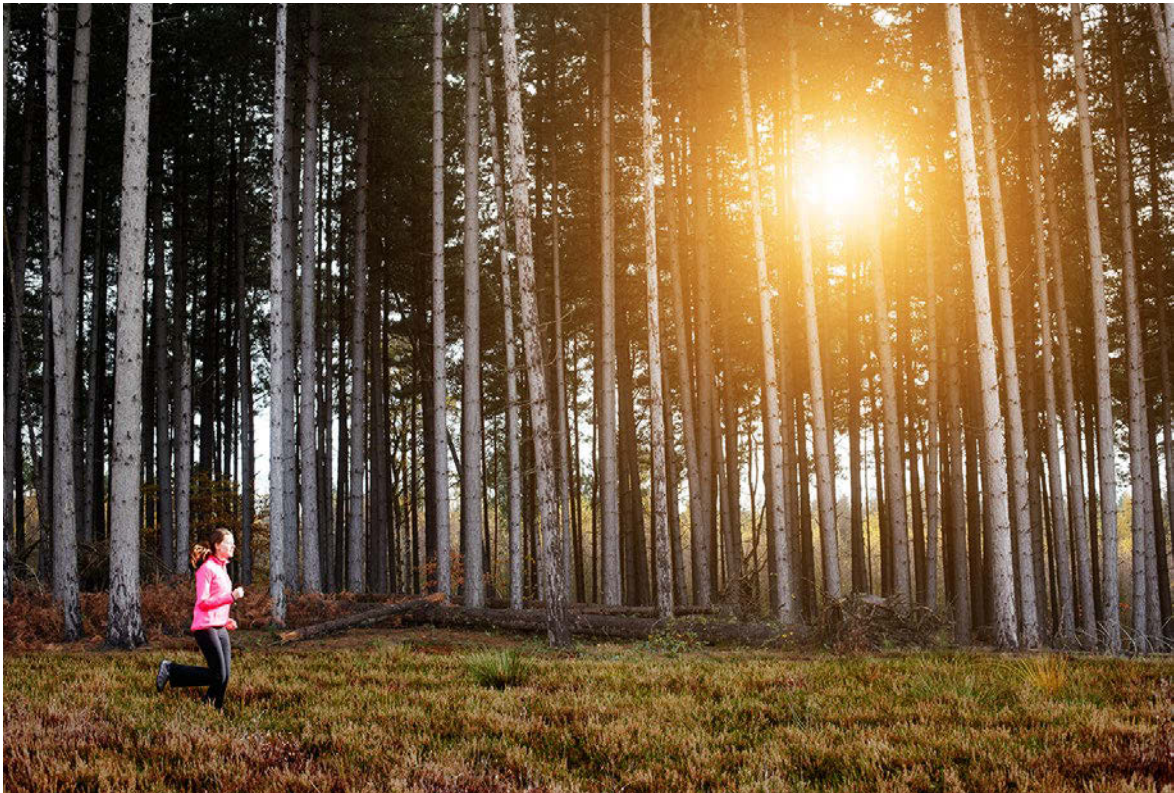
Figure 6.10 Exercise has been linked to endorphins.

HPE and mathematics

A strengths-based approach is very applicable to mathematics. Think of the most complex concept you have learned about in mathematics. Underneath it, list all of the character strengths that can be applied to help in mastering the challenge involved. As a class, discuss your ideas and how the selected character strengths apply to other areas of your learning.

CHAPTER REVIEW

- Our emotional responses and the skills involved in resolving conflict are part of a group of skills that contribute to enabling us to experience more positive emotions and life satisfaction.

- Self-awareness forms the basis of how we view ourselves.

- Self-management involves managing emotional responses and behaviour to achieve specified goals.

- Anger management is a process of learning to recognise the signs that you are becoming angry.

- There is a link between anxiety and depression, so if anxiety continues to be a problem, it can help to seek professional advice.

- Being able to manage emotions, and sensitivity towards others' emotions, are important for developing responsible behaviour.

- At different times our relationships at home with family members may be under pressure, and there can be conflict.

- It is helpful to have some strategies to resolve conflict and manage our emotions.

- Social and online environments can provide enjoyable ways to build positive relationships, interact with people and stay connected.

- Cyberbullying can create a strong emotional response affecting a person's self-esteem and self-confidence.

- It can be difficult to detect sensitive emotions for a number of reasons.

- Any emotion can be sensitive for a person in a particular situation.

- As the iceberg demonstrates, we tend to only see emotions that are visible or apparent to us and there can be a lot happening with emotions below the surface.

- The display or absence of particular emotions could be seen as wearing different masks.

- Emotional intelligence can help us recognise our own and other people's emotions, and then adapt our own behaviour to suit different situations.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Which of the following are the recognised key character strengths and virtues?

  a communication, help-seeking skills, empathy, justice, a sense of beauty

  b courage and humanity, transcendence, temperance, justice, wisdom and knowledge

  c conflict-resolution skills, communication skills, resilience, strengths-based perspective

  d transcendence, prudence, mindfulness, a sense of awe, communication

2 Which of the following best enables a person to manage extreme emotions and relationship challenges?

  a social awareness, relationship skills, attitudes and values, beliefs about humanity, ethical awareness

  b perceptiveness, optimism levels, religious beliefs, responsible behaviour, decision-making and relationship skills

  c self-awareness, self-management, social awareness, responsible behaviour, decision-making and relationship skills

  d personality, physical skills, reputation, ability to solve problems, thinking and decision-making skills

3 Which of the following best demonstrates resilience skills?

  a being left out of a social event, confronting the person about it and creating your own similar event with a different group of friends

  b when you get a test paper back and see you didn't do as well as expected, you blame the teacher because they didn't teach you properly

  c you have a disagreement with your mother and you decide to ask for an apology and to let her know how you feel about the situation

  d a close relative of yours has had a major operation and there were complications; you suspect the worst will happen

4 Which of the following are strategies to manage anger?

  a laughing, practising yoga, screaming, throwing things

  b punching a punching bag, swearing, hitting an object such as a wall

  c writing a letter, listening to music, singing

  d exercising, using 'I' statements, thinking before you speak

5 The ABC surveyed 20 000 Australian children to find out what makes them happy and sad. The survey, the largest of its kind ever conducted, revealed:

  a 52% nearly always felt happy, 65% were happiest with friends, 60% were happiest doing sport/hobbies, 87% felt safe at home, 64% felt safe while at school.

  b 65% nearly always felt happy, 52% were happiest with friends, 60% were happiest doing sport/hobbies, 87% felt safe at home, 64% felt safe while at school.

  c 52% nearly always felt happy, 65% were happiest with friends, 60% were happiest doing sport/hobbies, 64% felt safe at home, 87% felt safe while at school.

  d 52% nearly always felt happy, 65% were happiest with friends, 87% were happiest doing sport/hobbies, 60% felt safe at home, 64% felt safe while at school.

6 What are the major reasons young people wear emotional masks?

   a they do not know what else to do and they are scared and lonely

   b they want people to like them and so they stand out

   c to fit in, to go unnoticed and because some emotions are difficult to express

   d to be brave, impressive, dramatic and daring

7 Which of the following strategies are most effective for managing cyberbullying?

   a confronting the person, not using any form of technology, telling the police

   b retaliating and not relenting, giving them back the same treatment until they give up

   c praying, ignoring it, shutting down your social media accounts

   d talking to someone, changing your privacy settings, collecting the evidence, reassuring yourself

8 Which of the following would be the most helpful skills for managing conflict?

   a planning, being open, arguing a point, decision-making, acceptance

   b communication, negotiation, compromise, emotional intelligence skills

   c listening, being passive, questioning, reaching a conclusion

   d active listening, paraphrasing, questioning, discussion skills

9 Which of the following strategies to counter worry are most recommended?

   a sleeping, using social media, seeking help, having a shower

   b exercising, studying, listening to music, using affirmations

   c seeking help, exercising, breathing, practising meditation and positive thinking

   d practising disengagement, removing the source of the anxiety, talking to others

10 Which of the following best describes the practice of mindfulness?

   a a skill to increase intelligence using memory, mind and will power

   b a way to slow down and take notice of everything going on around you to improve wellbeing

   c artistry drawing on Eastern and Western medicine to improve concentration

   d a way of viewing the world and giving something back to yourself and others

SECTION B – Short-answer questions

1 Describe the benefits of two social-emotional skills.

2 Outline some ways to recognise different emotions.

3 List the ways that you can respond to emotions to support others.

4 Why do some people find it difficult to express some emotions?

5 Outline how an iceberg can be used to explain different emotions.

SECTION C – Higher order thinking (HOT) questions

1 Apply a model for resolving conflict to a relationship issue.

2 Evaluate how emotional intelligence can help build a person's strengths.

07 Evaluating health information

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. **They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing.** They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Organise your thinking

You will find there are times this year and in the years to come when you could do with some help in dealing with health issues – relationships, mental health, body image, personal safety, nutrition and physical activity, just to name some of the big ones. Do you know how to make judgements about the best sources of health information? There could be a range of health resources available in your local area that you could tap into, or just be aware of if the need arose to know about them. It is always important to look out for your friends as well as yourself, so find out ways to be informed about sources of health information that you can access.

Making connections

- How can we make the best decisions about using sources of health information and what information are those decisions based on?
- What does it mean to be responsible for our own health?
- What are some ways to critique local services supporting young people's health?
- How can we store information and share what we know about local health services?

7.1 Health, young people and health information

There are nearly four million young people aged 12–24 years in Australia (2.0 million males and 1.9 million females), representing just under one-fifth of the total Australian population. Males make up a slightly higher proportion of the youth population than females (51% compared to 49%). Young people mainly live in metropolitan areas, but they also live in regional and rural remote areas of our country. Young people living in metropolitan areas are at a health advantage compared to other young Australians because they have local services and personnel available to assist them in their health needs. (Source: Australian Institute of Health and Welfare, *Young Australians: Their health and wellbeing*, cat. no. PHE 140, AIHW, Canberra, 2011)
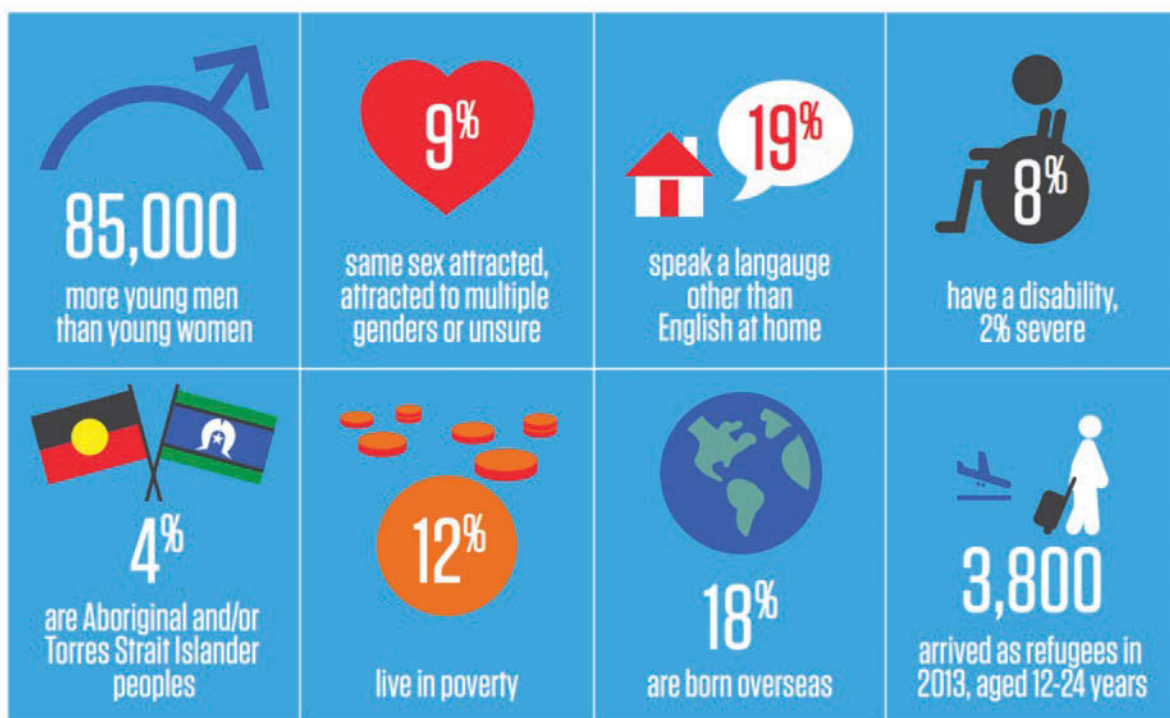
Figure 7.1 An infographic about Australian young people that helps us understand some health issues affecting them

Overall, young Australian people have good health, but some groups, such as Aboriginal and Torres Strait Islander young people, are disadvantaged as outlined in Figure 7.2. Health information is at our fingertips, quite literally; however, deciding what is the best source or the most accurate and reliable information can be overwhelming. Also, some health information can be complex or seem contradictory. While it might be easy to rely on our friends for information, and this approach may seem like the safe option, there is no guarantee our friends know any more than we do, or have the correct information.

We need to work out who we can listen to and rely on. It is important to identify whose health information we can trust and have confidence in and also understand what individuals or groups may have to gain through providing health information and services.

Key findings

The good news

- The majority of young people rate their health as 'good', 'very good' or 'excellent'.
- Most young people are achieving national minimum standards for reading, writing and numeracy, are fully engaged in study or work, and have strong support networks.
- Most young people are able to get support from outside the household in times of crisis.
- There have been large falls in death rates among young people in recent years, mostly due to falls in injury deaths.
- Asthma hospitalisations have fallen.
- Notifications for hepatitis A, B and C have fallen.
- Young people have improved cancer survival.
- There have been falls in smoking and **illicit** substance use.
- Most sexually active Year 10 and Year 12 students use some form of contraception.

Things to work on

- Many young people are overweight or obese, most do not do enough physical activity, and nearly all do not eat enough fruit and vegetables.
- Considerable proportions of young people drink at risky levels, are victims of alcohol- or drug-related violence, or are homeless.
- There are rising rates of diabetes and sexually transmissible infections (largely **chlamydia**).
- Mental health problems and disorders account for the highest burden of disease among young people.
- Among young males, road deaths are a particular area of concern, being nearly three times as high as for females.

Aboriginal and Torres Strait Islander young people

Compared with their non-Indigenous counterparts, Indigenous young people are:

- twice as likely to die from all causes, including 6 times as likely to die from assault and 4 times as likely from suicide
- 10 times as likely to have notifications for sexually transmissible infections and 6 times as likely for hepatitis
- 6 times as likely to be teenage mothers
- 6–7 times as likely to be in the child protection system
- 15 times as likely to be under juvenile justice supervision or in prison
- twice as likely to be unemployed or on income support
- 3 times as likely to live in overcrowded housing
- 2–3 times as likely to be daily smokers.

Young people in remote areas

Compared to their city counterparts, young people living in remote and very remote areas:

- have higher death rates
- have more dental decay
- are less likely to see a general practitioner
- are less likely to be meeting minimum standards for reading, writing and numeracy and to be studying for a qualification
- are more likely to be in jobless families and live in overcrowded housing.

Figure 7.2 A snapshot of young Australians' health status

Source: Australian Institute of Health and Welfare, *Young Australians: Their health and wellbeing*, cat. no. PHE 140, AIHW, Canberra, 2011

illicit illegal or not sanctioned by law

chlamydia a common sexually transmitted infection (STI) that can be easily cured. If left untreated, chlamydia can make it difficult for a woman to get pregnant.

DEEP LEARNING

7.1

1 Examine the information in Figure 7.2. Make a list of health issues raised that may require a young person to analyse and then select suitable sources of health information.

2 Brainstorm some ways to increase the quality and nature of health information that young people in remote areas receive.

3 Pose 8–10 situations that require health decisions with varying implications (e.g. Mary, 15 years of age, is a witness to domestic violence, which is escalating in its severity).

4 In groups of three or four, research sources of health information for one of the health issues raised in question 1 above.

    a Make a list of questions you would need to ask about the health information before choosing one or more sources. For example, what are the credentials of the person or group providing the health information?

    b Share the questions you would ask about the information followed by the types of places where the information was located (e.g. social media, government website).

Skills for critiquing and selecting health information

Figure 7.3 Healthy decisions include eating a nutritious breakfast each day.

We may select health information, products and services. As a consumer we purchase goods such as shoes or food, services such as physiotherapy, dentistry or psychology and seek information about a range of issues. Therefore, it is helpful if we can make informed decisions using health literacy skills. Health literacy skills enable us to access, understand and analyse then make decisions and act upon health information to help protect, manage and support our health. These processes are represented in the model shown in Figure 7.4.
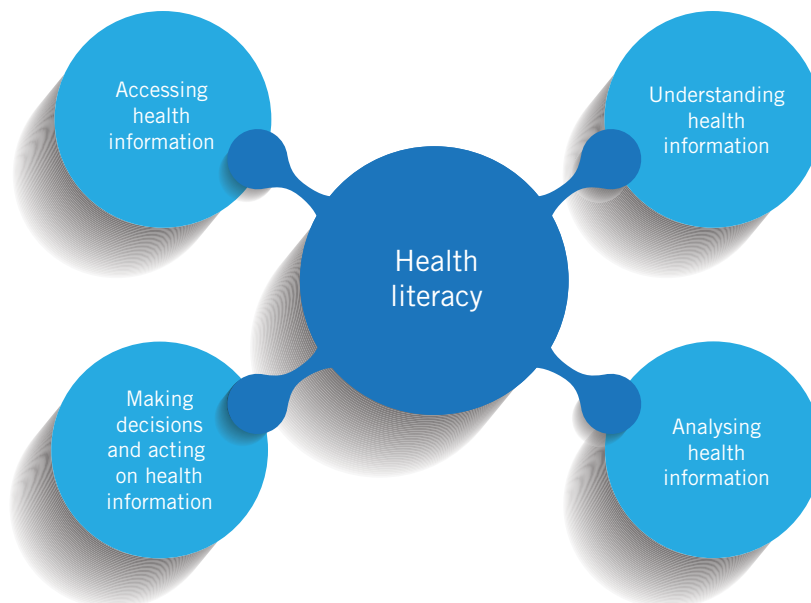
Figure 7.4 Skills involved in health literacy for health and wellbeing outcomes

We need to be aware of false advertising, **myths**, **quackery** and **fads**. If a product or a health service sounds too good to be true, it probably is. Checking people's qualifications, track record and credentials is also important, as not everyone is honest. We cannot believe everything we read on the internet, just as we cannot believe everything we are told.

myth a false but widely held belief

quackery promotion of ill-informed and fraudulent medical treatments

fad a trend or craze

Accessing sources of health information

The first step to accessing and understanding sources of health information is to see and consider the sources as a whole. As shown in Figure 7.5, there are four sources of health information. These include the government and the World Health Organization, the media and social media, lobby and self-interest groups, and a variety of health providers including orthodox/traditional and complementary health providers.

Government and World Health Organization (WHO)	Media and social media
Sources of health information	
Lobby and self-interest groups	Health providers: orthodox/traditional and complementary
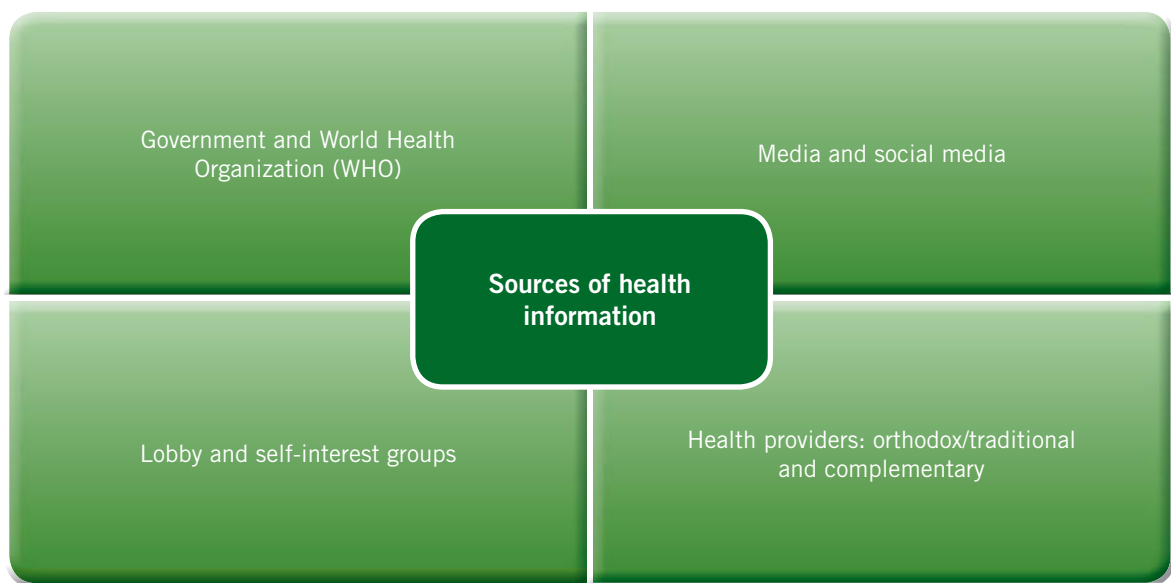
Figure 7.5 Sources of health information

Media and social media may include health information from the other three groups, so it is vital to know who the author or owner of the health information is. Media includes the internet and encompasses social media. Social media use has expanded to such an extent that in its own right it has become a source of health information. Twitter, Facebook and LinkedIn are all legitimate ways that organisations and individuals choose to communicate health information.

As health consumers, we are bombarded with health information that can take many forms. These include:

- brochures and pamphlets in different languages to provide access to diverse cultural groups
- speakers and presenters at conventions, schools, expos on radio, television and special events
- **health infographics**, as in Figure 7.1, which can capture complex information in ways that are appealing, easy to access and understand

health infographics health information provided in a visually pleasing medium to inform about complicated health matters

- multimedia presentations, as in advertisements, campaigns or health warnings seen in movie theatres, such as those aimed at preventing violence against women
- still images and advertisements, such as those seen on buses, billboards, in newspapers and in magazines.

epidemiology the study of the patterns, causes and effects of health and disease conditions in defined populations

The government and their agencies provide key sources of health information for young people and their approaches are based on the latest research. This includes data about our health known as **epidemiological** data and survey and medical information. Not-for-profit organisations, such as R U OK? and the Headspace Foundation, are funded and endorsed by the government and provide a range of useful information for young people about mental health and a range of health issues. As medical technology advances, it makes sense to put our trust in doctors and the medical profession. Likewise, new vaccine programs, such as the human papillomavirus (HPV) for schools, new approaches to dentistry, understanding about genetic science and how to detect health problems early are just a few of the many medical advances affecting the way medical professionals operate.

Figure 7.6 The R U OK? Organisation and day – the simple question to help people get support

complementary medicine approaches to medicine used alongside traditional approaches to medicine

natural therapies treatments that provide holistic, natural, alternative and supplemental alternatives to health issues

Alternatively, **complementary medicine** can provide a holistic view of health and information that has been shared for centuries. Complementary medicine is also known as alternative medicine and includes **natural therapies**. Practices such as **iridology** and **herbalism** are associated with holistic health. Complementary health approaches, such as traditional Chinese medicine, homeopathy, herbalism, iridology and naturopathy, and mind and body practices, such as **acupuncture**, massage therapy and

tai chi, are associated with alternative health practices. Natural products, such as herbs, dietary supplements and probiotics, and the health information they provide are also becoming more widely used.

iridology makes diagnosis about health based on the state of the iris in the eye

herbalism the use of herbs to treat health conditions and for general health

acupuncture treatment of health conditions using needles

chiropractic a system of complementary medicine based on the diagnosis and manipulative treatment of misalignments of the joints, especially those of the spinal column

Did you know?

The use of complementary medicines in Australia is growing as information about them is increasing. The inclusion of complementary medicine in the public healthcare system within the Medicare Allied Health Initiative legitimises its use. In addition, Medicare (our public healthcare scheme) benefits may be paid for up to five complementary healthcare services. To be eligible, patients' overall care needs to be managed by a GP. Private health insurance packages sometimes cover services such as physiotherapy and **chiropractors**.

Figure 7.7 Chiropractic services involve the manipulation of the spinal cord and the application of information about the joints and spinal cord.

Understanding and analysing health information

Think about what needs to happen to solve a mystery. The 5W + 1H (who, when, where, what, why, how) questions need to be asked. We need to think in the same way as potential health consumers or when we need help with health matters. Remembering the 5W + 1H questions can be a helpful approach to tackling health concerns:

- **Who** is the author of the information and who is the intended audience or receiver of the information?
- **When** was the information written?
- **Where** was the source of the information and therefore is it relevant to me?
- **What** is the nature of the information and is it what I need or am looking for? Do I understand the information and can I apply it to my life? What action might be needed?

- **Why** has the information been written? Is there a particular purpose, such as to inform, to entertain, to sell, to motivate or persuade?
- **How** can the information make a difference to me? How do I know this is credible information? How do the different sources and information compare and which one/s can I trust?

Understanding and analysing health information

Ask questions	5W + 1H

Who? When? Where?	What? Why?	How?

Figure 7.8 A model for understanding and analysing health information

7.2

DEEP LEARNING

1 Examine the health information below and answer the 5W + 1H questions to gain valuable information about each one. Discuss your answers.

Health information 1:

- 'The new way to get a flat stomach and gain almost instant results – probiotic yoghurt. Do your digestive system a favour and eat some every day.'

a Who posted or published the information? Who are they targeting with the information?

b When was the information written?

c Where is the evidence to back up their claims?

d What are probiotics and do we really need them?

e Why can't we get probiotics in other foods?

f How can we gain more information about the claims being made?

Health information 2:

- A salesperson in the supermarket is giving out samples of coconut water and with it a brochure that reads, 'Scientifically proven to fight kidney disease, **osteoporosis** and viruses. Mother nature's sport drink will fight weight, blood pressure and is the best known source of magnesium, calcium and phosphorus …'.

osteoporosis loss of calcium from the bones as a result of ageing, being female or being of low body weight

Prepare and answer some 5W + 1H questions about this health information.

2 A newspaper publishes an article with the headline 'Get a bigger boat – or spray them, zap them or whatever "suits"' on the subject of increased shark sightings at beaches and how to stay safe. The writer suggests that wearing a magnetic bracelet, using shark repellent and wearing a special wetsuit will help. Find a similar article online and then prepare and answer some 5W + 1H questions about the safety issues raised in the article.

Making and acting on health decisions

It is vital to gather information to inform our health decisions and actions. These actions can be either proactive or reactive. Proactive health actions are steps we take to look after our health, such as maintaining our weight at a healthy level, maintaining regular physical activity and exercise and adopting a nutritious diet plan. An example of a reactive health action is: a new law is introduced banning passengers from travelling at night in vehicles driven by probationary licence holders, and so we avoid doing so.

Health decisions may also carry a range of consequences from negligible, short-term effects through to life-altering long-term effects. Before making any decisions, we need to weigh up the alternatives in terms of their advantages and disadvantages for the best- and worst-case scenarios. For example, if we were concerned about a change to a mole on our skin, we would consider our options – what if we were to do nothing, what if we were to visit a GP, a skin cancer clinic or dermatologist? Then weigh up the possible outcome of each option and decide which would possibly provide the best outcome by considering factors such as possible costs, reputation, qualifications of personnel and waiting time for an appointment.

The potential impact of the decisions should be matched by adequate time and effort not only in gathering information but also in analysing the information. For example, in the same way someone who scratches their finger spends time using antiseptic and a Band-Aid on the scratch, while ensuring they are using the right type of Band-Aid, a person suffering a loss and grief reaction in response to the passing of a close relative may need to spend time considering how to respond to their loss and what help they may need, such as counselling.

Situation and possible consequence	Health information needed	Likely potential impact of the decision
A group of friends go to the beach for the day and do not have any sunscreen. They do have some money and decide to go and buy some from the chemist across the road. Sunburn and damage to skin avoided.	Most effective sunscreen and understanding about which product achieves the claims that it makes. Pharmacist knowledge and advice. Information on the packaging.	Short-term to long-term cumulative effects of the sun. May have negligible effect, depending on the regularity of using as opposed to not using sunscreen.
Some older friends and your brother offer to pick you up from your friend's place. When they arrive, the driver seems drunk and they say they needed to pick someone else up and so one of you will need to ride in the car boot, but it is only a five-minute trip so there is nothing to worry about. You tell them to forget it and you have money for a bus.	Known health conditions of the driver and whether or not he/she takes medication. Legal information about travelling with passengers in the car boot. Personal judgement about the situation and knowledge about safe travelling methods.	With safe decision-making, no impact through to long-term impact, depending on the decision.

Table 7.1 Health decisions and their impact

Some decisions seem to need to be made instantaneously, but the simple prompt of 'Can you just give me a minute while I think about that?' or 'Seems like a no-brainer, but I would like a moment to decide' can give you valuable thinking time. Other decisions require a process of research and gathering information, considering and weighing up the options and the outcome of the options before making and acting upon a decision, such as whether to be sexually active or whether to act as an **upstander**. Decisions that are difficult for some young people may be straightforward for others. For example, on the basis of religion young people might abstain from sexual intercourse outside of marriage.

upstander a person who takes positive action to intervene in a bullying situation

subliminal hidden or unconscious

pervasive extensive and ever-present

As we can see from the situations above, different values affect our decisions and even the feeling that we need to gain more information before making a decision. These can include the values of our friends and peers, our school, church, family, media and society in general. Health information is dynamic, meaning it is constantly evolving and developing as science and research develop. The impact of some of these influences is **subliminal** and **pervasive**, meaning we are not even aware of it.

As we make choices based on the type of decisions that need to be made, it can help to also seek advice from a range of people in our support network. A range of people might be included in our support network, depending on the type of decision that needs to be made. These may include:

- friends
- HPE teacher
- parents
- family friends
- religious leader
- sport coach
- relatives.
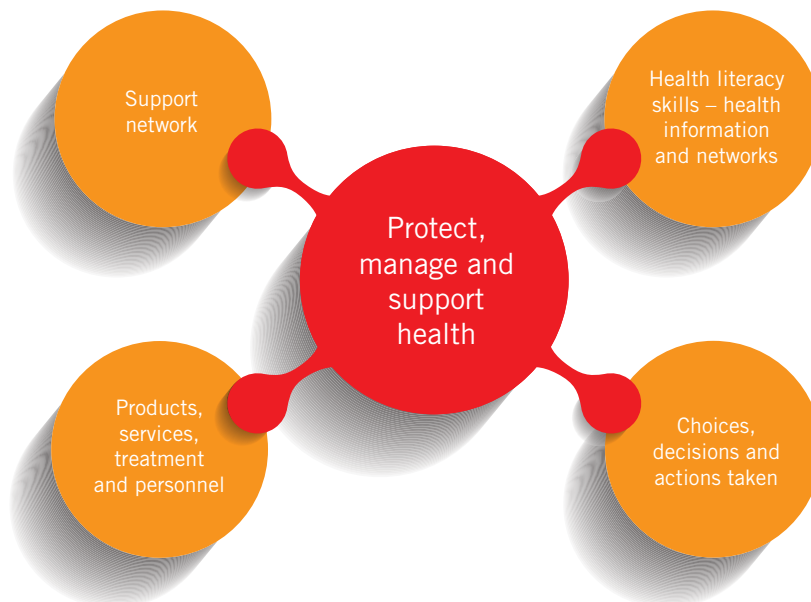
Figure 7.9 Health information for protecting, managing and supporting health

CASE STUDY **7.1**

John has not been sleeping well for a few months. He either can't fall asleep or he wakes up after a few hours and can't get back to sleep. His friends are worried about him. He has become withdrawn and aloof. He stays in his room a lot at home and at school he has started hanging out in the library. He seems sad all of the time. John's parents know that he was on the receiving end of some bullying and cyberbullying last year about putting on weight, but the school was really good about it and it all stopped. Anyway, John lost the extra weight and is now super health conscious. John met a girl he liked, but his parents told him to forget about it because he was too young and needed to improve his grades at school. He is trying to work hard, but finds he often can't concentrate. John is a good sportsman and he plays representative level soccer, but lately he has been too busy studying to make training, so it looks like he might get dropped from the team. John's teachers have noticed he has changed and have suggested he meet with the school counsellor.

Questions

1 Which words suggest that John may have some health issues that he needs help with?
2 Which words provide some optimism and positive information?
3 What do you think might help John? Who would be the best person to help him out?
4 How could John find the right person or place to get help outside of school?

7.2 Taking responsibility for health

We can each take responsibility for our health, as we get older, to help look after ourselves. This involves adopting preventative and proactive steps and behaviours. Avoiding unsafe situations or ones where we sense things do not feel right, adopting safe practices, such as always wearing a seat belt while travelling in a car and letting people know if we injure ourselves or have signs and symptoms that we are unwell, are all part of the increasing sense of responsibility that we can adopt. We can also become more aware of what local health services are available in our area for young people. If we live in rural and remote areas, the internet can provide information about online help and support.

We can also help others take responsibility for their health. We can make an effort to ask our friends how they are going and if they are all right. Offering support and trying to understand what they are going through can help prompt friends to seek further help. To do so young people need to feel they can trust and confide in other people and that their privacy will be respected. Often it can seem embarrassing or shameful to talk about our problems or to seek help, but it will only continue to be that way until we change how we view the situation.

Did you know?

The Young Minds Matter Survey found that over 60% of 13–17-year-olds were not seeking help or more support for mental health problems. The most common reasons for not seeking help were fear of what other people might think and not wanting to talk to a stranger.
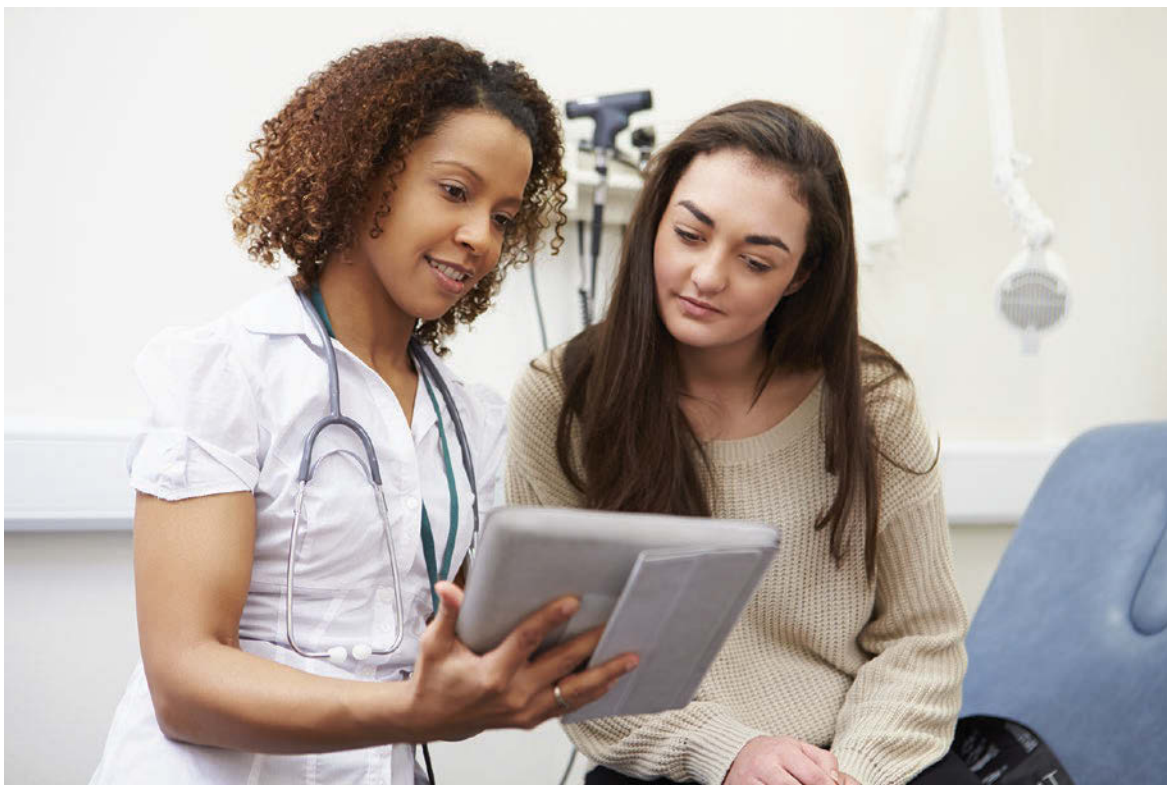
Figure 7.10 Seeking help when we need advice or medical information is important for good health.

Talking about things that we are concerned about and seeking help can be made easier if we realise that trained professionals deal with many young people and are bound by confidentiality codes; this includes GPs. Finding a GP that we feel comfortable with, trust and can speak openly with indicates that we are with the right doctor. The stigma associated with different health conditions is breaking down as young people become aware of how many others are experiencing the same things and people come forward and tell their stories. This is also true in the sporting world, where athletes such as Leisel Jones, a former Australian swimming Olympian, and Lance Franklin, a Swans AFL player, have both publicly addressed the mental health issues they have experienced.

Young women are frequently more comfortable than young men are when it comes to discussing how they feel. There is growing awareness about the need to engage young men so that they gain skills to talk about social and emotional experiences.

Young people's rights and responsibilities

Rights accompany responsibilities, and young people have rights as well as responsibilities. In Australia, one of these is the right to healthcare. Depending on where we live, we will find that our access to healthcare services will vary. In rural and remote areas, it may be very limited. Young people also need a voice and an opportunity to be listened to about their health needs so that all young Australians get the help they need with their health. In other words, it is a two-way process.

As we get older, we can make sure we see a dentist at least once a year. We can make choices for our health every day by what we eat and drink, how much we move and the ways that we

build positive relationships. As we have access to information and the skills to make sense of that information, using those skills seems sensible and a responsibility that we can take on and feel good about. Below is an example of how to apply our skills to learn more about some popular drinks that contain sugar (see Table 7.2 and the Deep Learning activity that follows).

Drink	Serving size	Grams of sugar (per serve)	Grams of sugar (per 100 ml)
Coca-Cola	375 ml	40 g	10.6 g
Sprite	600 ml	61 g	10.1 g
Fanta	375 ml	42 g	11.2 g
Solo	600 ml	72.6 g	12.1 g
V Energy Drink	500 ml	53 g	10.6 g
Red Bull	250 ml	27 g	11 g
Mother	500 ml	52 g	10.4 g
Gatorade: Fierce Grape flavour	600 ml	36 g	6 g
Vitamin Water: Essential flavour	500 ml	27 g	5.49 g
Lipton Ice Tea: Peach flavour	500 ml	26.5 g	5.3 g

Table 7.2 Drinks and the grams of sugar they contain

Source: Rethink Sugary Drink

DEEP LEARNING   7.3

1   We face an epidemic in health in relation to Type 2 diabetes. Visit the Rethink Sugary Drink website and watch the short video on the home page. Write a letter to the editor, tweet a message or create a blog informing other young people about the sugar they are consuming and what they can do about it.

2   In a group of four, create an alphabetical or issue-based directory of health information, services and products for young people in your local area, including the contact details.

3   Devise a list of criteria for deciding how helpful each service or product is to young people (e.g. signage, staff, quality of information, usefulness of information, sensitivity to the needs of young people, level of care) and give each a thumbs-up or thumbs-down rating based on your criteria. (Some criteria could require use to assess.)

4   Choose some software to create your directory and publish it (e.g. on your school intranet or website or in the school newsletter, as a screen saver, as hard copies in classrooms).

5   Agree on an approach to sharing the contact information with other young people and take action. For example, contact your local council, member of parliament or newspaper, use Twitter, Facebook, a blog or create your own website.

HPE and science

Research the contents of one of the following:

- different brands of orange juice
- different brands of coconut water
- different brands of face cream
- different brands of under-arm deodorant, including an aluminium-free brand.

Compare the cost of the same products from different places (e.g. chemist, supermarket, warehouse). Compare the contents and make a list of common ingredients and draw conclusions about what you discover.

HPE and mathematics

Calculate how many kilograms of sugar you would consume if you drank one 600 ml regular soft drink each day for a year. Use the Rethink Sugary Drink website as a resource.

Figure 7.11 Sugary drinks, such as cola, can contain up to 60 grams of sugar. That's almost 15 teaspoons of sugar in one can!

CHAPTER REVIEW

- Health information is at our fingertips. However, deciding what is the best source or the most accurate and reliable information can be overwhelming. We need to work out who we can listen to and rely on.

- Health literacy skills enable us to access, understand and analyse and then make decisions and act upon health information to help protect, manage and support our health.

- The first step to accessing and understanding sources of health information is to see and consider the sources as a whole.

- There are four sources of health information. These are the government and the World Health Organization, the media and social media, lobby and self-interest groups, and a variety of health providers including orthodox/traditional and complementary health providers.

- Asking the 5W and 1H questions (who, what, when, where, why and how) can be a helpful approach to tackling health concerns.

- It is vital to gather information to inform our health decisions and actions. The potential impact of the decisions should be matched by adequate time and effort not only in gathering information but also in analysing the information.

- We can each take responsibility for our health, as we get older, to help look after ourselves. This involves adopting preventative and proactive steps and behaviours.

- Young people have rights, and one of these rights is access to healthcare.

- Young people also need a voice and an opportunity to be listened to about their health needs so that all young Australians get the help they need.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Which of the following health issues affecting young people require most attention in terms of health information based on their impact?

   a   sun-smart behaviour, mental health, human rights

   b   drug use, physical activity, consumer rights

   c   mental health, maintaining a healthy weight, adopting a nutritious diet

   d   road safety, pet management, careers

2 Which of the following statements about issues affecting the health information needs of young people is untrue?

   a   depending on where they live, young people may be less likely to visit a GP

   b   as there are more young men than young women, risk-taking behaviour warrants attention

   c   young people are maturing physically at earlier ages and have the information needed

   d   living in poverty and being born overseas requires information formatted differently

3 Which of the following best describes the skills needed to be health literate?

   a   accessing, understanding, analysing, deciding and acting upon health information

   b   locating, deciphering, reporting, debating and declaring necessary information

   c   finding, understanding, predicting, deciding and reflecting upon health information

   d   reading, writing, speaking, acting maturely, responsibly and sensibly

4 What should we apply when critiquing health information on the internet?

   a   our own opinion about whether to accept health information

   b   knowledge gained from other people and their views about the information

   c   a model for questioning and thinking critically about the information

   d   expertise from professionals in the health industry, such as doctors or dentists

5 Which of the following describes the best sources of health information?

   a   government, media, health providers and lobby groups

   b   health authorities, hospitals, schools and parents

   c   social media, local area health services, schools and GPs

   d   internet, newspapers, government officials and not-for-profit organisations

6 What approach represents an informed approach to health decision-making?

   a   try out one option first

   b   choose the option you know most about

   c   choose the option based on cost and personal preference

   d   consider and weigh up the options

7 Which of the following demonstrates young people taking responsibility for their health?

   a suggesting a friend see a counsellor, using sunscreen, telling others not to be sexually active

   b responding to an advertisement for participants in sleep research, dieting, limiting iPhone use

   c using dental floss daily, following a personalised fitness plan, socialising with friends

   d asking a parent to book a dental appointment, going in a fun run, drinking water

8 What is needed to support others to get help for their health?

   a asking, listening and encouraging

   b questioning, talking and insisting

   c interrogating, demanding and waiting

   d telling, accompanying and reminding

9 In using health providers, which factors are young people often most concerned about?

   a cost, parental involvement, gossip and staying fit

   b integrity and honesty, respect and friendliness

   c talking to a stranger, trust, confidentiality and privacy

   d pain relief, possible side effects, reliable advice

10 Who are the best influences on our health decisions?

   a our support network and health professionals

   b teachers, friends and peers

   c pop icons and supermodels

   d religious leaders and government officials

SECTION B – Short-answer questions

1 How can you determine whether a source of health information is credible and reliable?

2 What can young people do to counter the lack of access to health services?

3 Outline the criteria you could apply to critiquing local health services for young people.

4 List the ways that young people can obtain reliable health information.

5 Identify what is involved in using information to make health decisions.

SECTION C – Higher order thinking (HOT) questions

1 Discuss some ways to store and share information with young people about a health information directory.

2 Explain how young people's rights affect their health.

08 Community action for wellbeing

Organise your thinking

What health issues concern you and your friends? Bullying, body image, relationships or mental health? Are you concerned about your own health or other people's health? You can be an advocate for health and with other young people make a difference through implementing and being part of health campaigns and initiatives. Empowering yourself and others through positive action can make a difference. In this chapter, you will find out what this means and apply some skills to make it happen.

Making connections

- Health campaigns can operate within your local community – in your school, your church, your neighbourhood. Wherever there are people there are health needs to meet. Think about what is going on around you and how you can make a difference.
- Young people can activate 'people power' and either generate their own ideas or work with existing organisations in partnership to impact on health and wellbeing outcomes.
- Within our community, we can make a difference by sharing health messages and calling for changes to personal, community and national health and wellbeing behaviours, and action plans to help make it happen.

Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)

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By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. **They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations.** Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

8.1 Promoting health and wellbeing

The fundamental conditions and resources for health are recognised as peace, shelter, education, food, income, a stable ecosystem, **sustainable** resources, social justice and equity. This means we can target health issues and concerns, but ultimately the bigger issues also need to be addressed at a government and global level. Individuals and communities can be empowered to take action to look after their health when they have access to information, develop the skills they need to take action and have adequate resources that they can access.

sustainability a means of configuring civilisation and human activity so that society, its members and its economies are able to meet their needs and express their greatest potential in the present, while preserving biodiversity and natural ecosystems, planning and acting for the ability to maintain these ideals for future generations

Figure 8.1 Exercise and meditation can lead to better general health.

We might wonder what difference we can make to our own health and wellbeing, or to that of people around us, but as the stories of history have shown, through the actions of one person a great deal can be achieved. Effective change can be achieved when individuals and communities have a voice. In Australia, governments and organisations have begun to recognise that young people need more than to be consulted and have their opinions heard when it comes to issues such as mental health, personal safety, drug use and relationships. They also need to have a role in governance, advocacy and project development. There are formalised processes that can be set up to make this idea of young people having a real voice possible.

The role of health promotion

health promotion a process supporting people to increase control over their health to improve their health

Health promotion can act as a vehicle for change:

- on a macro scale, such as the country level
- at the micro level through personal action or the development of knowledge and personal skills
- through the impact of a group of friends leading a call to action or changing their health behaviours.

Health promotion is a proactive concept, meaning it aims to promote action for a healthy life before there are health issues. For example, a national screening program provides free screening for bowel cancer, breast cancer and cervical cancer in a bid to detect any problem early so it can be managed. Ideally, this type of program requires men and women who understand the role played by screening in early detection and management of cancer. Another example is self-checking for changes in the appearance of your skin and then having your skin checked at a skin cancer clinic. These approaches are equitable, because they are available to all Australians and enable people to get help without the expense that would prevent some people being involved.

The primary approach to health promotion is through developing a public health policy that addresses the prerequisites of health, such as income, housing, food security, employment and safe working conditions. Legislation and legal processes can also help, particularly when communities and young people are involved. At a state, local, community or school level, health promotion can be used to tackle health issues through strategies and campaigns aimed at providing a supportive environment, developing personal skills and bringing groups or organisations together to work in new ways.

Did you know?

One in two Australian men and one in three Australian women will be diagnosed with some form of cancer by the age of 85. According to the Cancer Council Australia, prostate cancer is the second largest cause of cancer death in Australian men after lung cancer. It is the most common cancer diagnosed in Australians overall apart from non-melanoma skin cancer. Bowel and breast cancer are also very common, and in women breast cancer is the most common form of cancer.

Figure 8.2 Health promotion initiatives can promote messages to raise awareness or break down stereotypes.

Much can be learned from international health promotion initiatives designed to protect young people and keep them safe. Violence, particularly domestic violence, provides an example of one health issue of concern where action can be taken. Children who live in homes where there is domestic violence grow up in an environment that is unpredictable, filled with tension and anxiety and dominated by fear. They need support and resources as well as being equipped with skills and understanding about how to deal with their situation.

Involvement in health promotion and health campaigns

The field of health promotion also provides a career path and there are degree-level courses offered at universities that enable people to work locally through to internationally. At the government level, federal and state governments allocate funding specifically for health promotion. Australian government and non-government organisations such as Area Health Services, initiatives such as MindMatters and government taskforces are assigned to examine and support particular health issues. Currently, the Australian Government Preventative Health Taskforce (*Australia: The Healthiest Country by 2020*) informs the government about the current health situation and advises it about what needs to happen to improve Australians' health.

Health promotion campaigns, programs and strategies are designed to address health issues in areas where change can be achieved. The health issues tackled through campaigns are diverse, ranging from violence against women to obesity and road safety and from drug use to sexual health and physical activity. There are many different government and non-government agencies that support Australians' health through the provision of education campaigns, programs and information. Figure 8.3 shows examples of logos and taglines for different health issues.

Figure 8.3 Examples of logos and visual messages designed to inform and prompt action

Partnerships between areas such as health and education are a common approach to health promotion and involve health professionals, educators, students and their families. In addition, there are five areas of action within health promotion:

- Supportive environments and settings – recognition and reward systems and information systems (e.g. a refund on groceries or food purchased based on the nutritional value of the food and other reward systems for preferred healthy products)
- Community action – groups within the community taking action with respect to the environment, providing child-minding services, or meeting in the park together to do a training session
- Health information – the presentation of information to a general or targeted audience using a variety of forms in diverse settings and languages, such as spoken word including telephone information services, written materials and internet-based information
- Social marketing – the application of commercial marketing techniques to the analysis, planning, execution and evaluation of programs designed to influence behaviour. This activity is usually targeted to a specific population group (e.g. a message to 12–15-year-old boys and girls about looking after their friends when there are instances of bullying).
- Health education and skills development, screening, individual risk assessment and immunisation – Health and Physical Education classes, or parenting support for new parents.

8.1 DEEP LEARNING

1 Conduct a questionnaire, using SurveyMonkey, Typeform or Google Forms, within your school about health issues that students are concerned about where action could be taken by students to improve the outcome.

   a Analyse the results across the class and decide on one health issue that you could tackle.

   b Be an advocate: attend an SRC meeting to bolster support for your need to take action and decide upon a course of action.

   c Develop a proposal outlining one idea for a health campaign that matches the needs of your school.

   d Present your idea at a school assembly and write an article in the school newsletter to raise awareness, suggest actions or generate further discussion.

2 Choose one of the following topics and conduct a class debate or discussion:

   - lunchtime sport or physical activity should be compulsory twice a week
   - students should be able to borrow sports equipment to use before school
   - student volunteers should be able to run the canteen
   - students would make healthier food choices if they could plan the menu in the canteen
   - more social events with other schools would improve student morale.

3 Create a Wordle or word cloud using wordle.net or other software to communicate key terms and understanding about health promotion.

4 Talk show panel: in groups of four, research and make notes about one health promotion campaign relevant to young people to answer the following questions:

    a What is it?

    b Why does the issue matter?

    c How does the campaign design make it effective?

    d What outcomes was the campaign designed to achieve?

8.2 Taking action to promote health and wellbeing

To promote health and wellbeing, governments, organisations and schools need to determine their priorities so they can work out where to put their energy and attention. Identifying the areas of greatest need and where there is scope for change is vital. In Tasmania, the Department of Health and Human Services identified seven priorities for action in regard to health promotion. These are:

- promoting physical activity and active communities
- improving access to nutritious, safe and affordable food
- promoting mental health and wellbeing

Figure 8.4 Health promotion priorities and principles for applying resources

evidence-based practice
using approaches from the best available research base and how they have been applied in practice while considering the values of those involved

cultural change the behaviour stemming from values, attitudes and norms as evident in new ways of doing things

determinants of health the physical, social and economic environment, and a person's individual characteristics and behaviours. They include aspects such as income and social status, education, and support networks.

- reducing use and minimising harm from tobacco, alcohol and other drugs
- preventing injury
- promoting sexual health and wellbeing
- improving the prevention and management of chronic conditions.

These priorities help to focus their effort and resources.

Figure 8.4 shows the principles for how the Tasmanian Government will operate to focus on these health priorities. In addition to the principles mentioned earlier in the chapter, **evidence-based practice**, **cultural change**, action across the continuum and **determinants of health** are identified. Together the principles provide a powerful way to apply resources, including funding. Action across the continuum means working broadly to include different stakeholders within health, such as doctors, nurses and different organisations.

8.2

DEEP LEARNING

1 View the two commercials on the Dark Side of Tanning website.

   a Explain what is meant by 'There is nothing healthy about a tan'. Do you agree with this statement? Why?

   b After viewing the commercial, list words that were used or that you would now associate with tanning.

   c What other taglines do you think could be applied to the commercial?

   d Evaluate the campaign in its different forms by rating it with one to five stars, with five stars being the highest. Consider:

- visual appeal
- strength of the message
- suitability of the target audience
- overall impact.

2 Examine a range of health campaigns for road safety, personal safety and mental health by examining print and digital materials such as commercials or vox pops.

3 Explain how **health status** and education can influence health decision-making.

health status a concept including mental wellbeing, physical health and functioning as well as the absence of disease

4 Create a mind map on how eating sustainably impacts health now and in the future. We need a state of balance between what we use, need and derive from the environment in order to maintain food supplies and resources into the future.

Figure 8.5 Eating sustainably is a priority now and for the future.

CASE STUDY **8.1**

Abram, Emmanuel and George have been talking about the fact that Year 12 students are feeling stressed and putting on weight due to the pressure of examinations and lack of sleep. They recognise the importance of regular physical activity, good sleep and stress management and want to send a message as a call to action. George has a great idea. With Year 10 students who are part of the Student Wellbeing Committee, George proposes the idea of a school 5-kilometre fun run/walk where the students accompany people who are in wheelchairs, have a sight or other impairment as a way of helping themselves and others, while expressing gratitude for what they have. The event, Run/Walk a Mile in My Shoes, promotes the health message 'Be active, look after your body and your mind' and will be held at a beach near the school. George and his friends have heard the local council offers grants for school initiatives and are excited about getting the school moving!

Questions

1   How do you think Run/Walk a Mile in My Shoes could best be promoted for maximum participation?

2   Identify the sections within the case study that demonstrate effective use of the principles of health promotion.

3   What else do you think needs to happen to make the event and an accompanying health campaign successful?

4   What type of event/s would work well at your school? How do you know?

8.3 Young people leading health and wellbeing

At any given point in time, there are numerous health campaigns in existence targeting young people as their audience. Table 8.1 outlines three such campaigns for the health issues of smoking, alcohol use and skin cancer. While developing a health campaign of great magnitude may be beyond our capability, there is still much that we can do. We can develop personal skills, advocate health, and adopt the role of an activist by designing, planning, delivering and critiquing health campaigns at a school or community level.

Campaign/health issue – target audience	Communication/health message/tagline	Campaign objectives/other
National binge drinking campaign – alcohol misuse Teenagers 15–17 years of age Young adults 18–25 years of age Parents of 13–17-year-olds	Social marketing Tagline – Don't turn a night out into a nightmare	Raise awareness of the harms and costs associated with drinking to intoxication. Deliver personally relevant messages to encourage, motivate and support the primary target groups. Other: $5.2 million will be invested in a significant expansion of the Good Sports initiative of the Australian Drug Foundation – to support local sporting clubs to build a culture of responsible drinking at the grassroots level.
National Tobacco Campaign – smoking Young people 12–24 years of age Smoker parents	Television, cinema, outdoor, print, digital, radio, social marketing website	For young people to reject smoking and for parents to quit in order to discourage children from smoking. Tobacco smoking is the single largest preventable cause of premature death and disease in Australia. While smoking prevalence in Australia has declined over time, the 2010 National Drug Strategy Household Survey found that 2.8 million Australians aged 14 years or older still smoke daily (15.1%). Continued effort is therefore necessary to maintain the decline and reduce the social and economic costs of tobacco use to the community.
The Dark Side of Tanning – skin cancer	Television 30-second commercial Poster Website	Increase recognition of the severity of melanoma as a health issue. Reduce pro-tanning attitudes. Increase understanding of the health consequences of unsafe exposure to the sun. Increase the number of people frequently using sun protection, as well as the range of sun-protection measures used.

Table 8.1 Health campaigns with young people as their audience

A guide to designing, planning, delivering and critiquing a health campaign

Designing, planning, delivering and critiquing a health campaign can provide a unique opportunity to do something worthwhile for people by affecting their health positively.

Identify an area of need

Begin by identifying the biggest area of need where some changes can be made (e.g. sun-smart behaviour at school, good nutrition or eating sustainably). An example might be establishing a school garden for a 'seed to plate' project. Students establish a garden bed and plant seeds for vegetables and herbs, grow the produce, then harvest, clean and prepare it, culminating in a lunch or dinner for the students, a group of parents or staff. Composting and recycling can be integrated into the project so that there is an appreciation of how the environment is precious in catering for our nutritional needs.

Consult, plan and implement

Prior to establishing the garden, consultation is needed. This could take the form of calling for volunteers, establishing a committee, asking students what they would like planted and speaking with the Science or Design and Technology or Health and Physical Education teacher about the best approach to take. Establishing an annual planting program whereby there is a rotation of different vegetables or herbs planted could also be considered.

In the planning phase, choose how to promote and advertise your campaign to get involved in the 'seed to plate' approach to eating sustainably, such as in the school newsletter, at a school assembly, by giving out brochures or sending text messages to raise awareness about involvement. Consider any safety issues, such as the correct use and storage of gardening tools, knives and cooking utensils and materials.
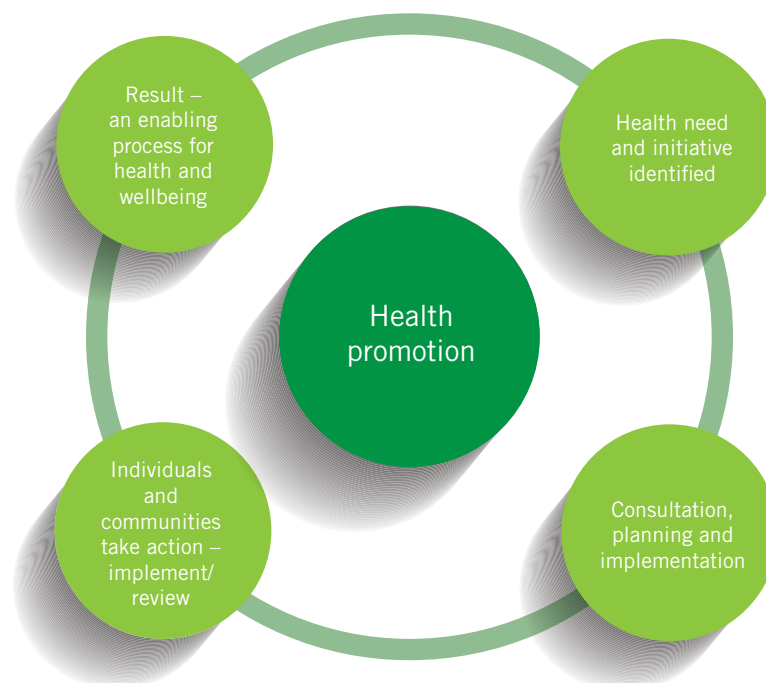
Figure 8.6 Health promotion can help to empower and enable individuals and communities to take greater responsibility for their health.

Also plan:

- a name for the campaign
- a specific aim
- the target audience
- a time period for the campaign to run
- ways to know if the campaign was effective.

Look for partners to promote and assist. There are numerous possibilities, ranging from the local area health services to local shops. Alternatively, a local nursery, gardener, parents and friends association or other community group such as the Rotary Club may make an excellent campaign partner. Prepare a presentation, talk or short promotion about the campaign and its benefits. Then present it to your class, at a parents and friends meeting or another event. Critique your fellow students' presentations and provide them with feedback about how to continue to develop the campaign.

Put the campaign into action and continue to promote and circulate information about it.

Review the campaign

Ask for input and information about how others viewed and enjoyed participating in the campaign. Develop a questionnaire to gain feedback and input about the campaign so that it can be developed and improved in the future.

8.3 DEEP LEARNING

1   a   Find a health campaign promoting mental health and wellbeing that incorporates the arts and other creative approaches.

   b   Summarise the key points of the health campaign.

   c   Identify other health issues that you could draw positive attention to through a music, dance or drama flash mob response.

2   Propose an array of movement-based health promotion campaigns. As a class, agree on one campaign to implement. Create a daily blog or tweet updates of how the campaign progresses. At the end of the campaign, use the blog or tweets as a way of evaluating the campaign and planning for any future campaigns.

HPE and science

Using the 'seed to plate' health campaign or another project involving the growth of plants or fruits, make observations and notes about the growth pattern and cycle of the plants. Photograph the plants each day and also keep a diary of watering as a record of plant growth. Share the findings with your class in groups of three or four.

HPE and mathematics

Examine your diet and aim to reduce your sugar and salt intake. Research the sugar and salt content of food and reflect on how much sugar and salt you consume. Record what foods you eat for a week. Try to avoid adding salt to your meals.

Determine how much sugar you consume in drinks for a day, a week, a month and a year. Investigate other foods containing sugar that you consume and calculate a total volume of sugar that you consume for the time periods above. Based on your research, create a short film using a documentary-style report on good nutrition and post it to your own channel on YouTube.

Figure 8.7 The sugar and salt content of certain food can be misleading.

CHAPTER REVIEW

- The fundamental conditions and resources for health are recognised as peace, shelter, education, food, income, a stable ecosystem, sustainable resources, social justice and equity.

- Health promotion is a proactive concept, meaning it aims to promote action for a healthy life, before health issues develop.

- The field of health promotion is a possible career path and there are degree-level courses available that enable people to work both locally and internationally.

- Health promotion campaigns, programs and strategies are designed to address health issues in areas where change can be achieved.

- Partnerships across areas such as health and education are a common approach to health promotion.

- To promote health and wellbeing, governments, organisations and schools need to determine their priorities so that they can work out where to put their energy and attention.

- While developing a health campaign of great magnitude may be beyond our capability, there is still much that young people can do. Developing, planning, delivering and critiquing a health campaign can provide a unique opportunity to do something worthwhile for people by affecting their health positively.

- Identify the biggest area of need where some changes can be made. Consultation and planning need to happen before the change can be implemented. Look for partners to promote and assist in the campaign.

- After the campaign has been put into action, ask for input and information about how others viewed and enjoyed participating in the campaign. This information can be used for future improvements.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Which of the following represent some of the fundamental conditions and resources needed for health?

   a growing organic vegetables and recycling, attending school, availability of high-quality food

   b securing a regular income, consuming junk food, watching sport on television

   c a person looking for high-quality housing, opening a bank account, buying a new car

   d going to court to defend your rights, shopping, living in peace, cycling to work

2 Which roles are most suited to young people and their ability to impact on health campaigns?

   a consulting, communication, giving opinions

   b advocacy, governance, development

   c liaising, planning, voicing views

   d all of the above

3 Which of the following best demonstrates the role of health promotion in action?

   a national bowel cancer screening

   b fining speeding drivers

   c giving people money

   d being able to travel overseas

4 Which of the following is an example of an effective approach to health promotion?

   a a family insuring their house

   b a doctor giving out prescriptions

   c a school working with an area health centre

   d none of the above

5 What is the most important aspect of planning a health promotion campaign?

   a making sure everyone carries out the messages within the campaign

   b raising awareness and giving health information

   c targeting health information to a specific audience

   d it depends on the nature of the health promotion campaign and can vary

6 What is the purpose of a tagline for a health promotion campaign?

   a for entertainment and to make health fun so people think of the health issue as enjoyable

   b to portray a feel-good approach and trick people into doing something they might not enjoy

   c to create a memorable association with the campaign and the behaviours associated with it

   d for gaining attention and making people feel guilty who have unhealthy lifestyles

7 What type of health issue should be targeted through a health promotion campaign?

   a a health issue that can be controlled through medication if a cure were discovered

   b a health issue with potential for change through lifestyle behaviours

   c a health issue with political support and funding opportunities

   d a health issue that is serious, life-threatening and affects quality of life

8 What processes should be included to conduct an effective health promotion campaign?

   a planning, consulting, implementing, developing partnerships, reviewing

   b advertising, marketing, promoting, selling, persuading

   c identifying health issues, planning, implementing, reviewing

   d marketing, analysing, evaluating, critiquing

9 What is the most effective way to inform young people of a health promotion campaign?

   a use social networking sites

   b give out brochures

   c television commercials

   d all of the above

10 Which of the following issues should health promotion campaigns target?

   a fatal disease and seasonal sickness

   b pandemics and infectious disease

   c health issues associated with modifiable behaviours

   d health issues affected by immunisation

SECTION B – Short-answer questions

1 What does eating sustainably involve?

2 How can health campaigns be critiqued?

3 Identify three current health campaigns.

4 Outline an example of when two organisations might work together to develop a health campaign.

5 Describe what it means to be an advocate for health.

SECTION C – Higher order thinking (HOT) questions

1 Explain why giving people skills rather than financial incentives may prove to be a better long-term investment for health.

2 Discuss how the five actions of health promotion can operate together.

09 Country, place and physical activity

Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)

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By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. **Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.**

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. **They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.** They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Organise your thinking

Our association with the natural environment is enhanced through physical activity. Our engagement creates connections between each other as well as the natural and built environments.

Making connections

- Natural settings within the local community provide opportunity for physical activity.
- Involving family, friends and the community in cultural activities promotes a sense of connection and belonging.
- Strategic, planned activities can promote healthy, active and sustainable lifestyles.
- We all share custodial responsibility for country and place.

9.1 Using natural settings for physical activity

Using the natural settings of our environment for physical activity takes us beyond our 'comfort zone'. Natural settings challenge us, inspire us and confront us with the unexpected. In addition, time in the outdoors can assist us to foster understanding of ourselves, our relationships with others, as well as the natural world. Recent research conducted by Professor Billie Giles-Corti and others from the University of Melbourne indicates that three groupings of determinants appear to be associated with physical activity:

self-efficacy the measure of the belief in one's own ability to complete tasks and reach goals

natural environment climate, weather, and natural resources that influence human survival, economic and physical activity

built environment the neighbourhoods, roads, buildings and recreational facilities in which people live, work, are educated, eat and play

- individual determinants, such as knowledge, attitudes, values, skill level and **self-efficacy**
- social and environmental determinants, such as social support, having someone to walk with, and social norms; that is, a broader peer-group or community belief about what is valuable or important
- built and **natural environment** determinants, including the presence of recreational facilities, neighbourhood design, safety, aesthetics, facilities, destinations to walk to, and policies that influence land use and transportation systems.

Although the **built environment** is the least understood, it is becoming apparent that these determinants act together to motivate, support and provide opportunities to encourage physical activity.

Did you know?

Physical activity, particularly among young people and adults, can be affected by the design and maintenance, aesthetic appeal and perceived safety of neighbourhoods, streets and parklands.

Individual determinants

Social and environmental determinants

Built and natural environment determinants
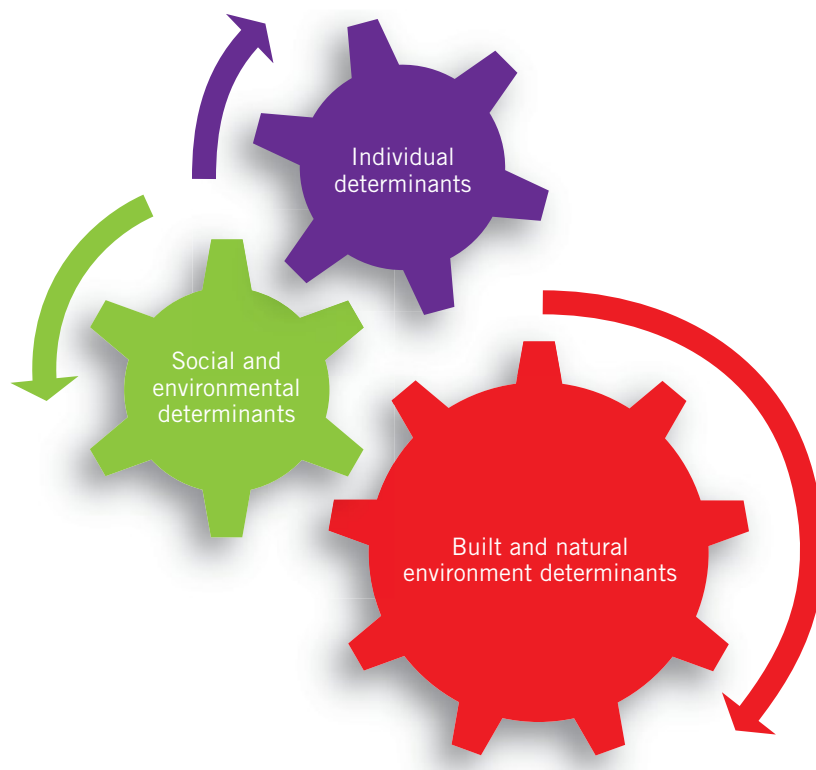
Figure 9.1 Engagement in physical activity is closely linked with three different determinants.

Green spaces and physical activity

Numerous studies have shown a link between green spaces, such as parks, botanical gardens, community gardens, farmland and bushland, and the capacity of these spaces to have a positive impact on the health and wellbeing of individuals and communities. Natural settings offer unique and creative opportunities for restoring and improving not only the physical, but the spiritual, emotional, **neurological** and psychological aspects of human health and wellbeing.

neurological relating to the nervous system
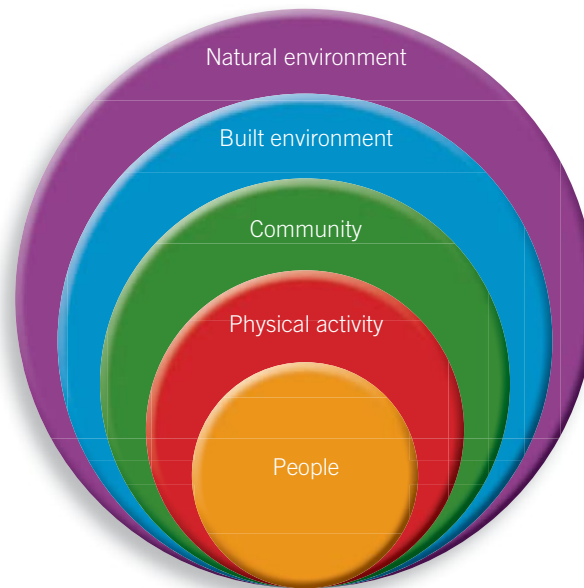
Figure 9.2 The determinants of health and wellbeing within our community are interrelated.

Figure 9.3 Green spaces are vital components of the natural environment.

Humans originally lived in natural bushland environments, but our ancestors are believed to have moved away from these settings about 2000 years ago. That these environments have beneficial physiological and psychological effects on people is evidenced by the deliberate location of numerous retreats, health spas and tourist accommodation in bushland or natural forest settings. This natural environment offers multiple opportunities for physical activities that are beneficial for health.

Bushland also provides settings where people can relax and enjoy time with friends and family. Recent research by Christine Milligan and Amanda Bingley on the benefits of trees and woodland areas has shown that people enjoy the calming sensation brought on by listening to the sounds within a natural woodland setting, particularly if streams or creeks are present. The sound of the moving water seems to enhance the calming effects of the natural environment. The natural environment within a woodland reinforces a sense of stability and continuity given to life in the presence of trees.

9.1 DEEP LEARNING

1   Create a survey of your own community, investigating and quantifying the extent of green spaces within the built and natural environments.

2   Observe and record the range of physical activities observed occurring within the green spaces in both the built and natural environments.

3   Predict additional opportunities for physical activity and sport that could potentially occur within both the built and natural environments.

9.1 CASE STUDY

Nature Play is a not-for-profit agency operating throughout Western Australia, Queensland and South Australia.

The agency provides resources for parents, schools and researchers to enable the development of outdoor play. As part of their resources for parents, the agency has developed an activity list for young children and their parents to complete together.

Access the '49 things to do before you're 5' list on the Nature Play website, and answer the following questions.

Questions

1   Adapt and modify this resource to develop a brochure of '20 things to do before you are 16', within the built and natural environments.

2   Create a list of 20 physical activities and challenges to complete.

3   Participate in, and complete the list of activities with your peers, or complete the list as an individual challenge.

4   Evaluate the success of this strategy to promote the use of natural settings for physical activity within your local community.

Figure 9.4 The natural environment offers numerous opportunities for physical activities that are beneficial for health.

HPE and HASS

Research from the National Heart Foundation indicates that walking for recreation and walking for transport are influenced by different features of the environment. Walking for transport is associated with living in neighbourhoods that have connected street networks, good access to destinations and public transport, and higher residential densities. Neighbourhood aesthetics and access to facilities, parks and beaches tend to be associated with increased walking for recreation.

9.2 Sense of connection – culture and community

We develop respectful relationships by becoming **culturally competent**. Respectful relationships are developed over time, through interaction with others, as well as through our daily connections with peers, family and friends within our local community.

Cultural competence is linked to our daily interactions and connections, such as the decisions we make and the words we use, as well as what we think about, what we understand and what we believe. Even though this cultural competence occurs on multiple levels, the relationships we create are interwoven, and at times can be extremely

cultural competence the ways in which individuals and services work more effectively to support, promote and embrace cultural difference

complex. Respectful relationships with each other, as well as within our community, are some of the most important ways we can ensure that Australia remains a place of reconciliation, with justice for all of its inhabitants.
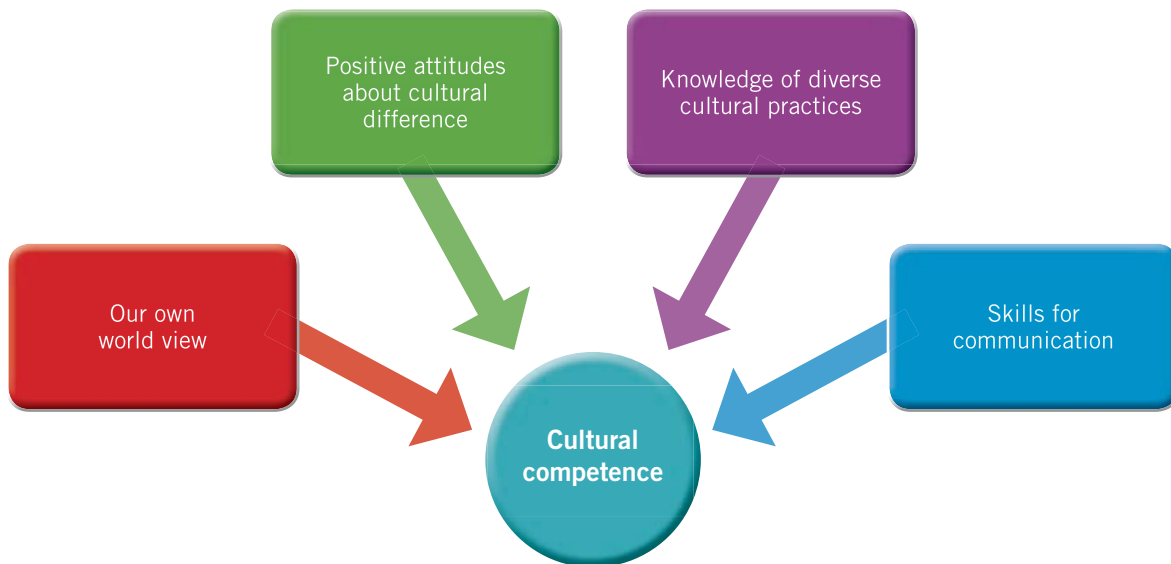
Figure 9.5 Cultural competence supports our ability to understand, communicate with, and effectively interact with people across cultures.

In 2009 the Department of Education, Employment and Workplace Relations defined cultural competence as:

… the ability to understand, communicate with, and effectively interact with people across cultures. Cultural competence encompasses:

- being aware of one's own world view
- developing positive attitudes towards cultural differences
- gaining knowledge of different cultural practices and world views
- developing skills for communication and interaction across cultures.

Source: Department of Education, Employment and Workplace Relations, *Belonging, Being & Becoming: The Early Years Learning Framework for Australia*, Commonwealth of Australia, 2009, p. 16

As we develop these cultural competence capacities over time, the connections that we achieve become more robust and more ingrained in our own day-to-day thinking and actions. Cultural competence is about continually refining and learning, through reflection, both from our successes and mistakes.

Cultural competence is a big idea; it is much broader than our individual backgrounds and ethnic groups that define us, and more than different celebrations observed within different cultures. It is not about the food that we eat – it is about all that we are, what shapes our beliefs and how we understand our community and the global nature of our existence.

Celebrations seem to be an easy way for us all – friends, peers and families – to learn more about each other and become culturally competent. Celebrations of all descriptions are an important part of our cultural life and they take a range of different forms. There are religious celebrations, such

as Eid Al-Fitr at the end of Ramadan, and those that connect us to **place**, such as national days of celebration, or connect us to ancient cycles, such as the Spring Festival or Lunar New Year. Our celebrations might include simple acts such as honouring birthdays and other rites of passage as a peer transitions from childhood to adulthood. These activities shared with others help build respectful relationships within communities. Taking action can include simple gestures such as learning a greeting in a friend's home language, listening to a story from The Dreaming shared by a traditional custodian, or asking a friend about how they plan to celebrate their version of New Year.

place the human and physical characteristics of a location

Our growing cultural competence invites us to be aware of our own background and how this affects our relationships with our peers and their families, within our communities and the decisions and actions we choose to take.

Figure 9.6 Cultural celebrations often involve participation in traditional dance.

Cultural competence and physical activity

How might cultural competence link with physical activity and sport? Knowing about our own cultural identity is an important first step in the process of becoming culturally competent. When we understand the beliefs and values that are important to us and the way that our own cultural background has shaped our own life, we become more able to acknowledge and understand how these factors impact on others.

Physical activity and sport have a significant influence on cultural identity, both within our local community and Australia. For example, traditional Aboriginal and Torres Strait Islander games and physical activities had a central role in sustaining the spiritual connection to Country, and maintaining familial and cultural practices.

Richard Cashman, a prominent sports historian, believes that contemporary Australian sports and physical activities have developed from a diverse blending of a wide range of different games

and sports, each with their own different traditions and beliefs. He acknowledges the diversity that exists within Australia today. Elements of various sports and physical activities were imported to Australia following European settlement. Cashman contends that despite 'borrowing' much of our sporting background, there exists a unique, strong and distinctive identity formed around Australian sport and physical activity.

To further develop cultural competence, we need to enhance our ability to understand, communicate with, and effectively interact with people across cultures. We need to acknowledge the diverse experiences that people bring to our community and share these experiences to develop cultural competence.

Did you know?

Many traditional Indigenous games share elements of our contemporary games and sports. For example, Kokan is played in many areas of the Torres Strait and Papua and New Guinea. Kokan, which is very popular on Mabuiag Island, was the name of the ball itself. This ball is 6–8 centimetres in diameter. The kokan is hit with a rough bat or club, baiwain or dabi, which is usually cut from a piece of bamboo 60–85 centimetres in length on which a grip is cut.

Source: K. Edwards, *Yulunga: Traditional Indigenous Games*, Australian Sports Commission, Canberra, 2009

Figure 9.7 Australian rules football shares elements of sports from many different cultures, including traditional Australian Indigenous games.

DEEP LEARNING

9.2

1 Investigate and, if possible, attend a significant cultural celebration within your local community.

2 Describe how involvement in this celebration enhances cultural competence.

3 Evaluate how this celebration promotes a sense of connection within the community.

4 Justify how a sense of belonging is achieved through engagement in the cultural celebration.

DEEP LEARNING

9.3

1 Create and plan a significant cultural celebration, encouraging physical activity within your school community.

2 In your planning, consider:

   a What's going on in your school?

   b Are the cultural characteristics of students changing in your school?

   c What changes or shifts in cultural characteristics of your cohort do you need to be aware of?

   d How do you know about the cultural perspectives and values of your peers within your school?

   e How might you identify this information?

   f What will you do with this information?

   g Where can you go to find out more?

3 Describe how involvement in this celebration enhances cultural competence.

4 Evaluate how this celebration promotes a sense of connection within the school.

5 Justify how a sense of belonging is achieved through engagement in the cultural celebration.

9.3 Healthy, active and sustainable lifestyles

The World Health Organization's work in identifying the 'determinants of health' has helped to guide the planning of healthy built environments. The determinants of health include:

- the social and economic environment
- the physical environment
- the person's individual characteristics and behaviours.
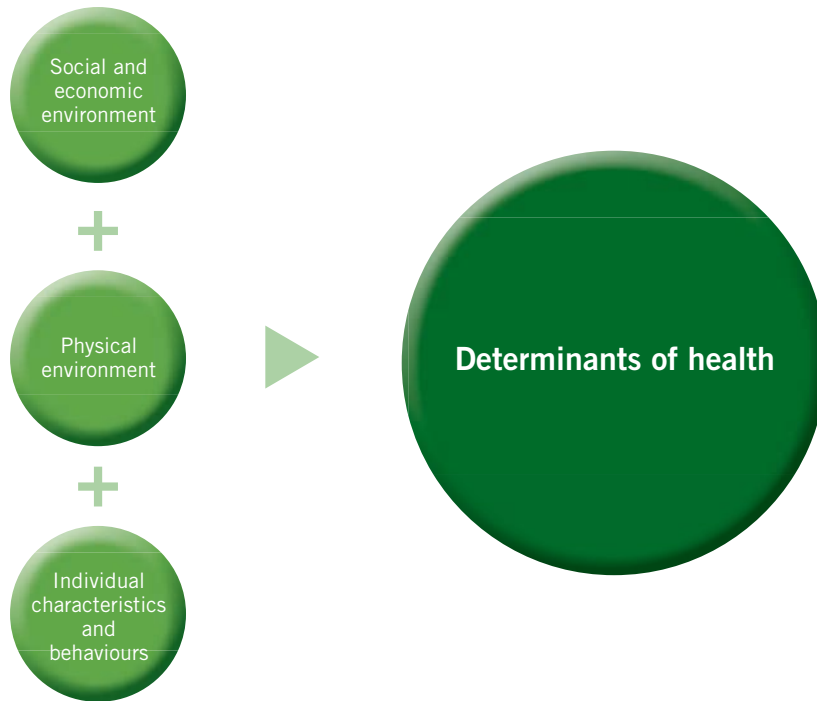
Figure 9.8 The determinants of health are impacted by socio-cultural factors.

advocate an individual or organisation that pleads a case or promotes a cause

active travel moving from place to place engaged in a form of physical activity (e.g. walking, cycling, skateboarding)

sustainability a means of configuring civilisation and human activity so that society, its members and its economies are able to meet their needs and express their greatest potential in the present, while preserving biodiversity and natural ecosystems, planning and acting for the ability to maintain these ideals for future generations

carbon footprint the total sets of greenhouse gas emissions caused by an organisation, event, product or person

greenhouse gases gases that contribute to the greenhouse effect by absorbing infrared radiation

The health and wellbeing of communities can be impacted by the planning of settlements. Healthy planning considers the needs of the residents within communities and develops the infrastructure accordingly. The relationship between health and planning is complex and requires the interaction of a series of key factors.

Creating a healthy built environment

Increasing opportunity for physical activity is a very powerful way to promote health within a community. Throughout Australia, consultants, planners and **advocates** for promoting physical activity are combining their skills to develop and create healthier communities that support active lifestyles. Higher participation rates in physical activity have significant benefits for health and wellbeing in both individuals and communities.

Increased participation in community physical activities such as **active travel** also enhances environmental **sustainability** by reducing the **carbon footprint** of individuals within the community and consequently creating a reduction in **greenhouse gases**.

Figure 9.9 In order to create a healthy built environment, planners must consider key health objectives.

Active travel

Figure 9.10 Encouraging active travel has both individual and community benefits. Many local authorities are developing bike hire schemes within their central business districts and surrounds.

Within communities and built environments where housing and population densities are high, active travel provides a viable alternative for many people. **Accessibility** to a well-maintained network of roads, pathways and cycle-ways is a critical success factor for active travel, encouraging people to increase physical activity levels by walking, cycling or running. Active travel occurs most successfully within connected communities, when active travel is integrated with existing public transport networks. Many local authorities are progressively retrofitting these networks in urban and regional centres. Safety is another important consideration to encourage active travel. Lowering speed limits on roads within the built environment and segregating walkers and cyclists, through the provision of dedicated bike paths and walking paths, have assisted to improve safety for active travel.

accessibility the quality of being at hand when needed

Incidental movement

incidental movement
physical activity undertaken as part of everyday life

Incidental movement is defined as physical activity that is undertaken as part of everyday life. Given the level of automation and the reduced opportunities for physical activity in our day-to-day lives, there is a need for the strategic reintroduction of physical activity for both individuals and the community. Walking further, standing more and moving more will increase incidental movement. Taking stairs when possible, rather than using escalators and lifts, provides opportunities for incremental changes in physical activity. Planners can consider the design of retail centres to encourage additional opportunities for walking within retail precincts.

Figure 9.11 Walking or riding a bike to school provides an opportunity for incidental physical activity.

Recreational physical activity

The research by James Sallis and others indicates that healthy built environments provide a range of opportunities for people to engage in physical activity. To encourage participation in recreational physical activity, people need access to public parks, sporting fields, community gardens, green spaces and exercise areas for pets. Other facilities to encourage participation might include the provision of walking trails and dedicated cycle paths linked across a network throughout the built environment.

These resources not only encourage people to pursue physical activity, but also provide opportunities for people to socialise, to communicate and interact with others. Professor Billie Giles-Corti and others from the University of Melbourne suggest that the provision of these resources within the built environment must be accomplished within the local physical, social and

cultural contexts of the sites. People have very distinct ideas about what they might consider as 'ideal' spaces for physical recreation, so these physical, social and cultural contexts are important. A wide range of 'ideal' facilities for physical recreation might provide different opportunities for different individuals. They may want to merely wander and relax, or play games, work in a garden, walk the family pet or become involved in organised sport, within structured facilities and regular, scheduled competition.

Figure 9.12 Designated cycle-ways are being integrated into planning of the built environment.

Social connectivity

It is important for communities to develop a sense of belonging and **social cohesion**. Communities should provide opportunities for social interaction and friendship to enable the establishment of networks of people. Safety and accessibility are critical elements in the development of social connectivity. Communities must be responsive to the cultural needs of the

social cohesion elements that create a sense of belonging and connection to community

local people, enabling access for all, inclusive of different backgrounds and the ages of participants. These characteristics can be achieved through extensive consultation with the different networks within the built environment. In order for communities to enable social connectivity, the setting needs to be aesthetically pleasing, encouraging interaction with others within the community to foster a sense of belonging. A popular addition to contemporary communities is the development of community gardens, providing opportunities for residents to socialise and engage in additional physical activity.

Figure 9.13 Many local authorities are establishing community gardens to promote a sense of belonging.

Contact with nature

Many researchers have come to the conclusion that humans are dependent on nature not only for material needs, such as food, water and shelter, but perhaps more importantly for psychological, emotional and spiritual needs. The evidence suggests a close link between interaction in natural settings and health and wellbeing.

In fact, the evidence from recent research demonstrates clearly that there are many and varied health effects to be derived from contact with nature, and that, in urban environments in particular, experiencing nature through parks may be a vital component of human health and wellbeing that for too long has been ignored. Access to green, open spaces within communities is strongly supported in the current research.

Current examples of the provision of green spaces within the built environment are the strategic plantings of trees, shrubs and community gardens. Vertical gardens and green facades are provided on residential buildings to buffer against noise, increase privacy and provide opportunity for some additional contact with the natural environment.

Figure 9.14 Architectural design is utilising the concept of the vertical garden to reduce noise levels and increase privacy in high-density living projects.

DEEP LEARNING

9.4

1   Investigate and evaluate the capacity of your local community built and natural environments to provide opportunities for:

   a   active travel

   b   incidental movement

   c   recreational physical activity

   d   social connectivity

   e   contact with nature.

2   Create a pamphlet for distribution within your local community, promoting ways to adopt healthy, active and sustainable lifestyles.

3   Develop a proposal and strategies to present to your local government council to enhance community health and wellbeing through the promotion of physical activity within the built and natural environments in your community.

9.4 Responsibility for Country and place

It is important to understand that Aboriginal and Torres Strait Islander cultures are highly complex and richly diverse. Aboriginal and Torres Strait Islander peoples have the oldest living cultural history in the world. These cultures extend back in history between 50 000 to 65 000 years. Critical to the survival of these ancient cultures is the ability to adapt and change over time. This adaptation and change throughout time indicates the **kinship** that these cultures have with their surroundings and the environment. This integral connection with Country helps to explain the survival of this culture.

kinship the family relationships and ties within a community

This Indigenous cultural tradition is seen as 'the total ways of living built up by a group of human beings, which is passed from one generation to the next'.

In Australia, Aboriginal and Torres Strait Islander communities keep their cultural traditions and practices alive by transmitting their knowledge, arts, rituals and performances from one generation to another, speaking and teaching languages, and protecting cultural materials, sacred and significant sites, and artefacts.

Did you know?

Prior to European colonisation, there were an estimated 700 different Aboriginal and Torres Strait language groups, which have contributed to a diverse mix of cultures, stories and relationships with and about Country, both spiritually and geographically.

Connection with Country

The relationship to the land, sea, sky and water is fundamental and essential to the wellbeing of Aboriginal and Torres Strait Islander peoples. The land, sea, sky and water are not just considered as soil or rocks, lakes, rivers, oceans, clouds or bushland, but a whole location and ecosystem that supports and is maintained by people and culture. For Aboriginal and Torres Strait Islander peoples, the land, sea, sky and water are central to all spirituality, and this relationship and the spirit of 'Country' are central to the issues that are important to them today.

Aboriginal lore originates in and is governed by the land. Aboriginal lore describes the body of knowledge and practices, sharing similar authority to Western laws, within an Aboriginal community. Connection to land, sea, sky and water gives Aboriginal people their identity and a sense of belonging. It is a spiritual, physical, social and cultural connection.

Aboriginal and Torres Strait Islander peoples demonstrated seasonal and purposeful movement through Country, showing a deep understanding of the land, the relational patterns and regional processes. Each Aboriginal and Torres Strait Islander language group had its own territory, which was nurtured to ensure sustainability of resources. These traditional lands were defined by geographic boundaries such as rivers, lakes and mountains. Each group understood and cared for their different environments, and adapted to them. Many different groups experienced abundant resources within their traditional lands. This meant that there was little need for seasonal movement, so established camps were created.

Tom Dystra, an Aboriginal Elder, describes the relationship with Country as 'living with the land':

We cultivated our land, but in a way different from the white man. We endeavoured to live with the land; they seemed to live off it. I was taught to preserve, never to destroy.

Source: http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-cultural-heritage

Figure 9.15 Aboriginal and Torres Strait Islander peoples have a complex relationship with Country.

Aboriginal and Torres Strait Islander peoples identify themselves through their Country, their relationship to others and their language and stories. Language and stories may be expressed through local ceremonies, dances, celebrations, family groups and sports. This essential transmission of culture and heritage is passed on from one generation to the next.

Figure 9.16 Australia's varied landscapes reflect the diversity of the relationships with, connections to and understandings of Country by Aboriginal and Torres Strait Islander peoples.

The diversity of landscapes within Australia, ranging from lush tropical forests, coastal landscapes and woodland areas to arid desert environments, is also reflected in the diversity of Aboriginal and Torres Strait Islander peoples' cultures. Relationships to Country also replicate this diversity, given the relationships they have with their environments. Each language group developed different but specific skills and built a unique body of knowledge based on their particular environment.

Language is also vital in understanding Aboriginal and Torres Strait Islander peoples' heritage, as much of the history is an oral history. Hundreds of languages and dialects existed (although many are now extinct), and language meaning, as well as geographic location, is used today to identify different groups.

9.5 DEEP LEARNING

1 Investigate the connection to Country of Aboriginal and Torres Strait Islander peoples.

2 Explore the participation in local dances, ceremonies, celebrations and physical activities experienced by Aboriginal and Torres Strait Islander peoples from your local community.

9.2 CASE STUDY

Access the interactive textbook for a link to the artwork needed to complete the case study. This case study explains the relationship between an Aboriginal artist, her physical activity and Country. Her artwork describes the relationship in detail, capturing the links between her local community and Country.

This artwork is from the Central Desert. It was painted by a female participant in a study conducted by the Menzies School of Health Research in the Northern Territory. The artist is also a member of a walking group, encouraging physical activity within her community. It was painted to express and promote a Warlpiri people's perspective of physical activity and health in a remote community. The colourful section that makes up most of the painting is Country, or 'the bush', and contains an abundance of desert bush foods, such as bush banana, bush onion, bush potato, bush mango and bush passionfruit. The black circle in the centre represents the desert community. The footprints around the outside of the community show where it is good to walk. On the inside of the circle are people engaged in a number of sports: football, basketball, softball, soccer and walking groups. In the very centre of the circle is a ceremony with dancing.

Throughout this study, participants referred to Country or 'the bush' as an active, healthy place and the community as an inactive, unhealthy place.

The painting reflects this perception; however, it was also painted with an intention of promoting an integration of the active and healthy characteristics of the bush into the community, through both Indigenous and non-Indigenous forms of active living.

Questions

1 Read the case study and examine the artwork.

2 Examine the links to Country that are depicted in this artwork.

3 Create a list of the various relationships with Country described in the image.

Figure 9.17 Connection to Country is core to Indigenous Australians' existence.

CHAPTER REVIEW

- Time in the outdoors can assist us to foster understanding of ourselves, our relationships with others, as well as the natural world.

- Engagement in physical activity is closely linked with three different determinants: individual, social and environmental, and built and natural environment.

- Cultural competency supports our ability to understand, communicate with and effectively interact with people across cultures.

- Physical activity and sport have a significant influence on cultural identity, both within our local community and Australia-wide.

- The determinants of health include: the social and economic environment, the physical environment, and the person's individual characteristics and behaviours.

- A healthy built environmental includes active travel, incidental movement, recreational physical activity, social connectivity and contact with nature.

- Aboriginal and Torres Strait Islander peoples have close connection to Country and place.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Engagement in physical activity is closely linked with three different determinants. They are described by Giles-Corti as:

  a individual, social and built environments

  b knowledge, attitudes, skills and self-efficacy

  c neighbourhood design, safety and aesthetics of facilities

  d social support, social norms and a community belief about what is important

2 The natural environment is best described as:

  a bushland and scrub

  b green space in the environment

  c the interaction of climate, weather and natural resources

  d a major determinant on physical activity in the community

3 Green space in the environment is important for:

  a a sense of belonging

  b calming effects in a busy lifestyle

  c the physiological and psychological benefits to humans

  d the natural environment and the built environment within a community

4 Walking for transport:

  a has lots of health benefits

  b can save money on bus fares

  c provides additional opportunities for incidental movement

  d reduces the carbon footprint and greenhouse gas emissions

5 Cultural competence:

  a is linked to daily interactions and connections

  b assists to support, promote and embrace cultural differences

  c relates to the development of respectful relationships in communities

  d is about reconciliation with Aboriginal and Torres Strait Islander peoples

6 The World Health Organization has identified three determinants of health. They are:

  a green space, natural and built environments

  b the social, economic and physical environments

  c the social/economic, physical environments and a person's individual characteristics

  d the health and wellbeing of individuals and communities impacted by the planning of settlements

7 A healthy built environment:

  a recognises active travel

  b provides opportunities for incidental movement

  c provides opportunities for participation in recreational activities

  d is vitally important to the health and wellbeing of communities

8 Gardens developed within communities:

  a provide a green space in the residential area

  b enable residents to discuss their own problems

  c promote a sense of belonging

  d save money, by growing fruit and vegetables locally

9 Aboriginal and Torres Strait Islander peoples share:

    a a deep connection with Country

    b culture and similar physical activities

    c verbally transmitted cultures and stories

    d similar geographic locations within Australia

10 Natural settings within the local community provide:

    a opportunity for physical activity

    b grasslands to grow and provide greenery

    c venues to allow people to walk their pets

    d healthy, active and sustainable lifestyles for the residents

SECTION B – Short-answer questions

1 Describe the relationships between individual, social and environmental determinants within the built and natural environments.

2 Create a survey to investigate whether physical activity, particularly among young people and adults, can be affected by the design and maintenance, aesthetic appeal and perceived safety of neighbourhoods, streets and parklands.

3 Investigate how cultural competence can develop respectful relationships within communities.

4 If possible, consult with a local Aboriginal Elder about the types of games played within your local community. Plan and implement a traditional games festival for your class.

5 Investigate two of the health objectives of a healthy built environment (described in Figure 9.9) and indicate how they are evident within your community. Present your findings to the class.

SECTION C – Higher order thinking (HOT) questions

1 Create a brochure for the local community, advocating physical activity within the natural and built environments.

2 Evaluate how connection to country links to culturally appropriate physical activity for members of Aboriginal and Torres Strait Islander communities.

10 Community health and wellbeing

Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. **Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.** They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Organise your thinking

The words of the song 'I Am Australian', written by Bruce Woodley in 1987, 'We are one but we are many and from all the lands on earth we come. We'll share a dream and sing with one voice', are stirring and provocative. But how is the spirit of mateship and egalitarianism lived out for all Australians and how do they live and experience their lives? Do we all enjoy the same standard of health and opportunities for wellbeing, and why is that?

Making connections

- How do social, cultural and economic factors influence health behaviours of diverse communities?
- How can community health resources be made more inclusive and accessible for marginalised individuals and groups?
- What countermeasures can be applied to overcome negative attitudes and behaviours towards other people?
- What popular culture and media representations are needed to project positive messages about diverse people and males and females?

10.1 Factors influencing health behaviours of diverse communities

According to the World Health Organization, 'Good health is a major resource for social, economic and personal development and an important dimension of quality of life' (Source: World Health Organization, *Ottawa Charter for Health Promotion*, 1986).

Our social interactions and relationships are important in our quest to attain good health. It is a natural instinct that we gravitate towards other people who are like us. They might share similar backgrounds, interests, values, beliefs and hobbies. In Australia, we have many different communities and we each belong to different ones – school, place of worship, neighbourhood, cultural and more. Within each community there are social, cultural, religious and economic factors that influence health behaviours. Many religious traditions emphasise health. For example, the three Abrahamic faiths (Judaism, Christianity and Islam) view health holistically and encourage certain health behaviours. Social, cultural, religious and economic factors interact, meaning one affects the other. For example, due to inadequate finances a person may not be able to go on an outing or to certain types of events, meaning they may need to stay home or find an alternative type of outing that is free.

If you were born in Australia, imagine how challenging it might be if you were born overseas and had lived there before moving to Australia. We are all heavily influenced by the customs, food choices, values and opinions of our communities.

Factors influencing health behaviours
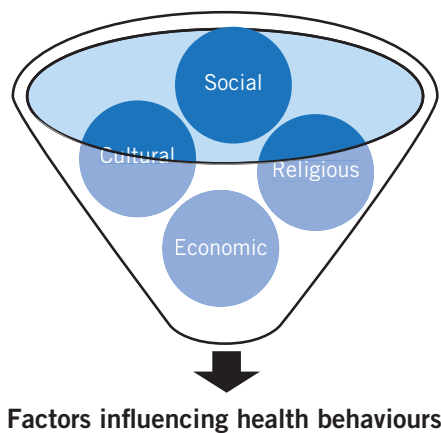
**Figure 10.1** A complex range of factors interact to influence health behaviours.

Social factors

Social factors are related to health outcomes and begin to have an influence early in life. Factors related to health outcomes include:

- how a person develops during the first few years of life – early childhood development (e.g. thriving, achieving developmental milestones, being loved, being given physical attention)
- what level of education a person obtains (e.g. finishing Year 12 compared to completing a university degree)
- being able to get and keep a job or some form of employment (e.g. full-time or ongoing casual work)

- what kind of work a person does and how that work is regarded (e.g. parking officer or prison guard compared to doctor or engineer)
- having food or being able to access healthy, nutritious food (e.g. access to fruit and vegetables daily)
- having access to health services and the quality of those services (e.g. a good GP)
- housing status (e.g. living in an area with access to resources or owning your own home)
- how much money a person earns
- discrimination and social support (e.g. a person who is in poor physical health but who has a strong intellect or a person who is intellectually disabled and is therefore judged negatively but who has a great support network)
- the media, **popular culture** and influence – what is believed to be important or even needed (e.g. body piercings, tattoos, particular styles of clothing)
- behaviour and values of friends (e.g. friends who choose safe behaviour compared to friends who are negative risk-takers).

popular culture images, attitudes, perspectives and ideas within the mainstream of a particular culture; includes aspects such as technology, movies, music, sport, news, politics and fashion
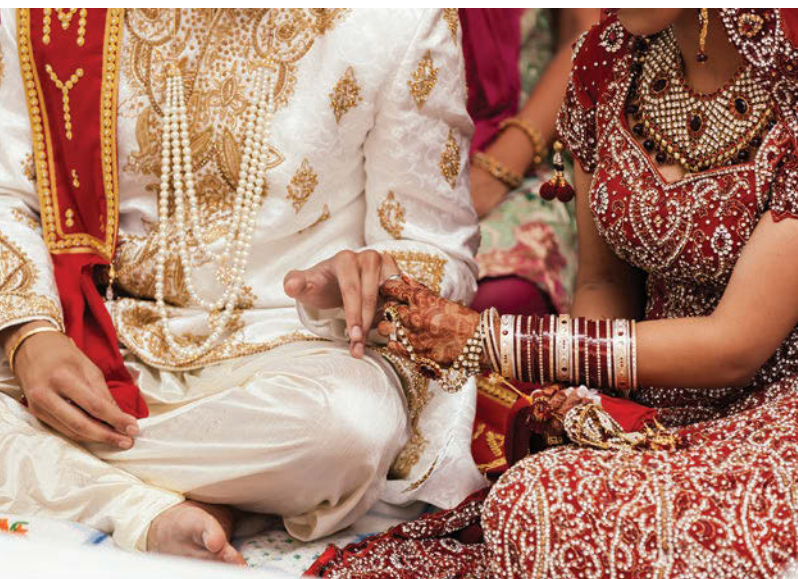
Figure 10.2 The diversity of cultures in Australia can be seen in all facets of life.

Cultural factors

Cultural factors reinforce values, beliefs and health behaviours and can enhance or diminish health. Some examples of the way cultural factors influence health as seen in values and beliefs being lived out are:

- views about body image (e.g. more voluptuous body shapes for women and men are valued)
- values about getting a tan (e.g. getting a tan is considered undesirable because it is associated with the need to work outside and manual labour is not desirable)
- views about preparing food together (e.g. sharing resources and working together to grow, prepare and cook healthy foods, typically fresh and from the ground).

Economic factors

Economic factors influence health behaviours in many ways and there is a strong link between resources and health status. Some examples of how economic factors influence health are:

- the ability to pay for high-quality food (e.g. nutritious, fresh food as opposed to takeaway and processed foods)
- the purchase of sports apparel and joggers (e.g. high-quality protective footwear as opposed to cheap non-supportive shoes)
- the ability to access healthcare (e.g. physiotherapy, dental care and eye care)
- the capacity to pay for fitness and recreational activities (e.g. gym membership, yoga, Pilates or registration for a team sport).

Social, cultural, religious and economic factors can influence health behaviours in many areas of health, including daily food and nutrition, mental health, alcohol and drugs, physical activity, safety and overall health.

Religious factors

Religious factors reinforce values, beliefs and traditions informing positive health behaviours. Some examples of the way religious factors influence health are:

- the food habits that are practiced (e.g. appropriate portion sizes, nutritious food choices and healthy food practices such as eating as a family or eating communally)
- the importance of practicing appropriate personal hygiene (e.g. dental hygiene practices, cutting nails and removing hair in some instances as well as ritual washing and cleaning)
- the importance of being active (e.g. viewing health as a resource to be used positively and actively for worship and for service. In other words, to be active in all aspects of life that lead to good, including helping others or caring for the environment)
- the emphasis placed on knowledge, learning and constant reflection and improvement (e.g. many religious traditions encourage lifelong learning and self-improvement, including balance between dimensions of health and improvements in health-enhancing behaviours)
- the importance of fasting (e.g. in many religious traditions, fasting is prescribed based on its connection to enhanced spiritual health. Note: Within all religious traditions, the very young or the aged or those with particular health concerns are exempt from fasting).

10.1 DEEP LEARNING

1 With a partner, discuss your answers to the following questions, answering first as yourself and then as your parent/s, and compare how your answers differ:

     a   At what age is it okay to start dating?

     b   What constitutes a date?

     c   How sick do you need to be to stay home from school?

     d   How sick do you need to be to see a doctor?

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e   What professions, careers or jobs are valued?

f   How do you view going to see the doctor?

g   How much pain should you tolerate before taking pain relief medication?

h   At what age do you think people should get married and have their first child?

i   What do you do for birthdays/Christmas/Easter/Ramadan/Simchat Torah or other important events during the year?

Join with another pair to make a group of four and discuss your answers before having a whole-class discussion.

2 Consider the following scenarios and the role played by social, cultural and economic factors:

   a   A person refuses to call a police officer after a crime has been committed due to fear of authority figures.

   b   Despite their daughter showing symptoms of depression, her parents ignore the symptoms as they believe that mental health issues do not really exist and there is a stigma associated with mental health issues.

   c   Two brothers whose parents are continually drunk are offered alcohol by their parents each night.

Demonstrate your understanding of the scenarios by role playing each of them or designating them within your class. At the end of each role play, debrief by discussing the impact of the emotions that were being expressed, what emotions were being hidden and why they were hidden.

10.2 Inclusiveness and accessibility of health resources

It has been estimated that around 10% of Australians are profoundly **marginalised**. Marginalised individuals and groups in our society have health needs just like anyone else. They can also have particular health needs resulting from the impact of isolation, homelessness, poverty, disability, unemployment or mental health, and often they are impacted by multiple factors. In addition, marginalised individuals and groups may have limited ability to access health resources. Lack of access to public transport, lack of mobility, issues of acceptance, lack of empathy and trust may also affect the health of marginalised people.

marginalised prevented from having power or attention

Figure 10.3 Homeless youth can become invisible and have a hard time accessing health resources.

These factors were found to exist in research conducted involving socially marginalised people with depression living in Victoria. The key findings were that most socially marginalised participants reported an array of personal, social and material conditions that inhibited their access to care. Over 25% of socially marginalised participants reported not knowing where to get information, and 59% of service providers considered lack of information a barrier to care.

Providing for the health needs of marginalised people can be complex because they may require multiple types of healthcare and treatment regimes. For example, they may have depression, a physical disability, diabetes and poor eyesight. Catering for the needs of all people is also challenging, as educational materials may not have been tailored to meet the needs of community groups such as the multicultural community who may not understand complex language.

Figure 10.4 New approaches are needed to open up new ways to deliver health resources to all people.

10.2 DEEP LEARNING

Imagine you are the Minister for Health and you have been asked to develop a strategy for greater **inclusivity** and access to health resources. You need to produce information about health resources for a local community in a print or multimedia format and present it to your fellow politicians in a cabinet meeting. Your presentation should outline how greater inclusivity and accessibility of health services would be created. Consider the following:

inclusivity the act of being welcoming and available to all

- outreach programs
- subsidies for expensive aspects of healthcare
- different organisations within health coming together for integrated planning
- overcoming language barriers
- alternative ways of providing and distributing health information if internet access is limited.

10.3 Countermeasures for positive attitudes and behaviours

Countermeasures are needed if we are to overcome **prejudice**, violence, discrimination and **harassment**. Sometimes prejudice and harassment can result due to a disability, physical appearance or lack of social status. These ways of treating others involve negative emotions. Often, when people are looking for or are focused on negative attributes of other people, they miss paying attention to the strengths and positive attributes of the other person or group. It is also true that we can be blind to our own prejudices because the values and attitudes that determine prejudices are not always apparent. We can be so blinded by our own prejudices that we are only able to project negative views of others.

Sometimes we need to check what it is we are paying attention to and why. Irrespective of religious beliefs, all people deserve to live peaceful lives without fear of persecution or prejudice. The United Nations Human Rights Convention and the *Disability Discrimination Act 1992* make it illegal to discriminate against people with disabilities. This means all people with a disability need to be treated fairly and without bias.

prejudice an opinion that is formed and based on preconceived ideas or opinions

harassment the act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands
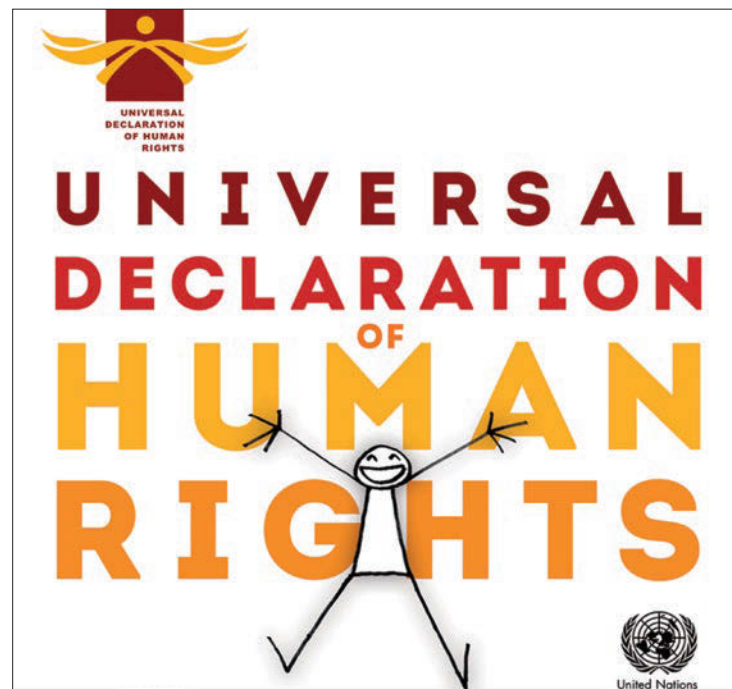
Figure 10.5 The United Nations Universal Declaration of Human Rights

In 1948 the United Nations proclaimed and adopted the Universal Declaration of Human Rights, consisting of 30 different articles. Each article clarifies what are considered basic human rights and freedoms, such as the rights to equality, freedom from discrimination and a standard of living adequate for health and wellbeing. While this list of human rights was developed after the atrocities committed in Nazi Germany, they remain just as relevant today.

10.3 DEEP LEARNING

1   As a class, examine the Universal Declaration of Human Rights and express the rights in language that resonates with young people. You could present the rights in a rap song, a poem, an art piece or a short story. In addition, create a symbol to represent each right and display these in your HPE classroom with a message about how to treat others fairly and in a respectful way.

2   In pairs, investigate common types of violence or harassment that occur in Australia. Research who is involved, the reasons for the behaviours and the impact. Create a different dialogue or conversation using a documentary-style media release with a catchy title and storyline that can be performed, filmed and then stored on your own channel on YouTube.

Did you know?

In Cambodia a novel approach has been adopted to enable a message to get out about all females' safety. The approach involves a karaoke campaign that has become so popular it may even have inspired a soap opera. The stars of the karaoke campaign are all young female factory workers. This style of learning has empowered the young women and is promoting a message of safety for all.

Although Australia has made progress towards achieving gender equality, women still experience inequality and discrimination in key areas such as at work, in public and at home. According to the Australian Bureau of Statistics (2014), one in four women experiences emotional abuse by a partner. At work, women encounter a gender 'pay gap' and barriers to leadership positions. They experience reduced employment opportunities and time out of the workforce because of child-rearing and family responsibilities. Sexual harassment and gender-based violence threaten women's basic right to feel safe and respected at work, in public, in places of study and at home. This means that every activity undertaken by females, such as travelling on public transport, walking in the street or riding in an elevator, can put their safety at risk.

The *Sex Discrimination Act 1984* gives effect to Australia's international human rights obligations and promotes equality between women and men. The Act protects people from unfair treatment on the basis of their sex, sexual orientation, gender identity, intersex status, marital or relationship status, pregnancy and breastfeeding. It also protects workers with family responsibilities and makes sexual harassment against the law. People who experience direct or indirect discrimination can complain to the Australian Human Rights Commission. Likewise, there is legislation that protects people from racial discrimination in the *Racial Discrimination Act 1975*.

10.4 The role of popular culture and media representations

Popular culture and media representations can be extremely influential on young people's behaviour, attitudes and expectations. Without even realising it, we can be listening to songs, watching movies and using certain language because of popular culture and media representations. The way we

communicate has changed. In the 1980s no one had ever heard of or used the text messaging shorthand 'yolo', 'lol', 'g2g', 'ttyl' or the many other abbreviations we use when texting a message to someone. So too, our perceptions and beliefs are shaped about what it means to be male, female or to belong to a diverse group of people.
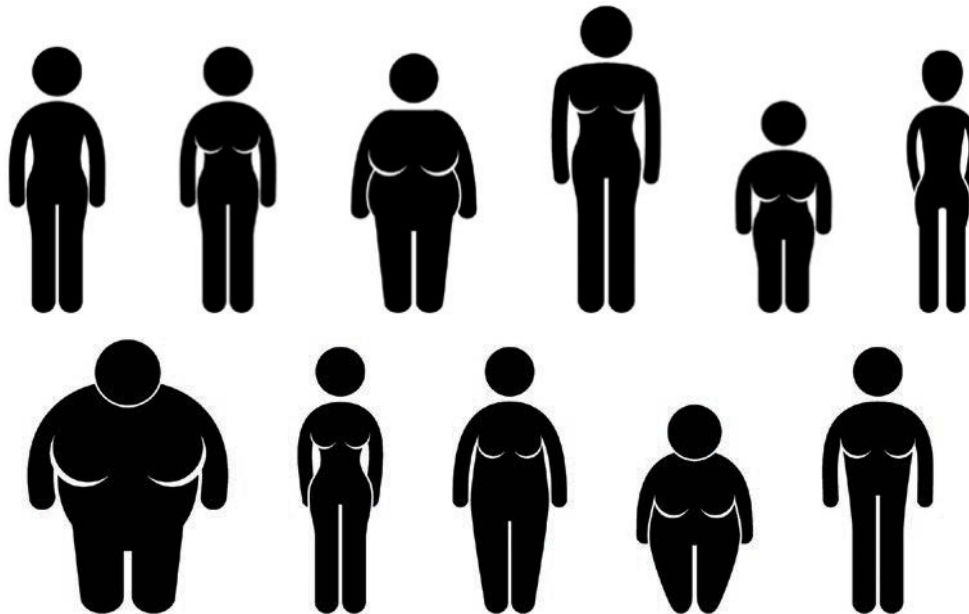
Figure 10.6 We each have body types suited to different forms of physical activity and sport.

Strong messages communicated about the ideal body shape for males and females can promote unrealistic views about the range of what is normal and an illusion of what we should look like because images may have been digitally enhanced. Females may perceive themselves to be larger than they should be, and males may perceive themselves as being underweight. Images of females that resemble Barbie dolls and men that look like muscular action figures are common in the media. The idea that pink is for girls and blue is for boys may seem outdated, but gender stereotypes can still influence behaviour and the views that girls and boys have of each other.

Figure 10.7 Staying active and building strength are important but need to be done in moderation until the growth plates close.
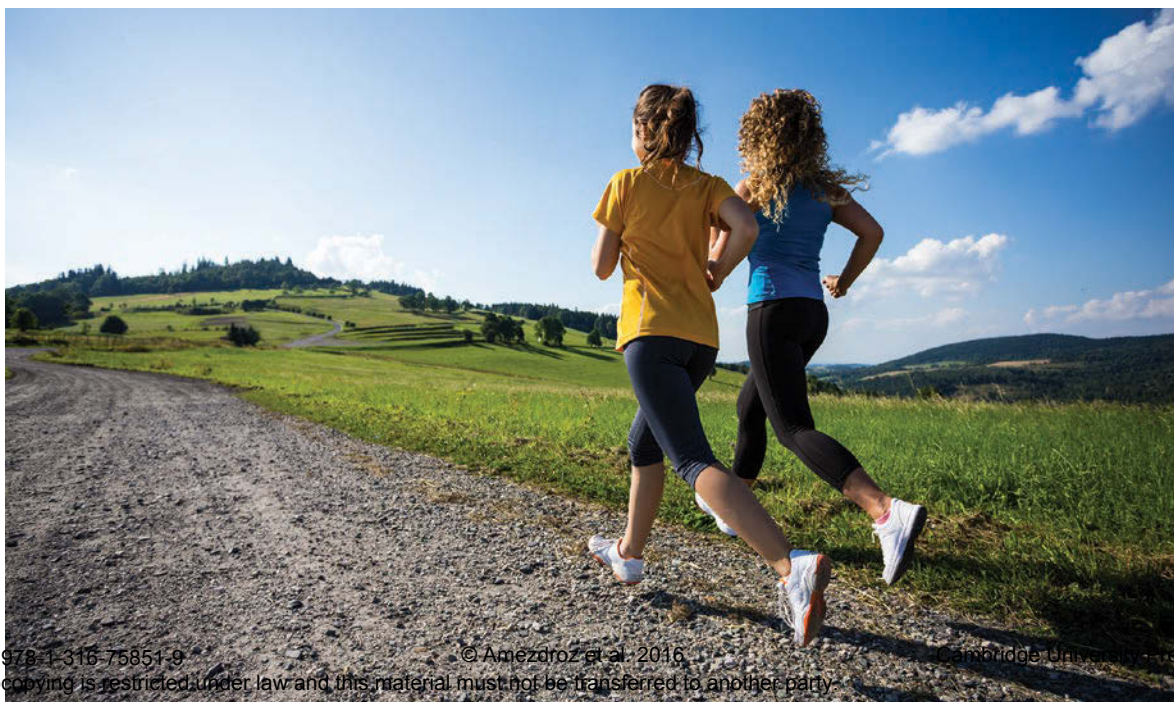
Body image and messages about masculinity and sexual orientation are just as profound for males as they are for females in popular culture and the media. There is a strong but false association between having a particular body image and being popular or desirable. We need to remind ourselves that much of what we see in advertising or that is popularised through music videos or movies is not real. We each have unique strengths as people – our character strengths, gifts and abilities are what define us, not whether we have a 'six-pack' or wear a C-cup bra. Maintaining a healthy weight and body composition, eating a nutritious diet and staying physically active are the main areas to focus on, together with positive messages about our body confidence, self-worth and remaining positive about our strengths.

kinship the family relationships and ties within a community

Diverse communities and groups are also portrayed in particular ways through popular culture and the media. At times, negative images or messages need to be replaced by positive messages, indicating strengths and contributions. For example, the Aboriginal and Torres Strait Islander peoples' strong connection to the land and extended **kinship** has much to offer and provides a valuable insight into their values and beliefs.

To Aboriginal and Torres Strait Islander peoples, land is not viewed as a commodity or something to be used, but rather it owns the people. The land represents culture, law and spirituality and all that goes with it and is passed down from one generation to another.

The notion of kinship involves an extended family with relatives across nations and many grandparents looking after the children. Likewise, the elderly have many people to look after them. It represents the deep connection of belonging and connection to the land. The complexity of kinship traditionally meant that a child had many mothers, fathers, aunties and uncles and these

Figure 10.8 The connection to the land has a special significance to Aboriginal and Torres Strait Islander peoples.

relationships had implications for many areas of life, including business and child rearing. However, the impact of the **Stolen Generations** broke down some of these bonds, weakening the kinship structure and system. Elders of the Aboriginal community explain that the kinship system is also healing and regenerating, offering a snap shot into the enduring, resilient and self-sustaining nature of culture and cultural practices of Aboriginal and Torres Straight Islander Australians.

Stolen Generations also referred to as 'stolen children'. The term relates to a period from 1905 to the 1970s when children of Aboriginal and Torres Strait Islander people were removed from their families and raised in missions.

DEEP LEARNING

10.4

Access the Dove Australia website and watch their video campaign on the real meaning of beauty.

1 How is this message communicated through popular culture and the media?

2 Summarise the key message of the Dove video campaign.

3 Using software such as Glogster, or as a hard copy, create an interactive poster communicating positive messages to encourage positivity in teenagers about their body image and appearance. Present your poster to your peers and explain the concept behind it.

4 Evaluate media representations of diverse people.

   a Are the messages positive or negative? Provide examples.

   b Research the strengths of the groups involved and provide alternative messages to those presented through popular culture or the media. Make a media wall depicting your messages or present them in a Wordle.

HPE and science

Research key traditional bush medicine by Aboriginal and Torres Strait Islander peoples. List the purpose, origin and processes involved in using the medicine. Describe the importance of a connection to the land and the type of territory needed to provide the key bush medicines.

HPE and mathematics

Based on current statistics about the country of origin of the Australian population, predict:

- Australia's population in 2026
- Australia's rates of immigration in 2026
- the percentage of Australia's population who will be asylum seekers and the percentage who will be Aboriginal and Torres Strait Islander peoples in 2026.

In a small group, share your predictions and discuss how you made them.

CHAPTER REVIEW

- There are many factors influencing health behaviours: social, cultural, religious and economic.

- Social factors are related to health outcomes and begin to have an influence in early life.

- Cultural factors reinforce values and beliefs and can enhance or detract from health.

- Economic factors influence health behaviours in many ways as there are strong links between resources and health status.

- Marginalised individuals and groups in our society can have particular health needs.

- Countermeasures are needed if we are to overcome prejudice, violence, homophobia, discrimination and harassment.

- Popular culture and media representations can be extremely influential on young people's behaviour, attitudes and expectations.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Which of the following best describes the concept of health?

   a the absence of illness and disease

   b a resource for social, economic and personal development

   c a complete state of wellbeing and not merely the absence of illness, disease or infirmity

   d none of the above

2 Which of the following accurately describes our place in communities?

   a we all belong to multiple communities

   b we have one major community to which we belong

   c for most people, their church community is their dominant one

   d for school-age teenagers, their school is their main community

3 Which factors have major impacts on health behaviours?

   a political, societal and family

   b church, friendship and individual

   c social, economic and cultural

   d peer, religious and national

4 Which of the following is most correct?

   a marginalised Australians have greater access to health resources than other Australians

   b marginalised Australians have less access to health resources than most other Australians

   c marginalised Australians have the same access to health resources as other Australians

   d marginalised Australians have poor access to health resources compared to other Australians

5 Which of the following statements best describes Australians' ability to purchase medicine they require?

   a Medicare covers the cost of all medicines for all Australians

   b new provisions make it realistic for all Australians to afford their prescribed medicines

   c nearly all Australians are doing well and have easy access to medicine provided free

   d not all Australians can afford to purchase medicine and prescriptions prescribed by doctors

6 Which of the following would provide a more economical option for Australian governments?

   a all Australians wait until health issues are serious or critical rather than seeking early medical help

   b Australians seek help at the point they believe they require medical intervention

   c Australians take part in screening and preventative health measures

   d all Australians book in for elective surgery as soon as they need it

7 What is the name of the organisation responsible for dealing with complaints about racial and sex discrimination?

   a the Human Rights Tribunal

   b the Racial and Sex Discrimination Organisation

   c the Australian Human Rights Commission

   d the Australian Bureau of People

8 The struggle by women for pay equal to that of men is best described by which of the following terms?

    a employment equity

    b anti-discrimination

    c prejudice

    d gender equality

9 Which of the following most accurately lists areas covered by sex discrimination legislation?

    a marital status, sex drive, sexual health, sexual identity

    b sexual orientation, sex-based issues, gender identity, intersex status

    c age of development, sexual orientation, sex status at birth

    d laws for gender employment, gender abuse, underage marriage

10 Which of the following terms explains how the text messaging abbreviations 'yolo', 'lol' and 'ttyl' are derived?

    a millennium thinking

    b Silicon Valley

    c popular culture

    d theatre sports

SECTION B – Short-answer questions

1 What is meant by the term 'diverse people'?

2 What strategies can be used to overcome media messages about the ideal body image?

3 Describe some basic human rights.

4 How are human rights protected?

5 How can the principles of kinship be beneficial?

SECTION C – Higher order thinking (HOT) questions

1 What can Aboriginal and Torres Strait Islander peoples teach us about their connection to the land?

2 How can we overcome some of the negative effects of popular culture?

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SECTION 02

Movement and physical activity

11 Perfecting practice

Organise your thinking

Understanding how movement skills are learned is important when designing practice environments. The application of the key principles of the learning process to practice design and delivery of instruction and feedback can assist learners to enhance their performance.

Making connections

- Learners adapt and respond to challenging movement situations.
- To improve performance in competition, practice must be similar to competition.
- Skills can be developed by modifying the rules or conditions of games and activities.
- Feedback can help improve skill level and performance.

Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. **They apply and transfer movement concepts and strategies to new and challenging movement situations.** They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

11.1 Adapting to challenging movement situations

Movement can emerge as a result of the continuous interaction between the individual learner and their environment. The story of Cliff Young illustrates this point.

The story of Cliff Young

In 1983 'Cliffy' Young, a 61-year-old potato farmer, became one of Australia's most unlikely sporting heroes by winning the inaugural Westfield Sydney to Melbourne Ultramarathon, a distance of 875 kilometres. Dressed in overalls and cheap running shoes, the first he had ever owned, Cliffy had a running style that was unconventional. Rather than run, he shuffled, taking short steps with his back straight and arms dangling by his sides.

In the early stages of the race, the other runners easily took the lead, with Cliffy and his slow shuffling style lagging far behind. However, unlike the other runners, Cliffy didn't plan on sleeping much throughout the event. While the much younger professional runners ran for 18 hours and slept for six, Cliffy only slept for a little over 12 hours during the entire race. To everyone's surprise Cliffy eventually won the race by 10 hours. He ran almost continuously for five days, 15 hours and four minutes.
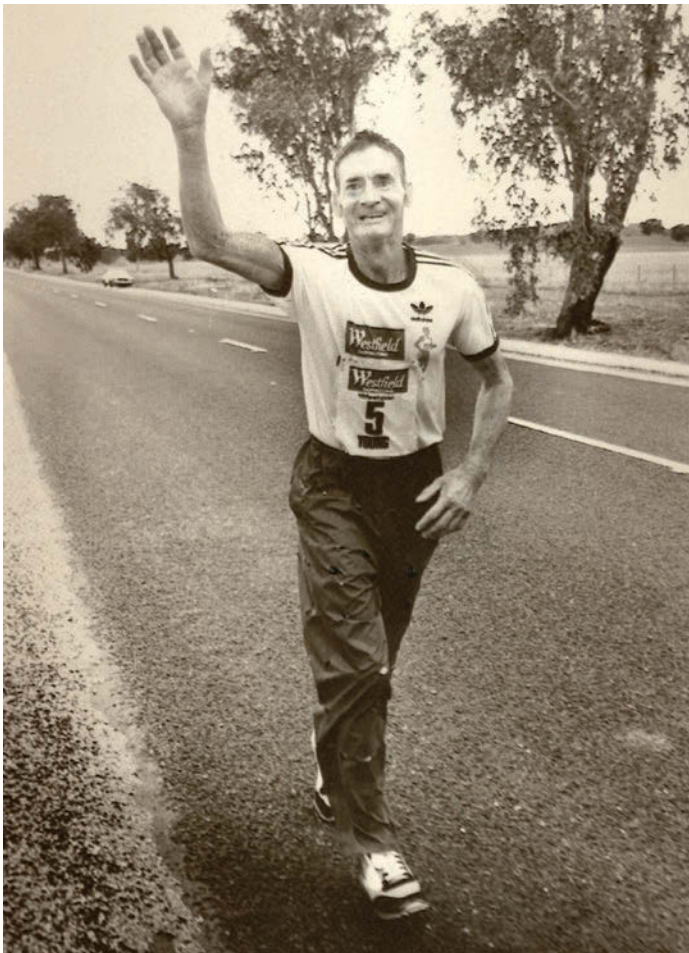
Cliffy won $10 000 in prize money, and even though he lived on a modest income of $2000 per year, he distributed the winnings among other finishing competitors and his support crew. He kept nothing for himself. Some ultramarathon runners have since adopted the 'Cliff Young Shuffle' because it is considered more aerodynamic and expends less energy.

Figure 11.1 The 'Cliff Young Shuffle' is an economical movement pattern.

11.1

DEEP LEARNING

The emergence of the 'Cliff Young Shuffle' is an example of the ability of the body to adapt and respond to a challenging movement situation. Young grew up on a farm and his family could not afford horses or a four-wheel drive, so whenever the storms rolled in he would have the challenge of running around the 2000 acres of hilly terrain by himself to round up the 2000 head of sheep. Sometimes he would have to run after those sheep for two or three days while wearing his trusty old gumboots.

1   What specific factors about Cliff Young himself and his environment had an impact on the running style he developed?

2   Explain how these specific factors combined to result in the adaptation of a normal running style to the economical 'Cliff Young Shuffle'.

Adapting to changes in equipment

11.2

DEEP LEARNING

Task: Play two different games of 5v5 end ball on a court 20 metres by 10 metres.

Game 1: Use a netball.

Game 2: Use a heavy medicine ball (if you do not have a medicine ball, use a tennis ball).

End ball rules:

*   The aim is for your end zone player to catch the ball on the full in the opponent's end zone (area beyond goal line).
*   No defenders are allowed in the end zone (just the attacking end zone player).
*   The person with the ball cannot run (defenders must stay 1 metre away).

Teacher instruction: No instruction except for explanation of the rules.

Duration: Allow players to play each game for five minutes.

Questions (at conclusion of both games):

How did you and other players adapt and respond when playing the game with balls of different weights and sizes? Compare:

*   the types of passes used (overhead, lob, short/long)
*   the distance between players (bunched or spread out)
*   the movement of attacking team players (providing passing options by using space)
*   the movement of defenders (pressuring the ball carrier).

Implicit learning of movement skills

In the games of end ball, players should have developed skills without being given a demonstration or verbal instruction on how to solve the problems associated with using a heavy ball. This is an example of **implicit learning**; that is, subconscious learning or learning without thinking about it. The key point is that our body can solve problems on its own if we give it time to explore and allow mistakes.

implicit learning
subconscious learning or learning without awareness or thinking about it

HPE and English

Think back to how you learned to ride a bike, surf, ski or skateboard. Were you given a demonstration, verbal instruction and feedback to correct any faults or did you explore, take risks without fear of failure, and make mistakes along the way? Write a narrative paragraph to vividly tell the story of how you implicitly learned one of those skills. Draw a conclusion about the learning process in your final sentence.

Figure 11.2 Learning to ride a bike is an example of implicit learning.

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Implicit learning in backyard games

Informal games played in backyards, school playgrounds and local parks provide a rich learning environment for physical and mental skill development. This is because with no pressure from adults, children can play freely and have fun. The rules are modified to include all skill levels and the results do not matter. Many sportsmen and sportswomen developed their unique techniques implicitly in backyard games.

In *First Tests: Great Australian Cricketers and the Backyards That Made Them* (2009), Steve Cannane investigated how Australian test cricketers' techniques were shaped by their backyards. He found that the Waugh brothers, Steve and Mark, had a sloping backyard, which caused most balls bowled to them to dart towards their legs. Repeated practice made them dynamic leg side players. Greg Chappell's trademark flick off the hip shot was invented on his backyard wicket, where the best scoring opportunities lay on the leg side. Alan Davidson bowled accurately because he had to. If he missed the stumps on his home-made pitch, he had to chase the ball down the hill into the scrub. Doug Walters played spin with ease because his backyard pitch spun like a top. Neil Harvey's immaculate footwork came from playing balls that darted viciously off the cobblestones in his back lane.

The famous Australian backyard, where many of us have played games with friends and family, has been critical to our skill development. Think of a personal example to share like the following: 'As a 13-year-old, I used to play unstructured soccer in the front yard of my house with my six-year-old brother. The yard was shaped by boundaries, such as a rose garden that surrounded half of the field. This made us both learn how to kick the ball with control, as we did not want to damage the ball or the roses.'

11.2   Practising for competition

11.1   CASE STUDY

Practice plays a major role in success

Figure 11.3 The Beatles practised for over 50 hours a week for many years.

In the book *Outliers,* author Malcolm Gladwell states that it takes roughly 10 000 hours of practice to get really good at something complicated, such as playing sport or a musical instrument. Gladwell studied the lives of extremely successful people to find out how they achieved success.

Violins in Berlin

In the early 1990s, a team of psychologists in Berlin, Germany, studied violin students. Specifically, they studied their practice habits in childhood, adolescence and adulthood. All of the subjects were asked this question: 'Over the course of your entire career, ever since you first picked up the violin, how many hours have you practised?' All of the violinists had begun playing at roughly five years of age with similar practice times. However, at age eight, practice times began to diverge. By age 20, the elite performers averaged more than 10 000 hours of practice each, while the less able performers had only 4000 hours of practice. The elite had more than double the practice hours of the less capable performers.

Practice and improvement

In 1960, while they were still an unknown high-school rock band, the Beatles went to Hamburg, Germany, to play in the local clubs. The group was underpaid. The acoustics were terrible. The audiences were unappreciative. So what did the Beatles get out of the Hamburg experience? Hours of playing time. Non-stop hours of playing time that forced them to get better. As the Beatles grew in skill, audiences demanded more performances – more playing time. By 1962 they were playing eight hours per night, seven nights per week. By 1964, the year they burst on the international scene, the Beatles had played over 1200 concerts together. By way of comparison, most bands today do not play 1200 times in their entire career.

These examples highlight the immense commitment to practice required to become an elite performer. However, it is likely that the development of expertise is also dependent on a complex recipe where an individual's commitment and motivation to practise is blended with natural talent as well as the correct environmental factors, such as the influence of parents and coaches. One issue is clear: practice is extremely important in skill development.

Drills and technical skills

Drills are a very common form of practice used by coaches and physical education teachers to develop the correct way to perform a **technical skill**, such as dribbling a soccer ball. The practice environment is controlled and simplified to allow learners to more easily focus purely on the technical skill being developed. An example of a drill to develop dribbling technique would be repetitively dribbling a soccer ball around stationary markers using short controlled kicking with the inside and outside of the dominant foot.

When the technical skill is mastered in this environment, learners are given the opportunity to apply it in a competitive **performance environment**

drill repetitive practice of a prescribed technical skill in simplified conditions

technical skill the ability to perform a movement or action (e.g. catching a ball, climbing a wall, throwing a javelin)

performance environment the environment in which skills are competitively performed (e.g. race, game)

such as a game. However, technical skills often fail to effectively transfer from this drill-based practice environment to the actual performance environment. This is mainly because practice drills separate the physical action from other key elements of the performance environment, such as defenders, making drills relatively simple and predictable. This contrasts with the actual competitive performance environment, which is complex and unpredictable due to the presence of these key elements.

In a drill, markers don't move and the player has no pressure or unpredictable actions of other players to deal with, unlike a game.

Source: B. Moy, I. Renshaw and K. Davids, 'Variations in acculturation and Australian physical education teacher education students' receptiveness to an alternative pedagogical approach to games teaching', *Physical Education and Sport Pedagogy*, vol. 19, no. 4, 2014, pp. 349–69

11.3 DEEP LEARNING

View Figures 11.4 and 11.5 and the related videos. Identify the important elements of a game that make it complex and unpredictable and that are missing in a practice drill.

Figure 11.4 An example of a simple practice drill. See also the video 'Soccer Drill: Better Soccer Drills – Dribbling Drill #1' on YouTube.

Figure 11.5 Games are complex and unpredictable because of the presence of defenders. Access YouTube and search for 'One of the best soccer goals I have ever seen!!!' to see a video of Zlatan Ibrahimovic dribbling around defenders in a game.

Drills and perceptual and decision-making skills

When performing drills, the student's role is to imitate the demonstration provided by the teacher, who instructs them on what to do, how and when to do it. In other words, the teacher does the thinking and makes the decisions for the student, whose role is just to perform the technical skill. In contrast to this predictable, stable environment, an actual game is unpredictable and ever-changing, posing many problems for players to solve for themselves. During the game, a player should scan and 'read' (interpret) the play, constantly looking for opportunities (**perceptual skills**), and then make decisions about what to do, how and when to do it (**decision-making skills**) before using their technical skills as tools to carry out their decision. Practice drills separate technical skills from perceptual and decision-making skills. In a performance environment, such as a game or climbing a rock face, all of these skills are interconnected.

perceptual skills the ability to detect and interpret information in the practice or performance environment

decision-making skills the ability to select a course of action among several options

Learning takes place the best when the coach is able to transfer decisions to the pupils.

Source: H. Wein, *Developing Youth Soccer Players*, Human Kinetics, Champaign, IL, 2001

DEEP LEARNING

11.4

You will need some basketballs, markers and bibs to complete this activity.

1   The teacher demonstrates the correct chest-passing technique for students to follow.

2   Students chest-pass back and forth to their partner, who is 5 metres away, starting from a stationary position then while jogging up the court.

3   Recall the decisions that you made related to passing during this drill.

4   Play a small-sided game of basketball (4v4). Use a 'floating' player who attacks only; that is, plays on both teams.

5   Recall the decisions that you made related to passing during the small-sided game.

Note: Any sport can be substituted for basketball, as long as a drill and a game are compared.

Figure 11.6 There are many decisions associated with passing in a game.

Drills and creativity

Drill practice tends to make players rigid and predictable. Practice should challenge learners and allow them the choice to experiment with new techniques and tactics (e.g. to try passing a ball in a novel way). Experimenting helps develop flexibility, creativity and the ability to be unpredictable, a feature of many great athletes. However, learning something new involves taking risks and with this come mistakes. According to John Allpress, an experienced national player development coach in football, if you are not making mistakes, you are not trying anything. Coaches that do not encourage players to experiment and make mistakes may be holding back their learning and development. Many experts believe that it is an advantage to come from backgrounds where creative skills are often learned in unstructured games without coaches or teachers or fear of making mistakes.

Representative practice

To better allow the transfer of skills from practice to the performance environment, practice should be representative of the performance environment. This means that practice should include the key elements that are present in the performance environment. For example, when learning to serve in volleyball, practice should include key elements associated with serving in a game of volleyball, such as opposition players, teammates, sidelines, the net, a game situation and pressure. The presence of these elements when practising the serve gives players the opportunity to learn to develop perceptual skills, such as looking for space between opponents to serve into, as well as decision-making skills, such as deciding whether to serve into this space or to play safe and serve to the middle of the court. The technical skill of serving is then practised in a 'real' situation, in context together with these perceptual and decision-making skills. Allowing the opportunity to practise these skills together in an unpredictable environment will help improve a player's performance in a game.

11.5 DEEP LEARNING

Access the US Soccer website and search for 'Lisa De Vanna goal' against the US Soccer team on 19 September 2012. Also access YouTube and search for 'Quade Cooper in goal kick pass'. After watching the videos, list the perceptual, decision-making and technical skills displayed in each performance.

Figure 11.7 Lisa De Vanna playing for the Matildas

Figure 11.8 Quade Cooper playing for the Queensland Reds

The presence of an opponent in practice also gives players the opportunity to learn to pick up specific information that they can use to their advantage. For example, when playing volleyball an opposition player may notice that the server throws the ball higher in the air when aiming to serve deep in the court. Thus, when the receiver sees this information they can anticipate where the ball is going to go and move back quickly to cover that space. Elite sportsmen and sportswomen have this ability to 'read' their opponents and predict what they are going to do, giving them a significant advantage in a contest. For example, rugby league star Johnathan Thurston has the knack of being in the right place at the right time on a rugby league field. It is his instinctive ability to read opposition players that enables him to be in position early to field a kick or to make a crucial tackle. This skill comes from years of practice watching his opponents in representative environments such as competitive and 'backyard' type games.

DEEP LEARNING

11.6

1   As a class, access YouTube and pick three training aid videos to watch – one from each of the following areas:

-   goal keeper rebounder training aid
-   baseball batting training aid
-   volleyball spike training aid.

2   Choose one of the three videos and evaluate how well this training or coaching aid represents the performance environment.

   a   What key elements of the performance environment (game) are present?

   b   What key elements of the performance environment are missing?

   c   How well does the aid allow a player to learn to 'read' their opponent? Explain your answer.

   d   Are perceptual, decision-making and technical skills combined in practice?

   e   Overall, how effective are the coaching aids in preparing a player for the actual game?

Did you know?

Research has found that a bowler's action changes when an umpire is present at the crease. It would then make sense that when practising bowling in the nets a person should stand in the umpire's position at the stumps.

Simplifying representative practice

We have already established that drills can be too simple and the actual performance environment too complex for the learner. Thus we need to create a practice environment that is like the performance environment but simplified in a way to better match the skill level of the learner. For example, long jump can be simplified by shortening the run-up or increasing the width of the take-off board. This is a better option than practising the run-up separately from the jump, as practising both together develops the timing and coordination of the entire movement and allows better transfer to competition. Practice tasks can be simplified in a number of ways, including reducing the number of players on the field, having extra attacking players, using a tennis racquet when playing badminton, lowering volleyball net height or decreasing hurdle height.

Figure 11.9 A cricket umpire in position at the stumps

Did you know?

The use of small-sided games is important from a learning perspective, as they allow more opportunities for players to practise and develop skills in a simplified representative environment. In a 2003 report on the use of 4v4 games at the Manchester United youth academy, Rick Fenoglio showed that by playing 4v4 rather than 8v8 games, players made 135% more passes, had 260% more shots at goal and scored 500% more goals. In addition, the number of 1v1 encounters between attackers and defenders increased by 225% while the number of dribbling tricks demonstrated by learners increased by 280%. The advantages of small-sided games for game understanding and physical conditioning have also been demonstrated. A strategy to further simplify a game would be to have an extra attacking player (e.g. a 'floating' player who wears a different-coloured bib and plays on both teams in attack).

DEEP LEARNING

11.7

Tenpin bowling for young children and beginners

Tenpin bowling is simplified for young children and beginners through the use of lane bumpers or gutter rails. These bumpers allow the bowling ball to rebound back into the lane instead of rolling into the gutter. Write a paragraph to the Tenpin Bowling Association to:

- express your views about the ineffectiveness of lane bumpers and gutter rails in developing children's tenpin bowling skills
- suggest a better strategy to simplify the game of tenpin bowling for beginners while ensuring it is still representative of the game.

Figure 11.10 Lane bumpers or gutter rails are not representative of tenpin bowling.

Variable practice

Repeatedly practising the same movement pattern in the same training conditions does not prepare learners for the variability and unpredictability within the performance environment. For example, during a long jump competition a jumper may need to make adjustments to their run-up to account for variability in fatigue levels and psychological stress as well as variability in environmental conditions such as run-up surfaces, wind speed or direction. Incorporating variability in practice is essential so that the long jumper has practised in a variety of conditions to enable them to more easily adapt to these changes in the performance environment. Despite this, many long jump coaches require athletes to practise a standardised run-up in stable conditions. A standardised run-up is almost impossible to achieve, since research has found that Olympic standard long jumpers are not capable of placing their feet in the same place for every run-up and actually adjust their

step patterns as they approach the take-off board. Rather than standardising practice, coaches need to reproduce the unpredictability of the performance environment by varying practice conditions. For example, a coach may vary the length of the long jumper's run-up in practice to enable them to learn to adjust their step patterns to hit the take-off board. This variable practice will enable their athletes to develop the ability to adapt to changing conditions in the performance environment.

When applied to a team game, variability of practice would incorporate learners competing against a variety of opponents, with a variety of teammates, using a variety of skills (e.g. long passes, short passes) on a variety of surfaces (e.g. slippery, dry).

Figure 11.11 The ability to adjust their run-up is an important skill for a long jumper.

11.8 DEEP LEARNING

To improve their game, many golfers spend hours at the golf driving range, hitting hundreds of balls. Evaluate the effectiveness of this practice environment in improving a player's golf game.

1 What variability and unpredictability that is present in an actual round of golf is missing in this practice environment?

2 Make some recommendations to the driving range structure to incorporate the variability and unpredictability that exists in a game.

Figure 11.12 Hitting balls at a golf driving range is an example of repetitive standardised practice.

11.3 Modifying games and activities

Modifying the rules or conditions of games and activities shapes the way that performers behave. These modifications are known as **task constraints**. For example, if the rules of end ball are changed so that all passes must be below head height, players should implicitly respond by moving into space in front of or to the side of defenders to receive the ball. This is because they cannot receive the ball if they stand behind a defender, as lob passes over defenders are not allowed.

task constraints boundaries applied to a game or activity that shape learners' behaviour

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DEEP LEARNING

11.9

Observing and interpreting modified games and activities

Following is a sample of games and activities modified using task constraints. For each, the desired player behaviour is given.

Task: One group of students competes while a second group observes to evaluate if the desired player behaviour is evident. Then swap. The following elements have to be incorporated into the games and activities to correctly set up the learning environment:

- During the game/activity, the teacher must adopt a 'hands-off' approach and allow the players the freedom and time to actively explore problems and for solutions to emerge.
- Teacher instruction and feedback are limited to telling students what to do (rules), not how to do it.
- Rules are strictly enforced by a referee.
- Task constraints (modifications) are correctly in place.
- Games are competitive and players are motivated (that is, keep score).

Modifying game rules

Soccer/football (50 m × 30 m)

Task constraint/rule change: Players have a maximum of two touches on the ball before losing possession, but after the first touch the player is allowed three seconds of immunity (that is, defenders must stay 1 metre away for three seconds).

Simplifying the task: 5v5 with a 'floating' player (player in a different-coloured bib who always plays on the attacking team).

Desired behaviours: Attacking players move into space to provide passing options. Players scan the field before passing the ball. Players open up their body shape (turn side on to open up their view of the entire field).

End ball (20 m × 10 m)

Task constraint/rule change: If player in possession is tagged by defence, they lose the ball.

Simplifying the task: 5v5 with a 'floating' player.

Desired behaviour: Attacking players move into space to provide passing options. Defenders pressure the ball carrier.

Volleyball (volleyball court)

Task constraint/rule change: One player from each team wears a coloured bib. When opposition plays the ball over the net, the bibbed player cannot make first touch in returning the ball. However, once the first touch is made the bibbed player can join the attack.

Simplifying the task: Reduced numbers (5v5).

Desired behaviour: Players exploit space on opponent's court. Players look before hitting ball over the net. Players reorganise to cover for bibbed player.

Modifying scoring (points)

Basketball (basketball court)

Task constraint/scoring change: Three points for goal scored from inside key. One point for goal scored from outside key.

Simplifying the task: 4v4 with two 'floating' players.

Desired behaviour: Players shooting from higher percentage positions. Defensive pressure in key.

Soccer/football (50 m × 30 m)

Task constraint/scoring change: Two sets of goals at each end, wide enough apart so that one goal keeper cannot easily cover both.

Simplifying the task: 5v5 with a 'floating' player.

Desired behaviour: Attacking team spreading out and using the width of the field. Attacking players looking before passing or shooting. Switching the point of attack to stretch defence.

Modifying team size (number of players)

Touch football (50 m × 35 m)

Task constraint/change in player numbers: Two players from each team wear a different-coloured bib from their teammates, indicating that they cannot affect a touch but must play like a defender; that is, stand in the defensive line. They are able to attack.

Simplifying the task: Task constraint simplifies environment.

Desired behaviour: Attacking players scan for players with bibs who cannot defend and attack the space created. Defenders learn slide and cover defence.

Modifying playing dimensions

Touch football (50 m × 5 m)

Task constraint/playing dimensions: 4v4. Normal touch rules apply, except the objective is for the attacking team to make as much ground up field as possible in 15 seconds (each team takes turns). Team A starts from their try line and attempts task, Team B defends (unlimited touches). Swap over and Team B starts from the same position. Team that makes most ground wins. If ball is dropped, forfeit turn.

Simplifying the task: Defence retreats 7 metres (important to enforce this).
Desired behaviour: Technical skills associated with rucking.

Badminton (singles)

Task constraint/playing dimensions: Long narrow court (play two 1v1 games on one court).
Simplifying the task: Court extended by 2 metres at each end. Players given freedom to play with a tennis racquet.
Desired behaviour: Exploiting space at front and back of court.

Modifying game situation

Netball

Task constraint/game situation: One goal in front, 30 seconds to play, your team has possession.
Desired behaviour: Develop decision-making. Improve player intensity.

Track and field (middle-distance running on a 200-metre modified circular track)

Task constraint/race situation: Eight runners race over 800 metres, eliminating last runner after each 200 metres, or run four separate 200-metre races (with 30 seconds rest in between) and eliminate the last runner(s) in first three races.
Desired behaviour: Runners compete with a strategy to suit their fitness and ability level. Runners learn to pace themselves.

11.4 Feedback can help improve skill level and performance

Explicit feedback

Learners require performance-related feedback so that they can correctly refine and develop their technique and improve performance on their following practice attempts. However, it is important to realise that this information can be acquired through many different methods, not all of which are as effective as each other. In traditional practice using drills, **explicit feedback or instruction** is used to correct technical faults. For example, when students are practising the hurdling technique the teacher would regularly give them explicit verbal feedback focusing on specific body segments, such as 'keep hips straight and high and drive lead leg over the hurdle'.

> **explicit feedback or instruction** clearly defined feedback or instruction focusing on the control of limb segments to achieve the desired movement pattern

This form of feedback forces learners to consciously think about what their specific body segments are doing. However, except for early efforts by beginners in sport, most body movements are not controlled this way. They are typically controlled implicitly without thought; that is, at a subconscious level. This allows the body to think. Although explicit feedback may be most appropriate for learning some complicated technical skills such as dance, aerobic or gymnastics routines, forcing learners to consciously think about what they are doing can interfere with the natural learning process, which can harm performance.

The danger of relying on explicit feedback and encouraging the learner to think too much were brought home to former Australian cricket captain Greg Chappell when he himself tried to learn a new sport, golf:

> The one thing that I learned not only from playing cricket, but it's probably come home to me more in trying to learn golf since I finished playing cricket, was that if you think about what you're doing, you can't do it … so [for the coach] it's [about using] all that distraction stuff, anything that stops them thinking about it and lets them just get on and do it.
>
> Source: I. Renshaw and G. Chappell, 'A constraints-led approach to talent development in cricket', in L. Kidman and B.J. Lombardo (eds), *Athlete-centred Coaching: Developing Decision Makers*, IPC Print Resources, United Kingdom, 2010, pp. 151–72

Many elite sportsmen and sportswomen use this theory of distracting or 'quietening' their mind and allowing movements to flow automatically, without thought or awareness. They often distract their mind or inner voice using music. For example, former Australian test cricket bowler Glenn McGrath when at the top of his bowling mark would already have locked in the ball he wanted to bowl. Then as soon as he started his run-up he would switch everything off and sing a song in his head to himself. This would distract his mind from telling him what to do and allow him to bowl freely.

11.10   DEEP LEARNING

Choose a technical skill from the physical activity you are currently studying in practical physical education (e.g. basketball free throw, golf drive, tennis serve, baseball pitch).

1   Complete the technical skill while a partner gives you explicit instruction focusing on specific body segments (five attempts).

2   Complete the same technical skill using earphones with relaxing, slow tempo music playing (five attempts).

3   Evaluate the effectiveness of distracting the mind on the performance of your technical skill.

Self-generated feedback

A number of feedback techniques have been proposed by sports psychologists to prevent the conscious control of body movement, and to complement learning subconsciously through exploration. When learners are allowed to explore the environment, they use **self-generated feedback**. Think about how young children learn to talk, crawl, walk and run without any explicit verbal instruction or feedback.

self-generated feedback
feedback that is generated by the individual subconsciously

To illustrate this point, consider how gymnastics coaches might use equipment to shape the learning of a cartwheel. A common error in performing the cartwheel is for the gymnast to 'pike' or bend at the hips, so that the performer fails to keep a straight-line shape during rotation. A common traditional approach to solve this problem is to point out the error and use verbal instructions or feedback to correct it, such as 'keep your feet in line with your shoulders'. A different approach to correct the error would be to use two

crash mats placed vertically in parallel, requiring the gymnast to cartwheel between them without touching either surface. Performers can gain feedback from the legs touching the mats. As they become better at keeping the straight-line body position, the mats are brought closer together.

Since self-generated feedback is constantly available during performance, the need for the coach or teacher to monitor and interrupt practice with explicit verbal instructions and feedback to the performer is reduced. Rather than rely on information provided by the coach or teacher, learners should be encouraged to rely on their own natural feedback mechanism. Eventually they must perform in games and competitions where explicit feedback is not available.

DEEP LEARNING

11.11

Design an activity that could be used by swimming coaches to correct a common error in the hand entry of backstroke swimmers. The common error is that the swimmer's hand enters the water wide of the shoulder line, causing the arm pull to lack power. Your activity must adopt a similar approach to the gymnastics example using equipment that will generate feedback for the swimmer and shape the learning of a straight hand entry.

Figure 11.13 In backstroke the hand should enter the water in line with the shoulder.

Performance feedback with an external focus

Another feedback technique proposed to prevent the conscious control of body movement is feedback that is targeted on the result of a learner's movement rather than the actual body movement itself. This is known as **external focus feedback**. To illustrate this type of feedback, a coach or teacher would instruct a sprinter to 'run in a straight line' or instruct a golfer to 'hit the ball so that its flight is like the shape of a rainbow'.

external focus feedback
feedback that is focused on the external movement outcomes of an action (e.g. run in a straight line)

This type of feedback has been shown to have a positive effect on learning and performance. This type of feedback and instruction is about telling a learner what to do (e.g. kick the ball over the crossbar), not telling them how to do it (e.g. head down, contact under the ball). This should encourage learners to explore and find their own solution to a problem. The use of questioning can also guide this search process, allowing learners to understand their own performance. However, questioning should be used after the learner is given adequate time to explore the practice environment.

Figure 11.14 A coach might instruct a golfer to 'hit the ball so that its flight is like the shape of a rainbow'.

CHAPTER REVIEW

- Movement can emerge as a result of the continuous interaction between the individual learner and their environment.

- Implicit learning is where skills are developed subconsciously, without awareness or thought.

- Informal games offer a rich implicit learning environment: many Australian test cricketers' techniques were shaped in their backyards.

- Practice is extremely important in skill development.

- Drills are a common way of learning technical skills, such as dribbling a basketball.

- Drills do not help with transfer of technical skills to the performance environment as a drill environment is static; however, a performance environment is unpredictable.

- In a performance environment, technical skills must be combined with perceptual skills and decision-making skills.

- Practice should challenge learners and allow them the choice to experiment with new techniques and tactics.

- Practice should be representative of the performance environment, but simplified in a way to better match the skill of the learner.

- Coaches can reproduce the unpredictability of the performance environment by varying practice conditions.

- Modifying the rules or conditions of games and activities can shape the way that performers behave.

- Explicit feedback or instruction can be used to correct technical faults – this forces learners to consciously think about what their specific body segments are doing.

- Sometimes consciously thinking can interfere with the natural learning process.

- Coaches can structure the practice environment to help learners rely on self-generated feedback.

- External focus feedback is where the feedback is targeted on the result of the learner's movement, rather than the actual body movement itself.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Movement can emerge as a result of the interaction between the individual learner and their:

   a individual skill level

   b environment

   c previous sporting background

   d motivation level

2 Subconscious learning, or learning without awareness, is known as:

   a implicit learning

   b explicit learning

   c internal learning

   d external learning

3 The development of sporting expertise is dependent on:

   a commitment to practice

   b natural talent

   c the influence of teachers

   d a combination of all of the above

4 Drills are traditionally used to develop a performer's:

   a technical skills

   b decision-making skills

   c perceptual skills

   d all of the above

5 1v1 games are effective in developing a player's:

   a technical skills

   b decision-making skills

   c perceptual skills

   d all of the above

6 A practice environment that includes key elements of the performance environment, such as goals, is called:

   a isolated practice

   b representative practice

   c performance practice

   d drill practice

7 The principle of task simplification assists the learner as:

   a the timing and coordination of a movement is practised

   b the key information sources from the performance environment are absent

   c technical skills are separated from perceptual and decision-making skills

   d movements are broken down into sub-components

8 The principle of variability of practice enables the performer to:

   a repeatedly practise in standardised conditions

   b learn to become an expert at a specific movement pattern

   c adapt to changing conditions in the performance environment

   d all of the above

9 An example of a task constraint is:

   a body shape

   b technical skill level

   c game rules

   d playing surface

10 Which one of the following typically interferes with
the learning process?

    a explicit feedback

    b self-generated feedback

    c external focus feedback

    d mind distraction

SECTION B – Short-answer questions

1 Justify the use of implicit learning strategies in sport and physical education based on your understanding of
the learning process.

2 Evaluate the effectiveness of informal backyard games in providing a learning experience to help prepare you
for the real game.

3 Many elite coaches blame an overexposure to drills for the lack of decision-making skills in young footballers.
Do you agree? Justify your response using evidence from this chapter.

4 Modifying the rules or conditions of games and activities shapes the way that performers behave. How would
placing a matchbox on top of a hurdle for the hurdler to knock over when clearing the hurdle shape a hurdler's
action?

5 To correct the problem of swimmers lifting their head when performing freestyle, coaches have been known to
place coloured dive sticks in line at the bottom of the pool for the swimmer to look at and recall. Why is this a
better instruction method than explicit instruction such as 'keep your head in line with your trunk'?

SECTION C – Higher order thinking (HOT) questions

1 Access YouTube and search for 'Positive Existence PT AFL Kicking Drill' to find a demonstration of an AFL
kicking drill using a tennis ball and taking place inside a shed. Evaluate the effectiveness of the following in the
Australian rules football kicking practice task:

    a how learners implicitly learn (exploration as opposed to explicit instruction)

    b the development of key perceptual, decision-making and technical skills associated with kicking

    c the presence of key elements of the performance environment to allow transfer of learning (e.g. goals)

    d creativity and experimentation

    e simplification of practice task

    f variability of practice (e.g. kicking distance, kicking direction)

    g feedback and learning (self-generated, explicit)

Justify your evaluation of each of the above using evidence from the chapter. Suggest modification of the
kicking practice task to improve learning.

2 Form groups and choose a game or sports activity that you are familiar with. Design a backyard-type game that is
representative, develops all skills, with modified rules to include all skill levels. Now go and play and have fun!

12 Success through movement

Organise your thinking

Engagement in physical activity provides many movement challenges. Analysis and application of the concepts of movement – effort, body awareness, space and relationships – can assist in achieving successful outcomes. A variety and combination of movement strategies can provide participants with opportunities to achieve movement goals.

Making connections

- Movement outcomes in physical activity can be measured through a range of different criteria.
- Physical activities require a diverse array of different movement concepts and strategies for success.
- Engagement in physical activity provides an opportunity to learn from previous performances.

Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)

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By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. **They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.**

12.1 Measuring movement outcomes

Any physical movement can be deconstructed and analysed by examining the interaction between four movement concepts. The four elements of body awareness, space, effort and relationships interact with each other to characterise quality movement. The understanding and effective application of each of these concepts is integral to the creation of efficient and effective movement.
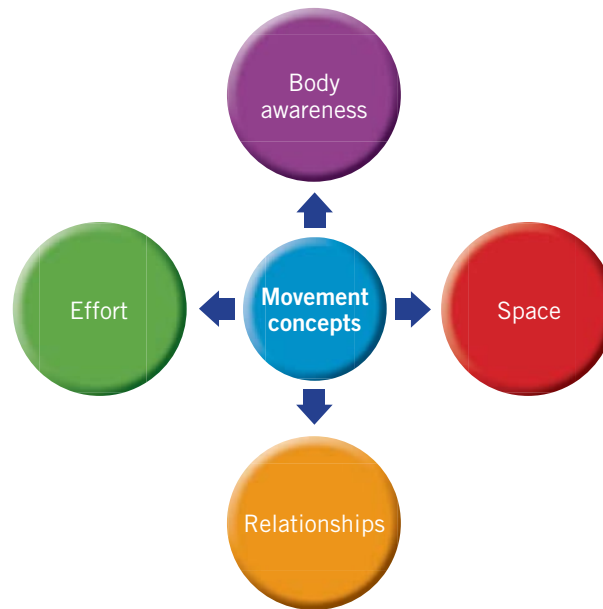
Figure 12.1 Movement concepts are developed around the interaction of body awareness, space, effort and relationships.

When you participate in physical activity, do you have a learning goal? How do you know if you have achieved what you set out to achieve? What are your success **criteria**?

criteria standards on which a judgement can be made

We can readily identify successful outcomes in competition by comparing scores, times or places achieved. These are quantifiable by us, as participants or spectators, and provide indicators or criteria for success. Analysing these particular performances on another level, we could also assess them through the movement concepts of body awareness, space, effort and relationships.
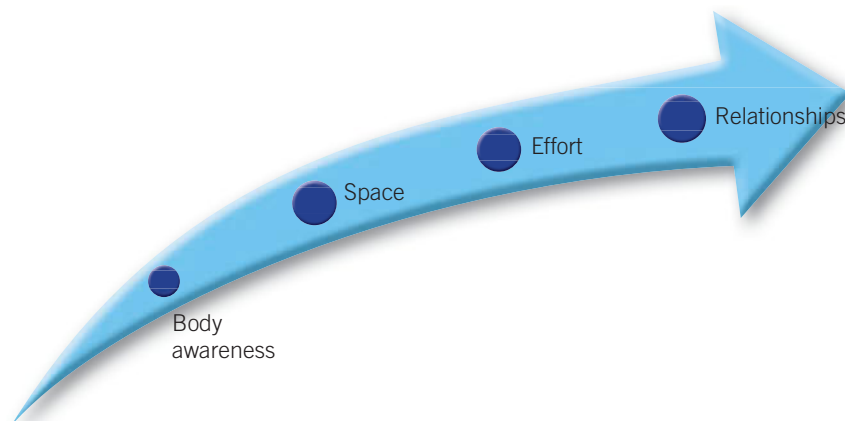
Figure 12.2 Movement concepts are integral to the creation of effective and efficient movement.

aesthetic the beauty demonstrated in an artistic movement

In **aesthetic** activities, such as dance, diving or aerobic gymnastics (previously known as sport aerobics), the criteria are often less clearly understood by the audience. These technical activities use different criteria from those used to judge the outcomes of a match, race or other competitive activity. Analysis of the specific movements involved in a performance can also provide criteria for success. Once again, we can also use the four movement concepts of body awareness, space, effort and relationships as success criteria.

Figure 12.3 Performances can be assessed through a variety of different success criteria.

Body awareness

The movement concept of body awareness can be described as *what the body can do*. Body awareness includes the variety of shapes made by the body, body balance and stability, as well as the transfer of body weight through different body segments. Body awareness can also consider whole or part body movements in an activity, such as travelling or turning, standing still, or elevation achieved through jumping or leaping in flight.

Space

Space describes *where the body can move*. General space is the playing or performance area used by all participants. The effective use of this space is relevant to all forms of physical activity. Think about how space is effectively used on a court, playing field or performance area. For example, an aesthetic activity such as aerobic gymnastics has a performance space for **choreography** of a 7-metre square. The use of this space becomes critical to the performance. Similarly, consider how space is utilised on a cricket pitch or touch football field of play. The effective use of space is a critical element of these performances also.

choreography sequence and arrangement of an aesthetic routine

Personal space is the direct area surrounding a participant, including the area surrounding a zone, where limbs could be fully extended. Space also includes direction of movement, such as up or down, forward or backward, or left or right.

Space can also be categorised as the relationship of the body to the playing surface or equipment, or the height of the performance. This subcategory is known as level and is described using terms such as 'low', 'medium' or 'high'.

Pathways are also included in the movement concept of space. Pathways describe the lines of movement in space, and can include straight, curved or zig-zag combinations of lines. Circular, vertical or horizontal planes can also be characterised as space.

Figure 12.4 Space is a critical element in aesthetic activities.

Effort

Effort refers to *how the body moves*. Many of these effort qualities require the application of **biomechanical** principles such as speed and time, as well as force development. Time or speed refers to the duration of the movement, moving with constant rhythm or whether the participant is accelerating or decelerating.

biomechanics the study of forces and their effects on human movement

trait a distinguishing feature

Force development is an important element of the movement concept of effort. Learning how to effectively generate force, absorb forces or direct these forces is important as these are essential **traits** of effort.

Flow is another characteristic of effort. Flow refers to how movements in an activity or performance are purposefully sequenced to create a continuity of movement. Flow is usually

described as interrupted and bound, or sustained and free. Sustained movement or flow refers to a smoothly linked series of different movements or parts of movements.

Relationships

Relationships are about *interaction and connection*. Relationships consider the performer's connection with other participants or objects. These relationships might be close or distant, above or below, or in front of or behind the performer. Participants may be engaged in a task, working together or apart, working in unison or as opposites. They may be a leader or follower in the activity. The performer's interaction and connection with other participants or objects is essential in all types of physical activity.

Figure 12.5 Relationships, as a movement concept in physical activity, concern interaction and connection.

Body awareness	Effort	Space	Relationships
Shape	Time	General or personal	Near – far
Balance	Speed	Directions	Above – below
Transfer of body weight	Force	Level	In front – behind
Flight	Flow	Pathways	Unison – opposite
		Planes	Together – apart
			Symmetrical – asymmetrical

Table 12.1 A summary of different movement concepts

DEEP LEARNING

12.1

1 Use the movement concepts of body awareness, space, effort and relationships to describe:

  a an orienteering event

  b a 50-metre freestyle swimming event

  c a game of ultimate disc

  d a dance performance by your peers

  e the physical activity unit you are participating in at the moment.

2 Present your findings in a table, using the example below:

Event	Body awareness	Space	Effort	Relationships
Orienteering event	• Balance • Transfer of weight	• Time • Speed • Flow	• General • Forward direction • Level	• Near – far
50 metres freestyle				
Ultimate disc				
Dance performance				
Current physical activity				

3 Compare your analysis with the rest of the class.

4 Identify how the different movement concepts are applied in each physical activity.

5 Evaluate the effectiveness of the movement concepts in each physical activity.

6 What common qualities do the physical activities share?

7 How do each of the physical activities use the movement concepts differently?

8 Based on your evaluation of movement concepts, how could performance in each activity be improved?

Did you know?

Recently released physical activity guidelines from the Commonwealth Department of Health recommend that young people should be involved in at least 60 minutes of moderate to vigorous activity each day to benefit their health. This activity should include a variety of activities, such as running or swimming.
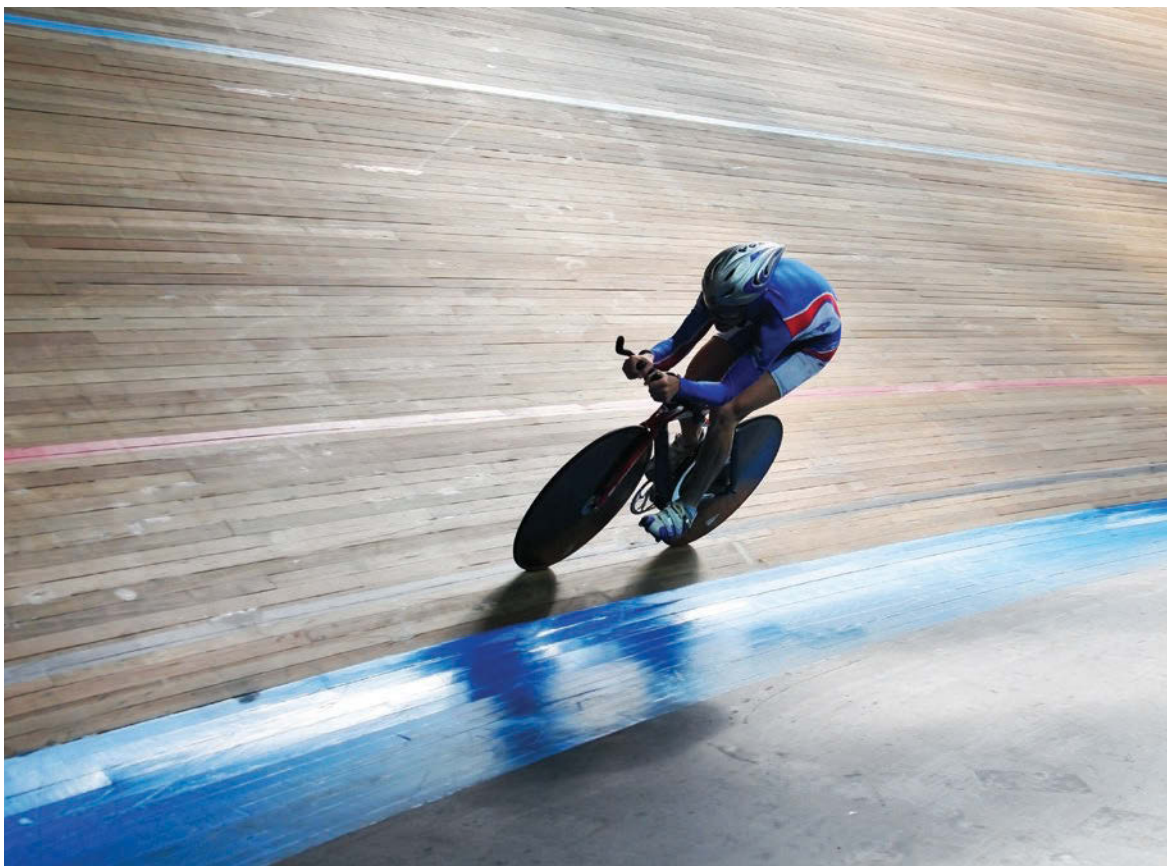
Figure 12.6 A cyclist is required to manipulate movement concepts to perform successfully.

Effectiveness of movement concepts

How do you know if you have achieved what you set out to achieve? What are the success criteria for the appropriate application of movement concepts? As a participant or an observer, you will be able to review how each of the four movement concepts has been applied in an activity, as well as the quality of its application.

By using the movement concepts of body awareness, space, effort and relationships, you will be able to evaluate performances and make judgements about the degree of success achieved. As a participant, you will be able to apply the movement concepts to your own performance and reflect on ways to improve the quality of your performance.

12.1 CASE STUDY

You will be aware that any physical movement can be deconstructed and analysed by examining the interaction between four movement concepts. The four elements of body awareness, space, effort and relationships interact with each other to characterise quality movement.

Use the four movement concepts to review a performance or physical activity within your class group. Evaluate the effectiveness of the different movements based on body awareness, space, effort and relationships demonstrated in the performance.

Questions

You are the coach of the group performance and will provide information to your group about their performance.

1 Capture the performance on video and use a tool such as Kinovea or Hudl Technique to provide information to your group about their performance, based on the specific movement concepts. Further information and a free download of Kinovea can be found on the Kinovea website. Information about downloading Hudl Technique can be found on the Hudl website.

2 Using the data you have gathered, provide feedback on how the different movements could be enhanced with reference to the specific movement concepts. You could design a spreadsheet for this task or use an app such as Dartfish EasyTag on your device to organise collected data.

3 View an additional group performance and evaluate the effectiveness of the different movement concepts demonstrated within the performance.

4 Has your evaluation been helpful? Discuss the evaluation with your group.

12.2 Implementing movement concepts and strategies

The four movement concepts of body awareness, space, effort and relationships are integral to any physical activity. Combined with **tactics** and **strategies**, they assist to formulate and develop successful and efficient movement in all forms of performance. How the movement concepts and strategies can be integrated into game play has been the subject of widespread research. The various frameworks developed around this integration are commonly known as Teaching Games for Understanding (TGfU), Game Sense and Tactical Games. These frameworks allow us to experience learning in, about and through physical activity.

tactics those actions and decisions made in the midst of a performance environment

strategy planning or goal-setting over a period of time in order to make a deliberate performance decision

Principles of play

The challenge to effectively identify successful and efficient movement, particularly in different forms of game play, has been the focus of extensive research. Canadian researcher Dr Tim Hopper has identified what he described as the **principles of play** evident in a series of different games categories. These principles have evolved, based around the physical characteristics of different games categories and the rules that determine these games. The four different categories include:

principles of play generalised concepts that can be applied to all sports in a game category to help understand the game

- target games, such as golf, archery and lawn bowls
- striking/fielding games, such as cricket and softball
- net and wall games, such as tennis, volleyball and squash
- invasion games or territory games, such as football, netball and touch football.

The principles of play are summarised in Table 12.2.

Game categories					
Target	Net/wall	Striking/fielding		Territory/invasion	
		Batting	Fielding	With object	Without object
Aim to target	Consistently return the object	Score runs	Stop scoring runs	Score	Stop scoring
Placement in relation to target and other obstacles	Placement of object and positioning based on placement	Accuracy and distance of ball hit	Make hitting the balls difficult	Invade	Stop invading
Spin and/or turn	Spin and power	Avoid getting out	Get batter out	Keep possession	Get possession

Table 12.2 Suggested principles of play underlining the tactical approaches within the four games categories

In the target games category, the principles of play include aiming to a target, the placement in relation to other obstacles and the target, and spin or turn required to successfully place an object to the target. Consider lawn bowls as an example of a target game. The bowler aims at a target – the 'jack' or 'kitty' placed on the green. The bowler is required to place the bowl closest to the target, considering the position of the other bowls placed by the opposition or team members. The bowler should use the bias or curve of the trajectory to accurately place the bowl closest to the target.

These principles of play for target games align closely with the four movement concepts of body awareness, space, effort and relationships described earlier in this chapter. Can you make the links between the principles of play for net and wall games and the movement concepts of body awareness, space, effort and relationships?

Figure 12.7 Understanding and successfully applying movement concepts, tactics and strategies are essential elements of success.

These essential relationships between the principles of play and the movement concepts are also evident within the other games categories.

Body awareness relates to scoring runs or restricting the score of runs in striking/fielding games and scoring and restricting scoring in territory/ invasion games. Similarly, the movement concept of space aligns with placement, accuracy and invasion, while effort refers to spinning, power and maintaining possession. Relationships include links to all of the different strategies described in the principles of play.

HPE and science

Researchers contend that cognitive processes, such as decision-making and tactics in sport, operate under very tight, often instantaneous time constraints. Because decisions and tactics must be made and then implemented under intense pressure during game play, the outcomes are often unpredictable. Tactics are decisions about how to move, when to move and where to move that are made in dynamic and, at times, unexpected situations in a game.

Did you know?

Various researchers have indicated that when playing territorial or invasion games such as netball, AFL, soccer or basketball, we tend to spend only about 10% of our time in the game 'on the ball', receiving, controlling or manipulating the ball. The additional 90% of the game is spent 'off the ball'. Which aspect of the game is most important? Why do you think this?

DEEP LEARNING

12.2

1　Reflect on the characteristics of the physical activity practised in the unit you are currently studying in Health and Physical Education.

2　Can you identify the category from Hopper's classification in Table 12.2 that your current unit is drawn from? Why or why not?

3　Identify how body awareness, space, effort and relationships are evident in this physical activity.

4　Outline any tactics or strategies that are essential for this physical activity.

5　Develop a series of the principles of play for this physical activity.

The Game Performance Assessment Instrument

The Game Performance Assessment Instrument (GPAI) was created by American researchers Stephen Mitchell, Judith Oslin and Linda Griffin. This instrument was developed to observe and measure game behaviours that demonstrate the ability to solve tactical and strategic game problems and apply movement concepts in game situations.

The GPAI is able to gather evidence around 'on-the-ball' and 'off-the-ball' components of a game. The instrument is based around seven different facets of performance in game play. Not all facets will be relevant to every game or physical activity, but the observer is able to select the most relevant and appropriate indicators for the specific game.

Through their research, Mitchell, Oslin and Griffin have identified the following different components to develop the Game Performance Assessment Instrument:

1   Base – how effectively players return to a tactically appropriate 'base' position where they can most successfully contribute to team or game play
2   Decision-making – the effectiveness of decision-making on or off the ball
3   Skill execution – the execution of skill in a game, both in accuracy of performance and appropriateness of implementation in the context of the game
4   Support – how well the player provides support for teammates in the context of the game
5   Guard/mark – player movement in marking other players in possession of the ball, or off the ball
6   Cover – the defensive coverage or backup provided
7   Adjust – the player's ability to make adjustments in attack or defence, according to the dynamics of the game and the movement of other players.

Figure 12.8 The Game Performance Assessment Instrument allows observation of seven different components of game play.

rubric a scoring guide used to rate performance

To use the GPAI, a **rubric** is developed for each player. Each component tallies appropriate (A) or inappropriate (IA) evidence according to the selected components of play. Each component can then be tallied on a four-point scale, from most effective (4) to least effective (1).

The levels of performance indicate:

- 4 = very effective performance that is almost always observable
- 3 = effective performance that is usually observable
- 2 = moderately effective performance in more than half the observed attempts
- 1 = less effective performance that is observable in less than half the observed attempts.

Table 12.3 shows an example of a Game Performance Assessment Instrument rubric for netball.

Player position	Passing skill execution		Ball control		Decision-making		Support	
Wing defence	A	IA	A	IA	A	IA	A	IA
Rating								

Table 12.3 An example of a GPAI rubric for netball

DEEP LEARNING

12.3

1   Create a rubric using the Game Performance Assessment Instrument to inform your design.
2   Observe your partner, playing within a small-sided game in the unit you are currently studying.
3   Record your observations using the rubric.
4   Provide feedback to your partner on the basis of the evidence from your observations.
5   Swap roles with your partner and repeat the observation process.

Figure 12.9 Effective game play demonstrates on the ball skill selection as well as off the ball movement skills.

12.3 Learning through previous performance

Decision-making in games is a vital contributor to success. Researchers such as Shane Pill from Flinders University in South Australia say that the nature of games and sport is such that participants are engaged in a constantly changing environment, continually requiring planning and effective problem solving. The environment in game play is often dynamic and chaotic, allowing changing situations to occur with frenetic pace. How can we learn from our experience? What strategies can assist us to learn from previous performances? How can we make better decisions, under pressure when we are engaged in physical activity?

Tactical awareness

Sophisticated tactical decisions can be made using Tim Hopper's four R elements of read, respond, react and recover. Hopper feels that we can be taught to read the play within a game. The capacity to 'read the play' is a complex process, with many variables to consider and observe, even when the structures of a game and the rules developed to control the play are simplified into a basic form.

The four R model enables us to learn how to scan a game, to read the most important cues, then react, to implement an action. The process of the four R model is outlined as follows:

1 When a passage of play within a game begins, participants are required to **read** the situation and make a decision to position themselves within the field of play.
2 As participants begin to recognise the cues, players **respond**, moving to an appropriate position within the field of play. As they move into position, players select the most suitable on the ball skill for that specific circumstance.
3 As the ball enters the participant's play space, they **react** to the ball movement, observing the direction, speed and trajectory of the ball. The player makes adjustments based on ball movement, to implement the most appropriate on the ball skill.
4 Following the implementation of the skill, the player **recovers** with appropriate off the ball movements to implement the **read** phase again.
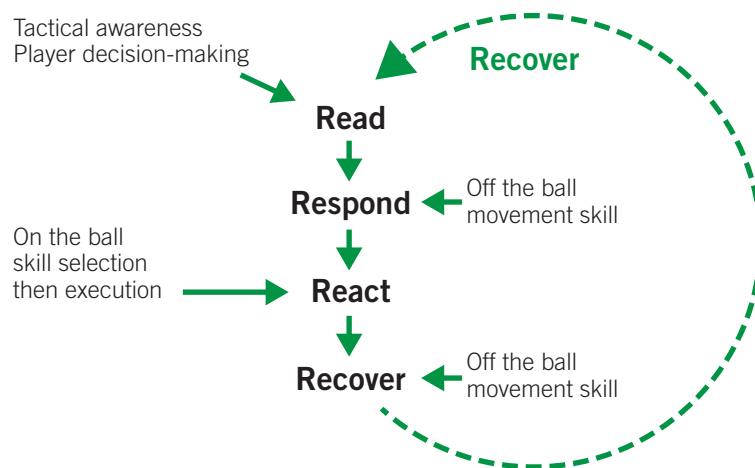
Figure 12.10 Player decision-making can be broken down into a continuous cycle of four different stages.

HPE and mathematics

Champion Data is contracted to supply team and player data and statistics to the Australian Football League. On any given game day, up to 10 people are involved in gathering, collating and transferring data directly to coaches and club statisticians. This data supports teams in developing strategies and game plans in real time to compete effectively with opposition teams. Champion Data's capture platform ensures that every score and statistic is time coded. These time codes provide a powerful analytical tool that enables coaching staff to retrieve any digital vision in a second. You can view a video about their data-collection processes on the Champion Data website.

DEEP LEARNING

12.4

1. Use the markings of a badminton court to define the area of play.
2. Develop a small-sided game (three per side) where the aim of the game is to throw the ball into the opposition play space, across a net, so that the opposition team is unable to make a return; that is, the ball hits the floor within the opposition playing space.
3. Create some simple rules to support the aim of the game you have designed.
4. An additional team member from each team will observe the game play.
5. Provide feedback to your team on the basis of the evidence from your observations based on read, respond, react, recover.
6. Swap roles within your team and repeat the observation process as a recorder.

Figure 12.11 Net/wall games require effective decision-making based on your own and the opposition's playing space.

12.5 DEEP LEARNING

1 Use the markings of a badminton court to define the area of play.

2 Continue to create a more complex game, this time allowing a combination of throws and volleyball passes into the rules of the game.

3 In your group of three, what space on the opposition court is most effective for use when attacking (that is, passing the ball into the opposition court)? Why? Justify your response using examples from your game.

4 In your group of three, what space is most effective in your court when retrieving a pass and preparing to develop an attack? Why? Justify your response using examples from your game.

5 An additional team member from each team will observe the game play.

6 Provide feedback to your team on the basis of the evidence from your observations based on read, respond, react, recover.

7 Swap roles within your team and repeat the observation process as a recorder.

8 Develop some further rules to increase the complexity of the game.

9 Predict what might happen if the size of the court were increased.

10 What other variables could be used to increase the complexity of the game?

11 Continue to create rules to support the original aim of the game: throw the ball into the opposition play space, across a net, so that the opposition team is unable to make a return; that is, the ball hits the floor within the opposition playing area.

12.6 DEEP LEARNING

1 Create a rubric for observation of this game using the GPAI to inform your design.

2 Observe your teammates, playing within the game you have designed.

3 Record your observations on the rubric.

4 Provide feedback to your teammates on the basis of the evidence from your observations. Swap roles with your partner and repeat the observation process.

The Game Performance Assessment Instrument and the read, respond, react, recover process can be used to review, propose and implement alternative responses to a variety of different movement situations. They have the capacity to provide extensive information to participants related to their role in physical activity. As the capacity to scan the play to effectively anticipate situations improves, the participants' capacity to make quality decisions also improves. The nature of games and sport is such that participants are engaged in a constantly changing environment, continually requiring planning and effective problem solving. If decision-making and problem solving can be enhanced, this will enable more effective and enjoyable outcomes through involvement in physical activity.

CHAPTER REVIEW

- Any physical movement can be deconstructed and analysed by examining the interaction between four movement concepts: body awareness, space, effort and relationships.

  - Body awareness can be described as *what the body can do*.

  - Space describes *where the body can move*.

  - Effort refers to *how the body moves*.

  - Relationships are about *interaction and connection* - the performer's connection with other participants or objects.

- Combining movement concepts with tactics and strategies helps to formulate and develop successful and efficient movement in all forms of performance.

- Frameworks for doing this include Teaching Games for Understanding (TGfU), Game Sense and Tactical Games.

- The principles of play are based around the physical characteristics and rules of four different games categories: target games, striking/fielding games, net and wall games and invasion or territory games.

- The essential relationships between the principles of play and the movement concepts are evident within all four games categories.

- The Game Performance Assessment Instrument (GPAI) is a way of observing and measuring game behaviours by using seven components to consider tactical and strategic game problems, as well as movement concepts.

- When using the GPAI, a rubric is developed for each player. Each selected component can be tallied on a scale from most effective (4) to least effective (1).

- Decision-making in games is a vital contributor to success.

- Sophisticated tactical decisions can be made using the four R elements: read, respond, react and recover.

- The GPAI and the four Rs can be used to review, propose and implement alternative responses to a variety of different movement situations.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Movement concepts include:
   a effort, space, time and relationships
   b decision-making and problem solving
   c force production, balance, speed and agility
   d body awareness, space, effort and relationships

2 Body awareness is related to:
   a flight
   b movement
   c transfer of weight
   d what the body can do

3 Space is an important movement concept because:
   a personal space can be impacted
   b you need space to play on a field
   c it indicates where the body can move
   d game play is often crowded and unpredictable

4 Movement concepts are:
   a symmetrical
   b inherent in all movement and physical activity
   c basic movements such as spinning, jumping and running
   d important to understand in order to correct errors in movement

5 Principles of play:
   a indicate how a game is to be played
   b are enforced by an umpire or referee
   c are sporting rules determined by officials
   d vary according to the game classification

6 The Game Performance Assessment Instrument:
   a is a test for fitness and endurance
   b provides evidence about what occurs in game play
   c indicates tactical awareness and strategies used in game play
   d measures decision-making and problem solving in game play

7 Tactical awareness:
   a is essential for elite performance
   b involves reading the play in competition
   c helps to provide information about opposition players
   d is based on reading, responding, reacting and recovering

8 Invasion or territorial games involve:
   a body contact and tackling
   b defending and attacking opposition space
   c a net and posts as well as racquets and balls
   d a game performed in a timed series of play periods

9 Team aesthetic performance is best described as:
   a gender-specific
   b only aerobic gymnastics, rhythmic gymnastics and tumbling
   c the concerted, synchronised performance of a number of people
   d use of space to maximise advantage and to involve every participant in the performance

10 Off the ball activity within a game:

    a reflects only 10% of total involvement

    b involves recovery from intense effort

    c involves reading play and responding to situations

    d involves reading play, responding to situations and recovery

SECTION B – Short-answer questions

1 Analyse how relevant movement concepts apply within the game category you are currently studying.

2 Compare the four movement concepts with the principles of play, basing your comparison on a specific game category. Create a table to align similarities and differences between each model.

3 Select three relevant indicators from the Game Performance Assessment Instrument and observe an elite player as well as a peer from your class, playing a game from your current unit studied. What do you notice?

4 Create suitable tactics and strategies to assist scoring and restrict scoring in a striking/fielding game. Use Hopper's principles of play to assist you.

5 Recommend how the movement concept of effort can be applied in the unit currently studied.

SECTION C – Higher order thinking (HOT) questions

1 Create a small-sided game from a specific game category where the aim of the game is to score more points than the opposition. Design variations to the rules and structure of the game to increase the complexity for players, using more advanced tactics and strategies.

2 Evaluate the play of your peers in a small-sided game, based on your current unit of study, using the Game Performance Assessment Instrument. Provide detailed observations to each player, making an overall assessment of their contribution to the performance of the team.

13 Fit for purpose

Organise your thinking

Today there are many types of aids and technologies available to give us information about our fitness, to get us motivated and to guide our planning and monitor our fitness progress. We can also use aids and technologies as support to interact with other people and the environment. Developing a personalised fitness plan can help us integrate health-related and skill-related fitness into our lifestyle in ways that protect our health and wellbeing, while also being enjoyable. We can achieve fitness goals in ways that are novel, interesting and fun. The first step to staying fit and active is to move in ways that we find enjoyable and then to be willing to challenge ourselves.

Making connections

- How can we use technology to enable us to achieve realistic fitness and physical activity goals?
- What level does my heart need to reach for me to gain the fitness benefits needed for health and how might it be different if I have particular physical needs or sport-related goals?
- What can I use around me to create an enjoyable fitness circuit for my family and myself?

Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102)

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By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations**. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances.** They work collaboratively to design and apply solutions to movement challenges.

13.1 Personalised physical activity planning

Physical activity is recognised as a personalised activity, but we need to know a few facts and details about it before we can confidently embark on a planning process. How much physical activity do you currently get each day? According to the Australian Bureau of Statistics (2013), nine out of 10 Australian young people aged between 13 and 17 years are not getting enough daily physical activity to reap the health benefits that accompany physical activity. Finding ways to minimise **sedentary behaviour** is important, as sitting in lessons at school can take up quite some time.

physical activity any form of activity that gets your body moving, makes your breathing become quicker and your heart beat faster. You can be physically active in many different ways, at any time of day.

sedentary behaviour sitting or lying down (discounting when you are sleeping). It is common to spend large amounts of time being sedentary when at school or work, when travelling or during leisure time.

Benefits of physical activity

Physical activity offers us a range of benefits. Being active can help you enjoy life more and feel more satisfied:

- It is a great way to have fun with friends and make new ones.
- It is an opportunity for developing new skills and challenges.
- It can boost your confidence and self-esteem.
- It can improve your fitness and reduce risk of disease.
- It can make your bones and muscles stronger.
- It can improve your posture and body image.
- It can help you maintain a healthy weight.
- It improves the health of your heart.
- It can help you relax and overcome anxiety.
- It reduces stress and helps you keep things in perspective.
- It can enhance healthy growth and physical and spiritual development.

Recommendations and factors influencing physical activity planning

It is recommended that young people are moderately active on most days of the week for about 60 minutes. Physical activity can also be accumulated throughout the day, meaning that as little as 10 minutes can contribute to overall fitness. For us to be active, physical activity needs to be valued by our parents and family and it helps if we see adults modelling healthy and active lifestyles.

What makes physical activity and exercise enjoyable for one person will be different for another person. Some people are content to play informal and unstructured games, whereas others enjoy the outdoors and surfing or skateboarding. Other people prefer the organisation and structure that a team sport provides. It is also a consequence of environmental and social factors. For example, if we live near the coast it will be easier and potentially more convenient and practical to take up surfing to stay fit. Likewise, if surfing is valued by our social group this will also impact on our involvement in a positive way. The camaraderie provided through certain forms of exercise and finding forms of exercise that we adhere to are vital, as exercise is a lifelong endeavour. Our resources, willingness to have a go and developing a positive mindset are other factors to think about. Consider the following options and the likelihood that you will try each option and persist with it over time: indoor climbing,

trampolining, tennis, soccer, tenpin bowling, cycling, windsurfing, yoga, skateboarding, jogging, orienteering, golf, swimming and diving.

Personalised physical activity involves creating everyday habits and opportunities for movement and exercise that are meaningful to us in terms of our needs, and involve attainable goals and planning. Our commitment to healthy living can begin to be achieved through identifying what we like to do to be active and what our goals are. There is no point planning to do swimming if we do not have access to a swimming pool, or running if we really enjoy cycling much more. We should plan to do what is practical, what we enjoy doing and is possible. It is easy to put things off or devise excuses for why we cannot do things, but by doing some activities with other people we can gain the social and motivational benefits that are needed to persevere with our fitness goals.

We each need to develop time frames and goals for physical activity that will enable us to gain a sense of success and achievement. First, we should think about when we are able to be physically active. Is it before school, after school or only on the weekend? Then we need to be realistic about the amount of time available to us. It is possible to improve fitness without spending hours exercising each day. Time management involves self-management and is an important prerequisite skill.

moderate-intensity physical activity activity requiring some effort, but you are still able to speak while doing it (e.g. power walking, cycling, tennis)

vigorous-intensity physical activity activity requiring more effort, making you breathe harder and faster (e.g. jogging, spin cycle class, circuit training, organised team sports such as basketball, soccer or hockey)

Children and young people between five and 17 years of age should accumulate an average of at least 60 minutes per day and up to several hours of at least **moderate-intensity physical activity**. Some of the health benefits can be achieved through an average of 30 minutes per day. **Vigorous-intensity physical activities** should be incorporated or added when possible, including activities that strengthen muscle and bone. Aerobic activities should make up the majority of the physical activity. Muscle and bone strengthening activities should be incorporated on at least three days of the week. We can use our own body as resistance to develop strength. For example, simple exercises such as the plank, push-ups or triceps dips can be done effectively indoors or outdoors.

Age group	Physical activity recommendation	Sedentary behaviour/screen time recommendation
Children (5–12 years) and young people (13–17 years)	Children and young people should accumulate at least 60 minutes of moderate to vigorous-intensity physical activity every day. A variety of aerobic activities should be undertaken, including some physical activities that are vigorous in intensity. Physical activities that strengthen muscles and bones should be included on at least three days per week. For additional health benefits, children and young people should engage in more physical activity (up to several hours) every day.	Children (5–12 years) and young people (13–17 years) should minimise the time spent being sedentary every day and break up long periods of sitting as much as possible. Children (5–12 years) and young people (13–17 years) should limit their screen time* to no more than two hours per day. * Screen time refers to time spent using electronic media such as television, seated electronic games, portable electronic devices or computers for entertainment.

Table 13.1 Children and young people physical activity recommendation and sedentary behaviour/screen time recommendation

Source: Active Healthy Kids Australia, *2014 Report Card on Physical Activity for Children & Young People*, AHKA, 2014

13.2 Technology for fitness

There is an entire world of technology available to help us design, implement and monitor plans for our own fitness. Technology can help us set and achieve fitness goals more easily by using equipment, different monitors, positioning systems and games as well as apps. We can also use technology such as the iPhone to help motivate us, for example, when we listen to music while jogging or working out, or by using other devices to monitor our heart and recovery rates. We can also use technology to share our fitness progress and results, to stay in touch with other people globally or locally, and in HPE lessons.

Devices, tools and equipment for achieving fitness goals

A range of devices, tools and equipment can help us plan and put into action a personal fitness plan. Plans to do anything work best when they are accompanied by clear time frames, goals and methods to meet different people's needs. We can achieve our fitness goals when we realise that results take time to achieve yet we are persistent and possess a positive mindset. We also need to ensure our fitness goals are realistic.

In Table 13.2 are some examples of different personal situations, goals, time frames and methods that can be applied to meet fitness outcomes. With proper planning, continued effort and patience, the fitness goals outlined can be achieved.

Figure 13.1 Technology can help in the achievement of fitness goals.

Personal situation	Goal	Time frame	Training, physical activity fitness method
Elite-level athlete **fartlek training** also known as 'speed play' training, meaning that the speed is varied for the form of exercise undertaken	To maintain high-level cardiovascular endurance and low resting heart rate	Monitor closely over a six-week period as one part of the annual training plan	**Fartlek training** and interval training
Sedentary teenager	To use a variety of fitness activities to maintain motivation and involvement	School holidays in January	Surfing, jogging, swimming, walking and indoor rock climbing
14-year-old friends who want to take part in a major fun run (e.g. City to Surf in Sydney, The Age Fun Run in Melbourne)	To be able to run 14 kilometres and finish the event feeling comfortable and to remain uninjured	12-week training program between May and July	Walking, skipping, jogging and hill running
15-year-old boy or girl who wants to lose weight **circuit training** a series of exercises punctuated by rest for set periods of work versus rest	Under the supervision of a GP and a nutritionist, to lose 6 kilograms through a combination of healthy eating and regular fitness and physical activity	Six months, including a maintenance program for diet and exercise and physical activity	Jogging, skipping and swimming **Circuit training** – medium to high intensity

Table 13.2 Achieving fitness outcomes for different purposes

Pedometers and accelerometers

pedometer an instrument for measuring distance walked

Devices such as **pedometers** and accelerometers are worn or handheld. They are used to count and monitor the number of steps taken throughout the day and record body acceleration minute to minute. Accelerometers provide detailed information about the frequency, duration, intensity and patterns of movement. Counts from accelerometers are used to estimate energy expenditure. It has been noted that as soon as a person starts to use a pedometer their daily physical activity levels increase as they become more aware of their options to increase movement and start to build those options into their daily physical activity patterns.

Did you know?

We should all aim to take 10 000 steps each day for health and fitness. Young people can get closer to this goal by taking opportunities for movement during the day; for example, by walking up and down stairs and escalators in shopping centres, creating physical activity opportunities such as getting off the bus one stop early and doing jobs at home that require movement. We can find simple ways to increase our physical activity levels by being creative and seeing physical activity as an opportunity rather than an imposition.

Try using a pedometer or an app on your mobile phone to count your daily steps and aim to become aware of the opportunities to move that can be found each day, such as taking the stairs instead of using a lift.
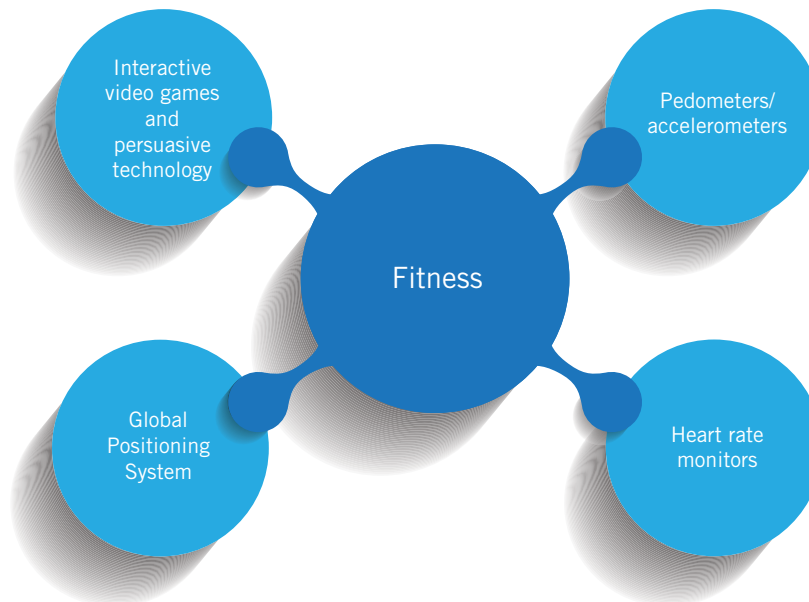
Figure 13.2 Fitness can be achieved using a range of different forms of technology.

Heart rate monitors

A heart rate monitor can act as a powerful tool for monitoring fitness and training. Elite athletes and sportspeople who are serious about their training use heart rate monitors to assess and monitor exercise intensity and the body's response to exercise and training. These devices are particularly useful for monitoring exercise intensity of individuals in cardiac rehabilitation programs and highly trained competitive athletes. Because heart rate is linearly related to oxygen uptake (that is, as more oxygen is taken in as a person breathes while exercising there is a proportional increase in the heart rate), it can be used to estimate the individual's exercise energy expenditure. However, estimates of energy expenditure from heart rate may be affected by a range of factors, including temperature, humidity, hydration and emotional stress.

We should also be aware of the general factors affecting heart rate. These include factors such as age, hot weather, the use of substances or medicines, the time of day, hormone fluctuation and stress or anxiety. Young children tend to have higher heart rates and an inefficient body cooling mechanism, meaning they have far less tolerance for hot, humid weather and need to stay out of the heat particularly between 11 a.m. and 3 p.m. Some substances affect our heart rate. For example, the nicotine in cigarettes and caffeine in coffee and energy drinks such as Red Bull or Mother can elevate the heart rate and should be avoided before, during and after training by adolescents. In the morning, our heart rate is slower when we first wake up.

Did you know?

The maximum heart rate is 220 beats per minute (bpm). To work out what that means for you, subtract your age from 220 (e.g. for a 15-year-old, that is 205 bpm). The average heart rate for an adult is around 73 bpm, but there are some exceptions. Daniel Green, from Surrey in England, has an average resting heart rate of 36 beats per minute, but it drops as low as 26 bpm. Some elite-level athletes also have resting heart rates in the low 30s bpm.

Global Positioning System

The Global Positioning System (GPS) pinpoints territory to calculate geographic locations, landmarks or changes in terrain and can accurately track a specific activity. This type of technology can be helpful for monitoring running, cycling, kayaking or rowing training and competition. For example, using a portable GPS unit can provide a runner or a cyclist with valuable information about altitude, distance, time and average velocity during training or competition. A graph depicting the uphill and downhill portions of the terrain is also provided. Such information can be used to accurately determine areas of strength and weakness for individual athletes or groups of athletes. If there were a 20-kilometre bike ride and the first 2 kilometres as well as the last 2 kilometres involved uphill terrain, the cyclist would need to target their training to achieve their race goals.

GPS units can be used in conjunction with accelerometers to assess and monitor physical activity. As small receivers become more affordable and accessible, such as in laptop computers and mobile phones, GPS may become more readily used to assess and to promote physical activity. The progress of technology makes this a realistic option in the future.

Interactive video games and persuasive technology

Technology can help motivate us and get us involved in exercise so that it becomes a social as well as a physical activity. Interactive video games include a range of products aimed to enable people to play alone or with other people. Products such as Dance Dance Revolution (DDR), Wii Sports, and Wii Fit promote the physical activity of children, adolescents and older adults. These interactive games need little training or skill, can be very enjoyable, and may lead to a range of other types of physical activity.

Dance Dance Revolution is a video game with a floor pad controller that has a grid of arrow panels. Because dancing is a good aerobic activity, DDR has been used to promote physical activity and weight loss in obese children and adults. On average, but depending on experience, DDR is classified as a moderate-intensity activity. For inexperienced participants, DDR is equivalent to activity of light intensity.

Figure 13.3 Dance video interactive games can promote physical activity.

Wii Sports is a home video game that uses a wireless, handheld remote controller to detect movement in multiple dimensions while mimicking sport activities. The benefit of these types of fitness games is that once purchased they can be used at any time and, as the games are used indoors, involvement is not influenced by poor weather conditions. There are numerous interactive games available, including tennis, golf, bowling and boxing. Although playing Wii Sports will not burn as many calories as actually playing the sport, Wii bowling, tennis, golf and boxing games increase energy expenditure compared to sedentary gaming. Also, energy expenditure and heart rate were significantly greater in Wii boxing (3.2 **METs**), bowling (2.2 METs) and tennis (2.4 METs) compared to values in sedentary (1.4 METs) gaming.

metabolic equivalent of task (MET) a physiological measure for the energy cost of physical activities defined as the ratio of metabolic rate (and therefore the rate of energy consumption) during a specific physical activity to a reference metabolic rate

In 2008, Nintendo launched the interactive video game Wii Fit, comprising over 40 training activities categorised into areas including aerobics (e.g. hula hoops, running), strength training (e.g. lunges, leg extensions), yoga and balance training. The game uses a handheld Wii remote controller and a balance board peripheral for some of the activities (e.g. running in place, yoga poses). Many fitness centres, senior centres, hospitals and physical therapy centres incorporate this interactive technology into their exercise and rehabilitation programs.

Persuasive technology uses tools (e.g. pedometer, balance board), media (e.g. video, audio or both) and social interaction (e.g. playing with another person) to persuade individuals to adopt the behaviour without their actually knowing it. For example, although DDR was not developed specifically to promote physical activity, it has changed exercise attitudes and behaviour of children and young people using principles of persuasive technology. DDR uses video, music and a dance platform to capture interest and engage children in the activity without their being fully aware that they are exercising. The emerging field of persuasive technology offers potential for promoting physical activity and healthy behaviours.

persuasive technology a computer system, device or application that is intentionally designed to change a person's attitude or behaviour

DEEP LEARNING

13.1

1 Find articles about how wearable technology is impacting the lives of athletes who are constantly monitored and scrutinised.

   a What are the major concerns of some professional athletes about the capacity and amount of technology around today?

   b What is your opinion on the fact that, because the highest-level elite athletes are paid huge sums of money, they have a responsibility to follow a coach's request about technology that can monitor all areas of their life?

   c What else might technology be able to monitor in the future that is not already happening?

2 Explore the following as ways to test your fitness: weight (body composition), 1.6-kilometre walk/run (cardiorespiratory endurance), curl-ups (strength and endurance), basketball throw (strength), sit and reach (flexibility). Complete the tests once a week for four weeks, while adopting a range of physical activity and fitness options.

3   Make an A to Z list of things you could do to add to your fitness or physical activity program (e.g. aquaerobics, boot camp, climbing, cycling, orienteering, yoga, Zumba).

4   Work with a partner to plan a fitness circuit targeting the areas in your fitness testing as in question 2 above. You may also choose to include the **skill-related** components of physical fitness, such as power, agility, coordination, balance, reaction time and speed.

> **skill-related fitness** involving the fitness components of speed, reaction time, agility, balance, coordination and power

5   Choose to participate in a range of physical activity, fitness activities and exercise, including competitive, non-competitive, individual and team. Aim to try at least three new activities, which could form part of your personal fitness plan. Keep a journal about what you do and how you undertake it (e.g. with a friend, free as a trial, second attempt).

13.3 Target training heart zones

We can work on target heart rates to achieve different benefits. These target heart rates include targets for just being active and losing body fat through to achieving heart–lung or cardiorespiratory fitness, also called aerobic training and high-performance or anaerobic training. Table 13.3 lists some examples of what this may feel like, possible physical activities and benefits.
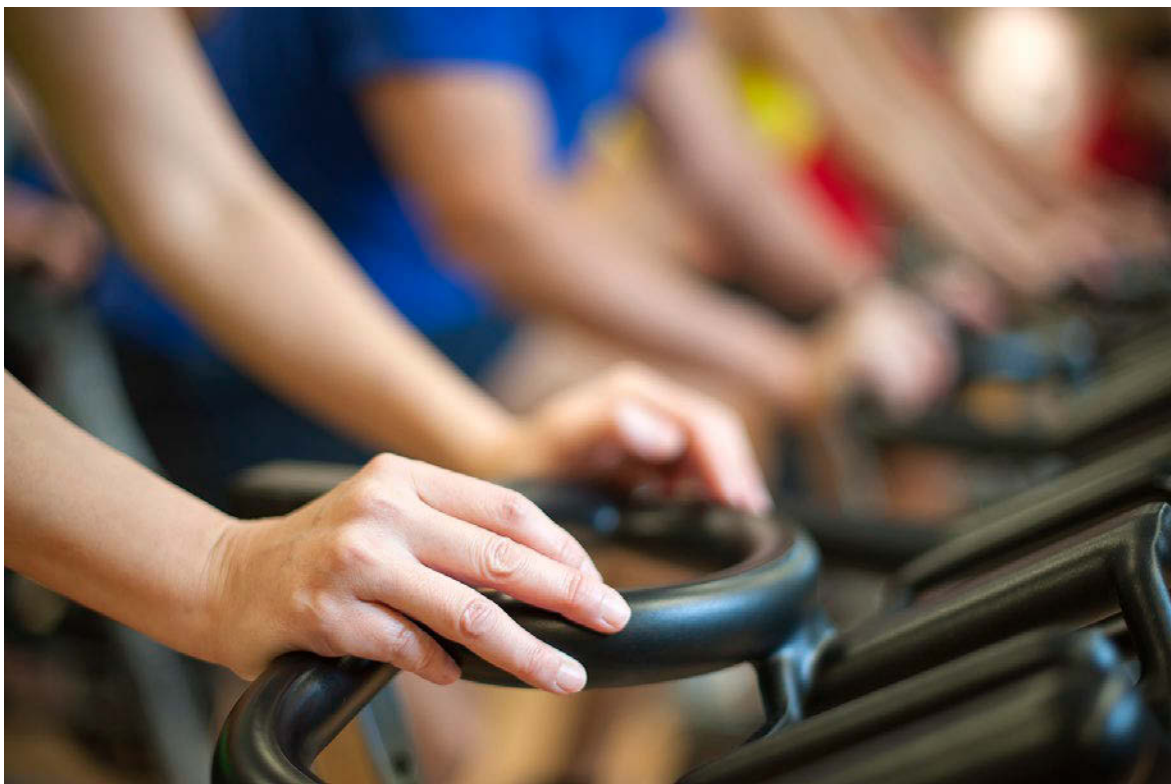
Figure 13.4 The step machine and bike help individuals tailor their training and are easy to use.

Cambridge University Press

Target heart rate zone	How it feels	Suggested physical activity	Benefits
High performance/ anaerobic Above 85% maximal heart rate	Very vigorous Rapid breathing Muscles may start to feel heavy or burn due to fatigue	10–20-metre sprints, depth jumping, hopping short distances	Speed, power, agility
Aerobic/cardiovascular 70–85% maximal heart rate	Rhythmic, steady breathing Sweating Large muscle groups working hard	Cycling Jogging Swimming	Cardiovascular capacity, muscular endurance
Active/fat burning 60–70% maximal heart rate	Light breathing Muscles are active but work is comfortable Light or no sweating	Power walking Walk–jog Low-intensity games	Body composition Endurance Muscle tone and general wellbeing

Table 13.3 Different target heart rates will promote different fitness outcomes.

Figure 13.5 Developing core strength and stability can be achieved through performing simple exercises such as the plank.

Cambridge University Press

DEEP LEARNING

13.2

1 Research activities and types of exercise for a personal fitness plan.

2 Select exercises and forms of physical activity matched to **health-related** and skill-related components of fitness. Record these in a table. Take a photograph of the table or develop it electronically.

health-related fitness
health status is derived from our measures on five different components of fitness (body composition, cardiovascular endurance, strength, flexibility, muscular endurance)

3 Develop a plan for 20 minutes minimum per day over seven days, with one rest day if needed. Set a goal for the fitness plan and a target heart rate based on your goal. Use an app or a diary to track your progress and record:

   a your heart rate (bmp) at the beginning of each session, at the midway point and at the end of the session following a cool-down

   b your result of a talk test (see below)

   c your result of a perceived exertion test (see next page)

   d the way you felt about the session and any benefits of the session.

4 Photograph yourself performing elements of your fitness plan or, alternatively, create a short movie (one minute, 30 seconds) to explain your fitness plan. You may choose to create a presentation using Prezi, PowerPoint, Emaze, SlideDog or other presentation software. Alternatively, create a Pinterest board.

5 Present your fitness plan in action and prepare a two-minute talk about it.

6 Invite your peers to comment or ask questions about things they found positive, puzzling or interesting.

Ways to examine physical activity and exercise exertion

We do not always need to rely on technology to tell us about how hard we are working when we exercise. Listening to our body provides an excellent source of information. There are various ways to measure your exercise intensity to make sure your body is getting the most out of every workout and that you are not overdoing it. Some of these ways are using the target heart rate, the talk test and the perceived exertion rating scale. Each of these measures provides information that can complement the information we receive about fitness from technology and other sources such as a coach, personal trainer or group fitness leader. You may need to experiment to find out which method of measuring exercise intensity suits you best. Three different measurement methods are:

- target heart rate – as outlined above
- the talk test – a simple and reliable way to measure intensity. If you can talk and sing without puffing at all, you are exercising at a low level. If you can comfortably talk, but not sing, you are doing moderate-intensity activity. If you cannot say more than a few words without gasping for breath, you are exercising at a vigorous intensity.

- the perceived exertion rating scale – can be applied simply, yet effectively by applying a number or level between 1 and 10. This can be used effectively during training to assess the ease with which we are training.

Level	Exertion	Physical signs
1	Minimal	None
2	Barely there	Sensation of movement
3	Moderate	Stronger sensation of movement
4	Somewhat hard	Warmth or light sweating
5	Hard	Sweating
6	Harder	Moderate sweating
7	Very hard	Moderate sweating, but can still talk
8	Extremely hard	Heavy sweating, can't talk
9	Maximum effort	Very heavy sweating, can't talk
10	Maximum effort	Exhaustion

Table 13.4 The perceived exertion rating scale

Target heart rate
- Your target heart rate is the rate at which your heart needs to beat to receive a cardiovascular (heart and lungs) training effect.
- The target heart rate is usually above 70% of the MHR (Maximum Heart Rate).

Talk test
- If you can talk without puffing, your exercise is at a low level.
- If you can comfortably talk, but not sing, your exercise is of moderate intensity.
- If you cannot speak, you are exercising at a vigorous intensity.

Perceived exertion rating scale
- Perceived exertion rating scale means the individual determines how hard they are working.

Figure 13.6 Measures for determining exercise intensity

13.1 CASE STUDY

George lives near a gym, but he is too young to use it and he cannot afford it. He wants to get fit using some items around his home, such as a skipping rope, cans filled with sand, a 30-centimetre wooden bench and a heavy 20-metre rope as well as the branches of some sturdy trees. George has a good-sized backyard measuring 20 metres by 15 metres and he has a friend named Mathew who lives in the same street who also wants to develop his health-related components of fitness. They decide to work out together 3–5 times a week. They are already physically active and their weight is within the normal range.

Questions

1 Identify the positive factors in the case study for developing fitness.

2 Devise a health-related fitness circuit (muscular strength, muscular endurance, cardiovascular capacity) using the items described in the case study and any others that you would expect to be found at home that may be useful. For each activity, determine how many times it should be done (repetitions) and what rest period should be applied between different exercises. Also list some simple ideas for a warm-up and cool-down so the two friends do not get injured.

3 Using some of the following items, develop a program for the week that George and Mathew could follow to develop their fitness: hula hoop, basketball, frisbee, cricket bat and ball, soccer ball, handball.

4 Design a form that George and Mathew can use to monitor their success as they get fitter. You may want to include resting heart rate and repetitions of 30 seconds.

HPE and science

Acceleration (a) is defined by the formula $a = dv/dt$, where dv equals change in velocity and dt equals change in time.

The change in velocity is the difference between the current value and the last value of the velocity, or, the change in velocity is equal to the final velocity minus the initial velocity ($dv = vf - vi$).

Three athletes are placed first, second and third in an 800-metres event.

• Athlete A completes the second 400 metres in 57.50 seconds and completed the first 400 metres in two-thirds of the time.

• Athlete B completes the first 400 metres in three-quarters of the time for the second lap, which was completed in 68.99 seconds.

• Athlete C completes the second 400 metres in 62.40 seconds, which was one-eighth faster than the first 400 metres.

1 Calculate the lap times for each athlete and their overall time.
   Athlete A   Athlete B   Athlete C
2 Using the two lap times for each athlete, calculate the change in velocity using the formula $dv = vf - vi$.

HPE and mathematics

Below is some information about six students and their heart rate recordings over a six-week training program. Examine the information and answer the questions below. Recovery heart rates are recorded at two stages; immediately following exercise and two minutes later. The recovery heart rate figures in the table are calculated by subtracting the two-minute heart rate from the one recorded immediately after exercise. Target heart rate is 60–80% of MHR (maximum heart rate): 220 – age (14 years) = 206 bpm – 120–160 bpm.

| Name | Beginning of training program | | End of training program | | Fitness rank |
	Resting heart rate 1	Recovery heart rate 1	Resting heart rate 2	Recovery heart rate 2	
Monica	80	20	75	22	
John	79	20	70	25	
Kirollos	64	36	55	40	
George	63	40	50	55	
Demiana	75	15	70	23	
James	82	31	71	37	

1   Calculate as a percentage the improvement in the resting heart rate from the beginning of the training program to the end for each participant. Record your results.
2   Calculate the percentage increase from recovery heart rate 1 to 2. Record your results.
3   Use your results from 1 and 2 above for each participant to determine which participant should be given what improvement ranking. Record your results in the table.

Figure 13.7 Exercising with a friend not only helps motivate us but also gives us an opportunity to do the talk test.

CHAPTER REVIEW

- Physical activity offers a range of benefits for your physical and emotional wellbeing.

- It is recommended that young people are active for 60 minutes on most days of the week. They should also limit their screen time to two hours per day.

- People are more willing to commit to physical activity and healthy living if they can identify an activity that they enjoy doing and that fits into their lifestyle.

- Many tools, devices and types of equipment are available to help us stay active – pedometers, accelerometers, heart rate monitors, GPS, interactive video games and persuasive technology.

- Monitoring your heart rate gives you feedback about your levels of cardiorespiratory training and fitness – different target heart rates will promote different fitness outcomes.

- Three simple measures give you information about your exercise intensity – target heart rate, the talk test, the pereceived exertion rating scale.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Which of the following develops self-esteem, manages stress relief, and makes our bones and muscles stronger as well as improves our posture and body image?

  a shopping with friends

  b daily moderate-intensity physical activity

  c marathon running

  d playing online games

2 What proportion of Australian young people aged between 13 and 17 years are not getting enough daily physical activity to reap the health benefits that accompany physical activity, according to the Australian Bureau of Statistics (2013)?

  a five out of 10

  b eight out of 10

  c nine out of 10

  d seven out of 10

3 How does physical activity need to be performed during the day to gain recommended health benefits?

  a it should be done in one 60-minute session to gain maximum benefits

  b at a high intensity, so that it is not possible to talk while performing it

  c according to personal preferences and lifestyle factors, it can be done anywhere and any time

  d it can be accumulated throughout the day, ideally equating to 60 minutes by the end of the day

4 Which of the following factors positively influence participation in personal fitness planning and physical activity?

  a metropolitan living, urban lifestyles, rural and remote barriers

  b religious beliefs and values, sedentary behaviours, diet

  c body image issues, mental health, relationships, drug use

  d social support, environmental, values, modelling, personal preferences

5 Which total number of daily steps should we aim for?

  a 100

  b 100 000

  c 10 000

  d 1000

6 What are some ways to gauge exercise intensity?

  a time spent, appetite, weight loss

  b target heart rates, talk test, perceived exertion rating scale

  c perspiration levels, pain threshold, enjoyment level

  d how difficult other people find it, fitness level

7 Which of the following best describes the benefits of persuasive technology?

  a it can help form habits that seem incidental

  b it is free and available everywhere

  c you just need a convincing person to make it happen

  d it comes in a variety of forms

8 What is our recovery heart rate?

   a the heart rate in beats per minute taken and recorded 48 hours after exercise to enable a full recovery

   b the heart rate in beats per minute 24 hours after completing a training session and one that can be compared to another

   c the heart rate taken once we feel we have recovered from exercise compared to our resting heart rate

   d the number representing the difference between our heart rate two minutes after exercise compared to immediately after exercise

9 Effective fitness circuits can be designed using which of the following?

   a specialised equipment

   b non-specialised equipment

   c either specialist or non-specialist equipment

   d none of the above

10 Which of the following non-specialist equipment can be used to develop health-related or skill-related fitness circuits?

   a brick, step, water bucket, sandbag

   b skipping rope, medicine ball, resistance bands

   c treadmill, weights, leg press machine

   d frypan, deep fryer, fridge, spatula

SECTION B – Short-answer questions

1 Describe some forms of technology that can be used to design and monitor a personal fitness plan.

2 Outline how different target training heart rates can be applied for different people.

3 Explain how exercise involving large muscle groups, such as swimming, jogging or cycling, can aid health.

4 Identify a range of basic pieces of equipment that could be used to design and perform a fitness circuit.

SECTION C – Higher order thinking (HOT) questions

1 Explain factors that can help participation in a personal fitness plan become part of daily life.

2 Discuss how technology can support involvement in fitness-based activities.

14 Bodies in motion

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. **They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.**

Organise your thinking

Understanding the forces that act on our bodies during movement can assist us to enhance our performance. These forces help us to improve our technique in physical activities, by creating more efficient movement patterns.

Making connections

- Manipulating forces and speed can affect movement patterns.
- Balance and stability are important factors in performance.
- Bodies in motion allow for individual and coordinated group performance.
- We can effectively use technologies to analyse and enhance the quality of our movement.

14.1 Manipulating forces

elite athletes with the highest level of ability

technique a method or performance

skill competent performance

biomechanics the study of forces and their effects on human movement

force an action that changes a body's motion

coordination a combination of different movements

physiological related to the science of how humans function

psychological refers to matters affecting the mind, especially as a function of awareness, feeling or motivation

You may recall an opportunity you had to watch an **elite** game of sport or you may have a favourite athlete that you admire because of their unique abilities. In every sport you can name, there are players who excel. Their **technique** seems to be flawless, extracted directly from a coaching manual. They have a level of technical **skill** beyond everyone else and the movements they perform are smooth and error-free. Their performances and movements seem effortless.

The way these athletes have been able to master the techniques of their particular sport is dependent on a wide range of factors, including the application of **biomechanical forces**. They possess **coordination** skills to enable them to perform efficiently by moving in the correct sequences. They demonstrate the **physiological** capacities to last the duration of the event and exhibit the **psychological** strategies to motivate and focus them. These athletes are highly talented, elite performers.

Figure 14.1 Netball players are able to manipulate force and speed to perform.

The human body is capable of a wide range of different movement patterns and we all bring to physical activity our own **diverse** body types, physical capacities and skills. These diverse body types and physical capacities are also evident when we observe elite athletes. Have you noticed that not everyone looks the same and performs their chosen technique in the same ways? Elite athletes each bring unique, individual differences to their physical activity. However, despite these individual differences, in height, body type, **action** and skills, the outcomes of their performance are often highly successful. This is because they have applied the biomechanical principles that underpin their event extremely effectively.

While most of us will never be capable of performing at the elite level, an understanding of how our technique could be improved will enhance our performance. We can **adapt** and refine our own performance through an understanding of how our movement could be made more technically efficient to experience greater success.

diverse varied and different

action the exertion of a force

adapt adjust or modify

Force

No human movement, or any object's movement, can begin without the application of a force. When a sprinter starts a race, they exert a force against the starting blocks. When a softball player strikes the ball with the bat, the bat exerts a force against the ball. Force can be defined as a hitting/throwing or pushing/pulling action applied to an object. Force changes the **motion** of a body or an object. This force can start or stop movement, or cause a change in direction of the movement. Some examples of force include **gravity**, friction, **air resistance** and **buoyancy**.

motion movement or changing position

gravity a downward force

air resistance friction created by the air surrounding an object

buoyancy an upward force in water

Speed, velocity and acceleration

Speed is essential in a wide range of different physical activities. Speed assists us to move quickly into position to receive a pass, or move into space away from an opponent. Speed helps us to change direction or move down a running track in a 100-metre race. Speed can be described as a rate of motion, or the rate of change of our body's position. Speed is expressed as distance (d) moved per unit of time (t).

Velocity is the rate of motion in a specific direction. More accurately, velocity is considered as the rate of **displacement**. Displacement is technically described as the straight-line distance in a specific direction from an initial starting position to the final end position. So, how might we describe a sprinter's position during a 100-metre sprint race? We might say that the sprinter is 20 metres from the finish line or 80 metres from the start line. We have accurately described the displacement of the runner, with reference to the initial starting position (the start line) of the athlete in relation to the final end position (the finish line). Velocity, therefore, has a direction associated with it. We describe speed and velocity by using units of length, divided by a unit of time (e.g. metres/second or kilometres per hour).

speed the rate of motion

velocity the rate of motion in a specific direction

displacement the straight-line distance in a specific direction from an initial starting position to the final end position

Figure 14.2 The cyclist's velocity can be described in kilometres travelled per hour.

In many physical activities, where speed and racing of competitors is common, the term 'average speed' is sometimes used to describe performance. In any race over a distance, the fastest competitor is the person who completes the race in the shortest possible time. However, this measurement does not tell us a great deal about the race, or where in the race each athlete was moving fastest or was slowing down. The speed of the athlete at any point in the 100-metre race is described as **instantaneous speed**. We could calculate the average speed of each competitor by using the total distance of the race divided by the time the athlete took to complete the race.

instantaneous speed the speed of an athlete at a precise or given point in time

acceleration the rate of change of velocity

Acceleration is the rate of change of velocity. Speeding up or accelerating has a positive value, while slowing down is described as negative acceleration. If your velocity is not changing and is constant, you have zero acceleration.

Forces assist in the development of speed in physical activity. The netball player in Figure 14.1 relies on forces to generate speed as she sprints into space to accept a pass from a teammate. To run fast means that we need to move forward by pushing backwards. If we apply forces in the wrong direction (that is, upward, downward or sideways) when we attempt to run, we will begin to move but bounce up and down, or move from side to side, instead of propelling our body forward with maximum speed. These additional movements are inefficient and therefore reduce our maximum speed.

Did you know?

For humans, the average walking speed is approximately 5 kilometres per hour. This is about 1.4 metres per second.
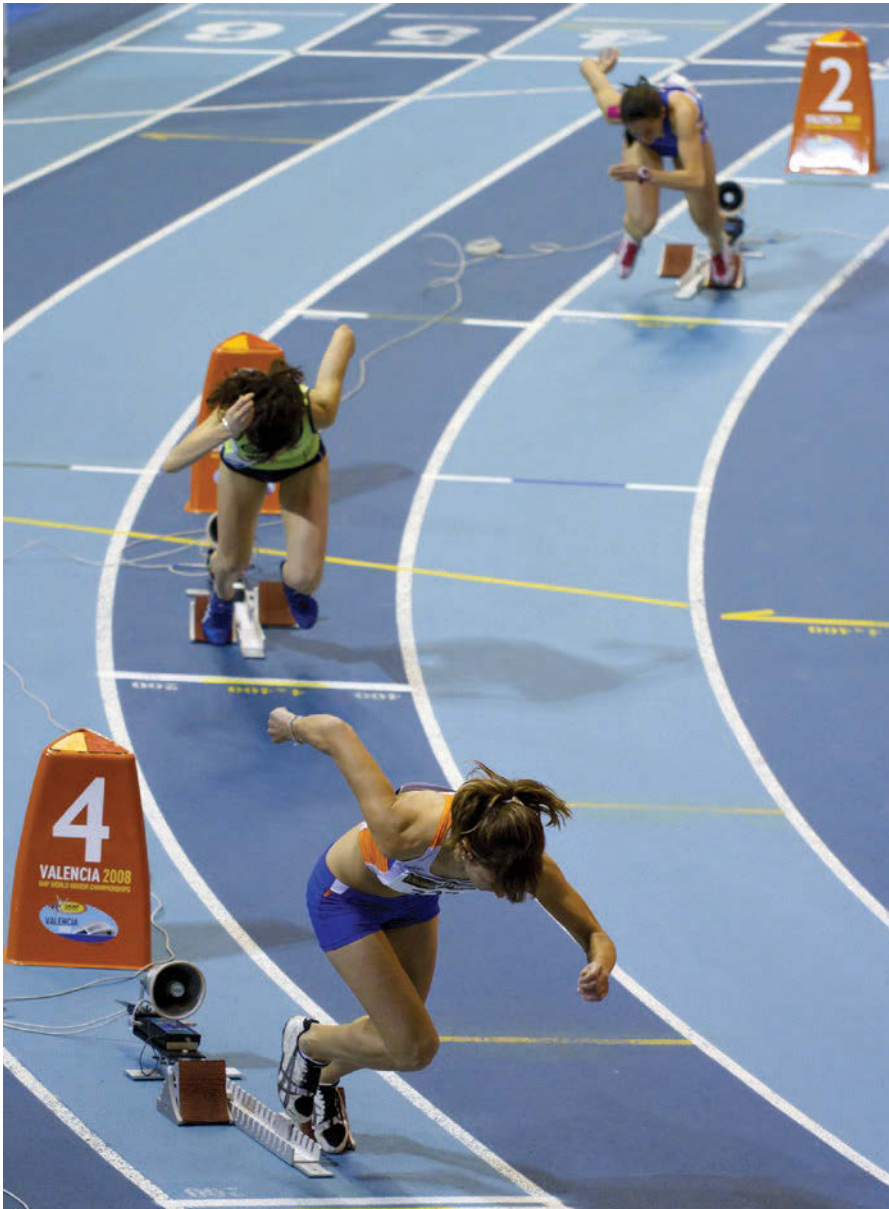
Figure 14.3 Sprinters accelerate at the start of the 400-metre race.

CASE STUDY **14.1**

In Berlin, at the 12th IAAF (International Association of Athletics Federations) World Championships in 2009, Usain Bolt from Jamaica set a world record in the men's 100 metres. He recorded a time of 9.58 seconds. His average speed for the record-breaking run was 10.44 metres per second. Tyson Gay, an athlete representing the United States, placed second, in a time of 9.71 seconds. This broke the existing national record in the United States. His time was also the fastest second place in the history of the sport.

The race has been carefully analysed by sport scientists working with the IAAF. The race data for each 10-metre interval was recorded electronically by using timing lights placed at 10-metre intervals down the track.

Questions

1 Review the race data in Table 14.1.

2 What do you observe about each athlete's average speed? When were the athletes moving at their highest average speed?

Interval (metres)	Usain Bolt		Tyson Gay	
	Interval time (s)	Average speed (m/s)	Interval time (s)	Average speed (m/s)
0–10	1.89	5.29	1.91	5.24
10–20	0.99	10.10	1.01	9.90
20–30	0.90	11.11	0.91	10.99
30–40	0.86	11.63	0.87	11.49
40–50	0.83	12.05	0.85	11.76
50–60	0.82	12.20	0.84	11.90
60–70	0.81	12.35	0.81	12.35
70–80	0.82	12.20	0.82	12.20
80–90	0.83	12.05	0.84	11.90
90–100	0.83	12.05	0.85	11.76

Table 14.1 Time intervals of Usain Bolt and Tyson Gay, recorded during the men's 100 metres at the Berlin IAAF World Championships, 2009

HPE and mathematics

Enter the data from the 2009 100-metre final at the IAAF World Championships shown in Table 14.1 into a spreadsheet on your device. Plot the athletes' average speed across each interval on a graph. What do you notice?

Average acceleration is described as the change in velocity, divided by the time it took for that velocity change to occur. This is expressed in the following formula:

$$A = \frac{V_{(final)} - V_{(initial)}}{t}$$

where A = average acceleration, $V_{(final)}$ = final velocity, $V_{(initial)}$ = initial velocity and t = time taken or change in time. Average acceleration is expressed in m/sec/sec.

Can you calculate when both athletes had the highest acceleration?

Levers

lever a bar or rigid point acted on by two different forces

Levers are important in assisting us to move. Our muscles, **tendons** and bones act as levers to generate force and speed. Levers assist us to produce coordinated actions in **dynamic** or **static** situations. A lever could

be considered as a rigid bar that turns about an **axis**, working against some **resistance**. Levers enable us to work more efficiently, by either increasing the force or speed produced.

There are three different types or classes of levers. An example of a first-class lever is the playground see-saw, where balanced movement occurs. The axis is at the mid-point of the system, between the force and resistance.

tendon fibrous tissue that attaches muscle to bone

dynamic moving

static stationary

axis a pivot point where an object turns

resistance an opposing action or effect
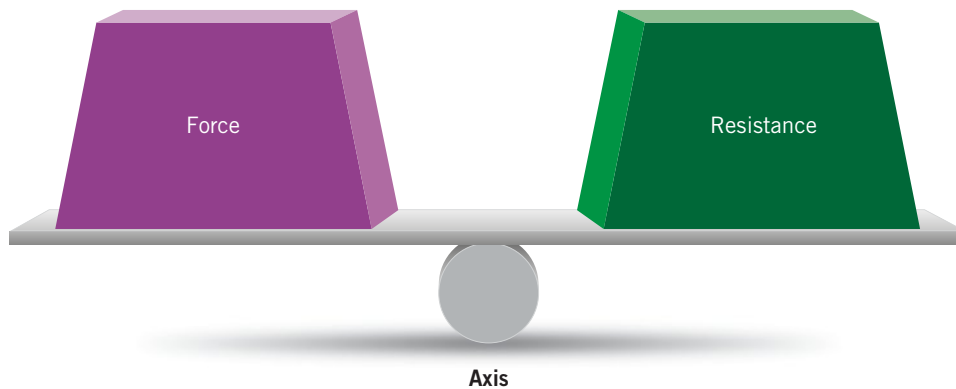
Axis

Figure 14.4 In a first-class lever system, the axis is placed between the force and the resistance.

In a second-class lever, the resistance is located between the axis and the force. An example of a second-class lever in sport is rowing. The rower provides the force, the boat provides the resistance and the boat is 'levered' through the water. The water acts as the axis, and the boat is propelled forwards. Both the first-class and second-class levers in our bodies assist to develop more force, by increasing the efficiency of the movement. First-class and second-class levers are known as **force multipliers**. This means that a large resistance can be impacted by a relatively small force.

force multiplier a lever that increases force

Figure 14.5 Rowing is an example of a second-class lever in sport.

speed multiplier a lever that increases speed

In a third-class lever, the force is located between the axis and resistance. As a ball is hit (the resistance) by the softball bat, the top hand of the grip provides the force and the bottom hand provides the axis. A third-class lever assists to develop speed through a range of motion. This class of lever is known as a **speed multiplier**.
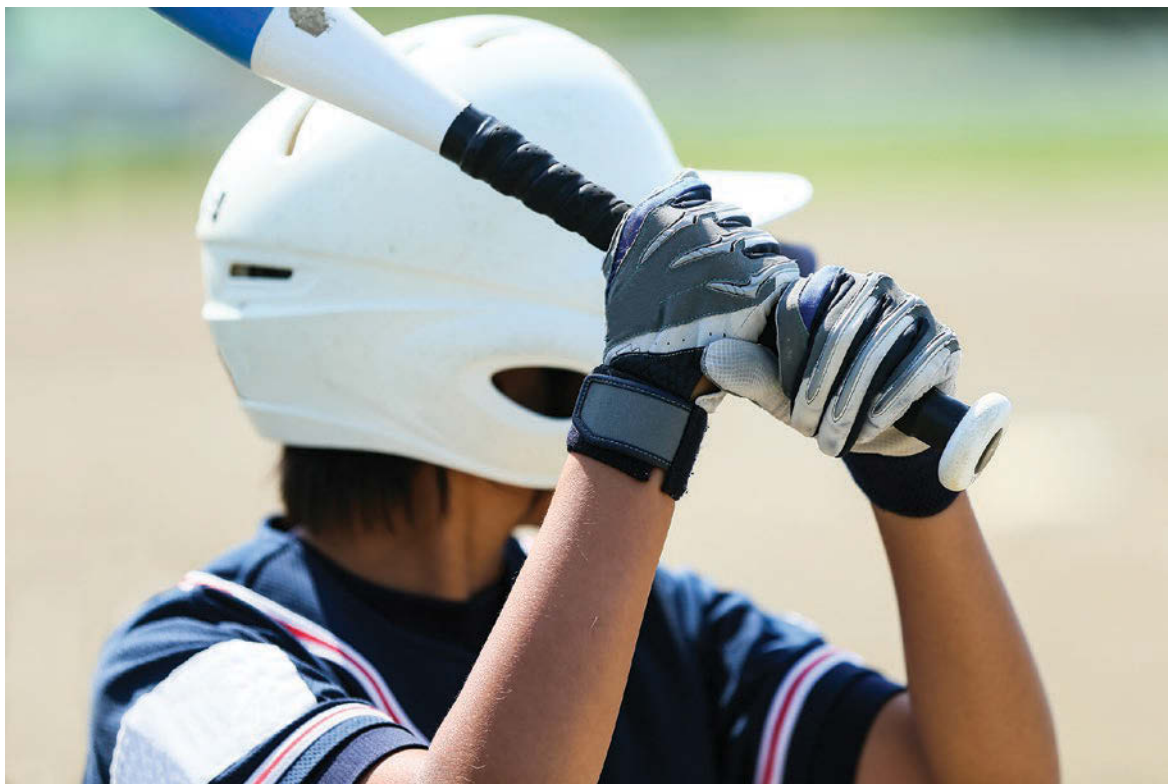
Figure 14.6 The softball player uses a third-class lever to hit the ball into the outfield.

Newton's laws of motion

Over 300 years ago, English scientist Sir Isaac Newton (1642–1727) developed a series of laws to explain different types of movement and the way forces are manipulated to create movement.

inertia a resistance to change in motion

Newton's three laws of motion relate the forces acting on a body or an object to its motion. The first law is often called the law of **inertia**. It states that 'every object in motion will stay in motion until acted upon by an outside force'. In other words, if no forces are acting on it, there will be no change of movement to the body.

Think about a softball (an object) struck by a softball bat. The ball deflects off the bat into the outfield. It gradually slows down as a result of air resistance, gravity and other forces, such as friction between the grass and the ball. It eventually comes to a stop, because a series of forces have acted on the ball. If no forces acted on the ball, the ball would continue to move away from the bat until other forces acted on it and changed the ball's motion.

Did you know?

Sir Isaac Newton also developed lenses for telescopes and used a prism to discover that white light is made of a spectrum of colours.

DEEP LEARNING

14.1

You will need a basketball, a softball and a tennis ball to complete this activity.

1   On the base line of the basketball court, using a similar amount of force for each ball, use an underarm action to roll each of the three balls across the court surface.

2   Which ball rolls the furthest?

3   Which ball rolls the shortest distance?

4   Using Newton's first law of motion, **evaluate** the different movement patterns of each ball.

evaluate assign merit according to criteria

5   **Justify** which forces are acting on each of the balls during their movement across the basketball court.

justify provide sound reasons or evidence to support a statement

Newton's second law of motion is based on the amount of force required to move an object. A greater force applied to an object means a greater acceleration is experienced by the object. The second law is commonly stated as 'force equals **mass** times acceleration', and it is often expressed as $F = ma$, where F equals the force, m relates to the mass of the object and a equals the acceleration of the object. In other words, if the mass of the softball stays the same, we can apply a greater force if we accelerate the bat at the point of contact to hit the ball further. Any change in motion is linked to the applied force.

mass the amount of matter in a body

Similarly, if the mass of an object is changed, we need to apply greater acceleration to the object to generate the same force.

DEEP LEARNING

14.2

Repeat the activity from Deep Learning 14.1. This time, take into consideration the *mass* of each ball rolled.

1   By using a ball of different *mass* (e.g. from a basketball to a tennis ball), what effect does this have on the *acceleration* of the ball?

2   By changing the *force* on the ball (e.g. from a basketball to a tennis ball), what effect does this have on the *acceleration* of the ball?

3   Can you **predict** the movement path of each rolled ball using Newton's second law of motion?

predict to forecast an expected result

The third law is commonly known as 'to every action there is an equal and opposite **reaction**'. Consider a sprinter crouched down at the start of a race using starting blocks. As the gun fires, she exerts a force against the blocks to move away down the track. The starting blocks are locked into the track and cannot move. The blocks provide a reactive force in the opposite direction to move the runner forward.

reaction the response action

Figure 14.7 Action and reaction forces occur at the start of a sprint race.

14.3 DEEP LEARNING

You will need a partner and a set of bathroom scales for this task.

1   Have your partner hold the scales vertically with the display and platform facing you.

2   Get your partner to hold the scales motionless as you push gently against the scales, gradually trying to apply a maximum force against the motionless platform of the scales.

3   Read the display to measure how much force you are exerting against the scales.

4   In order for the scales to remain motionless, what force must your partner have exerted to hold the scales steady?

- Your push against the scales is considered as the action force, while your partner pushed the scales to hold the scales steady. This is the reaction force.

- For the forces to remain equal, the scales must remain steady. Note that the forces are applied in opposite directions.

- If the forces were unequal, the scales would move towards your partner or towards you.

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HPE and science

Force is measured in metric units called newtons (named after Sir Isaac Newton). One newton (N) is the amount of force required to raise a mass of 1 kilogram a distance of 1 metre in one second. For example, the sprinter in Figure 14.3 might push against the starting block with a force of 750 N. This force is the action. The reaction of the starting block will exert an equal force of 750 N, pushing against the athlete's foot.

Applying force

If you observe a ball's flight as it moves towards a target, you will notice that the ball spins (or rotates) as it travels through the air. How fast the ball spins, known as the speed of rotation, as well as the direction of the spin, will impact on the flight of the ball. This is known as the ball's trajectory. In a range of different ball sports, such as volleyball, tennis, softball, golf and soccer, the spin on the ball will affect the trajectory of the ball after it is hit, kicked or thrown. You will recognise the trajectory of the ball as it curves to the right or left in soccer, appears to drop onto the court after a serve in volleyball, or rises off the court surface during a rally in tennis.

To understand how the trajectory of a ball in flight is determined, it is useful to examine how a ball might rotate or spin in flight. If you draw an imaginary line through a ball in the horizontal plane, this would be known as the horizontal axis. Similarly, a line drawn vertically through the ball would be known as the vertical axis. A ball may spin backwards (back spin) around the horizontal axis or forwards (top spin) around the horizontal axis. In addition, the ball may rotate or spin about the vertical axis of the ball. This is known as side spin. Each of these different rotations will impact on the trajectory of the ball.

Did you know?

In 1852 German scientist Gustav Magnus observed that different forces are generated by spinning balls. He called these 'lift forces'. These forces, created by the interaction of air pressure generated by the rotation of a ball, are known as Magnus forces.

Top spin

As a ball moves through the air and spins, a thin layer of air surrounds the ball close to its surface. As the ball and the thin layer of air move towards the target, this movement creates a pressure difference between the ball and the oncoming airflow.

Direction of travel

Backspin

Horizontal axis
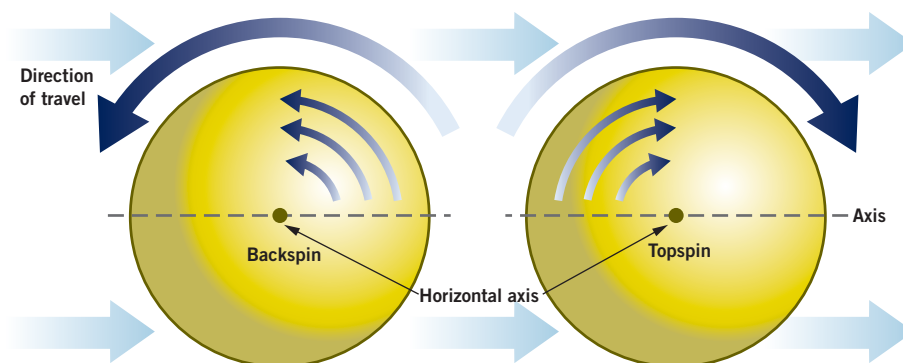
Topspin

Axis

Figure 14.8 While in flight, if a ball spins or rotates backwards around its horizontal axis this is called back spin. If it spins forwards this is called top spin.

If a ball is spinning forward around the horizontal axis with top spin, the airflow at the top of the ball collides directly head-on with the oncoming air in its path. This collision with the oncoming airflow creates a pressure difference, with a region of high pressure at the top of the ball and a region of lower pressure on the bottom of the ball. This difference in pressure causes the ball to dip and curve downward in its trajectory.

Figure 14.9 Highly skilled tennis players can impart spin on the ball to change trajectory.

14.4 DEEP LEARNING

You and your partner will need a soccer ball, a volleyball or a basketball for this activity.

1 Roll the ball to your partner, who is standing about 5 metres away from you.

2 Observe the rotation of the ball around the horizontal axis.

3 Does the ball roll to your partner with top spin or back spin? Why?

4 How might you apply different types of spin as you roll the ball to your partner?

5 How does a different type of spin affect the trajectory of the ball?

6 What forces are acting on the ball?

7 What forces are you applying to the ball?

Back spin

Think about a ball being thrown with back spin, or rotating backwards around a horizontal axis. The top of the back-spinning ball is moving away from the direction of flight. This movement of the ball will create a region of lower air pressure above the ball and a region of higher air pressure below the ball. A pressure difference occurs, which causes an upward movement towards the region of low pressure. This also assists to overcome some of the gravitational forces acting on the ball. The back-spinning ball is prevented from 'dropping' as much as a ball with no rotation occurring. The ball appears to 'hang' longer in the air throughout the ball's trajectory.

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DEEP LEARNING

14.5

You and your partner will need a styrofoam ball, a Nerf ball or a table tennis ball for this activity. You will need to be in a sheltered area, away from any breeze.

1 Practise throwing the ball with top spin. To throw the ball with top spin, hold the ball in the palm of your hand, bend your elbow so the ball is facing you. Now release the ball by uncoiling your arm, with the ball passing over the top of your fingers as it leaves your hand. Swing your arm straight down, with the back of your hand facing your partner.

2 Throw the ball to your partner applying back spin to your throw. To throw the ball with back spin, release the ball overhand to your partner. Keep the back of your hand facing you and release the ball over the top of your fingertips as you throw.

3 Which ball stayed in the air longer?

4 Can you explain this difference in terms of air pressure difference, created by the rotation of the ball?

Side spin

If a ball spins around the vertical axis, this causes a change to the air pressure on either side of the ball, depending on the direction of spin of the ball. This will cause the ball to curve on its trajectory through the air.

Think about a ball spinning anticlockwise, spinning from right to left if you view the ball from above. This type of spin will create different regions of high pressure and low pressure on opposite sides of the ball, causing the ball to fly to the left. The ball will tend to move away from the region of high pressure towards the region of low pressure, moving to the left of the intended target.

A ball spinning in a clockwise direction, spinning from left to right, will create regions of high pressure and low pressure on opposite sides of the ball, causing the ball to fly right. Once again, the ball tends to move away from the region of high pressure towards the region of low pressure.

HPE and mathematics

In 1738 Swiss mathematician Daniel Bernoulli discovered that fluids moving faster exert less pressure than do slower-moving fluids. This principle, known as Bernoulli's principle, helps to explain how objects, such as spinning balls moving through the air, are able to generate different lift forces. These lift forces act at right angles to the relative motion of the object.
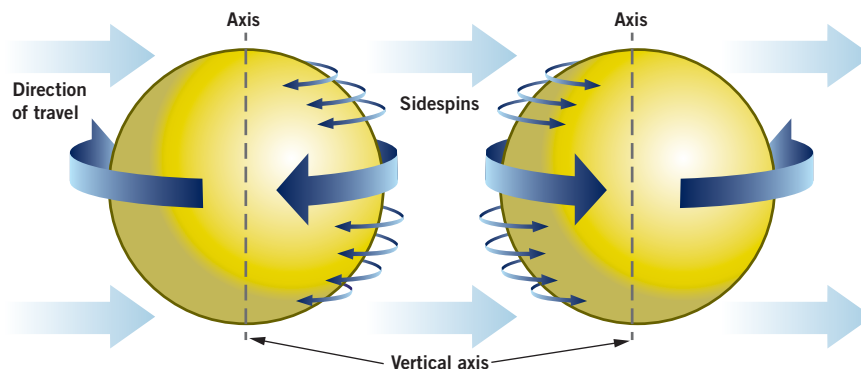
Figure 14.10 While in flight, if a ball spins or rotates to either side along its vertical axis this will cause its trajectory to curve through the air. The ball will travel away from the side to which the pressure has been applied. This is called side spin.

In golf, for a right-handed player, these different trajectories are known as hooking (that is, a ball spinning to the left from the right). A hook trajectory is created when the clubface is closed, while slicing (that is, a ball spinning from left to the right) occurs when an open clubface makes contact with the stationary ball.

Trajectory

Trajectory is also an important aspect of a range of different physical activities, such as ball sports and throwing or jumping events in athletics. Imagine a javelin thrower, a golfer teeing off and a long jumper. Each of these performers is striving to maximise the horizontal distance they achieve, by moving an implement (or themselves) on a trajectory through the air. The trajectory can be described as a **parabola**.

parabola a kind of curve

Figure 14.11 Speed on the runway and launch angle are important factors in a javelin throw.

speed of release the speed of the implement at the instant of release

launch angle the angle of the implement at the release point

The distance they achieve is determined by two main factors: the **speed of release** achieved by the implement, and the angle of projection or **launch angle**. These two factors determine the trajectory of an object through the air.
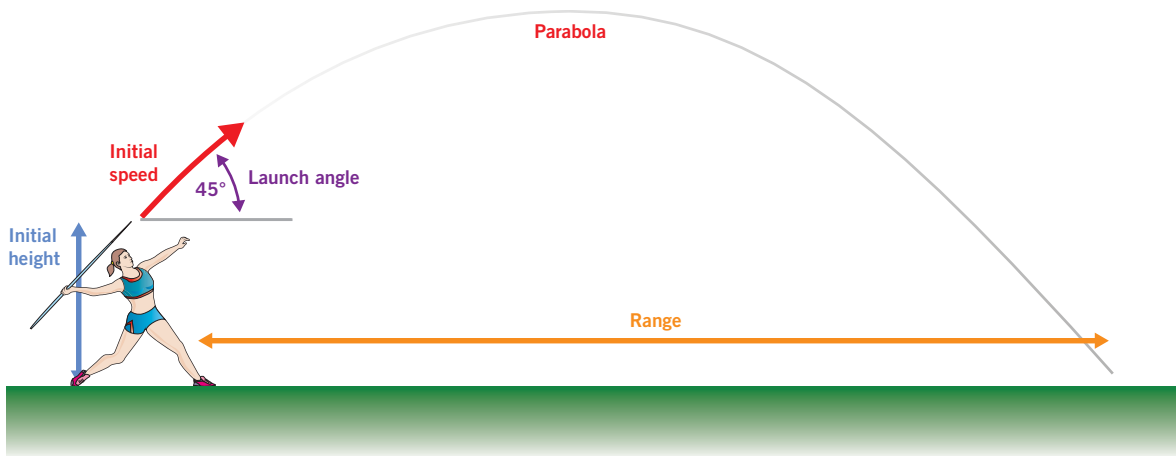
Figure 14.12 Trajectory will be determined by the initial speed of the implement and the launch angle.

DEEP LEARNING

14.6

In this activity, you will be able to identify the optimum launch angle for an implement. You will need a garden hose, a tape measure and a large protractor to assist you with this activity.

1 Keeping the garden hose at a constant height, project a stream of water at different angles.

2 Use a series of markers to indicate the distance each stream of water travels at each angle.

3 Measure the distance achieved for each angle.

4 Use the table below to record your findings.

Launch angle (degrees)	Distance travelled (metres)
15	
25	
35	
45	
55	
65	

5 Which stream of water travelled furthest?

6 Experiment with different implements, by launching them at different angles.

7 Can you predict what might happen if the water pressure were increased? What changes might you observe?

8 If other factors are ignored (e.g. wind resistance or friction), an implement will travel furthest with a launch angle of 45 degrees. Does your data agree?

14.2 Balance and stability

balance a state of
equilibrium

Having good **balance** is an important aspect of sport and physical activity. Balance can be either static, where stationary balance is required, or dynamic, applied when moving. A sport such as gymnastics requires both static and dynamic balance, while in activities like surfing or cycling or skateboarding effective dynamic balance is required.

stability the capacity of an
object to return to its original
position after it has been
displaced

centre of mass the point
in the body where mass is
concentrated

A number of different factors have effects on balance and **stability**. The **centre of mass** is an important component of balance. Every object, including us, has a centre of mass. This is an imaginary point where our body or any object can be positioned in a state of complete balance. The centre of mass could be considered as the point within the body where most of the mass of the body is found. You can approximate the position of your centre of mass using the following as a guide. The centre of mass of a person is located at approximately 55% of their body height. For example, if a person were 1.70 metres tall, their centre of mass would be approximately 0.98 metres from the floor. This point will be located at the top of the hips in males, and will be slightly lower in females, closer to the top of the thigh, about 5.5 centimetres below the navel. Your centre of mass varies depending on your posture and will shift location as the body is moved into different positions.

Figure 14.13 When this high jumper clears the bar, her centre of mass actually passes under the height of the bar.

base of support the area
within different support
points

Our stability is also affected by the height of this imaginary point, the centre of mass, over another series of points known as the **base of support**. The most stable position of a body is when the centre of mass and base of support are directly aligned. In general, the closer these two points are together, the more stable the body will be. If these two points are not in line, the body has less stability.

The mass of the object also has an important effect on stability. In general, the greater the mass, the more difficult it is to make the body unstable and move the body off balance.

DEEP LEARNING

14.7

In this activity, you will be able to identify how the relationship between the centre of mass and the base of support related to stability. You will need a partner to assist you with this activity.

1 Stand tall, with your feet in a straight line, heel and toe gently touching. You will have a narrow base of support. Get your partner to stand directly in front of you and then gently apply force to your shoulders. What is the result?

2 Stand tall, with your feet aligned, heel and toe gently touching. Your base of support continues to be narrow. Get your partner to stand to your side and then gently apply force to your shoulders. What is the result?

3 Stand tall, standing astride, with your feet about shoulder-width apart. This increases the size of the base of support. Get your partner to stand directly in front of you and then gently apply force to your shoulders. What is the result?

4 Stand tall, standing astride, with your feet about shoulder-width apart, maintaining a broad base of support. Get your partner to stand to your side and then gently apply force to your shoulders. What is the result?

You will notice from these simple activities that stability is dependent on the direction of the force applied. You may have also noticed that you were able to adopt a more stable position by standing astride, depending on the direction of the force. The wider base of support was more stable when forces came from a specific direction. In addition, a lower centre of mass, created by a crouching stance, will also increase stability.

Figure 14.14 The catcher in baseball demonstrates a low centre of mass and a wide base of support, creating a stable platform for an accurate catch.

Figure 14.15 The halfback in rugby union demonstrates a low centre of mass and a wide base of support, creating a stable platform for an accurate pass.

Absorbing force

As we move, the position of our centre of mass changes. If we raise our arms to defend in netball, our centre of mass moves upwards and we become less stable. If we crouch down, we become more stable as our centre of mass moves downward, over the top of the base of support. You may have noticed a dancer or gymnast try to regain their balance by adopting a position where they lower their centre of mass, to crouch down or sink their body position lower by bending their knees to become more stable. Similarly, a football player might reduce the height of their centre of mass by crouching before they make contact in a tackle. In this way, the footballer adopts a more stable position to enable them to absorb force.
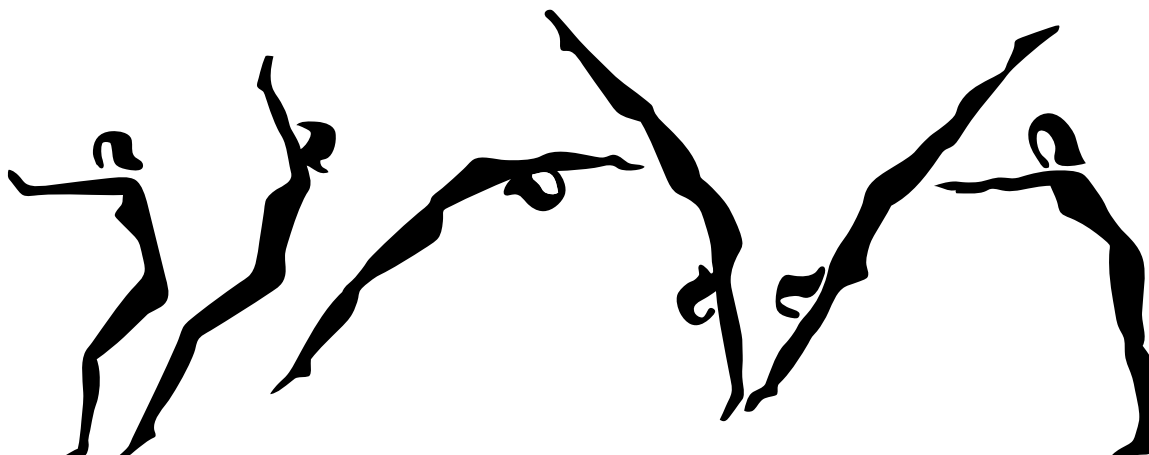
Figure 14.16 The gymnast absorbs force on landing to provide stability during the tumbling routine.

Principles of stability

It is important to remember that three principles make an athlete's body position more stable. The first is that our bodies are only balanced when our centre of mass is directly over our base of support. The second principle is that the larger and wider the base of support is, the more stable our body position will be. The third principle is the lower your centre of mass is over your base of support, the more stable your body position will be.

These same principles apply when we absorb forces in take-offs and landings. Our bodies 'give' on take-off or landing to absorb the forces generated through our movement, in order to increase our stability.

DEEP LEARNING

14.8

You and your partner will need a tennis ball for this activity.

1 Try to catch a tennis ball, thrown by your partner, one-handed with a straight outstretched arm.

   a What was the result?

   b Why was the ball difficult to catch?

2 Now try to catch a tennis ball, thrown by your partner, by flexing or bending your elbow as the ball comes towards you. Allow your hand and arm to 'give' as the ball approaches you.

   a What was the result?

   b Did bending your elbow and 'giving' with the ball increase the chances of catching the tennis ball effectively?

When you bend your elbow to catch a ball, the time taken to complete the movement as the ball pushes into your hand actually increases. This is known as **impulse**. This increase in the impulse of the ball, created by 'giving' with your hand, makes the ball easier to catch. By flexing as you attempt to catch the ball, this allows you more time to cup your hand around the ball to catch it cleanly. The cupping of your

impulse a change in movement of an object

Figure 14.17 The wicket keeper increases the period of impulse in order to catch the ball cleanly, by absorbing the force of the ball.

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hand and the 'giving' action also absorb the force of the ball as it strikes your hand. The impulse of the ball is spread over a longer period of time, so this assists to absorb the force applied by the ball.

14.3 Moving together

Creating and performing a series of movements can be a challenging task. Working together as a group to combine movements with precision increases the challenge even further. Precision in timing, creating a flow from skilled movement as well as accuracy in technique become important elements of the performance.

In rhythmic and expressive group activities, to develop an aesthetically pleasing sequence of movements requires performers to have increased awareness of each other, focused refinement of movements and an emphasis on correct technique. The creation of these different movements provides us with an opportunity to apply our learnings about the impact of effort, space and time on our performance. Working as a group provides us with additional opportunities to challenge ourselves to share our skills and abilities to meet a common goal.

belayer a person who secures the climbing rope for the climber

Creating and performing to achieve a common goal can be realised in numerous ways. For example, consider a group of climbers on an indoor climbing wall. The climber has a specific role, as does the **belayer** and the backup belayer. A group of three climbers can assist and support each other to enable one of the group to achieve the goal of climbing the indoor wall, following a series of different movements, each performed in unison. The climber progresses from hold to hold on the wall, as the belayer carefully monitors the climber's progress, shortening the climbing rope and locking the rope off at intervals during the climb as the climber ascends. The backup belayer assists the other members of the group by

Figure 14.18 The climber operates as part of a group performance with support from others.

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supporting the belayer by further controlling the feed of the climbing rope, ensuring the safety of the climber. In this scenario, each member of the group performs different movements and roles to enable the climber to achieve a goal. They each have different individual roles but contribute to achieve the desired result.

Synchronous movements can also achieve a desired result. In rhythmic and expressive activities, synchronous movement is a vital factor. When creating a group performance in rhythmic and expressive movement activities, **choreography** becomes an important factor.

Shape, space, timing and dynamics are essential elements of choreography. **Shape** refers to the body shape of each of the performers and the links they have to different movements, known as transitions. This is an important consideration to achieve flow within a performance. **Space** refers to the design of space. This element of choreography considers the paths and patterns of each of the performers, arranged to create specific images and effects. **Timing** considers rhythm and tempo (or speed) of the performance. **Dynamics** is the fourth element, but is possibly the most challenging as dynamics attempts to capture the energy developed through the shape, space and timing of the performance. This element is dependent on the quality of movement in the performance.

synchronous coordinated and executed with precision timing

choreography sequence and arrangement of an aesthetic routine

shape a performer's body shape

space the design of the performance space

timing rhythm and speed of performance

dynamics the nature of the relationships that exist within a team and the behaviours that arise out of those relationships

Figure 14.19 Synchronised swimming involves elements of shape, space, timing and dynamics.

14.9 DEEP LEARNING

1   Create a group performance that demonstrates synchronous movements.

2   Record the planning of your performance using the elements of choreography.

14.10 DEEP LEARNING

1   Create a group performance that demonstrates individual movements.

2   Record your planning.

3   Can you manipulate the elements of choreography to assist in your planning?

14.4 Technology and movement

Information and communications technology (ICT) has become a key tool in effective analysis and evaluation of movement and performance. Previously, movement analysis was dependent on the availability of high-speed photography and sophisticated computer hardware and software, which was extremely expensive and difficult to manipulate, except within a specifically designed exercise testing laboratory. Now, ICT is freely available, accessed on smartphones, tablets and other devices, is totally portable and provides instantaneous feedback to performers.

ICT for video analysis can provide slow-motion replay, frame-by-frame analysis, the capacity to annotate video, calculate joint angles and the velocity of implements. Performers can also be tracked, describing indicators such as total distance travelled, the speed of travel and the direction of travel. This can be linked to other data, including heart rate, which provides valuable information to performers and their coaches or teachers.

A first step in the analysis of a complex skill is often to establish the phases into which the movement can be divided for analysis. For example, we could subdivide a movement into separate but linked phases, including take-off, flight and landing. This is a useful starting point in analysis because of the complexity of many different movement patterns.

There are numerous versions of different packages available for smartphones and other devices for use with video analysis. Some are available free of charge, while others are available for purchase. One powerful package is Hudl Technique, which was previously known as Ubersense. It is available free for both IOS and Android smart devices. This app allows users to record video, import video, use drawing tools on the video, scroll through a performance in slow motion and trim a video clip. The app also enables you to view side-by-side comparisons.

Another useful software package that is available for Windows-operated devices is Kinovea. It is open-source software and is available free of charge. It offers similar features to Hudl Technique, but has the capacity to be viewed on a laptop, tablet or desktop computer.

DEEP LEARNING

14.11

1 Access some video files on your device from previous Deep Learning tasks.

2 Analyse the movements captured on the video files.

3 Evaluate the performances to enhance the movement sequences.

4 Create a presentation to your peers of your findings to enhance your performance.

CHAPTER REVIEW

- What differentiates elite athletes are their coordination skills, their physiological capacities and their psychological strategies.

- While each athlete is unique, all top athletes have in common a highly effective application of the biomechanical principles that underpin their event. All athletes can improve their performance if they understand how to move more efficiently.

- No human movement is possible without the application of force – force can start or stop movement or cause a change in the direction of the movement.

- Speed (the rate of motion), velocity (the rate of motion in a specific direction) and displacement (the straight-line distance in a specific direction from an initial starting position to the final end position) are important factors in a wide range of sports.

- Our muscles, tendons and bones act as levers to assist us in producing coordinated actions.

- There are three kinds of levers: First-class, as in a playground see-saw; second-class, as in rowing; third-class, as in softball. First-class and second-class levers are known as force multipliers (i.e. they increase force) whereas third-class levers are speed-multipliers.

- Sir Isaac Newton developed three laws of motion. The first law of motion is also known as the law of inertia and states that 'every object will stay in motion until acted upon by an outside force'. The second law of motion applies to the amount of force required to move an object and can be expressed as 'force equals mass times acceleration' or $F = ma$. The third law is commonly known as 'to every action there is an equal and opposite reaction'.

- Force is measured in metric units called newtons. One newton (N) is the amount of force required to raise a mass of 1 kg a distance of 1 m in one second.

- Three different rotations – back spin, top spin and side spin – impact on the trajectory of a ball.

- The centre of mass of any object (also of human beings) influences its balance and stability.

- There are three principles of stability:

  1 Our bodies are only balanced when our centre of mass is directly over our base of support.

  2 The larger and wider the base of support, the more stable our body position.

  3 The lower our centre of mass over the base of support, the more stable our body position.

- Teamwork, for example that of rock-climbers or synchronised swimmers, involves factors of shape, space, timing and dynamics.

- Modern technology, available on all devices, plays a big role in assisting athletes and performers in preparing for events and for post-performance analyses.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 A lever is:

   a a bar designed to move an object

   b a balanced movement by the body

   c capable of increasing force or speed

   d a relationship between muscle, bone and tendon

2 Force:

   a is applied to an object

   b changes the motion of a body

   c begins movement when applied

   d allows us to achieve success in sport

3 Speed is best described as:

   a the motion of an object

   b the rate of change in position

   c a vital component of movement

   d moving quickly to receive a pass

4 Acceleration is best described as:

   a average speed

   b increased velocity

   c the rate of change of velocity

   d an Olympic 100-metre sprint race

5 A ball with top spin applied will tend to do which of the following as it travels through the air?

   a drop

   b lift

   c curve to the left

   d curve to the right

6 A softball struck by a bat is hit deep in the outfield. This movement of the ball can be best described by:

   a mass and acceleration

   b forces applied to the softball

   c Newton's first law of motion

   d a lever creating additional force

7 Balance and stability are essential elements of performance. Balance is best achieved when:

   a we demonstrate both static and dynamic balance

   b our centre of mass is aligned over our base of support

   c we stay upright and do not fall over after a tackle in rugby

   d we maintain a stable position during a gymnastics routine

8 The trajectory of an object is determined by:

   a a parabola curve

   b speed on the runway

   c angle of release of the implement

   d launch angle and speed of release

9 In order to achieve maximum distance in a throw, the optimum angle of release is:

   a 35 degrees

   b 45 degrees

   c 55 degrees

   d 65 degrees

10 Choreography has four main elements important in design. These include:

   a footwork, form and function

   b shape, space, timing and dynamics

   c use of space, rhythm and variation

   d speed, strength, forces, power and stability

SECTION B – Short-answer questions

1 Explain the correct direction to apply force to assist to improve a person's running speed. Justify your response.

2 Two different balls are hit from a bat with identical force. Their distances travelled are measured. Ball A travelled further than Ball B. Which ball has the greater mass? Interpret this result, using Newton's second law of motion.

3 A football player can reduce the height of their centre of mass by crouching before they make contact in a tackle. In this way, the footballer adopts a more stable position to enable them to absorb force. Justify this change in body movement by applying the principles of stability to this scenario.

4 Analyse how shape, space, timing and dynamics of different movements can help you to perform more effectively when composing a rhythmic or expressive routine.

5 Investigate ICT to evaluate the effectiveness of one specific package for movement analysis. Make recommendations to your peers.

SECTION C – Higher order thinking (HOT) questions

1 Create a series of performance indicators that describe how you might evaluate a rhythmic or expressive performance by your peers.

2 Evaluate your performance in a chosen activity using ICT to identify areas for improvement. Justify your evaluation, providing evidence to support your findings.

15 Active Australians

Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)

By the end of Year 10, **students critically analyse contextual factors that influence identities, relationships, decisions and behaviours**. **They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing.** They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. **Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.**

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. **They work collaboratively to design and apply solutions to movement challenges**.

Organise your thinking

Physical activity, outdoor recreation and sport play varied roles in the lives of Australians. To some Australians, active participation is an integral part of their daily routine. However, research indicates that participation rates in organised sport across Australia are in decline. Other recreational pursuits are becoming increasingly popular as social and cultural practices related to physical activity evolve.

Making connections

- Participation through diverse physical activities has important social and cultural functions.
- Participation trends in organised sport are changing.
- Diverse perspectives and viewpoints inform and influence sport participation.
- The media presents powerful messages about physical activity, recreation and sport.
- Aboriginal and Torres Strait Islander peoples have made significant contributions to sport in Australia.

15.1 The concept of sport

Sport is important to a majority of Australians. Whether this importance is linked to fitness benefits, the friendships and relationships developed, the excitement of the competition or pure passion for the game, sport captures most people's interest and attention.

Defining the term 'sport' is difficult. This is because an activity that we consider to be a sport in one setting may not be recognised as a sport in another setting. Can you think of an example where this is the case?

Sport takes on a variety of forms and our notion of what constitutes sport is continually changing and evolving. Consequently, there are a number of factors that influence our willingness to participate in sport and these factors also shape our understanding of what is or is not sport.

physical literacy moving with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person

Any definition of sport could be interpreted in different ways. There are also many closely related terms, such as 'social sport', 'recreational sport', 'physical activity', 'physical education', '**physical literacy**' and 'exercise', that, depending on the context in which they are applied, may seem to mean 'sport' as well.

A definition was constructed in 2011, when all Australian governments developed a National Sport and Active Recreation Policy Framework. This document described sport as:

A human activity involving physical exertion and skill as the primary focus of the activity, with elements of competition where rules and patterns of behaviour governing the activity exist formally through organisations and is generally recognised as a sport.

Source: Commonwealth of Australia, *National Sport and Active Recreation Policy Framework*, 2011, p. 7
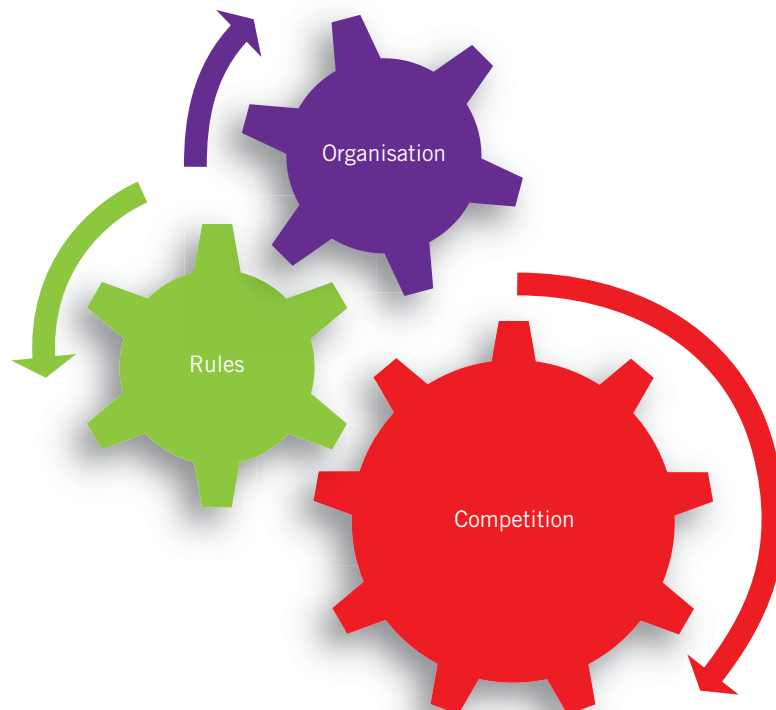
Figure 15.1 Sport has three qualifying elements that set it apart from other physical activities.

The same document also described active physical recreation as:

> … those engaged in for the purpose of relaxation, health and wellbeing or enjoyment with the primary activity requiring physical exertion, and with the primary focus on human activity.
>
> Source: Commonwealth of Australia, *National Sport and Active Recreation Policy Framework*, 2011, p. 7

These definitions of 'sport' and 'active physical recreation' are clearly related, but are still open to interpretation. The two terms are different, but some common elements occur. When reviewing each of the definitions, sport seems to have three qualifying elements – competition, rules and organisation – that set it apart from physical activities that are not considered to be sport.

Characteristics of sport

The Australian Sports Commission suggests that sporting activities are usually structured so that one or more of the following characteristics are fulfilled:

- An individual or team performance is compared to that of another individual or team; or one's own performance is compared to a past performance or a recognised standard (a 'benchmark').
- Performances are achieved under known circumstances. Rules are used as standards (e.g. how the activity is conducted, time and space limitations, use of equipment).
- A recognised organisational and competition structure directs the process. Typically, these organisations determine the rules, determine what an outcome means, record and compare results, and oversee the overall organisation and delivery of the activity.

These three characteristics add a sense of convention or structure to sport that may not be present in other forms of physical activity, such as active recreation or exercise.

Did you know?

The word 'sport' appears to have evolved from the French word *desport*, which translates as 'leisure', 'pleasure', 'enjoyment' or 'delight'. The first use in the English language of the word 'sport' meaning 'a game involving physical exercise' was in the early sixteenth century.

Figure 15.2 Organised sport is still a popular activity in Australia.

Social sport and organised sport

Consider a group of people who meet in a common place (e.g. a park, a sports field or another grassed space) and participate in a game of touch football. This activity would be considered to be 'social sport'. The game is classified as 'social' because the element of organisation is minimal, but 'sport' because the elements of competition and rules are present. But despite these characteristics, the friendly nature of this type of competition provides the participants in the game with an opportunity for social interaction.

If the same group of individuals were registered as a team in a touch football club and trained and played in an organised and structured competition, under the supervision of a referee, they would be engaged in 'organised sport'.

In each of these activities, in social sport or organised sport, the individuals may perform the same skills, produce the same physical exertion, and may realise the same personal benefits (e.g. health, fitness, personal satisfaction).
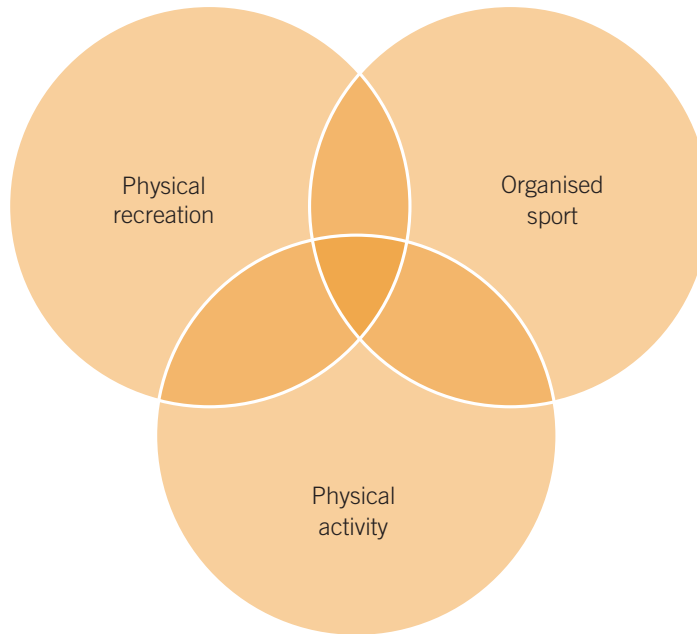
Figure 15.3 Organised sport, physical recreation and physical activity share some similar characteristics.

DEEP LEARNING

15.1

1   Review the characteristics of sport, organised sport, physical recreation and physical activity.

2   Define the characteristics of each category.

3   Investigate participation trends and patterns in each category. Begin your investigation at the Australian Bureau of Statistics website.

4   Present your findings regarding participation trends in each category to your class.

15.2 Diversity in physical activity

Every sport has unique characteristics that appeal to our interests, abilities and expectations. Social and economic factors influence patterns of behaviour and sport participation choices. The decision to participate in one sport or activity over another, or whether to participate at all, is usually the result of a wide range of different **socio-cultural** factors.

Social and cultural practices

Sport plays a vital role in building **inclusive** communities. According to a recent study by the Australian Bureau of Statistics, one in four Australian residents were born overseas and a further one in five had at least one overseas-born parent.

These people come from culturally and linguistically diverse (**CaLD**) backgrounds. They may be **refugees** or **migrants** to Australia. Sports participation in Australia should reflect the cultural **diversity** and composition of our population. This has important social implications as well. Participation can assist in establishing vital social networks for migrants and refugees and can also offer a social and political space in which to cultivate cultural diversity while at the same time encouraging integration into Australian society.

Diversity should be considered as a **catalyst** for inclusion. Diversity acknowledges and celebrates difference. A diverse society acknowledges the talents, expertise and skills that people from CaLD backgrounds bring to communities. These people bring their broad and different experiences of physical activity to a new environment. These additional understandings can help to develop diversity in the offerings of physical activity.

socio-cultural social and cultural factors or determinants

inclusivity the act of being welcoming to all comers

CaLD a term used to describe people from culturally and linguistically diverse backgrounds

refugee a person who, because of a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of their nationality, and is unable to or, owing to such fear, is unwilling to avail him/herself of the protection of that country

migrant someone who chooses to leave their country of origin to live permanently in another country

diversity difference or variety

catalyst the manipulating agent of an event

Figure 15.4 Diversity in action – the martial arts are increasingly popular among adolescents, according to the Australian Bureau of Statistics.

A significant number of people who can be classified as being from CaLD backgrounds are neither refugees nor migrants but are second- and even third-generation Australians whose parents or grandparents were born in non-English-speaking countries. These people face different and often less challenging barriers than those faced by new migrants and refugees.

Figure 15.5 Sport should reflect the diverse backgrounds of participants.

As the Australian Sports Commission suggests, culturally and linguistically diverse communities are key sources of participants, spectators, officials, coaches, administrators and volunteers. These people are critical to the continued growth of sport's participation base. However, those from CaLD backgrounds have traditionally had lower levels of involvement in sport and physical activity in Australia and can face many barriers to inclusion.

multiculturalism the characteristics of a community that has many different ethnic or national cultures mingling freely

Sport has the capacity to play an integral role in promoting **multiculturalism** and the lived experience of migrants and refugees as they take up residence in local communities. Consensus from research by the Settlement Council of Australia (SCOA) suggests that sport can and does play a vital role in contributing to positive, wide-ranging outcomes, promoting social inclusion and supporting migrant and refugee integration into Australian society.

As the Australian population has altered over time, participation in sport has also become increasingly diverse. Australian Bureau of Statistics data show that people born in Australia are more likely to participate in sport and physical recreation than those born in other countries. However, there are still significant rates of participation for people from CaLD backgrounds, demonstrating the value that sport provides in many people's lives.

DEEP LEARNING

15.2

1   Research a physical activity that engages people from CaLD backgrounds, such as sepak takraw, yoga, tai chi, martial arts and Asian-inspired dance or performance art.

2   Create and present a series of performances from this activity through participation in your class.

3   Reflect on the diversity of this experience, comparing this new activity to your past experiences in other forms of physical activity.

4   Can you identify any common features between this activity and other physical activities you have performed previously?

5   How did the class respond to this experience?

6   What understandings have you developed about the experiences of people from CaLD backgrounds participating in a different activity in a new community with people not known to them?

7   Suggest ways to overcome the challenges you may have experienced in this activity.

The Australian Human Rights Commission has recently developed a report into racism and cultural diversity. This document has highlighted some barriers to participation that a number of new arrivals to Australia have experienced. For example, new arrivals may not know or understand the range of sporting clubs that exist in their area, or how to go about joining a club. Other people reported feeling intimidated or uncomfortable about approaching a club without the support of friends or peers.

The report also found that family, community or religious commitments can pose barriers to participation. These include:

- a restriction of the days or times adherents of certain faiths can play or train
- the type of food that can be eaten at functions
- when food or drink may be taken
- the clothing that may be worn, particularly by women.

Figure 15.6 Women from culturally and linguistically diverse backgrounds may experience significant barriers to participation.

In addition, the report described how young women from a CaLD background are particularly restricted from participating in sport due to barriers within their own communities as well as those that they face from sporting organisations. Barriers to women's participation that were reported included such factors as the language barrier, which is a particular problem, especially for newly arrived migrants and older women. Limited information, limited financial resources and limited transport were described by young women as other barriers to participation.

As Australian society changes, so sport at all levels needs to adapt and evolve to ensure that all potential participants can experience positive sporting environments. Sports clubs and associations should reflect the communities that they represent. However, being so multicultural, and having to adapt to change will present many challenges for sporting organisations.

HPE and HASS

The Australian Bureau of Statistics researches population trends within Australia. Figures indicate net overseas migration reflected an annual gain of 212 700 persons, 9.7% less than in the previous year. As at 30 June 2014, 28.1% of Australia's estimated resident population (6.6 million people) was born overseas.

15.3 Participation trends

Research by the Australian Sports Commission tells us that Australians are increasingly time poor, have increasing pressure on their budgets, with rising household and living expenses. The Australian market is being flooded by new and different forms of entertainment. In combination with these emerging trends, changes in sport participation are occurring.

Figure 15.7 The nature of participation in sport is changing.

Based on this research, it is evident that Australians are seeking:

- greater flexibility
- more tailored products
- sport that works around them.

These trends are also evident in young people's preferences for physical activity.

Traditional club sport
- Organised
- More rigid participation
- Sporting organisations
- Rules
- Competition
- Performance

Social sport
- Organised
- Casual
- Modified games
- Flexible participation

Future sport?
- What can you predict?
- What might future sport look like?
- What will be the appeal to future participants?

Recreational sport
- Variety
- Flexible participation
- Focused
- Challenging

Figure 15.8 Diversity is reflected through a contemporary view of sport in Australia.

DEEP LEARNING

15.3

Perform a SWOT analysis of your current physical activity unit, examining the strengths (S), weaknesses (W), opportunities (O) and threats (T) for current and future participation.

- An analysis of strengths (S) can be shaped around questions such as:
  - What advantages does this sport have over others?
  - What resources are required to participate?
  - Are facilities easy to access?
- An analysis of weaknesses (W) can be shaped around questions such as:
  - Are there any safety concerns related to participation?
  - Is equipment readily affordable and available?
  - Are facilities difficult to access?

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- An analysis of opportunities (O) can be shaped around questions such as:
  - What opportunities are there for this sport to be improved?
  - What opportunities are there for this sport to adopt a higher profile?
  - What opportunities might exist to increase participation?
- An analysis of threats (T) can be shaped around questions such as:
  - What threats exist for the future?
  - What other games are similar to this sport?
  - Are expenses to participate increasing?

Figure 15.9 Participation in organised sport is declining, with a need for more flexible non-organised physical activities.

Megatrends in sport

The Australian Sports Commission recently partnered with the Commonwealth Scientific and Industrial Research Organisation (CSIRO) to identify trends in sport that are likely to affect physical activity and participation during the next 30 years. The study confirmed that people are increasingly favouring more flexible, non-organised physical activity, such as walking or running, as well as pursuing new lifestyle and adventure sports, such as climbing, abseiling, skateboarding and bushwalking. People are developing new preferences in physical activity as our population becomes more culturally diverse.

Figure 15.10 The Australian Sports Commission data has reflected six different megatrends in sport.

Sport, particularly for young people, is clearly being shaped by rapidly changing social, technological and commercial forces. The Australian Sports Commission has investigated and predicted a series of six major trends that are likely to determine sport and physical activity over the next 30-year period, which they have designated as **megatrends**. A megatrend represents an important pattern of social, economic or environmental change.

megatrend an important pattern of social, economic or environmental change

Figure 15.11 Adventure and alternative sports are particularly popular with young people.

These megatrends in sport and physical activity are:

- The increase of more highly individualised sport and fitness activities as people try to fit sport into their increasingly busy and time-fragmented lifestyles.
- The move of extreme sports to become more mainstream, indicating the rise of lifestyle, adventure and alternative sports that are particularly popular with younger generations.
- An appreciation of the broader benefits of sport, which are being increasingly recognised by communities, the corporate sector and governments. Sport can assist to realise many personal and social objectives, including mental and physical health, the prevention of crime, improved social structures, and international cooperation and understanding.
- An ageing population will change the types of sports we play and how we play them.
- Population and income growth throughout Asia will create tougher competition and new opportunities for Australia, both on the sports field and in the sports business environment.
- Market forces are likely to exert greater pressure on sport in the future. In professional sports, the inequities in salaries on offer from different sports may draw athletes away from some sports and into more lucrative sports. Loosely organised community sports associations are likely to be replaced by organisations with corporate structures and more formal governance systems in response to market pressures.

Figure 15.12 Market forces are likely to exert greater pressure on sport in the future.

DEEP LEARNING

15.4

Approximately 1500 delegates attending a recent sport convention identified a variety of sports decreasing in their relevance in current times. These sports included boxing, wrestling, equestrian, motorsport, hockey and handball. Sports identified as increasing in relevance included beach volleyball, mountain biking, snowboarding, women's football (soccer) and disability sports.

1 Develop a class poll to identify traditional sports that are becoming less relevant, as well as sports that are becoming increasingly popular.

2 Suggest reasons why some sports are becoming less relevant, while others are increasing in popularity.

3 Justify the predicted changes, based on your research and the experiences of you and your peers.

15.4 Varied perspectives on sport

People view the role of sport in their lives from a range of different perspectives. There is a clear trend emerging that people are able to fit sport into their increasingly busy and time-fragmented lifestyles to achieve personal health objectives.

Australian Sports Commission research has indicated that participation rates in **aerobic** activities such as running, swimming and walking, as well as gym memberships, have risen sharply over the past decade. Another trend evident is that participation rates for many organised and team sports, with the exception of soccer, have held constant or the rates of participation have declined.

aerobic a form of longer duration exercise using oxygen to release energy

What might explain these trends? One reason might be that many individuals are becoming highly conscious of their own health. Increased emphasis through media, advertising and reality television focusing on weight control, nutrition trends and regular bouts of physical activity has impacted on individuals. Therefore, participation in personalised sport and physical activity is increasing. People are choosing to run, walk or swim by themselves rather than committing to regular, highly organised or structured sport as part of a team or club.

The focus of participation in sport is changing. The notion of 'winning' is more closely aligned to achieving a personal best time, bench pressing a maximum weight or achieving a fitness target, rather than beating a competitor. Individualised sport is becoming custom-made to meet personal needs. Health has become an important motivator.

The varied perspectives held by Australians on sport are changing. This has altered participation trends and broadened the range of opportunities for physical activity undertaken by members of our communities across Australia. The Australian Sports Commission has investigated these changing perspectives and released its findings, which are summarised on page 296.

The rise of non-organised sport and physical activity

The benefits of skills development, physical exertion and competition are present in both organised and non-organised sport. However, organised sports such as tennis, netball or touch football occur at fixed times and follow structured rules and procedures.

Organised sports are typically managed by a sporting club with volunteers or paid staff. They involve a greater level of commitment from participants. In contrast, non-organised sports such as running or playing frisbee on the beach are unscheduled and flexible.

Individualised sport

With the exception of outdoor soccer, non-team (individual) physical activities such as walking and running have grown since 2001 compared with team sports such as netball and swimming, which have indicated a decline.

How might this be explained? Perhaps people are increasingly turning to sport to achieve personal fitness goals. A game itself, involving competition and team play, might be less important. People may be less willing to commit time needed for training and match fixtures in some team sports. The result is a rise of individualised sport and physical activity.

Figure 15.13 People are increasingly turning to individual physical activities to achieve personal fitness goals.

Time fragmentation

People's calendars are being more densely packed with 'locked in' events and appointments. This means our flexible time available for sport and leisure is split. The more people are locked into committed and contracted activities, the more time-fragmented they become. Consequently we seek unpredictable or spontaneous opportunities to play or watch sport that can fit into a busy schedule.

Less time playing, more time working

Australian Bureau of Statistics research has indicated that while free time is becoming more disjointed, people are also spending less time on recreation. Over the previous decade, total recreation time has decreased from 4:28 (hours:minutes) to 4:13 per day, or 1:45 less per week. Accordingly, people have increased the amount of time spent in paid work by 6%, from 3:16 to 3:27 per day.

Within the category of 'recreation', people are spending less time playing sport and more time watching screens. The amount of time people spend engaging in 'sport and outdoor activities' has decreased even more, by 30%, from 27 minutes per day to only 19 minutes. Time spent on audiovisual entertainment has increased by 8%, from 2:10 to 2:20 per day.

Health matters

Health is becoming more important to Australians than ever before. This trend is evident from a general increase in the demand for health-related information about products and services. Health is likely to feature to a greater extent in people's choices about sport. Our focus on sport participation is changing. We are now not getting fit to play sport, we're playing sport to get fit.

Figure 15.14 Organised sports involve a greater level of commitment from participants.

Personalised gyms and personal trainers

Gyms have started to diversify to capitalise on the growing demand for fitness experiences. One such trend is the rise of 24-hour-access gyms, such as Anytime Fitness, Jetts and Snap Fitness. Another trend is to offer the customer a personalised experience. People are seeking personal

trainers to meet their unique health and fitness needs. This is evidence to support increased demand for personalised fitness solutions.

Social pressures

Participation in sport is influenced by a wide range of factors. Sociologists such as Steven Allender indicate that weight management, social interaction and enjoyment are some common motivators for participating in sport. However, young girls in particular are motivated by other concerns about maintaining a slim body shape and conforming to popular ideals of beauty.

Rise of non-organised sport
- Less commitment
- Flexibility
- Unscheduled

Individualised sport
- Time commitment
- Personal health goals

Time pressures
- Time 'poor'
- Commitments
- Scheduling issues

Health matters
- Health as a priority
- Demand for health products and services
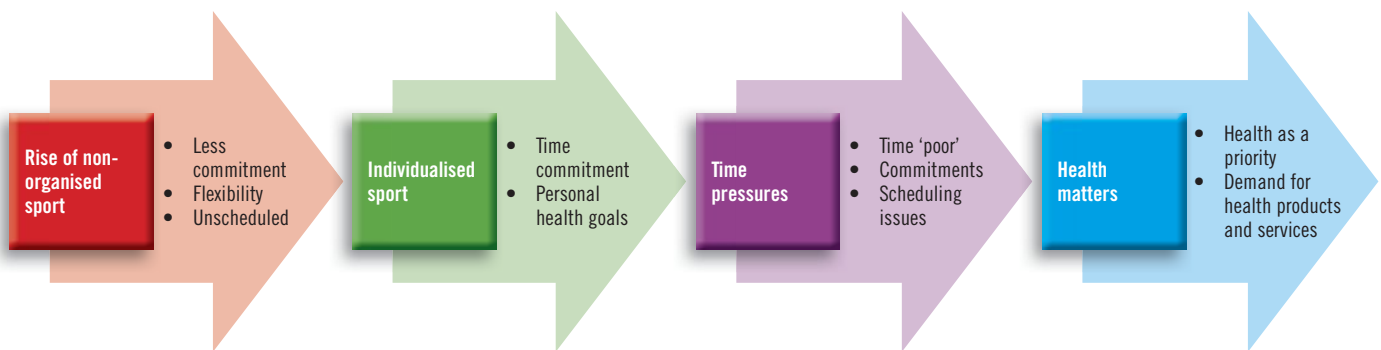
Figure 15.15 People's perspectives on sport are changing.

DEEP LEARNING

15.5

1 Create a survey analysing sport and physical activity participation trends in young people.

2 Identify and classify the main types of sport and physical activity participation experienced by young people, by category (e.g. traditional club sport, social sport, recreational sport).

3 Identify any barriers to participation that young people might experience.

4 How do your findings compare to the research conducted by the Australian Sports Commission?

5 Present your findings to the class using a multimodal presentation.

15.5 Media messages

Media coverage of sport is widespread. By listening to commentators and engaging in discussion of sport or watching replays of sport, we improve our knowledge, understanding and appreciation of different games.

Technology and social media are also shaping future trends in sport participation and preferences. Current generations of participants are sophisticated users of technology and are more highly

engaged in social media than previous generations; as a result, sport and sporting organisations will need to keep pace with these developments.

The power of the media in the promotion of physical activity, recreation and sport cannot be overestimated. Participation and spectating in sports covered by the media are always higher than for sports that are not broadcast. The intensity of coverage by the media can strongly influence rates of participation and the extent of audience engagement within particular sports.

DEEP LEARNING

15.6

1   Brainstorm as many forms of media as you can think of.

2   Identify different categories of media and then group the media forms you have named.

3   Investigate the messages in the media about participation in physical activity, recreation and sport for young people in Australia.

Figure 15.16 The media are powerful transmitters of messages about physical activity.

DEEP LEARNING

15.7

1   As a class, create a SWOT analysis of media coverage of sport.

2   Evaluate the findings of your analysis.

3   Do the benefits of media coverage of sport outweigh any disadvantages?

4   Justify your response using evidence from current research.

Figure 15.17 Technology and social media are also shaping future trends in sport participation and preferences.

15.6 Sport and Aboriginal and Torres Strait Islander peoples

The United Nations states that access to sport and physical activity is a fundamental human right. Sport is recognised internationally as a relatively low-cost and generally high-impact tool to assist development. Sport also has the capacity to be a powerful agent for social change. It is a culturally accepted activity that brings people together and unites families, communities and nations. The social interactions that occur through participation in sporting teams and community clubs play an important part in shaping and reinforcing patterns of community identification and community belonging.

All of these aspects of sport are equally as important within **indigenous** and non-indigenous cultures.

indigenous a term that refers to the original inhabitants of a land. The term 'Indigenous Australians' refers to Aboriginal and Torres Strait Islander people.

Figure 15.18 Sport is an important element of the cultures of Indigenous Australians.

It is true to say that Australia is a sports-loving country in which Indigenous Australians have made and continue to make a major contribution. Many Indigenous athletes excel in sports including athletics, Australian rules football, tennis and cricket. In the foreword to historian Colin Tatz's publication *Aborigines in Sport*, Aboriginal activist, soccer player and administrator Charles Perkins states:

> Aboriginal people have played an important part in the history of Australian sport. They are very much a part of Australia's sporting heritage. Most sports played in this country have fielded an Aborigine who has achieved excellence.

> Source: C. Tatz, *Aborigines in Sport*, The Australian Society for Sports History, Adelaide, 1987, p. x

Sport also provides opportunities to build the foundations for relationships, respect and opportunities within both Indigenous and non-Indigenous cultures. Accordingly, sport is an important element of the Aboriginal and Torres Strait Islander culture. During participation in sports, communities can unite and participate at a competitive level. Sport plays a significant role in influencing the formation of Indigenous identity and in the development of role models for Indigenous young people.

Figure 15.19 Indigenous identity is embedded within inseparable links to people, culture and place.

Did you know?

In the language of the Gamori people of north-western New South Wales, *Yulunga* means 'playing'.

Sport within communities of Australian Aboriginal and Torres Strait Islander peoples provides significant opportunities for participants to take pride in their achievements, to maintain integrity within their performances and develop respect for themselves and others. Sport also delivers opportunities for the fostering of shared identities within communities as well as a solidarity, otherwise difficult to promote.

Reconciliation Australia, an organisation formed to inspire and enable all Australians to contribute to reconciliation and assist to break down stereotypes and discrimination, states:

… we need to include Aboriginal people and Torres Strait Islanders in our communities so that we can all learn from one another and develop a real awareness, understanding, appreciation and respect for the culture and history of Indigenous Australia … Its basis is the inclusion of the Indigenous peoples of Australia, not their exclusion. And that is healing for all of us.

Source: http://www.australia.gov.au/about-australia/australian-story/reconciliation

Reconciliation Australia refers to sport as a powerful force for reconciliation:

Sport breaks down barriers, bringing people together for a shared passion and common cause. Everyone is seen as an equal when they're cheering for the same team and wearing the same team colours. As a result, sporting matches and events present an opportunity for sports fans and supporters to promote better relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians outside of the sporting arena.

Source: Reconciliation Australia, *Submission 14*, pp. 1 and 5

Significant contributions

Not only are Aboriginal and Torres Strait Islander peoples contributing to sporting excellence in numerous sports within Australia and internationally, but ancient traditional Indigenous games have also provided the basis for many other games and sports played in contemporary Australia. For example, the traditional Indigenous game known as Marngrook shares some of the fundamentals of the game of Australian rules football. Marngrook and variations of this game have been played within Indigenous communities for thousands of years.

Figure 15.20 The ancient game Marngrook demonstrates some common characteristics and fundamentals of the game of Australian rules football.

An observer of the game, Richard Thomas, wrote in 1841:

The men and boys joyfully assemble when this game is to be played. One makes a ball of possum skin, somewhat elastic, but firm and strong. The players of this game do not throw the ball … but drop it and at the same time kicks it with his foot …

The tallest men have the best chances in this game. Some of them will leap as high as five feet from the ground to catch the ball. The person who secures the ball kicks it.

Source: http://www.foxsportspulse.com/assoc_page.cgi?c=1-5545-0-0-0&sID=75914

In his book *Australian Aborigines* (1881), about his experience with the Gunditjmara people in the Western District in 1844, James Dawson gives another account of the game:

One of the favourite games is football, in which fifty, or as many as one hundred players, engage at a time. The ball is about the size of an orange and is made of opossum skin, with the fur side outwards. It is filled with pounded charcoal, which gives solidity without much increase of weight, and is tied hard around with kangaroo tail sinews. The players are divided into two sides and ranged in opposing lines, which are always of a different 'class' – white cockatoo against black cockatoo, or quail against snake. Each side endeavours to keep possession of the ball, which is tossed a short distance by hand, and then kicked in any direction. The side which kicks it oftenest and furtherest gains the game. The person who sends it highest is considered the best player. And has the honour of burying it in the ground till required next day.

Source: J. Dawson, *Australian Aborigines*, George Robertson, Melbourne, 1881, p. 85

Within Indigenous communities, a significant aspect of sport and recreation is the link with traditional culture. Cultural activities such as hunting or fishing are generally more accepted as a form of sport and recreation than traditional sports of European origins. Therefore, sport and recreation are both integral in understanding culture within Indigenous communities, as well as highlighting the culture and the communities within which sport and recreation operate.

DEEP LEARNING

15.8

1 Collect research about traditional Indigenous games. An excellent starting point is the *Yulunga* resource, written by Dr Ken Edwards and published by the Australian Sports Commission.

2 Identify any common characteristics of these ancient, traditional Indigenous games and compare them with contemporary games and sports.

3 Actively participate in some of the games you have researched.

CHAPTER REVIEW

- The Australian Sports Commission distinguishes sport from leisure activities by saying that a sport has three characteristics/features: a) there is competition (between two teams or with your own past performance or a recognised standard); b) rules and time limits are applied and c) there is an organisational or competition body involved. Other forms of physical activity, like active recreation or exercise do not have these features.

- Socio-cultural factors have an important role in people's participation in sport, whether as competitors or as spectators.

- Sport plays a vital role in building inclusive communities.

- People in Australia who come from culturally and linguistically diverse (CaLD) backgrounds might face several barriers to participation.

- Sport can play an integral role in promoting multiculturalism.

- Six megatrends in Australian sport have been identified:

  - sport has become more individualised

  - increased contact with Asian countries creates new opportunities for competition and sports business

  - extreme sports are becoming more popular

  - the ageing population will shift the focus on the sports we are playing and how we play them

  - the broader benefits of sport are being increasingly recognised

  - market forces are likely to exert greater pressure on sport in the future.

- Australians' perspectives on sport have changed in the past decade. There is less participation in team sports and people prefer to do their own thing in their own time. Exercise is less about competition and more about personal health and gyms are increasingly personalising their offerings. Weight management, social interaction and enjoyment are often motivators for participation in sports.

- The media plays a very important part in the promotion of sport and healthy living activities as well shaping future trends in sports participation and preferences.

- Aboriginal and Torres Strait Islander peoples enjoy competing in and watching sport, including traditional sport such as Marngrook.

- Sport provides opportunities to build the foundations of solid relationships between Indigenous and non-Indigenous Australians, breaking down stereotypes and discrimination.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 The features that most accurately define sport are:
   a rules, culture and history
   b active games and modified play
   c organisation, rules and competition
   d physical exertion and skill as the primary focus of the activity

2 The features that most accurately define recreation include:
   a promoting health and wellbeing
   b no rules or organisation are evident
   c activities undertaken for relaxation as outdoor pursuits
   d physical exertion with the primary focus on human activity

3 Organised sport:
   a is most popular in Australia
   b uses officials and coaches to operate
   c involves rules and a competition structure
   d is based around trained individuals or teams competing against each other

4 Diversity in sport helps:
   a migrants and refugees
   b acknowledge and celebrate difference
   c to learn new types of games in Australia
   d people from culturally and linguistically diverse backgrounds

5 Building inclusive communities in sport means:
   a ensuring harmony in society
   b establishing important rules and values
   c providing opportunities for participation for everyone
   d including people from culturally and linguistically diverse backgrounds

6 A noticeable trend in sports participation is:
   a more organised sport being played
   b a greater number of spectators at games
   c the emergence of different types of physical activity
   d more flexible, non-organised types of physical activity

7 Media coverage of sport:
   a is based on the internet and television rights
   b is a powerful influence on the popularity of sports
   c increases the number of spectators attending games
   d provides opportunities for sponsorship and advertising

8 Sport provides:
   a links to fun and fitness
   b a powerful agent for social change
   c teams and clubs to support as spectators
   d positive messages from the media about fitness

9 Indigenous athletes:

   a provide positive role models for their
      communities

   b make major contributions to Australian sporting
      communities

   c can build foundations for positive and respectful
      relationships in all communities

   d all of the above

10 Barriers to participation in sport for people from
    culturally and linguistically diverse backgrounds
    might include:

    a a lack of players to make up a team

    b reluctance to train for best performance

    c reduced knowledge of the rules of the game

    d family, community or religious commitments

SECTION B – Short-answer questions

1 Compare sport and recreation.

2 Create a list of barriers to inclusion in sport for people from culturally and linguistically diverse (CaLD)
   backgrounds.

3 Summarise the current trends evident in participation in sport. Justify using examples from your research.

4 Analyse the significant role and contribution of sport to individuals living in diverse communities.

5 Predict reasons, from your reading and research, why sport is a significant avenue for the expression of
   Indigenous identity.

SECTION C – Higher order thinking (HOT) questions

1 Create and present a multimodal campaign to welcome people from CaLD backgrounds and encourage
   inclusion in community-based sport.

2 Evaluate the significant role and contribution of sport to Indigenous individuals, communities and lifestyles.

16 Working together

Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. **They work collaboratively to design and apply solutions to movement challenges.**

Organise your thinking

Collaborating with other people in a cohesive or unified manner is the essence of good teamwork. That objective is not always easily achieved. It sometimes requires individuals to sacrifice personal ambition to fulfil a role that ultimately benefits their team. In a 'good' team (one that consistently achieves its aspirations), everyone knows their role, embraces it fully and executes the role requirements as well as they can. Leadership is critical for effective collaboration. Not everyone has to have a (c) or (vc) beside their name to be a leader.

Making connections

- Team culture has the capacity to profoundly influence performance and enjoyment levels.
- Motivational climate is important for both performance and enjoyment in a team setting.
- Assessing the contribution of individuals towards team objectives allows us to identify the roles that most aptly suit them.
- Engaging in initiative games can provide a basis for understanding different leadership styles and team dynamics.

16.1 Team culture

The central role that sport plays in Australian society is reflected in the vast number of people who enthusiastically support their favourite teams. Whether this is done in an active sense by actually attending games or viewing them through the various media platforms, many of us are passionate about our teams and the individuals who comprise them. Indeed, such is our connection that often our moods can be linked to their success or failure.

Though many supporters will publicly declare they have no interest in teams other than their own, privately they will admire particular opposition sides and be envious of the enduring success some of them achieve. This envy may result in them questioning why their team doesn't have the same degree of accomplishment, particularly if the playing rosters are deemed to be equally talented.

culture the beliefs, values, traditions, customs and behaviours that give meaning to the lives of a group of people passed on from one generation to another

collaboratively working with other people to achieve common goals

cohesive the capacity of the team members to work in a unified manner to achieve the team's goals

Have you ever stopped to consider why some sporting teams are so successful? Do they win consistently because they have superior players or do the players that join the team become better because of the environment that has been created? Some of the answers to these questions lie in the **culture** that has been established within a team. This culture acts as a reference point for establishing goals and the strategies that will be utilised to attain them. A key aspect to developing and maintaining culture is the capacity of the team to work **collaboratively** in a **cohesive** or unified manner.

DEEP LEARNING

16.1

Reflect on (write about) the culture that existed within a team that you have either played in or have an intimate knowledge of (you may need to undertake some research for the latter option). Your reflection should be approximately 250 words and may consider:

- the core values of the team – formally or informally understood
- the role of the coach
- the role of the players – were/are there clearly defined leaders?
- the nature of the relationships that existed among the entire group
- the time devoted to creating a culture – or did it just emerge?
- whether the existing culture (formal or informal) influenced the playing performance in a positive or negative way
- what changes you may have made to the culture if you were in charge.

identity individual characteristics that establish or indicate who or what someone or something is

Establishing a team culture

Initially, the key tasks when establishing a team culture involve creating an **identity**, devising some goals and outlining the core attitudes, beliefs,

values and behaviours that will assist to attain these goals. This may appear to be a relatively straightforward task; however, when you have a number of people making contributions there is always the potential for conflict. The individuals who make up the team will tend to hold varying beliefs on what should be the key drivers of their team's culture. This may depend on their status within the team. For example, the coaches might hold different views from the players on what the goals of the team should be. If we want to genuinely empower individuals within the team (that is, give them a sense that their contribution is important and valued), we need to give consideration to the views of everyone involved, as this will allow the vision of the group to be a shared one.

Figure 16.1 A team's culture has many interconnecting elements.

Figure 16.2 Committing to the shared vision of a group is the first step in creating a team culture.

Team dynamics

dynamics the nature of the relationships that exist within a team and the behaviours that arise out of those relationships

The **dynamics** within a team will strongly influence cohesion and, by extension, performance. It is incumbent on the team leaders to be aware of the dynamics that exist within their group. That way, any source of tension or angst among individuals or groups of athletes can be dealt with in a manner that is more likely to produce a positive outcome. Teams can be a blend of different ages, personalities and ethnic backgrounds. How these differences can be managed to create an environment of empowerment, where individuals believe they can help shape the team's destiny, is one of the key challenges for all those involved with the team.
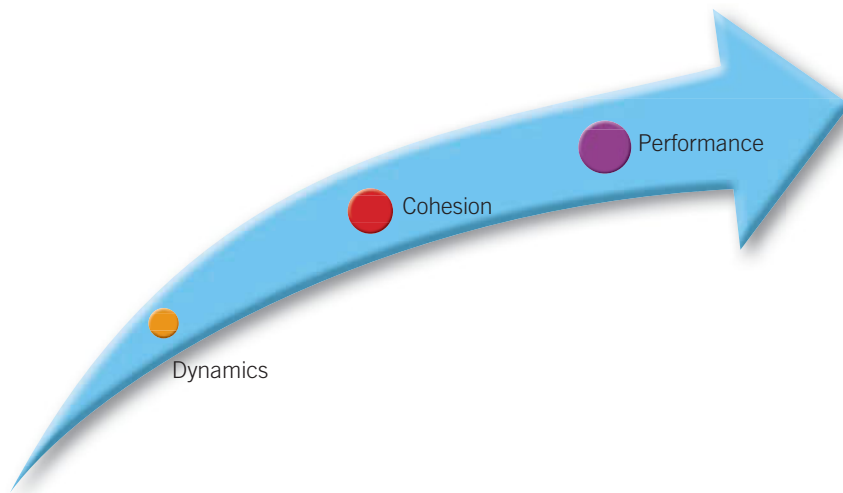
Figure 16.3 Team dynamics underpin cohesion and by extension performance.

When we use the term 'team dynamics', we are referring to the relationships that exist within the team and the behaviours that arise out of those relationships as the team seeks to achieve its goals. It should be noted that these relationships:

- could involve individuals or groups
- may be formal or informal
- are not static and will inevitably change over time
- need to be closely monitored
- need to be actively developed so the members of the team feel empowered to play their role within the team and take responsibility for their performance.

Communication

The key to developing good relationships among team members is effective communication. In its coaching communication resource 'What You Say Matters', Hockey Australia provides an overview of some core concepts relating to communication:

- Communication is a process that involves exchanging information, thoughts, ideas and emotions.

- Communication promotes the development of shared knowledge and understanding and forms the basis for initiating, maintaining and ending your coach–player relationship (we can also apply this to player–player relationships).
- The act of communicating involves three components – verbal, nonverbal and paraverbal.
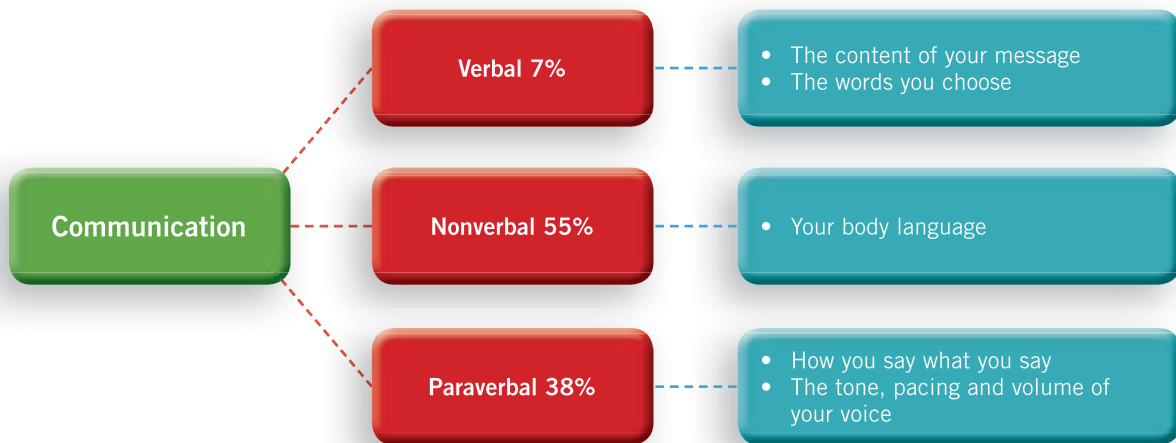
Figure 16.4 The components of communication and the contribution each one makes to this process

Technique	Purpose	Examples
Nonverbal attending	Indicates an interest in what the speaker is saying	Eye contact Leaning slightly forward Open (not defensive) posture Allowing pauses Raising eyebrows Smiling Nodding Brief verbal messages: 'Oh, I see.'
Paraphrasing	Demonstrates an understanding of what is being conveyed	'So, what I hear you saying is …' 'If I understand you correctly …'
Reflection feeling	Assists the speaker to feel valued, understood and encouraged to express their feelings	'You feel that …' 'You felt you didn't get a fair hearing.'
Questioning	Helps to clarify information or seek additional details	Questions may be 'open' or 'closed'. Open questions allow for more information to be obtained (e.g. asking questions with words such as 'why', 'how', 'explain' or 'describe'). Closed questions can be answered in one word or short phrase and so limit the information that can be acquired.
Summarising	Reveals a knowledge of the key messages the speaker wanted to convey and identifies other items that need to be discussed further	'These are the key issues you have expressed …' 'May I just check that I have understood this correctly? You have told me of a few choices open to you …'

Table 16.1 Being an active listener will help you become a better communicator.

Did you know?

Research confirms that we are poor listeners. After a 10-minute oral presentation, the average listener is able to comprehend and retain 50% of the information that was conveyed. Within 48 hours, this figure drops to 25%.

Effective communication skills need to be developed, as they are not necessarily instinctive. The importance of developing these skills is highlighted by the fact that many people are unaware of how influential their communication style is in shaping the way people feel about them. Looking back, everyone could identify a time when they communicated poorly with a friend or family member, causing a deal of friction. At the time, we may not have realised what the impact of our poor communication skills would be.

16.2 DEEP LEARNING

Complete this activity working in groups of three.

1   On separate blank pages, all three students list the five active listening techniques shown in Table 16.1 across the first row of a table.

2   Two members of the group conduct a five-minute conversation, with one person as the primary speaker and the other as the primary listener.

   • The listener should attempt to use some of the active listening techniques.

   • The conversation should have a clear focus (e.g. recent performances in academic work, recent performances in school or club sporting teams, contemporary social issues of the day).

3   The third person observes the listener and makes notes under the relevant headings.

4   After the conversation, the listener makes notes under the relevant headings.

5   Alternate roles until all three students have conducted two different conversations each.

6   Once all the conversations have been completed, discuss your findings as a group using the notes you have taken as both observers and listeners.

The teacher may seek input from designated group leaders to initiate a whole-class discussion.

Figure 16.5 Active listening requires concentration and practice.

Team cohesion

An awareness of team dynamics provides a foundation upon which effective collaboration can be developed. This will require the group to acknowledge the varying nature of the relationships that exist. Some connections will be stronger than others, though this does not mean that the performance of the team will suffer. As long as there is a level of trust, respect and understanding, the group can work effectively together. When we achieve this objective of collaboration with unity, our team is demonstrating signs of cohesiveness.

The distinction between collaboration and cohesiveness is an important one. We have all at various times of our lives worked with other people in teams or groups; this is what collaborating means. No doubt some of these collaborations were more successful than others. When we work cohesively with other people, this is when group work becomes effective. The group are united in their approach to achieving their objectives. This does not necessarily mean that everyone is particularly friendly with each other, though it would be ideal if they were. It means that, irrespective of the nature of the interpersonal relationships within the team, individuals bind together to get the job done.

Cohesion is known to impact positively on group performance. Indeed, research suggests that the cohesion–performance relationship is strongest among sporting teams. This connection tends to be cyclical in nature, as illustrated in Figure 16.6. Given the link between cohesion and performance, it is imperative that teams develop an understanding of the principles of cohesion and actively seek to develop it.
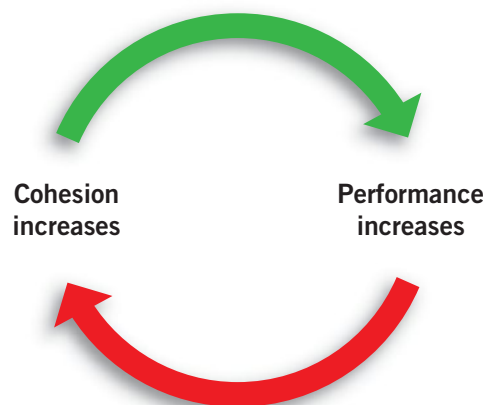
Figure 16.6 The cyclical nature of the cohesion–performance relationship in team sports

task cohesion refers to a team's ability to work together to achieve its goals

social cohesion elements that create a sense of belonging and connection to community

Team cohesion has two key elements: **task cohesion** and **social cohesion**. Task cohesion refers to a team's ability to work together to achieve its goals. Social cohesion is the degree to which a team like each other and enjoy one another's company.

The extent to which social cohesion and task cohesion influence performance is dependent on:

- the nature of the game being played
- the level of competition
- the age of the competitors.
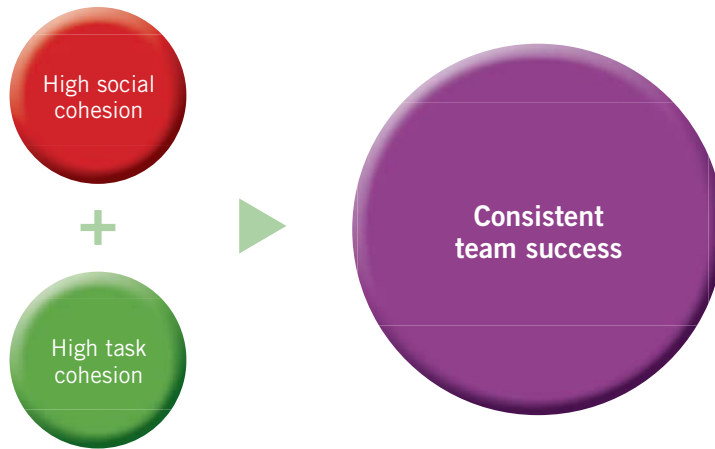
Figure 16.7 Teams with high levels of both social cohesion and task cohesion are more likely to be consistently successful. Of the two elements, in general terms, task cohesion is more important.

Developing cohesion

Teams develop cohesion as a result of strategic thought and effort. To achieve their sport-specific goals, a team will devote much time and effort to improving technical and tactical skills in addition to their fitness. This training will enhance task cohesion, particularly if contemporary approaches to coaching games are applied. These current methods tend to use modified games to enhance skills and conditioning, placing the players in environments similar to those they will be exposed to in a competitive game.

One of the key benefits from this type of training in relation to task cohesion is the opportunity it provides for the players to get to understand the playing traits of their teammates. For example, the midcourt player in netball realises her shooters are agile and prefer to outmanoeuvre their opponent rather than stay static in the circle. Consequently, this player will have to be patient with their passing. Another benefit from training in these competitive environments is the level of trust and confidence that is generated among the team as a result of knowing that everyone will be capable of executing skills and tactics in the most demanding of circumstances.

Task cohesion will also benefit from an acceptance by the players that everyone has a clearly defined role and is expected to embrace the role requirements and perform them to the best of their ability. Teams will always have players who receive the most public recognition (media, parents), as the role they play demands that they perform what might be called the more 'glamorous' skills in the game. A striker in soccer, a shooter in netball, a goal kicker in Australian rules football and a centre forward in water polo are examples of such positions that tend to be afforded the most praise. Astute observers understand that often these players are the beneficiaries of the less 'glamorous' or 'grunt' work performed by their teammates. Perceptive coaches will recognise and acknowledge these players on the basis that their team would not be successful without them. Problems emerge when players are either envious of the 'star' players in the team or unhappy with the role they have been given. A strong team culture will demand that these players accept that, while their role will be different, it is no less important and the team performance is dependent on everyone's contribution.

The successful sides also incorporate into their annual training programs periods where they actively seek to improve social cohesion. Team dinners, training camps, fundraising activities, trivia nights, goal-setting sessions and community work are some examples where opportunities exist to

strengthen interpersonal relationships. It should be noted that teams should look to both structured and unstructured occasions to help foster unity within the team. Often it can be the spontaneous experiences that forge the greatest bonds. In seeking to develop social cohesion, it is important the team accept that not every relationship will be harmonious, in the same way that relationships between family members are not always perfect.

Characteristics of a cohesive team

Figure 16.8 shows characteristics that are generally attributed to cohesive teams. Remember that we need to take into account the team context before making judgements about whether they share the traits identified. By this we mean the circumstances relevant to the team, which may include:

- age or experience
- competitive or non-competitive environment
- desired outcomes.

Common identity	Shared vision	Individuals identify as team members – 'we'
Explicit individual and team goals	Clearly defined roles	Shared ownership and responsibility
Effective leadership	Social opportunities and communication plan	Character and talent
Diligence	Individual empowerment	Team first mindset

Figure 16.8 Characteristics of a cohesive team

DEEP LEARNING

16.3

Individual

1 Identify five communication guidelines that should be adhered to in a sports team setting.

2 Explain how a communication plan might apply to a team setting. What is its purpose?

3 Explain the difference between collaboration and cohesion.

4 What do we mean by the cyclical nature of the relationship between cohesion and performance?

5 What contributes more to performance – task cohesion or social cohesion?

6 Select two team sports that require significantly different levels of task cohesion. Provide reasons why you think this is the case.

Group

If you are currently engaged in a team activity in your HPE practical lessons, complete the following questions by working with the rest of the team members.

7   Name the sport and list the names of the team members.

8   Using a scale from 1 to 10 (1 being extremely low, 10 being extremely high), answer these questions:

   a   What level of task cohesion is required for this activity?

   b   What is the current level of task cohesion in this group?

   c   What is the current level of social cohesion in this group?

9   List the ways your team could achieve a sense of identity.

10 Elect a captain and vice-captain. What process will you implement and why? How did it go?

11 Establish three individual goals for this physical activity.

12 Establish three team goals for this physical activity.

13 Identify five behaviours that the team wants to adhere to in order to attain its goals.

14 List three ways the team's task cohesion can be improved and three ways the team's social cohesion can be improved.

15 What does individual empowerment mean in a team setting – have you heard of there's no 'I' in team?

16 Select three characteristics of cohesive teams and explain how they would contribute to cohesion.

17 Discuss the challenges you faced as a group in answering the questions listed above.

16.2 Leadership and change

Historically, leadership within a sporting team has been confined to the coaching and captaincy roles. As a player, unless you assumed the role of either captain or vice-captain, the expectation was that your contribution would be measured by how well you trained or performed competitively. The establishment of team goals and behaviours, devising of training plans and game strategies, enforcement of standards and other associated items were almost exclusively undertaken by the official designated leaders. Given the players' level of input into team operations, the vision of the team was not a shared one.

Contemporary elite-level sporting teams now employ leadership models. There is now a very clear expectation that every team member is expected to be a leader in some capacity.

There are some key points that need to be made in terms of leadership models and player empowerment:

• Teams will structure their leadership structures around what best suits them.

• Not every player will have the same level of responsibility.

- More experienced or senior players will have a greater influence.
- Younger players or players not currently demonstrating leadership traits will have less input.
- While everyone is expected to be a 'leader', decisions will still need to be approved by the people who have official leadership roles and are ultimately responsible for the outcome of the decisions made. This would typically include the captains, coaches or senior players who comprise what is often known as the **leadership group**.
- As a team matures and the dynamics change, so will the leadership responsibilities.

> **leadership group** a group of players typically elected by the coaching and playing staff who demonstrate leadership traits and will share responsibility for developing and maintaining the team culture

Perceptions of leadership

There are varying views on what leadership is and the individual traits required to fulfil leadership roles. We could all think of people in our lives who have been exemplary leaders in a range of different fields. While there would be some similarities in their leadership styles, there would also be points of difference. The context or circumstances of their leadership roles will influence the type of person or leadership style required.

Emotional intelligence

Daniel Goleman is an internationally renowned psychologist who is best known for his work on **emotional intelligence**. Goleman believes that emotional intelligence makes as much of a contribution towards life success as other more traditional measures, such as an intelligence quotient (IQ).

> **emotional intelligence** a person's ability to understand and manage their emotions and those of others to enhance their life in a personal or professional sense

Emotional intelligence is the ability a person has to identify and manage their own emotions and those of others. Put simply, if we are aware of our own emotions and those of the people around us and we use this knowledge wisely to shape our behaviours, we are more likely to have positive relationships and performance outcomes. It is easy to understand that having a high level of emotional intelligence would be a helpful leadership trait.

Figure 16.9 Identifying and managing our emotions is an important component of emotional intelligence.

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Effective leadership

In terms of the application of leadership styles, Goleman makes the following points:

- The authoritative style is considered to be effective.
- The more styles a leader uses, the better leader they will be.

fluid or flexible leadership
the idea that a leader can change their leadership style to suit the needs of the environment they are working in. Good leaders are able to sense the best style instinctively.

- **Fluid or flexible leadership** is the most effective. That is, leaders adapt their styles to suit the situation they are in. For example, an athlete whose confidence levels are down would not benefit from a coercive or pacesetting style; rather, the affiliative approach would be of most value.
- Fluid or flexible leaders rely mostly on their instinct to decide which style is most appropriate. They are able to do this as they are highly attuned to the emotions and needs of others and the effect their approach is having.

For more information on appropriate leadership styles, access the *Health and Physical Education for the Australian Curriculum 9 & 10* Interactive Textbook.

16.4

DEEP LEARNING

Match the scenarios listed below with the letter indicating the most appropriate leadership style.

1   A young inexperienced team that needs to be given time to develop their strengths: _____

2   A team that requires a new vision or clear direction: _____

3   Where evidence exists that there are fractured relationships in a team: _____

4   The team is in crisis and performing poorly: _____

5   A highly capable and motivated team that needs quick results: _____

6   Attempting to develop consensus, buy-in and input from the team members: _____

A	Coercive	**D**	Democratic
B	Authoritative	**E**	Pacesetting
C	Affiliative	**F**	Coaching

Enjoyment for all

motivation the reason/s why people engage in particular endeavours and the associated effort and persistence applied to those endeavours

In sport, being attuned to our teammates' sources of **motivation** and expectations is a key attribute of being an effective team member. While you may have absolute clarity on why you are engaging in a particular team sport, you need also to have an awareness of what drives your peers, as this understanding will assist your interactions with them. Indeed, the whole team will benefit from recognising that there are many varied

reasons why people play team sport and helping individuals achieve their own personal goals in a team setting makes for a happier and more productive environment.

Literature relating to the reasons why young people participate in sport is consistent in that winning is never prioritised as being the primary objective. Having fun, staying fit, skill enhancement and being part of a team are some of the factors identified as being important to young people when engaging in sport. This point is made to highlight that we should never make assumptions about other people's motives for engaging in sport. It may be that you are a highly competitive individual who values winning over other objectives; however, there will be team members whose goals will be markedly different.

What each individual is trying to achieve will be influenced by elements such as age, prior experience in the sport, the setting (e.g. club, school HPE), the demands of the coach or teacher and parental influence. A strong team culture would ensure that individual goals are aligned with those of the team. Assuming that everyone is comfortable with the direction in which the team is heading, your role as an individual player is to ensure that as a team member you have an awareness, understanding and acceptance of what each of your team members is trying to achieve and their level of capability. Further to this, you need to actively support each player to fulfil their ambitions.

Did you know?

In America, of all the children who register for competitive sports, 70% will stop playing at the age of 13. Those that quit never play again. The number one reason identified for not continuing with organised sport was that it ceased to be fun. What children also do not enjoy is the dreaded 'ride home' with parents – a time where their performance is analysed in great depth, with the focus tending to be on any mistakes that were made.

Figure 16.10 Learning new skills, having fun and being part of a team are some of the main reasons young people play sport.

DEEP LEARNING

16.5

1   Having read the preceding information in this chapter, make a list of general qualities that you think a person needs to be an effective group or team member.

2   Identify a group or team you are currently in.

   a   List the positive group or team member qualities you have that contribute to the effective functioning of the group or team.

   b   Identify some group or team member qualities that you think you could improve. Explain why this would be the case.

3   List five guidelines you would implement when undertaking a group assignment task at school.

4   Research a famous group or team from any field of endeavour (e.g. sport, music, entertainment, family). Find out what made them so successful.

   a   Were there any specific strategies they used to ensure they remained successful?

   b   Were there any major differences – personal or professional? How were these overcome?

16.3 Motivational climate in a team setting

Motivation relates to the reasons why we behave the way we do. It is concerned not only with the choices we make but also with the effort and persistence we display having made those choices. Individuals' motivations vary. For example, some people choose a particular career path because they believe it is one they will enjoy, in contrast to those who select an occupation based on the money they will earn or status it will afford them. In a similar vein, many of us work hard in our careers because of the satisfaction derived from completing the job to the best of our ability or making a contribution to the broader community, while others are driven by financial incentives or the possibility of assuming positions of power. This is not to suggest one set of motives is more admirable than another; rather, it highlights how people are motivated differently.

In the sporting world, particularly in the elite arena, the topic of motivation is a source of considerable discussion, as coaches are either looking to recruit highly motivated athletes or develop in their existing players similar levels of desire. This is done on the basis that high levels of motivation are linked with successful performance.

Team sport is an interesting dynamic to analyse in terms of motivation, given that within a team there will be different sources of motivation, which potentially may cause conflict. You may have experienced in a team setting a situation where tension existed because some members were frustrated that others were either not sufficiently motivated or that their sources of inspiration were vastly different from those of the majority of the team. A typical example may be an HPE practical class, where you are committed to doing well in the chosen activity whereas other students are not concerned with their result. Alternatively, in a club sporting side there may be representative players who are keen for the team to do well, as it improves their chances of gaining selection in these higher-level teams; other players, on the other hand, may participate for fitness or the camaraderie.

Whatever the basis of a person's motivation is, it is important that there are clearly stated expectations about the team's goals and the roles each individual player is meant to fulfil to help achieve those collective ambitions.

Figure 16.11 Some people enjoy the competitive nature of sport.

Components of motivation

Sport psychologists Costas Karageorghis and Peter Terry outline three components of motivation:
- direction – choosing to participate in one activity in preference to any others; a desire to 'direct' effort to that activity
- persistence – level of ongoing commitment to an activity until goals have been achieved
- intensity – relates to the amount of effort dedicated to the activity.
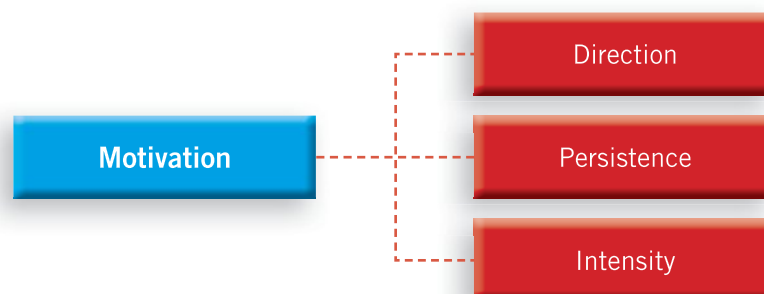
Figure 16.12 Motivation has three components.

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Types of motivation

One theory of motivation that could be applied to a team context is self-determination theory. Psychologists Edward Deci and Richard Ryan proposed that people's personal growth can be linked to the attainment of three psychological needs:

- autonomy – having choice or a sense of control
- competence – achieving success or a degree of mastery
- relatedness – having a sense of belonging from developing connections with people.

An example of how these psychological needs can be met is provided through a typical HPE games lesson, as shown in Figure 16.13.

Autonomy	Competence	Relatedness
Students choose the equipment they wish to use (e.g. a large or small tennis racquet).	Students can work at levels they are comfortable with before progressing (e.g. hurdling over low heights before graduating to higher hurdles).	Teacher encourages and values student opinions.
Students devise their own process to select team leaders.	Students play in a position or devise games that match their capabilities.	Respect and tolerance are evident for all members of the class.
Students provide input into the rules of the various games they are playing.	Choice of assessment techniques reflects different student abilities (e.g. holding a ladder tournament in badminton/ tennis where players end up competing against opponents of comparable ability).	Learning design is primarily games-based, which provides opportunities for social interaction.

Figure 16.13 Examples of how autonomy, competence and relatedness can be met in a classroom

self-determined motivation
a person's determination over their own behaviour

Research informs us that in providing opportunities for autonomy, competence and relatedness, **self-determined motivation** is developed. This type of motivation is thought to be linked to better performance outcomes, particularly for younger athletes.
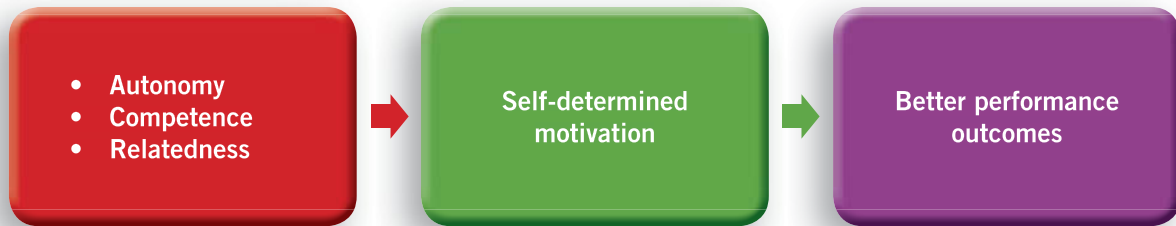
Figure 16.14 Feelings of autonomy, competence and relatedness lead to self-determined motivation, which results in better performance outcomes.

What does self-determined motivation mean? We can view motivation as being either intrinsic or extrinsic. From a sporting perspective, **intrinsic motivation** relates to the enjoyment that stems from participating in a sport or activity. Usually, this enjoyment arises out of the athlete learning new skills and the sense of accomplishment that follows. Intrinsic motivation is self-determined; in other words, it is solely the choice of the individual to participate in and apply themselves to the given sport.

intrinsic motivation
motivation that arises out of the enjoyment of participating in an activity

Extrinsic motivation refers to external reasons why someone engages in a sport. The satisfaction from just participating in the sport is not the primary reason they choose to participate in it. Extrinsic motivation is not typically associated with self-determined motivation.

Some external reasons include:

extrinsic motivation
motivation that arises from external factors

- winning
- financial incentives
- trophies or prizes
- status or popularity that comes from being successful
- being forced into participating by parents or coaches.

For younger athletes, intrinsic motivation provides a 'positive motivational climate'. In not prioritising competition and winning, parents and coaches are allowing the child to develop both their skills and affection for the sport in a nurturing environment. There are numerous examples of young athletes ceasing their involvement in sport due to the relentless pressure exerted on them by overbearing coaches or parents.

Figure 16.15 Young athletes need to be able to enjoy their sport without unnecessary competitive pressure.

Cambridge University Press

Developing motivation in a team environment

In applying the principles of self-determination theory to a team environment, we can provide opportunities not only for improved performance outcomes but also for enhanced enjoyment

Did you know?

Psychologist Jennifer Houston notes that research indicates primary school students in physical education classes spend only 15–38% of their time being active.

levels. We know from research that physical education at school is a subject that polarises students; that is, while there are a significant number of students who really enjoy the subject, there are just as many who find it unappealing. When we consider also the large number of students who drop out of sport at a young age, this becomes a major source of concern. Quite obviously, we need to reconsider our approaches to teaching and coaching sport and capitalise on the inherent benefits of playing team sport to ensure that more young people are enjoying their sport and continue to engage in it.

Positive self-talk

There would be few of us who have not experienced a loss of confidence or anxiety during a sporting performance. The extent of these feelings would depend on the context of the performance environment. For example, shooting a free throw to win a grand final in club basketball would be the cause of considerably more pressure than executing that skill under similar circumstances in an inter-class HPE match. Regardless, in any team sport the biggest source of stress to perform comes from the fear of letting down your teammates. Most athletes find it extremely challenging to deal with fear of this kind, as they believe they have failed people they are close to and who rely on them to fulfil their role obligations. If individuals continue to perceive that they are letting their teammates down (this view may not necessarily be shared by their peers), not only do their own anxiety levels escalate, tensions among the group can potentially rise and erode the spirit of the team.

The mental aspects of performance need practice and refinement in the same way that technical and tactical skills do. This performance component is often ignored and yet there is universal agreement about the key role that mental skills play in optimising outcomes. Whatever strategy is used, it cannot be something that you first utilise in a game setting.

Athletes have different ways of dealing with some of the mental challenges they are confronted with.

positive self-talk statements that an athlete can use to alter a mindset or mood with a view to improving performance

Positive self-talk is a psychological strategy that provides confidence to the athlete that they can achieve the success they desire. This is achieved by reinforcing to the athlete that they possess the necessary skills and emotional temperament for immediate impact or to fulfil long-term ambitions.

Positive self-talk can be used:

technical/instructional self-talk statements that an athlete can use to provide clarity about executing a skill

- during training or in competition as a cue to elevate confidence and/or reduce anxiety
- during training or in competition to provide technical clarity in terms of executing a skill – this is termed **technical self-talk** or **instructional self-talk** (Michelle Austin, 2006)

- as part of a mental skills program that seeks to complement other aspects of the training program
- to replace any negative thoughts or feelings the athlete may be feeling
- to provide encouragement to a teammate who is down in confidence
- outside of a sport environment, to navigate our way through the inevitable challenges that life throws at us.

16.4 Playing your role

We discussed earlier in the chapter the significance of individuals being prepared to accept, understand, embrace and execute their roles in the team as well as they can. The likelihood of the team achieving success is enhanced if that level of commitment to role playing is evident. Not all of the individuals in the team will be completely happy with the roles they are expected to fulfil. However, one key sign of an effectively functioning team is the 'team first mindset'. Players in what they perceive to be undesirable roles should recognise that further opportunities will arise as the dynamics of the team change. Leaders in team settings view individuals with an unselfish mindset very favourably and will look to provide other opportunities to those types of players, as they have demonstrated the character traits the coaches are looking for.

Role types

Sport psychologists Alex Benson, Mark Surya and Mark Eys state that four distinctive role types emerged from their research on roles in sport teams:

- specialised task-oriented
- auxiliary task-oriented
- social-oriented
- leadership.

They also found that the role expectations were derived from two sources:

- coach – formal
- group interactions – informal.

Specialised task-oriented	• Being adept at performing specific skills • Possessing proficient tactical skills
Auxiliary task-oriented	• Supporting other teammates in their roles • Being energetic, providing encouragement and so on
Social-oriented	• Encouraging socialisation among teammates (structured and unstructured) • Organising social activities
Leadership	• Providing formal and informal leadership • Setting standards at training

Figure 16.16 Team roles and some examples of what these roles entail

What this means is that your coach would give you very clear instructions on what they want you to achieve as a player. These expectations may be reinforced or modified from your experiences at training or even social events with other players. For example, the coach of a netball team may convey to their shooters that they want them to stay static in the circle and not move around. The shooters may discuss this with their midfield and suggest that, while that is how they want to play predominantly, they also think that occasionally they might move around the shooting circle for fear of becoming too predictable. If a player leadership group existed, it may have input as well.

Role types and role expectations will also be influenced by performance. A coach and/or leadership group may change the role or the role expectations of a player if the player's performance improves or deteriorates.

Self-assessment and peer assessment of role performance

Self-assessment and peer assessment can provide informative and beneficial feedback. Such feedback in relation to role playing can assist with identifying the suitability of an individual to play a particular role or detect performance issues that can be improved upon. The net effect of these two assessment modes is that individuals gain a deeper appreciation of what is required of them. To optimise the impact of self-assessment and peer assessment, the measures must be specific, clearly understood by all involved and perceived as an instrument for enhancement as opposed to a process that criticises people to the point of undermining their confidence.

Access the interactive textbook for sample self-assessment and peer assessment instruments to provide feedback on the game performance of a point guard in basketball. It is important to note that these instruments evaluate not only the skill-related aspects of performance as a point guard but also other associated roles, formal or informal. Additionally, fulfilling a role extends beyond just competitive game play. At training and on social occasions there are expectations that need to be accomplished. The primary intent is to see whether the roles are being fulfilled according

Figure 16.17 A point guard needs a variety of skills on and off the court.

to expectations or whether there are other more suitable roles. It would be expected that these assessments be conducted over more than one session to allow the player concerned to address any issues. In the peer assessment, there should be sufficient time allocated to allow for discussion between the players and the person assessing them.

DEEP LEARNING

16.6

1. In groups of three, create a peer-assessment instrument for the team sport you are currently undertaking in your HPE class or are going to undertake in future units.

2. Your class may wish to make the instrument's position specific, so your teacher might allocate a different position to each group.

3. When designing the instrument, take into account the following:
   - Use the sample as a guide only.
   - Decide on what you are trying to achieve with the instrument – consult with your teacher.
   - Remember that there is more to the role than just executing skills or tactics.
   - Ensure it is appropriate to the circumstances of your class; for example, there is little likelihood of your HPE class having an organised social event.

4. Utilise the instrument as a means of providing feedback and identifying roles that individuals are best suited to.

5. It may be that you could use the peer-assessment strategy during small-sided games or, if playing a normal competitive game, use players from a team that are resting or injured.

6. Ensure the students responsible for completing the peer assessment are aware of what is required of them (your teacher will help you with this) and allow time for them to talk to the player being evaluated.

7. Remember that you should assess the worth of your peer-assessment instrument and modify it accordingly.

16.5 Collaboration in action – understanding leadership styles and team dynamics

This section of the chapter will provide further practical opportunities to deepen our understanding of some of the concepts relating to leadership and team dynamics. In groups, you will participate in a series of initiative games and be critical observers of the dynamics that exist within that group as it seeks to achieve its goals. In other words, through carefully watching and listening to the interactions of the group, you will begin to identify potential **enabling factors** for the group and also **barriers** that

enabling factors factors that allow the group to function more cohesively

barrier an obstacle preventing the group from collaborating in a unified manner

may impede the group from functioning optimally. Some of these enabling factors and barriers may include:

- trust and confidence emerging between individuals or groups within the team (enabler)
- tension between individuals or groups within the team possibly due to conflicting motivation orientations – intrinsic as opposed to extrinsic motivation (barrier)
- failure of any group member to assume leadership responsibility (barrier).

Figure 16.18 Engaging in activities with a group of people is revealing in terms of which individuals are prepared to forsake personal ambition for the collective ambitions of the group.

Evaluating leadership and team dynamics

Two example templates have been provided for you to assess both individual and group performance while engaging in the initiative games. These can be accessed and downloaded from the interactive textbook. In the previous evaluations, the focus was on the suitability of an individual to fulfil significant roles within a team. The emphasis of this assessment is to recognise the nature of the relationships that emerge within the team (dynamics), including those that relate to leadership, as the team is confronted with new or unforeseen situations. This will facilitate the identification of any enabling factors or barriers that influence the group's performance.

The overarching purpose of participating in these games and reflecting on them is to help you become a more effective group or team member in the future. This is important, as attempting to achieve common goals with other people is something you will be exposed to regularly in the future.

CHAPTER REVIEW

- A positive team culture can create an environment for success and enable teams to establish and meet their goals. Culture includes beliefs, values, traditions, customs and behaviours.

- A team culture also involves a particular identity that might differ from the identities of the individual people that make up the team.

- The behaviour, leadership, attitudes, beliefs, values, communications, relationships, roles, goals, dynamics and cohesion between individuals creates the team culture and identity.

- Team dynamics are the relationships that exist within the team. Team dynamics can strongly influence the cohesion and performance of a team. The dynamics are created through a blend of different ages, personalities and ethnic backgrounds.

- Effective communication is key to developing good relationships among team members. Communication involves three components – verbal, nonverbal and paraverbal.

- Team cohesion can have a positive impact on group performance and has two key elements: task cohesion and social cohesion.

- Cohesion is developed as a result of strategic thought and effort. The benefit of developing cohesion is that players accept that everyone has a clearly defined role and individuals embrace the requirements of their role, performing to the best of their ability.

- A cohesive team is one with a common identity, shared vision, explicit goals, clearly defined roles, shared ownership and responsibility, effective leadership, social opportunities, communication, character and talent, diligence, individual empowerment and a team first mindset.

- Although, historically, leadership within sporting teams was confined to the coaching and captaincy roles, there is now a very clear expectation that every team member is expected to be a leader in some capacity.

- Emotional intelligence is the ability a person has to identify and manage their own emotions and those of others. Having a high level of emotional intelligence is a helpful leadership trait.

- Being attuned to our teammates' expectations and sources of motivation is a key attribute of being an effective team member. Teams benefit from recognising that there are many varied reasons why people play team sport and helping individuals achieve their own personal goals.

- A strong team culture ensures that individual goals are aligned with those of the team.

- Motivation relates to the reasons why we behave the way we do. In teams, there will be different sources of motivation, which potentially may cause conflict.

- Motivation can be intrinsic or extrinsic and involves three components – direction, persistence and intensity. Self-determination theory links motivation and personal growth to fulfilling three physiological needs – autonomy, competence and relatedness.

- Positive self-talk is a psychological strategy that provides confidence to the athlete that they can achieve the success they desire.

- There are four distinctive role types within sport teams: specialised task-oriented, auxiliary task-oriented, social-oriented and leadership. Role expectations are derived from either formal sources (e.g. coach) or informal sources (e.g. group interactions).

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 Team culture:

   a grows from inside out

   b grows from outside in

   c is the sole responsibility of the coaching staff and player leadership group

   d is concerned primarily with creating team rules and imposing penalties on anyone who breaks them

2 Player empowerment in a sports team setting means:

   a allowing individuals to focus on achieving their own goals

   b providing opportunities for individual players to assume leadership positions

   c affording the players significant responsibility and accountability in terms of team preparation and performance

   d giving total responsibility for the running of the team to the players

3 In general terms, a team is more likely to be consistently successful if they have:

   a high levels of both social cohesion and task cohesion

   b high levels of task cohesion

   c high levels of social cohesion

   d none of the above

4 Relationships within a group or team aspiring to be successful should be:

   a allowed to develop naturally

   b monitored to identify potential rifts

   c afforded only some attention as they are not important for team success

   d developed strategically to ensure the depth of the relationships fosters success

5 An active listening technique that requires the listener to demonstrate that they understand what the speaker is saying is called:

   a summarising

   b paraphrasing

   c questioning

   d reflection feeling

6 Effective leadership is:

   a being fluid or flexible enough to be able to adopt a leadership style that suits the demands of the situation

   b a leader recognising the style of leadership that best suits them and working to refine that style

   c having the capacity to judge the needs of the people they engage with

   d a and c

7 The style of leadership that prioritises the building of harmonious relationships is:

   a authoritative

   b affiliative

   c democratic

   d coaching

8 According to self-determination theory, the psychological need of possessing a sense of control and choice is called:

   a autonomy

   b relatedness

   c competence

   d independence

9 For young athletes, a positive motivational climate is created by:

   a focusing on perfecting skills

   b consistent and detailed appraisal of training and competition performance

   c rewarding successful performance with external inducements such as trophies and prizes

   d an environment that prioritises the learning of new skills and enjoyment

10 In a sports team, the contribution a player makes when supporting others to achieve their technical or tactical goals is referred to as:

   a specialised task-oriented

   b leadership

   c social-oriented

   d auxiliary task-oriented

SECTION B – Short-answer questions

1 Communication is fundamental to establishing good interpersonal relationships. Identify six different examples of nonverbal communication you have witnessed and explain the impact that they have on the person/people 'listening'. Include three that have a positive effect and three that have a negative influence.

2 Two players who do not share a close personal relationship demonstrate outstanding task cohesion in competitive environments. What does this reveal about their character traits?

3 From a non-school setting, select either a sports team or formal group activity you have had involvement with. Identify the leadership style currently in use from the coach or group leader. Justify why you think this style is effective or not and propose an alternative style if applicable.

4 Why do you think young athletes benefit more from intrinsic sources of motivation as opposed to extrinsic ones?

5 Identify a sport you are familiar with and detail some scenarios where players are under considerable pressure to perform (e.g. serving for the match in volleyball or tennis or shooting the winning goal in netball). Devise some positive self-talk statements that may assist the players to maintain their composure and confidence when executing the skill.

SECTION C – Higher order thinking (HOT) questions

Develop an assessment tool to measure how effectively a team or group functions as a collective unit. Use the key measures listed below.

- Culture:
  - Is it obvious a culture exists?
  - Who is responsible for maintaining the culture?
- Cohesion:
  - Is there high social cohesion and task cohesion?
  - Is there a plan to develop social cohesion?
  - Are training methods/preparation strategies conducive to high task cohesion?
- Leadership:
  - What is the leadership structure?
  - What leadership styles are evident?
  - Are the leadership styles suitable?

17 Ethical behaviours in sport

Organise your thinking

Ethical behaviour in sport ensures that we have a fair and reasonable opportunity for everybody to participate and to succeed. To achieve this, we must consider what contributes to excellent ethical behaviours in players, coaches, officials and administrators. Each of these stakeholders plays an important role in the enjoyment of sport.

Making connections

- Why should we behave ethically in sport?
- What strategies can be developed to promote equity and access in sport?
- How do we promote a drug-free culture in sport?

Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. **They work collaboratively to design and apply solutions to movement challenges.**

17.1 Ethical behaviours in society and in sport

Society expects individuals to behave ethically. As members of society, we respect individuals who put aside self-interest and instead act for the greater good. In a sporting context, we expect individuals to act without bias or favour to any particular party. In essence, our actions should promote a just outcome.

We have all heard the phrases 'winning is not everything' and 'it is not whether you win or lose, but how you play the game that matters'. These phrases are constructed to make us think about the way we conduct ourselves. To behave ethically we require:

- a sense of right and wrong (morals)
- a set of skills that promote ethical actions
- an ability to reflect on and learn from our past experiences
- a willingness to modify our future behaviour.

Developing a sense of right and wrong is not an easy task. Too often, society assumes that individuals have an **innate** understanding of right and wrong. Unfortunately, this assumption fails to recognise that we all have our own individual life experiences that impact on what we think is acceptable or not. As such, it is through our personal life experiences with family, community and culture that we each develop our own **moral compass**. We then use this moral compass to guide our actions. However, recognising the difference between right and wrong is not enough. We must also acquire the skills necessary to act ethically. This is an ongoing task and, at times, it is a real challenge, especially when we are faced with situations where behaving unethically may result in significant personal gain. Such situations may include:

> **innate** a characteristic that is possessed from birth
>
> **moral compass** a personal direction of right and wrong that we tend to follow when making a decision

- playing on after an opponent has been seriously injured and scoring a goal
- appealing for a catch in a cricket game when you know the ball hit the ground
- not counting all of your shots in a golf game when you are scoring for the group.

Two important **attributes** needed to behave ethically are confidence and leadership. By standing up for what we believe in, we reinforce the value that we all place on doing what is right as members of society. Thomas Jefferson (1743–1826), the third President of the United States, once said 'in matters of style, swim with the current; in matters of principle, stand like a rock'.

An individual who is able to frequently reflect on their behaviours will be better placed to learn from their mistakes and make more ethical decisions in the future. Indeed, mistakes should be viewed as opportunities for growth in the same way that our successes reinforce positive behaviours and encourage us to be better people. We are also influenced by the behaviours of others, most notably our sporting idols.

> **attributes** qualities or features of a person

Did you know?

Thomas Jefferson, who was principally responsible for the Declaration of Independence in 1776, was subsequently recognised for his work in the field of human rights and democracy.

Australian society places a high value on sport and elite performers need to be aware of their potential status as role models. By developing and maintaining high standards of ethical behaviour, we can provide equal opportunity for everybody to participate and to experience success.
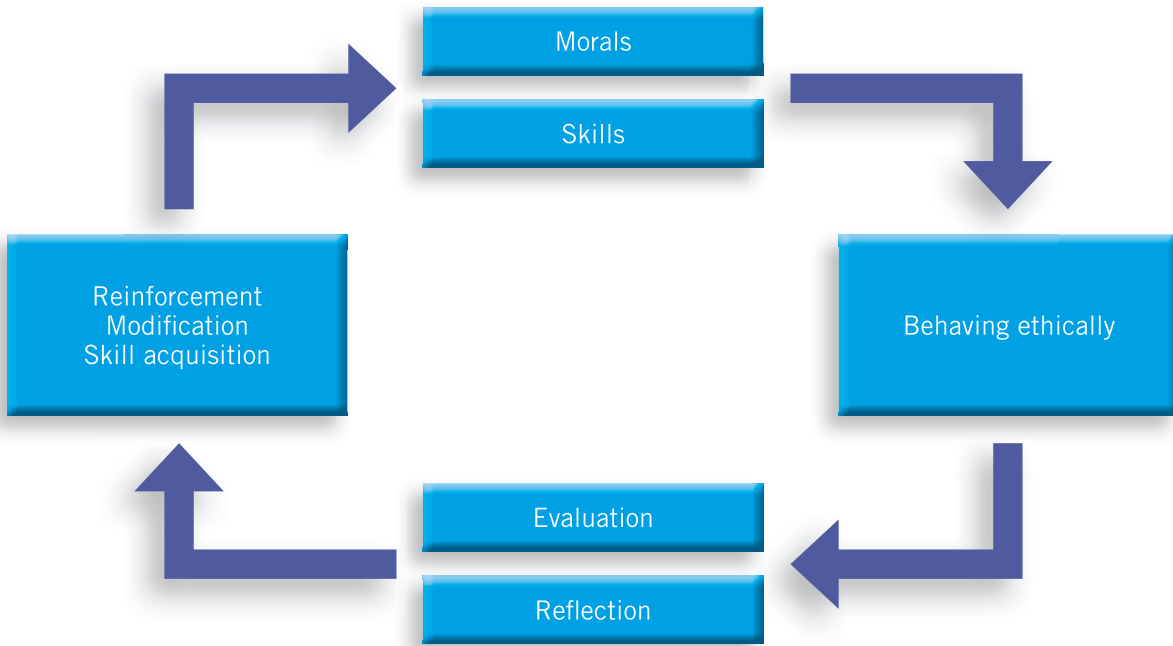
Figure 17.1 A flow chart for the development of ethical behaviours

DEEP LEARNING

17.1

1 Brainstorm the ethical behaviour expectations during an examination, when completing homework and when using the internet in your school.

2 Explain the phrases 'bending the rules' and 'breaking the rules'. Identify the main differences between the two approaches and their likely outcomes.

3 Explain why evaluating and reflecting are critical components in the process of developing ethical behaviours.

4 Complete the following table by indicating the likely outcomes of the ethical and unethical practices given. The implications may be personal, organisational or societal.

The coach of a junior age sporting team knows that one of her players has lied about her age on a registration form. It is now finals time and the player is crucial to the team's success.	Decides to ignore the issue and hope it is not detected. Outcomes: ………………………....... ………………………... ………………………...	Decides to acknowledge the error and accept the consequences. Outcomes: ………………………....... …………………………. ………………………….

The chief financial officer of a sporting club is asked to pay a player in cash 'off the record' to avoid breaching the competition salary cap.	Decides against making the illegal payment. Outcomes: …………………………...... ………………………….... ………………………….....	Decides in favour of making the illegal payment. Outcomes: …………………………...... ………………………….... ………………………….....
A referee is approached to accept a bribe from a team for giving them favourable decisions during a match.	Decides against accepting the bribe. Outcomes: …………………………...... ………………………….... ………………………….....	Decides in favour of accepting the bribe. Outcomes: …………………………...... ………………………….... ………………………….....
A tennis player finds their opponent is 'getting on a roll' during the final set of an important match. They consider taking an injury time out to break their opponent's momentum.	Decides against taking the injury time out. Outcomes: …………………………...... ………………………….... ………………………….....	Decides in favour of taking the injury time out. Outcomes: …………………………...... ………………………….... ………………………….....

5 Explain why the term 'sportsmanship' is hard to define. Use the picture in Figure 17.2 as a stimulus for your answer.

Figure 17.2 Winning is not everything.

6 Research the Cricket Australia MyCricket Community website. Look at the Clubs > Well played section to discover what the desired outcomes are from this activity. Discuss how the ethical behaviours of officials, coaches, parents and competitors all contribute to positive outcomes. Use Popplet to create a mind map acknowledging the contribution of each of these individuals to the central positive outcome from in2Cricket.

Figure 17.3 MyCricket Community – setting a high standard of ethical behaviour

17.2 Equitable participation in sport

equity the quality of being fair or impartial

stereotype a conventional image or oversimplified opinion or conception

In its simplest form **equity** relates to dealing fairly and equally with everyone. To achieve equity, we must recognise that there are many differences between the members of society and it is important to respect and celebrate member differences, including age, gender, ethnicity, sexuality, ability and socio-economic status. However, we must also be careful to avoid **stereotyping** members based on their differences.

Access to sporting services is critical to achieving equitable participation in sport. To achieve equity of access, we must consider:

- where the services are located
- how the resources, such as funds, staff, equipment and facilities, are distributed
- how we communicate with people about the available opportunities
- how the services will actually be delivered.

barrier an obstacle preventing a person from knowing, utilising or participating in a service

Once a sporting service is in place, it should be reviewed regularly. In practice, even the best designed systems need to routinely identify and remove **barriers** that prevent a person from knowing about, utilising or participating in a service. For example, emerging barriers may include cost, location, building accessibility and means of communication.

Figure 17.4 Celebrating member differences through inclusivity

To assist in our understanding of equity and access in sport, Professor Peter Figueroa has devised a framework that allows us to evaluate the contributions made by individuals, organisations and society. Each level interacts with the previous and the next levels. Let's examine each of the levels in detail.
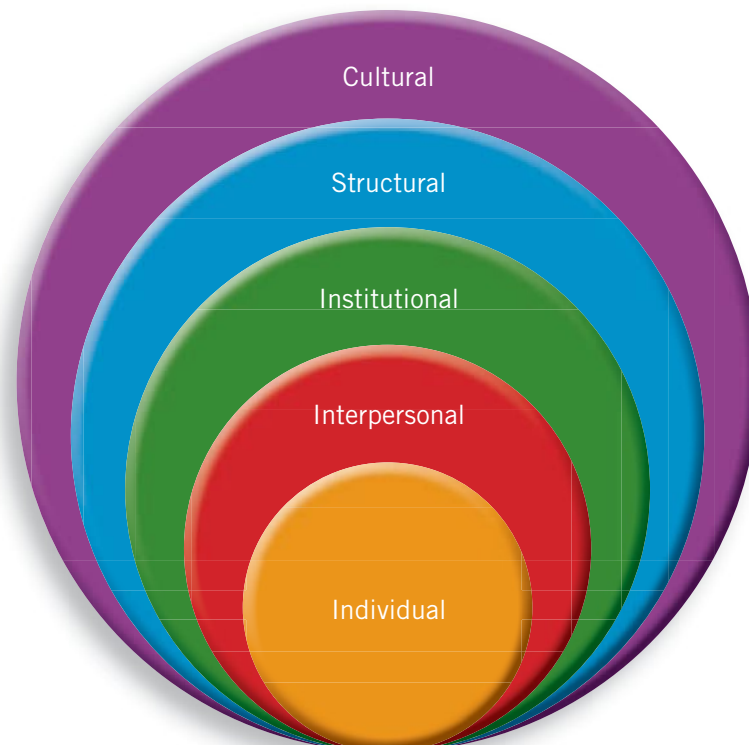
Figure 17.5 Figueroa's framework

Individual level – what are our experiences and what do we think?

prejudice an opinion that is formed and based on preconceived ideas or opinions

Individuals are encouraged to critically evaluate their own beliefs, values and attitudes towards participation in sport. We are each a product of our own unique personal experiences and we must be aware of the influence our **prejudices** may have in stereotyping others.

Interpersonal level – how do we relate to others and how can we be more inclusive?

inclusivity the act of being welcoming to all

Interpersonal considerations focus on how we relate with our peers and other members of society. In addressing prejudice and stereotyping of groups within society, we encourage greater understanding and **inclusivity**. In this way, each individual can have a positive effect on others.

Institutional level – what rules do we have, why do we have them and who benefits from them?

institution a well-established organisation

Institutions are encouraged to think critically about their policies, practices, rules and regulations. The organisational choices made by an institution may deliberately or inadvertently provide favourable opportunities to certain individuals at the expense of others.

Structural level – how are the resources, power and status distributed in society?

social status a person's position within society

Here we examine the societal influences of participation in sport. We must consider who has the power to make decisions, how resources are distributed and how **social status** influences participation in sport.

Cultural level – what are the underlying societal beliefs and values?

contemporary related to the present time

Culture consists of the shared assumptions we often take for granted as members of society. As a society, we need to routinely challenge our inherent cultural beliefs and values and be prepared to redefine them to remain **contemporary**.

Figure 17.6 Some games are modified to ensure inclusivity.

DEEP LEARNING

17.2

1   Explain where the following scenario fits within Figueroa's framework. Suggest how you could encourage the lady in question to moderate her views. An elderly lady regularly uses public transport. She notes that many teenagers travelling alongside her often listen to loud music, use unsavoury language and rarely offer her their seat. From this she concludes that 'all young people are rude'.

2   Explain where the following scenario fits within Figueroa's framework. Suggest why you think the rules have been written in this way. Your local touch football association has rules governing players in mixed competitions. You notice that a team of seven can have a maximum of four males on field and that female try scorers receive two points compared to one point for male try scorers.

3   As individuals involved in sport, we are usually a participant, coach, official, administrator or spectator. Suggest a way in which each of these people can play a part in ensuring equitable participation in sport is achieved.

CASE STUDY **17.1**

Lance 'Buddy' Franklin is considered by many to be the best AFL footballer of his generation. Presented below are some important markers along the timeline of his life.

Childhood: An Indigenous Australian, he grew up in Dowerin, a small country town in Western Australia. He comes from a family of sporting high achievers, including his father who played hockey for WA, his sister who plays for Adelaide Thunder in the national netball league and his cousin who plays AFL football for Carlton. He was given the name 'Buddy' by a tribal Elder.

Adolescence: At age 15, he attended Wesley College under a school sporting scholarship program. Franklin's family moved to Perth with him. He was subsequently selected to play for Perth in the WAFL and then he represented WA in the AFL National Under 18s Championships. Franklin was regarded by many as extremely confident and somewhat of a free spirit.

Figure 17.7 Lance 'Buddy' Franklin

Adulthood: He was drafted to Hawthorn (regarded as the 'family club') and he, along with his family, moved to Melbourne in 2005. Franklin was nurtured through his early career and often chaperoned by senior players at social events. He matured and developed quickly and has since

won the Coleman Medal (most goals in a season) and two premierships. Franklin has a variety of tattoos to celebrate his tribal heritage, including one on his arm depicting the tribal Elder who gave him the name 'Buddy'.

Questions

Use Figueroa's framework to assist you in answering the following questions:

1   What positive influences may Franklin's family and culture have had on him during childhood?

2   Compare and contrast the barriers that Franklin may have faced living in the country and in the city.

3   Suggest what benefits Wesley College and Franklin may have received from the scholarship program.

4   Some AFL commentators refer to all Indigenous players as being highly skilled and athletically gifted. Do you see these comments as being stereotypical or celebratory? Explain your answer.

5   Compare and contrast your background to that of Franklin from an individual and inter-personal level.

17.3 Officials in sport

All sports are competitive to some degree and therefore have a set of rules governing them. The rules may be enforced by the players themselves, by volunteer officials or by professional officials.

independent having the ability to think and act freely

Whether or not an **independent** official is required to enforce the rules is dependent on many factors. Some of these factors will include the age of the participants, the competitiveness of the event, the degree of physical contact or aggression associated with the event, the complexity of the rules and the significance of the event itself.

| **Participant official** Works well in a social, informal setting. | **Volunteer official** Works well in a competitive semi-formal district setting. | **Professional official** Works well in an elite professional, state or national setting. |
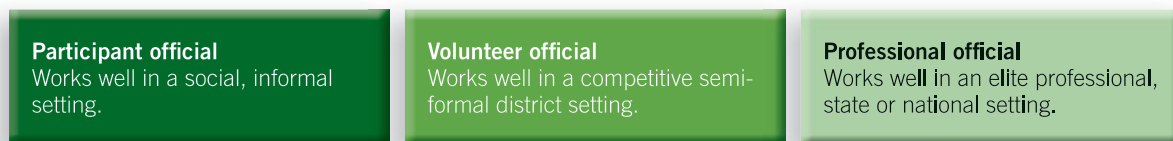
Figure 17.8 A continuum of officiating

impartial the act of being objective, fair and just in one's decision-making

In most sports there will be times when participants and officials have a difference of opinion regarding a decision. This is where the ethical behaviours of both the participants and the official are critical. As a participant, we have an expectation that the officials will be **impartial** in their decision-making. Equally, the officials will have an expectation that players will accept their decision and move on with the game.

Many schools are now offering students the chance to experience roles other than simply being a player. The Sport Education in Physical Education Program (SEPEP) model provides students

with the opportunity to participate in sport lessons as a player, coach, umpire, scorer, timekeeper, **statistician**, cinematographer or publicity manager. Students rotate through these roles to gain an appreciation of the important contribution each of these individuals makes to the enjoyment of sport.

statistician an individual who compiles data during or after a game

Figure 17.9 Respecting the decision of the umpire

DEEP LEARNING

17.3

1   In groups of five, complete the following activities by participants firstly self-officiating and then with an independent official.

Activity 1 – Card game:

• Uno cards.

• Students will likely have played this game before.

• Newcomers should watch a game played by experienced players within the class and then join in as they feel comfortable.

Activity 2 – Dodge ball:

• Set up a court size of 7 metres by 14 metres, including a halfway line.

• Use soft Gator balls, only targeting an area below the waist.

• A player is out if they are struck below the waist on the full by a ball.

• Players may use the ball to defend themselves from an incoming throw.

• A player who throws a ball that is caught by the opposition is out.

- A player who catches an opposition throw may have another teammate come back onto the court.

- The team with the last player standing is the winner.

2 Having participated in the activities, determine the most appropriate method of officiating for each activity, based on the competitiveness of the activity, the degree of physical contact or aggression involved in the activity and the complexity of the rules.

Activity	Best method of officiating and why
Uno cards	
Dodge ball	

3 Many schools use the SEPEP model within their school programs. This model provides students with the opportunity to be involved in all aspects of a lesson. Investigate this model online.

Figure 17.10 The SEPEP model in action

4 Students are to be divided into groups. Each group will take a turn as the 'official group' for one week while the other groups are playing. Within each group, a student will perform one of the following roles:

- Coach – prepares equipment, takes warm-up and addresses their team at half time.

- Umpire – uses the knowledge of rules and whistle/voice commands to umpire the game.

- Scorer/timekeeper – updates the score during the game, times halves and provides results to the publicity manager. (Hint: the Simple Scoreboard Lite app may be useful here.)

- Two statisticians – provide game statistics to the coaches during game breaks, such as dominant players and time in possession. (Hint: the Dartfish Easy Tag app may be useful here.)

- Cinematographer – captures images, moving or still, from the game. Upload game footage to YouTube for class viewing. (Hint: use the iPad camera and then iMovie to film and edit the game.)

- Publicity manager – determines fixtures, updates the results ladder and provides articles from recent games. (Hint: use a social media platform to disseminate information.)

17.4 Methods of scoring

Scoring methods vary tremendously between activities. In soccer the score is a tally of goals scored for and against, in shooting it may be a tally of targets hit, and in cricket it is the number of wickets taken and runs scored. These are examples of **objective** means of scoring where the result has been arrived at through clear evidence. Conversely, in gymnastics, figure skating and diving, a performance is compared to set **criteria** and a score is arrived at by a panel of judges. These are examples of **subjective** means of scoring where the score is based on opinion.

The role of a scorer varies considerably based on the activity in question. In most team sports, officials (often known as the umpire or referee) are in charge of making the decisions during a game and the scorer tallies the points for and against. In some individual sports, such as tennis, the umpire and the scorer are the same person. In other sports requiring an **aesthetic** performance component, the scorer signals the athlete when to begin their routine, interprets what they have witnessed, compares this to set criteria and then attributes a score to the performance.

objective to base a determination on fact rather than opinion or feeling

criteria standards on which a judgement can be made

subjective a determination based on opinion or feeling as opposed to direct evidence

aesthetic the beauty demonstrated in an artistic movement

Figure 17.11 The judges are watching.

17.4

DEEP LEARNING

Complete the table below by circling the most appropriate indicator for each criterion.

1 In an Olympic synchronised diving event there are nine judges. Four of the judges assess the execution of the individual divers on the basis of approach, take-off and execution. The remaining five judges assess the synchronicity of the dive on the basis of timing, height, distance, speed of rotation and entry into the water. The highest and lowest scores are then disregarded and the remaining scores are averaged.

2 In an Olympic basketball event there are two scorers, who are seated on a panel alongside the game and shot timekeepers. Their responsibilities include recording player names and numbers, keeping an accurate tally of points scored for and against, recording player fouls, recording time outs, recording ejections from the game and communicating foul information to the referee/umpires.

Event	Nature of scoring	Number of scorers required	Degree of scorer training	Accepted margin of scorer error	Potential unethical behaviour
Synchronised diving	Objective or Subjective	↑ or ↓	↑ or ↓	↑ or ↓	↑ or ↓
Basketball	Objective or Subjective	↑ or ↓	↑ or ↓	↑ or ↓	↑ or ↓

17.5 Organisations monitoring ethical behaviours in sport

Having established the importance of behaving ethically in sport, we will now turn our attention to the organisations that promote fairness and ethical behaviour in sport. These organisations deal with cases involving:

- individuals who feel they have been treated unethically or unfairly within a sporting context
- individuals who have been accused of behaving unethically within a sporting context.

sanctions penalties and deterrents

We can find these organisations operating at state, national and international levels. Significant resources have been provided to coordinate the efforts of these organisations so that they operate effectively together to provide both services and **sanctions**.

Sporting tribunals

A sporting tribunal is a forum set up by a club or organisation to deal with dispute resolution. Disputes may occur due to issues with the rules, the playing conditions, the allocation of points,

discipline or many other circumstances. The main purpose of a tribunal is to see that the persons involved receive **natural justice**. To achieve this, the accused must know the charge they are facing and be given an opportunity to state their case. The tribunal panel members will hear and act on the matter presented in good faith. Once a decision has been made by a tribunal, it must be communicated to all parties. Most organisations offer an opportunity for an appeal to be lodged against a tribunal finding. The case may then be heard by an appeals board whose decisions or recommendations are usually considered final.

natural justice fair and unbiased dispute resolution

Anti-Discrimination Commission

The Anti-Discrimination Commission operates at a state or territory and national level. Complaints may be lodged based on grounds of discrimination, harassment or bullying. A number of other pieces of **legislation**, such as the *Equal Opportunity Act 2010*, form the basis for the work conducted by the Anti-Discrimination Commission. The Anti-Discrimination Commission has the power to compel individuals and organisations to attend hearings and respond to complaints that are raised.

legislation laws

Court of Arbitration for Sport

The Court of Arbitration for Sport was originally conceived by the International Olympic Committee in 1984; however, it has since become an independent entity. The purpose of this body is essentially to provide a 'supreme court for sport'. Aside from the opportunity to appeal the decision of the Court of Arbitration for Sport to the Swiss Federal Tribunal, the decision made usually results in the case reaching a conclusion. The Court of Arbitration for Sport headquarters are in Lausanne, Switzerland, and its courts are located in New York, Sydney and Lausanne, making this a truly international body.

Figure 17.12 The Court of Arbitration for Sport

WADA and ASADA

The World Anti-Doping Agency (WADA) was formed to coordinate the implementation of anti-doping policies, rules and regulations among many international sporting bodies. Resources are shared to ensure athletes from all nations are:

- aware of the prohibited substances and methods
- subjected to the same recognised testing practices
  - tested in the same high-calibre laboratories
  - able to apply for exemptions for the use of certain **therapeutic** drugs
  - aware of the protection of their personal and private information.

therapeutic relating to the treatment of disease

Ultimately, the goal of WADA is to ensure that all athletes have the opportunity to participate and succeed in a competition that is safe and fair.

The Australian Sports Anti-Doping Authority (ASADA) has a singular purpose – to protect Australia's sporting integrity through the elimination of doping. The prime responsibility of this organisation is to implement the World Anti-Doping Code in Australia as directed by WADA. The Australian Government is central to the operations of ASADA through direct funding, provision of resources and the sharing of information with other federal and state agencies, such as the Australian Crime Commission.

17.6 Drugs in sport

We should recall from our previous studies in Health and Physical Education that a drug is a substance that has a physiological or psychological effect on the user. We should also be aware that nearly all athletes are drug-free. Despite what we may read in the media, most athletes participate in sport because they enjoy being with friends and they like to challenge themselves both physically and mentally against other athletes or against set criteria.

Figure 17.13 Sally Pearson, Australian gold medallist hurdler

To achieve their personal best, most athletes focus on their preparation – be this dietary, physical training, skill training or mental training. Most athletes would consider the use of a **performance-enhancing drug** or method to gain an artificial advantage over one's competitors to be unethical and immoral. To ensure that all athletes have the ability to compete on **merit** alone requires participants, officials, administrators and the general public to take an active role in educating others and exposing drug users.

performance-enhancing drug a substance taken to improve athletic performance

merit a quality worthy of praise or approval

There are many different ways of classifying drugs. These may include whether they are legal or illegal, the method by which they are administered and, perhaps most commonly, the effect they have on the body. Because drugs have very different effects on the body, they may enhance performance in one sport, but taking the same drug may lead to a reduced performance in a different sport. One thing is clear, all drugs have **side effects** and it is not possible to predict the exact outcomes from taking them. Aside from the ethical and moral stance against drugs, most athletes consider that the health risks of taking drugs far outweigh the potential benefits to their performance.

side effect an unintended consequence of consuming a drug

WADA places drugs or methods onto the prohibited list if they satisfy two of the following three criteria:

- The substance or method has the potential to enhance performance.
- The substance or method has the potential to risk the athlete's health.
- WADA has determined that the substance or method violates the spirit of sport.

Some of the illegal substances or methods recognised by WADA are summarised in Table 17.1.

Substance or method	Effect sought	Side effects	Sports to monitor
Anabolic steroids	Increases recovery rate after exercise, increases muscle bulk and resultant strength.	**Hypertension**, testicular atrophy and infertility **hypertension** a term used to describe high blood pressure	Weightlifting and combat sports
Diuretics	Masks the use of other drugs (e.g. steroids) by increasing fluid loss.	Dehydration, cramps and cardiac arrest	Horse racing and boxing
Stimulants	Increases alertness and reduces fatigue.	Insomnia, hypertension, irritability and heart attack	Short-distance swimming and athletics
Depressants	Reduces heart rate and tension.	Hypotension, cardiac arrest and impotence	Shooting events
Narcotics	Masks pain and creates a sense of wellbeing.	Addiction and respiratory failure	Combat events
Enhanced oxygen transfer	Erythropoietin (EPO) increases red blood cell production. Blood doping increases red blood cell number in the blood. Both increase aerobic capacity.	Hypertension, thrombosis, stroke and cardiac arrest.	Endurance events
Peptides	Increases recovery rate after exercise, muscle bulk and strength. Reduces appetite.	Immune system reactions and substance contamination	Bodybuilding and any strength-based sport

Table 17.1 A selection of prohibited performance-enhancing drugs and methods

HPE and science

Scientists work for WADA in laboratories all over the world. Some of these scientists are involved in direct testing for prohibited substances. Others are involved in scientific research in an attempt to stay one step ahead of drug manufacturers. Much of their research involves developing reliable tests to detect new synthetic (human-made) drugs. If you are a keen science student and you have an interest in sport, you may consider this as a future career pathway.

Figure 17.14 Athlete education

staying clean a term used to describe an athlete who does not take performance-enhancing drugs

It has long been recognised that it is far better to educate athletes about the positive outcomes associated with **staying clean** in sport, than it is to rely on the threat of being caught using drugs. To motivate athletes to stay clean, it is important that the education begin at a young age when individuals are developing their own morals, values and ethics.

Schools are one of the best environments to promote positive, supportive, inclusive and healthy behaviours for young people. For example, school drug education programs adopt a holistic approach to promote health and wellbeing for all students and staff, rather than for a specific group of people. These inclusive programs provide opportunities for students, staff and families, along with the wider community, to connect and engage in positive relationships, decision-making and meaningful education.

Historically, drug use in sport is not new. The term 'doping' is actually related to the provision of an alcoholic drink to athletes by the ancient Greeks, supposedly to enhance athletic performance. Since competitive sport first began, athletes have always sought means of gaining an advantage over their opponents. The question is what constitutes a legal means of obtaining advantage (e.g. carbohydrate loading, pre-event cooling, altitude training) compared to illegal means of obtaining advantage (e.g. steroids, narcotics, stimulants).

All athletes train their body, their mind and their skills. Elite athletes in particular work extremely hard for tiny gains. However, most athletes would prefer to lose with integrity than to win by cheating. Sir Bradley Wiggins, the 2012 Tour de France winner, is quoted as saying:

> The question that needs to be asked is not why wouldn't I take drugs, but why would I? I would stand to lose everything I have achieved; Olympic medals, world titles and my CBE. I would take my children to school and drop them off at the school gates, with everyone looking at me knowing I had cheated.

Source: http://www.theguardian.com/sport/blog/2012/jul/13/bradley-wiggins-dope-drugs

Staying clean is therefore not the best policy, it is the only policy!

There is no doubt that champion athletes make vast sums of money through corporate sponsorship. Organisations want their product to be associated with champions and importantly, champions who are clean athletes. Usain Bolt reputedly earns in excess of $20 million each year as one of the highest profile and most marketable athletes on the planet. Conversely, Marion Jones, who famously won three gold and two bronze medals at the 2000 Sydney Olympics, has confessed to taking performance-enhancing drugs. She was stripped of the medals and had to return much of her prize money. She was convicted of lying under oath and now lives with the shame of her actions. There is perhaps no greater contrast in modern athletics.

Figure 17.15 Usain Bolt (Jamaica)

Figure 17.16 Marion Jones (United States)

The future of drugs in sport

WADA has for many years focused its resources on catching athletes using performance-enhancing drugs or methods. This has often been through a formal testing program conducted anywhere at any time or through the testimony of others implicated in these practices. The focus has recently shifted to educating athletes; however, it is clear that the principle purpose is to provide a significant deterrent.

In 2009 WADA approved the guidelines for the Athlete Biological Passport scheme. This scheme does not rely on detecting a prohibited substance in an athlete. Instead, it aims to detect the effects of

doping. For example, an athlete may be required to provide a regular blood sample to be analysed and a profile would be developed for this athlete's body. Significant increases in biological markers, such as the red blood cell count or haemoglobin level in the athlete's blood, within a short time period would indicate the likelihood that this athlete may be using a prohibited performance-enhancing drug or method. With suspicion raised, targeted drug testing of the athlete may occur.
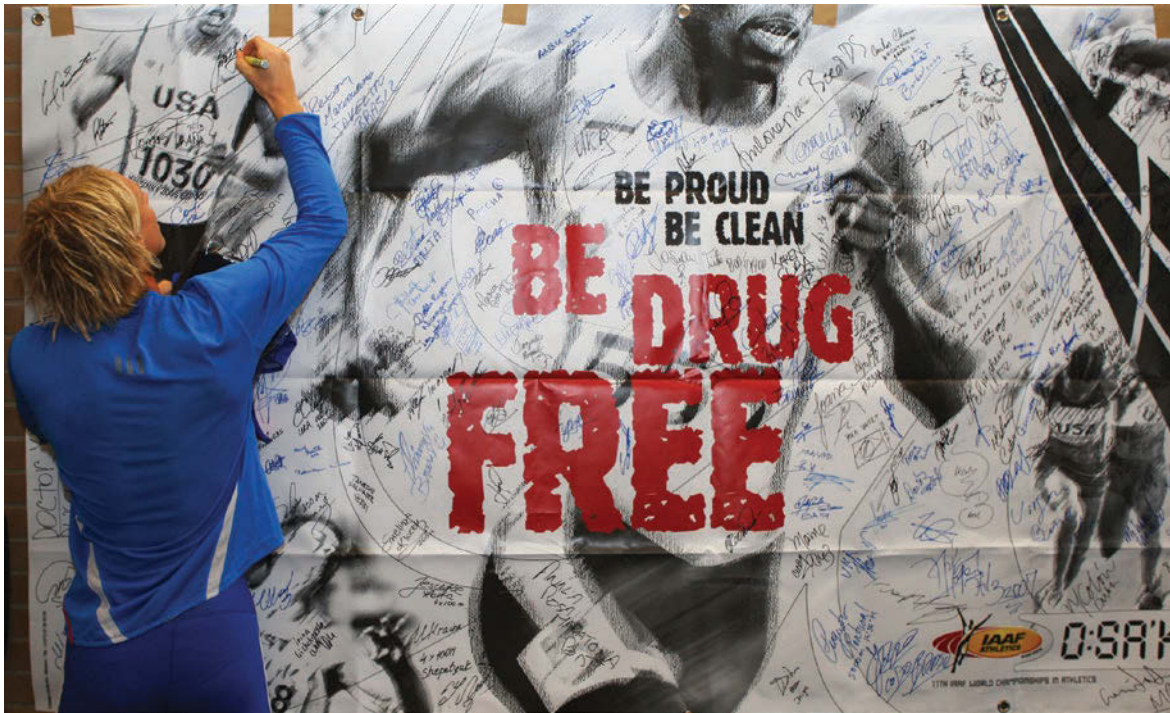
Figure 17.17 Say No! to Doping

17.5

DEEP LEARNING

1 Design and create your own 'Say No! to Doping' merchandise to help spread the message in your local community. Visit the World Anti-Doping Agency website to get tips on how to build an effective campaign.

2 Suggest three reasons why young male athletes may be at greater risk of using performance-enhancing drugs or methods than young female athletes.

3 Explain how technology has impacted on the types of drugs being used by some athletes today compared to 50 years ago.

4 Imagine you are the CEO of a sporting company. Select one male and one female athlete to market your product. Justify why you have selected these particular athletes.

CHAPTER REVIEW

- In a sporting context, society expects individuals to act without bias and promote just outcomes. We expect people to behave ethically and abide by a moral compass.

- Australian society places a high value on sport and elite performers need to be aware of their potential status as role models. By developing and maintaining high standards of ethical behaviour, we can provide equal opportunity for everybody to participate and to experience success.

- Equity is crucial in sport and can only be achieved by recognising the differences between the members of society without stereotyping people based on their differences.

- In order for there to be equity in sport, there need to be contributions made by individuals, organisations and society as a whole. The levels of interaction that are needed to achieve this include the individual, the interpersonal, the institutional, the structural and the cultural level.

- All sports are competitive to some degree and therefore have a set of rules governing them. The rules can be enforced by the players themselves or by volunteer and professional officials. Officials are expected to remain impartial and players are expected to accept the decisions of referees and umpires.

- The SEPEP model identifies players, coaches, umpires, scorers, timekeepers, statisticians, cinematographers and publicity managers as important roles needed to contribute to the enjoyment of sport.

- Scoring methods vary tremendously between activities. Scoring can be objective or subjective or a combination of both.

- Sporting tribunals are forums set up by clubs and organisations as a means of dealing with dispute resolutions. Disputes can occur regarding issues with the rules, playing conditions, allocation of points or discipline.

- WADA was formed to coordinate the implementation of anti-doping policies and rules and regulations among many international sporting bodies. Its goal is to ensure that all athletes have the opportunity to participate and succeed in a competition that is safe and fair.

- Nearly all athletes are drug-free; however, some take performance-enhancing drugs as a means of improving their athletic performance and gaining an artificial advantage. Many consider this to be unethical and immoral.

- Education is an important tool when motivating athletes to stay clean.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1 We should behave ethically in sport because:

    a it is the fair thing to do

    b it is morally correct

    c it promotes greater health and wellbeing

    d all of the above

2 When making challenging decisions, we are often guided by a sense of right and wrong. This is known as our:

    a alter ego

    b moral compass

    c motivation

    d intellectual capacity

3 Individuals who set a high standard for others to follow are referred to as:

    a captains

    b leaders

    c role models

    d all of the above

4 The concept of dealing fairly and equally with everyone is known as:

    a harmony

    b accessibility

    c morality

    d equity

5 In 1998 the Marylebone Cricket Club (MCC) voted to include female members for the first time. According to Figueroa's framework, the level of change is:

    a interpersonal

    b cultural

    c structural

    d institutional

6 You are playing in a competitive under 15s local district soccer match. The difference between the match referee and the linesperson is that:

    a the linesperson is often a paid independent official

    b the match referee is likely to also be a participant

    c the linesperson is often a volunteer

    d the match referee is likely to be a volunteer

7 Most sporting disputes are initially handled by:

    a a tribunal

    b an appeals board

    c the Anti-Discrimination Commission

    d the Court of Arbitration for Sport

8 At 14 years of age, Nadia Comaneci was the first gymnast to be awarded a perfect 10 in an uneven bars routine at the 1976 Montreal Olympics. The method of scoring in gymnastics is:

    a perspective

    b objective

    c inventive

    d subjective

9 Most athletes are against the use of performance-enhancing drugs because:

  a they are harmful to the health of the athlete

  b they unfairly advantage one athlete over another

  c they are inconsistent with the athlete's own morals and values or societal expectations

  d all of the above

10 In which of the following events would an athlete likely be tested for EPO?

  a fencing

  b javelin

  c Tour de France

  d speed skating

SECTION B – Short-answer questions

1 Explain how athlete education, monitoring and testing are all helping to promote a drug-free future in sport.

2 Compare and contrast the effects of stimulants and depressants on the human body, both physically and psychologically.

3 Analyse Figueroa's framework and apply it to your own experience with a sport in your local area.

4 Outline the criteria used to determine if a drug or method should be placed on the prohibited substance list.

5 Suggest one circumstance for each of the following individuals in which they could be seen to have behaved with integrity: player, official, administrator.

SECTION C – Higher order thinking (HOT) questions

1 Debate one of the following topics in your class group:

  a Lance Armstrong has done more harm than good in his life. Consider that Lance Armstrong's charity, Livestrong, has raised over $500 million in the fight against cancer.

  b Performance-enhancing drug use should be legalised in sport. Consider the suggestion that the only way to really level the playing field in sport is to allow everybody access to performance-enhancing drugs.

  c Paralympic sportspersons such as Brazil's Alan Oliveira should be able to compete in the Olympic Games. Consider the contentious position held by some commentators that this does not promote equality, as it seeks to treat unequals equally.

  d Cathy Freeman should not have been allowed to carry the Aboriginal flag on her victory lap at the Sydney 2000 Olympic Games. Consider the view held by some that this breach of protocol politicised this crowning achievement.

2 Write a letter to your favourite athlete explaining why it is that you feel he or she should say no to drugs in sport. Use keywords defined in this chapter, such as 'moral compass', 'ethical', 'equity', 'merit', 'side effects' and 'sanctions', to persuade your chosen athlete to accept your point of view.

18

Transferring skills

Organise your thinking

Tactical skills are an important aspect of successful game play. Groups of games require similar tactical skills and learners can positively transfer these tactical skills between tactically similar games. Technical skills can also transfer between games.

Making connections

- Groups of games require similar tactical skills to play successfully.
- There are many possible innovative ways to solve a game-related problem based on past experience.
- Technical and tactical skills that can successfully solve problems in one sport can be used to solve problems in another.
- Choosing a suitable level of difficulty in unfamiliar tasks will motivate the learner.

Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)

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By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

18.1 The importance of tactical skill

Successful teams in sport have players that not only possess a high level of technical skill, but also possess a high level of tactical skill. Tactical skill can be defined as a player's ability to read or understand game play to identify tactical problems, choose appropriate tactics to solve the problems, and then execute the tactics using technical skill. As players only have possession of the ball for a relatively brief period within a game, tactical off-the-ball movements are critical as they advantage a team's performance. For example, when attacking in a game of basketball, a tactically skilled player would identify the problem of a teammate in possession of the ball under defensive pressure, and would make the decision to move into a position to support the player to provide them with a forward, backward or sideways passing option. Conversely, a tactically skilled defensive opponent would mark this supporting player, preventing this option. These tactical skills of providing support in attack and marking in defence are also referred to as principles of play. Principles of play are based on the skills necessary to solve common game-related problems (e.g. maintaining ball possession through support).

HPE and mathematics

Figure 18.1 Professional soccer players spend very little match time in possession of the ball.

A research study by Chris Carling (2010) used a computerised tracking system to measure the patterns of ball possession in professional soccer matches. Players had, on average, 47 possessions per match. During each possession, the player held on to the ball for approximately one second.

Groups of similar games

Some games have similar objectives and therefore are tactically similar even though they require completely different technical skills. For example, the objective of both hockey and Australian rules football is to invade the opposition's territory. To achieve this objective, players in both games adopt the tactical skill or strategy of using the width of the field to stretch their opponents' defensive shape to create and then exploit space in the middle of the field. However, the technical skills used to implement this strategy differ, as hockey involves striking a ball whereas Australian rules football requires players to kick or handball. These tactical similarities allow us to group games together as follows.

Invasion games
Objective: To invade the opposition's territory and score by either shooting a ball or projectile into a fixed target (goal, basket) or across an open-ended target (line).
Tactical skills: Offensive players move off the ball to receive a pass and threaten the goal. Defensive players must guard opponents and pressure the ball carrier.
Examples: Soccer, hockey, basketball, netball, touch football, Australian rules football

Net and wall games
Objective: To propel an object into a court space so an opponent is unable to return.
Tactical skills: Move opponent around to create space, while defending own space.
Examples: Tennis, volleyball, squash, table tennis

Striking and fielding games
Objective: To strike an object so that it eludes fielders, allowing batter time to run.
Tactical skills: Batters place ball accurately into gaps to maximise scoring, while opponents attempt to position themselves to prevent scoring and dismiss batter.
Examples: Cricket, baseball, softball

Target games
Objective: To propel an object towards a target.
Tactical skills: Ball placement relative to target to advantage self or disadvantage opponent.
Examples: Golf, ten-pin bowling (unopposed), lawn bowls (opposed)

Figure 18.2 Different game categories, grouped according to tactical similarities of games

Tactical skills for invasion games

The objective of invasion games is to invade your opponents' territory and score, and prevent your opponents from invading your territory and scoring. Complete the next two activities to learn more about the specific tactical attacking skills needed to achieve this objective.

DEEP LEARNING

18.1

1 Go online and search for videos of soccer teams scoring goals.

2 After selecting and watching one video, place a tick in the 'soccer team' column below if the team displays that attacking tactical skill.

3 Closely watch one team in a 6v6 soccer game played by members of your class. Place a tick in the column below if the team you observed displayed the same tactical skills in attack. (Option: use an iPad with a free application such as Hudl Technique to analyse the team's performance.)

4 What differences exist in the tactical skill understanding and execution of soccer players in the video compared to players in your class?

Invasion games (soccer) Tactical skills (principles of play) for attackers	✔ Soccer team	✔ Class team
Penetration forward through defence (dribbling, running, passing)		
Support player in possession of ball (provide forward, backward, and sideways passing options to maintain ball possession)		
Use width of field (use width and switch the point of attack to stretch opponents' defensive shape and create space)		
Off-the-ball movements (make runs to draw defenders out of position to create space)		
Creativity (employ creative individual skills to break down defence)		

DEEP LEARNING

18.2

1 Go online and search for videos of a soccer game displaying the defending principles of play.

2 Closely watch one team in a 6v6 soccer game played by members of your class. Place a tick in the column if this team displayed the tactical skills in defence as suggested in the video. (Option: use an iPad with a free application such as Hudl Technique to analyse the team's performance.)

3 What differences exist in the tactical skill execution of professional soccer players compared to players in your class? List your answers in the grid below.

Invasion games (soccer) Tactical skills (principles of play) for defenders	✔ Soccer team	✔ Class team

To prevent your opponents from invading your territory and scoring, a defence should employ specific tactical skills or strategies. The defence should restrict attacking space by pressuring the attacker with the ball, forcing them back or across rather than forward. To further restrict their attacking space, the defence should place more players around the ball than the opposition. When the attacking team tries to stretch the defence out of position, the defence should stay concentrated in most endangered areas such as near the goal, but also keep their defensive shape or formation by not rushing up until threatened.

18.2 Developing tactical awareness to solve game problems

A coach or physical education teacher would want to do all they could to accelerate their players' or students' learning of tactical skills, rather than wait for them to learn by making mistakes in the actual game. The best way to achieve this is by exposing them to tactical challenges in practice environments. The Constraints-led Approach, Teaching Games for Understanding and Game Sense are student-centred physical education teaching and coaching approaches that link the learning of tactical and technical skills in a performance context. These approaches develop learners' tactical skill by challenging them to solve game-related tactical problems presented to them in modified games. Deep Learning 18.3 and 18.4 are examples of modified invasion games.

18.3 DEEP LEARNING

Tactical problem: Players in attack staying bunched around their opponents

Task: One group of students plays the modified game while a second group observes to evaluate if any of the attacking tactical skills listed in the table are developing in players to solve the tactical problem (then swap).

Soccer or hockey game: 6v6 (Field: 60 m x 35 m; Equipment: bibs, markers)

Rule modifications (constraints):

- Players in possession have a maximum of two touches on the ball before losing possession.
- After the first touch, the player gets three seconds of immunity (cannot be tackled, defenders must stay 2 metres away).
- Note: Depending on students' skill level, a maximum of three touches can be allowed.

Teacher instruction: Hands off (allow the players the freedom and time to actively explore problems and for solutions to emerge). Rules are strictly enforced by a referee. Games should be competitive and players actively engaged (i.e. keeping score).

Questions (asked by teacher at conclusion of game):

1   What tactical skills did you use when you were in possession of the ball and under pressure as you only had two touches?

2   What tactical skills did you use to help your teammates when they were under pressure when in possession of the ball?

3   Did previous experience playing invasion games help you solve the problem? Explain.

4   Using the grid provided, tick off what tactical skills were evident in the game.

Invasion games Tactical skills (principles of play) for attackers	✔ Evident in game
Penetration forward through defence (dribbling, running, passing)	
Support player in possession of ball (provide forward, backward and sideways passing options to maintain ball possession)	
Use width of field (use width and switch the point of attack to stretch opponents' defensive shape and create space)	
Off-the-ball movements (make runs to draw defenders out of position to create space)	
Creativity (employ creative individual skills to break down defence)	

DEEP LEARNING

18.4

Tactical problem: Players in attack staying bunched around their opponents

Task: One group of students plays the modified game while a second group observes to evaluate if any of the attacking tactical skills listed in table are developing in players to solve the tactical problem (then swap).

End ball game: 5v5. Aim is for your end zone player to catch the ball on the full in opponents' end zone (area beyond goal line); no defenders allowed in the end zone; person with ball cannot run (defenders must stay 1 metre away).

Rule modifications (constraints): If player in possession is tagged, they lose possession.

Teacher instruction: Hands off (allow the players the freedom and time to actively explore problems and for solutions to emerge). Rules are strictly enforced by a referee. Games are competitive and players are actively engaged (i.e. keeping score).

Questions (at conclusion of game):

1   What tactical skills did you use when you were in possession of the ball and under pressure from being tagged?

2   What tactical skills did you use to help your teammates when they were under pressure when in possession of the ball?

3   Did previous experience playing invasion games help you solve the problem? Explain.

4   Using the grid provided, tick off what tactical skills were evident in the game.

Invasion games Tactical skills (principles of play) for attackers	✔ Evident in game
Penetration forward through defence (dribbling, running, passing)	
Support player in possession of ball (provide forward, backward and sideways passing options to maintain ball possession)	
Use width of field (use width and switch the point of attack to stretch opponents' defensive shape and create space)	
Off-the-ball movements (make runs to draw defenders out of position to create space)	
Creativity (employ creative individual skills to break down defence)	

18.3 Transfer of skills

Transfer of technical skills

Transfer of skill learning is defined as the effect that the learning and performance of one skill has on the learning and performance of another skill. Transfer can be positive when the previous learning of one technical skill helps with the learning of another. For example, having already mastered the tennis serve can positively affect the learning of the volleyball overarm serve because of the biomechanical similarities of the skills. On the other hand, transfer can be negative when the previous learning of one skill interferes with the learning of another. For example, a squash player who takes up tennis may find it difficult to learn to not use their wrist during shots. This is because the techniques are very different, as tennis requires a solid wrist action, while squash requires vigorous use of the wrist.

Transfer of learning in sports films: *Happy Gilmore*

In this movie, Happy Gilmore is an aspiring ice hockey player who possesses a powerful and dangerous slapshot that his late father taught him as a child, though his over-aggressive streak and lack of skating talent consistently preclude him from joining a hockey team. However, he discovers that his unorthodox, hockey slapshot-style swing (running up to the ball instead of standing over it), enables him to hit a golf ball over 350 metres. When a former golf star notices him, he is encouraged to pursue a career as a professional golfer.

Figure 18.3 Transfer of technical skills from ice hockey can be positive and negative.

Transfer of learning in action films: *The Karate Kid*

In this 1984 movie, the character of Daniel is bullied by a group of high-school classmates who threaten to use their karate skills against him. In self-defence, Daniel seeks out the help of a neighbour, Mr Miyagi, who is a former karate champion. Miyagi's training methods of washing and waxing cars and sanding floors are unusual.

Daniel is fed up with Miyagi ordering him to 'wax on' and 'wax off', sand the floor and paint the fence when he is supposed to be learning karate skills. Miyagi shows Daniel the connections – in this case, how learning waxing skills can positively transfer to karate blocking skills.

Figure 18.4 The karate block can be learned through positive transfer of everyday skills.

Did you know?

Often we find that performers who are good at one sport will also be good at a range of sports. This can be due to natural sporting ability, but it is also based on the concept of skill transfer. As a junior, Australian cricketer Mitchell Johnson was not only identified as a potential test fast bowler but was also regarded as a gifted tennis player known for his strong serve. This is an example of positive transfer of learning, because of the biomechanical similarities of a cricket fast bowler's action and a tennis player's serve. However, interestingly, Mitchell is a left-arm bowler and a right-handed tennis player.

Figure 18.5 Mitchell Johnson 'serving' it up to the English batsmen

Cambridge University Press

Examples of positive technical skill transfer in Australian sport

Many Australian football players have transferred their kicking skills successfully to the NFL as punters. The punter's job in American football is to achieve good field position by kicking the ball as long and high as possible to allow their team enough time to race from the line of scrimmage and stop the ball. Darren Bennett heads the list of success stories with the former Melbourne and West Coast player an NFL Hall of Fame inductee as a punter for the San Diego Chargers. It is not only within team games that skills can be transferred. Alisa Camplin was Australia's first female Winter Olympic gold medallist. Camplin's background in gymnastics provided her with the skill grounding to win two Olympic medals in aerial skiing.

Figure 18.6 The 'normal' netball shooting technique

Australian Diamonds player Gretel Tippett has revolutionised netball shooting by transferring technical skills learned from her previous sport of basketball to her new sport. The former Women's National Basketball League player has been using a lay-up style shot, commonly used in basketball, during the ANZ Championship as a way of increasing her accuracy and securing crucial points for the Queensland Firebirds. You can view her unorthodox technique via YouTube.

Transfer of tactical skills

Tactical skills also transfer positively among tactically similar games, such as invasion games or striking/fielding games. To illustrate this point, Australian football's most successful converts in recent years, aside from those arriving from Ireland's Gaelic football ranks, have been basketball players. The most high-profile example is five-time All Australian team selection Scott Pendlebury, who was once an Australian Institute of Sport basketball scholarship holder before deciding to return to Australian football. Pendlebury's outstanding play in congested situations is thought to be a result of the tactical skills he developed while playing basketball. Like Australian football, basketball is a 360-degree aerial sport, where players make decisions requiring an astute awareness of the players all around them. However, the difference is that in basketball there is more pressure as there is less time to think and less space to execute; hence Pendlebury's quick and effective decision making and execution when in congested situations on the Australian football field.

18.4 Choosing a suitable level of difficulty

When someone is extrinsically **motivated**, they engage in activities for reward, recognition or to avoid punishment. For example, a student may complete their maths homework to avoid detention. However, when someone is intrinsically motivated, they engage in activities for enjoyment and interest. For example, a student may complete their maths homework as they enjoy the challenge of finding solutions to mathematical problems.

motivated the desire to improve oneself by engaging in behaviours that an individual deems important towards his/her development

Individuals are more likely to continue with behaviours for which they feel intrinsically motivated rather than feeling forced to do so. According to research, individuals are more intrinsically motivated when they are given a choice, experience the feeling of success and feel supported by others. When someone is intrinsically motivated, they will give more effort when completing a task and experience more enjoyment.

Motivation and physical education

It is important to apply these principles to intrinsically motivate individual students in physical education, particularly when faced with difficult or unfamiliar movement tasks. For example, for students' participation in a hurdles lesson to be intrinsically motivated, students should be provided with multiple practice lanes of a variety of hurdle heights and intervals. They should then be allowed the freedom to explore their own hurdling technique that matches their individual characteristics, such as leg length and flexibility, and practise in the lane that best matches these characteristics. A student with relatively short legs could choose to practise in a lane with hurdles of lower height and decreased interval distance compared to competition specifications. This would allow them the opportunity to experience feelings of freedom of choice regarding hurdling technique and practice lanes, which would allow a greater opportunity for success. Rather than providing feedback on errors in technique, the teacher should take a 'hands off' approach, allowing learning to become cooperative and interactive and enhancing feelings of support.

18.5

1v1 dribbling (soccer, hockey, basketball)

Set up six triangles with 10-metre sides (triangles spaced apart). Place 1-metre-wide goals at each point in the triangle. In each triangle, have two 1v1 games played at once.

Rules:

- Score one point by moving between any of the three small goals in control of the ball, from any direction (behind, in front).
- Play for 30 seconds. Stop, and then choose opponent for the next game and play.

After playing 6–8 games, read the following statements carefully, thinking about how they relate to the dribbling activity you have just experienced, and then indicate how true each statement is for you by circling a number (1 = not true; 3 = somewhat true; 5 = very true).

- Success: I am satisfied with how I performed dribbling.   1   3   5
- Support: The activity made me feel more connected to other students.   1   3   5
- Choice: I felt a certain freedom of action.   1   3   5
- Enjoyment: I enjoyed the lesson very much.   1   3   5
- Effort: I put a lot of effort into this lesson.   1   3   5

How intrinsically motivated were you while participating in the activity?

Highly	Very	Quite	Not very	Poorly
22–25	17–21	12–16	7–11	<7

Figure 18.7 How intrinsically motivated you are can enhance your success at performing a new skill.

CHAPTER REVIEW

- Tactical skill can be defined as a player's ability to read or understand game play to identify tactical problems, choose appropriate tactics to solve the problems, and then execute the tactics using technical skill.

- Some games have similar objectives and therefore are tactically similar even though they require completely different technical skills.

  - In invasion games the objective is to invade the opposition's territory and score by either shooting a ball or projectile into a fixed target (goal, basket) or across an open-ended target (line). Offensive players move off the ball to receive a pass and threaten the goal. Defensive players must guard opponents and pressure the ball carrier.

  - In net and wall games the objective is to propel an object into a court space so an opponent is unable to return. A player must move an opponent around to create space, while defending their own space.

  - In striking and fielding games the objective is to strike an object so that it eludes fielders, allowing the batter time to run. Batters must place the ball accurately into gaps to maximise scoring, while opponents attempt to position themselves to prevent scoring and dismiss the batter.

  - In target games the objective is to propel an object towards a target. Players must aim to place the ball relative to the target to advantage themselves or disadvantage their opponent.

- To prevent your opponents from invading your territory and scoring, a defence should employ specific tactical skills or strategies.

- The best way to achieve an acceleration of players' or students' learning of tactical skills is by exposing them to tactical challenges in practice environments.

- Transfer of skill learning is defined as the effect that the learning and performance of one skill has on the learning and performance of another skill.

- Often we find that performers who are good at one sport will also be good at a range of sports.

- Tactical skills also transfer positively among tactically similar games, such as invasion games or striking/fielding games.

- When someone is extrinsically motivated, they engage in activities for reward, recognition or to avoid punishment.

- When someone is intrinsically motivated, they engage for fun and interest and will give more effort when completing a task and experience more enjoyment.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

1   Which of the following is necessary for a tactically skilled player?

   a   perceptual skill

   b   decision-making skill

   c   technical skill

   d   all of the above

2   The tactical strategies associated with the game of pool classify it as:

   a   an invasion game

   b   a net/wall game

   c   a striking/fielding game

   d   a target game

3   The tactical strategies associated with the game of water polo classify it as:

   a   an invasion game

   b   a net/wall game

   c   a striking/fielding game

   d   a target game

4   The tactical strategies associated with the game of badminton classify it as:

   a   an invasion game

   b   a net/wall game

   c   a striking/fielding game

   d   a target game

5   A game of tennis modified so that the court is long and narrow would help develop which tactical skill?

   a   taking advantage of space at the front and back of the court

   b   court positioning

   c   hitting the ball away from your opponent

   d   all of the above

6   The effect that the learning and performance of one skill has on the learning and performance of another skill is called:

   a   practice transfer

   b   skill transfer

   c   positive transfer

   d   negative transfer

7   Between which pairs of games are technical skills likely to transfer positively?

   a   tenpin bowling and lawn bowls

   b   volleyball and tennis

   c   water polo and basketball

   d   pool and snooker

8   Between which pairs of games are tactical skills likely to transfer positively?

   a   baseball and badminton

   b   golf and lawn bowls

   c   volleyball and squash

   d   water polo and soccer

9   Playing sport so that you are popular with the opposite sex is an example of:

   a   extrinsic motivation

   b   intrinsic motivation

   c   self-motivation

   d   negative motivation

10   Individuals are more intrinsically motivated when they have the opportunity to:

   a   be rewarded

   b   experience success

   c   avoid punishment

   d   experience positive feedback

SECTION B – Short-answer questions

1   A game of hockey, soccer or water polo is modified to include two goals wide enough apart that one goalie cannot cover both. Select which attacking tactical skills this game modification would help players develop – penetration forward through defence, support player with the ball, use width of field, off-the-ball movements, creativity. Justify or give specific reasons to explain your choices. (Option: play a game to explore the tactical skill development.)

2   Access YouTube and search for the Queensland Firebirds' thrilling last-minute victory in the 2015 Trans-Tasman netball grand final against the NSW Swifts. Analyse the last 15 seconds of play and identify the defensive tactics that the Firebirds successfully employed to prevent the Swifts equalising.

3   Access YouTube and search for the Australia vs South Africa 1999 Cricket World Cup semi-final. Identify and evaluate the tactics used by both Australia and South Africa in the concluding stages of the game.

4   Squash and tennis require highly specific sets of skills. As a result of the practice that an athlete completes from their young years, these specific technical and tactical skills can become almost automatic; that is, done without thinking. Choose an example of a technical or tactical skill from tennis that would not be automatic for a squash player when playing a game of tennis. Explain how it would negatively affect their performance.

5   Access YouTube and search for a video that shows tennis coaching drills. Evaluate one coaching drill in terms of:

   a   freedom of choice (technique, level of difficulty)

   b   opportunity to experience success

   c   supportive relationships between players and between the player and coach.

   Predict how much effort the players would invest and how much enjoyment they would gain from the activity.

SECTION C – Higher order thinking (HOT) questions

1   Play a game of modified touch football where teams only have possession for one touch. Evaluate the effectiveness of this game in helping players develop each of the following attacking tactical skills:

   a   penetration forward through defence

   b   support player with the ball

   c   use width of field

   d   off-the-ball movements

   e   creativity.

   Justify your choices using specific examples from the game.

2   Access YouTube and watch the video of the North Queensland Cowboys' last-minute try in the 2015 NRL grand final. Evaluate the effectiveness of North Queensland's attack and the Brisbane Broncos' defence in relation to the attacking and defensive principles of invasion games highlighted in this chapter.

Glossary

acceleration the rate of change of velocity

accessibility the quality of being at hand when needed

acculturation the process of adjusting to a new culture, including adjusting your behaviour to meet the expectations of your new environment

action the exertion of a force

active travel moving from place to place engaged in a form of physical activity (e.g. walking, cycling, skateboarding)

acupuncture treatment of health conditions using needles

adapt adjust or modify

adolescence the period following the onset of puberty during which a young person develops from a child into an adult

advocate an individual or organisation that pleads a case or promotes a cause

aerobic a form of longer duration exercise using oxygen to release energy

aesthetic the beauty demonstrated in an artistic movement

air resistance friction created by the air surrounding an object

attitude a position held or adopted about an issue

attributes qualities or features of a person

axis a pivot point where an object turns

balance a state of equilibrium

barrier an obstacle preventing the group from collaborating in a unified manner

base of support the area within different support points

belayer a person who secures the climbing rope for the climber

belief a trusted or accepted opinion

biomechanics the study of forces and their effects on human movement

blood-borne virus a virus that is found in blood

blood rule when an athlete receives an open wound, is bleeding or has blood on them or on their clothes, they must immediately leave the playing area to receive medical attention

body esteem the way we see ourselves

built environment the neighbourhoods, roads, buildings and recreational facilities in which people live, work, are educated, eat and play

buoyancy an upward force in water

CaLD a term used to describe people from culturally and linguistically diverse backgrounds

carbon footprint the total sets of greenhouse gas emissions caused by an organisation, event, product or person

catalyst the manipulating agent of an event

centre of mass the point in the body where mass is concentrated

chain of survival a series of steps that link together to enhance a patient's survival

change external conditions such as different stages in a young person's life, including puberty and adolescence

chiropractic a system of complementary medicine based on the diagnosis and manipulative treatment of misalignments of the joints, especially those of the spinal column

chlamydia a common sexually transmitted infection (STI) that can be easily cured. If left untreated, chlamydia can make it difficult for a woman to get pregnant.

choreography sequence and arrangement of an aesthetic routine

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Cambridge University Press

circuit training a series of exercises punctuated by rest for set periods of work versus rest

coercion being compelled or forced to do something

cohesive the capacity of the team members to work in a unified manner to achieve the team's goals

collaboratively working with other people to achieve common goals

complementary medicine approaches to medicine used alongside traditional approaches to medicine

compromise accepting a situation rather than expecting something

consensus seeking a structured process for reaching agreement

consent permission to do something

contemporary related to the present time

convenience foods packaged food that can be prepared quickly and easily

coordination a combination of different movements

criteria standards on which a judgement can be made

cultural change the behaviour stemming from values, attitudes and norms as evident in new ways of doing things

cultural competence the ways in which individuals and services work more effectively to support, promote and embrace cultural difference

culture the beliefs, values, traditions, customs and behaviours that give meaning to the lives of a group of people passed on from one generation to another

culture shock a feeling of unfamiliarity when exposed to a different culture

decision-making skills the ability to select a course of action among several options

defibrillation use of an artificial external defibrillator that provides electric shock to the heart muscle to restore the normal rhythm and contractions of the heart

determinants of health the physical, social and economic environment, and a person's individual characteristics and behaviours. They include aspects such as income and social status, education, and support networks.

dietary fibre plant components that assist in the digestive processes in the human gut

dignity the quality of being worthy of esteem or respect

displacement the straight-line distance in a specific direction from an initial starting position to the final end position

diverse varied and different

diversity difference or variety

drill repetitive practice of a prescribed technical skill in simplified conditions

dynamic moving

dynamics the nature of the relationships that exist within a team and the behaviours that arise out of those relationships

ecological refers to the complex relationships between the individual and their environment

EDNP foods foods that are high in energy and low in nutrients

elite athletes with the highest level of ability

emotional intelligence a person's ability to understand and manage their emotions and those of others to enhance their life in a personal or professional sense

empathy the experience of understanding another person's situation from their perspective

enabling factors factors that allow the group to function more cohesively

energy density the amount of energy contained in a particular food

epidemiology the study of the patterns, causes and effects of health and disease conditions in defined populations

equity the quality of being fair or impartial

esteem being respected or well-regarded

ethics the moral principles that govern a person's behaviour or the conducting of an activity

ethnicity a group of individuals sharing common social and cultural traditions or characteristics, including a common language and customs

evaluate assign merit according to criteria

evidence-based practice using approaches from the best available research base and how they have been applied in practice while considering the values of those involved

explicit feedback or instruction clearly defined feedback or instruction focusing on the control of limb segments to achieve the desired movement pattern

external focus feedback feedback that is focused on the external movement outcomes of an action (e.g. run in a straight line)

extrinsic motivation motivation that arises from external factors

fad a trend or craze

fartlek training also known as 'speed play' training, meaning that the speed is varied for the form of exercise undertaken

fast food foods that are high in fat, sugar and/or salt, with low nutritional value

fluid or flexible leadership the idea that a leader can change their leadership style to suit the needs of the environment they are working in. Good leaders are able to sense the best style instinctively.

force an action that changes a body's motion

force multiplier a lever that increases force

gender the sex of a person (i.e. male or female), typically used in reference to social and cultural differences, rather than just biological

gravity a downward force

grazing feeding stock from grasses on agricultural land

greenhouse gases gases that contribute to the greenhouse effect by absorbing infrared radiation

growth mindset the belief that basic abilities can be developed through dedication and hard work

harassment the act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands

harm an exposure to a situation where there may be a chance of loss, injury or hazardous outcome

health infographics health information provided in a visually pleasing medium to inform about complicated health matters

health literacy the knowledge, motivation and competencies of individuals, as consumers, to access, understand, appraise and apply health information

health promotion a process supporting people to increase control over their health to improve their health

health-related fitness health status is derived from our measures on five different components of fitness (body composition, cardiovascular endurance, strength, flexibility, muscular endurance)

health status a concept including mental wellbeing, physical health and functioning as well as the absence of disease

herbalism the use of herbs to treat health conditions and for general health

hunter-gatherer a nomadic lifestyle based on hunting and gathering food

hypertension a term used to describe high blood pressure

identity individual characteristics that establish or indicate who or what someone or something is

identity development the process by which individuals define themselves as unique individuals

illicit illegal or not sanctioned by law

impartial the act of being objective, fair and just in one's decision-making

implicit learning subconscious learning or learning without awareness or thinking about it

impressions the first and immediate effect of an experience or perception upon the mind

impulse a change in movement of an object

incidental movement physical activity undertaken as part of everyday life

inclusivity the act of being welcoming and available to all

independent having the ability to think and act freely

indigenous a term that refers to the original inhabitants of a land. The term 'Indigenous Australians' refers to Aboriginal and Torres Strait Islander people.

inertia a resistance to change in motion

innate a characteristic that is possessed from birth

instantaneous speed the speed of an athlete at a precise or given point in time

instinct a way of behaving, thinking or feeling that is not learned; a natural desire or tendency that makes you want to act in a particular way

institution a well-established organisation

integrity upholding moral and ethical principles; honesty

interpersonal skills also known as people skills, including communication, active listening, persuasive, delegation and leadership skills

intrinsic motivation motivation that arises out of the enjoyment of participating in an activity

iridology makes diagnosis about health based on the state of the iris in the eye

justify provide sound reasons or evidence to support a statement

kilojoule a unit to express the energy value of a food

kinship the family relationships and ties within a community

launch angle the angle of the implement at the release point

leadership group a group of players typically elected by the coaching and playing staff who demonstrate leadership traits and will share responsibility for developing and maintaining the team culture

legislation laws

lever a bar or rigid point acted on by two different forces

marginalised prevented from having power or attention

masculinity the qualities traditionally regarded as belonging to men, such as strength and boldness

mass the amount of matter in a body

media means of communication and transmission of messages to an audience

media literacy the ability to access, analyse, evaluate and create media in a variety of forms

megatrend an important pattern of social, economic or environmental change

merit a quality worthy of praise or approval

metabolic equivalent of task (MET) a physiological measure for the energy cost of physical activities defined as the ratio of metabolic rate (and therefore the rate of energy consumption) during a specific physical activity to a reference metabolic rate

migrant someone who chooses to leave their country of origin to live permanently in another country

mindfulness a moment-by-moment practice involving all of a person's subjective conscious experience. It is linked to health and wellbeing.

minerals important elements essential in the human diet

model an example to represent or show a pattern

moderate-intensity physical activity activity requiring some effort, but you are still able to speak while doing it (e.g. power walking, cycling, tennis)

moral compass a personal direction of right and wrong that we tend to follow when making a decision

morals principles of right and wrong behaviour

motion movement or changing position

motivated the desire to improve oneself by engaging in behaviours that an individual deems important towards his/her development

motivation the reason/s why people engage in particular endeavours and the associated effort and persistence applied to those endeavours

multiculturalism the characteristics of a community that has many different ethnic or national cultures mingling freely

myth a false but widely held belief

natural environment climate, weather, and natural resources that influence human survival, economic and physical activity

natural justice fair and unbiased dispute resolution

natural therapies treatments that provide holistic, natural, alternative and supplemental alternatives to health issues

negotiation resolving of disagreement

neurological relating to the nervous system

norm a standard or model that is considered typical

norms standards of proper or acceptable behaviour

nutrient a chemical element important for human growth and functioning

objective to base a determination on fact rather than opinion or feeling

osteoporosis loss of calcium from the bones as a result of ageing, being female or being of low body weight

parabola a kind of curve

pastoral related to the raising of stock on agricultural land

pedometer an instrument for measuring distance walked

perceptual skills the ability to detect and interpret information in the practice or performance environment

performance-enhancing drug a substance taken to improve athletic performance

performance environment the environment in which skills are competitively performed (e.g. race, game)

persuasive technology a computer system, device or application that is intentionally designed to change a person's attitude or behaviour

pervasive extensive and ever-present

physical activity any form of activity that gets your body moving, makes your breathing become quicker and your heart beat faster. You can be physically active in many different ways, at any time of day.

physical literacy moving with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person

physiological related to the science of how humans function

place the human and physical characteristics of a location

popular culture images, attitudes, perspectives and ideas within the mainstream of a particular culture; includes aspects such as technology, movies, music, sport, news, politics and fashion

portion an individual serve

positive self-talk statements that an athlete can use to alter a mindset or mood with a view to improving performance

postmodern relates to a theory that involves a radical reappraisal of modern assumptions about culture, identity, history or language

predict to forecast an expected result

prejudice an opinion that is formed and based on preconceived ideas or opinions

principles of play generalised concepts that can be applied to all sports in a game category to help understand the game

pro-social norms behaviours concerned with helping and benefiting others' connectedness (sense of connection or belonging)

protective factor a factor that has a positive influence on health behaviour

psychological refers to matters affecting the mind, especially as a function of awareness, feeling or motivation

quackery promotion of ill-informed and fraudulent medical treatments

reaction the response action

refugee a person who, because of a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of their nationality, and is unable to or, owing to such fear, is unwilling to avail him/herself of the protection of that country

refusal skills a set of skills designed to help people avoid participating in high-risk behaviours

relationships the way in which two or more individuals or groups talk to, behave towards and deal with each other

religion the adherence of an individual to specific beliefs and practices

resilience the ability to recover quickly following adversity or hardship

resistance an opposing action or effect

respect an attitude of admiration or esteem

respectful feeling or showing respect

rubric a scoring guide used to rate performance

safer sex becoming sexually active when you and your partner are ready, as well as engaging in sexual behaviours that are enjoyable, respectful and protected

sanctions penalties and deterrents

saturated fats fats, most commonly of animal origin, that remain solid at room temperature

secular not connected to religion; pertaining to the world

sedentary behaviour sitting or lying down (discounting when you are sleeping). It is common to spend large amounts of time being sedentary when at school or work, when travelling or during leisure time.

self-acceptance the feelings we have about ourselves

self-determined motivation a person's determination over their own behaviour

self-efficacy the measure of the belief in one's own ability to complete tasks and reach goals

self-generated feedback feedback that is generated by the individual subconsciously

sex the male or female gender

sexual rights a set of entitlements related to sexuality that contributes to the freedom, equality and dignity of all people

sexuality actions, pleasure and relationships derived from sexual activity

shape a performer's body shape

side effect an unintended consequence of consuming a drug

skill competent performance

skill-related fitness involving the fitness components of speed, reaction time, agility, balance, coordination and power

social cohesion elements that create a sense of belonging and connection to community

social status a person's position within society

social structure the internal institutionalised relationships built up by persons living within a group (such as a family or community), especially with regard to the hierarchical organisation of status and to the rules and principles regulating behaviour

socialisation the process of learning about our social community and how to live in it

socio-cultural social and cultural factors or determinants

socio-economic status an economic and sociological combined measure of a person's work experience and of an individual's or family's economic or social position in relation to others, based on income, education and occupation

space the design of the performance space

speed the rate of motion

speed multiplier a lever that increases speed

speed of release the speed of the implement at the instant of release

spirituality experiences, based on beliefs, developing meaning and connectedness

stability the capacity of an object to return to its original position after it has been displaced

static stationary

statistician an individual who compiles data during or after a game

staying clean a term used to describe an athlete who does not take performance-enhancing drugs

stereotype a conventional image or oversimplified opinion or conception

Stolen Generations also referred to as 'stolen children'. The term relates to a period from 1905 to the 1970s when children of Aboriginal and Torres Strait Islander peoples were removed from their families and raised in missions.

strategy planning or goal-setting over a period of time in order to make a deliberate performance decision

subjective a determination based on opinion or feeling as opposed to direct evidence

subliminal hidden or unconscious

sustainability a means of configuring civilisation and human activity so that society, its members and its economies are able to meet their needs and express their greatest potential in the present, while preserving biodiversity and natural ecosystems, planning and acting for the ability to maintain these ideals for future generations

synchronous coordinated and executed with precision timing

tactics those actions and decisions made in the midst of a performance environment

task cohesion refers to a team's ability to work together to achieve its goals

task constraints boundaries applied to a game or activity that shape learners' behaviour

technical/instructional self-talk statements that an athlete can use to provide clarity about executing a skill

technical skill the ability to perform a movement or action (e.g. catching a ball, climbing a wall, throwing a javelin)

technique a method or performance

tendon fibrous tissue that attaches muscle to bone

text any form of media that communicates meaning to the observer

therapeutic relating to the treatment of disease

timing rhythm and speed of performance

tolerance a disposition to allow freedom of choice and behaviour

trait a distinguishing feature of a person's character

transition refers to the internal processes or psychological reorientation people experience as a result of change, and usually involves establishing new behaviours or new ways of thinking before the change can work

typography the general character or appearance of printed matter

upstander a person who takes positive action to intervene in a bullying situation

values ideals, customs and beliefs held in high regard, that can be acted on at any time

velocity the rate of motion in a specific direction

vigorous-intensity physical activity activity requiring more effort, making you breathe harder and faster (e.g. jogging, spin cycle class, circuit training, organised team sports such as basketball, soccer or hockey)

virtual community a social network of individuals who interact through specific social media

vitamins nutrients that are important in maintaining human life

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