

CAMBRIDGE

Consultants:
Dylan Chown and Graeme Barry

ALTERNATE VERSION

Health and Physical Education

for the Australian Curriculum

7 & 8

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All of the activities included in this book are available on the Cambridge GO website (www.cambridge.edu.au/GO). These can be printed out and completed, to avoid having to write on the pages of this book.



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

Sue Dickens

Sue Dickens had 13 years' experience as a Health and Physical Education (HPE) teacher and coach in secondary schools before moving to her current position at the University of Queensland. Her interests remain aligned to teaching and learning as the Manager of Continuing Professional Development, where she oversees the development of online courses specific to HPE teachers and sports coaches. Sue is also involved in the Postgraduate Program in Sports Coaching at UQ, which offers sports coaches the opportunity for career advancement through tertiary study. She has over a decade of experience as an author, having written HPE and Senior Physical Education textbooks for secondary schools to meet the changing curriculum and assessment requirements.

Michelle Nemec

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

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.

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 *Madrasah* (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.

Toby Priest

Toby has been a teacher of Health and Physical Education for the past 20 years in secondary and primary schools in Western Australia and South Australia, having held head of HPE and sport coordinating positions. In recent years he has been the PE and sport teacher at St Thomas School, Goodwood in Adelaide's inner south, which has been combined with his various academic positions at Flinders University and the University of South Australia in HPE teacher training. Toby has been a long-time active supporter of ACHPER, where he has presented various workshops in SA and across Australia for the past decade. He was awarded an ACHPER Fellowship in 2012.

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.

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.

The Australian Curriculum in focus

Years 7 and 8 Band Description

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.



Years 7 and 8 Achievement Standard

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.



Health and Physical Education Australian curriculum descriptors and focus areas

Personal, social and community health

Descriptor	Chapter	Relates to highlighted section in achievement standard
Investigate the impact of transition and change on identities (ACPPS070)	1	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>
Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)	2	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>
Practise and apply strategies to seek help for themselves or others (ACPPS072)	3	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>
Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	4	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>

Descriptor	Chapter	Relates to highlighted section in achievement standard
Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)	5	By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)	6	By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.
Evaluate health information and communicate their own and others' health concerns (ACPPS076)	7	By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.
Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)	8	By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.
Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)	9	By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.
Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)	10	By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Movement and physical activity

Descriptor	Chapter	Relates to highlighted section in achievement standard
Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMPO80)	11	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>
Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMPO80) Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMPO82)	12	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>
Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMPO82)	13	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>
Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMPO83)	14	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>
Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMPO84)	15	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>

Descriptor	Chapter	Relates to highlighted section in achievement standard
Participate in and investigate cultural and historical significance of a range of physical activities (ACPMPO85)	16	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>
Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMPO86)	17	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>
Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMPO87)	18	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>
Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMPO88)	19	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>

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SECTION 01

Personal, social and community health



01 Who am I?

Organise your thinking

To be able to make sense of the environment around us we need to understand who we are. We need to be aware of the developmental changes happening to us and the social changes happening around us. Knowing how to manage these changes will allow us to create our own sense of identity over time.

Making connections

- Why do we need to develop our own sense of identity?
- How will changes to my body and transitions through life influence the development of my identity?
- What strategies can we use to manage change in our environment and to ourselves?

Investigate the impact of transition and change on identities (ACPPS070)

By the end of Year 8, **students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities.** Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

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1.1 Identity development

Adolescents develop their own unique and individual **identity**. We define our identity according to our distinct characteristics, abilities and goals. During **adolescence** we experience certain changes that impact on our **identity development**. Typically, we are exposed to significant social change and more complex demands as we transition from primary school to secondary school. Adolescents also experience significant physical developments associated with **puberty**. We are also influenced by the traditions and rituals of our religion, faith or spirituality. These changes lead to a time of uncertainty for adolescents and for some to question ‘Who am I?’ Aside from individual identity formation, many adolescents develop their identity as a member of a faith community or a follower of a faith tradition. For example, in the Catholic tradition there are important milestones that mark a young person’s identity and transition into young adulthood. Examples in the Jewish tradition include the bar mitzvah and bat mitzvah. In the Islamic tradition, becoming Baligh is the age that signifies the mental, physical and spiritual growth whereby a child becomes a Muslim adult. This has a significant impact on his/her responsibilities.

According to Erik Erikson (1902–1994), a well-known developmental theorist of the 1960s, identity forms and changes over the time of adolescence and it is during this time that we determine who we are and how we want to be perceived by others. Recent research by James Marcia, which has expanded on Erikson’s work, indicates that adolescents will explore or ‘try on’ different identities before deciding upon the unique characteristics of their personal identity. With changes in schooling and an increasing breadth of life situations, adolescent exploration is often associated with feelings of doubt and emotional upheaval.

identity individual characteristics, including ideas, feelings and attitudes towards self-worth and capabilities of a person; or characteristics of a social group

adolescence the period of life between childhood and adulthood

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

puberty the stage of development when a child changes physically into an adult

Figure 1.1 Changing school means new teachers, new subjects, new friends and new opportunities.



1.1

DEEP LEARNING

- 1 Develop a list of changes that adolescents may experience when transitioning from primary school to secondary school.
- 2 Brainstorm the feelings and emotions associated with these changes and compare them with your peers.
- 3 Suggest some ways you could find out more about one of these changes and who you could go to for advice.

Our changing identity

As we grow and interact in new social and physical surroundings our identity changes. Marcia identified four unique identity statuses that represent adolescent identity development. At different stages, adolescents will explore and commit to the values, beliefs and goals that will eventually make up their own identity. Our values relate to those ideas we believe are important and help us to make decisions. Being honest and helping others are values we may typically believe are important. Values may also relate to our religious identity, such as being a member of a Christian community that values the dignity, diversity and contribution of each person who is created in the image of God. Our beliefs relate to what we assume to be true, such as, 'My parents don't understand me'. Committing to our own set of values, beliefs and goals occurs gradually throughout the period of adolescence.

It is not assumed that every adolescent will pass through and experience all four identity statuses and it may be possible to revisit a status in times of change. Figure 1.2 includes the personal characteristics associated with all four identities:



Did you know?

James E Marcia is a clinical and developmental psychologist who described four different styles by which late adolescents and young adults undertake identity-defining decisions.

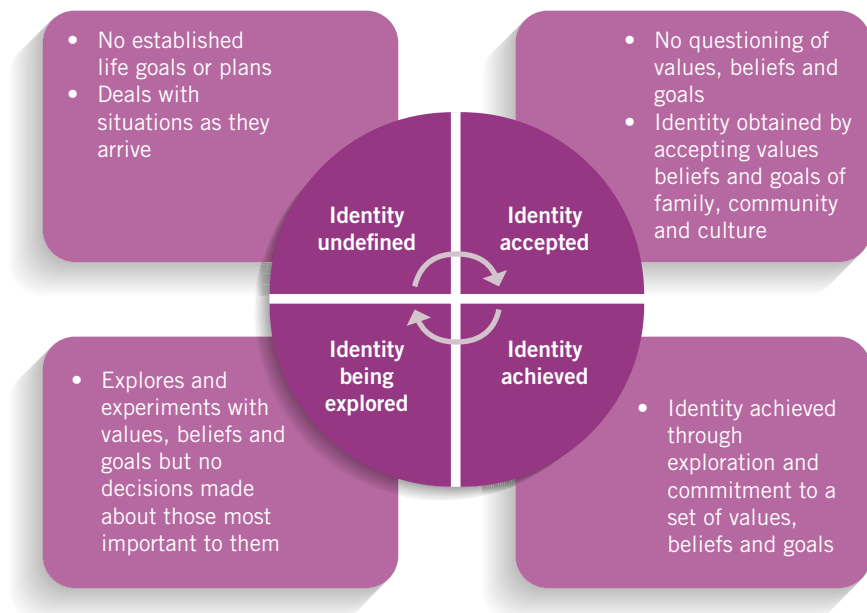


Figure 1.2 Based on James Marcia's four identity status categories

CASE STUDY 1.1



Ruby, 13, is going to select the same subjects in Year 9 as her sister and brother studied. She really hasn't thought about whether or not she wants to study these subjects, or even if she likes these subjects. Nor has she considered any other subjects except for the ones her siblings studied. If asked about her interests she might say, 'All the kids in my family have gone to university and studied science. My brother and sister seemed to like science subjects, so it seems good enough for me.'

Ruby has accepted that she will be just like the older siblings in her family. She has not questioned whether their choices are acceptable to her, but simply accepts that her goal is to proceed according to the usual and customary path of the other family members.

Questions

Using your understanding of Marcia's four identity statuses and the characteristics of each status:

- 1 Identify Ruby's identity status at this time in her life.
- 2 State one value, belief and goal that Ruby identifies with in this situation.
- 3 Decide who are the main people influencing Ruby's decisions.
- 4 Determine who may influence Ruby's values, beliefs and goals as she begins to explore her identity.
- 5 Decide on four values that are important to you and explain how these values influence your decisions.

1.2 Physical change and identity

We will experience significant amounts of physical growth and development during adolescence. We may wonder: 'Will my body ever start changing?' or 'Will my body ever stop changing?' When the physical changes do occur it is normal to feel a combination of excitement and unease.

While there are average ages when we reach developmental milestones, the rate of physical development will vary from one person to another. We may find ourselves developing quicker than our peers or lagging behind for a considerable amount of time. As a result, we may feel anxious about our perceived lack of maturity or overwhelmed by the rapid changes happening to our body.

The onset of puberty and physical change during adolescence is highlighted by growth spurts and sexual maturation. Some of us may feel the need to spend hours in front of the mirror to ensure our changing appearance 'fits in' with the norms of the group with whom we most identify. So it is important that we are aware of the changes that have already, or are about to, take hold of our bodies.



Did you know?

Nutrition is important to normal growth processes, and thus you should make an effort to ensure you consume a well-balanced diet including vegetables and reduce the intake of fast foods. Your need for calories rises during times of rapid growth, gradually increasing as you move from childhood into puberty. Consuming a variety of foods from the major food groups will ensure you give your body important nutrients to help you cope with your physical and emotional growth.

For girls these changes usually happen at ages 10–14 and for boys, physical changes typically occur at ages 12–16. During this time, both boys and girls will experience a rapid increase in height that lasts for about two to three years. This brings them closer to their adult height, which they reach after puberty.



Figure 1.3 Adolescence marks a time of significant physical change.

1.2

DEEP LEARNING

- 1 Research and record the range of physical changes that girls and boys will experience during puberty.
- 2 Develop a timeline to show when these physical changes will typically occur to girls and boys from childhood and through adolescence.
- 3 Categorise the physical developments into external (physical appearance) and internal (bodily functions) changes.
- 4 Investigate and collect a list of websites and support services that young people can access for information relating to physical development and puberty.
- 5 Use the Explain Everything app to produce a presentation of your findings and identify where information about physical change can be accessed.



HPE and science

During puberty, **endocrine glands** produce **hormones** that cause body changes and the development of **secondary sex characteristics**.

In girls, the ovaries begin to increase production of **oestrogen** and other female hormones. In boys, the testicles increase production of **testosterone**.

The hormones cause increased armpit sweating, body odour, acne, and armpit and pubic hair.

During this rapid time of growth it's important to remember that adequate sleep, balanced nutrition and appropriate hygiene are essential to your overall health and wellbeing.

endocrine glands hormone-secreting glands (e.g. adrenal glands)

hormone a chemical released in one part of the body affecting other parts

secondary sex characteristics features not directly part of the reproductive system (e.g. Adam's apple of males, breasts of females)

oestrogen a female hormone produced in the ovaries

testosterone a male hormone produced in the testicles

1.3 Our different identities

We all have different aspects to our identities depending on the situation or who we are interacting with. We may change how we look, what we do and what we say, depending on whether we are at home, at school, at work, with friends or online. For instance, our teachers might think that we are quiet and prefer not to draw attention to ourselves, whereas our parents might see us as the funny one in the family who is constantly playing games. Each of these unique attributes contributes to our identity and others' perception of us.

Online identity

Our online identity is developed when we use a phone or a computer to play games and chat with friends. Social networking sites let us create online identities through personal web pages that allow us to chat, share photos and tell people as much or as little about ourselves as we want. The decisions we make about what to talk about, who to chat with or what screen name to use in a game all say something about who we are. So how much should we share about our real self online?

Protecting our online profile by controlling the type of information we share with other users and managing the people we want to interact with is important for our own and others' online safety, reputation and identity. Stay Smart Online is an Australian Government initiative that has identified some simple steps we can follow to protect ourselves when using social networking sites, including:

- Set online profiles to 'private' and be discerning about who we accept as our 'friend'.
- Set strong passwords to protect our accounts.
- Have a different password for each social networking site so that if one password is stolen, not all of our accounts will be at risk.
- Think before we post – expect that people other than our friends can see the information we post online.



Did you know?

Being aware of how to protect ourselves, our peers and our family online is important for staying healthy and safe. It's critical to remember, that if we or our friends ever get involved in an online conversation that makes us feel uncomfortable or in danger for any reason, exit and tell a parent or other adult.

- Don't post information that would make us or our family vulnerable (such as a date of birth, address, information about our daily routine, holiday plans or our school).
- Don't post photos of family and friends that may be inappropriate, or that our family and friends haven't agreed to being posted.
- Never click on suspicious links – even if they are from friends – as they may have inadvertently been sent to us.
- Be wary of strangers – people are not always who they say they are; it's a good idea to limit the number of people we accept as friends.
- Stay informed of changes to the privacy settings of any sites you use regularly.

1.3

DEEP LEARNING

- 1 Create a checklist detailing all the ways you will be safe online and while using a phone.
- 2 Research the qualities of a strong online password and refine or create your own password.
- 3 List all the types of private information you should not share online.
- 4 Recommend an appropriate course of action if one of your school friends decided to meet face-to-face with a virtual friend.

Gender identity

The period of adolescence, with its changing social environment and the onset of physical puberty, is an important time for identity development. One very basic component of our identity is our

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

sex the male or female gender

gender identity. Gender identity refers to whether we consider ourselves to be masculine, feminine or a combination of both, typically used in reference to social and cultural differences, rather than just biological. During early adolescence most people will identify with the gender that corresponds to their biological **sex**. However, unlike sex that is biological, gender refers to a set of qualities. The qualities that help us to distinguish between masculinity and femininity include our personal attributes, social roles, social customs, activities and behaviours.

As our bodies undergo the physical changes of puberty, our personal qualities may change and impact on our gender identity. Girls and boys may tend to spend more time fixing their hair, choosing clothing and selecting cosmetic products to achieve a certain social role. Likewise, we may be attracted to more masculine or feminine activities that align with what girls and boys are expected to do. Our choices are partly influenced by our physical maturation, as adolescent boys rapidly gain speed, strength and endurance, which contribute to well-developed gross motor skills, relative to girls. For this reason, it is more than likely that our understanding of gender, and what we think is a 'girly' or 'macho' activity, will be quite rigid and stereotyped.

However, gender is best recognised along a continuum, ranging from purely masculine to purely feminine, with most people falling somewhere in between these two extremes. Therefore, when we examine ourselves and others in a more holistic manner to include personal preferences, physical type, interests, activities, behaviours, style and personality traits, we will find a combination of masculine and feminine **characteristics** that make up our identity.

characteristic a feature or quality that makes somebody or something recognisable



Figure 1.4 Gender identity refers to whether we consider ourselves to be masculine, feminine or a combination of both, typically used in reference to social and cultural differences, rather than just biological.

DEEP LEARNING

1.4

- 1 List five activities you like doing at school, home and work.
- 2 Brainstorm masculine and feminine characteristics that may feature in one or more of these activities.
- 3 Explain how the unique characteristics identify with being masculine or feminine.
- 4 On the continuum, from purely masculine activities to purely feminine activities, decide on a position for each activity by considering the extent they display masculine and feminine qualities.

Purely masculine

Purely feminine

activities

activities

Figure 1.5 Continuum of masculine to feminine characteristics

Cultural identity

Transition into adolescence is marked in different ways around the world. The cultural and religious influence on our development and identity is a large one, because every element of our cultural and religious environment is influenced by the surrounding larger culture. In some cultural and religious groups, biological changes of puberty are celebrated in ceremonial form to mark the transition from childhood into adolescence. In Western culture it is less ceremonial, but still apparent, when as adolescents we begin to change the way we dress, how we look, and how we act and speak as we experience significant physical transformation. Each of these changes is influenced by the people we relate to, the people we spend time with, and the expectations and norms of our cultural and religious identity and the broader society we live in. Although our **genetics** might have some influence on the person we eventually become, the environment we are raised in plays a large part in the formation of our cultural and religious identity.

genetics the branch of biology that deals with heredity and genetic variations

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

diversity openness, acceptance and respect for differences among peoples, cultures, perspectives and worldviews

The reason that we tend to conform our identity to the **culture** and religion we belong to is that it provides us with a feeling of belonging. Most people do not like to feel different from those around them and would prefer to be included as part of a group. How we choose to identify with our culture and religion is much more than DNA alone. Many Aboriginal and Torres Strait Islander peoples identify themselves by their nation. For example, 'I'm a Dharawal man' or 'I'm an Eora woman'. Depending on the number of places they have lived and where their parents or grandparents lived, they may identify themselves as belonging to several nations. In a similar way people who belong to a particular religion or faith community have that religious connection as a part of their identity as a person. Making choices about culturally or religiously appropriate forms of expression is not only about appearance and for this reason can be a complex decision. Since there are many cultural and religious groups in society, each culture and religion contributes to the **diversity** of our society. One way to work towards understanding the diversity of cultural identity is to ask and answer questions.

Figure 1.6 Cultural identity is influenced by the people we relate to, the people we spend time with, and the expectations and norms of the society we live in.





HPE and mathematics

First-generation Australians are people living in Australia who were born overseas. This is a diverse group of people including Australian citizens, permanent residents and long-term temporary residents. In 2011, there were 5.3 million first-generation Australians (27% of the population).

Second-generation Australians are Australian-born people living in Australia with at least one overseas-born parent. In 2011, there were 4.1 million second-generation Australians (20% of the population).

Third-plus-generation Australians are Australian-born people whose parents were both born in Australia. One or more of their grandparents may have been born overseas or they may have several generations of ancestors born in Australia. This group also includes most Aboriginal and Torres Strait Islander people. In 2011, there were 10.6 million third-plus-generation Australians (53% of the population).

Source: 2071.0 – *Reflecting a Nation: Stories from the 2011 Census, 2012–2013* (abs.gov.au)

DEEP LEARNING

1.5

- 1 Describe some ways you can better understand the traditions and practices of particular cultural and religious backgrounds.
- 2 Investigate a non-Western culture, perhaps from your or a friend's family heritage, to better understand how traditions and practices impact on identity.
- 3 Construct a table to record the traditions and typical adolescent practices of your selected culture and the typical adolescent practices in Western culture according to physical appearance, dress, behaviour, relationships, diet, values and beliefs.
- 4 Compare the similarities and differences between the two cultures.



Feelings, attractions and sexual identity

Have you ever felt your heart race and your face blush when meeting someone you felt attracted to? Important changes take place in our brain and to our hormonal system during adolescence that influence how we relate to one another and how we feel about each other. It's a natural part of growing up to develop these romantic feelings and sexual attractions towards others. Sexual identity is about recognising our feelings and attractions towards others and making meaning of them.

Developing our own sexual identity is central to personal identity and wellbeing. For some people attraction is oriented towards the opposite sex; for others the same sex. The way we present ourselves in our interactions with others defines our sexual identity.

Healthy sexual development is central to our identity as a person and to our wellbeing as an individual. Our sexual development as a person happens in the context of the society in which we live. Thus our feelings and attractions towards others and the ways in which we express such feelings and attractions are influenced by our family, our cultural and religious background, our peers and the society in which we live. Over time we grow and mature in understanding of our identity as a sexual person. Developing healthy, positive relationships is important in this growth process, as is the

support and guidance of people we trust within the context of family, schools or wider cultural and religious groups. Developing positive relationships is important, so considering the qualities we need to look for in a relationship is vital. KidsHealth identify seven qualities:

- mutual respect
- trust
- honesty
- support
- fairness/equality
- separate identities
- good communication.



Figure 1.7 With transition and change comes increasing independence and responsibility.

1.6

DEEP LEARNING

- 1 Explain how feelings and attractions towards others are beginning to change.
- 2 Suggest some ways you can show mutual respect, support and trust in a relationship.
- 3 Describe how your peers, family, culture and religion influence your feelings and attractions towards others.

1.4 Managing change

Dealing with change and transition in our life can be difficult. For adolescents, with transition and change comes increasing independence and responsibility. The Jewish bar mitzvah and bat mitzvah recognise this period of change and assist young Jewish boys' and girls' transition towards

adulthood at the onset of adolescence. In a similar way, other cultural and religious groups may have rituals that assist people to manage significant transitions in their lives. Understanding the changes that we will experience during adolescence and our time at secondary school, and knowing how our identity will change during this time, will help us to avoid some of the fear that comes from not knowing what will happen next. At times we may feel unhappy about transition so it is important to be aware of some tips for managing new situations.

To help us understand and manage change we can:

- Take some time to think about the situation we are facing: Try to describe the situation in a sentence or two. Identify any fears about this situation. It can help to write down our thoughts and feelings. For example: 'I've just started at a different secondary school from all my friends. I'm worried about fitting in, making friends and I miss my old friends.'
- Notice and name the feelings we have about the situation: Accept our feelings; it's understandable to feel the way we feel, when changing schools is out of our control. It can help to write down our feelings, too. For example: 'I feel lonely and sad because I miss old friends and my old school. I'm mad that I had to go to a different school from all my friends. I feel left out because I don't know anyone yet. I guess anyone would feel this way if they were in my situation.'
- Learn more: Learning all we can about the situation we are dealing with will help us feel more confident and prepared. This might include reading about the new school, talking to others, finding out what others in this situation have done and what to expect.

DEEP LEARNING

1.7

- 1 Using SurveyGizmo, design a class survey to find out which situations most people worry about dealing with in secondary school.
- 2 Select one situation and identify the thoughts and feelings we may have about this situation.
- 3 Prepare a list of strategies you could use to help you cope with this situation.
- 4 Present to the class a role-play of this situation and one coping strategy.



Self-talk

Self-talk is our inner voice – the voice in our mind that says things that we don't necessarily say out loud. Using self-talk in new situations, such as coping with loss or meeting someone for the first time, can help us feel in control and build our confidence. Next time you're sitting in class, meeting someone new or chatting online, listen to the little voice in your head that's talking to you, saying, 'I wonder when the bell is going to ring', 'I think this person finds me funny' or perhaps 'I don't think I should be talking to this person'. Self-talk usually happens without us realising but if we learn to use it to our advantage, it can help to give us confidence to deal with a new situation or simply make us feel better.

self-talk the dialogue that goes on inside our heads. It can be represented by a positive or negative voice.

Self-talk is worth practising as it can help us feel good about ourselves. There are three easy steps we can take to ensure our self-talk is positive and giving us the confidence we need.

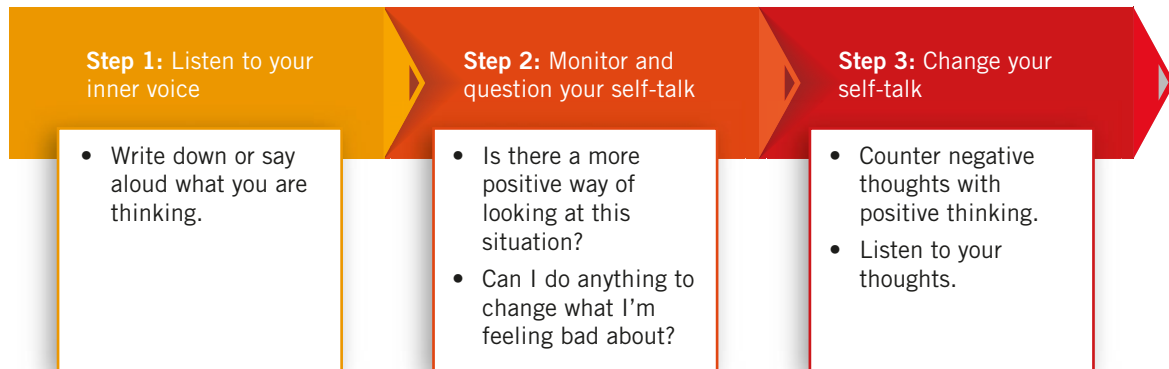


Figure 1.8 Three steps to achieving positive self-talk

Following these three steps will assist us in managing the feelings and emotions associated with transition and the changes happening to us and around us. Thinking positively will also help us to achieve more.

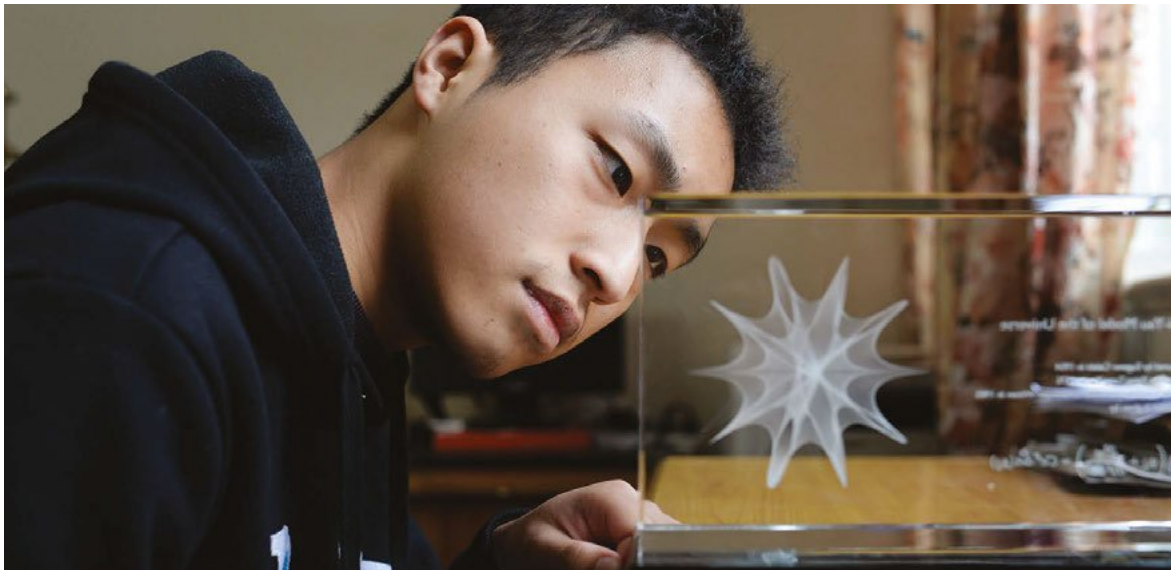


Figure 1.9 Self-talk gives us confidence to respond positively to new situations.

Consider this scenario: I have received a list of all of my subjects for next term and the list of teachers. After looking at the lists my friends have received, I find that I am not in any of their classes and I don't know my teachers.

- inner voice** what you say in your mind
- 1** To listen to my **inner voice**, I say my feelings aloud, 'I don't want to be in a class where I don't know anyone.'
 - 2** To question myself I say, 'Is there a more positive way of looking at this?'
 - 3** To change my thoughts from negative to positive I say, 'I can't always be in classes with my friends so talking to other people will help me make new friends at school.'

DEEP LEARNING

1.8



Using a voice-recording app or any voice-recording device, consider another situation you are managing and apply the three-step process of positive thinking to:

- 1 Record your thoughts and feelings related to the situation.
- 2 Determine whether there is any evidence for thinking the way you are.
- 3 Construct a list of all the positive ways of looking at the situation.
- 4 Record and play back five positive thoughts about the situation.

Help-seeking

In times of change it is important to know that we can seek help to cope with our feelings and emotions. Sometimes we can think that we are the only ones feeling the way we do or that our situation is perhaps too small for anyone else to care about. It is important to know that when it comes to feeling good about ourselves there is no problem too big or too small to talk about.

Australian researchers Rickwood, Deane, Wilson and Ciarrochi define four stages of help-seeking behaviour. The stages recognise that to obtain the help we need, we need to recognise that we have a problem that we can't cope with on our own, express what we are feeling, know where we can get help and be willing to seek out that help.

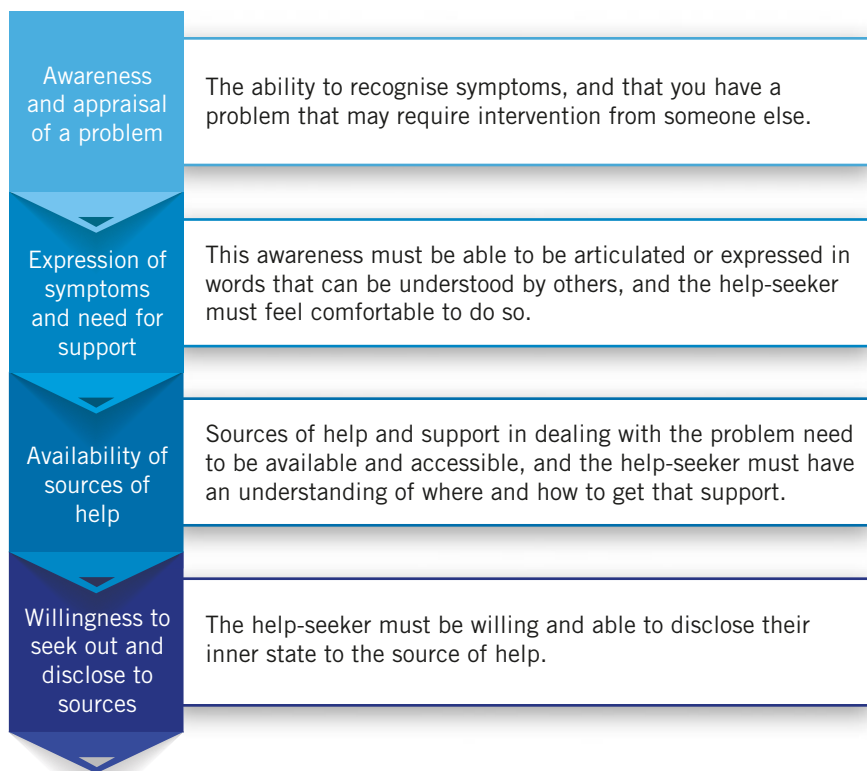


Figure 1.10 Four stages of help-seeking behaviour

1.9

DEEP LEARNING



To ensure we are prepared for the time we need to seek help, consider and respond to the following questions:

- 1 Define the symptom.
- 2 Make a list of symptoms you might experience when you are not coping with change in your life.
- 3 List all the people, places and resources you could go to for help with a problem.
- 4 Describe what you would consider when making a decision about who to go to.
- 5 Suggest some strategies that would make you feel comfortable disclosing your feelings or problems to a source of help.
- 6 As a class, create a poster or infographic to identify the support available and strategies for seeking help.



Figure 1.11 There is no problem too big or small to talk about.

CHAPTER REVIEW

- Identity is defined by individual characteristics, abilities and goals.
- 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 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.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** Adolescence:
 - a** begins after the toddler years
 - b** is the transition period following the onset of puberty during which a young person develops from a child into an adult
 - c** spans from the age from 10 to 25 years old
 - d** is the period of time we are at school
- 2** The four identity status categories identified by Marcia are:
 - a** identity undefined, identity being explored, identity achieved, identity accepted
 - b** childhood identity, adolescence identity, adulthood identity, elderly identity
 - c** social identity, cultural identity, personal identity, sexual identity
 - d** initial identity, developing identity, final identity, no identity
- 3** Gender identity would be best described as:
 - a** whether we consider ourselves to be male or female
 - b** whether we consider ourselves to be masculine, feminine or a combination of both
 - c** whether we like football or dance
 - d** the feelings and emotions associated with being a boy or a girl
- 4** Puberty milestones for girls will include:
 - a** menstruation, breast development and growth of hair in the pubic area and armpit
 - b** the development of intimate relationships
 - c** muscle growth, voice deepening and growth of hair in the pubic area and armpit
 - d** waxing and hair colouring
- 5** Puberty milestones for boys will include:
 - a** growth of hair in the pubic area and armpit
 - b** muscle growth and voice deepening
 - c** testicle and penis growth
 - d** all of the above
- 6** Typically, adolescents will identify with their peers through their choice of:
 - a** part-time job
 - b** school and subjects
 - c** clothing, hairstyle and speech
 - d** favourite sibling
- 7** Cultural identity is developed by:
 - a** the physical changes which occur during adolescence
 - b** the cultural influence on our development
 - c** our DNA make-up
 - d** all of the above
- 8** Distinguishing qualities of masculinity and femininity can be observed in the:
 - a** food we choose to eat
 - b** physical changes that occur to our bodies
 - c** way we behave and the types of activities we engage in
 - d** way we complete our homework

- 9** Feelings of attraction to others begin to develop in adolescence because:
- a** our muscular system has developed
 - b** hormonal changes take place in our body
 - c** it's part of our culture
 - d** of peer pressure
- 10** When seeking help it is important to:
- a** express what you are feeling to a source of help
 - b** self-diagnose your problem so that you can inform a source of help
 - c** talk to a doctor first
 - d** ask your friends about who to go to for help

SECTION B – Short-answer questions

- 1** Explain why identity development is a personal experience and how change may affect your identity.
- 2** Describe the different types of identity and three factors that influence the development of your identity.
- 3** Compare the physical changes that happen to boys and girls during adolescence. Explain the impact that these changes might have on an adolescent's identity development.
- 4** Describe the influence of your family and peers on your choice of masculine and feminine activities.
- 5** Examine the impact of your culture on your values, beliefs and goals.

SECTION C – Higher order thinking (HOT) questions

- 1** Evaluate the importance of developing your own identity.
- 2** Suggest and justify one strategy that you would recommend to others to cope with the transition from primary to high school.



02 Managing change and transition

Organise your thinking

Managing changes and transitions in life can be a challenge. How we respond to life's challenges has a significant impact on our emotions. Understanding why changes and transitions occur is the important first step in managing our response. Fortunately, whether it's a good or bad kind of change, there are skills we can learn to cope.

Making connections

- Why does change and transition occur now and as we grow older?
- What factors influence our response to change?
- What skills can we learn to manage change and transition now and as we grow older?

Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)

By the end of Year 8, **students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities.** Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

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2.1 Understanding change and transition

Development is linked to change, so if we are not changing we are not developing. As we **transition** from childhood into **adolescence** and on to adulthood we can expect to experience personal, physical and social changes. Each of these changes is shaped by our unique combination of **genes**, brain development, environment, experiences and culture. As we grow older, we will continue to experience transitions, such as from school to university or work, and from home to living independent of our parents. It makes sense, then, that we may feel both nervous and excited about change and transition because they are experiences associated with leaving behind what was known and familiar and starting something new and different.

Although it may not feel like it now, change and transition is a normal part of life and a part of growing and developing. Social and personal changes show that we are in the process of forming our own unique **identity** as an adult. These changes are typically internal and influence the way we think and learn. The accelerated physical development we experience will see us change as much and as quickly as during infancy. Most of our physical changes are external and can be readily seen happening, so it is not surprising that they become a big deal in our lives. It is normal to feel embarrassed, excited and confused about these changes.

During this transition period between childhood and adolescence the physical, personal and social changes we experience are happening in different ways and at different times. As we progress through high school we will be expected to learn how to take greater responsibility for our own actions and decisions with the support and encouragement of family, friends and the communities to which we belong.

transition the period of adjustment and recalibration as we move from one stage, or life situation, to another

adolescence the period of life between childhood and adulthood

genes the basic physical and functional unit of heredity; genes are made up of DNA and act as instructions to make molecules called proteins

identity individual characteristics, including ideas, feelings and attitudes towards self-worth and capabilities of a person; or characteristics of a social group

Figure 2.1 During adolescence we rely more on our friends to cope with change.



So, we may have to learn new ways of doing things and sometimes we may need to find some more information to help us understand and cope with these changes. The more we understand about the changes and the transitions we are about to or are experiencing, the better we will be able to respond.

Personal changes

Adolescents experience personal changes due to significant intellectual and emotional development. Our rapid growth in brain development leads to changes in the way we think, as we understand more and we remember more. We can start to feel worried or uncertain about the future, possibly feeling like nobody understands us. At times, we may feel as though we are on an emotional roller coaster and ‘everyone is watching’. These emotions are often triggered by hormonal imbalance and

concrete thinking believing what you can see, hear or touch

abstract thinking a level of thinking that is removed from facts and is more analytical, allowing for better problem-solving

can make us show strong feelings and intense emotions at different times. Through this period, our decision-making skills are developing and we are learning about the consequences of our actions. These experiences allow us to eventually develop our own unique and individual adult identity. In doing so, we move away from being **concrete thinkers** to being **abstract thinkers** and become better at reading and processing other people’s emotions. Best of all, our sense of humour emerges and we start to enjoy learning skills to apply to real-life problems and situations.



HPE and science

Our brains have a massive growth spurt when we’re very young. By the time we’re six, our brains are already about 90–95% of adult size. But the brain still needs a lot of remodelling before it can function as an adult brain. This brain remodelling happens intensively during adolescence, continuing into our mid-20s. Some brain changes happen before puberty and some continue long after. Brain change depends on age, experience and hormonal changes in puberty. So even though all adolescent brains develop in roughly the same way at the same time, there are differences among individuals. For example, if we start puberty early, this might mean that some of our brain changes started early, too.

Physical changes

Adolescents experience many physical changes that occur in the body. Physical changes can be seen at around 10–14 years for most girls and around 12–16 years for most boys. At times we may be concerned or uncomfortable about our physical appearance. Our bones get heavier and grow faster than muscle, so we can look lean or lanky. It is normal to gain weight and experience growing pains. We may become embarrassed over such changes as getting pimples or acne, growth of body and facial hair, and developing sweat glands.

puberty the stage of development when a child changes physically into an adult

Physical transitions such as **puberty** happen at different times for different people and can create a feeling of being left out or ‘different’ from others. Early puberty can mean looking like and being treated as

an adult while still feeling the same inside. The opposite can also happen if we develop later than our peers. All of these changes are associated with puberty and mean our sexual and reproductive organs are becoming more mature and less like a child.

Social changes

Throughout adolescence we experience social changes in our relationships. We are busy working out who we are and where we fit in the world. We may seek independence from our family, yet more responsibility is required of us at home and school. Sometimes the changes relate to a shifting in role within the family and the increased responsibility within the unit, which is a milestone and typically something celebrated and embraced. In other instances, the independence developed by young people is viewed as adding to the family and thus not separate. Seeking increasing independence is part of healthy psychological, spiritual and religious growth, but greater independence needs to be properly balanced by increased maturity and the ability to handle responsibility. We think more about 'right' and 'wrong' and learn we are responsible for our own actions, decisions and consequences. This search can be influenced by our peer group. We are focused on issues like fitting in, having friends and relationships, being judged or being teased. The internet, mobile phones and social media can significantly influence how we socialise, communicate with friends and respond to the issues that confront us. Since social life is such a big part of school, these situations can at times seem overwhelming.



HPE and nutrition

The rapid growth experienced during adolescence means that your diet must meet your nutritional needs adequately for optimal development. The need for nutrients including protein, vitamins and minerals increases proportionately during adolescence. As appetite increases, your food choices need to be made carefully, as the temptation to feed your hunger with snack foods that are high in sugar, fat and salt may not be the best option.

DEEP LEARNING

- 1 List factors that influence the rate we experience personal, physical and social changes during adolescence.
- 2 Based on your observation of other students of your age, list three differences in physical development at this stage.
- 3 Name two situations where you will benefit from being able to think abstractly rather than concretely.

2.1



Accessing health information and services

While we are learning to navigate in the world around us, sometimes we are not quite sure what to do as different situations confront us at home or at school. It might be about our physical changes, friends or problems with parents or siblings, homework or teachers. We might begin to feel sad, angry, scared or lonely, or just need to ask a question. We can go to friends, family or trusted adults in our school, community group or faith community for advice or emotional support, but sometimes we might feel too embarrassed or just want to keep the problem or question confidential. At these



Figure 2.2 We can access different types of health information and services.



Did you know?

A Medicare card is issued to eligible families and individuals to receive a rebate of medical expenses in Australia. To get a Medicare card you must be enrolled with Medicare. If you are listed on your parent's Medicare card, this means you are eligible and already enrolled in Medicare. If you are not listed on your parent's Medicare card, you need to apply for your own card. You can do this if you are 15 years old by accessing the Medicare website.

If you are younger than 15, you might still be able to have a card of your own, but remain listed on your parent's card as well. This card is called a 'duplicate' card, because it is a copy of your parent's card. A duplicate card can be useful if you live away from home; for example, if you attend boarding school or live with other relatives. You should discuss this with your parent or guardian as they will need to sign the application form for your own card if you are under 15.

times, there is health information and services that we can access. First of all, we need to figure out what information or service we need. Within schools, school counsellors, teachers, and staff within our faith community or in the wider society can refer us to appropriate services. Counsellors, in particular, are trained to help us find and access the information and services we need. Outside of school, easily accessible health services include general practitioners (GPs), dentists and optometrists; doctors or nurses in hospital emergency departments or clinics; physiotherapists; and counsellors, psychologists or social workers. Our parents can help us select which service is the most appropriate for our needs. The National Health Services Directory (NHSD) also allows us to locate a reliable and consistent health service.

However, accessing health information and services means more than just being able to find the right support and then get there. There are other factors to consider such as cost, being treated respectfully, access



Figure 2.3 A Medicare card is provided to eligible individuals and families to access rebates of medical expenses, such as the cost of visiting a GP.

without a parent or carer, confidentiality and logistics of services such as opening hours and flexibility of appointments. For example, we may choose not to use the family doctor for a sexual-health issue that we wish to keep private and confidential.. Alternatively, we may be feeling upset about a problem at a time when a face-to-face health service is not open.

For all of these reasons there are a number of easily accessible options to provide advice and support for adolescents via the phone, email and the web. The following activity allows you to investigate these options and find out about the type of health information and services available.

DEEP LEARNING

2.2

View the video 'Visiting a GP' at the Reach Out website via the link at <http://cambridge.edu.au/redirect/?id=6667> to answer the following questions:

- 1 What can you talk to a GP about?
- 2 How do you make an appointment to visit a GP?
- 3 Do you need a Medicare card to see a GP?
- 4 What are your payment options when visiting a GP?
- 5 Explain the meaning of 'patient and doctor confidentiality'.

Evaluating health information and services

Quality online health and wellbeing information can help us make informed decisions. With endless amounts of information available to us on the internet, it's important to be able to evaluate the quality of the content. When looking for trusted health information online, Healthdirect Australia suggests asking ourselves these questions:

<p>Who wrote it?</p> <ul style="list-style-type: none"> • What are the qualifications of the writers? • Who publishes the content? <p>Tips:</p> <p>Check the 'About us' page.</p> <p>Look for .gov or .edu sites.</p>	<p>Is it up to date?</p> <ul style="list-style-type: none"> • When was it written? • When was it last reviewed? <p>Tips:</p> <p>Look for this information at the bottom of each page.</p>	<p>Is it accurate?</p> <ul style="list-style-type: none"> • Is the information based on research? • Are information sources provided? <p>Tips:</p> <p>Look for HoNCode certification – a global standard for quality and transparent health information on line.</p>	<p>Is it balanced?</p> <ul style="list-style-type: none"> • Are risks and benefits explained? • Is the website selling something? • Is there advertising on the site? <p>Tips:</p> <p>Beware of testimonials – they often make untested claims.</p> <p>Commercial interests can mean the information is biased.</p>
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Figure 2.4 It is important to determine the accuracy of online health information.

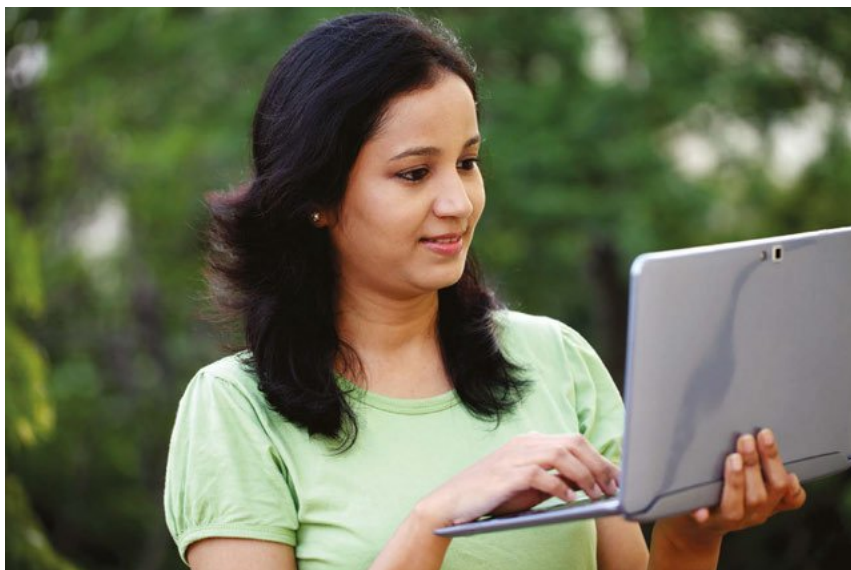


Figure 2.5 It is important to be able to identify trustworthy, high-quality content on the web.

2.3

DEEP LEARNING

As a class, make a list of adolescent health issues related to physical, social and personal changes. Form groups and allocate one adolescent health issue to each group to complete the following questions:

- 1 Define the issue.
- 2 Create a list of websites that provide information about the issue.
- 3 Using Figure 2.4, assess the quality of each website to result in a rating of each based on these four questions. Categorise the websites based on their suitability for parents, teens or both.
- 4 Suggest ways the websites could be more accessible to adolescents.

2.2 Peer and family relationships

Our development during adolescence is influenced by our interaction with **peers** and family. Up until this point, our world has mainly revolved around our **relationship** with our family, a few friends and perhaps just a single teacher each year. While being close to family is still important and remains a positive influence on our identity development, we may begin to feel a strong need to

identify with a peer group. Our peer group is made up of the people we associate with and who are likely to influence our beliefs and behaviour. They are typically of similar age, background and social status.

When we are at school, playing sport, texting, socialising online, going to friends' places or even riding the bus we are beginning to analyse and make decisions about our values, beliefs and goals. This is an important part of our transition from childhood to adulthood and developing a sense of our unique identity as a person within our broader social, cultural and

peer somebody who is the equal of somebody else (e.g. in age or interests)

relationship a significant connection or similarity between two or more people, or sharing a connection with someone else



Figure 2.6 Adolescents usually feel a strong need to identify with their peer group.

religious context. Much of this understanding comes through relating to and identifying with others, in a much deeper way than during childhood. Our peers help us develop social skills, teach us how to get along with other people and help us to learn different ways of understanding the world.

In different situations we will continue to seek support from our peers or family. Typically, in situations that involve decision-making, such as career choices and moral decision-making, we will rely on our family and faith community for advice. However, our peer relationships are important in establishing our social network, as our group identity is associated with our sense of popularity, status and acceptance. At times we may feel some **tension** and experience conflict in our family relationships as we change our behaviour and choices to 'fit in' with our peer group. The biggest differences between us and our parents may arise over everyday things like choosing TV programs or clothing. If the conflict is minor, we can eventually let it go, but if it is making us feel unhappy, it is beneficial to work together on a basis of mutual respect to find a satisfying solution to deal with the issue.

tension an uneasy or anxious feeling in a relationship

Managing family relationships

Relationships can be tricky for everyone, but usually things work out if people get to know and trust each other and keep openly communicating about what is important. It helps to know yourself what you like and don't like and what makes you feel happy and safe. It then becomes less likely that misunderstandings will develop and cause problems in a relationship. Other attitudes and behaviours that help make healthy and positive family relationships include being authentic and patient, showing that you care and being someone who can be trusted and relied upon.

Families can function well if everyone is able to communicate their needs and wants with each other in a respectful way. This can be hard if we are feeling frustrated, angry, hurt or sad.

Sometimes it can be better to wait until intense feelings have passed so that we can more calmly communicate what is going on for us about what we need and want. We may not always get what we want straight away and we might have to be patient and/or learn the art of negotiation and compromise. For example, we might agree to help with chores around the house so we can go to the movies. It's important to stick to our side of the agreement – this builds trust and respect.

win-win approach when all participants work together to benefit

The Teen Health website suggests a **win-win approach** to deal with issues of conflict when they arise in a family situation. This approach is about both people being satisfied with the outcome and finding out what both want. Whether the family relationship is virtual or face-to-face, the approach will allow both people to work together to find a solution.

Steps in a win-win approach:

- 1** Raise the issue with respect:
 - Say what the conflict is from your view and ask for the other's view.
 - Say how you are feeling.
- 2** Understand each other:
 - Explain how you see the conflict without attacking or accusing.
- 3** Define the problem:
 - So what exactly is the problem? Try to write an explanation of the problem in one sentence so you are ready to talk.
- 4** Decide what you both want:
 - Work out together what your goals are.
 - Decide on the best way to move towards your goals.



- 5** Brainstorm solutions:
 - Think of all the possible ideas you can come up with together that will move you towards your goals.
 - Decide which are the best ideas.
- 6** Put it into practice:
 - Make an agreement about which idea you will work on together.

If very heated arguments happen frequently, it may be worth contacting a counsellor. Everyone will benefit from talking to someone new and unbiased, someone who is not in the family and who will not judge them. Some guidance from an outsider can be very helpful.

Figure 2.7 It is important to deal with issues when they arise in the family.

DEEP LEARNING

2.4



- 1 Create a **Venn diagram** to illustrate the values, beliefs and goals you share in common with your close friendship group and your family.
- 2 Explain which values, beliefs and goals are different between the two groups.
- 3 Using the Teen Health approach for dealing with conflict, present a role-play of your response to one of the scenarios below:
 - a Tran is really keen to make the school basketball team in his first year at high school but this means going to two trainings and a game each week. Tran's parents are worried that Tran will not be able to keep up with his homework. How should Tran approach this situation?
 - b Jack has started guitar lessons at school and met a new group of friends. His new friends want him to join their band and practise on a Sunday afternoon. Jack's parents insist this is family time and have not allowed him to join the band. How can Jack work through this problem with his parents?
 - c All of Emily's close friends have been given a mobile phone to take with them to school for emergency situations. On the weekend they are starting to text each other and Emily feels left out. Emily thinks it is a good idea that she has her own phone; but her parents maintain that because her older brother has a phone and is at the same school she doesn't need her own. How can Emily and her parents resolve this conflict?

Venn diagram a mathematical diagram representing sets as circles, with their relationships to each other expressed through their overlapping positions, so that all possible relationships between the sets are shown

Making new friendships

Relationships with our close friends can also change as we grow older. Changes in our peer relationships can happen as we develop different interests, move schools or new people join our friendship groups and change the dynamic. Any of these situations can lead to needing to make new friends. Depending on the circumstances this can be an exciting or a stressful experience – or a bit of both.

Some ideas that might be useful to think about when it comes to making new friends include:

- being friendly
- smiling and acknowledging people
- starting conversations
- being interested in others
- being a good listener when others talk
- giving others compliments (but you have to mean it)
- looking confident and being okay with yourself
- having a sense of humour and being able to have fun
- having helpful self-talk that is encouraging and patient.

2.3 Roles and responsibilities

Through the different stages of our life we will adopt certain roles in our family, at school and in society. Like in a movie, a 'role' is a part someone acts out. The roles we play might include daughter, sibling, student or, more specifically, eldest daughter or Year 7 student. With these roles comes responsibility. As we transition from childhood into adolescence, we want and need the opportunity for increased responsibility.

To prepare ourselves for the responsibility we desire, we need to understand that what is expected of us will change. With greater autonomy to make decisions we must understand and take into account a variety of viewpoints. Such viewpoints include the perspectives of other people, our own family values, our cultural and religious values and beliefs and the common good of society as expressed in its laws and regulations. For instance, spending time with parents, siblings, grandparents and other extended family members is an important responsibility for adolescents. However, like many adolescents, we may rather spend time with our friends, but participating in family events is essential. As we transition through adolescence we will develop our values and sense of responsibility, and determine our priorities in life.

We will also be exposed to many factors that influence our attitudes and behaviours regarding our roles and responsibilities. Attitudes and behaviours are generally learned first in our home and in our social, cultural and religious communities.

These inherited attitudes and behaviours can be both reinforced and challenged by our personal experiences, by our peers and by wider society, particularly the media. For example, an inherited value might be that I respect the authority of my parents, but then a television show might present a parent as foolish, uncool and a figure of fun. There is a contradiction that has to be dealt with if I am to grow and mature as a person. Similarly, I may have been brought up with values about the importance of modesty and chastity with regard to sexual matters, but in the wider society and in the media sexual promiscuity is often implied or promoted. On the other hand, of course, I may see a story in the media or on television that portrays a family in which parents and children respect each other or in which sexuality is portrayed in a way that accords with my inherited values.

Each of these influential factors, or agents of socialisation, allows us to learn about our role in the world. Through our exposure to activities, opportunities, encouragements and discouragements we experience the process of socialisation. Our developing sense of self, or self-concept, is a result of the multitude of ideas, attitudes, behaviours and beliefs to which we are exposed and how successfully we negotiate the differences and contradictions that arise in a secular society like Australia in which there is a range of values and beliefs.

2.5

DEEP LEARNING

- 1 Name five roles you have at home, school or in the community.
- 2 Discuss how each of your roles, and the responsibilities that come with each role, has changed or is changing as you transition from childhood to adolescence.
- 3 Identify five people who influence your attitude and behaviour in these roles.
- 4 Think of an attitude, behaviour or belief you value now and explain how this was influenced by the people you have identified.

Our parents have an important role to play in training and supporting us to be ready for more responsibility. How quickly our parents hand over responsibility depends on many factors, including their own comfort level, values and cultural and religious traditions, and our maturity. As we develop the skills to make appropriate decisions and demonstrate respect for others, we build trust in the relationship. Our parents will gradually feel more comfortable giving us more responsibility and helping us to become independent adults.

To ensure we feel comfortable making our own decisions it is important to communicate with family and peers to discuss options and the pros and cons of different situations. As we develop personally, physically and socially we will learn to make decisions on our own. Maintaining these relationships allows us to learn the skills of negotiation and compromise that assist us to control our own behaviour.

To help us make safe and respectful decisions we should consider:

- our experience in a situation
- legal implications
- the level of risk and long-term consequences to ourselves and others
- the impact on others, such as whether a decision will be unfair or hurtful to others
- our values and beliefs
- the attitudes and behaviour of those who are influencing our decision.



Figure 2.8 We are responsible for making safe and respectful decisions as we grow older.

DEEP LEARNING

2.6

- 1 What added responsibilities have you recently been given at home?
- 2 Describe two behaviours that would demonstrate to your parents that you are ready for more responsibility.
- 3 Think of a situation when your parents said 'no' to a request from you or a sibling. Consider how you could show your parents that you are responsible enough to handle this situation.
- 4 Recall a decision you have made that had an unfair or negative impact on someone else. How could you have changed this decision to ensure a positive outcome?



2.4 Managing change and emotions

We all need to manage changes and emotions associated with transition and growing older. Unfortunately, we are not born with the skills we need to do this – we have to develop them. These skills will assist us at school and in social situations – they are skills we will learn for life.

As adolescents we need to learn skills and strategies for problem-solving, coping and communicating. These will help us to work through issues, overcome challenges, maintain relationships and gain control of our feelings. Most of all we will be responsible and independent, and thus better placed to make good decisions on our own.

Problem-solving skills

Although we all solve problems every day, most likely we are not aware of the process we use to solve these problems. During adolescence, our problems can range from minor disagreements with our peers or forgetting to do our homework to major problems that could affect the rest of our lives. At other times, however, we may experience more complex problems, such as bullying. We need skills to help resolve problems of all sizes.

The key to effective problem-solving involves developing a variety of solutions first; then evaluating the pros and cons of each solution before choosing which solution is most likely to be the best. When solving problems, it's good to be able to:

- listen and think calmly
- consider options and respect other people's opinions and needs
- find constructive solutions, and sometimes work towards compromises.

When we are willing and able to solve a problem, we look at things from a completely different perspective – we focus on what we can do, instead of on the things that are out of our control. Not every problem is 100% solvable, and sometimes there's very little we can do. But even with more challenging problems, making an attempt at solving them can have a positive impact on our happiness.

The following six steps for problem-solving can guide us to finding a solution.



Figure 2.9 Six steps for problem-solving that can help us find a solution

CASE STUDY 2.1

Jack has just started a relationship and some of his friends are encouraging him to start **sexting**. Jack has seen other boys share images of their girlfriends and suspects that the girls don't know this is happening. He wants to stay a part of his friendship group but doesn't want to go along with this activity.

sexting sexually explicit messages or photographs sent mainly between mobile phones



Questions

Use the problem-solving worksheet to answer the following questions:

- 1 Identify Jack's problem.
- 2 What are the legal implications of sexting?
- 3 What are the pros and cons of Jack going along with the sexting activity?
- 4 What are the possible consequences for Jack if he does choose to sext?
- 5 Suggest possible solutions for Jack that would demonstrate that he values his new relationship but still wants to remain friends with the other boys.

Coping skills

Although problem-solving usually helps us to find solutions, in some situations, in spite of our best efforts, we may still find that we cannot fix something. So, it may be time to focus on coping strategies. Positive coping strategies are any actions we take to manage and reduce stress in our life, in a way that is not going to be harmful or detrimental in the long term.

Coping skills can help us to tackle challenges and bounce back from tough times. They will also assist with temporary stress relief, long-term stress relief, increasing confidence and increasing **motivation**. Challenging negative thinking at every opportunity is one of the best ways to increase our self-belief and to successfully undertake transitions.

motivation a reason for acting or behaving in a particular way

Some coping strategies that we may use are included on the next page in Figure 2.10.

When we experience a lot of negative feelings because of a problem, it is important to remember that we do not have to work through issues on our own. Counsellors or other trusted advisors can help us to build and develop coping skills, especially when there are times we would prefer not to talk to friends or family, or if our problems are making it hard to carry on with day-to-day stuff. Section 2.1 explained where to find services and professionals.



Figure 2.10 Coping strategies can help us manage changes and transition.

2.7

DEEP LEARNING

- 1 List the types of situations that you find difficult to manage.
- 2 Refer to Figure 2.10 and select all the strategies that would allow you to cope with each situation.
- 3 When the stressful situations arise, try out one of the strategies.
- 4 Evaluate your strategies. Keep notes on how it went to determine what worked well and what you would change.

Communication skills

While communication is very much a part of our everyday lives, it too is another skill that has to be developed and is not always easy. Communication is the way we let other people know about our ideas and feelings. It includes what we say, how we say it, why we say it, when we say it and what we don't say. We communicate through our facial expressions, gestures, posture and vocal tones. We can use text messages, social networking sites, web chats and emails to communicate with others, and other people can use these channels to communicate with us, sometimes unexpectedly. By learning how to communicate effectively, we can also learn how to have difficult conversations.

Communication styles change with age and stages of life. As a child, we probably learned most of what we know about communicating from our immediate family or those who cared

for us. However, as we get older and go to school, we make friends and become involved in the community. This brings a much wider circle of people to communicate with and helps us learn about different types of communication.

Becoming an adolescent brings a whole new dimension to communicating, which often involves expressing feelings. This may be difficult, especially if we have not grown up with someone who has been able to show us how to express what we are thinking and feeling in a way that feels comfortable. Communication styles are often a mix of our own personality combined with what we have learned from those closest to us. At times, we might need to work on our communication skills by deciding on different ways to give messages to others – face-to-face, on the phone or in a text. Or we may feel that we ‘just don’t know what to say’, which can leave us not being able to feel a part of what others are saying, or join in with the conversation. It’s also okay to say ‘I don’t know what to say’, as this too communicates your understanding and willingness to engage with others, but also shows your hesitancy in coming up with a solution.

The following activity discusses effective communication skills.

DEEP LEARNING

2.8

- 1 Think of someone who you communicate well with and list the verbal and nonverbal skills that you use to strengthen your relationship.
- 2 Remember a time when you felt it was important to take a stand on something that you didn’t think was fair or okay. Describe the communication skills you used to communicate your point of view. How effective was your strategy? What would you change?
- 3 Recall a time you helped someone sort out a problem. What communication skills did you use to assist this person? What communication skills or strategy did you suggest the other person use to solve the problem?



Communication styles can also be influenced by cultural background and ethnicity. For example, some cultures value eye contact while others may consider this disrespectful, and some cultures prefer expressive communicating such as arguing or debating topics or freely expressing certain feelings, while others are more restrained or value modesty. This adds more complexity to communication as it may lead to misinterpretation.

Similarly, texting about serious issues can sometimes lead to real difficulties and misunderstandings between friends. Although texting can seem easier and quicker at the time, handling tough problems is nearly always better when done in person so you can talk things through. Even though communication like this can be really hard to do, it often leads to a stronger understanding and more meaningful relationships.



Did you know?

In the United States, people with smartphones have been reported to send and receive five times as many texts compared to the number of phone calls they make every day. One study reported that young people aged between 18 and 29 will send and receive approximately 88 text messages per day, and a maximum of 17 phone calls. In terms of time, this equates to 26 minutes per day texting compared with 6 minutes talking on a mobile phone.

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.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** Transition is the period of:
 - a** adjustment and recalibration as we move from one stage, or life situation, to another
 - b** time we experience the most physical changes to our bodies
 - c** our life when we begin to take risks
 - d** physical, personal and social change that happens throughout our life
- 2** We begin to seek independence from our family during the life phase of:
 - a** adulthood
 - b** adolescence
 - c** infancy
 - d** childhood
- 3** Abstract thinking is characterised by the ability to:
 - a** classify, sort, order and organise facts
 - b** think of objects or ideas as specific items
 - c** adapt, be flexible and problem-solve
 - d** be logical and coherent
- 4** To evaluate the quality of online health information it is more important to check the:
 - a** testimonials
 - b** commercial sponsors
 - c** information sources and research base
 - d** layout of information
- 5** The five steps in a win-win approach to dealing with issues of conflict ensures that:
 - a** you argue about the issue until one person wins
 - b** both people express their feelings before doing their own thing
 - c** you negotiate about the issue but only one person wins
 - d** each person is aware of the other issue and satisfied with the outcome
- 6** You can apply for your own Medicare card once you are over the age of:
 - a** 13
 - b** 15
 - c** 18
 - d** 21
- 7** Our roles and responsibilities:
 - a** change as we grow older
 - b** change at the same rate as our physical changes
 - c** are the same as our peers
 - d** never change
- 8** The first step in solving problems is:
 - a** determine the pros and cons of our actions
 - b** brainstorm solutions
 - c** identify the problem
 - d** decide who to blame

- 9** Coping skills help us to:
- a** win an argument
 - b** access health information
 - c** solve problems
 - d** manage and reduce stress in our life
- 10** Our communication style:
- a** is a mix of our own personality combined with what we have learned
 - b** will be the same as our siblings
 - c** stays the same from childhood to adulthood
 - d** is not influenced by cultural background

SECTION B – Short-answer questions

- 1** Explain the importance of accessing appropriate health services as a young person.
- 2** Identify the barriers to young people accessing health information and services.
- 3** Describe the attitudes and behaviours that an adolescent might need to demonstrate to show they are able to cope with additional responsibilities.
- 4** State and explain the six steps involved in solving a problem.
- 5** Discuss the importance of effective communication skills in solving problems.

SECTION C – Higher order thinking (HOT) questions

- 1** Choose a responsibility you have been handed by your parents and evaluate the impact of family, friends and community on the decisions you make.
- 2** Develop one strategy that could ensure you are able to communicate effectively with your parents. Justify the choice of your strategy.

03

Seeking help

Practise and apply strategies to seek help for themselves or others (ACPPS072)

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. **They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.** Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

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Organise your thinking

As part of growing up you will experience many challenging situations, including emergencies. How you respond to these situations is dependent on your personal attributes such as your ability to communicate effectively and make good decisions.

Making connections

- How can emotions and decision-making impact the outcome of a situation?
- What communication techniques are effective when seeking help?
- What are some strategies for helping others in emergency situations?

3.1 Impact of behaviour on outcomes

adolescence the period of life between childhood and adulthood

puberty the stage of development when a child changes physically into an adult

psychological referring to the mind

The period of **adolescence** begins with the onset of **puberty** and is marked by significant physical, **psychological** and emotional changes. The start of puberty differs widely between individuals. In girls, puberty roughly begins anywhere between 10 and 14 years, while in boys it generally occurs later, between 12 and 16 years.

There is no way of knowing exactly when puberty will start as it is dependent on a number of factors, including the release of hormones, which is partly determined by your genetic make-up. There is significant variation in the 'journey' to adulthood.

During an individual's transition through adolescence into adulthood, the brain undergoes growth and change. If you look at the brain size of a six-year old, it is already about 90% of that of an adult size. But it still requires considerable remodelling to function as an adult brain.



Figure 3.1 Adolescence is a time of significant growth within the teenage brain.

These developmental changes during adolescence affect how you think and therefore how you behave. The brain is divided into lobes or regions that are responsible for different functions. The sequence of brain development during adolescence occurs from the regions at the back of the brain first. These regions are responsible for things such as vision, learning, memory, understanding language and sensing pain. The frontal cortex is the part of the brain that is remodelled last in an **adolescent** brain. The frontal cortex is the largest part of the brain and is responsible for skills such

adolescents individuals between the ages of 12 and 19 years

as decision-making, planning actions, problem-solving, comprehension and attention. This may explain why some adolescents demonstrate 'adult-like' thinking skills in some instances but can also be overly emotional and illogical in others.

Emotions and outcomes

Implications of brain growth and development on behaviour during adolescence might be that you:

- undertake high-risk activities or take more risks
- express strong emotions more frequently
- make impulsive decisions with no thought of consequences
- seek to negotiate issues, options and ideas with parents more
- seek shared input on some decisions.

Risk-taking behaviour is one means for teenagers to learn about themselves. The social nature of teenagers usually means that risks are taken in front of peers, either to impress or as a result of peer-group pressure. Accompanying the deficit example of negative peer pressure there are positive risks such as expressing oneself in public, or challenging something that is unjust or unfair. Taking risks is a natural part of developing responsibility and moving towards adulthood.

Being challenged by situations that you encounter allows for the development of personal independence. Some teenagers, however, might be less skilled at thinking through the consequences of their behaviour. This has ramifications on the health and safety of themselves and others.

ABCDE decision-making model

Decision-making involves a thinking skill that requires consideration of a range of options to reach an outcome. It is made easier by having good communication skills in order to gather information and express an opinion.

You will encounter many decision-making situations and following a simple process will give you more confidence knowing that you have considered all options before reaching an outcome.

- A** Assess what the problem is or what decision needs to be made.
- B** Brainstorm all the possible options or choices for this problem.
- C** Consequences – consider the pros and cons or positives and negatives of each option.
- D** Decide on the best option based on your understanding of the problem.
- E** Evaluate the choice you have made by reflecting on the outcome.



Figure 3.2 ABCDE model of decision-making

3.1



Use the steps in the ABCDE decision-making model to assist in reaching a decision as to how to

respond to the following scenarios that you may encounter.

- Scenario 1:** Jack has finished playing basketball at 10.30 p.m. and offers a lift home to his four teammates. When they get to the car, they realise Jack has his 'P' plates and isn't allowed more than one passenger after 11 p.m. Jack isn't concerned and crams everyone into the car.
- Scenario 2:** Liu is going to a party and on the request of his friends takes a full bottle of spirits from the kitchen cabinet.
- Scenario 3:** Aisha arrives home an hour late and is met by her angry parents at the front door. Aisha's response is to yell at her parents 'I don't care about what you think' as she pushes past them.
- Scenario 4:** Amir is dared by his peers to steal a smartphone from the display counter of a department store.

Self-esteem and outcomes

Peers and family are the greatest influencing factors in shaping how you think about yourself. How you perceive your interactions in these relationships impacts on how you view yourself. Your **self-**

self-esteem the personal value, self-respect and self-worth that you place on yourself

esteem develops as a consequence of reflection on your interactions with your parents in early adolescence, and later with your peers. If you view these interactions as positive experiences, then you tend to view yourself positively. The reverse is also true. Self-esteem is how we 'see' ourselves, similar to a mirror in your mind, and is closely linked to self-confidence.

Individuals with high self-esteem tend to form constructive, positive relationships with their peers and family. They are more likely to be good communicators, able to share ideas and make informed decisions. As a consequence, they do not feel the need to undertake high-risk activities to 'prove' themselves to others. They are already confident about themselves and who they are. They

self-image the view you have of yourself (e.g. sporty, caring)

work well in team environments where they collaborate effectively with other team members as a result of their ability to express their opinions clearly and without putting others down.

identity individual characteristics, including ideas, feelings and attitudes towards self-worth and capabilities of a person; or characteristics of a social group

Individuals with low self-esteem tend to be indecisive when it comes to decision-making, as they don't trust their own ability to make decisions and therefore look to follow others. Their negative **self-image** may be a result of negative interactions with family or peers and result in negative emotions such as anger, fear or insecurity. This inability to make a decision impacts on everyday life and they rely heavily on the values and beliefs of others. These individuals struggle to develop their own **identity** but prefer to follow others or, at worst, may alienate themselves from peers by **anti-social** behaviour. This can lead to impulsive decisions with negative

anti-social lacking consideration for the rights of others

for expressing these feelings – through music, sport or other pursuits – is a positive step. The same situation can result in very different emotional responses depending on how you interpret it.

Take, for instance, the situation of yourself and a friend both being selected in the ‘A’ sports team. You are ecstatic and can’t wait to tell your parents. Your friend, on the other hand, is terrified. She feels that she isn’t as good as the other players in the A team and doesn’t deserve to be there. Figure 3.4 shows how an event is perceived will impact on the emotional response to this situation. The same event can result in different emotional responses based on how you interpret the event.

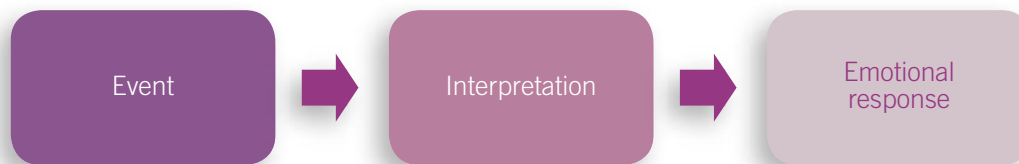


Figure 3.4 Relationship between feelings and emotions

Be aware of how you respond emotionally in different situations and what type of situations trigger these feelings. How you view yourself, your **self-concept**, also has an impact on how you interpret a situation. A positive self-concept tends to produce positive outcomes. It is important to be able to reflect on your feelings by asking the following questions:

self-concept how we think about ourselves; it includes how we feel about our physical appearance and personality and is shaped mostly by our interactions with significant people in our lives

empathy the ability to identify and understand the feelings of others

- What am I feeling?
- What is it telling me about the situation?
- What other emotions could I have responded with?

Being able to accurately identify your feelings is a difficult skill, especially if you have limited experience expressing what you think and feel. Once you are able to better identify your own feelings, there is an improved chance that you are able to more readily identify the feelings of others. This is called **empathy**. Reading people’s feelings and having empathy allows us to identify situations when people may need help or extra support.

3.3

DEEP LEARNING

Identify the feeling/s of the person in each of the following situations and suggest what you could say and do to help:

- 1 Tayla started at a new school midway through the term.
- 2 Ming received a text from his new friend that he no longer wanted to see him.
- 3 Everyone was talking over the top of Jahlia in class.
- 4 Samantha was coming late to school every day looking really tired.

Seeking help

Once you feel confident in acknowledging your own feelings, you may be more perceptive of the feelings of others. If you recognise that someone needs help, it is not always easy to know what to do or where to start. Sometimes it's as simple as starting a conversation. Sometimes the conversation can be the solution.

Persuading friends to seek help early is a good step towards convincing them to find a solution to a problem so that the situation doesn't get any worse. Do you know how to persuade a friend who is in need of help to become motivated to take a positive action? You can use the following communication techniques to persuade someone to seek help:

- 1 Start a conversation – preferably somewhere private or quiet. You could say: 'What's up? How you going? Haven't seen you for a while. Is there anything that's wrong?'
- 2 Listen without judgement. Guide the conversation by acknowledging you understand the problem. You could say: 'How long have you been feeling like this? How has it made you feel?'
- 3 Acknowledge the problem and encourage action. Sum up the issue and ask what actions they are considering. Encourage them to take the first step. You could say: 'What do you think you should do? Have you considered seeing a doctor or teacher to discuss the problem?'
- 4 Follow up. Ensure that you get back to them soon on how things went. You could say: 'Did you get a chance to make an appointment? What were some possible solutions?'
- 5 What if they don't want to talk? Communicate your concern for them and that you would like to help because you care about them. Don't criticise them for not opening up. You could say: 'I'll catch up with you soon to see how you are going'. Or 'Would you prefer to talk with someone else?'

Active listening

Adolescence is also about discovering the different dimensions of interpersonal relationships – with parents, with friends and with peers. In order to develop strong positive relationships, it is necessary to learn to explore ways to express yourself in a positive way.

To communicate positively, it is important to develop two fundamental skills: the ability to listen effectively and the ability to speak assertively. Active listening is when you are fully concentrating on what the speaker is saying. A good way to check that you are using active listening is to repeat back to the speaker your understanding of the conversation. This is called **paraphrasing**. Active listening is demonstrated by both verbal and non-verbal actions. Verbal actions include:

paraphrasing restating the meaning of verbal or written information in your own words

- restating key points to confirm that you understand the speaker (e.g. 'So, if I understand you correctly, you are saying that the problem is ...')
- stating that you value their opinion (e.g. 'I really appreciate you speaking with me')
- asking questions to help you better understand the situation (e.g. 'What do you mean when you said ...')
- repeating the feelings expressed in the conversation and not passing judgement (e.g. 'I can see that you feel bullied because ...')
- providing feedback on what has been said and provide options (e.g. 'If you do nothing about it then ... some options might be to ...').

Non-verbal actions include:

- letting the person know that you are interested in what they are saying by maintaining direct eye contact
- leaning or moving closer towards them
- maintaining an open body posture (not folding arms)
- providing all your attention to the speaker and not being distracted
- nodding to confirm you understand what is being said.



Figure 3.5 To communicate positively, it is important to listen effectively and speak assertively.

3.4

DEEP LEARNING

- 1** The aim of this task is to demonstrate effective communication skills by active listening. Work in pairs.
 - a** Formulate a list of questions that will allow you to get to know more about a fellow student.
 - b** Conduct interview-style questions and answers.
 - c** Demonstrate active listening skills.
 - d** Apply active listening skills to clarify and confirm points.
 - e** Create a 60-second video or podcast introducing the student to the class. Start the presentation with 'My guest today is ...'.
- 2** Your partner then completes the same activity on you.
 - a** Reflect on the effectiveness of this task by debriefing with your partner about the accuracy of the information he/she presented about you.
 - b** What would you do differently next time you use active listening skills?

Assertive communication

The way you communicate with your family and peers reflects something about you as a person. Positive communication is by far the most effective way of expressing your opinion. By remaining silent you are leaving doubt in the mind of the listener as to what you are thinking or feeling and this can give rise to a misunderstanding. By being aggressive you can be seen to be threatening and controlling.

Positive relationships are characterised by effective use of assertive communication skills. This allows for the creation of clear boundaries for expressing likes and dislikes. Individuals that possess assertive communication skills are more likely to make positive decisions when it comes to situations where they don't know what to do.



Aggressive communicators have the ability to:

- Blame or accuse others
- Threaten others to get what they want
- Use name-calling or a loud voice to get across their opinion
- Ignore the opinions of others

Consequences:

- Generate fear or resentment
- Inability to develop socially acceptable skills for maturity
- Find decision-making difficult as can't take into account others opinions
- Develop low self-esteem

Assertive communicators have the ability to:

- Say 'no'
- Clearly state their request or needs
- Speak with a calm and clear voice
- Be honest and direct
- Demonstrate self-confidence
- Listen attentively to the opinions of others before responding

Consequences:

- Generate acceptance by valuing the rights and opinions of others
- Gain respect of your peers
- Feel proud of your ability to stand up for yourself
- Develop high self-esteem
- Reach positive decisions more easily

Table 3.1 Consider the consequences of two different styles of communication.

3.5

DEEP LEARNING

Use the steps in the ABCDE decision-making model on page 41 to reach the best strategy to respond to the following scenarios that you may encounter when using social networks and technology. Try to incorporate examples of assertive communication and active listening skills when preparing your response.

- 1 Your Facebook page has been tampered with without your permission. You suspect you know who has done it.
- 2 You have received a large number of text messages in one day from a girlfriend.
- 3 Your friend feels under pressure to constantly check her social network site to ensure she doesn't offend anyone by not replying immediately.
- 4 You read an email that has been CC'd to your group of friends that discloses confidential information that you revealed to a close friend.
- 5 Your chat room 'buddy' who you have communicated with for months wants to meet in person.

3.3 Strategies for emergencies

emergency an unexpected, serious, dangerous or life-threatening situation that needs immediate attention

Would you know what to do in an **emergency**? An emergency is considered to be any situation where there is an unexpected, serious, dangerous or life-threatening event that requires an immediate response. When seeking help for yourself and others, you will need to stay calm, think logically and get help from bystanders or by calling for assistance.



Figure 3.6 Preparation for an emergency is a vitally important step.

Household emergency plan

In preparation for an emergency that impacts you and your family, you would be well advised to develop a household emergency plan. This is a plan that can be applied in a range of scenarios to assist you with dealing with possible emergencies caused by a range of possible emergencies in your home. The more prepared you are, the better you will be in managing an emergency situation.



Figure 3.7 Downloading an emergency event app is a way of preparing for emergencies.

STEP 1: Know your risks

Research the local community to find out what risks are more likely to occur in your local area. Do you live in a high fire region, are you in a flood-prone area, or are you located near the coast where tsunamis or cyclones can occur? Is there a high rate of home invasion?

STEP 2: Meeting places

If you can't get to your home or need to evacuate your home and can't contact family, consider a safe place where you could meet them. Discuss options with family.

STEP 3: Know your utilities

Do you know the location and how to turn off the water, electricity and gas utilities in your home?

STEP 4: Evacuation plan

If you had to evacuate your home, do you have alternative routes in case an exit point is blocked or impassable?

STEP 5: Where do I get information from?

Compile a list of information sources that can keep you updated on the emergency. List radio stations, council websites, the Bureau of Meteorology (BOM) website, relevant apps for smartphones and identify your local emergency authority contact phone number.

STEP 6: Warning systems

Are you familiar with Standard Emergency Warning Signal (SEWS)? This is the wailing siren used throughout Australia for various emergencies including flood, cyclones and severe storms. This siren is sounded on the radio and television before an announcement regarding the emergency. Pay particular attention to the message that follows and act on the advice. A tsunami warning system has been put in place for Australian coastal regions.

STEP 7: Neighbours

Have a list of contact numbers for your neighbours. They form a useful network of help in emergencies. Also have a checklist of family or friends that you can check on.



Figure 3.8 Household emergency kit

3.6

DEEP LEARNING

A household emergency plan is recommended in preparation for an emergency in or around your home. Access the Australian Red Cross RediPlan booklet via the link at <http://cambridge.edu.au/redirect?id=6668> and read the RediPlan booklet.

- 1 Record the information for each step of the Four Step action Plan.
- 2 Explain and discuss this action plan with your family to make thorough preparations.
- 3 An emergency survival kit is part of the household plan. Refer to an example via the link at <http://cambridge.edu.au/redirect?id=6669> to prepare your own household emergency kit.
- 4 Do you have recommendations for additional items to be included in your emergency kit that are not listed?
- 5 Prioritise the top 10 items and be able to justify why these items are 'must haves'.
- 6 Compare your list with others to create a list of '10 Best Survival Kit Contents'.

Basic first aid in an emergency

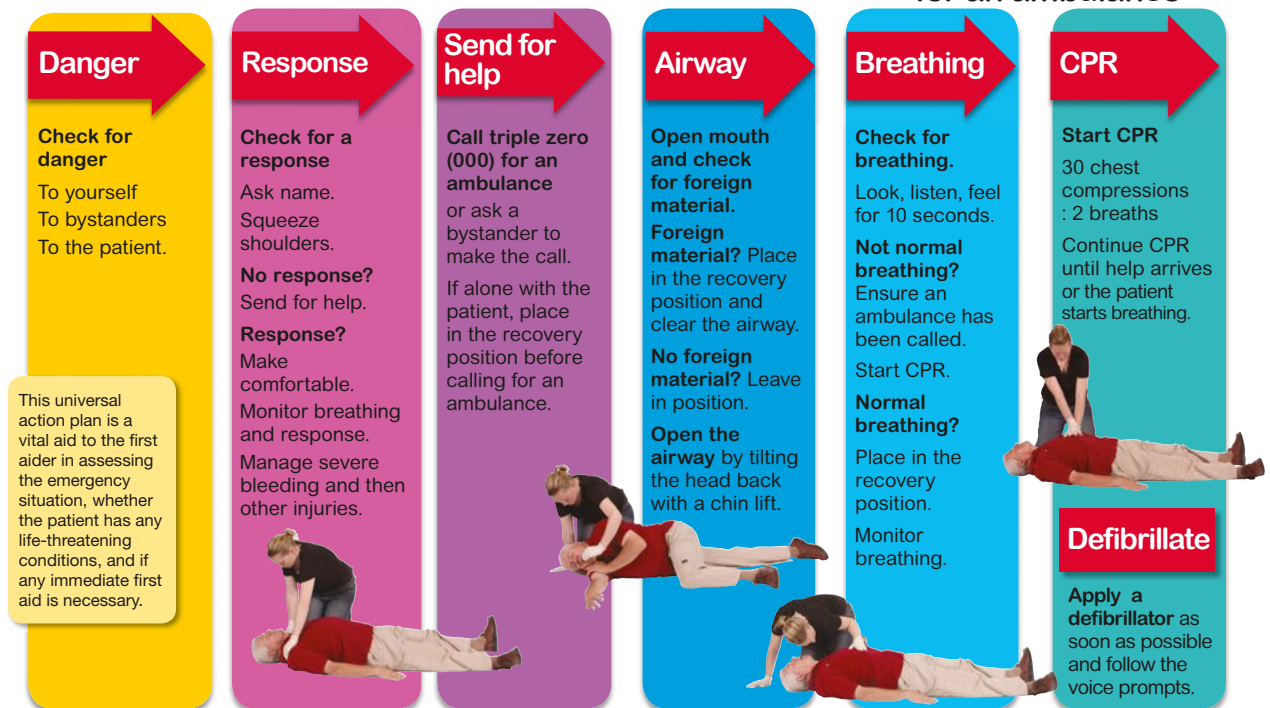
If you or someone you know is in immediate life-threatening danger, you can act to assist by following the basic steps of an emergency action plan or EAP. In an emergency there are usually a lot of things to consider, so by following a plan it allows you to remain calm and prioritise what has to be done first.

This systematic approach considers the following:

- 1 Pause and plan to allow for an overall evaluation of the scene. Stop, think and assess the situation.
 - Are you or others at risk?
 - Do you need to call triple zero (000)?
 - What has happened?
 - How many casualties are there?
 - What are the injuries or conditions you see?
- 2 Is the area safe? You do not want to become another casualty.
 - Check for hazards, such as traffic, fallen power lines, syringes, fire and leaking fuel.
- 3 Phone for help by calling 000 and be prepared to answer the four Ps questions below:
 - place – exact location of the emergency, including street address, landmark or closest motorway exit
 - problem – what has happened
 - people – how many people are involved, and their ages and conditions
 - progress – what has been done so far to assist.
- 4 Check for life-threatening injuries – follow a sequence of actions referred to as DRSABCD action plan. See Figure 3.9.

DRSABCD action plan

In an emergency call **triple zero (000)** for an ambulance



Learn first aid | 1300 ST JOHN | www.stjohn.org.au

Figure 3.9 St John's DRSABCD Action Plan



Did you know?

Australia has several other numbers that can be called to contact emergency services; for instance, 132 500 for storm and flood assistance and 1800 333 000 for Crime Stoppers in order to help solve a crime. If a person is deaf or has a speech/hearing impairment they can call 106 in an emergency as this is a text emergency call that can be made from teletypewriters.

You only call 000 in an emergency in Australia. You can also elect to call the international standard emergency number 112, but only from a digital mobile phone. This number is accepted in some parts of the world, including Australia, as a secondary emergency number. When calling emergency services, remember the four Ps: place, problem, people and progress. Ensure that you remain on the line until instructed by emergency services to hang up.

Unconscious patient

An unconscious person is considered a medical emergency. An unconscious person looks as though they are sleeping and does not respond. Follow the DRSABCD action plan in Figure 3.9. To assess the 'R' in this plan you need to check if the patient responds using 'talk and touch' method. To remind you of what to say and do, follow the acronym COWS:

- C** Can you hear me?
- O** Open your eyes
- W** What's your name?
- S** Squeeze my hand if you can hear me.

If the person does not respond, they are unconscious and you should continue with the rest of the action of DRSABCD. A patient can be unconscious for a few seconds, in the instance of when you faint or get a head knock in football, or for lengthier periods.

Common causes of unconsciousness include:

- car accidents
- blow to the head
- severe blood loss
- alcohol poisoning
- drug overdose.

Temporary unconsciousness can also occur in the following situations:

- low blood sugar
- dehydration
- seizure
- stroke.



Figure 3.10 Every household should have a well-equipped first aid kit.

To recognise a medical emergency and administer necessary **first aid** to help someone is a challenging situation that requires good decision-making skills. If you do not know or have forgotten what to do, calling emergency services can assist by having them explain exactly what you should do over the phone.

The recovery position

The recovery position is a lying or prone position used to maintain an open airway when a patient is breathing and has a pulse. The recovery position could be used after an unconscious person regains consciousness by following the steps below:

- 1 Kneel beside the patient, midway between the hips and the shoulders.
- 2 Place the arm furthest away at right angles to body.
- 3 Place the arm closest to you across chest to point of shoulder.
- 4 Lift the nearer leg at knee so the foot is aligned with the opposite knee.
- 5 Using the hip and shoulder, roll the patient away from you on to their side.
- 6 Stabilise the patient by placing their knee at right angles and using their hand as support.
- 7 Maintain slight head tilt and monitor airway and breathing.



Figure 3.11 How to move a patient into the recovery position

first aid the initial care or treatment of someone who is ill or injured



HPE and science

The air we breathe contains approximately 21% oxygen and the remainder is nitrogen. The lungs use about one quarter of the oxygen in each breath so the air we expire contains approximately 16% oxygen. This is sufficient oxygen to be effective when performing CPR. The brain is very sensitive to variations in oxygen levels. The risk of brain damage occurs after as little as four minutes without oxygen, so administering CPR as soon as possible is the key to minimising brain damage.

Common situations requiring first aid

Cuts and abrasions

When dealing with external bleeding, first-aid principles aim to reduce blood loss. Clotting agents in the blood cause the slowing of bleeding but can be further assisted by:

- applying pressure
- elevating the injured part
- restricting movement
- immobilising the limb or part.

Lie the patient down and apply a dressing to the wound. If the wound continues to bleed, DO NOT remove the dressing, but simply apply another dressing over the top.

Soft tissue injuries

Sprains are the result of an over-stretching or rupture of a ligament. Ligaments connect bones with bones. A strain is a stretching of a tendon. Tendons join a muscle to a bone. The site of a strain or sprain will be tender to touch, with possible swelling, discoloration and an inability to move the joint.

Treatment consists of RICER management:

- R** Rest the casualty and the injured joint.
- I** Ice – apply ice packs wrapped in cloth to the injury for 15 minutes every two hours for the first 24 hours.
- C** Compression bandages should be applied to the joint to extend well beyond the injury.
- E** Elevate the injured part.
- R** Refer to medical assistance for further treatment.



Figure 3.12 Applying an ice pack

Recognising signs of a heart attack

A heart attack is not always a sudden chest clutching experience as depicted in the movies. The signs of a heart attack can come on over minutes or hours. If you know what they are, you can help others. The symptoms of a heart attack may include:

- discomfort or pain in the centre of the chest
- a tightening of the chest – ‘like an elephant is sitting on it’
- discomfort or pain in the upper parts of the body including shoulder, neck and jaw
- shortness of breath
- cold sweat.

If you suspect a heart attack, call 000.

Recognising signs of a stroke

A stroke is a serious medical condition requiring immediate action. A stroke occurs when the blood supply to the brain via arteries is interrupted or blocked.

You can help if you recognise signs of a stroke using the FAST acronym below:

- F** Face – the mouth has drooped.
- A** Arms – they can't lift both arms.
- S** Speech – their speech is slurred or difficult to understand.
- T** Time – is critical. If you recognise any of these signs call 000. Care within the first three hours of a stroke can have a dramatic impact on a person's recovery.

Anaphylaxis

Anaphylaxis is a serious allergic reaction that develops rapidly and usually occurs between 20 minutes and two hours of exposure to the **allergen** and may be life threatening.

The symptoms include:

- swelling of the lips, face and eyes
- bumpy, red and itchy skin
- difficulty breathing
- coughing sneezing or watery eyes.

Food allergies account for one third of cases of anaphylaxis. There are nine foods responsible for 90% of all severe allergic reactions – peanuts, tree nuts, fish, shellfish, milk, soy, sesame, wheat and eggs. Other causes include insect stings, bites and drugs, such as aspirin.

First-aid treatment includes:

- Seek an adult's help immediately or send someone to do this.
- Locate the patient's medication or get it immediately.
- Adrenaline can be injected into the outer mid-thigh using an adrenaline autoinjector (such as an EpiPen® or Anapen®) – you may need to do this for the patient if their condition doesn't allow them to self-administer.
- Place patient in a comfortable sitting position and monitor their breathing until medical assistance arrives.

allergen a substance that causes an allergic reaction (e.g. medication, food)



Figure 3.13 Administering an EpiPen

Diabetes

insulin hormone regulating glucose level in blood

hyperglycaemia a type of diabetic reaction where blood sugar levels are very high as a result of insufficient insulin

hypoglycaemia a type of diabetic reaction where blood sugar levels are very low as a result of high levels of insulin

Every day, on average, 280 Australians are diagnosed with diabetes. Diabetes is a disorder of the pancreas. The pancreas is responsible for producing **insulin**, which converts sugars into energy. In a diabetic, insulin production is impaired, and the level of sugars in the blood builds up. This is called **hyperglycaemia**. The more common type of diabetes is the result of too much insulin, which causes very low blood sugar. This is called **hypoglycaemia**.

Symptoms of high blood sugar (hyperglycaemia) are:

- excessive thirst
- frequent need to urinate
- drowsy with rapid pulse
- smell of acetone (nail polish remover) on breath.

Symptoms of low blood sugar (hypoglycaemia) are:

- feeling faint
- feeling weak
- feeling hungry
- rapid pulse
- numbness around the lips and fingers
- confusion
- unconsciousness (in serious cases).

Treatment consists of DRSABCD. If you don't know whether the patient is suffering high or low blood sugar, give them a sweet or sugar drink (e.g. soft drink, not diet drinks). If they do have low blood sugar this will have an immediate positive effect; and if they have high blood sugar, it will not cause any further serious harm.

3.7

DEEP LEARNING

1 Collaborate with peers to discuss strategies for dealing with the following emergency situations:

- a** You are on school camp and someone starts choking.
- b** You are on the football field and a team member has sprained their ankle.
- c** You are at the beach and a surfer brings to shore an unconscious fellow surfer.
- d** At a party you notice someone is vomiting.
- e** At the pool an unsupervised toddler is struggling to make it to the side.
- f** On an excursion your friend feels dizzy and looks white.
- g** At the bus stop, an elderly person is holding their chest.

2 Is it an emergency?

- a** Identify from the scenarios in Table 3.2 which situations you consider to be an emergency and justify your response.
- b** Work in a group to provide an action plan for dealing with each situation.



A stranger is passed out from alcohol on the footpath.



A classmate is sitting by himself with his head in his hands, looking dejected.



A teenage boy is showing strong affection for a girl at a party where they just met.



A friend is lying motionless next to tablets on the floor.



You overhear teenagers talking about a friend who threatened self-harm.

Table 3.2 Identify which you consider to be an emergency scenario.

3.4 Strategies for managing emergencies

A study by British Red Cross in 2010 highlighted that one in seven young teens (aged 11–16) have been in an emergency situation as a result of a friend drinking too much alcohol. The study showed that in a 12 month period from 2009 to 2010, more than 532 000 British teenagers were left to cope with a drunken friend who was sick, injured or unconscious. Would you know what to do if you were in this situation?



Did you know?

In Case of Emergency (ICE) is a universal convention. You enter the letters ICE into the 'Contacts' of your mobile phone with numbers for a person you would like contacted in case of emergency. Should you become unconscious or unable to speak in an emergency situation, it assists medical services to notify a relative or friend of the situation.

3.1

CASE STUDY



Form into small groups. Read and discuss the following case study involving Jenna and her friends.

4 p.m. Jenna arrived home after her soccer match. It was a really hot day and she wished she'd packed a water bottle. She was texting her friends to see what time they would meet. Sarah said 5 p.m. at her house.

5 p.m. Jenna had raced to try to get ready. She knew she wouldn't make it on time, but her friends would wait. They always went everywhere together. They planned to meet at Sarah's house because her parents were away for the evening. Sarah's older brother, Matt, had arranged some drinks.

6 p.m. When Jenna arrived at Sarah's house she could tell her friends had been drinking for quite some time. They encouraged her to 'catch up' so she put away three glasses in quick succession.

8 p.m. Jenna and her friends arrive at the party. They didn't really know too many people as they were mostly friends of Sarah's older brother. They didn't mind because they were having a fun time together.

10 p.m. The party was just getting going. Jenna and her friends enjoyed the dance music. She accepted drinks from every guy that she danced with. She saw Sarah go outside with a guy from school, two years ahead of her.

12 a.m. Jenna wasn't feeling very well. She had no idea of the time or how she was getting home. She thought they would arrange this on the night but she hadn't seen Sarah or any of her friends for quite some time. She made her way to the toilet just in time. She didn't recall what happened next.

Questions

- 1 Identify the physical, social and emotional risks that Jenna and her friends exposed themselves to.
- 2 List the influences on a person to consume a quantity of alcohol that makes them unconscious.
- 3 Recommend a plan to avoid another night similar to this.
- 4 Outline further sources for help that Jenna could get in order to avoid this experience.
- 5 Suggest some strategies to ensure that Jenna and her friends had fun, enjoyed themselves and stayed safe before attending another party.

Figure 3.14 Using your better judgement can prevent risks and danger.



CHAPTER REVIEW

- Our brains undergo growth and change through adolescence and into adulthood.
- Brain development can affect emotions and may lead to risk-taking behaviour and negative outcomes.
- The ABCDE decision-making model is helpful in assessing situations and making safe decisions.
- Self-esteem is how we perceive ourselves.
- Self-esteem can be heavily influenced by our interactions with family and peers.
- Low self-esteem can be a result of negative interactions with others, and can lead to a negative self-image.
- Active listening is essential in making sure the person who is seeking help feels that they are being understood.
- Assertive communication allows us to demonstrate confidence and say no to unsafe situations.
- Aggressive communication places blame and ignores the opinions of others.
- It is important to have strategies in place for emergencies and have knowledge of basic first aid.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** The ability to identify and understand the feelings of others is called:
 - a** sympathy
 - b** empathy
 - c** emotional awareness
 - d** self-concept
- 2** Active listening is an important communication skill that requires the listener to:
 - a** pre-judge what the person is saying
 - b** concentrate hard on what the person is saying in order to understand, respond and remember what is being said
 - c** interrupt to agree with what is being said
 - d** provide a recount of their own experience
- 3** Adolescent brain development has an impact on which particular behaviour/s?
 - a** decision-making
 - b** risk taking
 - c** expressing emotions
 - d** all of the above
- 4** The symptoms of an anaphylactic reaction include:
 - a** swelling of the lips and eyes
 - b** difficulty breathing
 - c** watery eyes or sneezing
 - d** all of the above
- 5** The most common cause of anaphylactic reactions is:
 - a** pet allergies
 - b** food allergies
 - c** insect stings
 - d** pollen allergies
- 6** An auto-injector applied into the mid-thigh of a patient suffering from anaphylaxis contains:
 - a** sucrose
 - b** adrenaline
 - c** morphine
 - d** saline solution
- 7** The frontal cortex of the brain is responsible for:
 - a** motor control and movement
 - b** understanding language
 - c** memory
 - d** decision-making
- 8** Problem-solving and planning are controlled by a part of the brain that develops:
 - a** early in adolescence
 - b** late in adolescence
 - c** during childhood
 - d** during adulthood
- 9** Following the DRSABCD action plan, the 'B' represents checking for breathing. To check if a patient is breathing you must look for chest movements, listen for sounds of breathing from the mouth and feel for:
 - a** a pulse in the neck
 - b** air on your cheek being expelled from the mouth
 - c** a response to your shake and shout command
 - d** obstacles that block the airway
- 10** Bleeding openly from a wound requires what immediate basic first aid treatment?
 - a** washing and dressing
 - b** elevation and compression
 - c** antiseptic and bandage
 - d** calling for assistance

SECTION B – Short-answer questions

- 1 Explain what each letter in the DRSABCD Action Plan stands for.
- 2 List five essential items of an emergency survival kit.
- 3 Justify why communication skills are considered important when persuading someone to seek help.
- 4 Identify examples of behaviours that indicate a friend may need some support or help.
- 5 Suggest ways that social media could assist someone in seeking help.

SECTION C – Higher order thinking (HOT) questions

- 1 Create a running sheet for your 14th birthday party at home. A running sheet is a detailed outline of all the tasks that need to be completed in the lead up to and on the day of the event, including who is responsible for each task. Consider the safety of your guests and the home when planning activities. Consider some possible emergency situations that may arise and how you can best plan for these contingencies.
- 2 Evaluate the contents of the first-aid kit in your home. What medical condition/s would it currently provide assistance for and what additional resources would be needed to make it more functional?



04 Healthy and safe choices

Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. **They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.** They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. **They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.** Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

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Organise your thinking

Adolescence is a time of major change, including the desire for greater independence. This renewed freedom brings with it opportunities for greater decision-making and choices about our own lifestyle, nutrition, health behaviours and relationships. Our growing independence from the boundaries of home, school and family provides opportunities for a wider range of social experiences and choices. With choices come consequences. The choices we make have an impact on our health.

Making connections

- Investigate reasons why young people choose to use or not use drugs, and propose strategies to make informed choices.
- Research a variety of snack and lunch options, and evaluate nutritional value, value for money and sustainability impacts to create a weekly menu plan.
- Propose and practise strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans.
- Examine strategies for safe practices in different environments, including transport and aquatic environments.

4.1 Making positive choices

Strategies to make informed decisions

Our decisions are not made in isolation, but are impacted by a variety of influences such as developmental factors, personal factors, social factors, legal factors and health factors, as well as cultural and religious factors.

So how do you decide which choice to make and what influences you to make this choice? You first must understand the importance of informed decision-making. When you can evaluate and identify key information, you are in a better position to make informed choices.

limbic system a system of nerves and networks in the brain that controls basic emotions

As discussed in Chapter 3, the front part of the brain, responsible for decision-making and logic, develops last. Therefore, in early teenage years decision-making is controlled by another part of the brain called the **limbic system**. This system controls emotional responses, which means teenagers are more likely to make decisions based on emotional responses

than logical responses. Learning how to pause and evaluate these situations is an important part of decision-making. Often, informed decision-making involves reflecting on the impact of decisions both upon one's self and others within a personal value system. For example, decision-making may be informed by a particular religious or cultural tradition. From an Aboriginal perspective – which has a cross-over with other cultures, traditions and worldviews – ways of knowing (our values and traditions) impact ways of being (how we aim to 'walk' or 'be' in the world) and ways of doing (including our informed and purposeful decisions). By stopping to evaluate a situation and not rushing a decision, you will be better able to consider the facts.



Did you know?

A human brain reaches full size by early adolescence (12–14 years old).

Learning how the brain develops can help to better understand why teenagers sometimes behave the way they do. Being aware of the spur-of-the-moment decision or the risk-taking behaviour also equips you with knowledge to make informed choices. Because of the developmental difference between a teenage brain and an adult brain, decision-making, too, is different. Teenagers tend to be drawn immediately to the rewards of an activity and not consider the possible risks. Peer influence can often be hard to control. Consider the following influences in evaluating risky situations before making a decision.

	Gains	Approval
Self	Personal impact – what is the direct consequence to me of making the decision?	Self-esteem – will I feel good or proud about myself when I make the decision?
Others	Impact on others – how is my decision impacting on others? How can they be helped by my decision? What are the consequences for them?	Social-esteem – will others approve of my decision? Is peer pressure influencing my decision? How will others view me after my decision?

Table 4.1 Decisions are based on four considerations (adapted from Janis and Mann's model of decision-making).

Personal factors

There is mounting evidence to suggest that teenagers are better equipped and more aware than previous generations of the necessary social and interpersonal skills that enable them to resist

unwelcome peer pressure to take drugs. These social skills enable us to communicate our intentions and choices.

Social factors

Our family's and friends' attitudes and beliefs towards drugs and alcohol can also influence our decisions. Parents act as role models for young people. Young people learn about drinking and the effects of alcohol from the environment of the home. Parents' drinking behaviours tend to be copied by their children.

Legal factors

Legal factors are also a consideration. If you are under 18 you are not allowed to buy alcohol in Australia. **Secondary supply** is an offence whereby an adult supplies alcohol to a person under 18 in a private home. It is also against the law to give alcohol to people who are under 18 without **consent** from their parents or guardian at a party held in private homes. Asking your parents to supply alcohol puts them at risk of the law.

secondary supply the term used to describe the supply of alcohol by an adult to people under 18 in a private home

consent to agree to something

Health factors

Drinking alcohol at an early age modifies the impact of two key **neurotransmitters** on the developing brain. This interruption to the 'wiring' of the developing brain caused by alcohol can be avoided. Research is finding that the extent of connectivity is related to growth in intellectual capacities such as memory and reading ability. The NHMRC guidelines clearly stipulate that 'children under 15 years of age are at the greatest risk of harm from drinking and that for this age group, not drinking alcohol is especially important'.

neurotransmitters the chemicals that allow the transmission of signals from one nerve to the next

Cultural and religious factors

A number of cultural or religious traditions promote responsible use, avoidance or even abstinence from alcohol. Coming from a linguistically or culturally different background can impact the decision to take drugs and alcohol. Not having access to information in your first language may impact what you can learn about drugs and alcohol. Feeling isolated in your peer or school community can also impact your self-worth. Identifying people who may be at risk in these situations is a first step towards proposing strategies for helping.



Did you know?

Otto Loewe, an Austrian scientist, discovered the first neurotransmitter in 1921 by experimenting on frogs' hearts.



HPE and history

The Ancient Greeks used food symbolically as a way to distinguish themselves from the rest of the people of the world, who they believed were barbarians. Agriculture was an important factor in the Ancient Greek diet, as they deemed 'raw food' (the concept of hunting and gathering) as bad and uncivilised.

4.1



DEEP LEARNING

Review the following scenarios and consider how you might respond in each situation:

- 1 Your friends are all social smokers. You don't smoke and don't like the taste. When you go out your friend says, 'Here, you should try one – just one isn't going to hurt you'.
- 2 You're invited to a party on Friday night with some friends. They tell you that the parents are away for the weekend and that the older sister is bringing a few bottles of spirits. Do you want to come?
- 3 You are going to a concert and your friends arrive to pick you up. You can hear them coming 300 metres away as they are laughing so loudly. You find empty beer cans in the front seat when opening the door to get in.
- 4 It's 5.30 p.m. and the sun is close to setting. Your friend says he's going in for a surf by himself.

A drug is defined as 'any chemical substance that changes the physical, mental or emotional state of the body'. Drugs are basically chemicals that act on the brain's ability to receive, send and process information. Because of their known impact on the health of a person, their distribution is restricted by laws. Australian law dictates that you must be over 18 years old to purchase alcohol and tobacco products. Drugs can be further defined by their use, as either **illicit** or **licit**. Whether

illicit (drugs) refers to the use of drugs that are illegal or use of legal drugs in an illegal manner (e.g. cannabis or heroin and legal substances such as steroids and painkillers)

licit (drugs) refers to the use of legal drugs in a legal manner (e.g. tobacco smoking and alcohol consumption)

prevalent readily available

normalising to make something normal

drugs be used illicitly or licitly, they all have an effect on the health and wellbeing of an individual. The effect is not limited to just the brain. They can seriously damage other organs of your body, including your liver, lungs and your heart. The consequences will depend on the quantity taken and the period of time over which they are taken, which can also lead to long-term health consequences. Taking alcohol and drugs at an early age robs you of your full potential.

Of all drugs, alcohol is the most **prevalent** legal drug used across the population. It is so prevalent in our society that it is generally not thought of as a 'drug' at all. The '**normalising**' of bad behaviour around drinking by social media as part of our culture is of concern. The more we are exposed to these images, the more 'normal' they become. However, the representation of youth as 'drunken party goers' is a broad generalisation, as not all young people drink and of those who do, only a small proportion drink to excess. Statistics from the 2011 Australian

Secondary Students' Alcohol and Drug (ASSAD) survey, which surveyed close to 25 000 students aged 12–17 years, found that 90% of 12-year-olds labelled themselves as 'non-drinkers' (see Figure 4.1). The proportion of students aged between 12–17 years drinking in 2011 was lower than levels found in 2008 and 2005. Why are more young people deciding not to use alcohol? What influences a young person's choices?

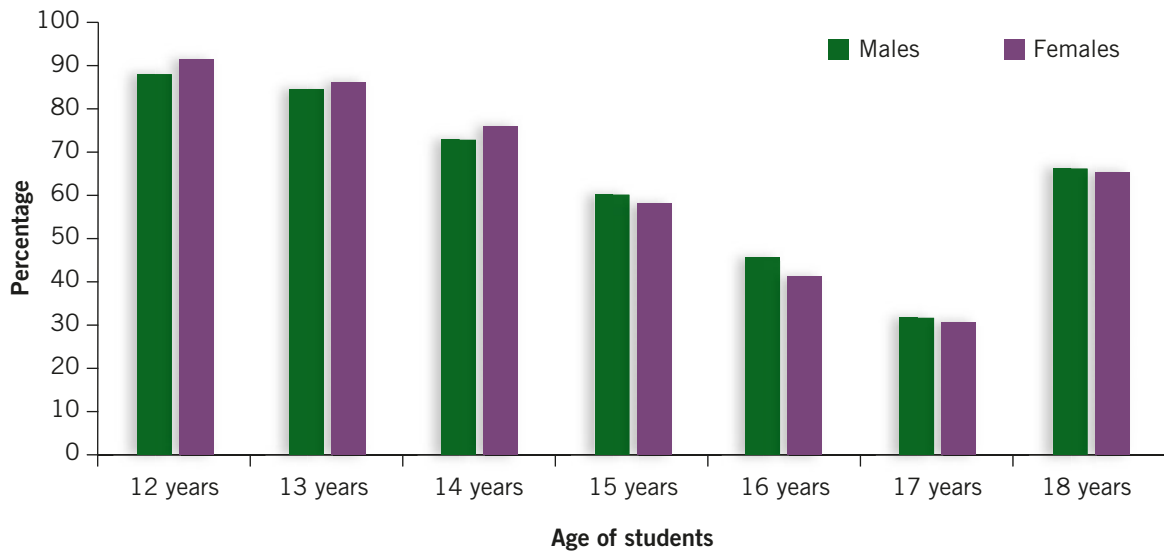


Figure 4.1 Students categorised by age that classified themselves as 'non-drinkers'

4.2 Skills to make you safe

Figure 4.1 shows the results from the ASSAD survey of secondary school students and demonstrates the breadth of non-drug use across this age group. **Analgesics**, which include readily available medicines such as Panadol and Nurofen, are the largest group of drugs used and mistakenly misused because they are thought to be harmless because of their availability over the counter.

analgesic painkilling drug, usually available over the counter (i.e. without a prescription)

On average, over 84% of 12–17 year-olds had no experience with drugs. As age increases there is also an increase in both drug and alcohol use. This could be a direct result of an increase in income. Also availability issues are no longer a concern as they are above legal age and an increasingly busy social life provides further opportunities to mix in different social groups.

Figure 4.2 As teens progress through adolescence, they may be exposed to more alcohol and drugs.



Choosing not to take drugs

Risk factors are those things that increase the chance of developing a health problem. For example, smoking is a risk factor for lung cancer. On the other hand, protective factors can reduce the chance of developing a health problem. For instance, regular exercise reduces the chance of developing cardiovascular disease.

These risk and protective factors also affect the likelihood of developing certain behaviours. For example, if a young person feels connected and supported by their parents or their social group at school they are less likely to feel the need to 'fit in' with others by taking drugs.

Protective factors to reduce the risk factors for taking drugs and alcohol include:

- an open and close relationship with a caring parent/adult
- open communication to discuss drugs and alcohol in a caring environment
- feelings of belonging both in the family and at school
- friends who don't drink or take drugs
- good peer or adult role models for healthy behaviour
- a cultural or religious belief that discourages the use of alcohol and drugs.

Research indicates that teenagers that engage in organised recreational activities were less likely to engage in drug taking or heavy drinking behaviour. These students use their after-school and weekend leisure time for physical, social, musical or performance pursuits. So what are the reasons for young people not to use alcohol and drugs? Some reasons for avoiding drugs was the possible impact the drug might have on their own health and the impact it might have on performance – in some cases this was their fitness; in others, it was that they didn't want to let others down.

A 2005 research study interviewed 92 teenagers to explore the factors that they gave for not using drugs. Some reasons given include:

- not interested
- no point
- frightened of the possible effects
- fearful of the consequences of being caught by parents
- fear of letting parents down
- disappointed with self
- might impact ability to get a good job.

Managing peer pressure

There may be an expectation of you to take drugs or drink alcohol by your peers or even by members of your family. Peer pressure can work both ways. It can influence us to do something we would not normally do, or stop us from doing something we would like to do. Peer pressure can be a good thing when your friends are looking out for you. For example, your friends might tell you that you are aggressive when you drink too much and you might feel pressured to stop. If you lack confidence in social settings, you may be more likely to give in to the wishes of your peer group, and may turn to taking drugs to reduce your anxiety or increase your confidence. Being prepared for this decision is important. Sometimes you feel the need to make an excuse as to why you don't want to take illicit substances, but more often than not it is easier simply to say

'I don't want to'. This makes your intentions perfectly clear and you are less likely to be persuaded by others when taking this stance.

Making decisions about what you value before you encounter peer pressure can also assist. You will be ready with a response that is best for you and take responsibility for your own actions. Being able to stand up for what you value is a step towards developing your own identity.

Here are some ideas for managing peer pressure to take drugs:

- Have common interests – more often than not, you will choose the peer group you hang out with. Being with people who share common interests and where you feel you are a valued group member will lessen the pressure from others to do things you don't want to do.
- Have confidence to say 'no' – remember you are in the majority, so have the strength of character to express your values.
- Respecting others' choices – you may not always agree with the choices of your peers. Respecting the choices of others makes it easier for them to respect yours.
- Stand up for others – sometimes if you stand up for someone else it can help you feel better about your own decision.
- Move on – if your peer group is putting you under constant pressure to do things you don't want to do, find other groups, people or activities that interest you. Choose friends who don't drink or take drugs.
- Non-drug related social gatherings – organise social activities that don't involve drugs or alcohol like extreme sports or going to the movies.
- Feeling pressured – when others are under the influence of drugs or alcohol their personality might seem pushy. Sometimes this is hard to deal with. You can always pretend you are not feeling well or have to take a call on your phone to avoid further confrontation.



Figure 4.3 Peer pressure can be difficult to deal with. Surround yourself with people who like the same things as you such as dance or other activities.

4.2

DEEP LEARNING



Two key strategies that will help keep you safe are reacting and responding. Reacting is the ability to identify situations that feel unsafe by developing strategies or a plan of action. Developing decision-making and assertiveness skills helps to keep you safe. Reporting is the ability to report what you consider unsafe situations to an adult. Developing a network of people who you can share your concerns is important to staying safe.

- 1 Identify situations where you felt unsafe. What strategies did you use? Develop some guidelines or a plan of action that will keep you safe.
- 2 Find apps that can assist in keeping you safe. To be effective in changing people's behaviour, a social norms approach can be used. This approach highlights the simple truth about a certain health behaviour from research and lets individuals make decisions that effect positive change. It aims to dispel myths, highlight the desired behaviour and avoid any scare tactics for behaviour change. Examples: two in three females in Australia don't smoke; 65% of 18-year-olds classify themselves as non-drinkers.
- 3 Identify a health behaviour that your class/group wishes to change and design a campaign that uses a social norms approach to impact behaviour change.

4.3 Making positive food choices

'Those who think they have no time for healthy eating and active living will sooner or later have to find time for illness and disease.'

Hippocrates

adolescence the period of life between childhood and adulthood

Adolescence is a time of rapid growth and the body requires essential nutrients for bone, nerve and brain development. Combine this with an active lifestyle and it puts the nutritional requirements of an adolescent at a higher level than adults. For example, calcium is important for bone development and iron is important in the production of red blood cells. Knowledge of nutritional requirements can assist in making informed health food choices and forms of health literacy.

Good nutrition is important because:

- It contributes to quality of life.
- It helps to maintain a healthy body weight.
- It lessens the likelihood of suffering from illnesses associated with a poor diet, such as iron or magnesium deficiencies.
- It reduces the risk of chronic diseases such as heart disease, stroke and diabetes.

Making nutritional choices

Good food choices contribute to our health and wellbeing as well as enable optimal performance in both physical and mental activities. Good food choices are also said to enhance spiritual activities and are emphasised in many religious traditions. Our personal food choices are influenced by a variety of basic needs, as shown in Figure 4.4.



Figure 4.4 Factors that influence our food choices

Physiological functions

Food has three basic physiological functions:

- to provide **kilojoules** (kJ) to meet energy needs
- to provide essential **nutrients** needed for energy production
- for growth, repair and maintenance of the body's essential functions.

Our food choices are also influenced by other factors such as:

- hunger – hormones signal when we are hungry
- psychological needs – we eat because we are bored
- social needs – we eat at social gatherings
- our senses – food looks or smells good.

kilojoule energy value of food and the amount of energy our bodies burn

nutrients essential substances to maintain a healthy body



Did you know?

Ninety per cent of the food we consume is produced in Australia.

Australian Guide to Healthy Eating

The Australian Guide to Healthy Eating assigns food to five food groups:

- vegetables and legumes/beans
- fruit
- grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties
- lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans
- milk, yoghurt, cheese and/or alternatives; reduced-fat options.

So how do we know how much and what types of food we should eat? The pie chart shown in Figure 4.5 identifies that the majority of food should be sourced from fruit and vegetables and grains and cereals. When discussing how much we eat, we use terms such as 'serves'. Two serves of fruit may be a slice of pineapple or two plums.

Nutritional information can at times be confusing but there are some simple guidelines to follow when making good food choices.



Figure 4.5 Australian Guide to Healthy Eating

Guidelines for healthy eating

Guideline 1

To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs. To find out your energy needs go to the 8700 website calculator via the link at <http://cambridge.edu.au/redirect/?id=6670> and complete the calculator.

Guideline 2

The key to eating well is to enjoy a variety of nutritious foods from each of the Five Food Groups shown in Figure 4.5. To find out how many kilojoules are in the foods you might eat go to the 8700 website list of typical food via the link at <http://cambridge.edu.au/redirect/?id=6671>.

Guideline 3

Reduce intake of salt, fats and sugar, and increase intake of fibre, water and essential nutrients. To find out how much sugar is in some common foods you eat go to the Diabetes SA website via the link at <http://cambridge.edu.au/redirect/?id=6672>.

Nutrients

Learning about healthy food choices is a skill. You need to invest time and learn about nutrition to be better able to make informed decisions. Nutrients are the chemical components of foods that we eat. There are six essential nutrients required for a healthy diet. These are divided into classes of nutrients.

Macronutrients

Macronutrients include:

- carbohydrates
- lipids (fats and oils)
- proteins.

Micronutrients

Micronutrients include:

- vitamins (e.g. B1, vitamin C).
- minerals (e.g. calcium, magnesium).
- water.

Energy

Energy balance is the balance between the energy we take in – that is, what we eat – and the energy we use, such as when we exercise or the energy required by our bodily processes called **basal metabolic rate** (e.g. digestion).

The energy in food is expressed in kilojoules and can be found on all food labels. Energy is released when the chemical bonds in carbohydrates, proteins and fats are broken down. Most foods contain all three nutrients. Leading an active lifestyle brings with it an increased need to provide muscles with adequate carbohydrates for fuel and protein for

basal metabolic rate the rate at which the body uses energy while at rest to maintain vital functions



Did you know?

Of energy per gram:

- carbohydrates supply 16 kJ
- proteins supply 16.7 kJ
- fats supply 37 kJ
- alcohol supplies 29 kJ.

growth and repair. Fat is also an important source of stored energy during exercise. Fluids are equally as important for health. Our body consists of 60% fluids so it is important to keep hydrated.

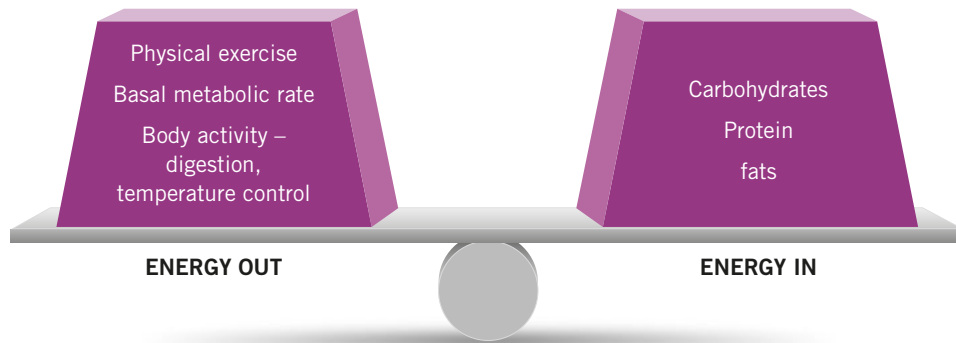


Figure 4.6 Energy balance diagram

Impact of food choices

Nutrition is a key part of our social and family lives and is influenced by a range of factors that influence the choice of foods and the quantities of food that we consume, including:

- price – high-cost foods are out of reach for many families' budgets
- availability – where you live influences availability of certain foods
- cultural and religious beliefs (e.g. kosher and halal-prepared foods)
- personal dietary preferences (e.g. gluten-free)
- nutritional requirements (e.g. low salt)
- sustainability issues (e.g. genetically modified food)
- family – celebrations are linked with certain food types
- advertising impact – low fat, high fibre.



Did you know?

Ghrelin is a hormone made in the stomach that travels to a part of the brain called the hypothalamus to trigger the 'I'm hungry' sensation. Leptin is a hormone made in fat cells that triggers the 'I'm full' sensation.

Social factors also influence food choices. Peer pressure and social activities during adolescence influence the choice of foods we consume. A study that interviewed students from Years 7 to 10 to find what influenced their food choices found that the most predominant factor was hunger and food cravings. Other factors included:

- appeal of food; or how it looked
- time to prepare
- convenience of food; food availability
- parental influence on eating behaviours
- mood
- body image
- habit.

DEEP LEARNING

4.3



- 1 Investigate the food choices of fellow classmates by taking a photo of your 'typical' lunch.
- 2 Compare and contrast the food groups that make up these lunches and how they are served. What influences the food choices in your lunch?
- 3 How does your lunch compare nutritionally with others?
- 4 What elements of these lunches do you consider to be 'healthy'?
- 5 Offer some suggestions for alternatives that offer fewer kilojoules.
- 6 Share your lunchbox ideas for healthy snacks with others in the class.
- 7 Compare the food choices you currently make to the Australian Guide to Healthy Eating guidelines (Figure 4.5).
- 8 Research a micronutrient, a vitamin and/or mineral to provide information to the class that can be compiled into a class folio, including:
 - a how it assists our body to stay healthy.
 - b how we get a sufficient daily supply of it.
 - c how we know that our diet may be lacking in it.
 - d a recipe that has it and the cost of making it.

CASE STUDY

4.1



Evaluating nutritional value

It was 10.30 p.m. on Sunday night when Eimear finished her history assignment. It was due Monday so she stayed up finalising her work and adding references. On completion, she wasn't tired so went to bed to check her emails and social networking sites to see what her friends were doing. They, too, were still awake so she commenced conversations with them until 11.45 p.m. Then she was hungry and went to the fridge to get some biscuits and a soft drink.

Eimear awoke to her alarm at 6.30 a.m. but hit the snooze button and rolled over and went back to sleep. At 7.15 a.m. she was woken by her father who was leaving for work. Eimear raced to get herself ready in time to catch the school bus at 7.35 a.m. She grabbed a packet of chips from the pantry and ran for the bus, making it just in time.

Figure 4.7 Many factors can influence our food choices.



Questions

- 1 What factors influenced Eimear's choice of food in the morning?
- 2 What advice would you provide to Eimear about her food choices?
- 3 What advice would you give Eimear to improve her breakfast?
- 4 What reason would Eimear provide for not being able to eat a nutritionally balanced breakfast?
- 5 What are three major benefits of eating a good breakfast?
- 6 Share your breakfast ideas that are quick to prepare and nutritionally sound.
- 7 What impact would Eimear's food choice have on her performance in class?

Understanding food labelling

In order to make informed decisions about our food choices, we need to find out more about the foods we eat. The Australia New Zealand Food Standards Code (ANZFS) is the government authority that regulates labelling of food products. All food must meet these legal requirements of labelling.

whole food food at its raw state, with little to no processing

refined food food that has undergone a manufacturing process before being packaged and sold

The majority of foods in the AGHE chart (Figure 4.5) are termed **whole foods**, meaning they have undergone very little processing or refining and are close to their natural state. This is a nutritionally preferred option; however, the food we consume doesn't always come in this 'raw' state. A lot of food we consume has undergone a manufacturing process before being packaged and sold and is called **refined food**. It is for this reason that food labelling laws were introduced for all foods sold in Australia. By understanding what is in the food you're eating, you are better able to make a healthy choice from the 50 000 food items offered in supermarkets.

Figure 4.8 Teenagers making healthy choices about foods they eat



DEEP LEARNING

4.4

Visit the Food Standards site via the link at <http://cambridge.edu.au/redirect/?id=6673> to answer the following questions about food labels:

- 1 Explain the difference between 'best before' and 'use by' date labels.
- 2 'Made in Australia' and 'Product of Australia' have different meanings on a food label. Explain this difference.
- 3 If a food contains one of the nine most common food allergens, it must be listed. What are these nine allergens?
- 4 Why does a statement such as 'low in salt' on packaging not necessarily equate to a healthy option?
- 5 For foods to be classed as 'low fat' they must contain what percentage of fat?
- 6 When comparing two food items for nutritional value, what information from the label can be used to evaluate a healthy choice?
- 7 Explain how food on the ingredients list are ordered.
- 8 When the nutritional label includes % RDI, what does this refer to?
- 9 Find out the daily recommended intake for carbohydrates, proteins and fats.
- 10 From the label below, calculate the energy in kilojoules from consuming two serves of the following food. Give examples of equivalent physical activities required to balance this energy intake. From the label information, would you consider this food to be healthy? Provide reasons for your answer.

Nutrition Typical values (cooked as per instructions)	per 100g	per 1/4 pack	% adult GDA	GDA children (5-10 yrs)
Energy kJ	1007	2014		1800
Energy kcal	241	482		24g
Protein	8.4g	16.8g	24.1%	220g
Carbohydrate	20.6g	41.2g	37.3%	85g
of which sugars	1.8g	3.6g	17.9%	
of which starch	18.8g	37.6g	4.0%	
Fat	13.7g	27.4g	39.1%	70g
of which saturates	5.7g	11.4g	57.0%	20g
mono-unsaturates	5.9g	11.8g		
polyunsaturates	1.5g	3.0g		
Fibre	0.9g	1.8g		
Salt	0.50g	1.00g		
of which sodium	0.20g	0.40g		

GDA = Adult Guideline Daily Amounts are based on average intake of a healthy 70kg male. GDAs are guidelines and personal requirements vary depending on age, gender, weight and activity level.

Figure 4.9 Food labels provide nutritional information to assist consumers in making a choice.

4.4 Socio-environmental influences on food choice

Snack foods are considered those food and beverages consumed outside of the three main meals of the day. Supermarkets are a major supplier of household food items because they are highly accessible with long opening hours, and their market domination means they can offer food at reasonable prices. A significant percentage of supermarket aisle space is dedicated to snack foods. Snack foods, by their very nature, tend to be energy dense and nutrient poor.

Of particular interest are the socio-environmental influences on food choice, which consider the external factors that influence individual behaviours. Two major contributing factors are the changing patterns of food supply and marketing of food choices to consumers.

For example, the increased availability of energy-dense foods with little nutritional value at relatively low costs is one such factor that influences our choices. Cost becomes a major determinant of the food choices we make.

Another factor is the time-poor nature of our lives, which leaves little time to prepare meals at home. The convenience of purchasing pre-prepared meals from supermarkets means we need to apply factual knowledge about nutrients and dietary guidelines in order to make healthy choices. Closely related to this is the fact that food literacy and cooking skills may be a further barrier to making choices based on sound nutritional knowledge.



Figure 4.10 The Health Star Rating label provides consumers with an easy assessment of the nutritional value of the contents.

To make our healthy food choices easier, the government has reintroduced a Health Star Rating System, which provides consumers with a ranking of healthy food based on the number of stars it is awarded. Figure 4.10 shows products with the Health Star Rating label, which takes into account a product's kilojoule, saturated fat, sugar and sodium content, as well as how much fibre, protein, fruit, vegetables, nuts and legumes are in a product.

Information about food and nutrition is not always easy to understand and is sometimes contradictory. You will need to develop an ability to evaluate the credibility of a wide range of sources relating to nutrition and diets to distinguish the myths from the facts.

This skill is called critical literacy, where you learn to ask questions and evaluate information. Bring to class a range of articles from magazines relating to nutrition or diet recommendations. In reading content from these sources you can use the 3Rs:

- 1 Review: Examine and investigate the content of the article.
- 2 Reflect: Consider the content and ask:
 - What is the text trying to convince me of?
 - Whose interests does it serve?
 - Is it accurate and reliable?
 - Does it disadvantage certain groups in the community?
- 3 React: Express an opinion and consider whether you 'strongly agree' or 'strongly disagree'.



Figure 4.11 Educating yourself about food labelling can help you decipher complicated food label information.

CHAPTER REVIEW

- Our ability to make positive choices relies on our ability to make informed decisions.
- Decisions can be influenced by personal, social, legal, health and cultural factors.
- Understanding food labels helps us make informed decisions about what food to eat.
- Food choices can be influenced by socio-economic factors.
- Making positive food choices helps people maintain a healthy lifestyle.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** The NHMRC guidelines advise that which age group are at greatest risk of harm from drinking alcohol?
 - a** all children
 - b** children under 15 years of age
 - c** over 18 years of age
 - d** only people between 18–24 years old
- 2** Secondary supply is an offence by law whereby:
 - a** an adult provides alcohol in a safe environment
 - b** an adolescent provides alcohol to their peers
 - c** an adult provides alcohol to a person under 18 years without their parent's consent
 - d** alcohol is provided free of charge to adolescents
- 3** Neurotransmitters are:
 - a** created in the brain
 - b** nerves
 - c** chemicals that allow messages to be sent between organs
 - d** only present in the brain when alcohol is consumed
- 4** RDI on a food label stands for:
 - a** restricted dietary intake
 - b** rationed daily intake
 - c** recommended dietary intake
 - d** reasonable daily intake
- 5** The Health Star Rating system is important in enabling:
 - a** an individual to make healthy food choices
 - b** canteens to buy by the number of stars
 - c** all products to be assigned as 'healthy'
 - d** consumers to know where the food was made
- 6** Sustainable foods are those that:
 - a** farmers can make a living out of
 - b** can be produced without impacting the environment
 - c** are healthy for the consumer
 - d** all of the above
- 7** 'Value for money' menu planning should consider foods that:
 - a** are sustainable
 - b** are seasonally available
 - c** are sourced locally
 - d** all of the above
- 8** Prescription medicines:
 - a** are prescribed by a doctor for use by a particular person
 - b** can be misused if instructions are not followed
 - c** are specific to an individual and cannot be shared
 - d** all of the above
- 9** The social norms approach to behaviour change:
 - a** uses graphic images of illness to dissuade people from poor health choices
 - b** highlights a desired health behaviour and dispels simple truths
 - c** uses scare tactics to create a change in people's eating habits
 - d** lists the diseases you will suffer if you take drugs and alcohol
- 10** Food choices are influenced by:
 - a** socio-economic status
 - b** taste and appearance
 - c** cost of food
 - d** all of the above

SECTION B – Short-answer questions

- 1 Explain the difference between risk factors and protective factors.
- 2 Consider three protective factors for alcohol and drug use.
- 3 Compose a list of three considerations that contribute to daily meal planning.
- 4 List the five basic food groups.
- 5 List three questions that you should ask yourself when comparing products using the nutritional information on food packaging.

SECTION C – Higher order thinking (HOT) questions

- 1 Debate whether the legal drinking age in Australia should be raised from 18 to 21 years old, similar to the United States and Japan.
- 2 What approach could you use for managing peer pressure in taking drugs?

05

Benefits of relationships

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities.

Students evaluate the impact on wellbeing of relationships and valuing diversity. They

analyse factors that influence emotional responses.

They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate

and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.

They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

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Organise your thinking

Different groups such as our family, close friends and peers influence how we think, behave and make decisions. Understanding how different people influence us can help to protect and enhance our health and wellbeing.

Making connections

- How are we influenced to make decisions that will protect and enhance health and wellbeing?
- Why can it be difficult to take action to help your peers who may need help?
- What are some health issues that may require support from an adult?

5.1 The benefits of relationships

Humans are social beings. We crave the company of other people with whom we can share experiences, situations and feelings. Our relationships can help us meet our **physiological**, safety, social-emotional, **cognitive** or achievement and developmental needs. Different relationships can help us meet one or some of these different needs. Dr William Glasser suggested that all of our behaviours are taken to meet one of the following needs: survival, love and belonging, power, freedom and fun.

physiological needs things that need to happen for us to keep living (e.g. sleeping and eating)

cognitive needs needing to know or perceive in new or different ways

acquaintance a contact who is not a close friend

identity individual characteristics, including ideas, feelings and attitudes towards self-worth and capabilities of a person, or characteristics of a social group

There are a number of different types of relationships such as family relationships, friendships and **acquaintances**. Within friendship relationships there are peer relationships, romantic relationships and online relationships. There are relationships within a cultural or religious tradition. For example, kinship models shape the nature of relationships in some families and communities. For others, an important relationship exists as part of a religious community, congregation or tradition. This may also extend to an emphasis on fostering a relationship with the divine. We also have more casual relationships with acquaintances such as neighbours or community members. Forming these different types of relationships is part of growing up.

Family relationships can fulfil an array of our needs. For example, if we have a friendship issue to sort out or we want to try a new sport, we can gain support to solve problems or take on a new challenge. At a more basic level, our family provides us with a safe place to live, food to meet our energy and nutrition requirements, and love when we make mistakes.

Friendships may provide benefits such as companionship, a sense of fun and freedom and a safe place to test ideas, attitudes and values. Friendships can also shape our sense of **identity** and help us feel like we belong.



Figure 5.1 Our peer group can build our self-respect, confidence and provide support to deal with challenges we face.

Building and maintaining relationships is a two-way process. To develop and maintain relationships can be challenging because we will not always get our own way, or agree with other people's opinions. Sometimes this can be annoying and it may become hard to take, but we can develop skills to get along with other people and overcome some of these challenges. Peaceful and harmonious relationships are facilitated when an individual first has cultivated peace within themselves and a spirituality that reaches out in authentic ways to others. Relationships are not all about receiving benefits or thinking about what we can gain for ourselves. Relationships involve responsibilities and expectations. This means relationships are a 'give and take' process that involves helping other people. For example, as a son or daughter we may be expected to help our parents or younger brothers and sisters around our home. As students we are expected to get involved in lessons and do our homework. Our friends expect us to be loyal and good listeners.

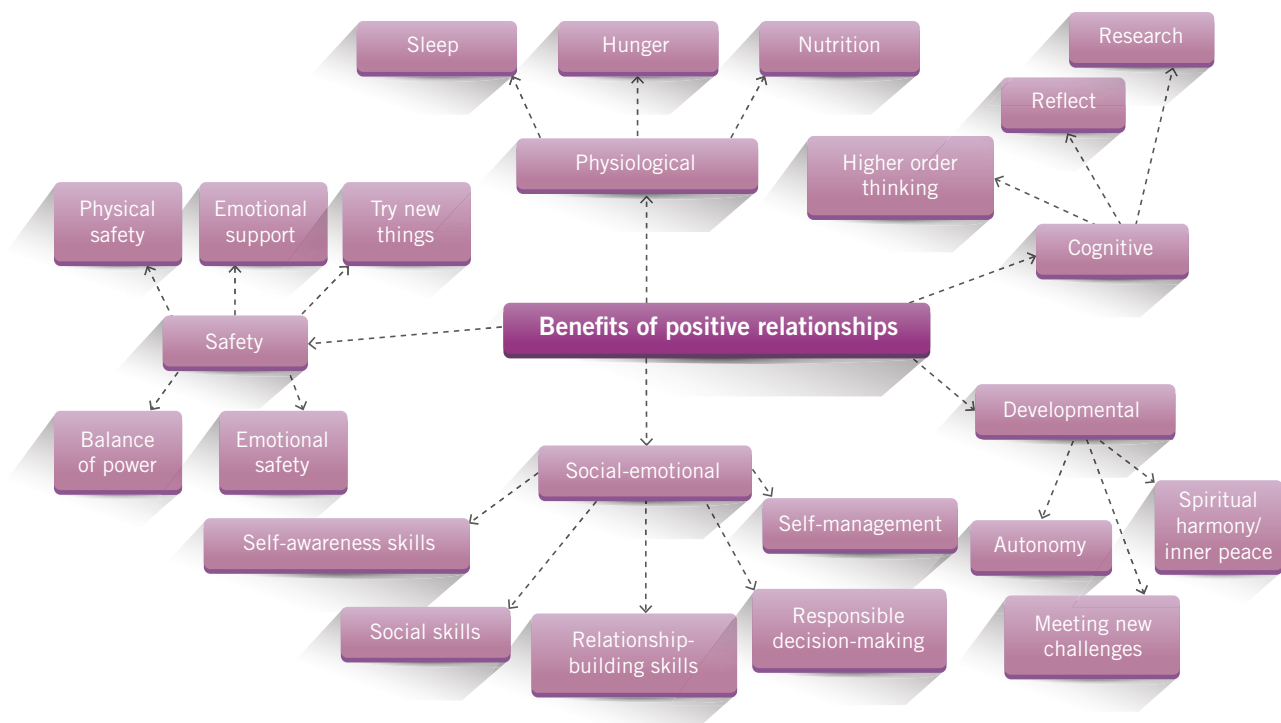


Figure 5.2 Benefits of positive relationships

Circles of relationships

According to Dr Sue Roffey, 'circles can be used as a symbol for relationships. Circles represent unity, wholeness, equality and protection – all qualities of positive relationships'. Circles have historical and cross-cultural significance for Aboriginal and Torres Strait Islander peoples and Native Americans and their tribes. Circles depicted in Aboriginal and Torres Strait Islander paintings can be connected with kinship (family) and relationships.

Now that you are in high school you will find yourself making new friends and getting to know new people. Some of these people may become lifelong friends. Others may be acquaintances depending on where you go in your lifetime and whom you choose to stay in contact with. This is an exciting time! Over the next few years your friends will become more important, meaning you will spend more time with them and find you have a great deal in common with them.

In our life we have circles of relationships whereby other people affect us and we affect them. Look at Figure 5.3 and see who you would place in the innermost circle to you. This could be people that you would tell your innermost thoughts and secrets to or someone you have known your whole life. As influential people in your life, they can influence your behaviour. The people in the circle closest to you are probably your **support network**. These are the people you go to if you need help or support. We usually have different people we talk to about different things. Depending on the nature of our relationships, we may have people that we feel comfortable talking with about any topic. It is vital that you have people you can talk to and you know will listen to you and support you.

support network people or resources that help and support us

advocate (v.) process of arguing in support of a cause or position or speaking out and acting on behalf of yourself or another to ensure that your or others' interests are taken into account

mentor a wise or trusted supporter who gives us guidance and advice (e.g. teacher, siblings, sports coach, school counsellor, friend, principal, neighbour or family friend)

Think about how your circles of relationships may be different from the ones shown below and why. You will most likely find that there is at least one adult outside of your family who you would place in a circle closer to you than others. This person could be a teacher or a coach, or someone outside of school, and is a person whose opinions count and who you look up to.

We all need people who look out for us, make us feel safe and **advocate** for us. These could be people who **mentor**, coach or teach us. At school, trusted adults can help us feel like we belong, and at home family members make us feel loved and cared for.

Figure 5.3 Circles of relationships: we all have influential people in our lives. In what ways do you influence each other?

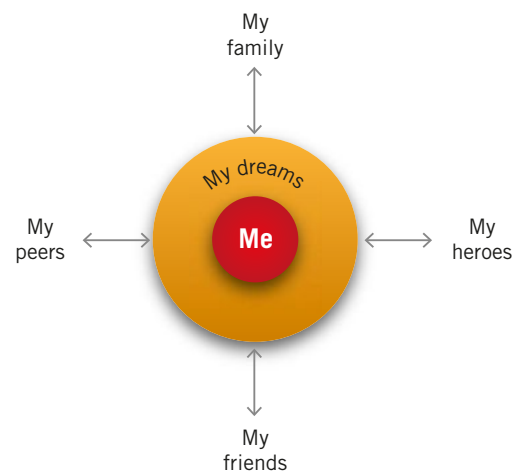
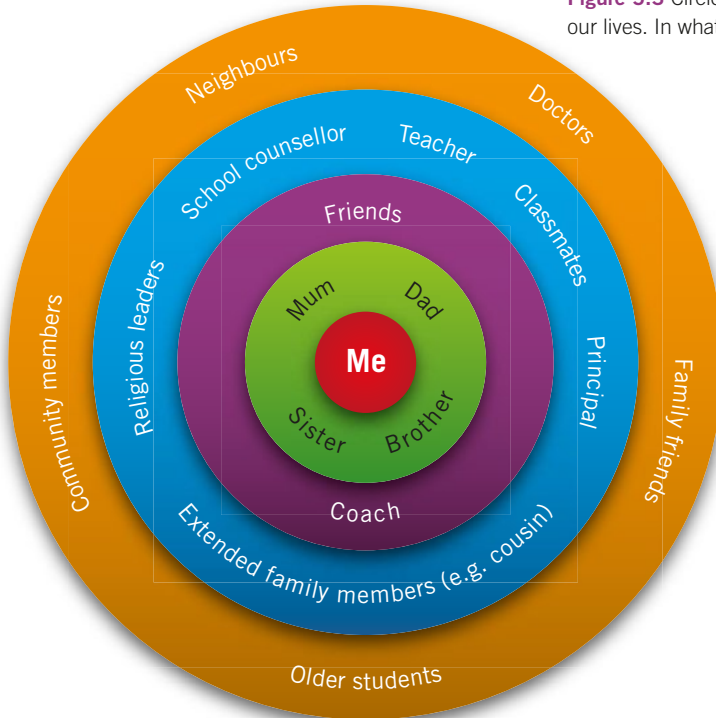


Figure 5.4 Key people in my life

DEEP LEARNING

5.1



- 1** Silent statements: form two circles. Stand and change places with someone, apart from the two people next to you, in silence if:
 - a** you have learned a valuable life lesson from one of your grandparents
 - b** a teacher or coach has made a difference in your life
 - c** you have shared a secret with someone who is no longer in your inner circle
 - d** someone who started in your outer circle is now in your inner circle
- 2** Debrief points a to d by discussing each with a partner or as a whole class by giving an example for each.
- 3** Identify the people apart from a friend in your support network who you would call on for help in the following situations:
 - You are being bullied.
 - You are worried about a friend who is losing a lot of weight.
 - You had a fight with a friend and have been feeling anxious and the feelings are not going away.
 - There are some places around your school where you do not feel safe.
- 4** Draw a web map that indicates your connection with your support network. On this, identify the situations where you use this network for assistance. You could do so by drawing a web map and labelling the web, using Inspiration software to create a mind map or through an online photo gallery.
- 5** List seven common situations that you could face over the next two years where you may need to call on people in your support network for help. Also think about professionals, such as doctors and psychologists, and organisations that may be available to help.
- 6** Design and create a braided friendship bracelet for a friend or a family member who has supported you in dealing with a health issue or a problem you have experienced.
 - a** Explain the meaning of each coloured thread.
 - b** Describe how the person helped to deal with the issue.
 - c** Outline the positive outcomes and lessons learned.
- 7** Tweet about a person who has supported you in dealing with an issue. Post your tweet online and share it with your class.
- 8** Create a podcast as a 'Guess who I am' friendship tribute describing the qualities of three of your closest friends, with 30 seconds devoted to each friendship tribute.
- 9** Develop a script for a radio production describing the benefits of relationships, including a list of potential sponsors for the radio show and what they can offer to young people.

The quality of relationships

There are some key features that influence the quality of relationships. These features set apart relationships that can be identified as positive ones. Positive relationships are vital to our wellbeing and development because they give us space to be ourselves and make mistakes so that we can learn. Positive relationships usually have mutual benefits, meaning each person gains something; it may be, for example, feeling good about helping someone who needed your help.

prejudice a negative opinion formed without consideration of facts

Building positive relationships can require us to look beyond some aspects of the person. Developing an open-minded attitude and being aware of any **prejudice** that we may have might help an array of positive relationships that otherwise would have been abandoned. Some forms of prejudice are so subtle that we may not even be aware of how they influence us. Prejudice may involve an aspect such as a person's age, gender, physical appearance, religion and ethnic background, financial status, apparent intelligence or some illness or disability a person is experiencing can influence how we develop a relationship with a person.

Building positive relationships can require us to look beyond some aspects of the person. Developing an open-minded attitude and being aware of any **prejudice** that we may have might help an array of positive relationships that otherwise would have been abandoned. Some forms of prejudice are so subtle that we may not even be aware of how they

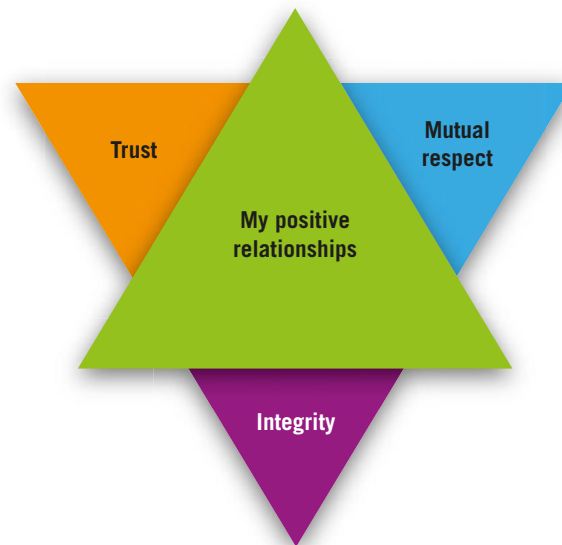


Figure 5.5 The star qualities of positive relationships: the values of trust, mutual respect and integrity provide a strong foundation

respect a feeling of admiration for someone based on their abilities, qualities and achievements

trust a belief in the dependability, truth or ability of someone

integrity upholding moral and ethical principles; honesty

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

The values of **respect**, **trust**, care and **integrity** form the basis of positive relationships. Without these values, relationships can exist but they tend to be shallow or temporary and they may make us feel uncomfortable. When people respect each other they let others make their own decisions and expect that other people have a right to hold a different opinion or make a decision that is different from their own.

Respecting others in relationships means accepting their differences, too. These can involve physical appearance or abilities, practices influenced by religion or **culture** and family background. Regardless of our differences, we have more in common than we may realise. Everyone wants to have

relationships where there is trust and care. This means we know others are concerned about our feelings and wellbeing. For example, if we felt unwell and wanted to go home at a gathering, a friend would support us. He/she could show care by asking an adult to help and contacting our parents. A person who has integrity keeps their promises and follows up on what they say they will do. Integrity involves keeping commitments, being honest and being **authentic**.

authentic not false; genuine

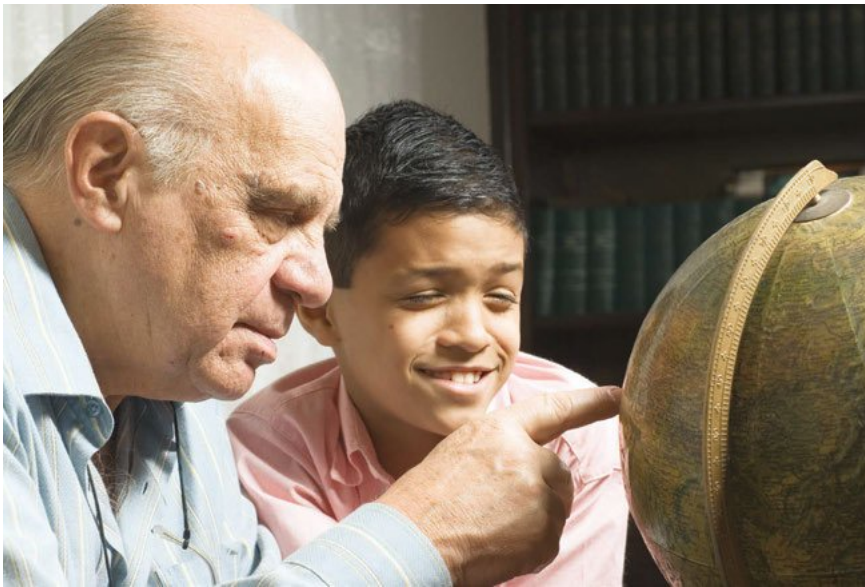


Figure 5.6 Wise mentor: who is a wise mentor in your life?

Our grandparents are examples of people in our lives who could be wise mentors for us by advising us about important issues and sharing their life experience and memories. Your wise mentor may be an uncle, aunt or close family friend. Being able to form relationships with people of different ages is a skill that will enable you to see the **character strengths** that people develop over their lifetime.

character strengths
psychological strengths and virtues that are regarded as personal assets

Character strengths

The late Professor Christopher Peterson and Dr Martin Seligman designed 24 character strengths that can promote wellbeing. These character strengths are internationally recognised. The character strengths are:

- Wisdom and knowledge: creativity, curiosity, open-mindedness, love of learning.
- Courage: bravery, persistence, integrity, zest.
- Humanity: love, kindness, social intelligence, gratitude.
- Justice: teamwork, fairness, leadership.
- Temperance: forgiveness, humility, prudence, self-regulation.
- Transcendence: appreciation of beauty and excellence, gratitude, hope, humour, spirituality.

These character strengths can help to:

- promote positive emotions such as hope
- become fully involved (engaged) in what we are doing
- develop positive relationships
- make life more meaningful and provide a sense of achievement.



On a daily basis, character strengths can make life more satisfying and help us solve problems. An awareness of character strengths makes it possible for us to approach everyday activities differently by seeking out opportunities to use signature strengths. Signature strengths are the strengths that match who we are and what we are drawn to. For example, if a person really enjoys learning new skills, is known for being kind and does not give up when things are tough, that person's signature strengths would be love of learning, kindness and persistence. By drawing on our character strengths we can become more resilient.

Figure 5.7 These are some key character strengths that we can use in our relationships.

Respecting diversity

We will encounter a range of differences in other people at school and in our community. Sometimes it can be tough to understand why other people eat certain foods or behave in certain ways if we have not experienced these differences before. For example, Muslim and Jewish people need to eat food prepared in a certain way. Muslims eat 'halal' food, which is food that has been prepared a particular way and includes not eating certain foods, such as pork. Jewish people also follow religious laws that mean food must be 'kosher', whereby some foods are forbidden, or need to be prepared in a certain way if they are to be eaten. Wearing certain clothing and saying prayers are common practices in a number of religions or backgrounds. If you ask your fellow students, you will find their countries of origin are diverse and most likely so are their religions.

melting pot a place where people from diverse backgrounds make up the community

diversity openness, acceptance and respect for differences among peoples, cultures, perspectives and worldviews

Living in Australia means being part of a multicultural society. This can be referred to as '**melting pot**' or fusion of people from different backgrounds. Respecting differences and the **diversity** of other people

can help people feel they belong and promote mental wellbeing. Respecting people from diverse backgrounds can contribute to a peaceful society, develop our cultural heritage and provide options for how people choose to live.

5.2 Influences on behaviour, decisions and actions: family and peer groups

We have many ways to determine our own behaviour, decisions and actions. Other people also influence our behaviour, decisions and actions. Our family has values, interests and priorities that can influence us. If our parents are physically active and prioritise involvement in sport or recreational activities, we can be influenced to be involved, too. For example, some family members may play and follow basketball, rugby or soccer, meaning we get involved as well. Other family members may participate in surf life saving, fishing or cycling, so we, too, are encouraged to be involved.

What we hear family members and peer groups say and what we see them do can be subtle yet powerful ways we are influenced to act. For example, if our parents encourage us to follow a healthy diet, and they model such behaviour, it is more likely we will adopt these behaviours, too. The same can apply to other health behaviours, decisions and actions, such as choosing to be a non-smoker, safe road user and developer of positive relationships.

You may have already discovered that some of your relationships are more important in your life than others. This can mean people you have relationships with influence your decisions, your behaviour and the way you feel about different issues. Sometimes the reasons others influence our behaviour may not be clear. Wanting to feel independent, accepted as part of a group, and having a sense of group security, a growing sense of confidence and the capability to try new things can influence what we do and why we do it.

Habits or the acting on **impulse** can influence what we do. Acting on impulse is also called impulsivity. As adolescent brains develop it is not uncommon to make some decisions without a great deal of thought. If we find ourselves acting on impulse, it may help to become aware of how our tendency to jump into things without thinking may not feel so good later. Acting impulsively can lead to negative risk-taking behaviour that can be unsafe. People who care about us will support and encourage us to accept challenges, rather than push us into something that we don't want to do.

impulsivity a tendency to act without first giving adequate thought

Imagine that you are in a situation where the people in your peer friendship group consider giving each other their passwords for an online account. This is never a good idea because it could lead to people being upset, embarrassed and shamed. For these types of situations, it is an ideal time to discuss the issues as to why this is not such a good idea. You could say something like, 'Remember our teacher reminded us not to share our passwords' and 'It is against the school's ICT policy to give away passwords to friends', or 'It's not safe to share a password around as it may be accidentally leaked'.

Another situation might be friends considering taking inappropriate selfies and asking if you want to join in. You could say, 'I don't feel comfortable about doing this. Why don't we give this a miss?' Imagine one day you are going out with your peer group to watch a movie. A number of

friends are trying to persuade you to watch a horror film that has an MA rating. How would you respond to them?

It is important that we make a **conscious decision** that reflects our behaviour. We could learn from positive **role models** to help us make a conscious decision. If you are not sure of what behaviour is expected of you in new or different situations, ask and make sure you understand. It can be helpful for us to be aware of our motives when we decide to act in certain ways. We can also reflect on what we gain or lose by acting in certain ways to determine whether certain behaviours are worth maintaining. For example, thinking about our motives may tell us that the aim is to please someone else or to act in the hope that someone might like us more if we do what he or she says.

conscious decision a decision that is made carefully by thinking about the options and then making a purposeful decision to act

role model a person regarded by others as a good example to follow

In different situations we are influenced to behave in certain ways.

For example, at school we follow school rules and classroom rules. At home we are expected to be polite, respectful, obedient and communicative with our parents and siblings. How we communicate in writing and in person will depend upon the situation, the people involved and where we are. For example, if we are speaking at a school assembly, the way we speak may be different from going shopping and explaining to a shop assistant what type of shoes we are looking for.

5.2

DEEP LEARNING



- 1 Match the behaviours in points a to i below to the following influences: parents, mother, father, close friend, peer group, former friend, acquaintance, yourself, cultural or religious tradition. Determine who is likely to be most influential on you doing/completing the following tasks. (Some people will argue it is yourself.)
 - a Tidying up your bedroom every morning.
 - b Doing your homework before the due date.
 - c Looking at both sides of the road before crossing.
 - d Wearing appropriate protective equipment while cycling.
 - e Rejecting a cigarette offered to you.
 - f Eating a variety of fruit and vegetables every day.
 - g Walking up stairs instead of using an elevator.
 - h Applying sunscreen when playing at the beach.
 - i Making friends with people from different background.
- 2 Evaluate the benefits of behaviours listed above for your health and wellbeing. List what actions you will take based on those benefits in a priority order, starting with those you consider to be most influential for your health.
- 3 If the following people were present, how might a person behave differently in each behaviour from a to i above: a teacher, a parent, your principal, police officer, HPE teacher, friend, peer group, religious leader?



HPE and history

A dialogue circle is a significant process within Aboriginal and Torres Strait Islander cultures. International **indigenous** people have used this process for centuries to build respectful relationships, learn from a collective group and to preserve and pass on cultural knowledge. In Aboriginal and Torres Strait Islander communities, the dialogue circle can be used as a peaceful way to deal with conflict, to explore issues or to help gather information needed to make a decision. Dialogue circles can promote collective learning and a sense of harmony. Respect, mutual understanding and empathy are key to the dialogue circle.

indigenous the first peoples of the land in international communities (e.g. the Inuit are indigenous peoples of Greenland)

Managing health behaviours

At times, peer pressure can influence our behaviour and it may be difficult to resist joining in with what is happening. We can think that some things are ‘cool’ and get involved in situations that seem hard to get out of. These situations tend to involve ‘spur of the moment’ decisions. Some things may sound exciting or are presented to us in a way that sounds harmless. Fads and trends, such as ways to gain muscle or lose weight, can be communicated through **popular culture** (or pop culture) and may appear tantalising when our peer friendship group thinks something is a good idea. However, if it sounds too good to be true, it is! Trust your inner voice.

popular culture culture based on the tastes of ordinary people rather than an educated elite

contemplation thoughtful observation or study

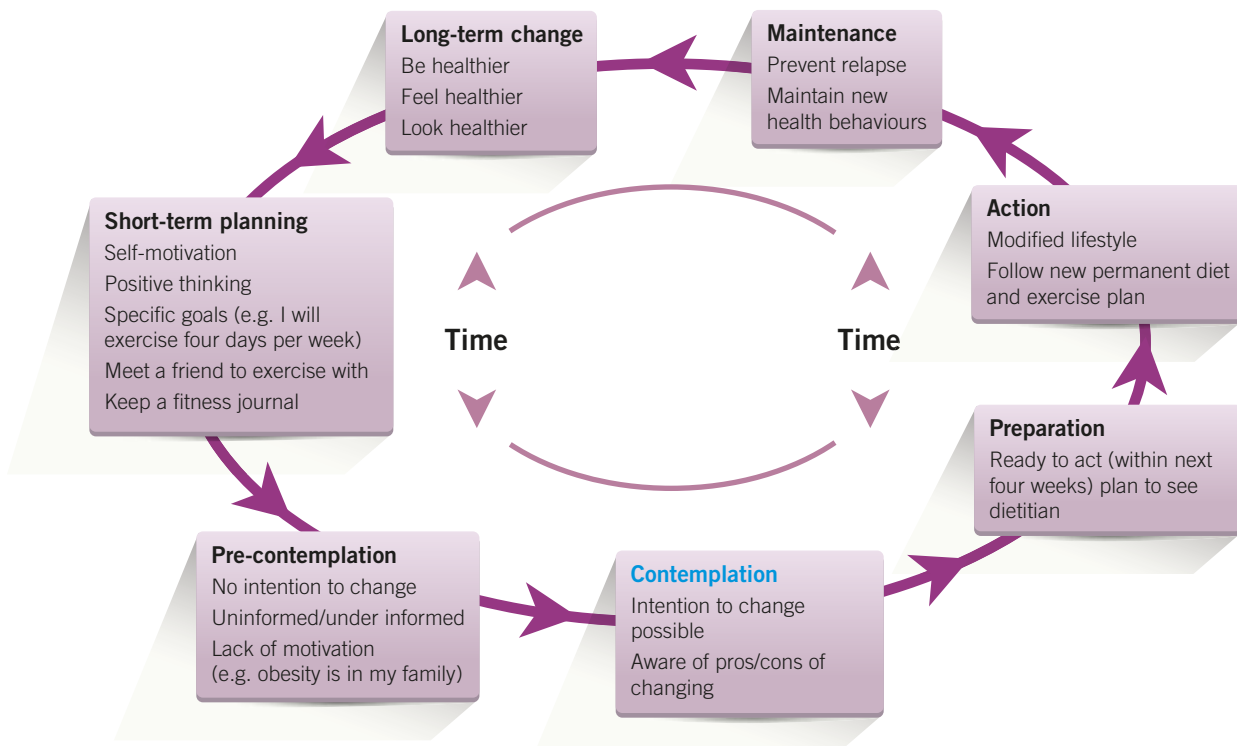


Figure 5.8 Process for changing health behaviours



Did you know?

Anti-smoking legislation means that smoking at tram, train and bus stops is illegal. Fines apply to smoking anywhere on train platforms and raised platforms at tram stops. It is also illegal to smoke within 4 metres of an eating area or non-residential building entrance.

Some health decisions involve longer-term planning. You may need to support someone to change health behaviours such as participating in more physical activity or giving up smoking. Changing health behaviours is a process and depending on the issue may take quite some time. For example, to stop smoking or start doing more physical activity involves a process and developing an action plan. Smoking involves an addiction to nicotine, which can be difficult to break without high motivation, a range of supports and a plan.

5.1

CASE STUDY



Road safety, child abuse top list of worries

Road safety and child abuse are the concerns that keep Australians up at night, even though they do not necessarily affect their lives, according to new research that reveals what Australians worry about.

The Australia's Behaviour Concerns survey of 2000 people by the Shannon Company and Sweeney Research found the top five social concerns were drink-driving, driving after taking illegal drugs, child abuse, sexual assault/rape and antisocial behaviour in public places.

The issues with the greatest disconnect between how much people worried and their impact were people driving after taking illegal drugs, child abuse and sexual assault/rape.

Luke Smillie, a senior psychology lecturer at Melbourne University, said what people worried about was often not a direct response to their experiences.

'Things that are more likely to rouse people's fears and anxieties are things where ... you can pinpoint the bad guy,' Dr Smillie said.

The survey found people should be worrying about smoking, not exercising enough and having a poor diet. While skin cancer claims more lives than road trauma each year, driving under the influence of alcohol or drugs are more prominent worries, with only 33 per cent of respondents extremely concerned about tanning without sun protection.

Sweeney Research associate director Lisa Naphtali said the survey showed behaviour that individuals had the least control over elicited the greatest fear.

'Australians believe if they really want to lose weight, for example, or quit smoking or drive slower, they can,' she said. 'But they have no control over the outcomes when someone else drives high on drugs or if their child is abused and that really scares them.'

Dr Smillie said people were more inclined to worry about imminent threats and those that attracted media attention.

Source: Mex Cooper, *Sydney Morning Herald*,
18 November 2013

Questions

- 1 List three health issues raised in the newspaper article opposite.
- 2 Identify the people who may influence your behaviour for each health issue.
- 3 Explain how they affect your decisions and actions.
- 4 What does the article tell you about people's attitudes towards their health and wellbeing?
- 5 What do you think about Australians' behaviours, decisions and actions towards skin cancer? Explain your answer.

Health, wellbeing and relationships

We have habits that can influence our health, wellbeing and the quality of our relationships. We may be unaware of some habits as they become ingrained into how we behave or what we do. We form habits by consciously or unconsciously thinking about something and then doing it. For example, a small habit might be where you put your bag when you get home from school or starting to eat a piece of fruit instead of biscuits in the afternoon.

Just as we develop habits that involve physical actions, there are habits of our mind that we can develop involving our thinking and subsequent actions.

We can use positive thinking as a habit of our mind that enables us to achieve goals we set for ourselves. Being aware of our self-talk can help build our confidence when we can direct self-talk in a positive way. If we think positively we are more likely to believe in our skills and abilities. For example, if a person gets a result for an assignment that was below what was expected and thinks, 'I am hopeless', instead they could think 'I can do better next time if I ...', and then finding out how to improve, which will be much more productive. The same mind habit can be applied to meet a physical challenge by being determined not to give up.

Another example is the willingness to use teamwork skills in learning, sport or peer situations. Being a team player means adopting the habit of mind that other people have worthwhile contributions. By working cooperatively with others we can appreciate their character strengths and what they have to offer. When this approach is adopted, people find they learn more about themselves and their positive attributes.

Look at developing caring relationship habits. Tell your friends what you value about them. Seek out ways to show gratitude and express empathy when friends are hurt or upset.

5.3 Building positive relationships

Some key skills such as communication, conflict resolution and providing support can lead to positive relationships. These skills help us activate our support network when we might need help with an issue. Communication is as much about listening as it is about sending a message by speaking, writing or through body language and facial expressions. Being a good listener means taking an active role. Active listening involves aspects such as using eye contact, nodding to affirm what someone is saying or saying 'uh hum' or 'mmm' to acknowledge what you are hearing.

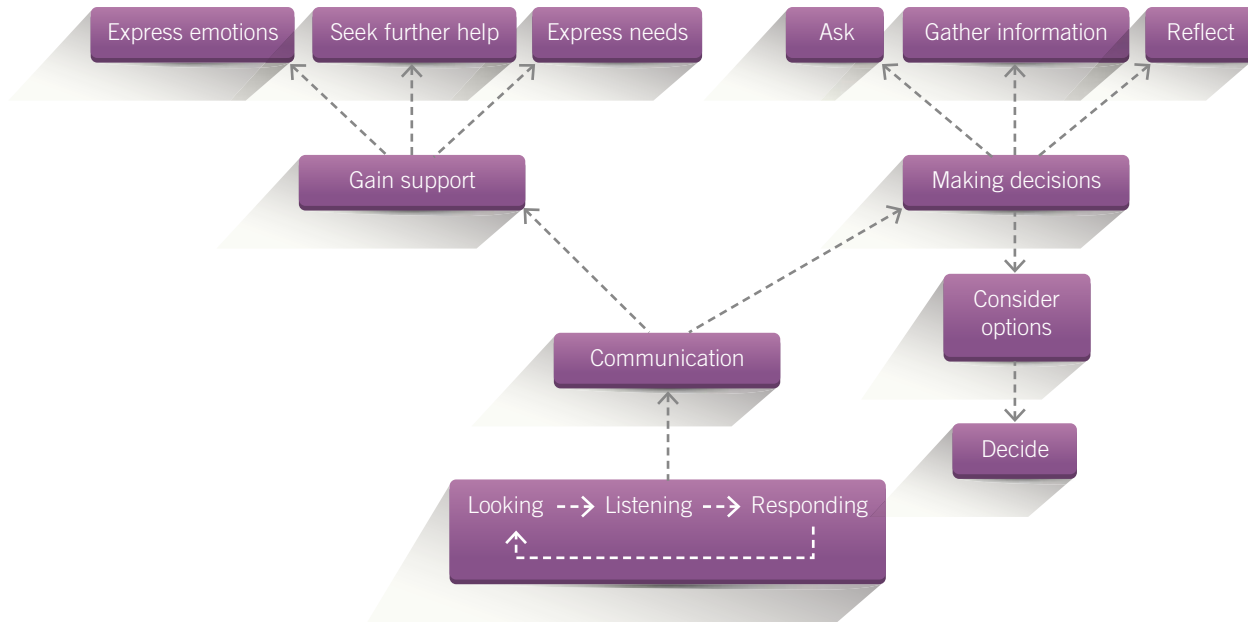


Figure 5.9 Communication: the key to making decisions and seeking support

Good communicators check what they have heard by using skills such as paraphrasing. To paraphrase you might say: ‘So to check what you mean, you are saying ...’.

In positive relationships we can use effective communication skills to resolve conflict respectfully and calmly. The best way to resolve conflict is in person, rather than online, because you can gain insight into how someone is feeling from facial expressions and body language.

compromise making concessions to resolve a dispute

consensus agreement reached between people or by a group as a whole

negotiation discussion intended to achieve a particular outcome

Some conflict can be the result of misunderstanding so we resolve this by first checking the current situation and how somebody is feeling. If a conflict situation still exists, **compromise**, **consensus** and **negotiation** can help to resolve the conflict.

Through using our personal skills, it is possible to resolve conflict cooperatively so that each person still feels valued and respected. For example, if a group of friends wanted to go and see a movie but could not agree on which one to see, there are a few things they could do. They could talk about the issue and listen to each other before deciding to see a new release and seeing the other movie another time. They could agree to split into two smaller groups and see the movie that each wanted and then meet afterwards, or decide to do something entirely different.

Positive relationships with our peers can give us a range of opportunities to develop our friendship-making skills, decision-making skills and communication and problem-solving skills.

5.4 Bullying and harassment

Bullying involves intentional and repeated behaviour by a person or a group of people against another where there is an imbalance of power, by using words or actions that cause distress. The use of power is a key aspect of bullying because one person exerts power over another person.

This means there is a power differential, or imbalance of power, involved in the behaviours and actions involved in bullying. There are a number of forms of bullying:

- verbal – name calling, teasing and ridiculing
- physical – hitting, punching or damaging property
- social (covert) bullying – playing mean jokes, spreading lies and rumours
- cyberbullying – using technology to hurt someone by using photos, text messaging, sexting, social networking or chat rooms in a way that is offensive or belittling.

Each form of bullying is serious and must be actioned with an emphatic response.

Harassment is the act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands. Bullying and harassment are serious issues that can have lasting effects on young people's health and wellbeing. We all need to say 'No' to bullying and harassment by taking appropriate action. This means that if we are bystanders (we see bullying occurring) we need to speak up and tell a teacher about what is happening, to tell bullies to stop and to support people who are being bullied to seek help. This is called being an 'upstander'.

The impact of bullying can affect individuals and groups of people. Groups who are bullied are vulnerable people. Vulnerable people do not always have the same support network or resources they can use if bullies target them. Indigenous young people, children and young people experiencing socioeconomic disadvantage, children and young people who experience homelessness or who are unsure of their sexuality are more prone to be bullied. For a person who is being bullied, the effects can be psychological, emotional and/or physical. Psychological and emotional effects include a loss of confidence, shame, embarrassment, **insomnia**, depression, and feeling stressed, alone and anxious. The most serious outcome is when a person feels that they have no options available. Physical effects include headaches, feeling **nauseous** and a loss of appetite. Time may be lost from school due to illness, or feeling unwell and unable to cope, affecting learning progress. As a result, a person's overall health suffers.

insomnia an inability to fall asleep or stay asleep for a reasonable period of time

nausea feeling sick in the stomach as if wanting to vomit

Bullying and harassment can lead to feelings of isolation and withdrawal from usual activities and events. If bullying and harassment are going on, it affects everyone because if a person feels humiliated it will affect how they interact in their relationships. If other people feel miserable it can affect the atmosphere in a classroom or school. Bullying and harassment can also affect family relationships, romantic relationships, peer relationships and friendships due to the way the person who has been bullied is feeling. A person who is feeling shamed because of bullying may not want to participate in a family event or social event with friends, resulting in feelings of tension in relationships. To support someone in this situation, listen to how he/she is feeling and confirm that you are available to support them. Encourage the person to seek help by speaking with an adult such as a teacher about the situation and what has been happening to them.

information and communication technology (ICT) technology that provides access to information through telecommunications devices such as the internet, wireless networks, mobile phones, tablets, etc.

Cyberbullying

Cyberbullying is the repeated, hostile and deliberate intimidation, harassment, victimisation or bullying of an individual or a group of people using **information and communication technology (ICT)**. Cyberbullying involves sending hurtful text or images to mobile devices or posting

them in social media. Trolling is a form of cyberbullying designed to disturb another person. It is usually anonymous and involves name-calling.

Online relationships can provide a means of sharing experience and memories, and staying in touch, but they can also be very destructive. The anonymity, potential infinite audience involved due to internet use and cases of sexual harassment where images are taken or spread without permission can be devastating. For this reason, it is vital to speak with a teacher or school counsellor about cyberbullying.

resilience an individual's ability to recover quickly from setbacks in life

Young people can use strategies to build **resilience** and take action to gain support. Our support network, assertiveness skills and communication skills enable us to take actions to protect or restore our health. Talking to an adult such as a counsellor, a teacher or a parent about what is happening and how we feel is an important step to take if something is bothering us. Assertive communication and explaining how we feel is also important. There are other things we can do to look after ourselves. We can keep a journal to express our feelings and focus on positive aspects of what happens each day. Start a gratitude diary by writing about the things we can be grateful about for two weeks or more.

Other resilience-building skills include becoming aware of how our body and thinking responds when we start to feel anxious, under pressure or stressed. When this happens take a moment to refocus; become aware of how you are breathing and feeling. Self-awareness and self-management can contribute to our resilience.

The first inclination may be to retaliate against cyberbullying. Try to resist this action. Acting impulsively by responding straight away is repeating the actions that are hurtful and will be likely to prolong things and make matters worse.

5.3

DEEP LEARNING

- 1 Reflect on any experiences of cyberbullying that you, your close friends or family members may have experienced.
- 2 Discuss the following:
 - a How cyberbullying affects relationships.
 - b Why cyberbullying occurs.
 - c What strategies you could use if you were the victim of cyberbullying.
 - d What support you could provide to a friend who is a victim of cyberbullying.

CHAPTER REVIEW

- Relationships can help us meet our physiological, safety, social-emotional, cognitive, achievement and developmental needs.
- Our friendship circles can be a strong support network, and inspire feelings of belonging.
- The quality of a friendship is determined by respect, trust and integrity.
- Our families and peer groups can influence our behaviour, decisions and actions.
- It is important that we make conscious decisions based on careful thought.
- Positive role models can assist in making conscious decisions.
- Bullying and harassment can have serious psychological and physical effects.
- Peer pressure can influence our behaviour.
- Building positive relationships with trusted people is important for an adolescent's development.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** In relationships, we should:
 - a** be able to get what we want most of the time
 - b** use our personal skills to get along
 - c** focus only on our own needs
 - d** choose friends like us to avoid conflict
- 2** Health behaviours, decisions and actions are influenced positively by:
 - a** role models who have a healthy lifestyle
 - b** friends who have good ideas to share
 - c** body image trends and fads
 - d** media images and popular culture
- 3** Who is a mentor?
 - a** someone who gives you things and makes you happy
 - b** someone, usually a trusted supporter, who gives you advice
 - c** a person who helps you with homework
 - d** an adult who tells you what to do
- 4** An advocate can help in situations such as:
 - a** speaking up for you in different situations
 - b** resolving peer pressure by telling people off
 - c** when there is a disagreement
 - d** working out who is a bully
- 5** To change long-term health practices usually involves:
 - a** making a snap decision and sticking to it
 - b** a period of contemplation
 - c** talking to anyone who will listen
 - d** trying out new behaviours for a while
- 6** Negotiation, compromise and reaching consensus:
 - a** are mainly used by political parties
 - b** are used by skilled relationship mediators
 - c** are personal skills to sort out conflict
 - d** are used by a tactical response unit
- 7** Bullying affects:
 - a** the person being bullied
 - b** the bully and the person being bullied
 - c** all involved and a range of relationships
 - d** anyone who knows about the bullying and the bully
- 8** Bullying can result in:
 - a** feeling inferior and cowardly
 - b** anxiety and depression
 - c** psychological, emotional and physical effects
 - d** all of the above
- 9** Cyberbullying:
 - a** is usually intended as a joke
 - b** is harmless because it is done without thinking
 - c** is not a form of bullying that can cause real harm
 - d** involves technology such as computers and iPhones
- 10** Your behaviour will change:
 - a** only when your parents or teacher tell you that it should
 - b** to satisfy people around you and at home
 - c** only when you make a conscious decision to change it
 - d** based on the situation and the relationships that you have

SECTION B – Short-answer questions

- 1 List how some relationships help you to feel safe.
- 2 Identify the benefits of relationships.
- 3 Outline how friends can influence your health behaviour.
- 4 Describe why different people can affect your actions.
- 5 Explain the potential impact on online relationships.

SECTION C – Higher order thinking (HOT) questions

- 1 Evaluate how bullying and harassment can affect the health and wellbeing of a person.
- 2 Appraise benefits of different relationships that are part of your support network.

06

Manage yourself, support others

Organise your thinking

Theodore Roosevelt said: 'No one cares how much you know, until they know how much you care'. People will always remember how you made them feel and whether or not you expressed care and concern when it was needed. Showing empathy and sensitivity towards others are advanced communication skills.

Making connections

- When can showing empathy and sensitivity towards others help manage challenging situations?
- What factors influence our emotional responses?
- How can we become attuned to our own emotional responses and those of others?

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. **They analyse factors that influence emotional responses.** They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. **They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.** Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

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6.1 Factors influencing how we respond to situations

We all have days that we feel we might prefer to forget because things have not gone well, but we always need to remind ourselves that our good days make up for these types of days and dealing with the unexpected is part of life. We can also plan to adopt an optimistic view, invoke positive emotions and use positive self-talk to deal with challenges in a positive way.

Positive self-talk might be reminding yourself that you are capable and you are going to give something a go and learn from what happens. For example, your friend has been upsetting you and you need to let them know how you feel. Negative self-talk can hold us back and affect our confidence and sense of self. For instance, you are asked to lead a group in class and immediately you think, 'I can't do that, I'm too stupid!' We need to let the positive self-talk be more powerful so that we can accept the challenge and be open to improvement.

Reminding ourselves of how we previously coped and managed in a difficult experience can help us cope and it can also be empowering.

Days might not go as well as we may have liked for a range of reasons. These can be reasons we can make sense of, such as feeling unwell or experiencing setbacks that we knew might occur. At other times, we can be challenged by situations that arise unexpectedly that we need to deal with. If we know how to get on top of our feelings and emotions and manage them, this can help us cope with some difficult situations and protect our health and wellbeing.

Emotions and social-emotional responses and skills

In being a good friend, a good leader, working in a team and for our learning it is important to be able to handle our emotions and be able to demonstrate emotions to help others. Sometimes the ability to effectively use our emotions to solve issues and relationship challenges is referred to as 'soft skills'. There is nothing soft or easy, however, about managing anger, deep sadness or disappointment.

There is a **kaleidoscope** of emotions and emotional responses that can be triggered by different situations. It is generally agreed that there are six basic human emotions. These are disgust, happiness, anger, fear, surprise and sadness, although some organisations suggest there are four basic human emotions. The idea that there are four emotions is because wide-open eyes signal the emotions fear and surprise, and the emotions anger and disgust are each signalled by wrinkled nose muscles.

kaleidoscope a changing mixture or pattern

Being able to recognise emotions in others is a skill that we can develop and sensitise ourselves to because it can help us maintain positive relationships and solve challenging issues and our response to them. Commonly referred to as **emotional intelligence**, social-emotional skills are recognised for their role in learning and wellbeing and in creating positive and healthy relationships.

emotional intelligence the capacity to be aware of, control and express one's emotions, and to manage interpersonal relationships with empathy



Figure 6.1 Finding positive ways to express all emotions including anger is important.

ambivalence the state of having feelings that are mixed or contradictory

euphoria a feeling of intense joy

The following list represents just some of the many emotions we can use to respond to others and show how we feel:

- acceptance
- affection
- aggravation
- aggression
- agitation
- **ambivalence**
- anxiety
- apathy
- bitterness
- bliss
- boredom
- compassion
- confusion
- contempt
- depression
- disgust
- doubt
- ecstasy
- embarrassment
- empathy
- envy
- **euphoria**
- forgiveness
- frustration
- fury
- gratitude
- grief
- grouchiness
- guilt
- hatred
- homesickness
- hope
- horror
- hostility
- hunger
- hysteria
- interest
- loneliness
- love
- paranoia
- pity
- pleasure
- pride
- rage
- regret
- remorse
- revulsion
- shame
- suffering
- sympathy
- wrath



HPE and science

Expressing emotions involves science. Our bodies provide a mix of chemicals and hormones that respond to messages from our brain about how and what we are feeling. Our brains process emotions and produce hormones such as serotonin and oxytocin when we feel good, and they produce endorphins, our natural painkillers, in response to strenuous exercise. Parts of our brain including the limbic system have a key role in orchestrating our emotional responses to what is going on and affecting how we feel.

Demonstrating empathy

Empathy can be demonstrated by using communication and expressive skills. Active listening is vital. Imagine your friend is telling you some bad news they received. Try not to judge or tell them how shocking their news is. This is called sympathy and it may not always result in a stronger connection with the person involved. Instead, actively listen. To actively listen it is necessary to nod and focus on what the person is telling you and what emotions they are expressing. It is important to just listen rather

than jump into the conversation and try to come up with a bigger and better situation that you have experienced. Try to think about how your friend might be feeling. Offer to get help or support your friend to get some help, and show that you understand the emotion/s being expressed.

DEEP LEARNING

6.1



- 1 In pairs, develop an alphabet of emotions (e.g. A – amazement, awe, anger) and then create an illustrated big book of emotions.
- 2 For each emotion list how it can be expressed in a positive way (e.g. anger = punch a punching bag or breathe deeply).
- 3 Draw or paint a rainbow and match an emotion to each colour (e.g. green = envy, pink = love). As a class discuss why it is difficult to express some emotions and how the difficulty can be overcome.
- 4 In a group of four, practise expressing empathy towards a member of the group for each of the following situations:
 - a A student has a disagreement with their teacher and is upset.
 - b Your friend's pet is sick and needs an operation.
 - c One of your friends is moving away to another state.
 - d Someone has had gossip spread about them.
 - e A team member is injured and cannot play sport.
 - f A younger student is upset because someone was rude to them.
- 5 Create a short commercial for empathy imagining empathy is a character in a short role-play, or make up a jingle and verse to the tune of a popular song. Post your empathy commercial to YouTube.
- 6 A disagreement has occurred because one person is accused of tampering with another's locker. In pairs, list the possible explanations or different points of view about this situation.
- 7 In a different pair, propose plausible viewpoints about the following topics:
 - a Climate change may help people in cold climates feel happier.
 - b Cars with a speed ignition lockdown should be compulsory.
 - c We all need to speak up about mental health.
 - d Females live longer than males so they must be healthier.
 - e Team sports build character.
 - f Diet is more important than exercise.

Five social-emotional aspects to learning

Emotional responses involve individuals and others and are often part of a social situation. There are five recognised aspects to our social-emotional learning (SEL). These involve self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Self-awareness

Self-awareness is your ability to accurately recognise your own emotions and thoughts and their influence on behaviour. For example, if we are feeling frustrated or angry it may affect how we show our emotions towards others and interact with them. It might seem we are angry with other people when we are angry with ourselves.

Self-awareness includes accurately assessing one's strengths and areas to work on, as well as possessing a sense of confidence and optimism.

Self-management

Self-management is your ability to regulate emotions, thoughts and behaviours effectively in different situations. For example, a fellow student knows how to be really annoying and rude and does so just to see your reaction. Don't fall for tactics by others to make you upset; instead, take a deep breath and remain positive.

Self-management includes managing stress, controlling impulses, motivating oneself, and setting and working towards achieving personal and academic goals.

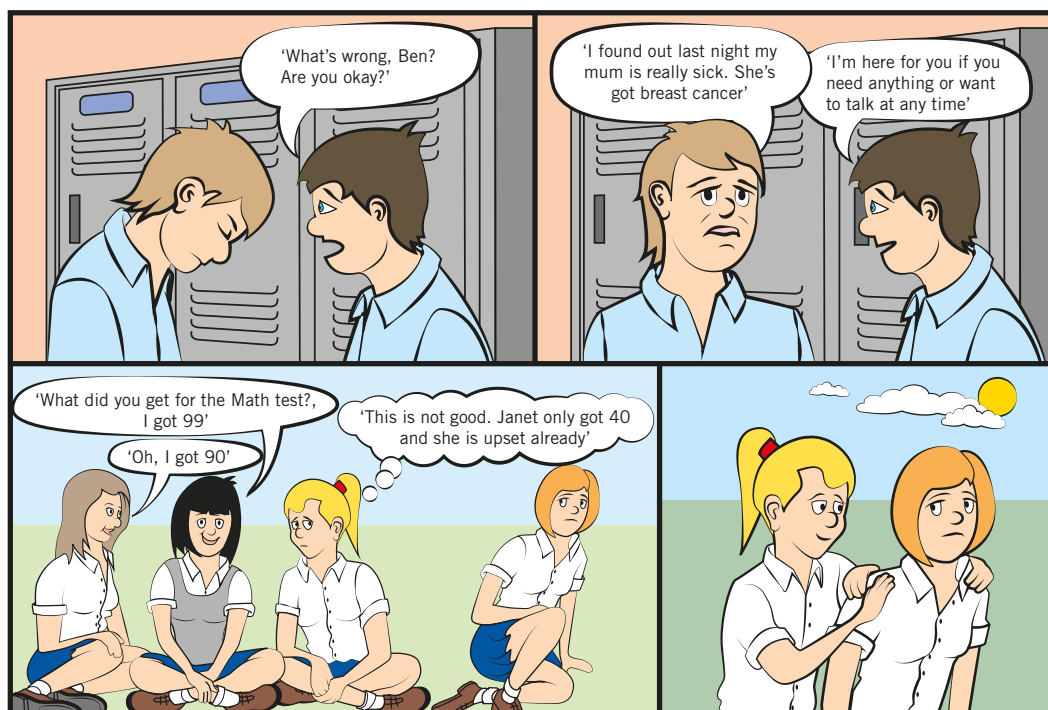


Figure 6.2 Everyday decisions such as whether to wear a seat belt in the car or asking someone if they are okay can affect health.

Social awareness

Social awareness is your ability to take the perspective of and empathise with others from diverse backgrounds and cultures. This ability includes understanding social and **ethical** norms for behaviour, as well as recognising family, school and community resources and supports. For example, if one of your classmates does not look at you when you speak to him/her, you could feel offended until you realise this is part what is culturally accepted for some cultural backgrounds.

ethical the concern for right and wrong, good or bad; it involves thinking about the moral issues that occur

We can take steps to understand and be aware of cultural differences by realising cultural sensitivities exist because of different values and expected behaviours. There might be similar examples of what is accepted for some religious backgrounds. For example, if one of your classmates does not shake hands with you, as he or she is of the opposite gender, you could feel offended until you realise this is a sign of respect in some religious traditions.

Relationship skills

Relationship skills are your ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. For example, if a person was part of a friendship group and there is a person left out who doesn't seem to fit, you can go over and saying 'Hi. Are you okay? Do you want to come over with us?' Although this might be hard to do, it's worthwhile so everyone feels involved. Relationship skills include communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making

Responsible decision-making is your ability to make constructive and respectful choices about personal behaviour and social interactions. Decision-making needs to consider ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others. For some people responsible decision-making may also draw on cultural or religious values and guidance.

Personal, social, religious and cultural factors can influence how we respond emotionally to different situations and therefore understanding these factors can be helpful.



Figure 6.3 Developing empathy and sensitivity is part of social-emotional learning (SEL).

Personal, social and cultural factors

As you develop a range of personal, social, cultural and, for some, religious factors, they will influence the way you are able to develop strategies to show empathy and sensitivity towards others. Expressing and being aware of positive emotions can be contagious so if we focus more on positive emotions such as gratitude, joy and humour, not only we will be more appreciative of what we have, but we will also be better equipped to manage challenges (see Figures 6.5 and 6.6).

Personal factors

We are all different and some of us develop a strong awareness and empathy for other people's needs at an early age. Other people need to learn the skills involved before they can demonstrate empathy or sensitivity.

identity individual characteristics, including ideas, feelings and attitudes towards self-worth and capabilities of a person, or characteristics of a social group

Personality, maturity and developmental factors influence how we respond to others. Due to our different personalities, we have different interpersonal styles. Some of us are very outgoing and sociable, whereas others are more reserved and are happy with fewer people around them. Accepting differences in other people is vital for a harmonious environment. Maturity brings with it the need for independence, a sense of **identity** and the desire for responsibility.

Our coping strategies, developing a positive mindset and personal resilience are also important for understanding how we respond to different situations. If we can look at a situation and see the positive side of things rather than the negative, it is known as the 'glass half full' perspective. The reverse can also be evident whereby a person looks at the negative aspect ('glass half empty' perspective). Optimistic thinking has been shown to be related to good health.

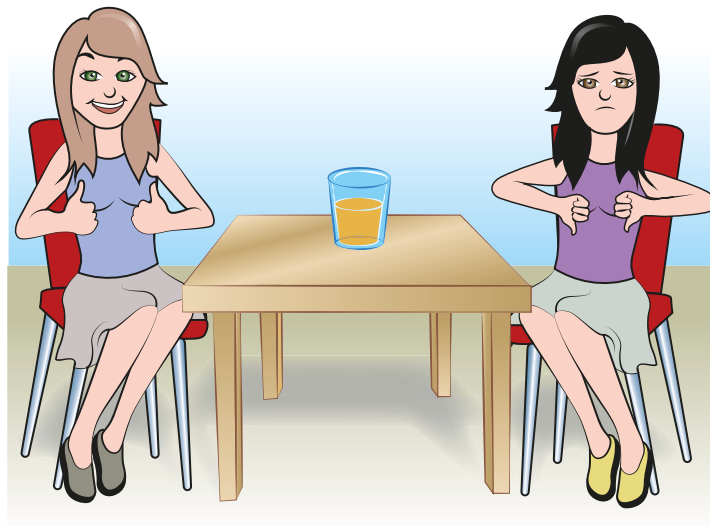


Figure 6.4 Seeing a glass as half full and optimistic thinking will affect how we respond to different situations.

The teenage years can be a confusing and difficult time because strong emotions develop towards our friends and peers and other key people in our lives. Some young people become very self-conscious, whereas others feel almost invincible at times. These changes are due to our brain development, the different hormones in our bodies and the experiences we gain as we grow up. These influences mean that different people respond to the same situation very differently, or even on different days the same person will respond differently. Regardless of these changes, we all want to feel connected to other people.

Social factors

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

Our family background, **gender**, a sense of self and the need to feel emotionally safe can influence the degree to which we want to show our feelings towards other people. Some families are very open in showing their emotions, while in contrast others are much more closed. A strong sense of self is accompanied by confidence that can enable people to feel able to express their emotions. Societal views about how males and

females are expected to express their emotions can mean that some young people are disinclined to express emotions such as sadness or grief.

Some people react emotionally based on what their friends or people around them are doing. For example, acts of kindness and compassion for other people can inspire more of the same type of behaviour. Positive emotions such as gratitude, hope and empathy have a positive effect on how other people around us feel as they can feel uplifted and positive as a result. Helping to make someone feel as if they belong if they are different to other people is a way of promoting **inclusiveness**, which is particularly important in a school environment.

inclusiveness treating all people equally and including others

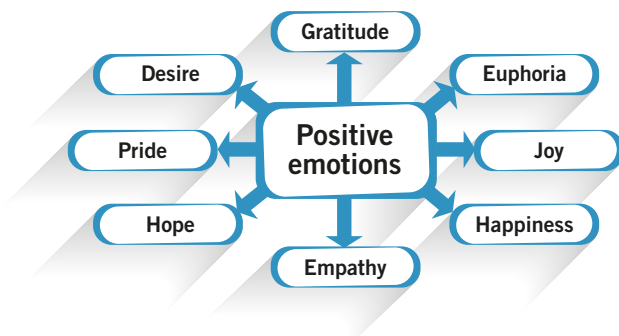


Figure 6.5 Positive emotions can help everyone feel they belong.

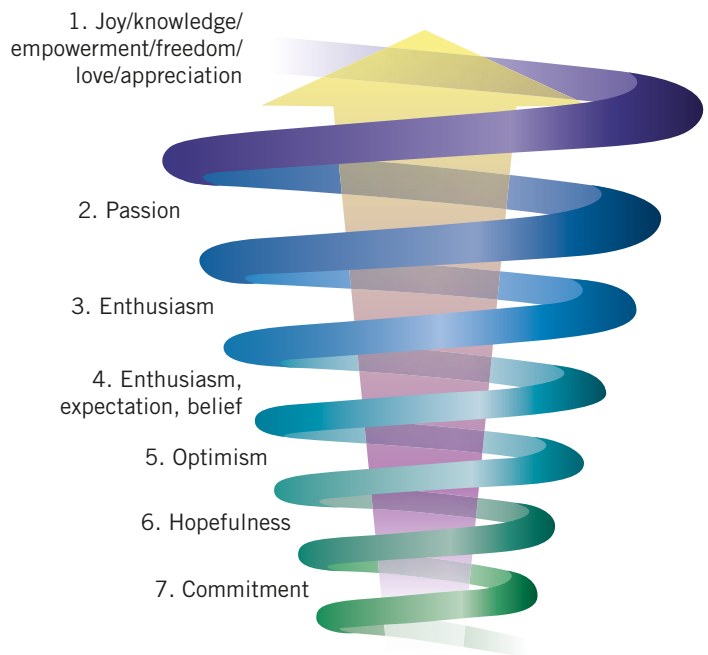


Figure 6.6 Positive emotions create an upward spiral for emotional wellbeing.

Cultural and/or religious factors

There are cultural and/or religious differences for how some emotions are viewed and the expectations that accompany behaviours. For example, Inuit people do not believe in expressing anger and some Asian cultures regard sharing such emotions as happiness and joy with other people as more important than focusing on personal success, such as in the United States. Likewise, happiness as we might know it in some cultures is not about being exuberant, but rather is associated with inner calm and serenity. Christian Churches, for example, may incorporate the expression of emotion into their worship. In some Christian churches the expression of emotion is more exuberant and spontaneous, and in others more ordered and restrained. In the Islamic tradition, Muslims are encouraged to express their emotions but also see good both in times of joy and times of misfortune. This is often expressed interchangeably both in joy and sadness in the common term ‘Alhumdullilah’, which means ‘All thanks to God’. Another difference that influences emotions is views about self-discipline. Self-discipline is prized by many cultures, including those in Asian countries.

Our response to people from different cultures should take into account the possibility that we each have biases that we are not aware of. Preparing ourselves to accept that one culture is not better than another – it is just different – may help us to be open to different cultures and the

way emotions are expressed. For example, some cultures do not maintain eye contact or express assertive emotions because of social rank; eye contact with someone in a superior position may be regarded as impolite.

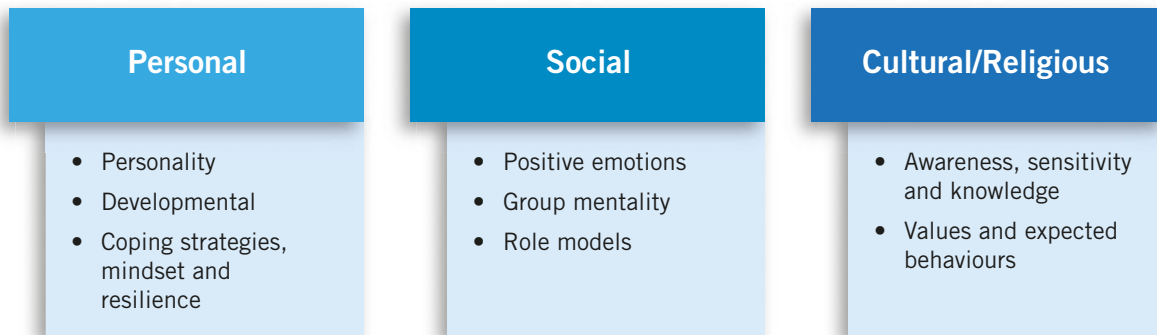


Figure 6.7 Factors influencing ability to show empathy and sensitivity

Mental health

Connectedness at school can help protect our mental health. If we feel that people understand us, know who we are and are there to support us, it can make a big difference to how we feel about

connectedness a measure of how people come together and the quality of cohesiveness, harmony and sense of belonging in their interaction

prudent careful about actions and making decisions

school and ourselves. We each have a role in helping to make school a place where people feel welcomed and safe. An inclusive school environment appreciates people for their unique character strengths. For example, some people are compassionate and have a great sense of humour, yet others are **prudent** and honest.

A factor that can chip away at connectedness and someone's self-confidence and sense of self is bullying. Bullying can affect a person's sleep, mood and appetite. These can affect concentration and learning, making a person feel like they are on edge and anxious. If bullying does not stop, it may mean a person no longer feels like going to school and it can lead to depression that requires professional help to overcome.

Bullying

Bullying is the continual misuse of power in relationships through verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in real time – person to person or online. Bullying can be clear (overt) or hidden (covert). Covert bullying can be difficult to detect and stop because it occurs in places that other people do not see or it is subtle.



Did you know?

When bystanders intervene, the bullying behaviours stop in 60% of cases; 50% of bullying is observed, so by saying 'No' to stop the bullying, we can make a difference.

Bullying can have long-term effects on those involved, including the bystanders. Bystanders are all the people who see the bullying behaviours take place. They are also referred to as 'upstanders' because people who know bullying is happening need to stand up, not walk by.

A single incident, conflict or fights between people who are equals, whether in person or online, are not defined as bullying. However, such conflicts need to be addressed and resolved.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of malice
- isolated incidents of aggression, intimidation or violence.

Online bullying (known as cyberbullying) is bullying carried out via the internet or mobile devices.

Road safety

Impulsive behaviour or spur-of-the-moment decisions can be needed in some situations, but not when our personal safety is involved. Everyday activities such as crossing the road, getting off a bus, riding our bike or travelling in the family car may not seem to be situations that could result in rash decision-making, but when we add our friends, family and other people, as well as unusual weather and situations into the mix, things can change and pose a risk to our safety. A combination of factors usually contributes to risky situations, including our emotional responses.

Examine the factors in the following situations and the feelings that may be involved. You will see that emotions such as joy, fear and anticipation can affect our actions:

- Your parents are parked across the road from the school and call you across the road without realising a car is speeding around the corner that they can't see.
- Two boys challenge another to train-surf to ensure that one is brave enough to be friends with the others.
- The sun is setting and you are riding your bike in the direction of the sun. You don't see a pothole in the road because your friend on the other side of the road goes past and is calling you. You have been trying to catch up with your friend over the past week. It's been difficult because he goes to a different school.
- Your older brother just got his driver's licence. He has agreed to drive you to basketball training and while driving you see a group of his friends outside the local shopping centre. Your brother is surprised and looks over, taking his eyes off the road.

DEEP LEARNING

6.2



- 1 Use the scenarios above to develop a dialogue showing how communication skills and responsible decision-making can help keep you safe.
- 2 In a group of four, choose one emotion from the six basic human emotions (disgust, happiness, anger, fear, surprise and sadness). Write a story or make a cartoon or short film demonstrating how to respond to the expressed emotion by demonstrating empathy.
- 3 Individually identify positive role models who were able to show you they understood your situation when you felt down, upset or angry. Who are they? What did they do? What did they say? What body language did they use? What did they avoid doing? In a group of four, share your thoughts and experiences.

4 Using the Google images for road safety via the link at <http://cambridge.edu.au/redirect/?id=6674>, design a simple message for teenagers with an emphasis on positive peer behaviour targeting one of the following:

- bus safety
- train safety
- seat belts
- crossing the road safely
- road safety in difficult weather (e.g. storm, sun, wind).

Create your road safety in Prezi or PowerPoint and present it to your peers.

5 Letters from teenagers in a magazine tell stories about:

- A Year 10 student who intervenes in a situation where a Year 7 student was being bullied.
- A group of boys who play chicken on the road and train-surf.
- A 13-year-old boy who has trouble getting to sleep each night, so he stays on Facebook until he can get to sleep.
- A group of friends who decide to go on a diet and see who can be the biggest loser.

a In pairs, respond to each of the above situations by writing a brief letter to the editor or tweet a 140-character response with a health message for teenagers who may be affected by the issues.

b Write a response for what might need to happen in your school.

6.2 Emotional responses to stressful situations

We can recognise situations that we find stressful through a number of changes that occur in our body indicating the way we are feeling. Generally, situations such as sitting for examinations, public speaking and changing schools or moving can cause stress. Relationship and family difficulties, as well as health issues such as body image and mental health, can result in a lot of stress. As we face stressful situations, the body adapts to prepare us for what is known as ‘fight or flight’, which is a survival response, meaning there is a threat of some kind acknowledged and the body prepares itself for action or a challenge ahead.

There are two types of responses to stressful situations: short term and longer term. Short-term responses to stressful situations are recognisable by:

- increased heart rate and blood pressure
- the mind and focus becomes very direct
- the mouth can become dry
- hormones such as adrenaline and cortisol are released
- digestion slows down.

Some people become very animated, irritable and noisy when they are feeling stressed, whereas others withdraw internally and can become very quiet.

Longer-term exposure to ongoing stress and the bodily responses will depend on the type of stress the person is exposed to. It can result in a hormone called cortisol being present at higher levels than normal in the body and the immune system being suppressed. Such a situation can cause illness and affect a person's wellbeing.

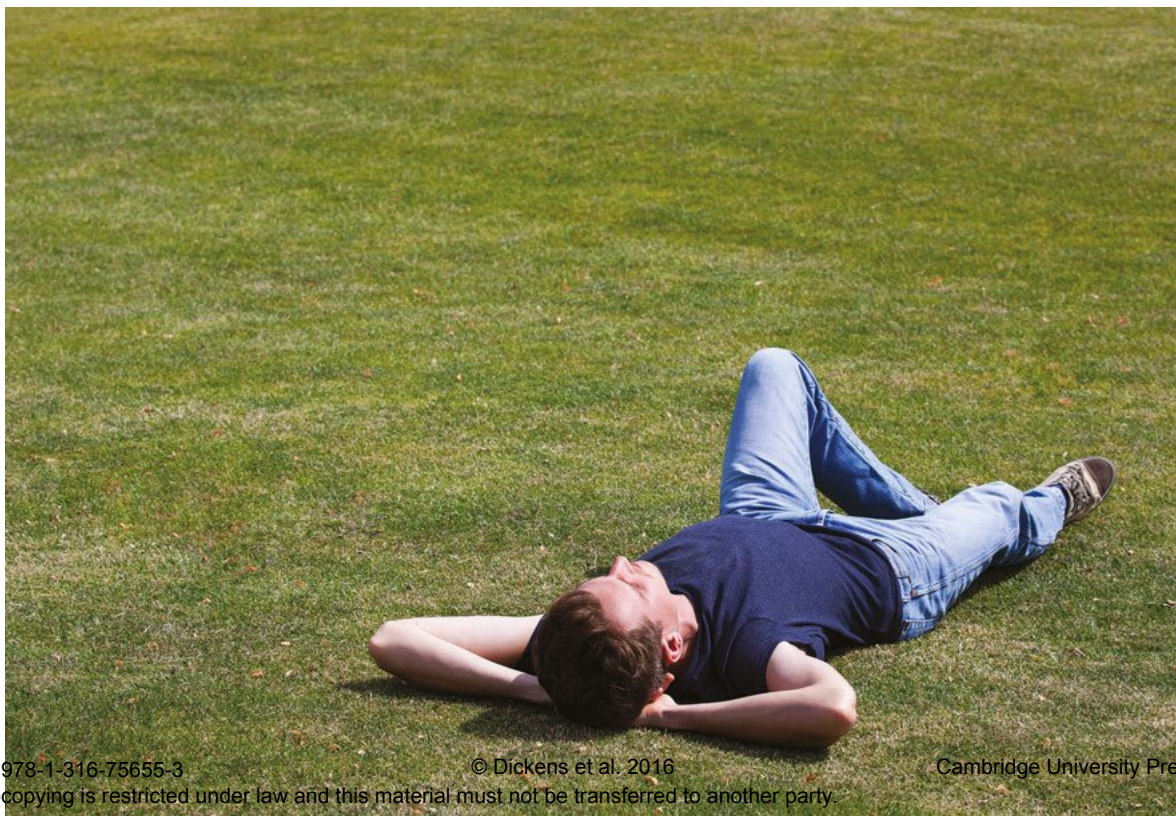
When you are feeling stressed by a situation, it can help if you start to change the way you are thinking about it. Instead of thinking 'I can't do this', think 'I am prepared and I am going to do the best I can'. Laughter and not taking everything too seriously can help to alleviate stress.

Managing stressful situations

Some techniques you can use to manage stressful situations are:

- use assertive communication (e.g. 'I feel upset')
- do some exercise
- listen to music
- if you are religious, you might pray
- breathe deeply and focus on your breath as you do so
- talk to a friend or adult about the situation
- call Kids Helpline (1800 55 1800)
- stretch, flex and relax each part of your body to feel the tension leave your body
- go somewhere you can be in touch with nature, such as near water, in a garden or where there are animals
- lie on your bed and visualise a place you enjoy going to or a time when you were successful at dealing with a challenge
- notice facial expressions or other people's behaviour that indicates to you that they may be feeling stressed, so that you can listen to them and support them.

Figure 6.8 Taking time to relax and putting yourself in a different environment can help manage stressful situations.



6.3

DEEP LEARNING



- 1 Create a checklist of strategies that you could use when in a stressful situation.
- 2 In pairs, discuss if there are any long-term changes you could introduce in order to better manage stress.
- 3 Write a journal entry about the members in your family and whether or not they display any of the short- or long-term signs of stress. Conclude by explaining what you could do to help your family in stressful scenarios and also how they could help you overcome stress.
- 4 Stress can be managed by changing your thinking. For each of the following situations, write down how you would normally respond and how you think you could respond in future to minimise stress:
 - a Your parents have decided to move your family to a new city, but you do not want to leave your friends and school.
 - b You have a test tomorrow and still do not quite understand some of the material.
 - c Your pet is sick and needs an operation.
 - d You and your best friend seem to be drifting apart and you feel as though you can no longer confide in them.
 - e Your aunt and uncle are getting a divorce.
 - f People around you are starting to experiment with alcohol; however, you do not want to be involved.

Reframing and managing stressful situations

Stress is a part of life. Reframing our thinking can help us to deal with stressful situations. Our thoughts can be powerful because they determine our actions and behaviour. Once we can recognise how our body responds to stress, we can start to take control of the situation.

Two types of stress

Some stress is necessary to help motivate and energise us. When stress helps in this way, it is known as positive stress. Negative stress can wear us down if it is more than we can cope with, or it is relentless. This type of stress can require support from our school counsellor or parents.

Thinking that getting through a challenge will make us stronger for future challenges may help us to reframe our thoughts. Likewise, realising that time will pass and the way we see the situation will also change can make things achievable.

Gaining perspective and distancing are other strategies we can use to manage stressful situations. We can ask ourselves 'Will it matter in five minutes, five hours, five weeks, five months or five years?' If the answer is no, we need to let go of negative emotions. This can help us distance or step back from the situation and give us a different perspective or view of it.

Problem-solving strategies also offer opportunities to cope with stress effectively. When we can work out ways to resolve challenges or to change our thinking, we can do more than we think we can.

CASE STUDY **6.1**

Alex's father is chronically ill. His kidneys are not functioning very well and so he requires hours of kidney dialysis and long hours in hospital each week. Alex's father cannot work and feels depressed because he cannot support his family in the way that he would like to. As the eldest child, Alex has additional responsibilities around the house and promised to help out. Alex's mother is also unwell due to frequent migraine headaches. Due to disruption at home, Alex often finds it difficult to complete homework or assignments and in the last year went from getting mainly As to Cs. The doctors say that Alex's father needs to have a kidney transplant, which makes Alex worried about the future. Recently at school, rumours and bullying started about Alex's parents. People are saying Alex's parents are lazy and do not want to work. This makes Alex very upset. Alex usually handles it by ignoring the comments, but friends have noticed Alex has become withdrawn and quiet. Instead of playing sport and socialising at lunchtime, Alex now sits in the school library and doesn't even read.

Questions

- 1 Imagine you are Alex and you are keeping a diary. Make three diary entries based on the scenario above.
- 2 Add to the diary entries with some positive steps and actions aimed at getting help.
- 3 Imagine you are Alex's friend and you know about the bullying. Write and rehearse some dialogue for what you would say to Alex and the bullies.
- 4 List the people or places you could go at your school to get help for Alex.



HPE and mathematics

Our resting heart rate can vary between 30 and 70 beats per minute. Upon waking, take your resting heart for one minute, then do the following calculations:

- beats per hour
- beats per day
- beats per week
- beats per year.

When we are stressed, our heart rate elevates. Mental stress has been shown to elevate the heart rate by about 17 beats per minute. This means our heart is working harder than it would need to if we weren't stressed.

CHAPTER REVIEW

- There are many factors that influence how we respond to different situations.
- Emotional responses and skills are based on emotional intelligence, and can help create positive relationships.
- Empathy can be demonstrated through communication skills, such as active listening.
- Self-awareness, self-management, social awareness, relationship skills and responsible decision-making are all part of social-emotional learning.
- Personal, social and cultural factors can affect how we respond to situations.
- Reframing our thinking can help us manage stressful situations.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** A hormone that is released in the body to prepare for stressful situations is:
 - a** testosterone
 - b** oestrogen
 - c** adrenaline
 - d** oxytocin
- 2** Empathy is:
 - a** a negative emotion that can be destructive
 - b** part of relating to other people in a positive way
 - c** a good way to resolve conflict and disputes
 - d** something everyone does very well naturally
- 3** Cultural factors influencing how individuals respond emotionally to different situations include:
 - a** the way emotions are regarded and expectations influencing display of emotions
 - b** what other cultures do and how the individual wants to act
 - c** age, gender and personality
 - d** the situation involved, season and day
- 4** Social-emotional learning (SEL) involves the skill and ability to:
 - a** memorise what to do in different situations
 - b** follow the way other people behave
 - c** attend lessons and listen to information
 - d** understand your own and other people's emotions
- 5** Strategies for managing stressful situations involve:
 - a** recognising how your body responds when you are beginning to feel stressed
 - b** always having a punching bag close by
 - c** ignoring signs of stress and always being brave
 - d** running away from the situation as fast as possible
- 6** Personal factors that can result in managing challenging situations positively include:
 - a** whether you get along with your brothers and sisters
 - b** the school you attend and the suburb you live in
 - c** personality, maturity, development and coping strategies
 - d** height, age, gender and hair colour
- 7** The five key social-emotional skills are:
 - a** communication, empathy, kindness, assertiveness, compassion
 - b** fitting in at parties, knowing how to say 'no', being able to show different emotions at the right time, communication, talking
 - c** emotive public speaking, tolerance, knowing when to be silent, mindfulness, expressiveness
 - d** self-management, self-awareness, social awareness, responsible decision-making, relationship skills
- 8** Two ways bullying behaviours can be managed positively are:
 - a** filming and photographing
 - b** upstander behaviour and seeking help from adults such as counsellors
 - c** asking them about their self-esteem and avoiding bullying areas
 - d** teachers and others modelling respectful relationships and not dobbing

- 9** Which of the following statements about stress is most accurate?
- a** stress can make you sick, so all stress is bad
 - b** stress is needed because many people are lazy
 - c** we all need strategies to manage stress in our lives
 - d** some stress is good, so more must be better
- 10** Taking time to weigh up decisions by discussing issues with others is helpful because:
- a** it sometimes shows other people have no idea either
 - b** it can waste some time and take the pressure off
 - c** it helps avoid impulsive behaviour
 - d** if we choose the wrong decision, we can blame others

SECTION B – Short-answer questions

- 1** Outline the two types of stress.
- 2** Describe the factors that influence emotional responses.
- 3** Explain different types of bullying and what can be done about bullying.
- 4** Explain some situations that require empathy.
- 5** Examine the role of positive emotions and self-talk in tackling challenging situations.

SECTION C – Higher order thinking (HOT) questions

- 1** To what extent can positive self-talk help us deal with difficult situations?
- 2** Explain situations involving road safety that may require social-emotional skills.

07 Skills for your health

Evaluate health information and communicate their own and others' health concerns (ACPPS076)

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. **They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.** They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. **They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.** Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

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Organise your thinking

Information about your health comes from a variety of sources and in a variety of communication modes. You and your peers can use skills to critique the health messages communicated and to express concerns about your health. Develop ways you and your peers can gain support to navigate health concerns and challenging times.

Making connections

- How do you know that health information and health messages are credible?
- How can communication skills protect your health?
- What are some ways to support others' health and wellbeing as challenges emerge?

7.1 The credibility of health information and messages

credibility believability; being accepted as true and honest

The **credibility** of health information and messages can be analysed according to the 5W1H method. 5W1H stands for:

- Who communicates the health information?
- What health information is communicated?
- Why is the health information communicated?
- When has it been communicated?
- Where is it communicated?
- How is it communicated?

Each of these is explained in further detail in the chapter.

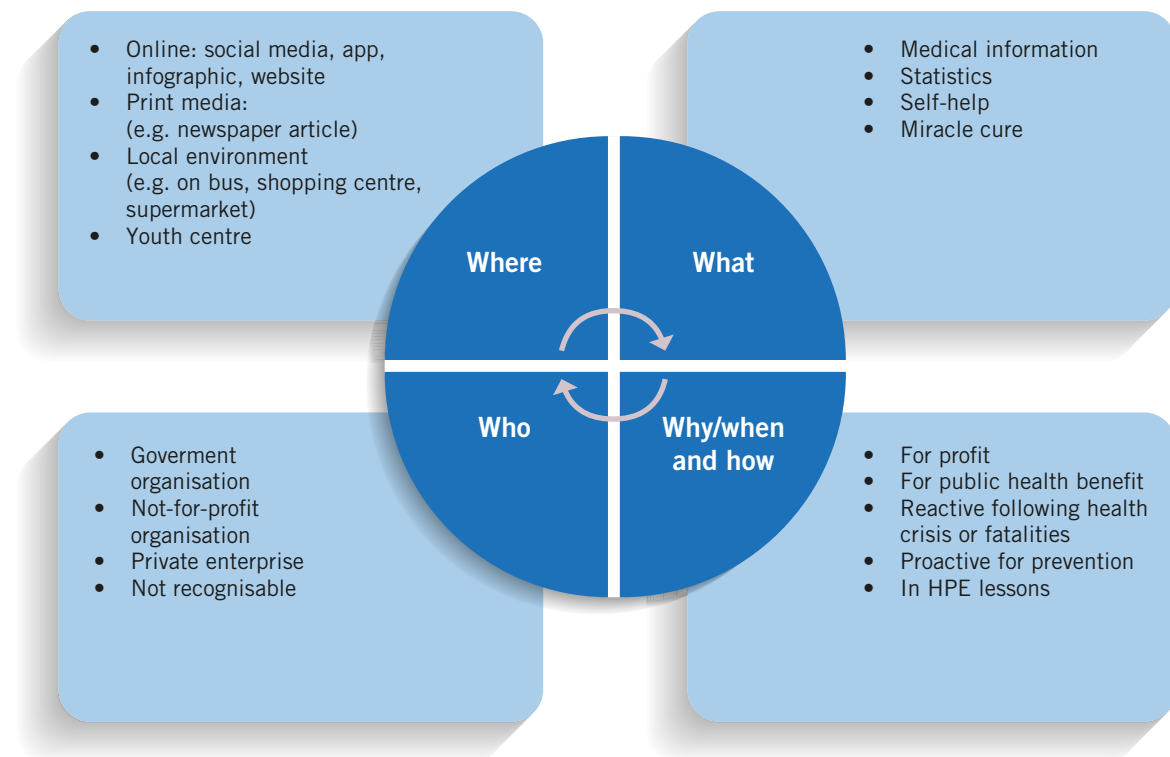


Figure 7.1 Factors to consider in analysing health information credibility

infomania information overload involving technology and a constant state of disruption

In our information age we can find ourselves distracted more than we would like to be by technology and our need to respond to information or check for information or updates. At times, this state of **infomania** can distract us from really paying attention to what we should pay attention to. It is worth being aware of what we choose to pay attention to and why we pay attention to some information and not other information.

Developing skills to analyse health information and messages can make us **savvy** about how and why we should respond to information in order to maintain our health. Analytical, visual and critical literacy skills can help us know what to pay attention to and what to dismiss, so that we can be healthy. For example, we want to eat a balanced, nutritious diet so that we have energy to grow, concentrate in lessons, participate in physical activity and feel good, yet we are bombarded by pervasive, **subliminal** advertising messages wherever we go – ‘hungry’, ‘upsized’, ‘2 for 1’, ‘50 cents more for 2’, ‘light’, ‘fat-free’, ‘no added sugar’, ‘all natural’. Looking beyond such messages and investigating what facts lie beneath them is an important skill.

There are factors that can detract from our willingness to analyse health information. We need to verify the information given to us by our peers and friends, question the **health messages** that are communicated and be aware of how our emotional responses can affect our decision-making processes. Although our peers can be convincing and may sound credible, it is always a good idea to seek additional information. We can **authenticate** information by communicating with trusted adults such as our HPE teacher or parents, and ensuring we are using legitimate and trusted sources of information. Some information that we may hear could be more akin to myths or gossip. While our peers will remain as valued sources of information, we need to use our **health literacy** skills to access a variety of information sources, including our HPE teacher, parents, digital and printed information and other resources.

We receive health messages about an array of health issues. These include food and nutrition, relationships and sexuality, alcohol and drug use, health behaviours and physical activity and mental health. These health issues can present challenges for young people so we need accurate information about them to inform how we act. It is vital to become aware of how to determine whether health messages are credible, what information we pay attention to, and how information can influence our behaviour. The skills we can use include deconstructing health information and health messages and the use of critical thinking through questioning. Our evaluative and analytical skills can equip us with vital information about resources, strategies, approaches and behaviours so we can make informed decisions.

Health information can be designed to raise awareness, prompt us to maintain or adopt health behaviours, or change and then cease other health behaviours. The health information can also attempt to influence what and where we purchase products or equipment for nutrition, safety, and physical activity and sport. To analyse health information, we need to ask relevant questions about what we are told or hear, such as what is intended by the information. For example, is the health message informative, such as updating people about new research findings to protect or enhance our health? If so, who carried out the research, and where and when was the research conducted? How was the research conducted, what methods were used and how many people participated or were involved in the research? Another key question to ask is, ‘Do the people or organisation conducting the research have any vested interests?’ Research about alcohol and young people conducted by the Brewers Association of Australia and New Zealand, or the Australian Hotel Association, versus research by a crash and crisis centre, while each aiming to help young people, could have other intentions linked to self-interest.

savvy perceptive and well informed

subliminal below the threshold of conscious perception, meaning we don't notice it

health messages people's health or wellbeing message or advertising communicated via television, magazine advertisements, media articles, product labelling or portrayal of 'healthy' choices in the media

authenticate prove that something is genuine or valid

health literacy using discretion to access and critically analyse information and navigate community services and resources, thereby activating behaviours to promote personal health and the health of others

7.1

DEEP LEARNING



Imagine you have been told about a new 'wonder food' that you can eat as much as you like of, tastes like chocolate and is also good for you, yet contains few kilojoules. According to medical testing, the so-called choc sticks contain granules of a recently discovered cocoa bean that can mobilise fat as you eat it, meaning it actually contains zero kilojoules.

- 1 List the words about the choc stick that do not seem to be based on fact.
- 2 With a partner, pose as many questions as possible about this new product to check the claims that are made.
- 3 Join another pair and compare the questions you have listed.
- 4 As a class, discuss the questions you devised and develop a set of generic questions that could be asked about any health message.



Did you know?

Nutrition Australia encourages kids to 'eat a rainbow', as each of the colours of red, purple/blue, orange, green and white/brown carries its own set of unique disease-fighting chemicals called **phytochemicals**.

phytochemical a substance in plants that prevents disease.

We can evaluate the language used in health information. For example, if there is emotional language used, it can be a strategy to influence our behaviour through influencing our emotions. Emotions and feelings can have a great deal to do with how we behave. Sometimes words or imagery is associated with a sense of adventure, courage, fun or being popular as a strategy to influence behaviour. For example, some soft drink advertisements have used these approaches over a long period of time whereby the drink is associated with good times and celebrations, suggesting your wellbeing may be enhanced through the drink. By recognising the image or status associated with some products, as well as their contents, we can have a more informed opinion.

Figure 7.2 Exciting imagery is often used to evoke associations with adventure, courage and fun.



If health claims appear to be over-exaggerated or do not seem to make sense, take time to find out some more information and do not accept the information as necessarily being true. Claims that are not backed up by scientific evidence yet seem to promise amazing, unbelievable or rapid results are most likely **quackery** or related to a **fad** that is influencing people's behaviour.

In the area of nutrition and weight control there are many fads and **gimmicks** that are used to influence people and how they are feeling. People need to be encouraged to adopt long-term nutrition and physical activity approaches, rather than acting in response to health information that makes claims of fast or instant results. Fads and gimmicks will either not work at all and people will waste their money, or will provide a short-term result only. Nutritionists argue that to maintain a healthy weight range we should follow a healthy diet as recommended by the Australian nutrition guidelines, and exercise regularly by looking for **incidental physical activity** as well as **planned physical activity** opportunities for exercise.

Personal values and how they influence views about health information

Other factors that internally influence our feelings about the credibility of health information. These are our personal values, attitudes and beliefs. Personal values, attitudes and beliefs can impact on our interpretation of health information, as we are more likely to pay attention to the things that we value or believe are important. This can mean that we filter out some information or choose to ignore or overlook it. For example, some people are passionate about what they eat. Therefore, where and how animals are farmed can gain their attention and override other details.

While there is a diversity of opinions about food quality, some people are prepared to pay more for **organic** agricultural products such as fruits, vegetables, grains, dairy products and meat because of how these products are grown and processed.

Advertisers were perplexed originally when they discovered that there are some food products that people will pay more for, even though they know the product can be purchased more cheaply. For example, some people will pay more for food that they consider being of superior quality. This can apply to products such as eggs. A claim about how hens are farmed is an example of whether health information is credible.

One of the reasons for different responses to health information, and making information credible or not, involves the use of simple words. For eggs words such as 'free range', 'farm fresh', 'environment egg', 'organic' and 'omega' provide factual information and for some people provoke a values or emotions-based response. Such a response can also apply when people read words such as 'grain fed', which can apply to a particular type of beef called wagyu that is valued by some people. Wagyu beef is grain fed for the last 300–500 days of production. It is marbled in appearance, which shows the high fat content, although it is **unsaturated fat**.

quackery the actions of an unqualified person who poses as a physician or other health professional and provides medical advice or treatment

fad a trend or craze that is taken up for a brief period of time

gimmick trickery or an approach used to gain attention or business

incidental physical activity unstructured physical movement involving activities such as walking, movement-based home tasks or play

planned physical activity structured forms of physical activity such as playing a sport, attending training or attending planned fitness sessions

organic involves practices designed to encourage soil and water conservation and reduce pollution. Organic produce and meat are grown without using conventional methods to fertilise, control weeds or prevent livestock disease.

unsaturated fat a type of fat called triglyceride. Eating foods high in unsaturated fats can reduce the amount of cholesterol in the blood.

The credibility of claims about how food is grown and prepared raises questions as well. There is a continuum of ways that hens are farmed. Some people will respond by not purchasing eggs produced by caged hens if they object to this method of egg production. As the least-sensitive approach to producing eggs, hens are given only enough room to stand. The free-range approach is where hens can roam around within a farmyard, a shed or a chicken coop, which some people believe produces a better quality egg because the hens have a better quality of life, or is simply a more ethical way to eat.



Figure 7.3 Varied approaches to egg production has resulted in diversified health information.

Marketing companies are aware that people can be influenced by their values and emotions and they can use this knowledge by making claims that are not true or by stretching the truth; for example, claiming that eggs are free range when the hens have barely had any room to move around. As a result, marketing regulations are needed on the health information we receive on packaging. Food authorities have set standards for three systems of egg production that takes account of the welfare of animals. The three systems of free-range, barn-laid and caged-egg production determine the labelling that can be used for eggs. In the case of barn-laid eggs, hens are free to roam within a shed that may have more than one level. Food authorities concur that irrespective of the method of egg production, eggs are a source of good nutrition due to the protein and nutrients they contain.

cholesterol a substance found in the blood that can also be derived from some foods. Too much cholesterol can lead to clogged blood vessels and coronary artery disease.

blood pressure pressure exerted by the blood against the walls of the blood vessels

Policy and standards can help build our confidence about the health information that we read. In the area of nutrition, particular standards are met through a regulated program known as the red-tick program. In association with the Heart Foundation, products branded with the red tick are easily recognised in the supermarket. The red tick signifies that the food product is lower in fat and salt content and thereby helps to manage **cholesterol** levels and **blood pressure**. The red tick can be found on a variety of dairy and other products.

While nutritionists do not recommend fast food, as it is heavily marketed it is important to be aware of health messages and information in this area. Standards affect fast-food outlets such as Subway, Kentucky Fried Chicken (KFC), McDonald's and Red Rooster. Menu displays and even serviettes provide information about how dense foods are in kilojoules and fat. In 2012 Doctor's Associates Incorporated provided nutritional information to inform customers of the food contents at Subway. This includes an array of products, even appearing on serviettes.



HPE and technology

In traditional Aboriginal and Torres Strait islander communities, information about bush food, nutrition and herbal medicine is passed down by community elders and adopted as part of gender-role expectations. As hunters and gatherers, men usually hunted for food and women gathered the food. Tracking animals required great persistence and endurance, often meaning that men needed to spend days, often without success, to spear a kangaroo. The diet eaten was drawn from every part of the environment – the ocean, the ground and under the ground. The daily diet consisted of many natural sources of food drawn from the natural environment. Mud crabs, fish, shellfish, fruit, bush peanuts, bush honey, nuts, berries, insects and grubs, and a type of damper were typical foods eaten. The roots, tubers, corms and bulbs of plants were once vital foods making up a large part of the diet containing nutrients.

Sources of health messages

Health information and messages are conveyed by different sources. These include the government and non-government organisations, not-for-profit organisations, voluntary organisations and volunteers, and commercial companies, groups and individuals. At the government level, Commonwealth, state and local organisations provide health messages. For example, local area health centres and youth health centres provide localised information and support. Religious organisations have historically been very active in outreach to the community through healthcare in the context of hospitals and other health facilities and services. The Heart Foundation is a well-known, highly respected not-for-profit organisation working with leading academics and scientists in the field of heart health, which means we can feel confident about the credibility of health information they communicate.

Voluntary organisations such as the Rotary Club are known for their powerful and effective messages about road safety. The Driver Reviver Program advocates for taking regular breaks while driving and being aware of the symptoms of driver fatigue. They also communicate evidence-based information about youth driving through their Youth Driver Awareness Programs. Volunteer groups such as the Volunteer Bush Fire Brigade work with emergency services and the police department to ensure emergency action plans are communicated in an accurate and timely manner.

Individual health professionals such as GPs, dentists, **physiotherapists**, **paediatricians**, **ophthalmologists** and **dermatologists** can be sources of valid

physiotherapist a healthcare professional who applies physical therapies, such as massage and exercise, to prevent disease and disability

paediatrician a physician who specialises in children's health and diseases

ophthalmologist a physician who specialises in the prevention of eye disease and injury and the medical and surgical care of the eyes and visual system

dermatologist a medical practitioner who specialises in the diagnosis and treatment of diseases of the skin, hair and nails



Figure 7.4 Highly qualified health professionals such as GPs are sources of credible health information.

health information. It is always a good idea to check health professionals' credentials to ensure they are qualified. If the information provided is controversial in nature, it is always a good idea to gain a second opinion, thereby gaining another viewpoint about the information.

Just as we need to check verbal or print-based health information we receive, we also need to authenticate web-based information. We can do so by looking for the official logo such as government or organisational logos. We should also be aware that sites such as Wikipedia are open sites, meaning that anyone can author and create information that is posted. Fraudulent websites are also an issue. Sometimes websites can be replicated whereby one site appears genuine but is actually a copy and is fraudulent. This type of behaviour is usually associated with commercial aspects where payments need to be made.

We expect the highest level of health information **scrutiny** to be generally associated with the government and government organisations. The reason for this is that the government has the highest level of accountability and responsibility to the public, as the elected government. The government also has the resources to guarantee credible health information. The Australian government can commission research of the highest calibre and also draws on international research about **contemporary** health approaches.

The government also has a strong, vested interest in helping to ensure that Australians have access to credible health messages. Australia has an ageing population. Creating positive health behaviours, health literacy and positive relationships when people are young means these positive health behaviours and skills will generally carry over into adulthood, resulting in a higher **health status**. Caring for people who are unwell, hospitalised or who need to manage chronic illness or pain can be expensive. Therefore, in the case of health the adage 'prevention is better than cure' is definitely true.

Each year the Australian government spends millions of dollars directed at equipping young Australians with skills, knowledge and understanding about diverse health issues such as alcohol and drugs, sexual health and sexuality, mental health and physical activity. Programs, public

scrutiny close examination

contemporary current and modern

health status health level of an individual, a group or a population as determined by the individual or by applying objective measures

health campaigns, school-based resources, personnel, facilities and education are each part of the government's approach to providing credible health messages.

There are also trusted organisations available as sources of credible information such as the Australian Drug Foundation and the Drug and Alcohol Research and Training Australia (DARTA) for alcohol and drugs; Headspace and the Inspire Foundation for mental health; and the Australian Nutrition Foundation and the Australian Government National Health and Medical Research Council for food and nutrition. What makes these organisations credible is the reputation of the people involved and the scientific basis and methods used to gather the health information posted. Visit some of these sites to check them out.

DEEP LEARNING

7.2

Select one of the following health issues impacting young people: relationships and sexuality, alcohol and drug use, mental health.

- 1 In groups of four construct a KWL chart for your chosen topic. Each group member, in turn, makes contributions to the KWL chart.
- 2 Refer to the KWL chart and, based on what one of your peers would like to know, pose a question that you intend to answer.
- 3 Examine a variety of information on the topic, including print-based and digital information scrutinising the source of the information and the accuracy and reliability.
- 4 Create a blog, prepare a two-minute talk, or write a report on what you find out.
- 5 Share the information with the class.



Where and how we receive health messages

As health information evolves due to research and new knowledge, the nature of health messages also evolves. We are part of the information age – never before has there been so much information that is so readily available. The evolution of information accessibility is due to ongoing research and development and the access to technology. We can gain access to information including health information at any time, anywhere, anyhow. This access to health information and the way that health information can reach us raises important questions about who is credible, the **motives** influencing the marketers and how we respond to the information we receive.

Due to the volume of information that we hear and see, we can experience **information overload** if technology plays a large part in our lives, which can desensitise us to health information and health messages. These messages may be obscured by other information that gains our attention. As a result, we need to step back and think about the information and determine whether it is useful, reliable and worth taking notice of.

motives a desire, need to act, impulse of physiology

information overload a situation often involving the internet, social media and other forms of technology in which there is more information than you can deal with, resulting in tiredness and confusion

socio-cultural involving social and cultural factors within a person's environment that influence health, such as education, media, family and gender

Alongside more traditional modes of communicating information, such as through television, newspapers and radio, the introduction of digital technologies has opened up new platforms for informing, marketing and promotion. Some companies aggressively harness the marketing potential of online video channels, mobile phones, interactive games and social networks such as Facebook and Twitter. These elements have

socio-cultural impact. As we spend more time online, health information continues to infiltrate social media. Marketing efforts are becoming increasingly sophisticated and multidimensional, integrating online and offline promotions with the sponsorship of events, services and resources. Texting, tweeting and blogging are increasingly used to communicate health information. Cross-promotional strategies have also become common, whereby, for example, youth road safety messages are screened at cinemas.

7.2 Communicating health concerns

Communicating health concerns can be tough but can make a difference to how we feel about our situation, health and wellbeing. If a health concern presents a challenge that is more than we can sort out by ourselves, or we need to think through the situation, that is the time to talk to other people about our health concerns. Assertive communication may be necessary to communicate clearly and succinctly what the concern is and why it is bothering us.

Sometimes the biggest challenge in talking to other people about our concerns can be worrying about what our friends might think or say if we tell them about a health concern. For example, if we think we might have a mental health issue, we have a problem with food or we don't feel safe going home, it can be difficult to let someone know or tell our friends that we are receiving ongoing professional support. However, taking action while a health concern remains minor may help to sort it out, or manage the issue if it is ongoing or a chronic condition. If we have not told

Figure 7.5 Finding our passion can help us relax and motivate us to communicate health concerns.



anyone about our concerns and the health concern has become a bigger issue, it is even more important to talk to other people about it.

Finding ways to express how we feel and how we are affected by a health concern is important. It is also vital to support ourselves during such times. Hobbies, pastimes and following our passions can help us relax, express who we are and enable us to release negative emotions. Positive outlets that we can participate in take various forms, such as drawing, playing sport, writing, playing a musical instrument, dancing, cake decorating, cooking or, for some, religious practices or spiritual activities. If we don't have an interest or a passion yet, it is a good idea to keep exploring new options and experiences as opportunities present themselves because you don't know what you might be good at until you try it.

Health concerns can also be expressed in a number of ways: in person, by telephone, in writing or via a third person. The ideal approach is to express concerns in person. Identifying the person who can provide the best support possible will make it easier to communicate any concerns we may have.

To feel confident about telling other people about a health concern, there is a range of things you can do to prepare. These include writing down what you might say, rehearsing what you might say either aloud, or mentally rehearsing it and visualising the people you need to tell responding to you in a positive manner. If we feel reluctant about communicating health concerns, one strategy to prepare ourselves to communicate is to look at the pros and cons of the situation. On a piece of paper, list all the potential negative outcomes if you don't tell someone and all the potential positive outcomes if you do. If you feel concerned, then you know something is not right and the best way to resolve the issue is to communicate.

Take some time to think about who can support you. While your friends may be great emotional supports and ultimately need to know if anything is bothering you, telling only your friends about a health concern may not be enough to resolve the health issue involved. Some health concerns need people with specialised skills and knowledge. The need for specialisation occurs in regard to areas such as legal, medical and psychological issues. You have a support team and, depending on the concern, they will be able to direct you to where you can gain the necessary support and assistance.

7.3 Support for others in a challenging time

Everyone can go through a challenging time that involves his or her health or wellbeing. As we grow up and face new situations, or experience different circumstances, challenging situations or conditions that require support can affect our friends, peers or people we know. Issues such as alcohol and drug use, food and nutrition, health behaviours and physical activity, mental health, relationships and sexuality, and safety can require our support for others. We should not underestimate the impact of providing others with support. It can make the difference between someone feeling that they are coping versus not coping.

A challenging time can relate to a particular period of time, changing situations or an ongoing health condition. Some challenging times can be related to school, such as how we feel at exam time, or when there seems to be too many assessment tasks to manage. At such times some people become anxious, procrastinate or do not manage their time as effectively as they could. As a result, they need support. An ongoing health condition may involve mental health, such as an eating disorder, depression or anxiety.



Figure 7.6 Mental health issues such as anxiety require support from health professionals, such as psychologists.

Strategies and approaches for supporting others

Sometimes it can be obvious that others need our support because they will ask for it, or we may sense something is wrong and naturally support people who need it. There is a range of ways that we can support others. These involve communication, social-emotional and practical action-based strategies and approaches. Showing empathy, listening attentively and reminding others of their character strengths, skills and abilities in a genuine and heartfelt way can mean a great deal to others. Using values such as respect, compassion and integrity in our communication can enable others to see that we are there when they need us. In some situations this is all the support that may be needed.

We can use open-ended questions to check in with others about how things are going. Asking questions such as, ‘How are things going?’ ‘Have things settled down?’ ‘How are you feeling now?’ and ‘Do you feel like things are getting back to normal?’ could be conversation starters that enable the other person to feel relaxed and comfortable enough to open up.

Further ways to support others mean we need to act more proactively. Looking for positive opportunities to affirm others, expressing gratitude and creating positive emotions can help to shift a negative perspective to a positive one in other people. Simple everyday events can provide opportunities to create positive emotions. For example, expressing gratitude has been shown to have a positive effect on mental health. Some ways to do this are to be thankful if: the line to the canteen is not too long, we catch the bus on time, we find our school diary when we thought it was still at home, our teacher makes learning interesting, we remember our umbrella the day it starts pouring with rain and we look around and see we have great friends and attend a good school.



Figure 7.7 Showing empathy towards others is vital when they are in a challenging situation.

Using problem-solving strategies may prompt someone who needs support to think through their own alternatives and take action. For example, if someone needing support has a family member who suffers periodically from a mental-health condition there may be a range of situations where they need help: completing homework, additional home tasks, making sure his or her uniform is clean and organised, and having healthy meals. How to gain the necessary support and who else to tell that may need to know about this situation could be talked through by exploring the full range of possibilities. Being patient, constructive and calm – rather than bossy or horrified – can be ways to provide greater support.

Additionally, positive emotions are contagious. If we can express positive emotions, it is likely that other people will be affected positively. Humour and laughter are also expressions of positive emotions and a good way to relieve stress. This does not necessarily involve telling jokes – although it could. It is more about looking for the humour in difficult situations. Sometimes if a person is not feeling positive about their own situation, encouraging them to help other people can be one way to enable others to feel more positive about themselves.

You may have heard about random acts of kindness. This means going out of your way to be kind or help someone who needs help. This could be an older person who could do with some help crossing the road, or helping someone pick up their books when they accidentally dropped them, or letting someone go ahead of you in line. More structured ways to help others and be involved in service to others are through school or community-based charity events. For people who identify as a member of a religious tradition, helping those in need, acts of kindness and good deeds in general are often viewed as part of their faith and part of their worship.

Enabling others to seek additional support is another key way to support others. You may recognise that a person needs more support than you can provide. Suggesting to someone they seek further support, or accompanying them to see a teacher or school counsellor may be the first step in them gaining the level of support they need. Offering reassurance about seeking support can also be really important for your friends or peers who are facing a challenging time.

7.3

DEEP LEARNING

- 1 Keep a gratitude diary for two weeks noting positive occurrences each day. At the end of a week, share with others who need support some of the positive entries that you have made.
- 2 Brainstorm how you could offer others who may need support help in ways to relax, unwind and have fun, or take a step to gain further support than you can provide. Create a Wordle to express your ideas, or write a poem or illustrate your ideas in a sketch or cartoon with captions.



Figure 7.8 Planning fun activities with someone who needs support can help them during times of need.

CHAPTER REVIEW

- The credibility of health information and messages can be analysed using the 5W1H method: Who, What, Why, When, Where and How?
- Personal values can influence an individual's views about the credibility of health information.
- Health information and messages can come from a variety of sources.
- Health information can be distributed by government and non-government organisations, not-for-profit organisations, voluntary organisations, commercial companies and groups or individuals.
- Communicating health concerns can be difficult, but there are many strategies and approaches in place to help.
- Problem-solving strategies may prompt a person who needs support to think through their options and take action.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** Credible sources of health information are usually:
 - a** marketing companies, telemarketers, salesman and GPs
 - b** commercially based companies, volunteer organisations and individuals
 - c** government and not-for-profit organisations and health experts
 - d** community leaders, friends, council workers and politicians
- 2** Websites containing health messages:
 - a** need to be followed if you have heard the same information before
 - b** should be authenticated by checking who is responsible for the site
 - c** are rarely correct because anyone can set up a website
 - d** are not to be trusted because many websites are out of date
- 3** Analysing credible health messages involves:
 - a** checking the information source and the reliability and accuracy of facts
 - b** responding immediately to what the message suggests
 - c** accepting what your peers say if you want to stay popular
 - d** ignoring any health message that you do not believe
- 4** Claims made in health advertisements that sound unbelievable:
 - a** can be a gimmick, sales pitch or the result of a fad
 - b** are the only way that health officials gain attention
 - c** most likely are, but should be verified before taking action
 - d** can be believed if we hear them more than three times
- 5** Personal internal factors can influence our views about credible health messages because:
 - a** our opinions are easily altered
 - b** our values are still developing and are open to persuasion
 - c** our beliefs are influenced by a number of factors
 - d** our values, attitudes and beliefs can override other factors
- 6** Health messages are communicated:
 - a** to make people exercise more and eat less
 - b** so companies can make more money
 - c** because Australians are unhealthy
 - d** for a range of purposes that can be considered and acted upon if needed

- 7** Supporting others in a challenging time is:
- a** not something that should be considered without expert skills
 - b** worthwhile as it may enable other people to feel as if they are coping
 - c** a task for the school counsellor
 - d** only okay if it also makes you feel good
- 8** Communicating concerns about health:
- a** is only necessary if the concerns are serious
 - b** may make matters worse and is not usually productive
 - c** is usually something that younger people need to do
 - d** involves drawing on members of your support network
- 9** To create positive emotions:
- a** express gratitude for things that go well each day
 - b** look for amazing events that are seldom experienced
 - c** try not to think about everyday or routine events
 - d** only talk to people who are happy
- 10** Listening effectively:
- a** is an overrated skill
 - b** is not what others want
 - c** is a powerful way to support others
 - d** takes away from what technology can offer

SECTION B – Short-answer questions

- 1** Outline factors to consider when determining whether health information is credible.
- 2** List the ways that you may be able to support someone going through a challenging time.
- 3** Explain three key questions you can ask about health products to determine the credibility of health information.
- 4** Identify when a person should speak with others about health concerns.
- 5** Describe three strategies you could use to support others going through a challenging time.
- 6** Explain when it may be necessary to seek additional support to assist others going through a challenging time.

SECTION C – Higher order thinking (HOT) questions

- 1** Identify why it is necessary to check the credibility of health information.
- 2** Evaluate the ways to support others going through a challenging time.

08

Wellbeing in my community

Organise your thinking

In this chapter you will use your 'student voice' to design and potentially activate a health-promotion campaign targeting preventive health practices. You will apply your knowledge about healthy eating to produce a guide to healthy eating at your school and enhance your understanding of how the mind-body-spirit connection contributes to your health and wellbeing.

Making connections

- How can health campaigns targeting preventive health practices benefit young people's health and wellbeing?
- What can you do to contribute to encouraging students at your school to make healthy food choices at your school canteen?
- What does the mind-body-spirit connection mean to people of different cultures or religious backgrounds, and what does it have to do with our health?

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)

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By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. **They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.** They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

8.1 Preventive health practices

Sometimes it can be challenging to understand how our **health** practices and behaviours and the use of resources available to us can improve our communities' health, **safety** and **wellbeing**. Think of dropping a gold coin into a small pond of water – this action creates a reaction: a ripple that has the potential to affect the entire pond. The same idea of the ripple can apply to the health and wellbeing of our community. We will explore this idea in this chapter and apply it to see how it works where you live.

The first way to think about the idea of taking health actions that can affect others is through preventive health practices. Rather than waiting for health issues and related problems to emerge, preventive health practices can help us to feel empowered and energised. For example, if you led a campaign to introduce a focus on healthy eating in your community at school, a range of worthwhile outcomes for health could be achieved, such as maintaining a healthy weight, better dental health and increased awareness of how a healthy diet and physical activity go hand-in-hand. Preventive health practices that we adopt early in our lives can contribute to our health, **longevity** and wellbeing now and into the future. Some health practices such as having a healthy diet may also affect future generations, according to recent research.

Preventive health practices involve developing knowledge and understanding, skills and behaviours as well as values applied to a wide spectrum of health issues including:

- alcohol and drug use (e.g. abstaining from alcohol and cigarettes)
- physical activity and health behaviours (e.g. daily walking and other regular moderate physical activity)
- nutrition and body image (e.g. accepting our body type)
- mental health (e.g. talking to an adult about our worries and concerns)
- relationships and sexuality (e.g. contributing to harmonious relationships at home)
- safety (e.g. responsible use of technology).

In the next section, we are going to consider how nutrition and food choices may be an area where you can make a difference to health outcomes for you and others at your school. We will examine food serving recommendations and healthy food choices with respect to the Australian Guide to Healthy Eating and how we can apply what we learn about these areas to help everyone make good choices when purchasing food items from the school canteen.

The Australian Dietary Guidelines

The Australian Dietary Guidelines provide additional advice and information to all healthy Australians, including those with health conditions

health physical, social-emotional, mental and spiritual wellness and not merely the absence of disease

safety physical and emotional feeling of care and security

wellbeing a state of self-satisfaction including health

longevity the length of time we live for



Did you know?

New Australian research conducted by the CSIRO suggests the Asian pear called the nashi pear, when drunk as juice before consuming alcohol, may have the ability to reduce the alcohol blood content and the hangover effects associated with drinking alcohol. Do you believe this new knowledge will have positive or negative health outcomes?

chronic continuing or persisting for a long time

diabetes (also known as diabetes mellitus) a group of metabolic diseases characterised by a person having high blood glucose (blood sugar), either because insulin production is inadequate, or as a result of the body's cells not responding properly to insulin, or both

carbohydrate energy component of diet that includes sugars, starch and cellulose

monounsaturated fat a type of fat associated with low cholesterol

saturated fat fatty acid derived from animal fat

such as being overweight, based on the most recent research about how we can all look after our nutrition. People who are frail due to illness or age, or who have particular health conditions may need medical advice to ensure their diet meets their needs or special circumstances.

Applying the Australian Dietary Guidelines on a daily basis can reduce the risk of diet-related conditions, such as high cholesterol, high blood pressure, becoming overweight and obesity. Adopting the Australian Dietary Guidelines can also reduce the risk of **chronic** diseases such as Type 2 **diabetes**, cardiovascular disease and some types of cancers. Sound nutritional practices can help to prevent chronic diseases and promote longevity. Consuming the recommended types, amounts of food and dietary patterns can influence our health and wellbeing in a positive way.

As in all areas of health, knowledge is developing based on research about nutrition, meaning there is now a change to the ways we think about some aspects of our diet. This includes our thinking and behaviours in consuming certain fats, the emphasis on eating fruit and vegetables and an improved understanding about the types of **carbohydrates** we should eat. Not all fats are the same. For example, the fat in avocado is **monounsaturated fat** that has benefits for the heart. Avocado also contains a special group of fats that provide anti-inflammatory benefits for our body systems, including the cardiovascular system.

These monounsaturated fats are quite different from the **saturated fats** contained in some foods and oils such as hamburgers. Depending on how they are cooked, hamburgers and foods that are fried in oil may increase cholesterol levels.

In addition to thinking about the fats contained in foods, each day we should eat at least two serves of fruit and five serves of vegetables. In Australia we have access to many varied and seasonal fruits and vegetables produced here and imported from overseas.

We are also encouraged to eat wholegrains such as quinoa and oats, rather than processed and refined carbohydrates such as white bread, cakes and pastries. Processed and refined carbohydrates are high in sugar and usually contain food preservatives, colourings and additives designed to appeal to our palate in an unnatural way.

The five food groups

There are five recognised food groups to include in our diet for good health. We aim to have the five food groups in our diet in a balanced way for health and wellbeing. Eating the five food groups means having:

- Plenty of vegetables, including different types and colours, plus legumes/beans. Even if these are not your favourite, it's great to try new and different vegetables until you find the ones you like.
- Fruit such as bananas, oranges and apples – remember, fresh is best, and while fruit juices provide vitamins, they do not provide the fibre obtained by eating the whole fruit. Fruit juices are also high in sugar and kilojoules.



Did you know?

During the growth spurt in puberty, teenagers do enough growing to achieve approximately 15% of their total adult height and 40% of their total adult weight.

- Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley. Get used to checking the contents label of cereal boxes.
- Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans.
- Milk, yoghurt, cheese and/or their alternatives, mostly reduced fat (reduced-fat milks are not suitable for children under the age of two years).

We all need to drink plenty of water. At school it is a good idea to take a water bottle into each lesson as remaining **hydrated** can help concentration and learning.

hydration adequate water taken into the body



Figure 8.1 Clean, fresh water – the drink for hydration and health

In addition to eating the five food groups and drinking plenty of water (known as Guideline 2 of the Australian Dietary Guidelines), there are four other guidelines included in the five principal recommendations featured in the Australian Dietary Guidelines. Each guideline is considered to be equally important in terms of health outcomes.

Scientific evidence

The scientific and evidence base has strengthened for a number of associations between what individuals consume and their health outcomes. This new information means authorities such as the government are able to provide clear nutrition advice. For example, the association between the consumption of sugar-sweetened drinks and the risk of excessive weight gain in both children and adults means we need to avoid soft drink and all sugar-sweetened drinks. The health benefits of

heart disease also known as cardiovascular disease and involving a range of diseases affecting the heart and blood vessels

breastfeeding and links between the consumption of milk and decreased risk of **heart disease** and some cancers demonstrate the importance of breastfeeding. Further, the association between the consumption of fruit and decreased risk of heart disease and between the consumption of non-starchy vegetables and decreased risk of some cancers make the role of fruit and vegetables vital to our health. Finally, the consumption of wholegrain cereals and decreased risk of heart disease and excessive weight gain means we need to consume wholegrain foods regularly.

8.1

DEEP LEARNING

- 1 Choose one Australian Dietary Guideline and research more about it. Make notes as you read and then, based on what you find out, draft a Twitter post of under 140 characters to inform young people of sound nutritional practices they can adopt now or in the future.
- 2 In groups of four, plan for a cook-off using ingredients from at least three food groups. Create your own recipe and, if your school has a kitchen, prepare your recipe. If not, prepare your recipe individually at home and bring in a sample for students at a healthy eating expo HPE lesson.
- 3 In pairs, design and trial a new smoothie or refreshing drink consisting of all healthy foods at school or at home. As a class, vote for the drink that you believe best combines taste and health benefits.
- 4 Choose one of the following roles: a chef, a sports nutritionist, a scientist, a HPE teacher, a doctor, a nurse or an athlete. In your role, research one of the 'new super foods' and present to a group of students the potential benefits of the food based on your role.
- 5 Research a question you have about healthy eating. Once you find the answer write the question on the front of an envelope and place the answer to the question on a piece of paper and place it inside the envelope. 'Mail' the questions around the room or establish a class 'mailbox' for ongoing questions and enquiry learning activities. Repeat this activity for content learned so far in this chapter as instructed by your HPE teacher.
- 6 Examine the table on the Australian government's Eat for Health website via the link at <http://cambridge.edu.au/redirect?id=6675>. Outline three key pieces of health information that you found in the table.

8.2 Food serving recommendations

The average daily recommended number of serves of different food groups varies depending on factors such as age, gender, activity level and health status. For example, a pregnant woman has different nutritional needs from an elderly man; and a growing, active 14-year-old boy has different needs from a similar age boy who may be in a wheelchair, or in hospital with a chronic illness. For a 13-year-old, a typical number of daily servings of the five food groups are outlined as follows.

Food group	Daily serves
Vegetables and legumes/beans	5
Fruit	2
Grain (cereal), foods, mostly wholegrain and or high cereal fibre	5
Lean meat and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans	2.5
Milk, yoghurt, cheese and or alternatives	3.5
Additional serves from the five food groups or fats/oils or discretionary food (for taller or more active people)	0–2.5

discretionary food also known as junk food, these foods are not categorised as one of the five food groups

Over time, serving sizes have increased – not decreased. Understanding what amount of food is equal to one serve is another important consideration for healthy eating and maintaining a healthy weight. Also commonly referred to as ‘portion size’, the societal tendency to associate more with better is one factor that has led to increased portion sizes in the United States and Australia.



HPE and mathematics

The following foods in grams constitute one standard serve. Use the information below to calculate grams eaten over a 24-hour period.

75g vegetables	65g red meat
150g fruit	200g – yoghurt
40g – 1 slice bread	60g – a can of sardines
120g – cooked porridge	

During a 24-hour period Mina consumes the following:

- 3 serves of vegetables
- 2 serves of fruit
- 2.5 serves of bread
- 1 serve of porridge
- 2.5 serves of red meat
- 0.5 serve of yoghurt
- 0.5 serve of sardines

How many grams of food does Mina eat?

Healthy food choices

Making healthy food choices starts early in life and can be influenced by factors including parents’ eating habits and cultural or religious background, child-rearing practices and education, as well as parents’ modelling of healthy eating and a physically active lifestyle.



Figure 8.2 Family food choices can affect young people's health.

Recognising when we are hungry rather than using food for emotional reasons, such as when feeling sad or lonely, can also promote healthier eating. Physical activity can help us control our hunger and help us feel as if we want to eat healthier food.

Student nutrition guide

At school our nutrition is important as we spend quite a lot of time at school and we need to feel energised for our learning. Each state and territory has policies and regulations in addition to how the school canteen is operated and what food and drinks are provided.

There are a variety of ways the canteen at your school may operate. Some schools have commercial-grade kitchens and prepare food on site. Large school campuses or schools able to use space efficiently may incorporate gardening into planning foods on the menu for their school canteen. Growing produce and then preparing and selling the food is a practical way to gain first-hand experience of the importance of fresh, healthy food. The approach of growing, harvesting and preparing food at schools is known as 'seed to plate' and has become popular as it promotes **sustainability**.

sustainability the process of the environment enduring in a state of balance

Some school canteens provide breakfast, recess and lunch, while others just provide a lunch menu. School canteen provisions may involve parents and volunteers who come into the school and provide lunch on certain days. Some Year 11 and 12 students have input into how their student café is operated, including the menu choices. So let's fast forward a few years – what snacks and tasty, yet nutritionally sound, foods would you source for menu options?

DEEP LEARNING

8.2



- 1 Jump Rope for Heart (JRFH), Munch & Move and Go for 2&5 are health campaigns promoting healthy eating and physical activity for heart health.
 - a Devise your own campaign name targeting teenage nutrition.
 - b Propose different ways to advertise and promote your campaign to get teenagers involved.
- 2 In pairs or groups of three, plan, write, edit and finalise your own guide for students to make healthy choices when buying food from the school canteen. After presenting these in class, publish one in the school newsletter, display others in the canteen on a rotating basis and present others at your SRC meetings.
- 3 Create a podcast highlighting different people's ideas about healthy eating. You could include fellow students and adults you know.
- 4 Watch the TED Talks video via the link at <http://cambridge.edu.au/redirect?id=6676> and then research and present your own three-minute TED Talk with a key nutrition message for young Australians.

CASE STUDY

8.1



Lola

Lola is 13 years of age. She finds it hard to wake up in the morning so she is usually in a big rush to get to school. Because of this she doesn't have time for breakfast and usually forgets to get her lunch from the fridge. Sometimes she buys a pie or sausage roll at the shop on the way to school. Lola keeps a water bottle in her school bag so she tries to fill it up on the way into classes. She often drinks a litre or two of water during the day. Even though Lola usually forgets her lunch, she keeps some money in her wallet. She likes the fruit salad and healthy snacks she can get from the canteen and makes sure she has healthy food at night. Lola feels pleased with herself when she can skip meals. Lola's favourite meal is spaghetti bolognaise.

Henry

Henry is 192 centimetres tall and has just been through a massive growth spurt. He is always hungry and has no problem drinking a litre or two of milk a day and can quite easily eat an entire chicken. He is proud of his size 14 feet and his huge hands. Henry is active and loves playing basketball; he also plays Australian rules football. He eats at least six times a day and is naturally lean and athletic. Henry can't stand vegetables, especially pumpkin, broccoli and carrots. His favourite fruit is mango but he usually eats that in summer only. On the way home from school, Henry stops at the chocolate shop. Everyone goes there – the chocolates are handmade. He also usually buys a hamburger and hot chips, which he has as a snack before dinner.



Did you know?

Australian diets are considered as poor in regard to health with an addiction to junk food largely to blame, according to findings from the CSIRO Healthy Diet Score Survey. Discretionary food, or junk food, intake was found to be three times higher than the recommended daily limit.

Questions

- 1 Outline the positive points of Lola's diet and then the negative.
- 2 Rewrite the case study to demonstrate how Lola could improve her diet.
- 3 Role-play a conversation with Lola where you offer her some guidance about her nutrition.
- 4 Debate the topic: It is more important to be physically active than to worry too much about what you eat.
- 5 List the words used in the case study you associate with positive messages about nutrition and those that suggest Henry may need to change his health behaviour in the future.

Health promotion campaigns

health promotion actions that individuals can take to prevent health problems and look after their health and wellbeing

advocate (n.) an activist or supporter

Health promotion involves being an **advocate** for your own health and others' health by getting involved in your community and taking action. The desired aim is to empower individuals and groups of people or the entire nation to take action, get involved and feel empowered for health and wellbeing. Governments, organisations and communities use a range of strategies and techniques, including health promotion campaigns with different messages about what to do to stay healthy. To conduct an effective health promotion campaign, the right health message needs to target the right group. For example, there is no point putting a health promotion campaign targeting children in the form of a television advertisement late at night when children are asleep, or developing a health campaign for Australians born overseas who have English as a second language if the advertisement is not also available in their own language.

Figure 8.3 Walking groups are an excellent way to connect with the community.



Some effective health messages that have been used in health promotion campaigns are ‘Every cigarette is doing you damage’, ‘Get off the couch’ and ‘Play. Sport. Australia.’ Some campaigns involve promoting health information through the internet and social media, billboards and buses through to print and television advertising. Others conduct events such as the Juvenile Diabetes Research Foundation targeting Type 1 diabetes, which organises a walk each year to fund ongoing research into juvenile diabetes.



Figure 8.4 Active kids

Designing a health-promotion campaign

To design a health promotion campaign, targeted health practices need to be identified. There are numerous details to consider in designing a health campaign. A simple way to think about designing the details of a health promotion campaign is to consider:

- Why is the campaign being created?
- What is the purpose or the intended outcome?
- Where will the campaign be focused?
- When could it commence and what is the time period or season (e.g. summer safety could be launched a week before the official start of summer)?
- Who will be involved in designing the campaign and who will it target?
- How it will be done (generally, the type of work involved in designing a health promotion campaign is done in teams with team members using their areas of strength, expertise and skill to create most impact and enhance a high-performing team)?

A health promotion campaign needs to be planned and to have thought through details such as the mode/s of communication, recent research and the implications for young people, gaining a creative edge, meeting a budget, the time span for the campaign, the target group, ways to incentivise or motivate the target group and ways to evaluate the success of the campaign. The mode/s of communication may include an event such as a campaign launch and the use of multi-model communication strategies. Technology, social media, billboards, community radio, television, magazine, pamphlet or other approaches are often used. Simple strategies could be placing information behind toilet

doors, using a message as a screensaver on school computers, and fundraising for a local or national organisation focused on the health practice as one part of the campaign.

To gain a creative edge the choice of colours, a logo, slogan and testimonials or campaign ambassador could all make a difference to how people notice and respond to the information about the targeted health practices. Recent research statistics or facts could support the need to adopt certain health practices, which are adopted as part of the campaign.

Exemplar of a health-promotion campaign

Using the concept of a shaded rest-stop on a rural walk, a school in the Northern Territory used artwork, slogans and health messages to create an informative and useful way to promote health. As trekkers rested they could be drawn to read the health-focused messages. Messages focusing on sun safety, hydration and physical activity to suit fitness and health levels were communicated effectively in a colourful and eye-catching display. This way of communicating health messages is aimed at promoting health practices for potentially a large amount of people over a long period, particularly if there are many rest stops in multiple locations.



Figure 8.5 A health promotion campaign – a rest-stop/sunshade for trekkers targeting sun and bush safety, designed and created by local school students

This example for a health promotion campaign could also be applied to the school context at a barbecue, or outdoor seated area, picnic or beach area. The health messages could target diverse health practices and incorporate the design features of a shaded seated area to incorporate learning areas such as technology.



Figure 8.6 The Uluru backdrop provides us with a reminder to stay hydrated in the outback, or when exercising. This is another view of a health promotion strategy designed and created by local school students.

DEEP LEARNING

8.3

- 1 Nominate a health issue (e.g. nutrition, positive relationships or drug use) affecting young people in your community (e.g. school, place of worship). Interview people you know about the issue to see how they feel about it and what they think can be done on a local level to help change people's health behaviour or protect and maintain their health and wellbeing.
- 2 Individually design a plan for a health promotion campaign involving your own class including the following:
 - a What the health issue is and why it is a concern.
 - b What you want to achieve through the health-promotion campaign.
 - c How you will get people's attention through a memorable short message.
 - d What means of communication you will use (e.g. brochure, film, blog).
 - e Share your health promotion campaign in your class or year level and select one to put into action.
- 3 Investigate current health-promotion campaigns and what makes them effective and why.
- 4 Fear has previously been used in health promotion campaigns for drug use, road safety and smoking. How effective do you think this approach is and why?
- 5 Create a multimedia poster demonstrating your understanding of what health promotion means. Display the posters at a school open day or have a VIP such as your school principal visit your class to look at the posters.

8.3 The mind-body-spirit connection to health and wellbeing

Different cultures and religious traditions value the mind-body-spirit connection to health and wellbeing to varying degrees. Asian cultures such as China, Japan and Korea have long focused on the benefits of the whole-person or the mind-body-spirit connection. In Australia there is a developing awareness of the importance of the mind-body-spirit connection to health and wellbeing.

The mind, the body and the spirit are interdependent. This means that each dimension affects the other. Together the three dimensions of the mind, body and spirit determine our health and wellbeing. The mind has to do with feelings and emotions; the body with our physical selves; and the spirit is a combination of our character strengths, values and beliefs. For some people, the spirit also involves a belief that we are part of something bigger in the universe, involving religious beliefs, whereas for other people the idea of the spirit is more influenced by being in a natural setting, such as enjoying a sunset. In a number of religious traditions this mind-body-spirit connection is heavily emphasised. For example, the mind or intellect is said to be strengthened by learning and the pursuit of knowledge; the body is strengthened by healthy food and exercise; and the soul is strengthened by acts of worship and the awareness and remembrance of the Creator.

acupuncture ancient Chinese practice involving inserting needles into certain parts of the body to free up or create energy

Asian cultures have recognised the benefits of the mind-body-spirit connection to health by adopting practices involving the three elements or practices more focused on one of the elements. For example, **acupuncture**, remedial massage and herbal medicine focus more on the body, whereas yoga incorporates the three elements.

Figure 8.7 Tai chi provides the perfect way for some people to achieve a state of balance and serenity on a daily basis.



There are tangible ways in which the mind-body-spirit connection interrelates. People who are emotionally healthy are not only aware of their feelings, emotions and behaviours, but also have developed strategies they can use to help manage their emotions, cope with different situations and manage challenges. Some situations that affect our emotions also affect our body on a physical level and vice versa. For some people, situations such as undertaking examinations, being selected as a student leader or being asked to speak at a religious, community or school assembly can result in a stress reaction. Feeling over-excited, anxious or sad can result in physical symptoms indicating that the body is impacted. These types of reactions will continue to occur when we are in 'fight or flight' mode. In early civilisations, this meant taking action to protect ourselves or running from danger as a matter of survival. These reactions still exist today, but the way we respond to them is now different.

There are strategies we can use to respond to physical symptoms of stress or being on high alert, which can otherwise be expressed through insomnia, sweating due to feeling anxious, dry mouth, stiff neck or shortness of breath. Through practicing **mindfulness**, using relaxation exercises and a variety of forms of physical activity we can allay the effects of stress of emotional situations. Research has shown that moderate physical activity acts as an effective antidepressant enabling us to manage the way we think and feel about different situations and ourselves.

The connection between the spirit and the mind-body can also be developed through approaches such as prayer, practising yoga, meditation, and experiencing the awe and beauty of nature. **Spirituality** may be experienced when a connection is made through nature, which could be accompanied by the belief that we are all connected. Achieving a sense of spirituality can also be attained by developing our sense of self and understanding ourselves. The approaches used can be dependent on religious beliefs. For example, some religions view aspects of yoga practice as bordering on religious practice, which is counter to their own beliefs and practices.

mindfulness purposeful, accepting and non-judgmental focus of a person's attention on the emotions, thoughts and sensations occurring in the present moment

spirituality involves non-physical elements such as the soul or spirit engaging in meaningful activity, personal growth or joyful experiences that may be distinct from religion

Figure 8.8 Outdoor physical activity helps both the mind and the body.



CHAPTER REVIEW

- Preventive health practices are set in place to promote wellbeing and longevity.
- The Australian Dietary Guidelines provide information and advice to reduce the risk of diet-related health conditions.
- There are five recognised food groups necessary for a healthy diet.
- Factors such as age, gender, activity level and health status can affect the average recommended dietary intake of different food groups.
- An individual's ability to make healthy food choices can be influenced by factors such as their parents' eating habits and cultural background.
- Health promotion involves an individual being an advocate for their own and others' health by getting involved in the community and taking action.
- Different cultures value the mind-body-spirit connection to health and wellbeing to varying degrees.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** Health promotion is:
 - a** an ideal for health that cannot be achieved
 - b** not suitable for schools or hospitals
 - c** an approach involving individuals and communities
 - d** an Australian-developed response to health
- 2** Adopting preventive health practices can benefit:
 - a** doctors because more patients come to see them about their sickness
 - b** everyone because it will mean our society is healthier
 - c** only the individuals who take action to protect their health
 - d** the government, politicians and teachers
- 3** The mind-body-spirit connection involves:
 - a** using practices that promote wellbeing through understanding the benefits of the connection
 - b** undertaking activities that only involve the mind-body-spirit instead of only one of these three
 - c** researching the connection and then making sure the person involved is not sick
 - d** finding out from a health professional such as a doctor whether the practice will involve the connection needed
- 4** Preventive health practices:
 - a** are mainly about nutrition and physical activity
 - b** apply to individuals who are eligible to vote
 - c** need to be free and involve technology
 - d** apply to any health issue
- 5** Designing a health promotion campaign:
 - a** involves careful planning and a clear health message
 - b** is expensive so only governments have enough money for it
 - c** is not of interest to many people and is usually a waste of time
 - d** requires expert skills and formal education at a high level
- 6** Serving size is an important aspect of food and nutrition health practice because:
 - a** people have not been eating enough
 - b** Australians tend to overeat
 - c** young people need to learn how to serve their own food
 - d** restaurants need to know more about this topic
- 7** The way that different cultures value the health and wellbeing contribution of the body-mind-spirit connection is:
 - a** drawn from their willingness to accept what cannot be seen
 - b** the same because everyone knows that it is important
 - c** difficult to say because it is a new practice and is not understood
 - d** based on ancient tradition and wisdom passed down over centuries

- 8** Physical activity can restore the balance between the body-mind-spirit because:
- a** it creates energy to help us sleep less and sort out problems
 - b** it helps to reduce stress and puts challenges into perspective
 - c** it promotes competitiveness, thinking and problem-solving
 - d** it is something we can do by ourselves or with other people
- 9** A guide to healthy food choices at the school canteen should emphasise:
- a** healthy snacks and food choices from the five food groups
 - b** lunch and drinks choices from the six food groups
 - c** that we all have free will and should be able to make our own choices
 - d** the importance of having enough energy to get through the day
- 10** Health promotion campaigns:
- a** are most effective when they include health messages that create fear
 - b** can take a range of different forms and target families
 - c** can promote longevity and reduce lifestyle diseases
 - d** are a fad that has become more popular in recent years

SECTION B – Short-answer questions

- 1** List some health issues affecting young people.
- 2** Outline the five food groups and provide an example for each group.
- 3** Describe how one of the Australian Dietary Guidelines promotes health.
- 4** Define health promotion.
- 5** Explain the purpose of suggested serving sizes for eating for health.

SECTION C – Higher order thinking (HOT) questions

- 1** Examine some associations between an individual's eating behaviours and health outcomes.
- 2** Distinguish between different cultural understandings about the mind-body-spirit connection.

09

Connecting with the outdoors

Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)

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By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. **Students evaluate the impact on wellbeing of relationships and valuing diversity.** They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. **They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.**

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Organise your thinking

Our local environment provides many opportunities for us to participate in social and physical activities. Involvement in the community provides a sense of connection that is fundamental to promoting health and wellbeing.

Making connections

- How does the local environment impact on your health?
- What are the features of our built and natural environment that positively benefit your health?
- What are the benefits of being connected to nature?

9.1 Connecting to our local environment

ecological model of health

looks at the relationship between the environment and health

determinants causes or reasons

built environment the human-made structures of our communities and cities

natural environment any naturally occurring environment (e.g. water, gardens, open grass, beaches, rivers, mountains, bush, desert, rainforest)

The **ecological model of health** looks at health from a broad perspective, recognising that health is more than just the absence of disease. It considers the link between people and their physical and social environments. It closely ties the health of the environment to the health of the individual. It considers factors such as how we interact with our environment, how resilient we are when under stress, social cohesion, what we eat and how much exercise we get.

There is a broad range of **determinants** that contribute to our health. One of the many determinants is environmental factors. There are two distinct components of the environment to consider: the **built environment** and the **natural environment**. Both have different but significant influences on our health and wellbeing.



Figure 9.1 There are many factors impacting our health and wellbeing.

Built environments

The built environment describes the human-made structures of our communities and cities. These include, but are not limited to, houses, roads, schools, places of worship, transportation systems, footpaths and bikeways, and workplaces, including commercial buildings.

The features of the built environment shape how we interact with our local community. For example, in deciding whether to ride your bike to school, you consider a range of questions. Are the roads too busy? Is the school located too far away from your home? Was it the built environment that impacted on this decision?

The decisions we make about our interaction in our local community are influenced by a numbers of factors, such as:

- safety
- accessibility
- location
- personal/family attitudes
- religious beliefs
- cultural identity.

These factors directly impact on the frequency of our interaction, where we visit, with whom we interact, and the opportunity to connect to our community. According to the Australian Institute of Health and Welfare (AIHW), nearly three-quarters of young adults (12–24 years) are involved in social or community groups. A well-planned built environment should cater for the differing needs of a diverse community.



Figure 9.2 A well-designed built environment can encourage a sense of community.

Built environments change over time and, in some cases, are shaped by our past. Heritage buildings, European-influenced houses, places of worship and transport systems all reflect the land use of decades before. Existing built environments dictate the framework of current and future community planning.

Australia's early love affair with cars quickly built our dependence on motor vehicles as the primary means of transport. This led to cities sprawling over large distances with homes and jobs created further afield. These early planning principles may have seemed appropriate for the time, but they left a legacy of a **car-centric** model that has impacted on our current ability to connect in our communities, the quality of our environment and the way in which we interact.

car-centric believing that the car is the only appropriate mode of transport

The early design of our communities gave little consideration for fundamental planning to incorporate walking, cycling and opportunities to engage with the community in physical or social recreation pursuits. Almost 90% of all Australians live in urban areas and are influenced daily by the design of built environments. We now realise that the aesthetics of a community and the provision of facilities that encourage interaction can have a direct impact on how people use this space and how they feel. A well-designed built environment can foster a sense of community identity and a sense of belonging by providing opportunities for interaction.

Natural environment

The natural environment is the naturally occurring components consisting of both living and non-living things, such as trees, beaches, rocks, mountains, rainforests, creeks and rivers, wetlands, grass plains and deserts – to name just a few. The natural environment has a special significance of connection for Aboriginal and Torres Strait Islander peoples. The natural environment is less than apparent in our **urbanised** communities, because the built environment is so dominant.

urbanised having the attributes of a city

Australia is fortunate to have a unique natural environment and policies are put in place at local, state and federal government levels to ensure responsible ways of sustaining and caring for it. The natural environment provides spaces for people to connect with nature. This connection has been associated with feelings of wellbeing and positive mental and spiritual health. The investment in taking care of our natural environment, such as bushland or healthy waterways, contributes to this connectedness and sense of wellbeing. It also is an indirect investment in our own health by ensuring the quality of the air by maintaining adequate green spaces.

Figure 9.3 Natural open spaces provide opportunities for connecting with nature.



DEEP LEARNING

9.1



Explore your built and natural environments by using a web-based spatial technology, such as the satellite view in Google Maps.

- 1 Identify features of the built environment within a 1 kilometre boundary from your home that allow individuals or groups within the community to connect, either socially or physically (e.g. churches, parks).
- 2 Create a table and identify natural environments where people might meet (e.g. riverbank, beach).
- 3 Identify the built environments that are a linked to the past by using a symbol in your table (e.g. historic buildings, road networks, bridges, memorials, parks).
- 4 Distinguish between their current and previous uses.
- 5 Collect and analyse images of your community from the past and describe the changes that are evident.
 - a Decide how changes to their built environment impact on how people interact in the community.
 - b Categorise the features of the environment as contributing to one of the four aspects of health: **social health**, **spiritual health**, **physical health** or **emotional health** (e.g. cricket club – physical and social health).
- 6 Compare your results with another student and find the connection between the two environments.

social health how we behave in relationships with others and the community

spiritual health our purpose or meaning in life, including values and beliefs

physical health the physiological working of the body including nutrition and healthcare

emotional health how we manage our emotions

Spaces for community interaction

Having a sense of community and opportunities for social interaction are two key factors contributing to physical and mental wellbeing. Sense of community refers to whether you have a feeling of 'belonging'. This connectedness is encouraged by opportunities for interaction, with nature and with people. Any place or space that allows people who share similar interests to come together can have a positive impact on both physical and mental wellbeing.

The opportunity for sharing knowledge, programs and community events brings with it connections, the sharing of values and the maintenance of culture. A sense of belonging brings with it feelings of security and increased feelings of inclusion; for example, sporting teams, cultural groups and special-interest groups (e.g. birdwatchers or skaters in a skate park all have a sense of belonging when participating together). These links with the broader community through social networks are important for health and wellbeing.

There are different types of community spaces and each plays a differing role to meet the needs of all individuals in supporting safe, healthy and connected communities; for example:

- meeting spaces (e.g. community halls, footpaths, shops, gardens)
- playing spaces (e.g. fields, sports grounds, parks, beaches)



Did you know?

The first Australian community garden opened in Nunawading, Victoria in 1977.

- learning spaces (e.g. community gardens, libraries)
- celebration spaces (e.g. places of worship, parks)
- creative spaces (e.g. schools, galleries, museums)
- growing spaces (e.g. spaces tended by the local community such as creeks and community gardens)
- active spaces (e.g. outdoor gyms, cycle paths, stairs, open spaces).



Figure 9.4 Community gardens provide a space for interaction.

Community connection

subjective measure

a ranking based on your personal opinion

The Personal Wellbeing Index (PWI) is a tool that measures the wellbeing of Australia's population. It is a **subjective measure** on a 100-point scale of satisfaction about how Australians 'feel' about their lifestyle. On average, Australians rate their quality of life around the 75 mark. There are eight factors that contribute to this scale, which are:

- health
- personal relationships
- safety
- standard of living
- current achievement in life
- connection with community
- future security
- spirituality/religion.

Opportunities for interacting in supportive environments enable and encourage healthy lifestyle behaviours. Supportive environments promote both our physical and mental wellbeing. The Organisation of Economic Co-operation and Development's (OECD) Better Life Index reported that Australians felt 'a strong sense of community and high levels of **civic participation**', with 94% of people feeling like they knew someone to rely on should they need help. This sense of community is a hallmark of Australian life.

Australia is a multicultural nation and prides itself on acceptance of many peoples from around the world. Understanding and respecting the culture and religious backgrounds of others gives us a better appreciation of different traditions and a way of valuing **diversity**. Evidence increasingly shows that connection to community and the passing on of cultural traditions and practices is key to developing resilience and wellbeing. Knowing where you have come from is fundamental to a person's identity. Different cultures have different ways of expressing their sense of place, but connection to place is vital to a sense of identity – both personal and community.

The design of the built environment can foster a sense of community by providing opportunities for everyday interaction of people in the street, the park and community spaces. Designing features that allow for incidental interaction promote connectedness. For example:

- *Safety* is a key factor that influences our desire to interact. Designing safe environments where people can connect, such as provision of adequate lighting, access to pedestrian crossings and footpaths with even surfaces, can assist.
- *Wide footpaths* that accommodate a variety of modes of transport, such as prams, wheel chairs and mobility scooters open the use of the neighbourhood to a broad section of the community that otherwise would not have a viable and safe transport option.
- *Informal public spaces* can also encourage social interaction. Bus stops, chairs placed in public places, skateboard ramps, health clubs and local shops located within walking distance of homes all allow for informal social interactions on a small scale.
- *Formal spaces* such as community halls, parks, places of worship and community services groups, such as Meals on Wheels, also provide opportunities for organised interactions and a consequent feeling of connectedness to a community.
- *Awareness of cultural and religious diversity* contributes to connectedness through an understanding of and familiarity with the cultural and/or religious practices of others. An understanding of a culture other than our own can broaden and invite connections. Joining in the celebrations of other cultures such as Chinese New Year, Loi Krangthong festival of Thai people or the Hindu festival of Lights called Divali broadens our acceptance of people from many different countries. The acceptance of different cultural and religious practices demonstrates understanding and respect.
- *Streetscapes* contribute to opportunities for connectedness, as neighbourhoods designed with criss-cross interconnected streets offer more viable walking routes than streets with dead-ends and therefore more opportunities for social interactions. This encourages pedestrian-friendly communities. Streets that are wide and designed for bike access also provide similar opportunities.
- *Physical activity* can be encouraged by designing public open spaces and walking tracks that are easily accessible.

civic participation

contributing to the community

diversity openness, acceptance and respect for differences among peoples, cultures, perspectives and worldviews



Figure 9.5 The Color Run™ is a 5 kilometre fun run inspired by the Hindu festival Holi.

- *Community involvement* in the planning process encourages ownership, connectedness and acceptance of strategies.
- *Provision of land* or facilities for projects can foster a sense of belonging, including community gardens, land-care awareness or the learning of new skills.

The challenge lies in providing facilities and environments that appeal to all sections of the community. There is no one model for making a community connected. It relies on partnerships between local authorities and planners to create environments where people are happy to get involved in physical and social activities outside their home.

DEEP LEARNING

9.2



- 1 Identify community environmental programs that aim to enhance either the built or natural environment in your community (e.g. bushland restoration, creek clean-ups, tree planting).
- 2 Identify the places in your community where different groups interact by identifying spaces where:
 - a families with small children can participate in social and physical activities
 - b the elderly can meet in social groups or participate in physical activity
 - c ethnic groups can enjoy celebrations
 - d teenagers can hang out
 - e indigenous connectedness to the community is evident
 - f religious festivals are celebrated
 - g disabled people can engage in social and physical activities

- h** volunteer groups offer activities
 - i** one group teaches another
 - j** people can participate in recreation activities
 - k** community 'tours' could take place.
- 3** You have been hired by a marketing company to create a 60–90-second commercial/ advertisement that promotes your community to prospective residents.
- a** Investigate your local community's places and spaces and survey local residents to find what they like about the suburb.
 - b** Record what community groups they are part of and whether they identify as having a sense of belonging.
 - c** Create a list of facilities that would be attractive to a range of people from different social, ability, age, ethnic and cultural groups.
 - d** Distinguish the different community facilities and what each offers by way of benefits to health.
 - e** Create video footage and take photos of these facilities in your neighbourhood that provide opportunities for physical and social activities.
 - f** Present statistics on your community that supports positive health and wellbeing.
 - g** Present your work to your local councillor for consideration or display at a local shopping centre for residents to view.

9.2 Screen time vs green time

Australians spend as much as 90% of the time indoors. Spending time in front of computers and watching television takes us away from spending time outdoors. Research conducted at the University of Rochester in New York has found that individuals consistently felt more energetic when they spent time in natural settings.

There are beneficial effects on both mental and physical health and wellbeing of being outdoors and being active in a natural environment. Being outside in nature for just 20 minutes a day is enough to significantly boost energy levels. So what is it about being in touch with the natural environment that has an impact on our health and wellbeing? A few explanations of how being connected to nature can have positive benefits to health include the following:

- Our own internal body clock, called the **circadian rhythm**, is affected when exposed to sunlight. This accounts for our body being in tune with night and day. When the optic nerve in the eye is exposed to sunlight it sends a message to a part of the brain, called the **hypothalamus**, to release the 'feel good' hormones. People in countries where there is little sunlight for lengthy periods (e.g. Canadian winters) have reported negative mood states when not exposed to sunlight.

circadian rhythm the internal body clock that is roughly a 24-hour cycle. It is affected by external forces such as sunrise and crossing time zones (i.e. jet lag).

hypothalamus a part of the brain that controls the release of hormones

- Exposure to ultraviolet rays from sunshine provides the body with the ability to produce Vitamin D. Vitamin D is required by the body for optimal functioning of the immune system. A deficiency in Vitamin D is one factor associated with feelings of depression.
 - Being a part of nature and the outdoors provides exposure to fresh air and open spaces, which allows us to use different senses in this environment. It decreases the feelings of exhaustion and revitalises feelings of alertness and wellbeing.
 - Being outdoors in green space has connections with positive feelings as well as improvement in mental health and wellbeing.
 - Being in natural settings is an incentive to participate in physical activity, which results in the release of 'feel good' hormones.
 - Being outdoors provides spaces for interacting in social groups such as at the beach, the park or a sporting event. This connectedness with family, friends and community provides supportive positive experiences.
-
- focal length** the distance from the lens of your eye to the object you are focusing on
- myopia** short-sightedness; the inability to see long distances
- The outdoors is one of the few places where our eyes can 'exercise' over long distances. Otherwise, they tend to be used for relatively short-distance work, such as reading computer screens, where **focal lengths** are relatively short. **Myopia**, or short-sightedness, is a condition where someone cannot see long distances. Research from the University of Cambridge found that a lack of outdoor play in young children could be linked to myopia.
 - There is an instinctive bond between humans and the natural environment. Open spaces provide a sensory 'escape' from densely populated living spaces, noisy living and working environments.



Figure 9.6 Research suggests that spending more time in natural settings is a pathway to better health.

The importance of green spaces is evident in large cities. For example, New York, with a population of 8 million people, has Central Park, which is 4 kilometres long and 800 metres wide. London, with a similar population to New York, has Hyde Park at its centre. For many people, it may be the only means of accessing nature. These large open spaces incorporate natural elements such as lakes, gardens, grassed areas, skate rinks, and walking, bike and horse tracks. These have been purposefully built to provide opportunities for enjoyment of leisure time and/or physical activity, which are both linked to physical and psychological health benefits. Evidence from research indicates that parks or natural environments can reduce crime, reduce stress, raise psychological wellbeing and boost **immunity**. Contact with nature, even on small scales, such as in community gardens, has similar positive outcomes.

immunity protection against illness

Being active outdoors

The term ‘green exercise’ or ‘green gym’ has been coined by researchers to describe physical activity performed in a natural setting. Although the health benefits of being closer to nature are not new, research is now confirming what we long believed was true: that being outdoors makes us feel good. Although ‘feeling good’ is hard to measure, we can equate it to broad health outcomes.

Physical health benefits

Being in open spaces provides opportunity to participate in physical activity. One of the recent and largest Australian research studies conducted by the University of Western Sydney found that availability of green neighbourhoods encourages walking but also encouraged more intense forms of exercise such as jogging and team sports. It showed that access to green spaces allowed for greater opportunity to participate in regular physical activity – more than once per week.

Social health benefits

Natural spaces promote social contact by bringing people together and creating a more connected and cohesive community. Our social networks comprise our family, friends and peers. There are many opportunities for social interaction in a natural environment. Examples include family camping trips, kicking a ball in the park with friends, cycling on weekends, and walking to the shops. A strong connection in positive social networks can enhance our health and wellbeing.

Emotional and spiritual health benefits

Merely being part of the natural environment brings with it accompanying positive mind-body benefits. Connecting with nature has a ‘de-stressing’ effect on the mind. The accompanying physiological response is the reduction in both muscle tension and heart rate. Natural settings provide spiritual inspiration and time for reflection. For those who identify with a religious tradition, time with nature provides an opportunity for introspection: looking inward at one’s self, and contemplation or connection with a higher purpose. Nature seemingly brings calmness to the body. We instinctively fill



HPE and mathematics

When planning new suburban housing developments, the recommended town-planning ratio for green space to population is 4.3 hectares/1000 people. What does this equate to in m^2/person ? Calculate the ratio of public green space to area of built environment in your local area by using a scaled aerial view map. How does your community rate in comparison to the World Health Organization’s recommendation of $19\text{m}^2/\text{person}$?

our lungs with fresh air and stretch our body. Tai chi is a Chinese martial art practised outdoors to take advantage of the energy of nature. It is used as a form of stress-reducing exercise.



Figure 9.7 There are emotional and spiritual health benefits to being active outdoors.

9.3

DEEP LEARNING

- 1 Identify the opportunities for being physically active in your local community.
- 2 Identify an area or section of the school grounds or local community that is currently being underutilised or left uncared for.
 - Measure the dimensions of this area and convert into a schematic scale drawing.
 - Propose a plan to revitalise this area into a useable space that promotes health.
 - Identify the following:
 - the purpose of this special space
 - the specific target audience the space is designed for from the school/community
 - the health benefits the space will bring to wellbeing
 - the relevant authorities that will need to be consulted before the plan can become a reality
 - who is responsible for caring for this space.
 - Our densely populated urbanised built environments include growing numbers of high-rise apartments. Explain how built environments may pose a particular challenge when planning for access to natural environments.

- Design a high-rise building that provides opportunities for residents to interact easily with the natural environment. You may use design drawing software, such as SketchUp.
 - Present your plan to your class using a presentation tool.
 - Justify the design of the space by commenting on how the space brings positive health benefits.
- 3 Create a 5 kilometre circuit of your suburb that traces a path through green spaces and natural features. The start and end points should be the same. In the circuit incorporate terrain (e.g. hills or other features such as stairs) that enable opportunity for further physical activity along the way.
 - 4 Design a pamphlet that includes the circuit with suggested physical activities to be completed and the benefits to participants. You may wish to include goals for completion (e.g. moderate walking speed – 48 minutes; jogging – 35 minutes).



Did you know?

An increase in urban air quality is partly attributed to open green spaces.

CASE STUDY

9.1



My Health and Wellbeing Blog



The fresh air gym

Published: 24 October 2018 10:12 a.m.

Anyone who's ever used an indoor treadmill knows there's a big difference between exercising indoors and doing it in a natural environment – the enhanced sense of wellbeing that comes with fresh air and a green space is huge. With an outdoor gym like this one you get the same effect.

There are big advantages to fresh-air gyms. Number one is that they're free so lack of money for gym membership is no barrier to accessing equipment to improve muscle strength or cardiovascular fitness. They're also great for anyone who feels intimidated by regular gyms and that includes older people who can really benefit from getting stronger – the day I used the Broomfield Park gym, the mix of ages included some over-70s. Thirdly, combining exercise with natural environments can be a mood-booster. We already know that exercise can improve mental health and there's also growing evidence that being in green spaces helps, too.

Are there downsides? Weather is the main one – outdoor rowing machines don't beckon on rainy days. Not all outdoor gyms are in shady spots, either, so it's smart to use them in the cooler parts of the day and cover up with hat and sunscreen. And although the equipment should have clear instructions showing you how to use it safely, there's no one to show you how to get the most out of it – so I got some tips from an expert, Dr Jarrod Meerkin, a spokesperson for Exercise and Sports Science Australia, the professional organisation of exercise physiologists.

Questions

- 1 Outline the health benefits of an outdoor gym.
- 2 Explain why an outdoor gym is considered 'better' than an indoor gym.
- 3 Determine what factors of the environment need to be considered before installing an outdoor gym.
- 4 Suggest some alternatives for an outdoor gym without the expensive equipment.
- 5 Explain the social and health benefits of this facility to the wider community.

9.3 Minimal-impact outdoor recreation

The saying 'take only photos, leave only footprints' promotes an awareness and respect for the natural environment in which we share. Minimal-impact outdoor recreation considers the impact that humans have on the natural environment. Australia's beaches, waterways, rainforests and bush are some of the most unique and celebrated environments in the world. We are a nation 'girt by sea' and 80% of the Australian population lives within 100 kilometres of the sea. This closeness to the sea is reflected in Australians' affinity with the beach, which includes activities such as surfing, sailing, kayaking, swimming and kite surfing.

Enjoyment of an outdoor lifestyle is part of the Australian identity, including participation in a growing number of adventure, extreme and alternative activities such as mountain biking, skateboarding and rock climbing. All of these activities are considered 'silent activities' in that participation is driven only by human power. Although there are no emissions from engines or noise from motors, the impact to the environment still requires consideration. Making positive and informed decisions about the environment will contribute to the sustainability and protection of local communities. Demonstrating responsible and respectful behaviour in the natural environment shows an awareness of the connection between the health of the natural environment and your health.

Figure 9.8 Minimal-impact camping



The following seven principles of caring for the natural environment are provided by the Leave No Trace website. These are general principles and can be applied to minimal-impact activities in any environment. However, specific skills and practices in addition to these principles would be required for each unique ecosystem and environment. Visit the website for a more detailed explanation of each of the seven principles.

1 Plan ahead and prepare:

- Planning and preparation are key considerations to lessen your impact on the environment, such as packing suitable equipment to reduce your reliance on the natural environment. For example, a fuel stove to save cutting down trees for a fire, and avoiding excessive food packaging to reduce rubbish – plan portions for meals so that excess waste is avoided.
- Ensure you have the required permit from the necessary authorities before visiting restricted areas or national parks.

2 Travel and camp on durable surfaces:

- Pre-plan the route or track. Designated paths are specifically designed to minimise disturbances to vegetation and soils.
- If there are no tracks, spread out. Walk on solid or durable surfaces rather than delicate and fragile ones.
- Camp or picnic on existing sites rather than establishing new ones.

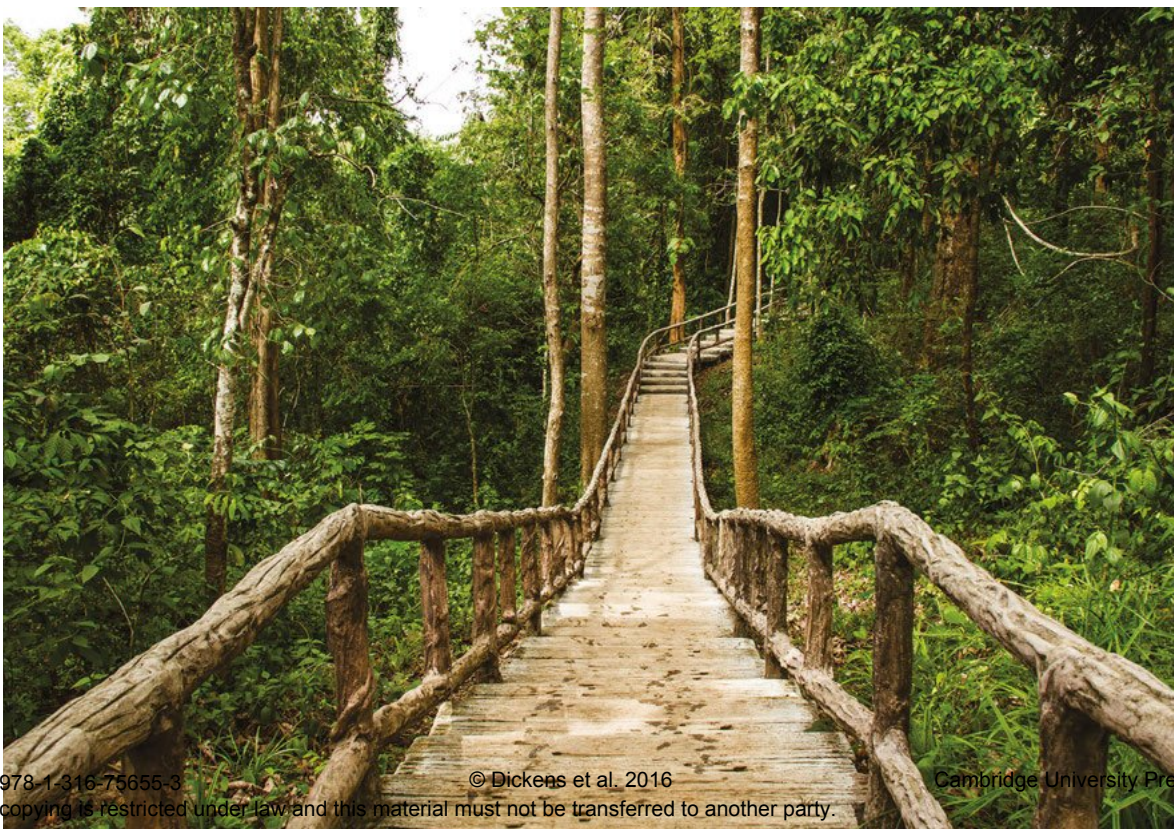
3 Dispose of waste properly:

- Take home all your rubbish and the rubbish of others if necessary.
- Avoid the use of detergents and chemicals in waterways.
- Do not leave food scraps as they bring pests, such as rats and possums.

4 Minimise campfire impacts:

- Use a fuel stove for cooking. This ensures that dead timber remains for use by animals as habitats and minimises the chance of a fire spreading.

Figure 9.9 Designated paths are specifically designed to minimise disturbances to vegetation and soils.



- 5 Leave what you find:
 - Part of the thrill of a natural environment is finding/seeing/observing nature going about its daily business. Taking 'souvenirs' from nature ruins the thrill for future visitors.
- 6 Respect wildlife:
 - Learn about the wildlife of the area before you visit. This helps you appreciate their behaviour so that you can modify your own to accommodate their movements. Keep your distance, especially from nesting or breeding wildlife.
- 7 Consider others:
 - When in the natural environment you are a 'guest'. Behave respectfully. Listen to nature.

9.4

DEEP LEARNING

Class activity:

- 1 The class walks in single file for 50 metres on a grassy area of land and turns around to retrace their steps. Inspect the impact you have on the grass. Complete the same walk in a different area of grass, but this time, do not follow each other but stand side by side.
- 2 Compare the impact between walking in one line on the first trial and walking as a group in the second. Consider the importance of staying on a trail if one is provided.
- 3 If a trail is not provided in the bush, is it better to walk single file or walk randomly? Discuss in small groups.

Being in touch with nature:

- 1 Tie an 80 centimetre piece of string into a circle.
- 2 Place this circle anywhere on the ground and closely examine the ground inside the circle for a period of time for any signs of life.
- 3 Identify any plants or animals that can be found within the circle.
- 4 Conclude your findings and share them with your class.



HPE and literature

Ethnocentrism is the tendency to view the world primarily from the perspective of one's own culture.

Ethnocentrism often views particular beliefs or ethnicities as superior to others.

9.4 Holistic view of health

As mentioned at the start of this chapter, our health is influenced by a range of social, economic, cultural and community factors and it is simply not the provision of doctors and hospitals that makes us healthy. The definition of health by the World Health Organization (WHO) is 'Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity'. This holistic approach to health was considered such an important way of viewing health that WHO set up the Commission on the Social Determinants of Health (CSDH) in 2005. The Commission considered how to measure the impact of the factors such as where you were born, where you live, your culture, social and

community interactions and spirituality on the health of individuals. Gaining a better understanding of the factors that impact on a person's health was considered a way to improve health.

Connection, identity and belonging

Aboriginal and Torres Strait Islander peoples' concept of health, too, is **holistic** and is strongly linked to community wellbeing. It incorporates social, emotional, cultural and spiritual wellbeing of the whole community rather than just the individual. This concern for the wellbeing of the whole community includes the concept of 'connection to country'.

holistic health taking into account all factors that influence health, and not just individual components

'Indigenous peoples have sophisticated ideas of health and wellbeing, notions that are closer than most Western views to the aspirational definition of the World Health Organization. Health for many Indigenous peoples is not merely absence of ill health, but also a state of spiritual, communal, and ecosystem equilibrium and wellbeing.'

Source: *Lancet* 2006; 367: 2019–28

Connection to country is a key component contributing to **Indigenous Australian** health. The term 'connection to land' is used interchangeably with the expression 'caring for country'. There is a strong belief in Aboriginal and Torres Strait Islander cultures that maintaining a relationship with the land or 'caring for country' is a key determinant of health. The term 'country' is used differently in Aboriginal and Torres Strait Islander culture than in Western culture. It is used to describe the land with which Indigenous people have a traditional relationship. But not just any land. It describes an intimate knowledge of a specific region learned through personal and family experiences passed on by traditional stories and traditions.

Indigenous Australian
a term used when speaking about both Aboriginal and Torres Strait Islander peoples

Country that is cared for is described as 'quiet' and country that is left uncared for is 'wild' or 'sick' without 'songs and ceremonies'. This 'oneness' with Country is shown by the relationship between the wellbeing of an individual and the wellbeing of the land. The term 'Country' is used the same way as though talking about another person; for example, 'caring for Country', 'visit Country' or 'speak to Country'.

Several studies demonstrate that when Aboriginal and Torres Strait Islander peoples return to their traditional lands from urban living, even temporarily, and adopt a hunter-gatherer lifestyle, there is a marked improvement in Type 2 diabetes and a reduction in the risk factors for coronary heart disease. This connection with the land provides opportunity for physical activity and an improved diet. One particular study conducted in Arnhem land involved Aboriginal environmental management, which involved a diverse range of activities such as:



Did you know?

According to the 2011 Census conducted by the Australian Bureau of Statistics, almost 550 000 Australians identified as being Aboriginal or Torres Strait Islander. This equates to 2.4% of Australia's population.

eco-tourism tourism visiting environmentally and culturally significant areas

- landscape burning
- hunting and gathering of wildlife
- visits to sacred sites and ceremonials grounds
- **eco-tourism** activities
- Indigenous ranger activities
- weed and pest management.

These land-management practices were found to contribute to a renewed sense of cultural identity, pride and self-esteem. Cultural identity has been acknowledged as significant to a person's wellbeing and is fundamental to the lives of Aboriginal and Torres Strait Islander peoples. Cultural practices are the 'bricks and mortar' that provide group identity and a sense of belonging. It is also the foundation for social cohesion in families and communities. These factors have the capacity to positively influence health by providing a sense of connectedness.

Conversely, when connection to the land is not allowed, health suffers. A study of Aboriginal people from the Murray River region found that they credited aspects of their own poor health to the poor health of the Murray River. Through unsustainable farming practices, the environmental degradation of the Murray River had reduced the water level to never-before-seen low levels. This had a direct impact on Aboriginal people as they were no longer able to pursue traditional activities associated with the river and therefore not able to pass on traditional knowledge. This direct relationship between the environment and Aboriginal people's culture has a direct consequence on health and wellbeing.



Figure 9.10 Indigenous connectedness to Country is integral to Aboriginal and Torres Strait Islander health and wellbeing.

CHAPTER REVIEW

- The ecological model of health looks at health from a broad perspective, recognising that health is more than just the absence of disease. This model considers the link between people and their physical and social environments.
- Factors such as built and natural environments, spaces for community interaction and community connection are all essential to health and wellbeing.
- Australians spend as much as 90% of their time indoors.
- Time spent using a computer and watching television can take us away from spending quality time outdoors.
- Being active outdoors has social, physical, emotional and spiritual benefits.
- Minimal-impact outdoor recreation promotes awareness and respect for the shared natural environment.
- The holistic view of health considers where someone was born, where they live, their culture, social and community interactions, and spirituality.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** Personal wellbeing is influenced by a number of factors. Which of the following do you consider contributes to your personal wellbeing?
 - a** state of health
 - b** community connection
 - c** spirituality
 - d** all of the above
- 2** What aspects of a built environment encourage interaction?
 - a** design of streets in criss-cross patterns
 - b** green open spaces
 - c** graffiti on buildings
 - d** wide walking paths
- 3** The health and wellbeing benefits of being outdoors include:
 - a** exposure to sun for Vitamin D production
 - b** release of 'feel good' hormones
 - c** feeling revitalised
 - d** all of the above
- 4** How does connecting with community impact on health and wellbeing?
 - a** it provides a social network for psychological wellbeing
 - b** it provides access to outdoor activities
 - c** it provides a sense of identity
 - d** it improves integration into the community
- 5** The World Health Organization recognised a minimum area of green space per person for the maintenance of health and wellbeing. This was:
 - a** 5 m²
 - b** 8 m²
 - c** 19 m²
 - d** 25 m²
- 6** The minimal impact mantra is: Take only photos ...
 - a** tread lightly
 - b** leave only footprints
 - c** dispose of your rubbish
 - d** enjoy the memories
- 7** The term 'Country' used in Aboriginal and Torres Strait Islander culture describes:
 - a** Australia
 - b** an area of land in which Aboriginal and Torres Strait Islander people have a traditional attachment
 - c** the history of the land
 - d** the Dreamtime stories telling of the creation of the land
- 8** The Indigenous view of health considers:
 - a** the whole person
 - b** the social, emotional and cultural wellbeing of the whole community
 - c** the determinants of health
 - d** the ethnocentric view of health

- 9 'Connection to Country' positively influences Aboriginal and Torres Strait Islander health by:
- a creating a sense of belonging and social identity
 - b creating sacred sites for others to visit
 - c developing an eco-tourism economy
 - d cleansing the ancestral spirits
- 10 Creating a community garden benefits health by:
- a individuals being outdoors and connecting with nature
 - b growing vegetables to sell
 - c individuals interacting socially and having a sense of belonging
 - d both a and c

SECTION B – Short-answer questions

- 1 Describe what you understand by the term 'green gym'.
- 2 Create a calendar of the multicultural festivals and activities that occur in your local community.
- 3 List three principles of minimal impact recreation.
- 4 List four features that should be considered when planning for a healthy built environment.
- 5 Why is a holistic view of health important? Give three reasons.

SECTION C – Higher order thinking (HOT) questions

- 1 Comment on the statement 'Australia has a trend towards declining social connectedness'.
- 2 Identify a specific minority group in your community that you consider are under-represented by local facilities or activities. Propose ways in which this can be addressed at an individual and community level.



10 You, me, we – valuing diversity and promoting inclusivity

Organise your thinking

How we see the world can impact on how we see ourselves and others, influencing our nutritional behaviours, our relationships and our overall health and wellbeing. Valuing diversity and promoting inclusion enhance the health of communities and individuals, which is very important in multicultural Australia. We are fortunate that in Australia, First Nation peoples, both Aboriginal and Torres Strait Islander communities, have long reflected diversity, offering a timeless example of positive relationships and optimum health for the environment, the community as well as individuals.

Making connections

- What factors influence your values and beliefs?
- What enablers can you draw on to enhance health and wellbeing?
- What is the benefit of valuing diversity and promoting inclusivity?

Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. **Students evaluate the impact on wellbeing of relationships and valuing diversity.** They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. **They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.**

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.

They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

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10.1 The significance of worldview

Our **worldview** is the lens through which we see and understand the world around us. It assists us to make sense of people, places and purpose. A worldview provides a system for recognising the meaning in all things. It influences our values and our beliefs and therefore the actions and decisions we make. This is important if we are to make positive decisions for the health and wellbeing of ourselves, the community and the environment.

worldview the way we see and understand the world around us

Just as a compass can guide a person, a worldview is a compass for guiding and navigating people in the world around them, according to senior Elder, Aunty Lilla Watson. Worldview doesn't only influence what we see or what we think, but it can also provide us with ways of knowing, ways of being and ways of doing.

Your worldview guides you in what you stand for. It explains how you walk in the world and determines what values, beliefs and traditions you carry. An awareness and appreciation of other worldviews allows for balance and an appreciation of other people's values, beliefs and traditions.

An Aboriginal worldview is distinct as rather than beginning with the individual, it begins at the outer layers, placing the individual inside as part of the bigger picture.

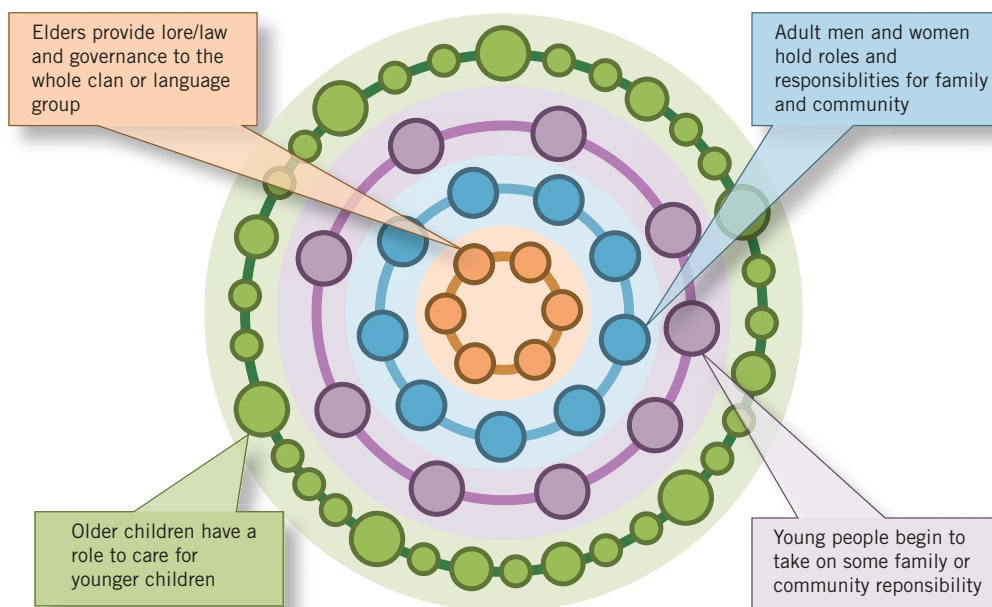


Figure 10.1 Model of Aboriginal Clan roles and responsibilities – the basis of Aboriginal Clan and individuals' collective worldview, according to Senior Lore/Law and Goorie Elder, Aunty Debra Bennet

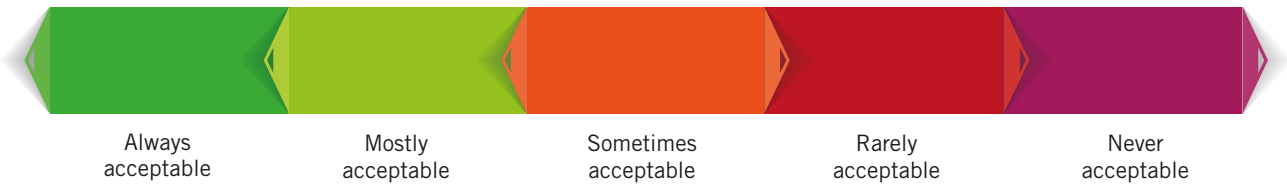


Figure 10.2 Scale of acceptability

10.1

DEEP LEARNING

- 1 Consider the following lifestyle choices and then, based on your values, beliefs and traditions, position them on the scale (in Figure 10.2) to indicate how acceptable they are:
 - a watching television
 - b having showers longer than two minutes
 - c leaving food I don't like on my plate
 - d inviting and accepting sleepovers
 - e starting a sexual relationship before marriage
 - f using drugs or alcohol.
- 2 Discuss other lifestyle choices that the class considers important and position them on the scale, explaining why you view them as acceptable or unacceptable.
- 3 Create and complete your own scale of acceptability using Figure 10.2 as a template. Based on where you position lifestyle choices on the scale:
 - a What is the reason that you view the lifestyle choice as acceptable or unacceptable?
 - b Is this negotiable or non-negotiable? (Tick for negotiable or cross for non-negotiable.)
 - c Explain your choices based on your values, beliefs and traditions.
- 4 Share with a table partner each other's decisions. Share with a partner across the room each other's decisions. Is there diversity? Are there patterns in what is acceptable or unacceptable? Negotiable or non-negotiable?
- 5 How does your worldview assist you to think about and explain the world you live in?

How your family influences your health

Family is one of the greatest influences on individual health. A family's worldview guides values that can determine both the type of health priorities and the order of importance. Family influences food choices, portion sizes, the level of exercise we partake in and the extent to which we value our health. Positive family role-modelling also influences how we form and maintain both family and social relationships.

DEEP LEARNING

10.2



What does your family look like? Who's in your home? Who's in your community?

- 1 Design your own family stickers that capture your own family characteristics. Using a snapshot of the classroom, map people and significant objects. Name the objects and label where you sit in the classroom.
- 2 Explore your community/neighbourhood. What is in your neighbourhood? (Refer to Google Earth images or a screenshot of your local community, which should include: school/shops/sport fields/parks/skate parks/main roads/places of worship).
- 3 Discuss how you fit into that neighbourhood, considering:
 - a How do you use the spaces in your neighbourhood?
 - b Which spaces make you feel happy, safe or strong? Why?
 - c Which spaces make you feel unsafe or unhappy? Why?
- 4 Discuss how you belong with your family, with your friends and with your community.
- 5 Brainstorm how you share and care in these relationships.
- 6 Reflect upon what you bring to that relationship with family, friends, classmates and community.
- 7 Design community stickers that capture your communities' characteristics.



Figure 10.3 Family and communities inspire a sense of belonging.

Families across cultures

Families come in all shapes and sizes. The meaning of the word family is different across cultures. For example, in some cultures when a woman marries she keeps her family name – she does not adopt her husband's family name because she never 'leaves' her family to join his. In some cultures, the family name comes first, which signifies the family comes ahead of the individual. Cultures may distinguish between siblings, step-siblings and cousins; between parents, grandparents, aunts and uncles. Other distinctions can be between paternal and maternal uncles and aunts, and between elder and younger brothers and sisters, highlighting that family structures vary across cultures.

There are proverbs in different cultures expressing the importance of family. For example, there is an English saying: 'Nothing is more important than family'. A well-known African proverb is: 'It takes a village to raise a child'. Both of these statements show that health and wellbeing is the first priority of family. Our understanding of family is dependent on our worldview and our culture.

skin group sections and sub-sections of a clan

totems symbols such as animals, plants, landscape features or the weather given to a person or group

An example of an Aboriginal child-rearing model appears in figure 10.4 (below), showing a shared family responsibility. The circular model places children at the centre of extended family relationships, often not differentiating between siblings and cousins. It includes extended family, grandparents and spiritual relations; those who have been given the role of parenting or mentoring, even if not biologically related. It also connects **skin groups** or **totems** and the entire language group.

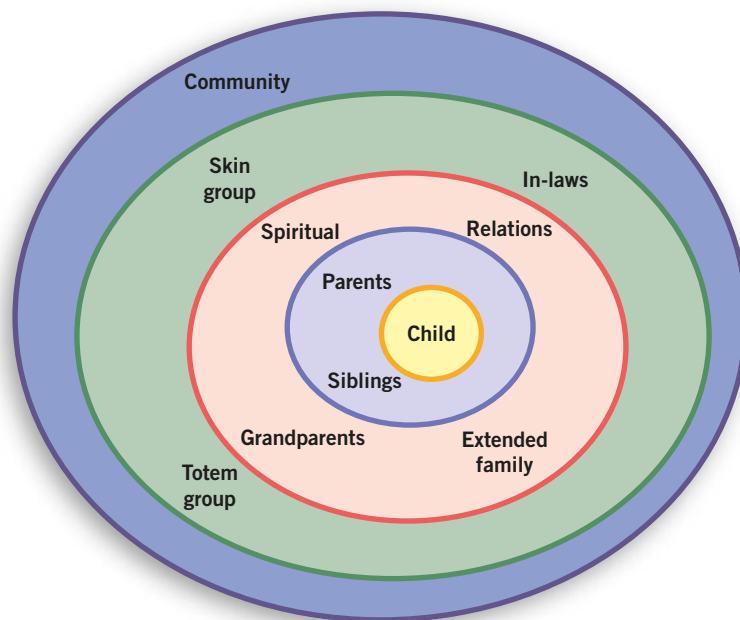


Figure 10.4 Aboriginal child-rearing model showing a shared family responsibility, including extended family, grandparents and spiritual relations.

From 'Assessing kinship care for Aboriginal children; A practice guide for child protection practitioners', December, 2010

Kinship

kinship a family and extended family classification system for relationships

Some cultures are individualistic such as cultures of Western European heritage; while some cultures are collectivist, such as many Asian and Middle Eastern cultures, which place the wellbeing of the family or the community before the individual. Collectivist cultures usually have **kinship** systems.

CASE STUDY 10.1



Javanese case study

Kinship determines how an individual interacts with other family members. Javanese people in Indonesia have a complex language system that requires different speech styles depending on the kinship relationships between the speaker and the listener. Ngoko, or low Javanese, is a style of informal talk used at home with close kin or friends. Krama is a much more elegant and refined style of speech used to talk to people of high social status, which includes grandparents and other senior family members. Madya, or middle Javanese, is a less refined language than krama, which is used with more distant relatives such as aunts, uncles and cousins.

Lebaran, or as it is termed in Arabic, *Idul Fitri*, is the day of celebration after a month of fasting. It is an opportunity to renew one's faith as one seeks forgiveness and reunites ties; it is the highlight of the year for festivities and an ongoing moment for social greetings, eating and meetings in the name of the Eid celebration. As families and friends gather after the Eid prayer, they group together to visit house after house of neighbours; even friends of friends. Sungkem, the Javanese custom of asking for forgiveness at Idul Fitri, demonstrates the respect given by young people to the family elders. The young person kneels and bows their head to the elders' knees and asks for forgiveness.

Question

Can you work out which style of language would be used based on this kinship relation?



Figure 10.5 Javanese people in Indonesia have a complex language system.

Kinship can be broadly defined as an extended-family relationship classification system. Therefore, kinship means different things according to the culture, and the way the system works depends on culture and language. In other words, kinship systems determine family structure and, importantly, the nature of relationships.

Aboriginal and Torres Strait Islander peoples have one of the most complex and sophisticated kinship systems. Senior Lore/Law Man Uncle Philip Obah explains that despite dislocation and disruption since colonisation, some communities still practise traditional lore, while others have developed processes to revive the traditional kinship system. The core of the kinship system is to maintain and sustain culture as well as disciplined relationships with land and spirit. The kinship system makes connections between people and nature; the plants and animals, which had skin names. In such a way, the system:

- determined who one would marry
- sustained family groups or clan (e.g. child rearing)
- maintained disciplined and honourable relationships to land.

Three different systems in different Nations and languages predominated two-clan, six-clan and eight-clan systems.

10.3

DEEP LEARNING

- 1 How do other cultures understand kinship?
- 2 How does kinship influence relationships?
- 3 In what ways does your family enhance health and wellbeing?

10.2 To be whole is to be healthy



The word health can mean a lot of things. The World Health Organization (WHO) defines it as a 'state of complete physical, mental, and social wellbeing, not merely the absence of disease or infirmity'. Therefore, health encompasses many parts that make up a complete whole. In other words, to be whole is to be healthy.

Figure 10.6 Mind, body, soul

Many cultures view health in this way, making connections across or between mind, body and soul. Cultures that adhere to a religious worldview, such as the Abrahamic faiths of Judaism, Christianity and Islam, draw upon their faith traditions to achieve and maintain health and wellbeing. For example, the Jewish kosher and Islamic halal, which relate to food, both draw upon a religious tradition to understand health and wellbeing. The Hindu tradition of *himsba* proscribes killing living things; therefore, healthy living and vegetarianism is based on this concept. In East Asian cultures holistic health is found in balance and harmony. The yin-yang of Chinese culture is an example of how harmony influences health.



Figure 10.7 Yin-yang

Being whole and healthy in the Aboriginal and Torres Strait Islander worldview begins with a sense of the whole or the bigger picture and works towards the individual. Aunty Debra Bennet explains that for Aboriginal people, a holistic health model refers to wellbeing, which includes an environment that offers a balanced spiritual, physical, emotional, cultural, social and intellectual lifestyle.

According to the National Aboriginal Community Controlled Health Organisation (NACCHO), Aboriginal and Torres Strait Islander health ‘means not just the physical wellbeing of an individual but refers to the social, emotional and cultural wellbeing of the whole Community in which each individual is able to achieve their full potential as a human being thereby bringing about the total wellbeing of their Community’. Aunty Maureen Watson explains that Aboriginal notions of holistic health refer to a distinct worldview incorporating a commitment to self-discipline on the pathway to becoming an ‘Honourable Ancestor’.

What makes a healthy individual?

A healthy individual is a person who has a sense of wholeness in their life. They have a balance across all of the dimensions of health: physical, emotional, mental, spiritual and social. How do we know we are in balance and what can we do when we are not?



Figure 10.8 Dimensions of health

10.4

DEEP LEARNING

The dimensions of health (Figure 10.8) is one model or one way of capturing wellness. Different people, cultures or faith traditions may capture it in different models.

- 1 Brainstorm different dimensions of health that together would make up the whole. Draw what this looks like to you.
- 2 Develop a list of potential threats to each dimension of health.
- 3 Construct a concept map of enablers or solutions to respond if a dimension was threatened or minimised.
- 4 Conduct further research in groups of four and present a health enhancing workshop for your peers using Prezi or other presentation tools.

What makes a healthy community?

As with the definition of health for the individual, the health of a community is more than just the absence of disease. The notion of wholeness or many parts making a whole applies equally to the community. A healthy community is said to be one that has come together to form a whole that's larger than the sum of its parts. It is where all people from diverse backgrounds feel they belong and can contribute.

inclusivity the inclusion of all people locally, nationally or globally

A healthy community is **inclusive** to all its members, resulting in a feeling of connectedness. Often healthy communities are viewed as ones in which its members can be assured of a decent quality of life, physically, economically, socially, politically and environmentally. Such needs-based definitions focus on the individual, which contrasts with Aboriginal and Torres Strait Islander worldviews and those of other cultures..

In collectivist worldviews, the needs of the individual are secondary to the community, where the individual considers what part they are playing in contributing to the health of the community – it is a big-picture approach.

DEEP LEARNING

10.5



The following activity asks you to consider what you think a healthy community is. What does a healthy community look like? What is in your community that adds to its health and the health of individuals? What do we mean by diversity of language, culture, ethnicity and faith? Can you think of others?

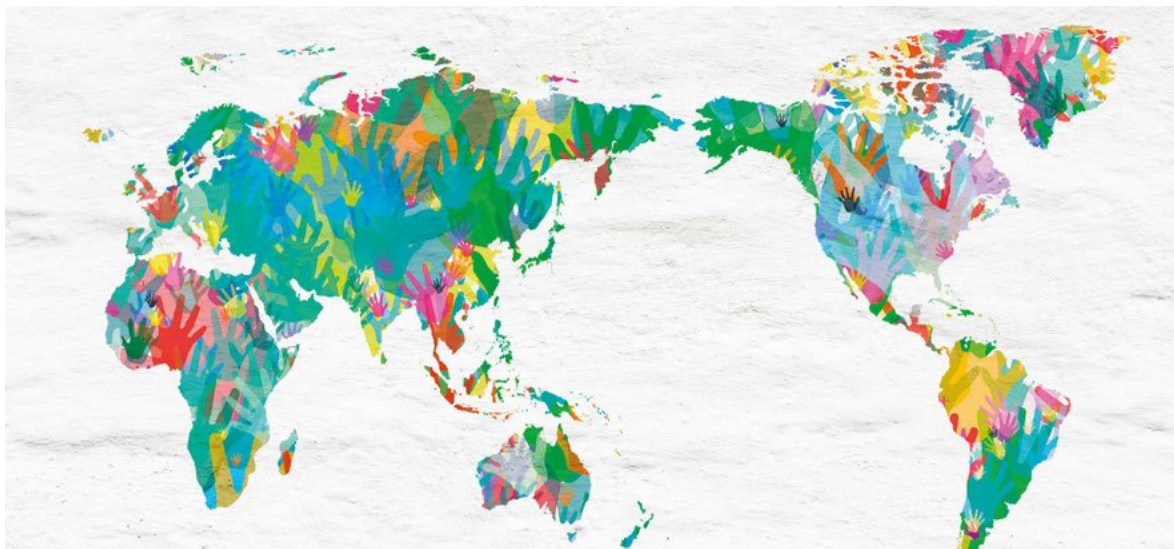
- 1 Brainstorm a range of factors that make a healthy community.
- 2 Think, pair, share – discuss and list the criteria to describe a healthy community.
- 3 Devise the class criteria for describing a healthy community.
- 4 Construct a concept map of all of the people, places and services that enhance community health and wellbeing.
- 5 Review your criteria for a healthy community. Would you make any changes?
- 6 Develop and construct as a class a patchwork quilt that reflects the diversity of your community and its strengths in enhancing health and wellbeing by working through the following:
 - a First, decide the themes that fit the class criteria of a healthy community.
 - b Second, decide how you will layer the criteria on your class quilt.
 - c What shape will each layer have?
 - d Finally, divide people into groups to design their patches.
- 7 Showcase your patchwork quilt using Prezi or moviemaking software to explain how your community enhances health and wellbeing.

Inclusive communities

Multicultural Australia has many diverse communities. As we learned in this chapter, **diversity** goes beyond language, culture, ethnicity and faith. We have explored the value of respecting diversity and how this

diversity openness, acceptance and respect for differences among peoples, cultures, perspectives and worldviews

Figure 10.9 The world is made up of different communities creating diversity.



has a positive influence on community health and wellbeing. Many communities have undertaken initiatives to increase the connectedness of the community, to draw on the benefits of diversity and to share ways of knowing, ways of being and ways of doing.

10.6

DEEP LEARNING

Assessing a healthy community

Imagine the following fictitious scenario. Illegal dumping of rubbish in a public seaside park, where both locals and tourists frequent, has become a community health issue.

- 1 Using the concept of inclusive communities, name some ways that a community could come together to solve this problem.
- 2 How does this activity help you to include diverse stakeholder perspectives and meet shared community challenges?
- 3 Use these strategies to explore, critique and solve a community health issue in your school or local community.



Figure 10.10 Communities need to come together to ensure a harmonious and clean shared space.

10.3 Cultural and social issues

Our values and beliefs can change. There is a range of factors responsible for influencing our values and beliefs about important cultural and social issues. So far in this chapter we have explored how one's worldview and family shape values, beliefs and traditions. If we understand these factors, we can explain why we hold certain values and beliefs. We can also reflect on and evaluate whether or not these values and beliefs are health enhancing.



Figure 10.11 What other factors in our lives can change our values and beliefs?

DEEP LEARNING

10.7

Examining influences on cultural and social issues

Various factors influence values and beliefs in different ways and to different extents, as seen in the example in Figure 10.12. The arrows indicate whether it is a strong or weak influence; direct or indirect.

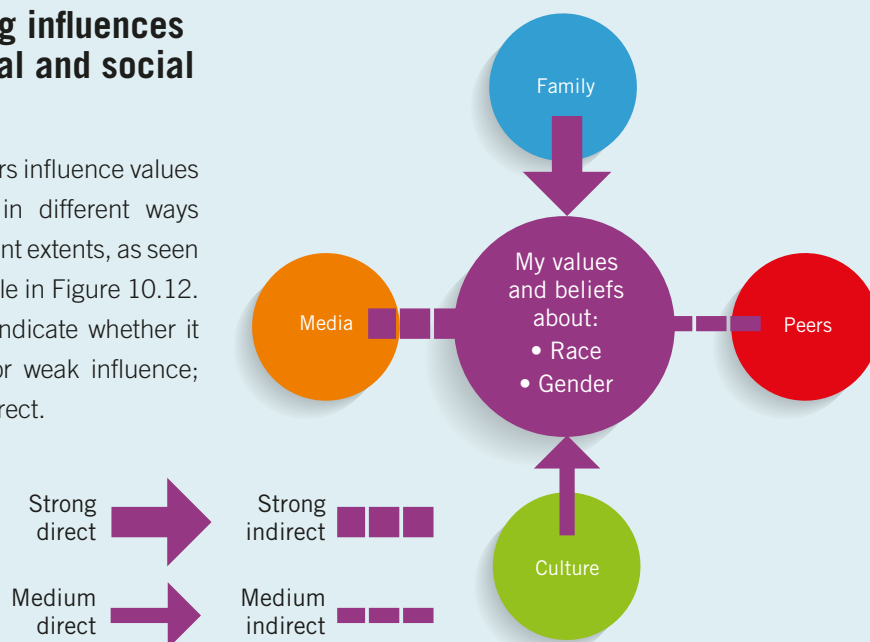


Figure 10.12

race socio-cultural understanding of other people based on physical differences such as skin, eyes and hair type

sexuality actions, pleasure and relationships derived from sexual activity

disability physical or mental impairments and related social barriers

- 1 Develop your own diagram for each issue: gender, **race**, **sexuality** and **disability**.
- 2 Brainstorm phrases and ideas that explain ways that each factor influences the issue.
- 3 Discuss and share your ideas.
 - a Record your ideas on each factor stem.
 - b Indicate the extent of the influence using appropriate arrows.
- 4 Brainstorm other factors that influence your values and beliefs on these issues. Add these to your diagram.
- 5 Explain which factor has the largest influence on your values and beliefs for each issue.
- 6 Rank the factors from most health enhancing to least health enhancing.

Gender

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

Gender refers to the sex of a person (i.e. male or female), as well as the context of what role a society expects from each sex, which varies from culture to culture. In Japanese culture, men's and women's roles are very distinct. In Scandinavian cultures, there is a blurring of gender roles. What does your culture say about gender?

In Aboriginal and Torres Strait Islander culture, women's business and men's business are important. Aunty Mary Graham explains that Aboriginal women value autonomy and gain empowerment by being able to discuss women's business under women's terms of reference, and not simply by gender equality. Aunty Mary also emphasises that a



Did you know?

Gender roles change over time. In Imperial China, women were seen as subordinate to men and were not granted any power outside the family home. Practices such as foot-binding and beliefs that women should remain housebound rapidly changed after the end of the Qing dynasty as the new Chinese Communist party promoted the idea that 'women hold up half the sky' and were eager to improve the position of women. While gender equality is yet to be achieved, women are now engaged in the workforce, economy, politics, society and culture of China.



Figure 10.13 Foot binding was a trend during the Qing dynasty, which reflected the beliefs and values of that time in China.

space exists for common business, where both men and women work together for common good, highlighting the way in which gender is represented and respected within Aboriginal worldview.

How does a healthy understanding of gender help you enjoy healthy relationships and achieve wellbeing?

Race

Meeting and interacting with strangers or others from different cultures can influence values and beliefs. Some cultures view strangers or others only in terms of physical characteristics to define difference. How do you view other people from outside your cultural tradition? People who only see physical differences such as skin colour, hair type and eye shape are viewing others in terms of race. Some cultures do not use the concept of race in order to understand and interact with others. How does the understanding of race impact on our ability to create and maintain relationships with other people? How does this impact the health of families and communities?

Sexuality

Sexuality involves the actions, the pleasure and the relationships derived from sexual activity. Worldviews, societies, communities and families all influence the way we understand sexuality and our values and beliefs about sexuality. In some societies, sexuality also includes a spiritual, emotional and social dimension. Other cultures view it as a biological and reproductive function, and some view sexuality as a means of self-gratification.

Disability

Disability refers to physical or mental impairments in whatever form. Negative social attitudes and barriers also exist that can exclude people with disabilities. What are your attitudes towards people with disabilities? What are your attitudes towards the barriers that people with disabilities face? Does disability prevent a person from being healthy and whole? What can be done to help people with disabilities achieve and maintain health and wellbeing?

DEEP LEARNING

10.8



Exploring values and beliefs

- 1 Describe the impact of gender roles on health and wellbeing for both men and women.
- 2 Explain how values and beliefs can enhance sexuality.
- 3 Discuss how different values, beliefs and traditions can guide the expression of sexuality.
- 4 Reflect on how your values, beliefs and traditions guide your expression of sexuality.
- 5 Discuss ways that you meet with people for the first time.
- 6 Think, pair, share – how do understandings of race impact on our ability to create and maintain relationships with other people?
- 7 Suggest strategies for challenging assumptions held about people with a disability.

Stereotypes and prejudice

Stereotypes are overly-simple ways of thinking about other social or cultural groups. These simplified assumptions can sometimes be negative or hostile, which leads to prejudice. This usually involves prejudging the other group based on bigoted or biased attitudes. Prejudice leads to discrimination and exclusion, which can be in the form of:

- racism
- sexism
- classism
- homophobia
- nationalism
- religious prejudice
- ageism.

Stereotyping threatens diversity and all of its benefits.

stereotypes simplified assumptions made about other people

cognitive frame simplified mental shortcuts to help make sense of the world

One of the ways to challenge negative views of others is by re-thinking the cognitive frames that we use when meeting with others. **Cognitive frames** are simplified mental shortcuts that people use to help filter information and make sense of the world. Sometimes a person will reject important information, thereby inventing an inaccurate cognitive frame about others. For example, an adult who believes that all teenagers are reckless will agree with a news story that reinforces their prejudged notion while disregarding any information to the contrary. Any facts that don't fit the frame are rejected and the frame is kept intact. This is stereotyping.

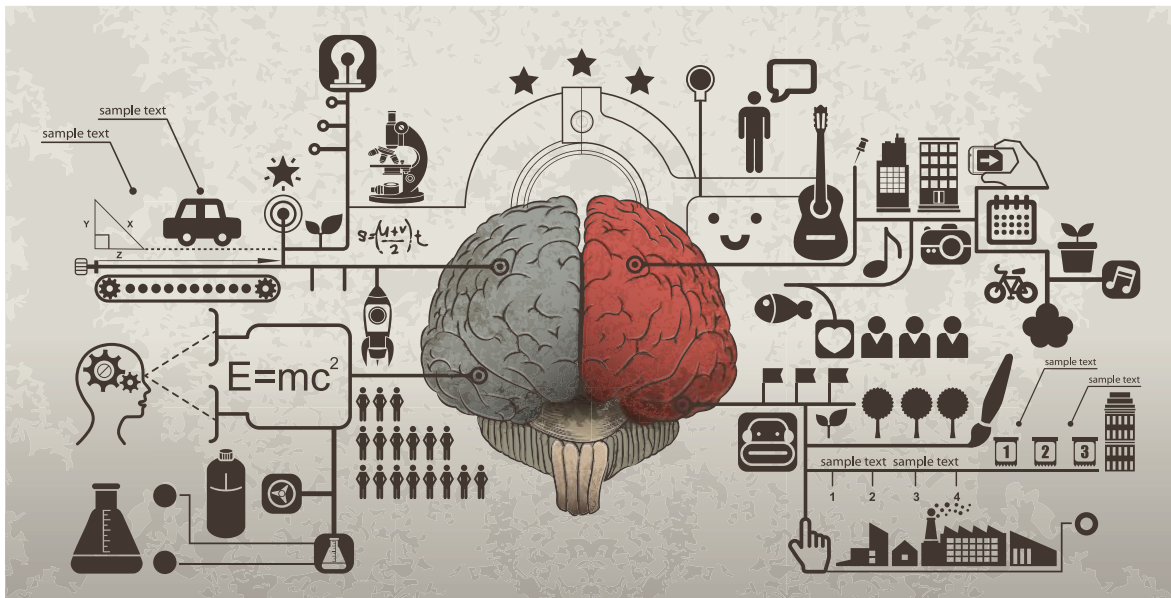


Figure 10.14 Consider your own cognitive frames.

CHAPTER REVIEW

- Our worldview is the lens through which we see and understand the world around us.
- Family is one of the greatest influences on individual health.
- The meaning of the word family is different across cultures.
- A kinship system may include extended family, grandparents and spiritual relations.
- Many cultures view connections across or between mind, body and soul as part of our overall health.
- A healthy community is inclusive towards all its members, resulting in a feeling of connectedness.
- Gender, race, sexuality and disability can influence our values and beliefs about important cultural and social issues, and can change over time.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** The lens through which we see and understand the world around us is called:
 - a** glasses
 - b** pane
 - c** worldview
 - d** eyes
- 2** Openness, acceptance and respect for differences among peoples, cultures, perspectives and worldviews is a feature of:
 - a** diversity
 - b** disparity
 - c** intolerance
 - d** difference
- 3** Family is one of the greatest influences on individual health, impacting positively on:
 - a** food choices
 - b** level of exercise
 - c** relationships
 - d** all of the above
- 4** What term describes an extended family relationship classification system?
 - a** six degrees of separation
 - b** kinship
 - c** starship
 - d** cliques
- 5** Holistic health includes a number of dimensions of health in addition to the physical, including:
 - a** spiritual
 - b** emotional
 - c** social
 - d** all of the above
- 6** Gender refers to what role a society expects in regard to:
 - a** employers over their employees
 - b** women
 - c** men and women
 - d** planning important dates
- 7** In some societies, sexuality also includes:
 - a** spiritual, emotional and social dimensions
 - b** biological and reproductive functions
 - c** self-gratification
 - d** all of the above
- 8** Simplified assumptions made about other people are known as:
 - a** rumours
 - b** gossip
 - c** identification
 - d** stereotypes
- 9** Prejudging based on bigoted or bias attitudes about others amounts to:
 - a** premonition
 - b** prejudice
 - c** phenomena
 - d** lying
- 10** Simplified mental shortcuts that people use to help filter information and make sense of the world are called:
 - a** intellectual signs
 - b** mental tools
 - c** thinking tips
 - d** cognitive frames

SECTION B – Short-answer questions

- 1 Explain how your family and culture help you maintain holistic health.
- 2 Describe your ideal healthy community. Include ideas that promote physical, social, spiritual, emotional, mental and environmental holistic health.
- 3 How do your values and beliefs guide your understanding of healthy relationships?
- 4 Explain with examples why family, peers, media and culture influence our values and beliefs.
- 5 Outline how negative stereotypes impact individual and community health.

SECTION C – Higher order thinking (HOT) questions

- 1 Design an action plan to address health problems in a community that has neglected sections of the community.
- 2 Access the Interactive Textbook for more information on the Yarning Circle. Reflect on and elaborate on how your views of other people have changed as a result of challenging stereotypes in the Yarning Circle.

Much of the research informing this chapter is as a result of contact with different traditions, typically oral traditions, which lends a unique voice to certain sections. The author would like to extend his sincere gratitude in acknowledging a number of eminent people who assisted, informed and guided the development of this chapter. He acknowledges Senior Lore/Law and Goorie Elder, Aunty Debra Bennet (for her enduring wisdom and for sharing what she and her Murri and Ailan colleagues have coined 'cultural fitness'); Senior Elders of the Watson family from the Dawson River in Central Queensland; Senior Lore/Law Elder from the Wadja People, Uncle Philip Obah (for sharing and explaining the majesty of the kinship system of Aboriginal Australia); the work of Kombu-merri and Wakka Wakka Elder, Aunty (Dr) Mary Graham; sports historian and lifetime health and physical education practitioner Associate Professor Ken Edwards; Gamileroi man and educator and researcher, Troy Meston; and educator, Gregor Shepherd.





SECTION 02

Movement and physical activity

11

Specialised movement skills

Organise your thinking

A tennis serve, shooting for a goal in netball or bowling in cricket are specialised movement skills in sports. Players use these skills to respond to the challenging movement situations arising from the game. In order to improve these skills, players need to practise and receive appropriate feedback. Specialised movement skills can be improved with many hours of practise. Technology can be very useful to help players refine specialised movement skills to improve technique.

Making connections

- How can feedback assist in improving specialised movement skills?
- What is the importance of our vision and hearing when performing movement?
- How can technology assist in improving specialised movement skills?

Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)

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By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. **They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.** They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

11.1 Improving skilled performances

Do you remember the first time you learned to tie a shoelace? You needed to process the following information:

- From the eyes – where are the shoelaces?
- From the fingers – what shape are the shoelaces under the fingers and how tight is the knot?

You then needed to combine this information by controlling the muscles of the fingers and hands to move the shoelaces in the correct way.

It initially takes a lot of thinking when learning a new skill, but after much practise you can perform the skill very quickly. All games and sports have specific skills, too. Sometimes, these skills need to be performed under the pressure of the game. Learning new skills can be frustrating, but can be improved with many hours of practise and play.

As a youth, Australian cricketing legend Don Bradman practised batting with a game he invented. Using a cricket stump for a bat, he would hit a golf ball into the curved brick wall and corrugated iron of the water tank at his family home. The ball would rebound at high speed and, varying the angles, Bradman would attempt to hit it again. This form of practise developed his timing and reflexes to a high degree. Similarly, famous soccer player David Beckham would always go to the park after school and spend endless nights with his father perfecting his free-kick technique. They would keep practising after the sun set, playing by the light coming out of the windows of the houses that surrounded the park. His father would stand between him and the goal, forcing the kick to 'bend' around his father into the goals.



Figure 11.1 Football legend David Beckham spent many hours of practise improving his free-kick technique.

Coaching skill

skill acquisition the process that performers use to learn or acquire a new skill

Skill acquisition principles can help coaches develop their athletes to become skilful performers. Decision-making, anticipation skills and implicit and explicit learning are important parts of skill acquisition.

11.1

DEEP LEARNING

- 1 List three skills that you have learned in Physical Education.
- 2 Discuss with a partner whether you can perform them successfully.
- 3 Explain why or why not.

Playing games and practising skills allows players to eliminate errors, refine their technique and develop their own style. If a player has an understanding of many games and sports, and the techniques required, they will be able to participate in many leisure activities that can contribute to a healthy lifestyle. For example, if children learn to ride a bicycle at six years old, they may be able to cycle to work when they are an adult. Another example is someone who is competent in overarm throwing may be able to develop a volleyball serve or be able to field a ball in a softball game.

We begin to learn motor skills from birth. Fundamental movement skills (FMS) are skills that take many hours of practise to become proficient. Some examples of FMS are rolling, balancing, leaping, dodging, throwing, catching, kicking and striking.

FMS are the building blocks for specialised movement skills used in games, sports, dance, gymnastics, outdoor education and physical recreation. Individuals who are competent in FMS are more likely to participate in and enjoy physical activity, achieve higher levels of cardiovascular fitness and exhibit higher levels of self-esteem. These factors are significant contributors to their health and wellbeing.

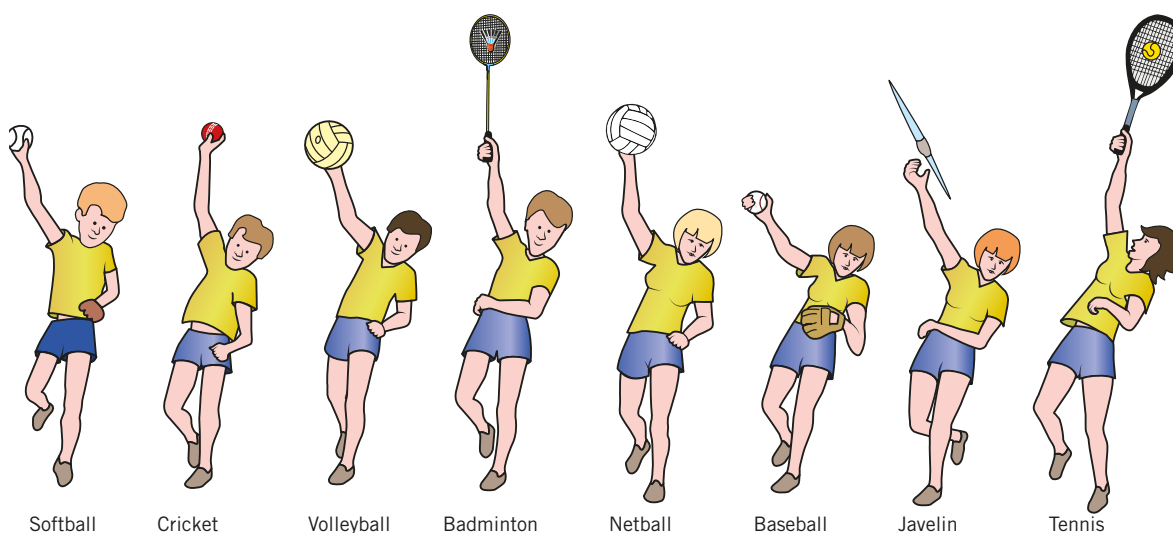


Figure 11.2 The relationship between fundamental movement skills and specialised movement skills (overarm throw)

DEEP LEARNING

11.2



- 1 Match the fundamental movement skill to the sport-specific skill.

Fundamental movement skills	Sport-specific skills
Overarm throw	Tennis backhand
Underarm throw	A long kick of an Australian rules football on the run
Bouncing a ball	Dribbling a basketball
Throwing a quoit	Badminton serve
Leaping	Volleyball serve

- 2 Brainstorm and suggest three other fundamental movement and sport specific skills.

Fundamental movement skills	Sport-specific skills
1	
2	
3	

11.2 Performance feedback

Performance feedback is information about your performance that can be given by a teacher or a coach, a teammate or yourself. **Feedback** is essential for a player to improve his/her performance from a beginner to a professional level. Feedback can motivate players to persist with their performance and reduce frustrations by understanding the errors they have made. Being able to use constructive feedback is beneficial for a player and essential for improvement. Feedback is vital to those learning a new skill, right up to professional athletes refining their performance.

feedback information to performers about the proficiency with which they move

Every time we perform a movement we receive feedback from our senses. For example, in basketball we see if the ball enters the hoop and hear 'swish', we hear a 'nick' on the side of our

internal feedback feedback a performer receives from the body's muscles that are conveyed to the brain through the senses by the feeling of a movement

external feedback feedback a performer receives from outside the body through sound and vision that will provide information about the performance

bat if we get an edge in cricket, in gymnastics we feel if our body is rotating fast enough in a somersault. **Internal feedback** is where players evaluate themselves by the use of their senses, such as their vision or hearing. We will see if the netball shot went in the goal, or if we landed well after a gymnastics routine. On the other hand, we receive **external feedback** from a coach, partner or ourselves, or watching video footage of our performance or obtaining feedback from an ICT tool.

Feedback can be given by coaches throughout a game, during a break of a game such as half time, or between an activity during training. Coaches need to decide the best time to give feedback.

Feedback is more than merely encouragement such as saying 'well done' or 'great play'. Feedback should have the following characteristics:

- Constructive: Giving comment on a genuine flaw in a performance. Feedback where a player is merely criticised as worthless can be detrimental to future performances.
- Specific: It can't be too general such as 'that is a bad kick' in swimming freestyle. Rather 'try to straighten your knees in your kick'.
- Immediate: A player needs feedback as soon as possible. Receiving feedback 20 minutes after a match may mean that the player has forgotten the incident.
- Concise: The use of phrases and rhymes can be useful for players to repeat and remember. For example:
 - Football: 'Stay on your feet and compete' in order to keep their balance and not slip over.
 - Cricket (when deciding to take runs): 'If the ball goes past (the fielder), run fast'.
 - Swimming: 'Dive like an arrow, sharp, fast and long'.

Here is how we give constructive feedback on a skilled performance:

- Start and finish with a positive.
- Give no more than three teaching points.
- Focus on ways to improve rather than the outcome.
- Don't make any personal criticism – focus only on the skill.

Here is an example of constructive feedback given to a player who performed a tennis serve with the ball hitting the net, rather than landing in the opponent's court: 'For that serve your body had a terrific side-on stance. However, you need to toss the ball up higher and make contact at the peak. Your contact with the ball on the racquet is spot-on. Well done – keep it up!'

Another way of giving feedback is to ask the player key questions. This enables the player to think about their performance while the coach delivers leading questions. Key questions enable players to reflect on their performance rather than a coach doing all the thinking and giving all the answers.

For example:

Key question: Where did the ball land?

Answer: It hit the net.

Key question: What can you change in your serve to enable the ball to travel higher?

Answer: Toss the ball up higher in the serve.

DEEP LEARNING

11.3



Complete the following activity in pairs.

- 1 Observe your partner in a small-sided game in any sport and identify his/her technique in a particular skill:
 - Start with a positive comment.
 - Give constructive feedback.
 - Finish with a positive comment.
- 2 Evaluate the feedback by answering the questions below:
 - a Is your feedback constructive? Explain.
 - b Is your feedback specific? Explain.
 - c Is your feedback immediate? Explain.
 - d Is your feedback concise? Explain.

11.3 Visual, kinaesthetic and auditory feedback

Visual feedback is the most important source of information that a player can receive in sports and games. This is because we use our eyes to learn about an object, such as its shape and size. For example, when we pass a ball to a teammate, we should aim the pass at their head and not at their chest so that they can use their vision more effectively to catch the ball.

Kinaesthetic proprioception is the awareness of the position of the parts of the body. A person will know if they are sitting, standing or lying due to this feedback. Kinaesthetic proprioception will also help an individual know if they are holding a tennis racquet comfortably like they normally do, or if they are swimming their normal freestyle technique. This is because they would have done these activities in the past.

visual feedback information a performer receives from what they see

kinaesthetic proprioception information the brain receives from the awareness of the position of the body



HPE and science

Sensory receptors, called proprioceptors, are responsible for telling us where our body and limbs are when we move, similar to how our senses tell us if an object is hot when we pick it up. Proprioceptors are found in the muscles, tendons, ligaments and joints. The role of these receptors is to provide the brain with information about our changes in position. Proprioceptors are an important source of internal feedback.

If someone learning basketball has their head down when dribbling the ball, it can easily get 'stolen' by a defender. A novice dancer will look down at their feet when learning a new dance. The importance of vision diminishes with repetitive practise of a skill.

tactile using your sense of touch, such as a hand feeling a ball

Eye-hand coordination is the coordinated control of eye movements with the hands as a result of visual input. However, the reliance of the eyes is less if we have a greater input from our **tactile** sense. For example, dribbling a basketball is much easier than dribbling a tennis ball because a basketball is considerably bigger. We are able to get a larger area of our hand on a basketball, therefore our brains receive more tactile information.



Figure 11.3 Dribbling a basketball

Similarly, eye-foot coordination is the coordinated control of eye movements with feet. It is easier to kick a soccer ball than a smaller ball as there is more tactile input from the foot.

DEEP LEARNING

11.4

Complete the following activity to understand the importance of vision in performance movement skills.

- 1 Write the following sentence with your dominant writing hand:
The quick brown fox jumps over the lazy dog.
- 2 Write the same sentence with your non-dominant hand.
- 3 Write the sentence again with your dominant hand but with your eyes closed.
- 4 Finally, write the sentence with your non-dominant hand and with your eyes closed.
- 5 Draw a conclusion from your observations of steps 1–4.
- 6 Explain the role of vision in performance of movement skills.



DEEP LEARNING

11.5

Play a 4v4 game of 'keep it off' basketball on approximately half a basketball court, or a netball third. When a team achieves five consecutive passes they score a 'goal'. After this 'goal' the ball is placed on the ground and the opposition then has possession.

Rules:

- First game – 10 minutes – NO talking or sound is allowed, or the ball is turned over to the opposition.
 - Second game – 10 minutes – MUST have talking and sound. The thrower elects the receiver and calls out their name before they pass the ball.
- 1 Compare the two games. What differences can you identify?
 - 2 Explain the importance of communication in a game or sport.
 - 3 What communication techniques worked effectively when verbal communication wasn't allowed?

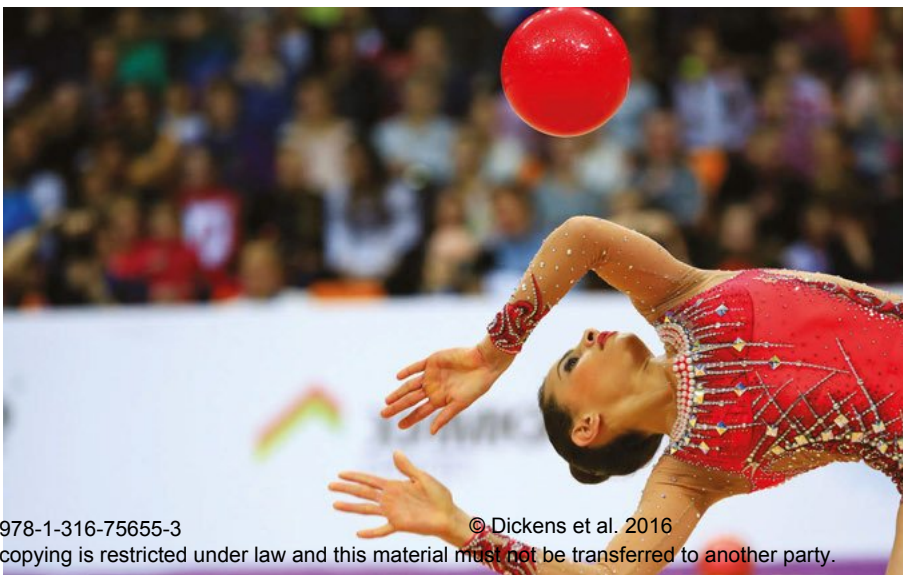


Figure 11.4 Rhythmic gymnasts train hard to perfect their hand-eye coordination skills.

Feedback for visually impaired athletes

auditory feedback

information a performer receives from what they hear

While visual feedback is the main sense used by most athletes, **auditory feedback** is also important. Visually impaired athletes have a greater reliance on auditory cues. They listen to the bounce of a basketball on the ground or the pitch of a tennis ball hitting the middle of the racquet. Verbal communication with teammates in sport is also important as players may not be fully aware of all of the conditions surrounding them.



Did you know?

Goalball is an endorsed sport as part of the Australian Sports Commission's Sports Ability program.

Auditory feedback plays a significant role in goalball, a team-based Paralympic sport designed for visually impaired athletes. Goalball players compete in teams of three, and they try to throw a ball that has bells embedded in it into the opponents' goal. Teams alternate throwing or rolling the ball from one end of the playing area to the other, with players remaining in the area of their own goal in both defence and attack. Players must use the sound of the bell to judge the position and movement of the ball. The sound of the bell provides important auditory feedback to help visually impaired players compete.

11.6

DEEP LEARNING

Play a game of 3v3 volleyball. Use a blanket to cover the net from its top to the floor. You will sometimes be able to see the ball but your view of your opponents will be blocked.

- 1 State the aim of this activity.
- 2 Identify the type of feedback that is important in this game.
- 3 Discuss what auditory feedback you were focusing on when visually compromised.
- 4 Describe the impact that the auditory feedback had on your performance.

Types of feedback

There are two types of feedback: Knowledge of Result (KR) and Knowledge of Performance (KP). Knowledge of Result refers to a player knowing that they had taken a catch, or scored a goal. Knowledge of Performance is 'how a player felt', such as after a successful gymnastics routine.

Decide if each of the following are KP or KR:

- 'You swam 50 metres breaststroke in 48.7 seconds.'
- 'That was great rugby when you intercepted that pass.'
- 'Next time step with the leg opposite to your throwing arm.'
- 'Her score was 68 in nine holes of golf.'
- 'Aim a little bit higher.'
- 'I kicked two goals.'



Figure 11.5 A gymnastics routine

DEEP LEARNING

11.7



Effective feedback

Aim: To highlight the effectiveness of Knowledge of Results and Knowledge of Performance feedback.

Equipment per group of five: One blindfold, one bucket/bin, five tennis balls.

Method: In groups of five the task is to throw tennis balls into a bucket/bin that is 3 metres away whilst blindfolded. Four people are the 'throwers', with one person acting as the 'coach' who gives the feedback. Each blindfolded thrower has five turns at throwing the tennis ball.

- The first thrower receives both KR and KP feedback.
- The second thrower receives only KP feedback.
- The third thrower receives only KR feedback.
- The fourth thrower receives no feedback.

Thrower	Name	Feedback received	Tally of shots 'in' for your group	Total shots 'in' for your group	Tally of shots 'in' for the class	Total shots 'in' for the class
First		Both KR and KP feedback		/5		/
Second		Only KP feedback		/5		/
Third		Only KR feedback		/5		/
Fourth		No feedback		/5		/

Which was the most successful thrower?

11.8



DEEP LEARNING

- 1 Do some research on the internet to find a short video of a performance of an elite athlete that you find inspirational.
 - a Discuss a skill in the performance that you find challenging.
 - b Explain how you could perform the skill yourself.
 - c Identify the challenges that you may face when performing the skill.
- 2 In a team of three or more, perform the following task.
 - Equipment: One ball and one goal for your chosen activity, video camera (or similar).
 - Procedure:
 - a Play one of the activities below:
 - soccer penalty kicking – one person kicking and one person goalkeeping
 - netball shooting – one person shooting and one person defending
 - AFL set shot at goal – one person kicking for goal and one person 'on the mark'.
 - b Film the activity. Take turns having shots at goal, while the other person defends until you both have had 10 shots at goal.
 - c Watch the footage and record the results in the table below.

Name	Shots at goal	No. of goals scored	% goals scored	No. of goals missed	% goals missed
	10				
	10				
	10				

- 3 From your findings:
 - a Who is the best shooter? Justify your answer with examples.
 - b What factors may impact on your results if this was done in a game?
 - c What activities could you have done prior to improve success?
 - d How could you make the activity more challenging?
 - e Design a drill for a skill that you could practise at home, school or a park for a minimum of 15 minutes on most days over the next two weeks. Record the time spent in the table below.

Fortnight physical activity diary

Time spent practising	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week one							
Week two							

Cues

Skill **cues** are used in coaching to teach skills. Learning how to correctly and effectively demonstrate sports skills enables players to remember them. For example, picking up a ground ball in lacrosse:

- 1 Move your stick to the dominate hand side.
- 2 Place your opposite foot next to the ball.
- 3 Point down the head of stick like a shovel.
- 4 Slide the ball into your stick with your knuckles just above the ground.
- 5 Cradle the ball by rotating your top wrist back and forth.

cue a word, phrase or sentence that describes a particular aspect of a concept or skill

Figure 11.6 Picking up a ground ball in lacrosse



11.9

DEEP LEARNING



For this activity, join up with other teams to play a small-sided game of your chosen sport, such as 4v4 Australian rules football, half-court netball, 3v3 basketball or a sport, game or activity that your class is doing at the time.

- Equipment: One ball and one goal per small-sided game, video camera (or similar).
- Procedure:
 - Film your group playing the game.
 - Watch the footage and record the results in the table below.

Name	Shots at goal	No. of goals scored	% goals scored	No. of goals missed	% goals missed

- 1 Did you get many shots at goal?
- 2 What was your percentage of goals scored in the match and what percentage did you miss?
- 3 What aspect in your game is requiring refinement? For example, passing, shooting, finding space, communication.
- 4 Discuss the impact game pressure had on your performance.
- 5 Discuss the formula: skill = technique + game pressure.
- 6 Design a game that will help you improve that skill in a game situation. Your game could be played with a group of friends in PE, at home, in school or at a park.

Figure 11.7 Filming yourself while practising a specific skill can help improve your performance.



DEEP LEARNING

11.10



Film yourself while practising a specific skill. Using the footage:

- 1 Identify the key positions in each phase of your **specialised movement skill**. Capture the key positions below as images from the video footage:
 - a preparation
 - b release/contact
 - c follow-through.
- 2 Use a video playback app or recorder to simultaneously compare your technique to that of an expert.
 - a Use the app to measure an angle of two segments of the expert's performance (i.e. the angle of their forearm and arm, or the angle of their trunk and legs). Measure the same angle for your performance. How do they compare?
 - b Suggest one or two skill cues to improve your performance.

specialised movement skill
important skills required to play a sport, such as a tennis serve, shooting for a goal in netball or bowling in cricket

Figure 11.8 There are many types of technology and recording devices used to improve skills in sports.



CHAPTER REVIEW

- Skill acquisition principles can help coaches develop their athletes to become skilful performers.
- Decision-making, anticipation skills, implicit and explicit learning are all important parts of skill acquisition.
- Performance feedback is information about an individual's performance.
- Internal feedback is when players evaluate themselves.
- External feedback is evaluation from a teacher, a coach, a partner or a teammate.
- Visual feedback is the most important information that a player can receive in sports and games.
- Kinaesthetic proprioception is the awareness of the position of various body parts.
- There are two types of feedback: Knowledge of Result (KR) and Knowledge of Performance (KP).
- Knowledge of Result refers to a player knowing that they had taken a catch, or scored a goal.
- Knowledge of Performance is 'how a player felt', such as after a successful gymnastics routine.
- Skill cues are used in coaching to teach skills. Learning how to correctly and effectively demonstrate sports skills enables players to remember them.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** Learning an overarm throw is a critical skill before learning to perform a:
 - a** handpass in Australian rules football
 - b** chest pass in netball
 - c** golf putt
 - d** tennis serve
- 2** Which of the following is not a fundamental movement skill?
 - a** underarm throw
 - b** sprint run
 - c** volleyball spike
 - d** hop
- 3** A movement skill is:
 - a** trying hard at training
 - b** correct technique under game pressure
 - c** listening to your coach's feedback
 - d** practicing at school, home and at a club
- 4** Which is an example of internal feedback?
 - a** watching yourself swinging a golf club using the Coaches Eye app
 - b** your parents telling you after the game that you played well
 - c** a coach praising your efforts in front of the team
 - d** scoring a try in a game of rugby league
- 5** When providing feedback, it should be:
 - a** constructive
 - b** specific
 - c** immediate and concise
 - d** all of the above
- 6** For most people, the most important feedback when learning a skill is:
 - a** visual
 - b** auditory
 - c** proprioceptive
 - d** from your coach or PE teacher
- 7** Which would be the most useful feedback for a backstroke swimmer to improve their performance?
 - a** swimming 50 metres in 48.91 seconds
 - b** beating their personal best time
 - c** being told to place their head back to improve their body position
 - d** being told they are in the faster half of the class for 50 metres
- 8** Which ICT could you use to analyse a skilled performance?
 - a** video footage from a mobile phone
 - b** Ubersense and Coaches Eye apps
 - c** head cameras
 - d** all of the above

- 9** Movement skills involve the three phases of:
- a** auditory, visual and kinaesthetic feedback
 - b** stronger, faster and higher
 - c** poise, timing and momentum
 - d** preparation, contact/release and follow-through
- 10** Proprioceptors, found in the muscles, tendons, ligaments and joints:
- a** are a useful form of an ICT
 - b** involve the movement of the eye when performing a skill
 - c** assist our hearing, such as the sound of a basketball bouncing
 - d** tell us where our body and limbs are when we move

SECTION B – Short-answer questions

- 1** List some skill cues that could be used as feedback in a sport you are learning.
- 2** Differentiate between internal and external feedback.
- 3** List the four characteristics of good feedback.
- 4** Explain why visual feedback is important in performing skilled movements.
- 5** Explain how athletes who are visually impaired use feedback to be successful performers.

SECTION C – Higher order thinking (HOT) questions

- 1** Evaluate the importance of reflecting on your own skilled performance if playing a sport.
- 2** Explain how you could use video footage of your own performance to improve your skill execution.

12 Movement for performance

Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMPO80)

Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMPO82)

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By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. **They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.**

Organise your thinking

Game sense in sport involves situations where decision-making and problem-solving are vital for a successful performance. A player with game sense is a thinking player who can solve the problems to the various situations in a game. As the moments in the game are always changing, the player needs to develop the appropriate movement techniques and tactics. Learning the skills of the game can be placed in the broader context of the game itself. For example, in netball if you are passing to a teammate who is much taller than their opponent, would it be more appropriate to use a high overhead pass, or a low bounce pass? In most instances the higher overhead pass to a taller teammate provides the greater chance of success as they can use their height to advantage.

Making connections

- What are the best ways of improving chances of scoring?
- What are the best ways of reducing an opponent's chances of scoring?
- How can contested possession be won?

12.1 Creating, using and defending space

Phases of play

In many team sports there are three main phases of play:

offence (attacking) when a team has possession during a game

- **Offence**, or *attack*, is when your team has possession.
- *Defence* is when your opponent has possession.
- *Contested*, or in *dispute*, is when no team has possession.

Training needs to be specifically designed to practise all phases of play to represent what happens in a real match. Activities can be designed using conditions such as overload placed on a team to create a good learning environment. For example, a football practice game may comprise nine attackers versus five defenders to give the attacking team a chance of working their plays but against less defence than normal. This enables the attacking team more chance of success, with some defence still applied. Alternatively, when practising defence, the game may be nine defenders versus five attackers to give the **defending** team a chance of working their plays but against less attack than normal.

defending when the opposition has possession during a game

Coaches use game plans that enable players to understand the style of play for a player or team to use. Game plans become the fundamental structures players use to guide their thinking and movement during games. A team's game plan depends on factors such as the type of players in the team, players' level of experience and game development. Game plans also employ tactics on each of the offence, defence and contested phases of play. A coach should involve their players in the development of game plans to give the players ownership. However, tactics and strategies need to be flexible and adapted to the constantly changing environment of a game.

Figure 12.1 Coaches develop game plans to help players understand their role and expectations about the style of play.



On the ball and off the ball movement

In sport we tend to think about the skills required when we have possession. **On the ball** is the decisions and skills made when you have the ball. For example, in volleyball a player needs to decide to dig, set or spike when the ball comes to them. A basketballer has to decide if they dribble, pass or shoot for a goal. When you don't have the ball, decision-making and movements are just as important. These movements are known as **off the ball**. A football striker needs to move to the correct position to receive a pass in order to score a goal. If the ball is hit to the opposite side of the field in cricket, a fielder needs to move to a position that backs-up their fielding teammate who is standing at the stumps. In team sports, the majority of time is off the ball, even for the best players.

on the ball the attacking or defensive movements a player makes when they have possession, or are directly involved with an opponent in possession

off the ball the attacking or defensive movements a player makes when they, or any directly involved opponent, do not have possession

DEEP LEARNING

12.1

In the table below, decide if the movements are on the ball or off the ball, and if they are attacking or defending.

Movement	On the ball or off the ball	Attacking or defending
Scoring a goal in netball		
Corralling an opponent in lacrosse		
Clearing a basketball key so your teammate can lead into that space		
A netball goal attack waiting for their centre to step into the circle before they lead		
A footballer guarding the front post in a corner set piece		
Blocking an opponent's pass in waterpolo		
Two defenders chipping back and forth to each other while 'running down the clock' in Australian rules football		
Dribbling down the wing in hockey		
A tackle in rugby union		
Playing wide to mark the opposition winger in rugby league		



12.2

DEEP LEARNING

Time on the ball versus time off the ball

The purpose of this activity is to calculate the time a player needs to spend on the ball compared to time off the ball.

- 1 The class is arranged into pairs with one player and one timer.
- 2 The class plays an invasion game (i.e. netball, football, lacrosse or basketball for four five-minute quarters).
- 3 The timer starts the stopwatch every time the player has possession of the ball, and stops when they dispose of the ball.
- 4 At the end of each quarter the time in possession is recorded, as is the time not in possession (five minutes minus time in possession).
- 5 The subsequent percentages for the time in possession and time not in possession are calculated.
- 6 The class plays a new game, swapping roles of player and timer.

Time in possession analysis

Quarter	Duration of quarter	Time in possession	% time in possession	Time not in possession	% time not in possession
1st	5 minutes				
2nd	5 minutes				
3rd	5 minutes				
4th	5 minutes				
Total					

- 7 What contributions to the team can a player make when they don't have the ball?
- 8 What implications does this have on coaching when planning a training session and giving instructions in games?

Which defence to use – zone vs one-on-one

In invasion games there are two main defensive strategies: zone defence and one-on-one defence. Selecting the right defence should be based on a personal philosophy, the talent of the team and the offensive strengths of the opponent. Many coaches at all levels teach both defences and interchange them during the course of a game. Choosing one to be a base defence and switching to the other defence can create a great change of pace and can disrupt or even confuse efficient offences. Knowing which defence to use requires knowing the strengths of both.

Strengths of one-on-one defence:

- It motivates players to lock down their opponent and allows the best match-ups.
- A coach can get the match-ups right, such as putting their best defender on the attacking team's best scorer.

- Everyone's accounted for – it's possible for an offensive player to slip through to score in a zone defence.
- Switching to pressure defence is easier when you're behind late in a game and need to get possession of the ball.
- The teams with the most athletic defenders usually play more one-on-one defence.

Strengths of zone defence:

- A zone defence emphasises all players working together to defend.
- It covers up slower defenders and can compensate against an offence equipped with fast, quick scorers.
- A well-designed zone is great for circumstances such as when the defensive players are less talented.
- Often zone defence forces the offence to try to score further from the goals.
- It slows down the tempo – zones are great against fast teams to prevent them from scoring too quickly, or if they want to give the defence a bit of a breather during the game.



Figure 12.2 Netball defenders pressuring an opponent using one-on-one defence

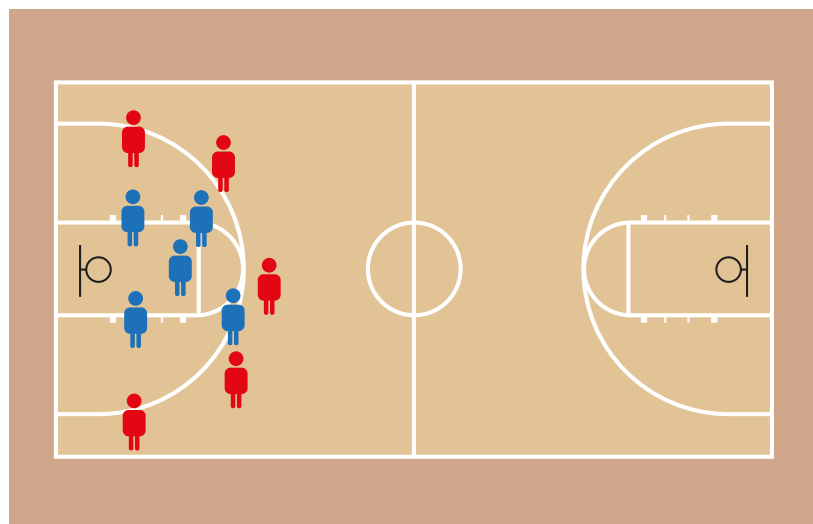


Figure 12.3 A zone defence in basketball

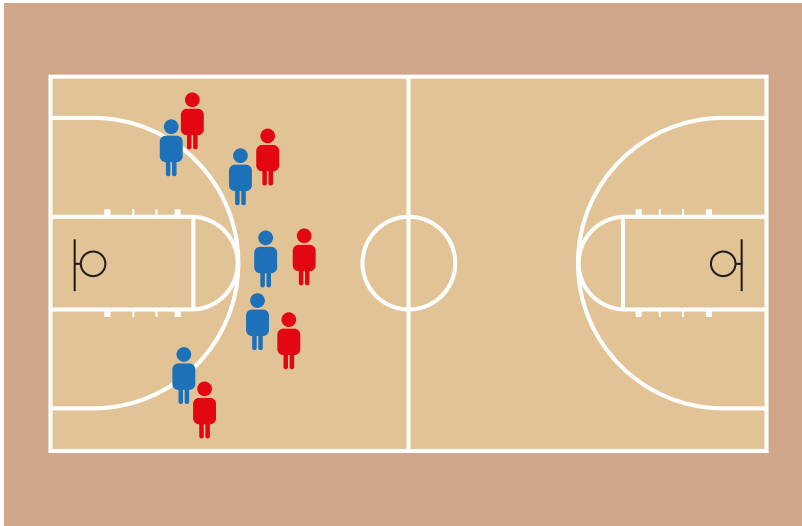


Figure 12.4 A one-on-one defence in basketball



Figure 12.5 In a zone defence all players (white team) defend a space of the playing area.

An overemphasis on defensive zoning known as ‘parking the bus’ in football and ‘flooding’ in Australian rules football is a tactic used in the sport that involves the coach releasing most or all of their team’s players in front of the opposition’s goals, congesting the area and making it more difficult for the opposition to score. It is commonly deployed to protect a lead, or prevent the opposition from scoring heavily. The extreme defensive tactic is often lamented by spectators and generally regarded as ugly football.

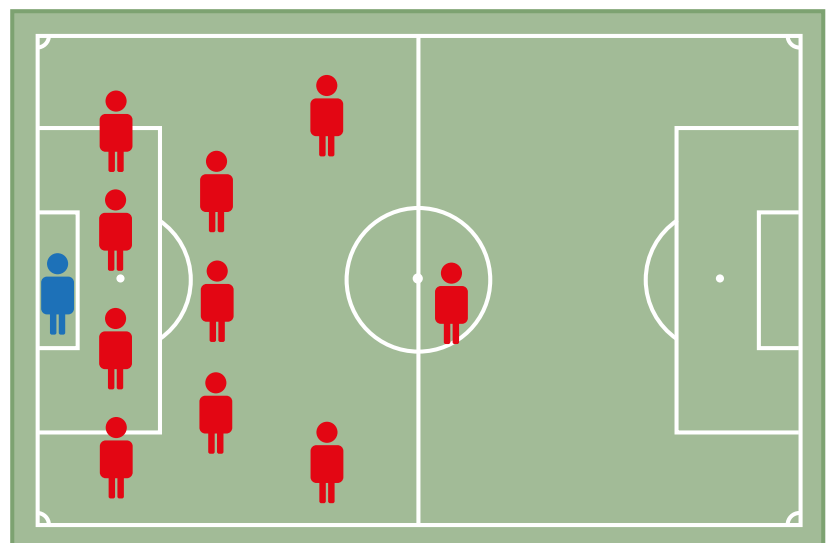


Figure 12.6 A football team ‘parking the bus’. There are four defenders and three defensive midfielders, and only two offensive midfielders and one forward. They are congesting the opposition’s goals, making it difficult to score.

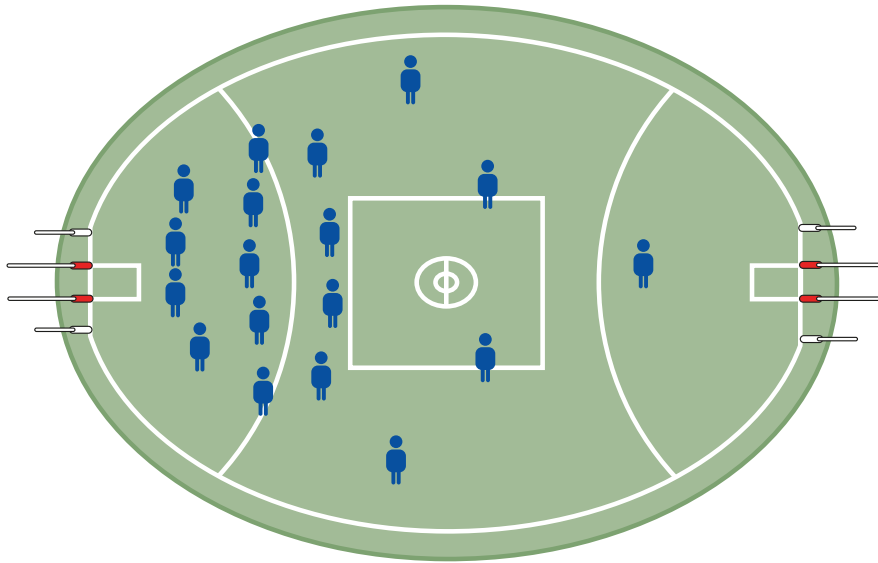


Figure 12.7 An Australian rules football team 'flooding' the defence, making it difficult for an opposition to score



Did you know?

Australian rules football has been played in Australia since 1858, when the first club (Melbourne Football Club) was formed. During WWII the league continued, however, payments to both players and staff were cut down (players received \$3 per game) and the finals were moved to Princess Park as the Melbourne Cricket Ground was being used by defence forces. Today there are 18 teams from different parts of the country that compete, as well as a growing international following, with competitions around the world.

12.2 Offensive player movement

Playing sport requires a certain level of cardiovascular fitness in order to cover the court or field during a game. Depending on what is required of a player, such as the position they are playing, athletes are required to travel over certain areas. **Movement tracks** highlight the part of the court or field that a player or team are covering. This information can be used in offence to develop other ways of attacking, or used in the defence of an opponent by 'knowing the way they play'. Movement tracks are also useful to analyse an individual's ground coverage during a game. The coach, in conjunction with the player, can decide if they are going to the right parts of the ground, and if there are other parts they should be covering.

movement track the parts of a field or court that a player or team covers during a game



HPE and technology

GPS (Global Positioning System) units are now extensively used in various sports. They have been used by coaches to monitor player training volumes to provide athletes and coaches with extra insights and data with which to tailor their training and assess in-game performance. This allows coaching staff to objectively manipulate player loading to maximise athletic performance and minimise injuries from overuse.

12.3



DEEP LEARNING

Player movement tracking analysis

The purpose of this movement track activity is to see how much a player runs, where they run to and where they gain most of their possessions.

- 1 The class is arranged in pairs with one player and one recorder.
- 2 The class plays small-sided (i.e. 4v4) invasion games (such as netball, football, lacrosse or basketball) for two 10-minute halves.
- 3 The recorder draws the diagram shown below on a piece of paper and uses a pen to draw a line representing the movement of the player and places an X on the line every time the player receives a possession.

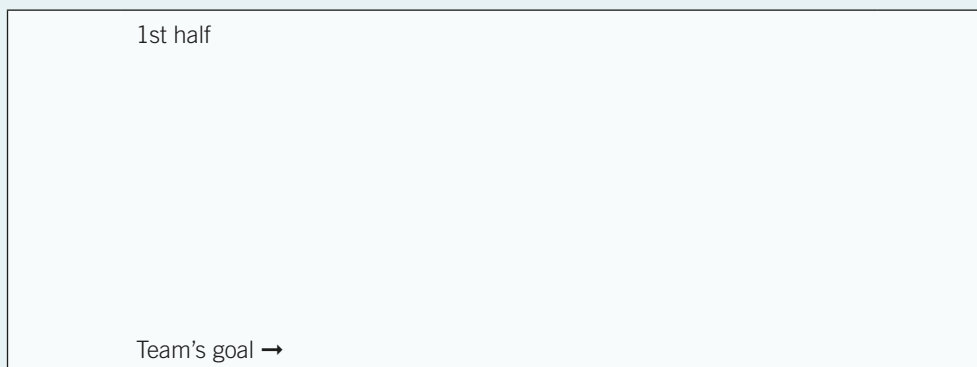
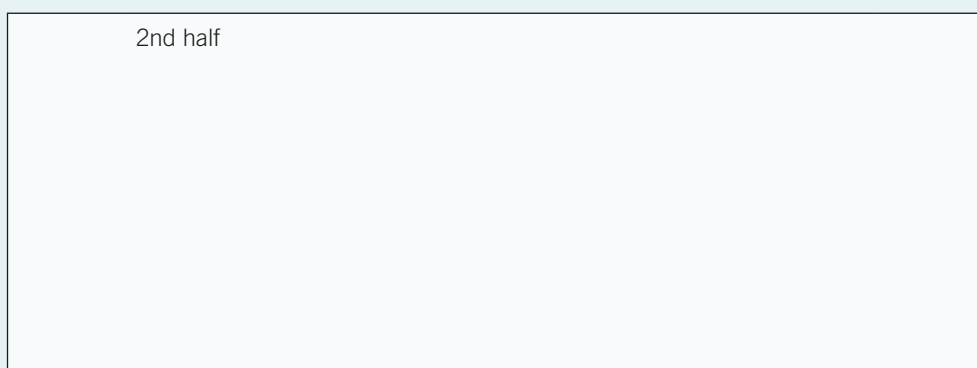


Figure 12.8 The movement track of a player

- 4 Alternatively, students could use the AllSport GPS LE app, or similar, to track movements; however, the recorder will still have to place an X to correspond to the part of the court/field where possession was gained.
 - a On which part of the field/court is the player mainly moving?
 - b On which part of the field/court is the player gaining most of their possessions?
 - c How did the player's speed change throughout the course of the match?
 - d Give one or two coaching tips to the player.
- 5 The process is repeated for the second half.



- 6 Have any improvements been made from the previous half?

Maintaining possession

Players in an off the ball position need to support their fellow teammates. This can be achieved by finding an open space to create a passing lane to receive a pass. The player with the ball should choose and execute the correct passing option. Shane Pill from Flinders University, South Australia has developed work in this area.

DEEP LEARNING

12.4



Give-and-go – invasion game (4v1)

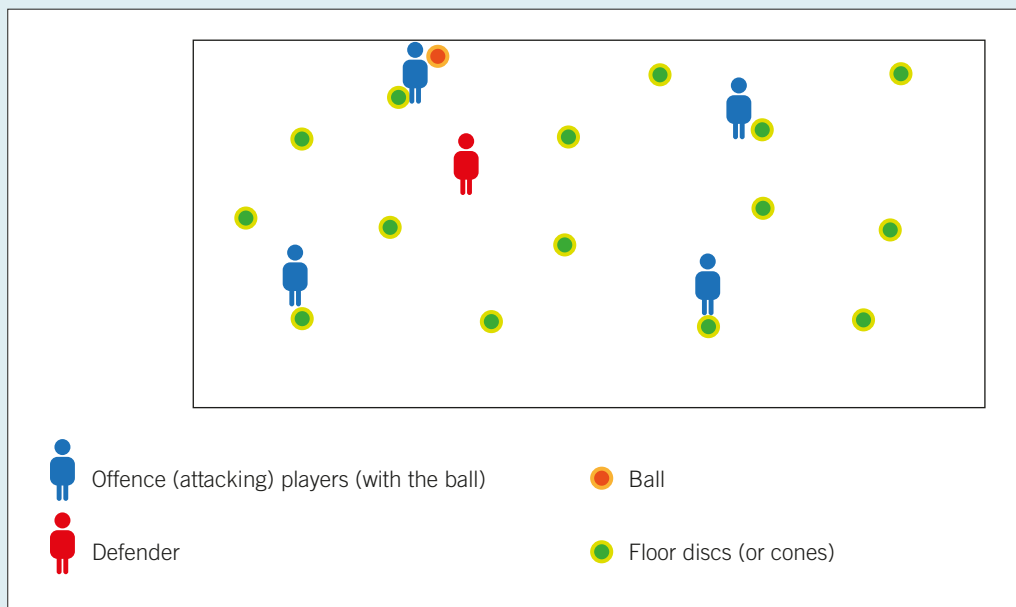


Figure 12.9 Give-and-go invasion game for creating space in attack

The rules of the game:

- Once the ball is passed to a teammate you have to move to a free disc to present yourself to receive a pass from a teammate.
- You can only receive a pass when at a marker.
- The object is for the group to complete as many successful passes as possible in the duration of the activity.
- A successful pass is one that is caught without touching ground or being touched by a defender.
- The defender aims to touch the ball or force an error in possession.
- A 'no contact' rule is applied for safety.

Progressions:

- 1 You can only pass the ball if your teammate verbally calls for the ball.
- 2 You can only pass the ball if your team verbally and physically (i.e. hand signals) calls for the ball.

- a What types of passes can you use to get the ball to a teammate?
- b When is it the right game situation to use each pass?

Give-and-go – invasion game (3v2)

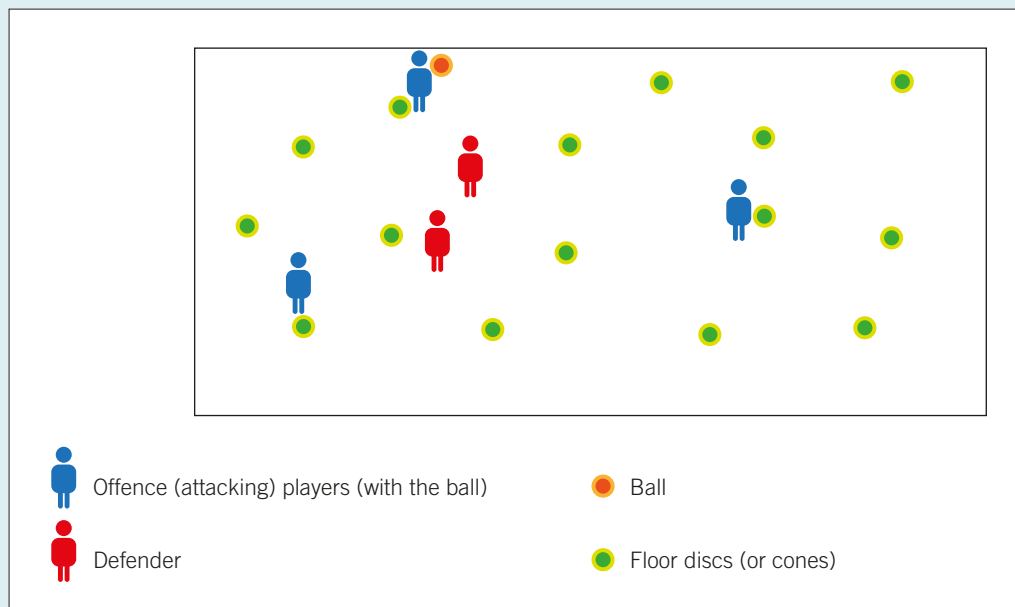


Figure 12.10 Give-and-go invasion game for creating space in attack

Analysis:

- 1 How can the players without the ball help the player with the ball?
- 2 What should off the ball players be doing in support of their teammate with the ball?
- 3 What should you do after you pass the ball?
- 4 What happens to the space when you move? What does that mean for your teammates?
- 5 What happens to the space if you do not move? And what does that mean for your teammates?
- 6 How can you indicate that you are open to receive the ball?
- 7 How can you use space to your advantage in maintaining possession?

The rules of the game can be manipulated to progressively increase the complexity of the play. For example, a) allow players to receive the ball while moving to the free marker, b) allow players to move diagonally through the grid as well as along the line, and c) limit possession to three seconds in order to decrease the decision-making time. Additionally, if the players discover that their passing skills are the cause of turnovers, they may come up with the intervention of specific throwing practice to further develop their throwing motor patterns. Alternatively, if it is individual players who require this attention the teacher can work with an individual's technique on the sidelines before returning them to the play practice.

At the completion of the practice game the conceptual development should be consolidated before returning to the original game. For example, how can the team members without the ball support their teammate with the ball so that there is an effective pass (i.e. one where the team maintains possession)?

DEEP LEARNING

12.5

Developing offensive strategies

- 1 A group of 10 is split into two equal-ability teams to play 5v5 of an invasion game, such as basketball, hockey or football.
- 2 One team is the defenders and play a 2–1–2 zone defence with the aim of the defenders to defend any passes or shots at goal from the part of the zone they are defending.
- 3 The other is the offensive (attacking) team who attempts to score with normal rules applying.
- 4 Play starts with the offensive team in possession at the halfway line and play stops when the attacking team scores or the defensive team wins possession.
- 5 Record which team wins each contest.
- 6 After 10 attempts the teams swap roles as attackers and defenders.
- 7 Record your offensive and defensive results in the table below.

	Team A	Team B
1	Defenders – possession gained: /10	Attackers – goals scored: /10
2	Attackers – goals scored: /10	Defenders – possession gained: /10



Figure 12.11 A basketball team playing a 2–1–2 zone defence

- 8 In your team, design, develop and practise an offensive strategy to beat the 2–1–2 zone defence and score successfully. Ensure all players are involved and know their roles in the strategy.

- 9 Repeat the process again and record the results in the table below, to see if the team's offence has improved.

	Team A	Team B
1	Defenders – possession gained: /10	Attackers – goals scored: /10
2	Attackers – goals scored: /10	Defenders – possession gained: /10

- 10 Extension: Using your workbook or a blank sheet of paper, design another offensive strategy for another invasion game. For example, a centre pass in netball, a corner in hockey or football, or a kick-in in Australian rules football.

Energy expenditure and performance

A time-motion analysis can be used by coaches to see how much a player is moving and monitor their expenditure of energy. This is important to skill performance so that players can operate at an optimal level. This data can be used to ensure similar time motion is used in training as it is in matches.



HPE and science

During exercise, your body relies on three basic energy systems: the anaerobic alactic system, the anaerobic lactic system and the aerobic system. Depending on the sports played, athletes rely on one system more than the others.

An understanding of the involved energy systems in a particular sport gives valuable information about the strength qualities necessary in that sport. This information gives the personal trainer or strength coach clues on how to conduct the strength training.

Adenosine Triphosphate Creatine Phosphate (ATP-CP) the energy system the body mainly uses for powerful movements that require only a few seconds

lactic acid system the energy system the body mainly uses for movements that take from a few seconds to a few minutes

aerobic system the main energy system the body draws upon for movements that last for a few minutes to a few hours of duration

- The **Adenosine Triphosphate Creatine Phosphate (ATP-CP)** system provides high bursts of start-up energy for activities of a few seconds in duration. Sports that require high amounts of short duration acceleration include gymnastics and sprint athletics events such as the 100-metre sprint and discus.
- The **lactic acid system** provides energy for medium- to high-intensity bursts of activity that last a few seconds to a few minutes. The 400-metre sprint requires mainly this system.
- The **aerobic system**, the most utilised system, provides energy for low-intensity activities that last anywhere from a few minutes to a few hours. The aerobic system requires oxygen and is used mainly for sports of continuous sustained efforts such as long-distance swimming or marathon running, as well as many team sports.

DEEP LEARNING

12.6

Time motion analysis

- In groups of four, allocate the roles of:
 - player
 - possession statistician
 - attacking time-motion statistician
 - defensive time-motion statistician.
- Download the TimeMotion app, which measures the amount of time a player spends standing, walking, jogging, running, fast running and sprinting during a match.
- The class plays a small sided 3v3 invasion game for 10 minutes. The attacking time-motion statistician only records when their player's team has the ball, otherwise the recording is paused. Similarly, the defensive time-motion statistician only records when their player's opponents have the ball, otherwise the recording is paused.
- From the TimeMotion app, copy and complete the table below.

a Attacking statistician:

	Stand	Walk	Jog	Run	Fast run	Sprint
Frequency						
% Frequency						
Time						
% Time						

b Defensive statistician:

	Stand	Walk	Jog	Run	Fast run	Sprint
Frequency						
% Frequency						
Time						
% Time						

c Possession statistician:

Possession Type				
Tally				
Total				

- Compare the time-motion and possession statistics with another player. What conclusion can you draw about how hard the players are working for their possessions?
- What conclusions can you draw from the data about the players work rate in attack versus in defence?
- Play the matches another three times, rotating among the group so that all players experience each role.

CHAPTER REVIEW

- In many team sports there are three main phases of play:
 - offense, or attack, is when an individual's team has possession
 - defence is when an individual's opponent has possession
 - contested, or in dispute, is when no team has possession.
- On the ball is the attacking or defensive movements a player makes when they have possession.
- Off the ball is the attacking or defensive movements a player makes when they, or any directly involved opponent, do not have possession
- There are two types of defensive play: zone and one-on-one defence.
- Offensive player movement requires maintaining a position and developing defensive strategies.
- A time-motion analysis can be used by coaches to see how much a player is moving and monitor their expenditure of energy.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** The three phases of play in invasion team sports are:
 - a** offence, defence and contested
 - b** scoring, zones and one-on-one
 - c** winning, losing and drawing
 - d** attacking, winning disputed possession and scoring
- 2** Coaches develop game plans to guide players':
 - a** skilful movements
 - b** thinking and movements during the game
 - c** sport science, physical education and health
 - d** offence, defence and contested
- 3** A water polo centre-forward shooting for goal is an example of:
 - a** a contested ball win
 - b** a zone defence
 - c** on the ball movement
 - d** off the ball movement
- 4** The majority of a player's decision-making during a match is:
 - a** by the coach during the pre-game talk
 - b** in the car on the way home
 - c** for on the ball movements such as passing and shooting
 - d** for off the ball movements such as running into space and defending opponents
- 5** A netball goal keeper closely following their opposition goal shooter is an example of:
 - a** a contested ball win
 - b** a zone defence
 - c** on the ball movement
 - d** off the ball movement
- 6** Some of the benefits of using a zone defence are:
 - a** it increases your chances of winning a contested possession and increases your chances of scoring
 - b** it makes your team more skilful
 - c** it conserves the energy of players and reduces the space for opposition to lead and forces the opposition to try to score further from the goal
 - d** your team will get fitter as everyone has a player to cover
- 7** Some of the benefits of using a one-on-one defence are:
 - a** it increases your chances of winning a contested possession and increases your chances of scoring
 - b** everyone marks a player and a coach can get match-ups right
 - c** it conserves the energy of players and reduces the space for opposition to lead and forces the opposition to try to score further from the goal
 - d** it makes your team more skilful
- 8** Heat tracks are useful to see:
 - a** which part of the court/field a player is mainly running
 - b** how fast a player is running
 - c** how skilful a player is
 - d** if a team's zone defence is effective
- 9** The human body's three systems of energy are:
 - a** sprinting, middle distance and marathons
 - b** ATP-CP, lactic acid and aerobic
 - c** sport science, physical education and health
 - d** offence, defence and contested

- 10** A time-motion analysis from a GPS device can be used to:
- a** measure a player's volume of training to avoid overuse injuries
 - b** enable the types of movements in matches that can then be replicated in training
 - c** plan the conditioning phases of pre-season training
 - d** all of the above

SECTION B – Short-answer questions

- 1** Explain why a team's game plan must consider all three phases of play.
- 2** Explain why players need to develop both on the ball and off the ball movement skills.
- 3** Describe the difference between one-on-one and zone defensive structures.
- 4** Describe how a player can use offensive tactics to assist their teammates to make a successful pass to them.
- 5** In a chosen sport, analyse how a team could overcome a team playing a zone or one-on-one defensive structure against them.

SECTION C – Higher order thinking (HOT) questions

- 1** Use a diagram and series of bullet points to explain both an offensive strategy and defensive strategy that you have designed for the sport of your choice. If it is for a team in a sport that you play, consider your team's strengths and weaknesses in developing the plan (i.e. are you a fast team, tall team, skilful team?).
- 2** Design a task that gathers information from players in a game that could be used by an injured non-participant in a Physical Education class or sport coaching session.



13

Becoming a thinking player

Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMPO82)

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. **Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations.** They apply the elements of movement to compose and perform movement sequences.

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Organise your thinking

Games are constantly changing, so movement solutions will vary according to the dynamics of the game at any given moment. For example, in a match of netball it would usually be a better option to lob a pass high to a very tall teammate so that they can use their height to advantage. Similarly, if you have a shorter teammate, a bounce pass may be the best option. An effective player, with good game sense, understands what is occurring in the game to execute an appropriate skilled movement given the situation in the game. This is known as information-movement coupling.

Making connections

- Can the learning from one game be transferred to another similar game?
- What are the similarities in the body's movements across different sports?
- How can tactics improve performance?

13.1 Transferring strategies to movement situations

Can you think of the first time that you played a new sport for a team in a Physical Education lesson or at the park with friends? Even though you could have been experiencing this sport for the first time and you didn't know all the rules and possess all the skills, you probably still had some degree of success. This is because often different sports have more similarities than differences.

Sports can be classified into four main categories:

- target games (e.g. tenpin bowling, golf, archery)
- net/wall games (e.g. volleyball, tennis, badminton)
- striking and fielding games (e.g. baseball, cricket)
- invasion games (e.g. netball, rugby league, lacrosse).

principles of play

generalised concepts that can be applied to all sports in a game category to help understand the game

game categories groupings of games that have common principles of play and, therefore, similar tactical and strategic thinking

The games within each category are based upon similar **principles of play**, which is the logic of the game. A principle of play in all net/wall games is placement. For example, the idea of the game is to land the object into the opponent's court. This is done by placing the object into a place on the court that the opponent will find hard to return, such as deep and wide on their side of the court. So if someone has previously played tennis, they would know in badminton that they generally need to try to hit the shuttle away from the direction of the opponent to land it on the floor. In defence, the best position to stand is in the middle and back part of the court, as it will be much easier to move to the left, right or front of the court when required. While specific skills and rules make a sport unique, principles of play provide the concepts applied to all sports in a **game category** to help understand the game.

Skill transfer



Did you know?

The Australian Sports Commission's resources such as the Game Sense Cards and the Playing for Life Resource Kit categorise games and sports into four groups. The games in each category present similar movement challenges, decision-making within the game and tactics. Learning one sport within a game category is, therefore, transferable to other sports within the same game category.

Skilled players are flexible in their thinking and responding and have more than one way of performing a technique. They are able to flexibly adapt and modify techniques to meet the demands of the play as those demands occur. Games are always changing from moment to moment as players move in response to each other. Skills learned in one situation, therefore, need to be transferable to other similar yet different situations. For example, in cricket, a ball might be bowled 'on stumps'. If it is the opening ball of the match, the batter would normally choose to block the ball. However, if it was the last ball of the match and the batters team required two runs to win, the batter may choose to drive the ball, which requires the shot to have more 'backswing' and 'follow through'. A similar scenario may apply in another striking/fielding game. When students are learning a new game, teachers need to use 'bridging' to explain similar scenarios from previous learning from other games within that game category.

DEEP LEARNING

13.1



Match each sport with the game category

Game category	Sport
Net/wall	Golf
Invasion	Basketball
Striking/fielding	Netball
Target	Softball
	Lawn bowls
	Gaelic football
	Baseball
	Table tennis
	Ice hockey
	Gridiron
	Tee-ball
	Lacrosse

DEEP LEARNING

13.2



Researching game categories

- The class is divided into four groups. Each group is allocated a game category and investigates, as a group, the similarities and differences between the sports within that category:
 - net/wall games (e.g. badminton and tennis)
 - invasion games (e.g. football and hockey)
 - striking and fielding games (e.g. softball and cricket)
 - target games (e.g. bocce and lawn bowls).
- In investigating, consider the movement challenges, decision-making and tactics that are similar between the two sports. The differences may include the field/court size, equipment and rules.
- One person from each group comes together to form a group of four, and the findings from each game category are shared.

Below is a diagram of a tennis court. The green dots show where Serena's ball from the last shot of the rally landed in Victoria's court for the points that she won. While Serena hit winning shots all over the court, most of the points she won landed on Victoria's backhand side. This suggests that Victoria may be weaker on her backhand side and needs to practise her backhand shots more.

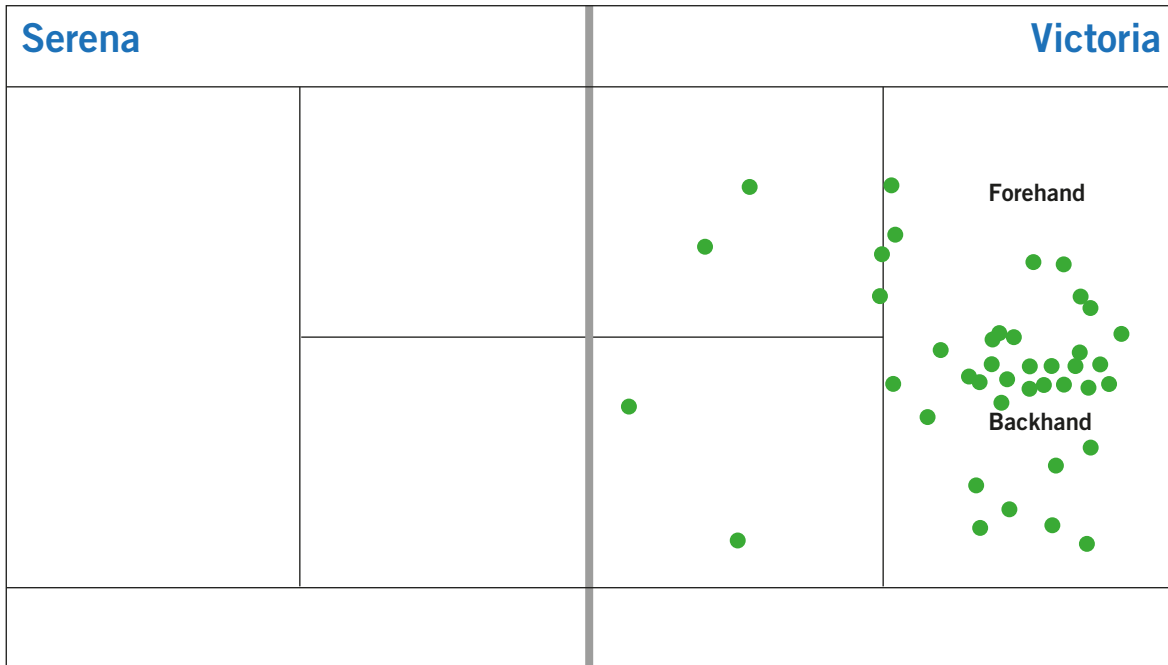


Figure 13.1 The landing position of the last ball in each point won in a tennis match



Figure 13.2 Tennis player Rafael Nadal is known for his two-handed backhand, a play which garners him many points.

DEEP LEARNING

13.3



- 1 The class divides into pairs, each with one player and one statistician. The class plays a series of 1v1 badminton.
- 2 Using the same idea as opposite, the statistician will plot below where on the court the last shuttle landed/was played from the points that their team lost.

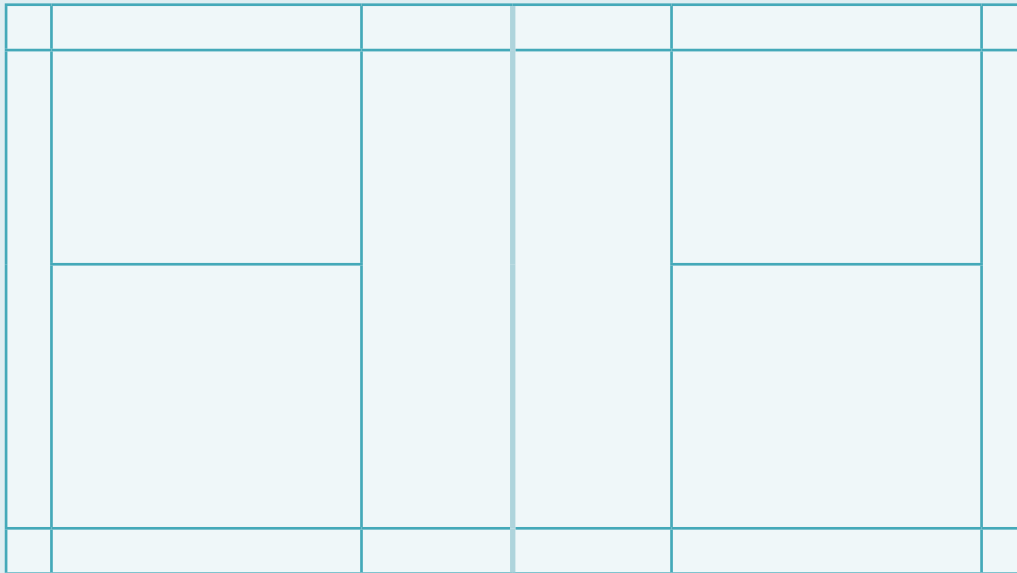


Figure 13.3 Plot the dots on the badminton court where points are lost.

- 3 After 15 minutes, swap roles as player and statistician.
- 4 Using the data collected analyse which part of the court you lost most of your points on. What shot is normally played for that part of the court?
- 5 Work with your partner to identify the shot that you need to practise.
- 6 Extension: After practising the shot, return to playing games to see if any improvements have been made.

Game categories enable us to think about common principles of play that help understanding of the concepts, tactics and strategic thinking behind the problem-solving of different sports in the same game category. The principles of play form the logic or understanding of the nature of the game. For example, whether tennis, table tennis, squash or volleyball, the principles of play for net and court games are:

- 1 Consistency – consistently return the ball into play.
- 2 Placement and position – the ability to accurately place the ball where you want it to go.
- 3 Base – the ability to recover or return to a central court position.
- 4 Cover – the ability to cover the court to defend space to keep the ball in play.

Transferring concepts between games

In the last chapter we explored zone defences for invasion games. The concept of defending space can be applied to striking/fielding sports. For example, in cricket players may be positioned to defend space against a batter that is on top of a bowling attack. This is in order to stop runs being made or to force the batter to play shots they are uncomfortable playing in order to try to score.

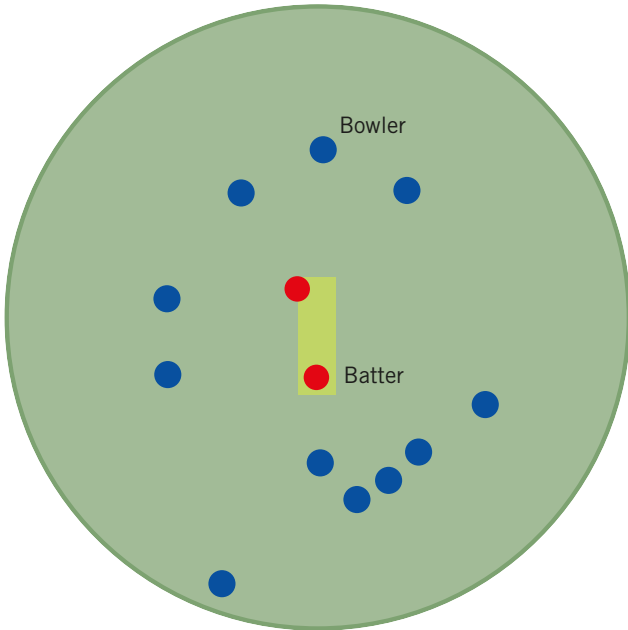


Figure 13.4 Typical cricket fielding positions

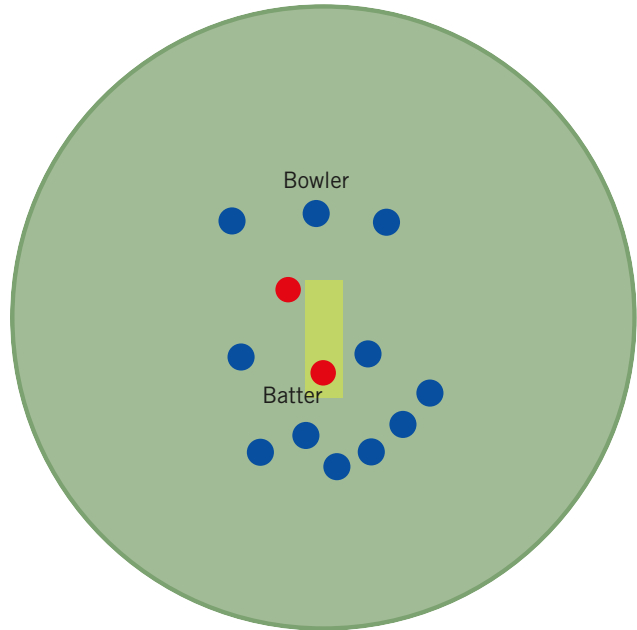


Figure 13.5 Fielders crowd the batsman

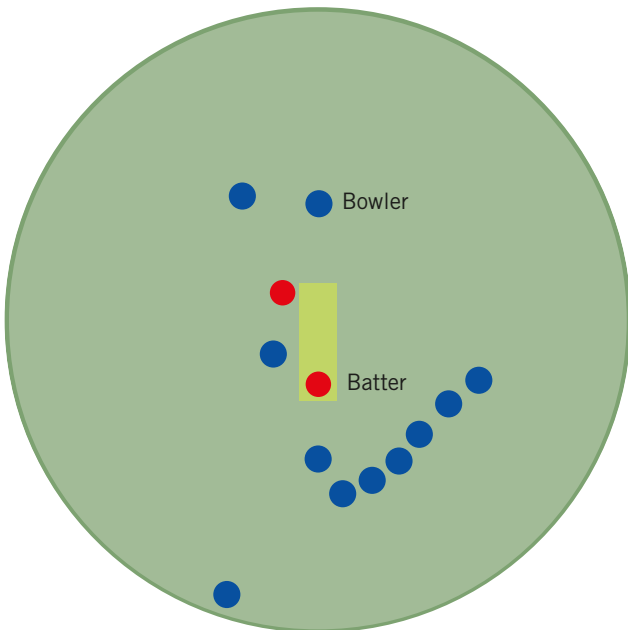


Figure 13.6 More fielders behind the batsman

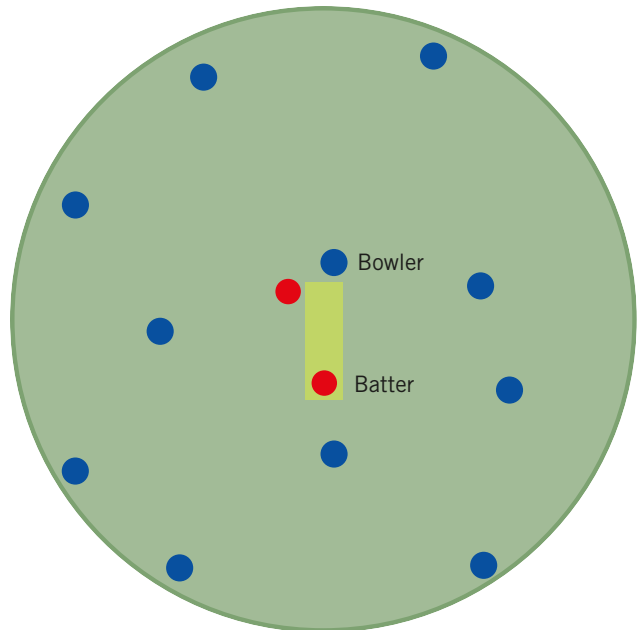


Figure 13.7 More fielders deep and on the leg side

Figure 13.4 is a typical cricket field. It features a balance of players on either side of the batter, the leg and off sides. It also has a balance of attacking fielders who are in a closer catching position, and defensive fielders who are further out and stopping the boundary. Figure 13.5 is an aggressive fielding strategy with all fielders in a catching position. This ploy may be adopted if the bowling team is on top and a new or struggling batter is at the crease. This brings in the idea of a zone defence with many players flooding, making it difficult for a player, in this case the batter, to attack. This is the same principle as flooding an opponent's goal in an invasion game, restricting their goal scoring opportunities. Figure 13.6 has most fielders behind that batter. This is a strategy used for a very fast bowler, with the fielders behind the batsman ready to catch an unwanted edge from the batter. Figure 13.7 is quite different from the other fields. It is a very defensive field with many players spread far out on the boundary. This strategy may be adopted if a batter is on top and has fielders trying to restrict runs, and hopefully take a catch in the outfield.

DEEP LEARNING

13.4



Defending space in net/wall games

- 1 a How could the concept of defending space be applied to doubles badminton?
 - b Use the court below to design a strategy that could be used by the two players as a defence in badminton.

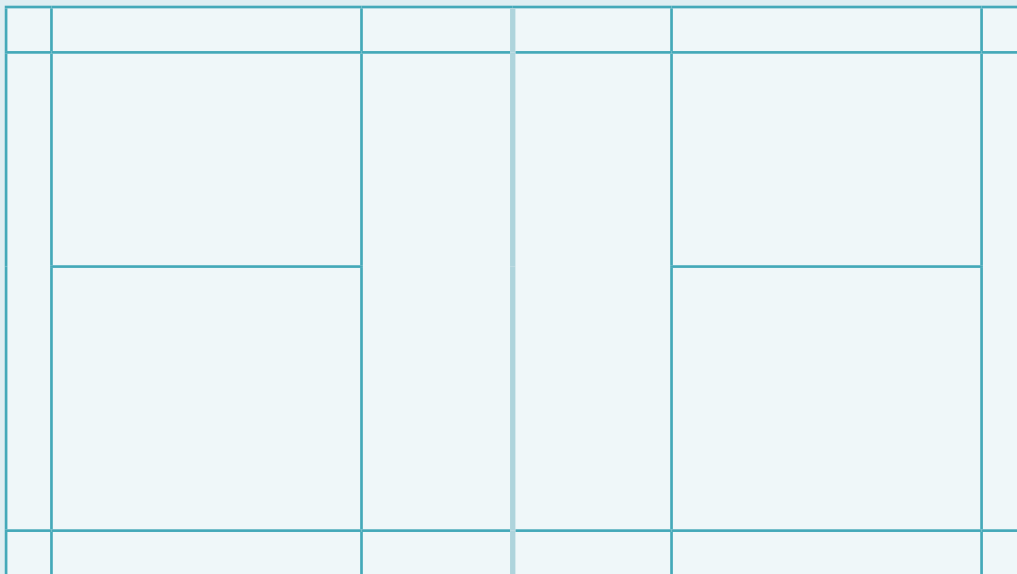
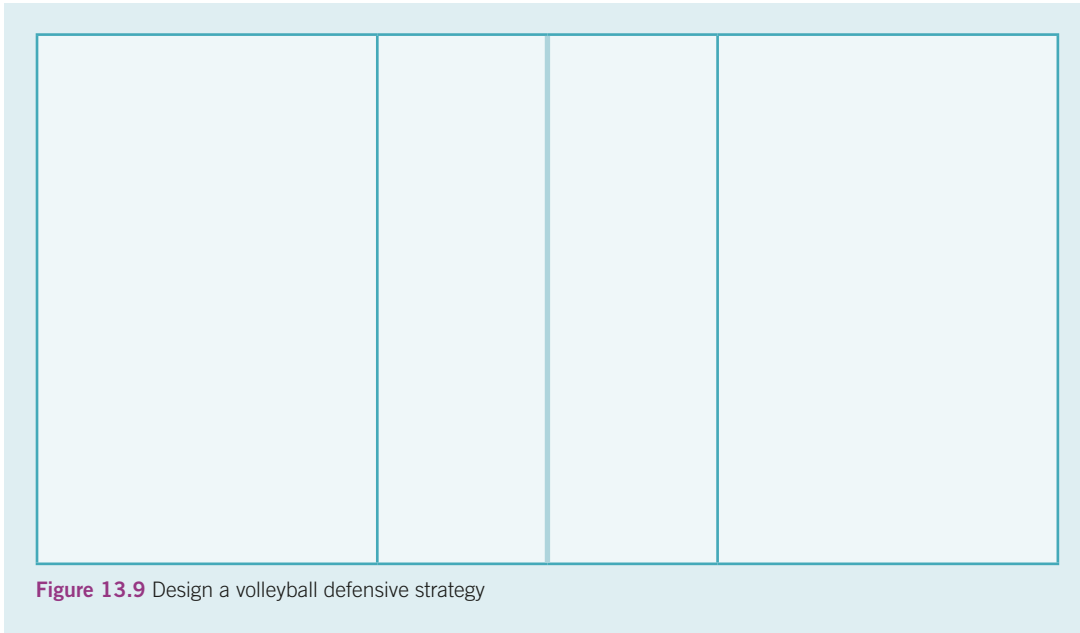


Figure 13.8 Design a doubles badminton defence

- 2 a How could the concept of defending space be applied to volleyball?
 - b Use the court to design a strategy that could be used by the six players as a defence in volleyball.



Tactical awareness

As we have discussed so far in this chapter, successful game performance goes beyond correct skill execution. It also includes behaviours that demonstrate the ability to solve tactical problems by making correct decisions. A baseball batter should hit the ball into the gaps in the field rather than straight to a fielder who might catch them, or easily throw to a base and run them out. A tennis player must move appropriately, normally by returning to the middle of their baseline after each shot in a rally. This will then allow them to move for the next shot to either their forehand side or their backhand side, or to defend a drop-shot at the front of their court.



Figure 13.10 A baseball player hitting the ball into the gap in the field

Successful game play requires players to do more than proficiently execute sport-specific movement skills. Capable players also need to be able to read the game situation when they don't have possession, respond by moving to an appropriate space of a field or court, react to produce an appropriate movement, and recover by moving to a position to set up further game involvement. This is known as **tactical awareness** and it enables players to fully develop their game play. For example, a hockey player may be proficient in their trapping, dribbling and passing of a ball. However, in a game they also need to know which space to run into to receive a pass or when to stand near an opponent if defending and so on.

tactical awareness the ability to identify and respond to tactical problems that arise during the game

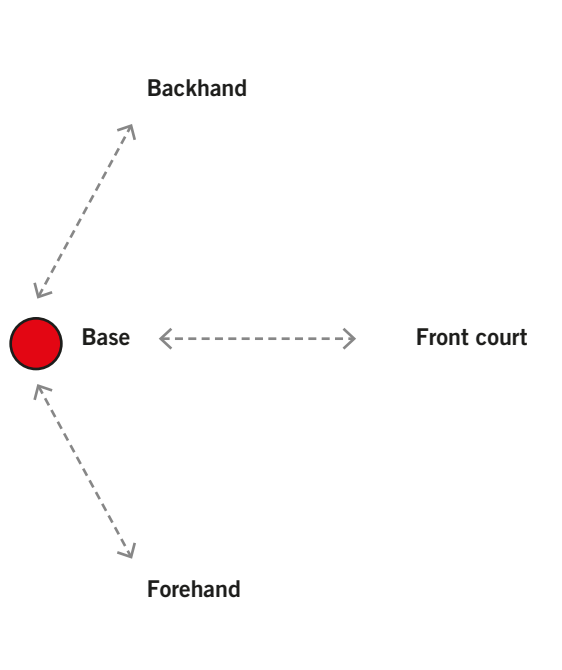


Figure 13.11 A tennis player will usually return to their 'base' position after each shot.



HPE and mathematics

A sports statistician collects and interprets data and then communicates the results, often via software. They ensure that complex mathematical statistical concepts are reported in a way the coach can understand and may often advise on them on strategy. The role of a statistician in the sports industry can be varied. Examples of data collected are the number of points scored by a point guard in basketball, the distance covered by a football striker or a goal shooter's goal average. This data can then be used to decide what to focus on at training or the next game.

Sports are increasingly coming up with sophisticated ways of monitoring and capturing massive volumes of data. Information collected during matches can be invaluable to those in the industry such as coaches, managers, sports scientists, nutritionists and medical officers. Having detailed access to records of player performance and activity helps to assess the impact of training schemes and diets, and predict recovery times after injuries.

Cameras, sensors and tracking devices record a multitude of elements of player performance. Managers, coaches and athletes are using data to dictate calorie intake, training levels and even fan interaction in the endeavour for better performance. For example, in professional rugby injury levels have been reduced by sensors that monitor the intensity of activity and the impact of collisions. This is compared to historical data to determine when a player might be in danger of overexerting or injuring themselves. These programs can be cost-effective if it saves the team having to pay for expensive star players to sit out a season with injuries.

Olympic sports teams also analyse how well their athletes sleep. Data is collected from wearable devices athletes wear at night and is then correlated with track performance. At important competitions, the coaches can now assemble their team not only on past performance but also on the level of sleep team members had in the nights before the event.

13.5

DEEP LEARNING

Game performance analysis in net/wall games

- 1 The class divides into pairs: one player and one statistician. The class plays singles badminton (or any net/wall game). Students should be playing against someone of similar ability.
- 2 The statistician is going to record elements of the player's game performance.
 - a For the first 10 minutes the statistician, using the table below, will observe and tally how often the player returns to base each time after playing a shot. The base position, which a player should return to after each shot played, is the middle of the court, which enables the player to easily move in any direction.

Component of game performance – returning to base

Player	Fully returns to base		Partially returns to base		Doesn't return to base	
	Tally	Total	Tally	Total	Tally	Total

- b The player and statistician swap roles. Again for 10 minutes the statistician will observe and tally how often the player adjusts for each point. Adjusting is choosing correctly whether to attack (closer to the net) or defend (away from the net, and bend lower to the ground), according to the flow of the game.

Component of game performance – adjusting

Player	Fully adjusts		Partially adjusts		Doesn't adjust	
	Tally	Total	Tally	Total	Tally	Total

- c The player and statistician again swap roles. For the final 10 minutes the statistician will observe and tally the player's skill execution for one particular shot. The player must choose a shot, such as their forehand overhead, to be analysed.

Component of game performance – skill execution

Player	Effective skill execution		Partially effective skill execution		Ineffective skill execution	
	Tally	Total	Tally	Total	Tally	Total

- d The player and statistician swap roles for the final time. From the data gathered from the three game components:
- What is each player's strongest game component?
 - What is each player's weakest game component?
 - How could these results inform what the focus could be at training?

13.2 Similarities in movement sequences

Imagine an Australian rules football match where a player is running then jumps to take a mark, lands on the ground, continues to run again before bouncing the ball and finally kicking a goal. A series of fundamental and/or specialised movement skills are combined together to form a movement sequence.

Most skills can be divided into three main phases:

- 1 the preparatory phase
- 2 the execution (contact or release) phase
- 3 the follow-through phase.



Figure 13.12 Australian rules football player performing several movements in a movement sequence



Figure 13.13 Fencing preparation, execution and follow-through phases of the movement sequence

The preparatory phase

ready position used in many sporting situations as the body position just prior to contesting. The body is shorter than normal height due to knee bend and back leaning slightly forward. With weight placed more upon the toes it allows explosive movement in any direction.

A **ready position** preparatory phase involves movements that get the player ready for the force-producing movements in the execution phase.



Figure 13.14 Athletes from various sports are all in the ready position. They have lowered their body's base of support, which enables them to move explosively when they take off.

The execution phase

The execution phase is when a player performs the movements that produce force, impact or propulsion (kicking, bouncing, hitting, spiking, shooting, passing etc.). It is also at the point of contact or release of the movement. Successful execution requires the player to apply the correct amount of force, in the correct direction and with precise timing.

The follow-through phase

This phase is where the movement slows down after impact and the player prepares for the next action. The follow-through is important in slowing the body parts down over a longer period of time, absorbing the forces produced and helping to prevent injuries.

Skills checklists are useful to analyse the development of skills. Many skills tests assess skills in closed conditions where the player is under reduced pressure. There are limited environmental constraints, such as opposition players and moving teammates, influencing the skill performance. A real indication of a skilled performance should be under the pressures of a game situation.

DEEP LEARNING

13.6

Exploring movement sequence

- 1 Choose a movement sequence of a sport or physical activity of your choice.
- 2 Produce a series of burst photos using fast-action photography, such as on a smartphone, to capture multiple frames of your skilled sequence.
- 3 From your photos, distinguish different fundamental and/or specialist movement skills from your skilled sequence.
- 4 For each fundamental movement and/or specialist movement skill, identify the preparation, execution and follow-through phases similar to the soccer goalie in Figure 13.14.



13.3 Strategies to solve movement challenges

Tactical awareness

Sports and games require players to constantly make many decisions. For example, where to pass, who to pass to, where to move to and how hard to throw the ball. Skill drills assist the development of technique by learning habits moving a certain way through repetitive practise. However, skill drills are limiting as they do not provide opportunities for when and where to perform that skill in such a way that it is flexible to the needs of a game situation. For example, the speed at which defenders are moving, the number of defenders, the defenders' position around you, and the

positioning of your teammates and their movements all vary dynamically in a game. The ability to adapt to the constantly changing game environment is a key determinant in outperforming an opposition. The more similar the practice environment to the game environment, the more likely there will be transfer of learning from the practice to the game.

13.7

DEEP LEARNING

Applying tactics in games

- 1 The class is divided into five equal ability teams of approximately five players each and plays a round-robin tournament of a small-sided invasion sport such as basketball, netball (without wings), lacrosse, football or hockey.
- 2 Given there are five teams, there are two matches played at a time, leaving one team to be the 'duty' team that can oversee the running of the games such as umpiring, scoring, etc.
- 3 Prior to each match, the five teams have a 15-minute practice session on one of the five tactical approaches of their choosing from the task cards below. Teams will focus on applying that particular tactical approach for their upcoming match.
- 4 A team focuses on a different tactical approach for each match.

Tactical approach A – fast break

A fast break is when a team attempts to move the ball up from defence to attack and into a scoring position as quickly as possible, so that the defence is outnumbered and does not have time to respond. As speed is required, usually the fastest player in the team is used in the fast break.

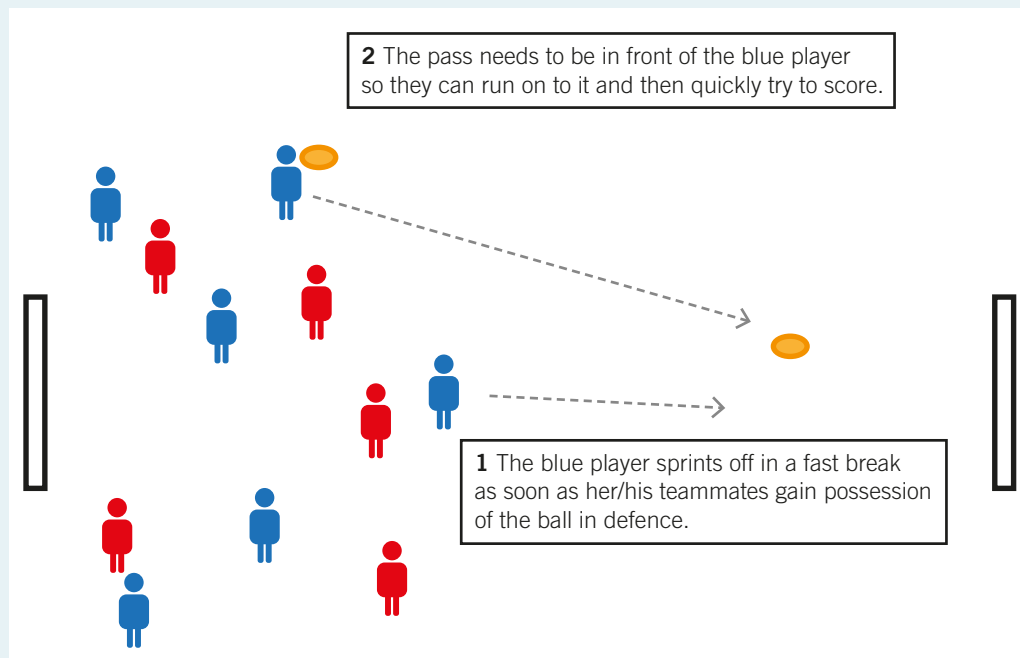


Figure 13.15 Tactical approach task card A – fast break

Tactical approach B – one-on-one defence

In many invasion games, teams play a one-on-one defence. As soon as the opposition gain possession, individuals within a team need to each find a player to mark. Sometimes a player's direct opponent may be further away than another opponent. This requires all the players within a team to organise themselves so that all players, whether it be their immediate opponent or not, are marked as quickly as possible.

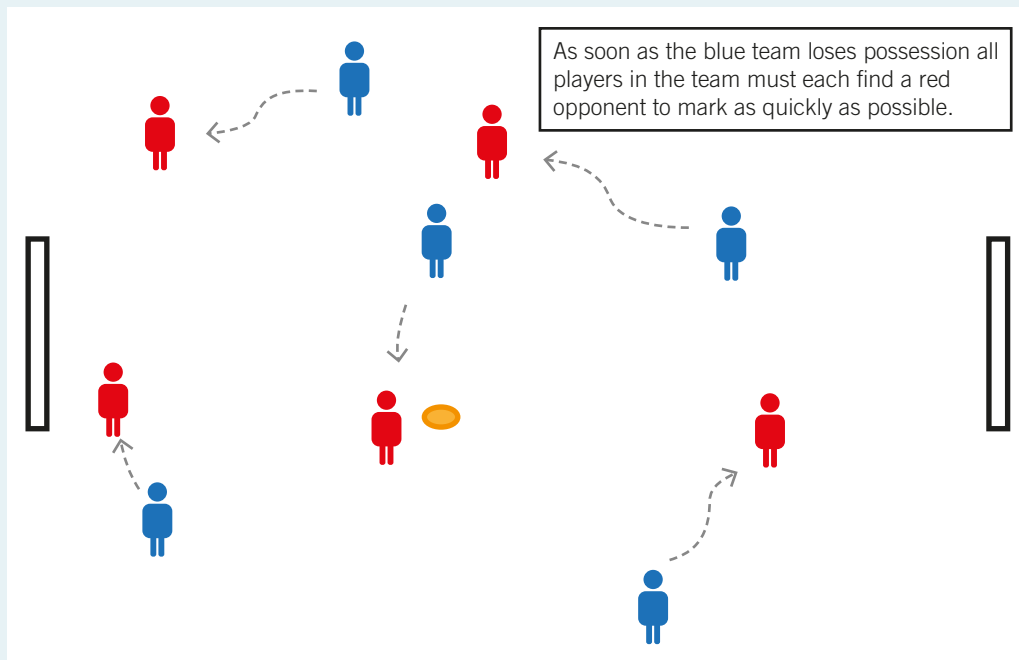


Figure 13.16 Tactical approach task card B – one-on-one defence organisation

Tactical approach C – motion offence

A motion offence is a flexible offence that utilises player movement, passing and **cutting** (changing direction), and setting blocks. Motion offences often use player **movement of advantage** as a strategy to exploit quickness and/or fitness of the offensive team and to overcome any strength and size advantages of the defensive players. A motion offence involves passing the ball until a teammate becomes open for an uncontested shot at goal. Players are also required to be unselfish and disciplined in continually leading, and be effective in blocking their teammate's direct opponent.

cutting when a leading player quickly changes direction as a way of trying to lose their opponent

moment of advantage the significant moment that improves the configuration of players and their relationship between key game variables (e.g. opposition players, where the play is occurring on the field) that creates an opportunity to give the team an advantage

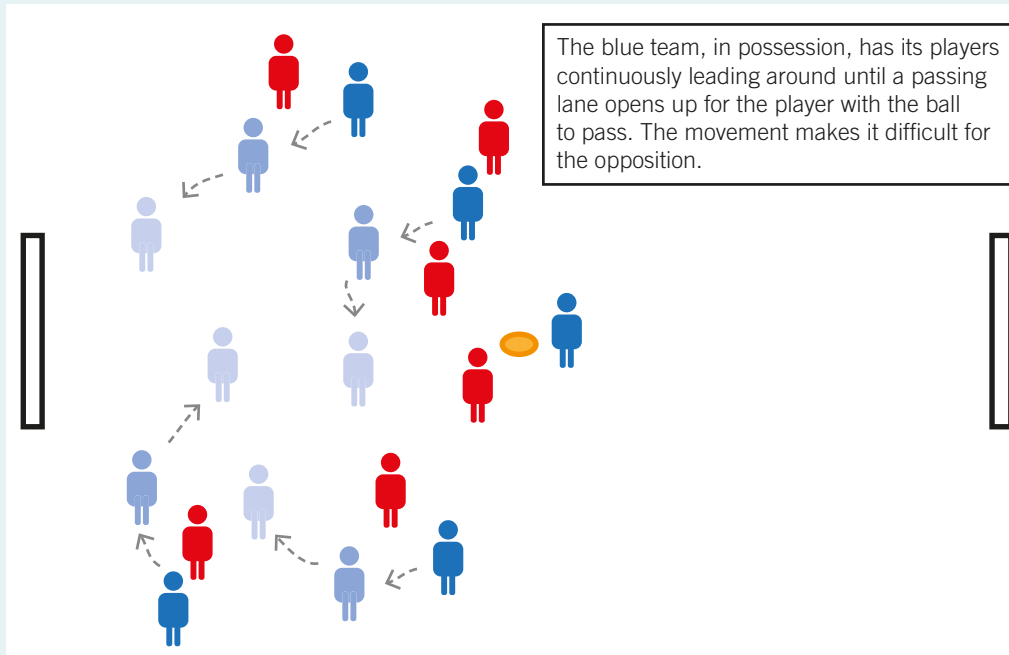


Figure 13.17 Tactical approach task card C – motion offence

Tactical approach D – switch

A switch uses the width of the court/field by moving the ball laterally across the ground, hoping to find an easier path forward. A successful switch play creates space for teammates to lead into the open side of the playing area. This area has the greatest space occupied by the least number of players. However, a switch play requires accurate, skilful and long passes, otherwise a turnover is likely.

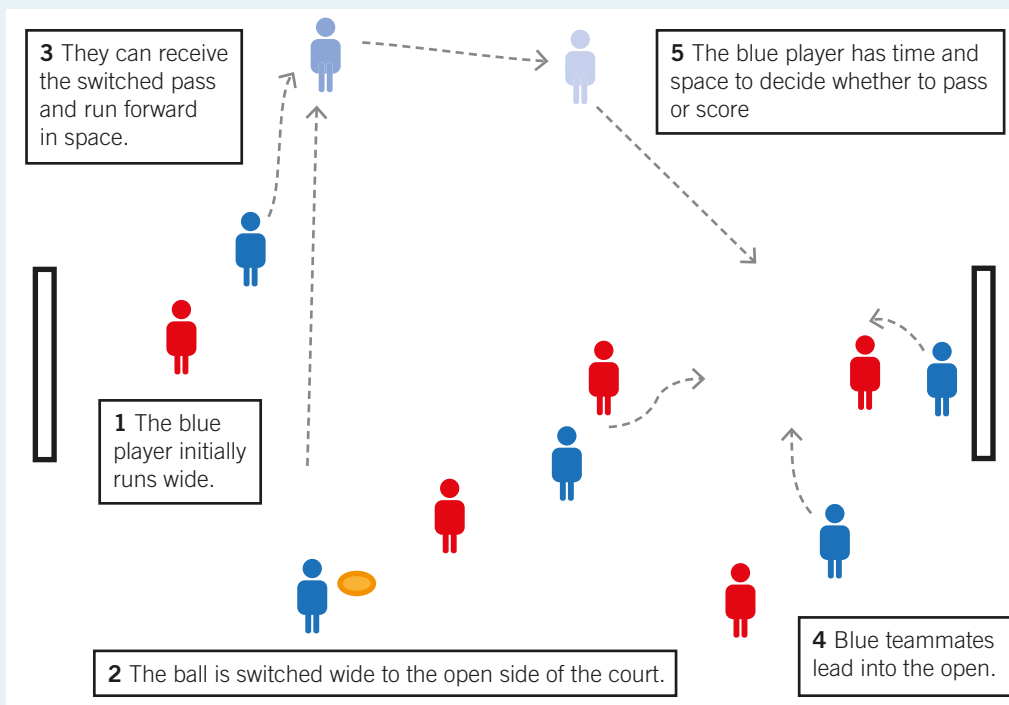


Figure 13.18 Tactical approach task card D – switch

Tactical approach E – frontal press

A frontal press is used when the opposition has the ball in your forward area. Players push up on the ball to restrict the opposition play space. The immediate forwards are to pressure by chasing hard and putting the opponent under pressure when disposing the ball. Should the opponent make a successful pass to a teammate, the next line of players is surrounding that area, which will put that next opponent also under pressure. Should a turnover occur, the attacking team has a chance to score.

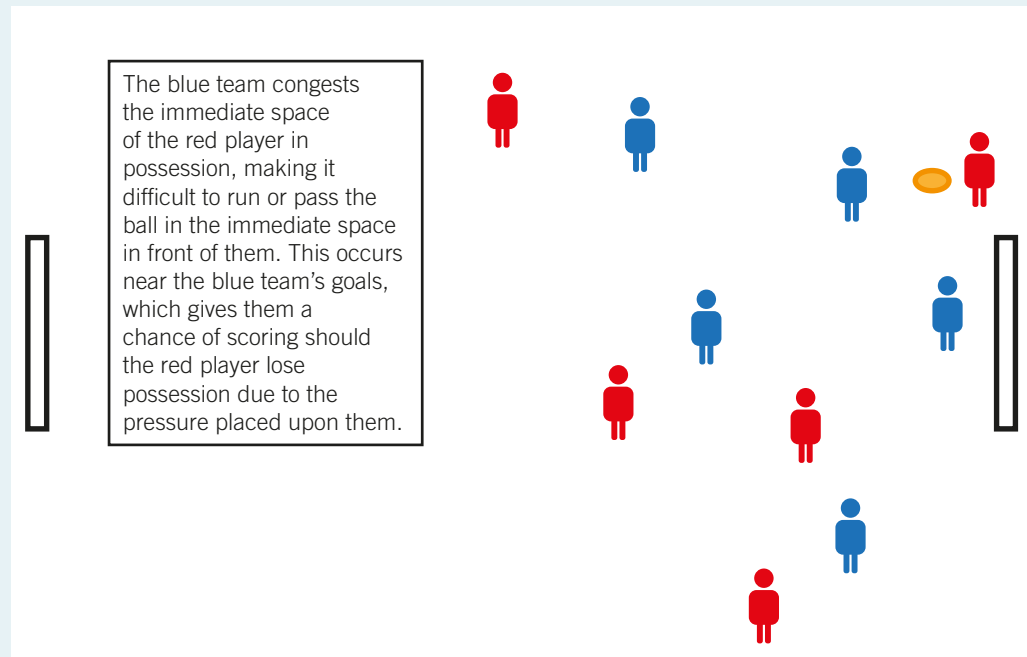


Figure 13.19 Tactical approach task card E – frontal press

- 5 Having attempted various tactical approaches:
- Which one was most effective and why?
 - Which one was least effective and why?
 - What factors enabled a tactic to work successfully?
 - In what other sports do you think these tactical approaches could also work successfully?



HPE and technology

Head and body camera technology provides important visual feedback to players, which helps them identify important visual cues. These cues help them make correct decisions and improve their chances of success. High-definition footage would provide players with greater detail and allow the identification of less obvious visual cues.



Figure 13.20 Head camera technology



Figure 13.21 Other forms of technology used in sports include smartphones and smart watches, which can aid in recording information such as kilojoules burned and the overall time of any physical activity performed.

CHAPTER REVIEW

- Principles of play are generalised concepts that can be applied to all sports in a game category to help players and individuals understand the game.
- Skilled players are flexible in their thinking and responding. They have more than one way of performing a technique.
- Tactical awareness is the ability to solve tactical problems by making correct decisions.
- A series of fundamental and/or specialised movement skills are combined together to form a movement sequence.
- Movement sequences include the preparatory phase, the execution phase and the follow-through phase.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1 Lacrosse, basketball and touch football all belong to which game category?
 - a net/wall
 - b invasion
 - c striking/fielding
 - d target
- 2 Archery and golf belong to which game category?
 - a net/wall
 - b invasion
 - c striking/fielding
 - d target
- 3 Tee-ball belongs to which game category?
 - a net/wall
 - b invasion
 - c striking/fielding
 - d target
- 4 Squash and badminton belong to which game category?
 - a net/wall
 - b invasion
 - c striking/fielding
 - d target
- 5 A skilful player is one who:
 - a can show the coach a perfect technique at training
 - b performs an appropriate technique in a game situation
 - c never changes their movements
 - d is a naturally good player
- 6 In a ready position one must:
 - a watch both the ball and the opposition players
 - b rock back and forward on your feet
 - c bend your knees, lean slightly forward and shift your weight forward
 - d think about your game played up until that moment
- 7 Most skilled movements can be divided into what three phases?
 - a practice, execution and follow-through
 - b preparation, execution and finish
 - c practice, practice and practice
 - d preparation, execution and follow-through
- 8 A switch in invasion games involves passing in which direction?
 - a at the goals
 - b backwards to a teammate
 - c wide across the court/field
 - d as long as possible
- 9 A motion offence requires a team to:
 - a continually move and pass in the forward area, until a scoring opportunity presents
 - b keep running all game long over the whole playing area
 - c only run in attack and not bother to defend
 - d attempt scoring at every possible opportunity

10 A forward press requires:

- a** all players to go back to their positions when the opposition gain possession
- b** all players to quickly find any opponent to mark when the opposition gain possession
- c** many players to move forward and pressure the opposition when they have possession in your forward area in the hope they turn over possession, giving your team a scoring opportunity
- d** all forward players having friendly rivalry to see who scores the most

SECTION B – Short-answer questions

- 1** Why should skilled movements be practised in game situations?
- 2** List the types of data that could be gathered in a sport of your choice.
- 3** What attributes would be required of an athlete that would be proficient at using a fast break to score successfully?
- 4** Provide an example of a tactic that could be used in more than one sport.
- 5** How can video footage improve a player's decision-making?

SECTION C – Higher order thinking (HOT) questions

- 1** Develop a strategy that a team could use in an invasion game such as rugby union, Australian rules football or netball from a game's restart (i.e. kick-off, centre bounce-down, centre-pass to scoring).
- 2** Research and design a tournament fixture involving eight teams.

14

The social, health and skill-related benefits of physical activity

Organise your thinking

We participate in physical activity for many different reasons. The most common reason is to develop social fitness where we look to have fun, build relationships and achieve a sense of belonging. Sometimes we work out to improve our health fitness (e.g. going to the gym to run on the treadmill in order to train our heart and lungs). On other occasions, we may be seeking skill fitness gains, such as specific practising movement sequences in a martial arts drill involving a combination of kicks and punches. However, in most cases our choices of physical activity result in a combination of social-, health- and skill-related fitness.

Making connections

- What is the difference between social fitness, health fitness and skill fitness?
- How can I measure my levels of social fitness, health fitness and skill fitness?
- How can I improve my overall fitness?

Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083)

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. **They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.**

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

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14.1 Understanding why we participate in physical activity

It has long been recognised that each individual person has their own unique motivation for becoming involved in physical activity and, importantly, staying involved in physical activity. Indeed, it is often the case that your personal motivation for participation may well change during your journey from childhood, through **adolescence** and into adulthood.

For example, as a child you may well participate primarily for social benefits such as fun and entertainment. With increased training and exposure to competition during your teenage years, you may become motivated by skill development, self-improvement or attaining a personal best. As you move into adulthood, your motivation may focus on overall health and wellbeing. Many religious traditions emphasise the importance of health and fitness based on the link between physical health and spiritual/religious health in which the physical and the spiritual/religious dimensions of the person mutually reinforce each other. Physical activity also involves healthy interaction with others and thus reinforces the religious emphasis on building positive, healthy communities.

adolescence the period of life between childhood and adulthood

Let's focus our attention on the early adolescent age group, most similar to you. According to research conducted by the Australian Sports Commission, the top five reasons why children in Australia play sport are:

- to have fun and develop fitness
- to make friends
- to learn new skills
- to enjoy competition
- to be challenged.

These research findings are consistent with those conducted in other parts of the world. For example, a study conducted by Michigan State University in the United States concluded that children aged 10–12 were most likely to play sport for the following reasons:

- to have fun
- it's something they're good at
- to improve skills
- to stay in shape
- to get exercise.

In allowing for the difference in expression and language, we can see an obvious similarity between students of a similar age living in different parts of the world. There are really three key themes that emerge from our understanding of why people engage in physical activity: the social, health and skill benefits of fitness.

Social fitness – how does sport help me to relate to my peers?

This is clearly the most dominant motivator for young people to engage in physical activity. We all like to have fun, to make new friends and to share experiences with our peers. Physical activity in teams and against opponents allows us to develop relationships with other people. It is often the

setting where we learn to negotiate and problem-solve. Through active participation with other people we develop a sense of belonging and connectedness within our community. We develop resilience, confidence and overall wellbeing.

Health fitness

adaptations the ways in which the human body responds to physical activity

Health fitness refers to individual **adaptations** that occur to our body as a result of physical activity. It is sometimes hard to quantify these gains as they may be largely unseen. For example, we may complete an extended period of walking, running, cycling or swimming in the knowledge that it is 'good for us'. But what exactly does this mean? We need to look at our body systems in depth to understand that this activity has had a positive effect on our blood pressure, heart function or perhaps even the oxygen-carrying capacity of our blood. These and other factors will be explained later in this chapter.

Skill fitness

quantify to determine the amount of something by measurement

Skill fitness relates to the improvements we can see in our game play as a result of practising specific skills repeatedly over a period of time. It is perhaps easier to **quantify** these gains as they are more obvious to both you as the performer and also to those around you. For example, a spectator may observe the improvements in the coordination, balance and agility in players during a netball game. Alternatively, an athletics coach may comment on the improved reaction time and peak speed of an athlete in a 100-metre sprint event. These and other factors will be explained later in the chapter.



Did you know?

Lao Tzu was perhaps one of the most famous Chinese philosophers and founder of taoism. He once said 'a journey of a thousand miles begins with one step'. Sometimes we look for barriers that prevent us from participating in physical activity. Perhaps we should instead look to take the first step and get involved, even if it is just a small amount of physical activity in the beginning.



Figure 14.1 Fitness outcomes from physical activity

DEEP LEARNING

14.1



- 1 Explain three ways in which the coach of an under-9s soccer team could try to make the training sessions more fun.
- 2 An elite Australian cricketer is given 6 weeks off at the end of a long season. The player is told to have a good rest from the game; however, he must return at an acceptable level of fitness to begin pre-season training. State and explain which component of fitness the coach is most likely referring to.
- 3 Complete the following table by placing a tick in the appropriate column to match the motivator with the fitness type.

Motivator	Social fitness	Health fitness	Skill fitness
A person is encouraged to participate in a doubles tennis match with three friends.			
An elite badminton player is watching herself on video in an attempt to fine-tune her service action.			
An elderly woman attends regular aqua-aerobics classes to maintain her flexibility and core strength.			



Figure 14.2 Teamwork can create lifelong bonds among group members.

14.2 Social fitness

In watching a group of people involved in physical activity, it is easy to find evidence of participants improving their social fitness. For example, you may observe:

- individuals communicating with one another to achieve a common team goal
- participants negotiating fair teams before the start of play
- players accepting an umpire's decision, even if they do not agree with the call
- the development of team bonds through shared experiences – victory or defeat.

Sometimes it is through physical activity that we are able to express our primary instincts that may be less appropriate in other settings. For example, a boxer may be encouraged to show aggression, to take advantage of an opponent's weakness and to finish a contest quickly when the opportunity presents. Equally, the same boxer understands that when the contest is over, it is appropriate to acknowledge their opponent's effort and show respect. This is often achieved through a handshake and a **complimentary** word.

compliment an expression of praise or admiration for another person

medium used to describe the way in which something is achieved

Physical activity has the potential to bring people of many different backgrounds, beliefs and cultures together. The Olympic Games, for example, unifies athletes from around the world in a contest of human endeavour. Physical activity is a very powerful **medium** for developing social skills, building relationships and working to achieve both individual and team goals.

Measuring and improving social fitness components

Researchers are agreed that it is very difficult to directly measure attitudes and values exhibited by participants during physical activity. This is due to the wide variety of circumstances and potential responses generated within games and activities. To generalise a **causal relationship** is difficult.

It is perhaps more appropriate to describe **traits** that may be observed. These traits may then be either encouraged or discouraged among participants. For example, it is possible to observe the body language of a player when they respond to instances of success or failure within a physical activity. From this, we can make judgements about their ability to celebrate effectively with teammates or conversely their ability to cope with challenges.

causal relationship used to describe the relationship between cause and effect

trait a distinguishing feature of a person's character

survey a series of questions used to gather information

subjective a judgement made on the basis of personal opinion

It is sometimes useful to **survey** participants about their involvement in physical activity. A selected written response may be used to indicate how a participant felt in a particular situation. For example, when a guard in a basketball game stood tall and still to extract a 'charging foul' from an opposition forward in a basketball game, they may report feeling valued by their team and respected for their courage.

Ultimately, the social fitness outcomes that a participant acquires from being involved in physical activity are unique to them. As a general rule, participation in physical activity is seen as being important to the development of good character and the ability to interact positively with your peers. It is perhaps best measured **subjectively** by those observing the interaction of the players or through the players' own reflections after an event.



Figure 14.3 Finding 30 minutes a day to walk, run, swim or cycle

14.3 Health fitness

This is one of the largest industries in Australia today. Every day millions of Australians complete personal exercise routines that are primarily aimed at improving their health fitness. Indeed, the Australian government actively promotes this among the wider community with campaigns such as Live Longer!, which specifically encourages Aboriginal and Torres Strait Islander communities to engage in regular physical activity. State governments also run local **campaigns** such as Be Active in Western Australia, which encourages 30 minutes of physical activity three times per week among its citizens.

campaign an activity designed to achieve a particular goal or change behaviour

A healthy Australian population contributes positively to the national economy. Individuals who are healthier have less time off work and are, therefore, more productive. Indeed, this is recognised in industries with many companies spending time and money to educate and encourage their workers to become healthier. This is sometimes referred to as the ‘corporate health and fitness market’ and employs people such as trainers, nutritionists, psychologists and even games coordinators. The mining sites of northern Queensland and Western Australia are good examples of this in action.

To be healthy, a person should be able to live life with a low risk of illness and an ability to complete daily activities without undue **fatigue**. In essence, people who are healthier give themselves an opportunity to have a higher quality of life. From a physical perspective, there are four main components that contribute to our health fitness. They are:

fatigue becoming tired as a result of inadequate recovery

- cardiovascular endurance
- muscular endurance
- muscular strength
- flexibility/mobility.



HPE and science

Another health benefit gained from being active is that exercise has been found to increase brain size. In teenagers, the brain's basal ganglia becomes enlarged, which can help concentration, memory, information processing and problem-solving, improving these skills by 10%. As your heart rate increases, more oxygen is pumped to the brain and aerobic activity can stimulate the growth of new connections between cells.

Measuring and improving health fitness components

aerobic a form of longer duration exercise using oxygen to release energy

Cardiovascular fitness is concerned with your heart, lungs, blood and blood vessels. **Aerobic** or endurance-based exercise will allow your heart to grow in size and become more efficient in its role of pumping blood around the body. With aerobic exercise, your lungs become larger and you develop more alveoli and surrounding capillaries, which results in an increased ability to take in oxygen to the body and expel carbon dioxide from the body. Aerobic exercise promotes more elasticity in your blood vessel walls and additional capillaries form around the muscles of the body, which allows for better exchange of products into and out of body cells. Aerobic exercise also encourages the body to form more red blood cells and more haemoglobin, which are essential for transporting oxygen to cells.

Cardiovascular fitness can be measured by completing the multi-stage shuttle run or, as it is commonly known, the Beep Test. This test involves a subject completing repeated 20-metre shuttle runs. The pace required by the subject to keep up with the beeps gradually increases each level to the point where the subject is no longer able to keep pace with the beeps.

Figure 14.4 The multi-stage shuttle run (Beep Test)



Muscular endurance is a person's ability to sustain repeated muscle contractions for a period of time. You can build your muscular **endurance** by training more frequently, although you may also need to drop the volume or intensity of your training to allow enough time to recover between sessions. Muscles respond to additional training by becoming larger, by storing more nutrients and by developing better biochemistry, which allows them to tolerate repeated contractions.

Muscular endurance can be tested by completing a one-minute sit-up test. The subject needs to complete as many sit-ups as they can in one minute. A standard sit-up is when the feet are unsupported, feet remain flat on the floor and the knees are bent to 90 degrees. The shoulders must return flat to the ground between each sit-up and the wrists must extend over the knee with each sit-up.

endurance the ability to sustain effort for long periods of time



Figure 14.5
The sit-up test

Muscular strength is an individual's ability to generate force in a short period of time. This allows a person to overcome a resistance by pushing or pulling and is the basis of movement in life. By simply being active, we are developing strength within our muscles. However, it is important that this activity is weight-bearing so our muscles have a resistance to overcome. It is worth noting that our bones also develop as a result of weight-bearing activity, which is important to reduce the risk of diseases such as **osteoporosis**.

osteoporosis a condition where the bones become brittle and likely to break

Muscular strength of the hand can be measured using a grip strength tester. This device is called a dynamometer and measures kilograms of force exerted by the hand.



Figure 14.6 The grip strength test

Flexibility and mobility define the range of motion a person has around a joint. Individuals who have greater flexibility are able to generate more force when performing an action such as kicking, throwing or hitting an object. Flexibility is also important as it reduces the risk of injury when competing, or soreness in everyday life.

Flexibility is usually measured by completing a sit and reach test. Place a box in front of a wall and a ruler on top. Remove shoes, straighten legs and lean forward in one continuous movement with one hand on top of the other like a diver. Record how many centimetres over the edge of the box you are (+) or how many centimetres short of the box you are (-).



Figure 14.7 The sit and reach test

14.2

DEEP LEARNING

- 1 Complete each of the health fitness tests mentioned with the help of your teacher. Write your results in the table below.
- 2 Research 'normative data' for each of the health-related fitness tests. Compare your results to the normative data. Rate yourself as either below average, average or above average and record this in the table below.
- 3 Comment on your overall health-related fitness in the final column of the table.

Health fitness test	Result	Rating	Overall comment
Cardiovascular endurance			
Muscular endurance			
Muscular strength			
Flexibility and mobility			



Figure 14.8 Competition challenges our fitness limits.

14.4 Skill fitness

Most Australian children participate in some form a sport on a regular basis. As a nation, we are remarkably active and involved in sporting teams or clubs, especially at a junior level. Each sport has its own unique skill base that is required to be successful in that sport. Individuals develop the required skills through training and then test their skills against others in **competition**. A quick search of sporting opportunities or clubs in your local area will soon put you in touch with many different options available to you. You can refine your search by looking only for a chosen sport.

Many young people prefer to engage in a sport rather than completing exercise by themselves or in a group fitness environment. Participating in a sport often places the focus on skill fitness, which tends to be more enjoyable, **sociable** and motivating than focusing exclusively on health fitness gains. However, it should be recognised that skill fitness training sessions can be designed to also provide significant health fitness gains at the same time. For example, by repeatedly running and passing the ball in a netball or soccer drill, you will also be developing cardiovascular endurance and muscular endurance and having a positive impact on your body mass index.

competition an organised event where opponents can test themselves as rivals

sociable relating to other people in a friendly manner

Measuring and improving skill fitness components

To measure skill fitness we need to accept that we are not measuring the specific skills of a particular sport such as swinging a cricket ball or performing a drop-shot in tennis. We are measuring a number of universal skills that a person commonly needs to be successful in a range of sports. These include agility, balance, coordination, reaction time, speed and power.

Agility is concerned with an individual's ability to change position with speed, accuracy and efficiency while maintaining balance. Agility enables an individual to be evasive in attack and effective in defence during game situations. Most sports require players to quickly move to position and react to stimuli when playing, and this is best done by highly agile players.

Agility can be measured by completing the Illinois agility test. This test involves a subject in completing a weaving running test in the shortest time possible.

Balance is the ability to maintain control over one's body while either still or moving. Our brain interprets information sent to it by specialised sensors in our eyes, ears, joints and tendons. It responds by changing the tone of body muscles to ensure we remain stable when we are stationary (posture) or when we are performing complex movements involving many parts of the body. Through participation in a variety of sports we soon recognise that

centre of gravity the point through which a person's mass is evenly balanced

we can improve our balance by lowering our **centre of gravity**, moving our arms out to the side or increasing our base of support.

Static balance can be tested using the stork stand test. The subject needs to stand on the ball of their foot, hands on hips and the non-weight-bearing leg bent to 90 degrees and touching the knee of the weight-bearing leg. This position is to be maintained for one minute.

Coordination is an individual's ability to move with accuracy and efficiency. In order to achieve this, your sensory nervous system (which detects stimuli from the environment) must work in harmony with your central nervous system (which interprets information and determines responses) and your motor nervous system (which results in the muscles contraction to create movement). By playing

efficient producing a desired outcome with the least wasted energy

a variety of sports on a regular basis, we train these systems to become faster, more accurate and more **efficient**.

Figure 14.10 The stork stand test



Figure 14.9 The Illinois agility test





Figure 14.11 The wall toss test

Coordination can be measured using a wall-toss test. A line is placed 2 metres from a wall and a mark placed on the wall at chest height. The subject tosses the ball at the mark and catches the rebound with the opposing hand and vice versa. The total number of successful catches in a 30-second period is recorded.

Reaction time is the time taken for a person to show some sign of response to a given stimulus. Individuals who have quicker reactions have an advantage over their opponents in game situations. Exposure to a range of sports on a regular basis exposes individuals to many different **stimuli**. We become better at recognising these stimuli and we react faster.

stimuli things (cues) that provoke a reaction from our body

Reaction time can be measured by completing a ruler drop test. Here a subject stand with their thumb and index finger 2 centimetres apart. A partner places a 1-metre ruler between their fingers at the 0 point and then drops the ruler without warning. The subject reacts by catching the ruler as soon as possible. Record the number of centimetres lost before the ruler was caught.

Figure 14.12 The ruler drop test

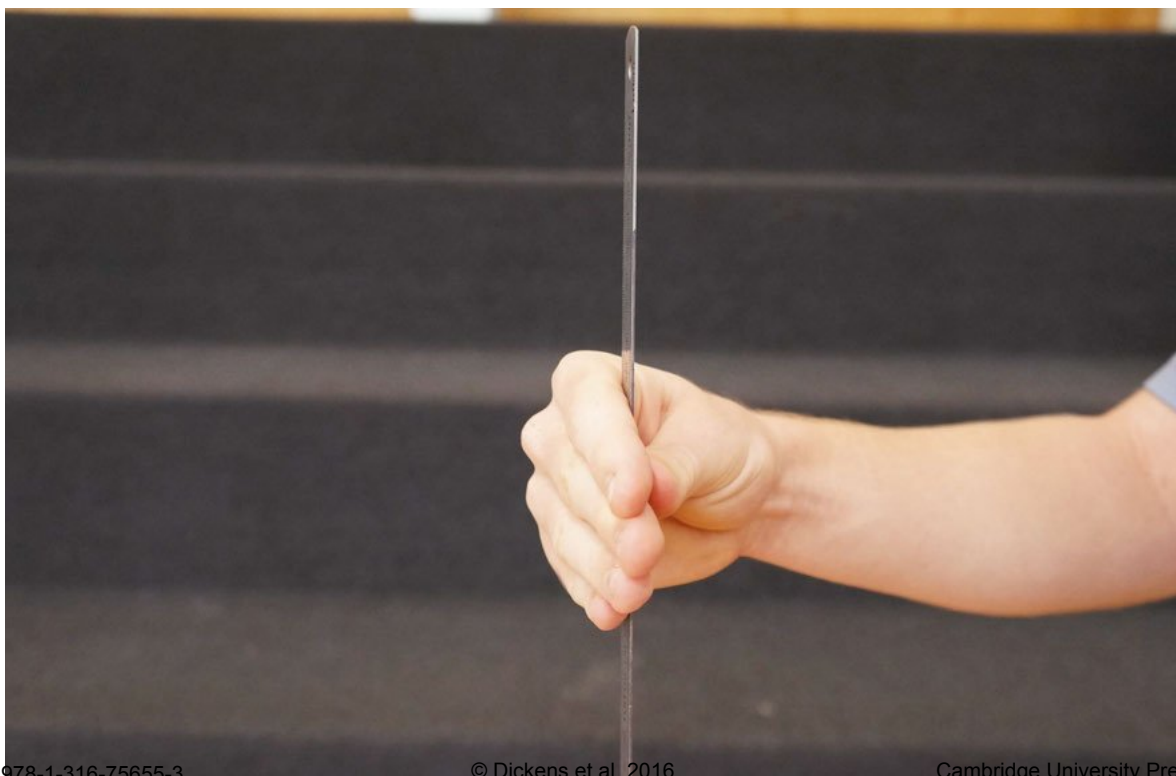




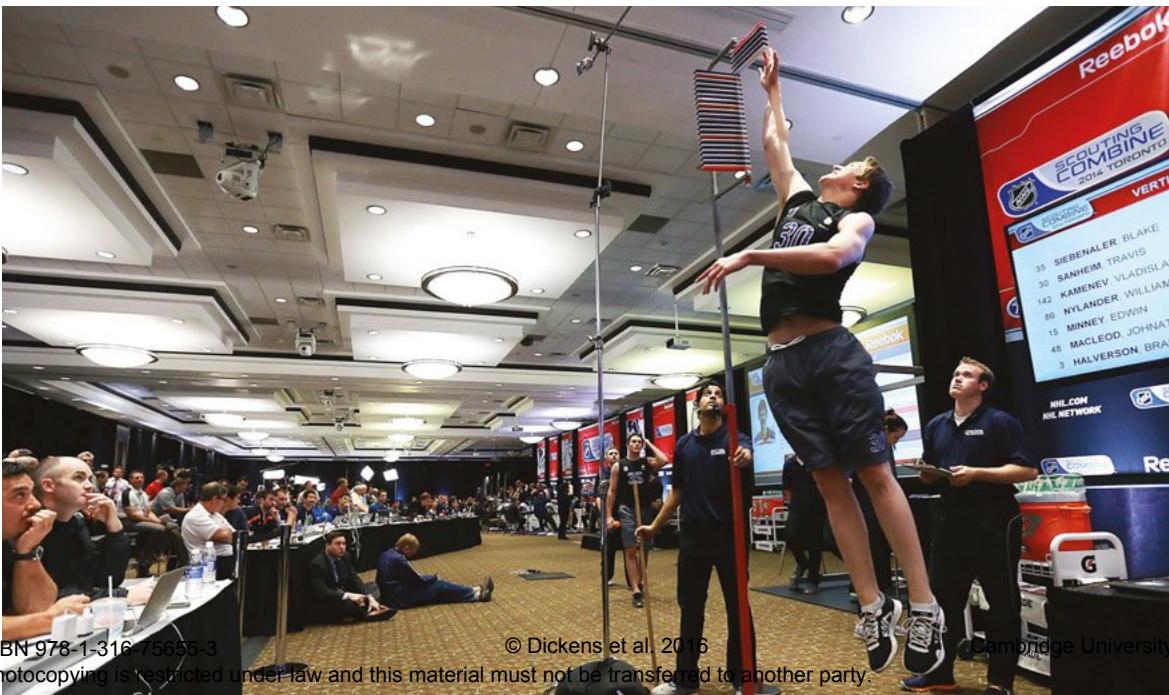
Figure 14.13 The flying 30-metre sprint test

Speed is a measure of distance covered over a period of time. Individuals who move with speed are able to position themselves better both in offence and defence. In offence, speed allows one to create space; in defence, speed allows one to deny space. A player with greater speed has more time to make decisions and to execute other sport-specific skills.

Speed can be measured using a flying 30-metre sprint test. Marker cones are placed at 0, 30 and 60 metres. The subject starts sprinting at the 0 metre mark and the time is recorded to measure how long it takes to travel between the 30-metre and 60-metre markers.

Power is a combination of speed and strength. Individuals are said to be powerful if they can generate high forces and use these quickly. Their movements are often described as being explosive. In many contact sports, power is more important than strength or speed are alone.

Figure 14.14 The vertical jump test



Power can be measured using a vertical jump test. The subject starts by recording their reach height while standing upright with an outstretched arm against a wall. They bend their knees and arms to propel themselves upward, jumping and touching the wall as high as they can with an outstretched arm. The difference between the two measures indicates their vertical jump height in centimetres.

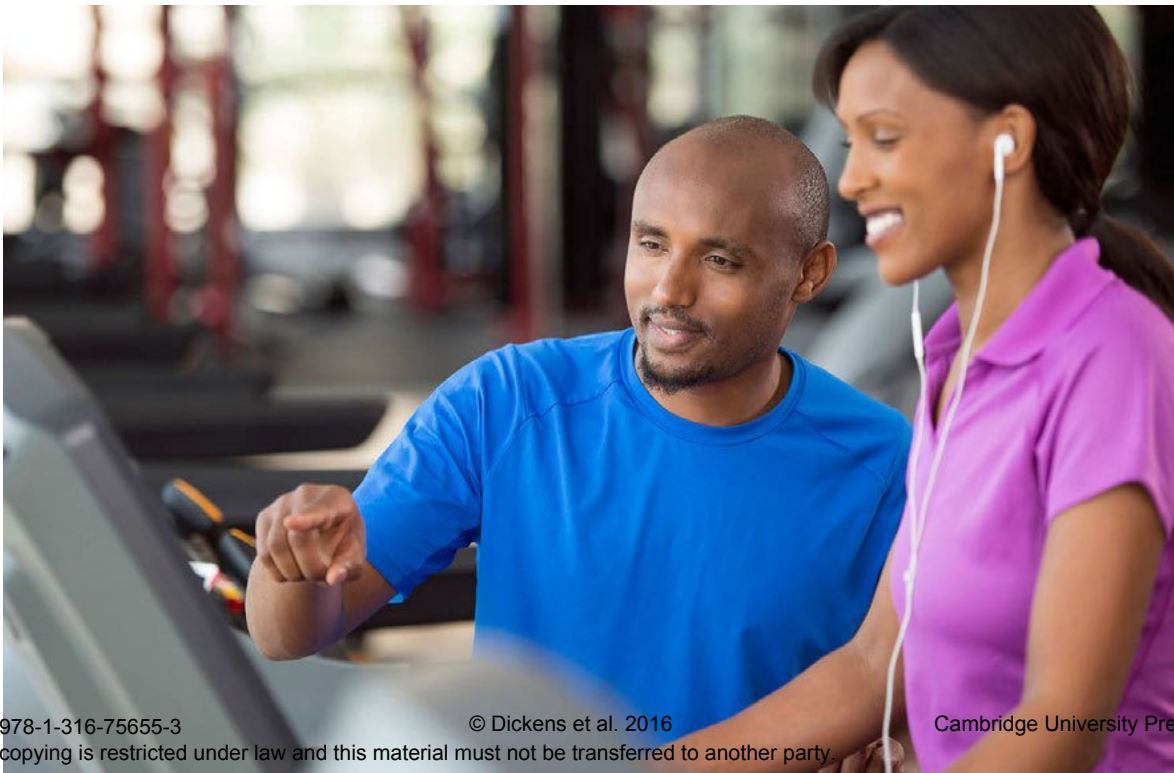
DEEP LEARNING 14.3

14.3

- 1 Complete each of the skill fitness tests mentioned with the help of your teacher. Write your results in the table below.
- 2 Research 'normative data' for each of the skill-related fitness tests. Compare your results to the normative data. Rate yourself as either below average, average or above average and record this in the table below.
- 3 Comment on your overall skill fitness in the final column of the table.

Skill fitness test	Result	Rating	Overall comment
Agility			
Balance			
Coordination			
Reaction time			
Speed			
Power			

Figure 14.15 A simple fitness test can determine many things about your health.



CHAPTER REVIEW

- Participating in physical activity can contribute to social fitness, physical fitness and skill fitness.
- Social fitness includes the development of team bonds through shared experiences – victory or defeat.
- Health fitness promotes cardiovascular endurance, muscular endurance, muscular strength and flexibility/mobility.
- Skill fitness occurs when an individual develops required skills through training and then tests their skills against others in competition.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** The main reason why children and early adolescents participate in physical activity is to:
 - a** have fun
 - b** improve their muscular strength
 - c** become healthier
 - d** all of the above
- 2** Social fitness could best be improved by:
 - a** completing 40 laps at your local swimming pool three times per week
 - b** employing a personal trainer for a weights sessions at a gym
 - c** competing in a triathlon
 - d** joining a team or club
- 3** Large corporations (businesses) provide health fitness classes for their employees – they do this to:
 - a** reduce the number of sick days taken by their workers
 - b** improve the productivity of their workers when they are at work
 - c** improve the mental health and wellbeing of their workers
 - d** all of the above
- 4** Which of the following is not a type of skill fitness?
 - a** agility
 - b** flexibility
 - c** speed
 - d** coordination
- 5** Power is a combination of speed and:
 - a** agility
 - b** endurance
 - c** strength
 - d** concentration
- 6** Reaction time is the time taken for an individual to:
 - a** interpret messages sent to the brain
 - b** detect a stimulus
 - c** judge which stimuli are most important
 - d** respond to a stimulus
- 7** Cardiovascular fitness is arguably the most important of the health fitness components. Which of the following would not be an improvement resulting from better cardiovascular fitness?
 - a** improved heart efficiency
 - b** increased blood pressure
 - c** improved oxygen delivery to cells
 - d** increased capillary density around muscles
- 8** A rower completes 400 individual strokes in a 2000-metre event. The repetitive nature of the event means they need excellent:
 - a** muscular endurance
 - b** muscular strength
 - c** power
 - d** flexibility

- 9** Normative data is used to:
- a** prove that an individual is healthy
 - b** suggest ways in which an individual can improve their overall fitness
 - c** compare an individual's result with that of the broader population
 - d** all of the above
- 10** A football coach complimented a player on his ability to 'keep his feet' while contesting for the ball in a pack situation. Which skill fitness component has this player used to good effect?
- a** agility
 - b** balance
 - c** coordination
 - d** speed

SECTION B – Short-answer questions

- 1** Explain how regular participation in a team or involvement with a club helps to build character and resilience.
- 2** Compare and contrast the probable fitness motives of children, adolescents and adults participating in physical activity.
- 3** Outline the key differences between social fitness, health fitness and skill fitness.
- 4** Suggest some ways in which individuals can use technology to assist them to either improve or analyse their own fitness.
- 5** Explain what motivates people to be involved in sport or physical activity, or to undertake exercise.

SECTION C – Higher order thinking (HOT) questions

- 1** Debate one the following topics in your class group:
 - Health fitness is more important than skill fitness. Consider the implications for society and for the individual.
 - Governments who spend money on public health campaigns are wasting taxpayer's money. Consider the benefits of improved public health to the national economy.
- 2** Construct your own personal fitness profile. Take a photo or short video clip of yourself performing each of the health fitness and skill fitness tests. Use your ratings to construct an overall graph of your results. Acknowledging your strengths and weaknesses, suggest:
 - ways to improve your overall fitness
 - sports you may be well suited to.



15 Enhancing performance

Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMPO84)

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. **They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.** They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. **Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.**

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Organise your thinking

Understanding basic biomechanical principles such as force, momentum, spin and release angles can provide a better foundation for the improvement of skills.

Making connections

- How do the principles of force creation assist in performance?
- How can I analyse performance in order to improve?
- What performance criteria are important when appraising performance?
- What forces act on the body?
- How can my technique improve through an understanding of the laws of motion?
- How does a stable and balanced body position allow for improved performance?
- What is the correct sequencing of joint movements to maximise force?

15.1 Describing motion

Biomechanics is the scientific field of study that looks at the mechanical principles applied to movement. Similar to a structural engineer's job to apply principles to understand how to design a construction crane, the field of sports biomechanics study looks at the human musculoskeletal function and the principles of movement applied to it. When applying biomechanics principles to sporting contexts, there are two key areas for study:

- Kinematics is the description of motion, which includes measures of velocity, speed, distance and acceleration.
- Kinetics is concerned with the causes of motion; that is, the forces and torques acting on the body. External forces applied on the body include interactions with other people, as in a rugby tackle, and interaction with the environment, as in gymnastics apparatus.



Figure 15.1 Comparison of kinematics and kinetic analysis

Most movements can be categorised as either linear (straight and curved) or angular or a combination of both.

Linear movement is movement along a straight or curved line (curvilinear motion) where all the body parts are moving in the same direction at the same speed. Ice skating is an example of linear movement (see Figure 15.2).



Figure 15.2 Ice skating is an example of linear motion; long jump an example of curvilinear motion. Curvilinear motion is simply movement in a curved line, such as in long jump.

Angular motion involves rotation–movement around an axis, such as a somersault or high bar swing.



Figure 15.3 A somersault and a high bar swing in gymnastics are examples of angular motion.



HPE and mathematics

Sally Pearson runs the 100-metre hurdles in 12.28 seconds. Can you calculate her average speed in metres per second (m/s) given the equation:

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

15.2 Forces

Without a **force**, movement cannot occur. Runners apply force to the ground to propel themselves and footballers apply force to opponents when tackling. Force can be defined as a pushing/pulling or striking/hitting action. All forces will produce a change in motion or shape, although this is not always apparent. For example, when you push against a wall, the wall remains stationary no matter how much force you apply.

force a pushing/pulling or striking/hitting action



Figure 15.4 Forces acting in sport

In relation to the body, forces can be categorised as either internal or external. An external force is one that occurs external to the body such as kicking a soccer ball. An internal force occurs inside the body such as strain on ankle ligaments when you land on an uneven surface.

inertia term used to describe how reluctant an object is to change its state of motion

Force is required to cause movement or change the motion or shape of an object. Force can accelerate an object or decelerate it. **Inertia** is the term used to describe how reluctant an object is to change its state of motion. This is directly related to its mass. The more mass an object has, the more inertia it has. Sir Isaac Newton, born in 1642, laid the foundation for understanding movement by developing three laws of motion. The law of inertia, or Newton's first law, states that an object will remain at rest or in uniform motion unless it is acted on by an external force. When you throw a tennis ball it moves because you have applied a force to it.



Figure 15.5 Law of inertia. The ball will only move when acted on by a force, in this case, the player's foot.

The law of acceleration, or Newton's second law, states that when a force is applied to an object, the change in motion of the object, called momentum, will occur in the direction of the force and be proportional to the size of the force applied. Force = mass \times acceleration ($F = ma$).



Figure 15.6 Law of acceleration. A tennis forehand showing the force applied to the ball from the racquet and the resulting direction of the ball.

The law of reaction, or Newton's third law, states that when a force is exerted on an object there will be an equal and opposite force exerted by the object. This is more commonly stated as: for every action there is an equal and opposite reaction. That is, when you push an object, you can feel the object push back with an equal and opposite force.



Figure 15.7 Law of reaction. The basketball player's hand pushes the ball and feels the ball push back.



Did you know?

Modern starting blocks are fitted with a high-tech starting gun system – if its pressure sensors detect that an athlete has lifted his or her feet sooner than human beings can physically react – 0.1 seconds – they're automatically pulled up for a false start.

15.3 Summation of forces

The very nature of sports requires individuals to initiate a sequence of movements that results in an effective and efficient motor skill. A tennis serve, a cut-back in surfing and a goal kick in soccer all require a sequence of movements in a particular order. For a motor skill to be seen as fluid and efficient, we say it is coordinated. However, there are many underlying elements to a coordinated movement. Coordination is the result of the correct sequencing and timing of individual muscle movement.

For a coordinated movement to be generated there are some underlying principles that need to be considered. These principles are called the **summation of forces**. This means that the amount of momentum given to an object is determined by the sum of all forces generated by each body part.

These principles can be applied across many sports and techniques:

- 1 Use as many parts of the body as possible (e.g. trunk, hips, shoulders, arms, wrists).
- 2 Use these body parts in the correct sequence, starting with the large body parts first and then the small body parts last, but with speed.

summation of forces to maximise power you must use as many muscles as possible in the correct sequence

- 3 To ensure optimal timing, try to bring the new body part into the action when the previous body part has reached maximum speed. This ensures maximum force creation, but is a difficult and precise skill to master.
- 4 The development of force is greatest when the body is in a stable balanced position. This provides the necessary solid base around which the body can pivot.

15.1

DEEP LEARNING

- Equipment: Tennis ball, tape measure, cones.
 - Method: Measure out a total distance of 30 metres using the tape measure, placing a cone at each 5-metre interval. The total distance is dependent on the potential maximum throwing distance of the subject, so vary accordingly.
 - Aim: To investigate the effect of summation of forces on throwing distance.
- 1 Position 1: Have subject sit on the ground with back against a wall, arm straight and throw only using the wrist. Record throw distance to the nearest 10 centimetres (e.g. 8.4m). Perform three throws in each position.
 - 2 Position 2: Have subject sit on the ground with back against a wall, arm straight and throw only using the elbow and wrist. Record throw distance.
 - 3 Position 3: Kneeling on ground. Throw using shoulder, elbow and wrist. Record throw distance.
 - 4 Position 4: Stand with feet together. Throw using the hips, shoulder, elbow and wrist. Record distance.
 - 5 Position 5: Stand and take one step forward while throwing using legs, hips, shoulder, elbow and wrist. Record distance.
 - 6 Position 6: Stand and take two steps forward while throwing using legs, hips, shoulder, elbow and wrist. Record distance.
 - 7 Position 7: Run up and throw using all body parts. Record distance.
 - 8 Record your results in the table below and draw the resulting graph.

	Trial 1 (metres)	Trial 2 (metres)	Trial 3 (metres)	Average of 3 trials
Position 1				
Position 2				
Position 3				
Position 4				
Position 5				
Position 6				
Position 7				

Action of forces

A standing vertical jump is one skill that is measured as a score of an athlete's power. Newton's first law, or law of inertia, states that any object, including your body, will require a force to act on it in order for it to move, slow down, stop or change direction. In order to jump, you have to exert a force on your body. Since by the third law forces exist in pairs, when you jump your legs exert equal forces on your body and against the ground.

Newton's second law states that the greater the mass of an object, the greater the force required to move it, slow it, stop it or change its direction. For example, when you throw a ball, you impart force on the ball. The greater the force, the greater the distance the ball will travel. In order to record the highest jump height, you have to impart the greatest force possible. In standing vertical jumps, arm swing improves jump height by increasing the height and the velocity of the body's centre of gravity at take-off.

15.4 Parabolic motion

The long jump event has remained unchanged, except for minor adjustments to the take-off board and pit, since ancient times. Athletes sprint down a runway, take-off from a designated board without over-stepping a mark and travel through the air before landing in a sand pit. There are three phases to the jump: the run-up, take-off and landing. More than one of Newton's laws of motion applies to long jump, and an understanding of these laws will improve performance.

The run-up attempts to build horizontal velocity through sprinting towards the board. The run-up requires speed (which requires a large horizontal force) but not so much that the athlete cannot impart a vertical force off the board. During those last strides of the approach, it is crucial that the athlete utilises all of the joints available to create optimal force and speed at take-off.

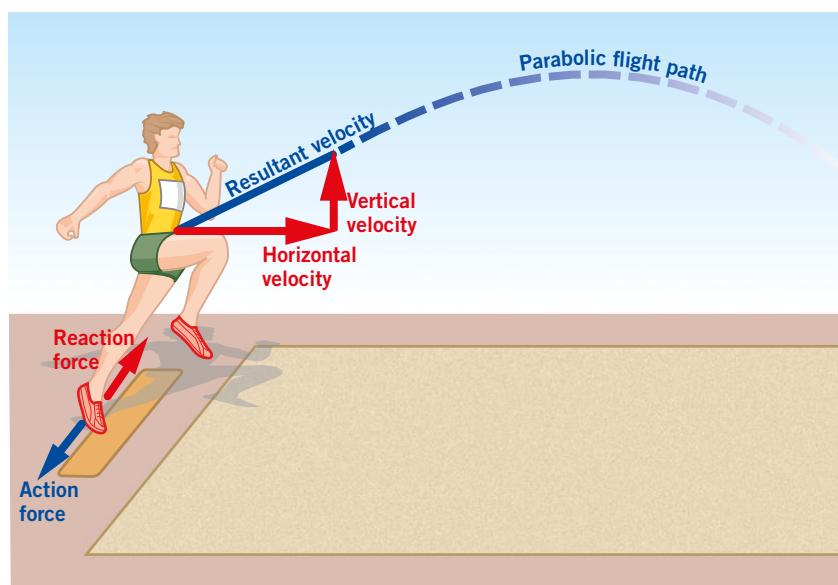


Figure 15.8 Newton's laws of motion apply to the long jump take-off. At the moment of take-off, the third law reaction and action forces are shown. Under the second law, when a force is applied to an object, the acceleration is proportional to the size and the direction of the force determines how far the athlete will jump.

These forces from each joint must be combined to produce the maximum effect. This will allow the long jumper to generate the most speed or acceleration out of the run-up. As mentioned previously, the sequence and timing are important. Summation of forces applies the principle of starting with the larger muscle groups first and moving progressively to the smaller muscles. This sequence allows the separate forces to combine and produce optimum force.

In the run-up, the long jumper accelerates to maximum horizontal velocity. The key to jumping a great distance is to change some of this horizontal velocity to vertical velocity.

To do this, a long jumper will take a shorter last stride and lower their centre of gravity in order to maximise the force applied on the board. On take-off, the athlete develops vertical velocity by pushing off the board with a downward force, resulting in an equal and opposite vertical force being applied to the athlete. The size of this force and the horizontal momentum of the jumper will determine the take-off angle and ultimately the distance travelled.

The nature of the path of the athlete in the air, after take-off, is called a parabolic flight path. The flight path as shown in Figure 15.8 is affected by both the horizontal and vertical velocities achieved at take-off.

Flight

The force of gravity has a downward effect on the flight, bringing the athlete back to the ground. If during the flight phase you move your arms down towards your legs, this results in your legs moving up towards your arms.



Figure 15.9 A long-jump sequence

During the landing, the athlete is aiming to get the heels as far away from the take-off board as possible. The ideal landing position requires that, at the moment the feet make contact with the sand, the heels are pressed downwards and that the hamstrings are contracted, causing the hips to rise. As the hips rise, twist them to one side to allow the forward momentum to carry the body past the landing.



Figure 15.10 Landing technique in long jump is to thrust body weight forward – counter-balancing arm movement



Did you know?

The world record for the long jump of 8.95 metres is held by Mike Powell of the United States, as of January 2015.

15.5 Balance and stability

The key principle of stability is important in both team games and performance sports. Stability is how well balanced you are at any time. Stability is dependent on two key factors: centre of gravity and **base of support**. Some sports consider stability to be a key factor in performance, such as judo, wrestling, weightlifting and cycling. Judo and wrestling participants try to destabilise their opponents while maintaining their own balance; weightlifters require great stability through the heels and legs in order to balance the bar above their head; and cyclists are required to balance almost motionless at the start of a race on an inclined track in a velodrome.

Centre of gravity is an important concept to understand as it changes depending on your body position. The centre of gravity is the invisible point in your body at which the force of gravity can be consistent to act on your body. It is somewhere around your belly button, depending on your body shape, and can even be outside your body.

Several key principles influence a performer's stability:

- 1 Lowering your centre of gravity provides increased stability. This is a useful factor in many sports, such as in football for a tackler, in basketball for a defender or in skateboarding. A lower centre of gravity is more secure, as is proven by the starting position adopted by sumo wrestlers.

base of support refers to the parts of the body that provide support by contact with the ground. In most instances, this would be your feet; however, in performance and aesthetic sports, any part of the body can become the base of support.

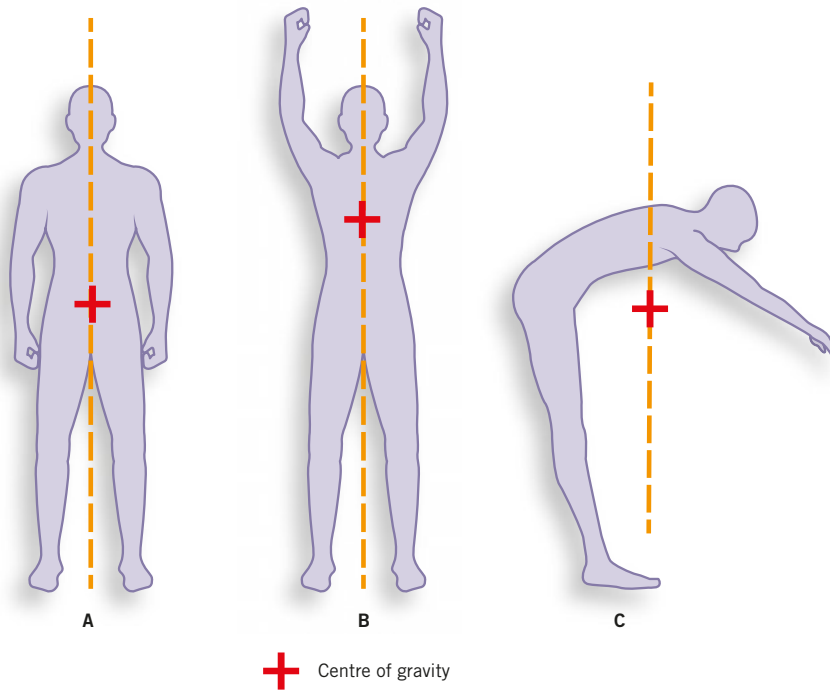


Figure 15.11 Your centre of gravity changes depending on your position.

- 2** Making the base of support as wide as possible increases your stability but decreases your mobility. A wide base of support with the line of the centre of gravity passing through its middle, as in Figure 15.12 (below), is very stable but not very mobile. In playing positions that require quick movements to receive a ball, such as soccer goalkeeper and volleyball serve receiver, a player needs a small base of support with the line of gravity centrally located.

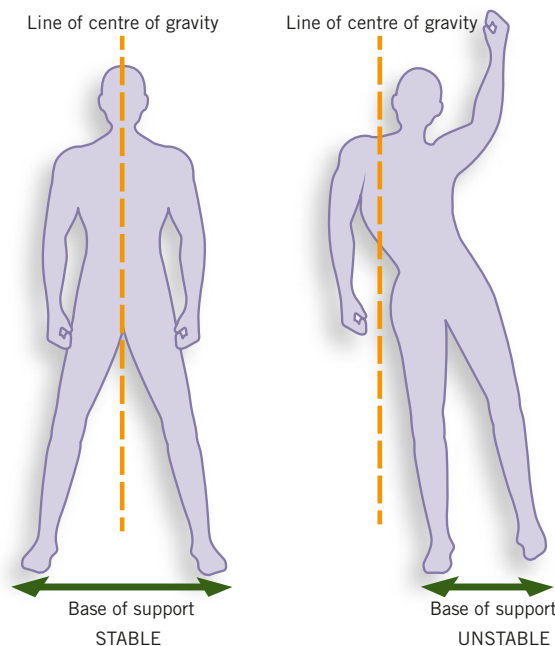


Figure 15.12 A person is in a stable position if a vertical line through the centre of gravity passes through the base of support.

- 3 If you extend the base of support in the direction of the oncoming force, you will increase stability. Shifting the centre of gravity towards the approaching force by leaning towards it increases an athlete's stability.
- 4 An athlete's stability increases if the line of gravity passes through the base of support.

15.6 Projectile motion

The force and angle with which a ball is kicked will determine its height and distance.

Projectiles are any objects projected into the air. Examples include balls that are kicked, and javelins that are thrown, as well as your body being projected, as in diving, gymnastics or jumping. The flight of projectiles is impacted by some key factors:

- All projectiles are acted upon by gravity, which pulls them back to Earth.
- All projectiles experience some form of air resistance. The amount of air resistance a projectile will encounter depends on the following characteristics:
 - speed (a fast-moving ball encounters more turbulence at the rear of the ball)
 - size (a larger ball with greater surface area will encounter more resistance)
 - shape (a streamlined shape, such as a torpedo ball, will offer less resistance and therefore travel a greater distance)
 - surface texture (a smooth surface will offer lower resistance as there is less friction between the air and the surface).
- The speed of release is the most important factor when maximising the distance travelled. The greater the speed or velocity of release, the greater the distance a projectile will carry.

Common to a lot of sports is the thought that a constant release angle of 45 degrees is optimal for achieving the greatest distance, but this is not always the case. This is only partially correct if the launch and the landing are at the same height, as in a soccer kick, long jump and high jump. Shots in shot put and javelins, on the other hand, are released at a higher point than where they land.

So what advice can be given for the optimal angle of release? A key consideration is that an athlete cannot throw with the same speed at all projection angles – especially in shot put! So you need to consider, at what angle of release do you have the greatest speed of release. This will come from practice and trialling different options. The optimal release angles for athletic events are shown in Figures 15.13 and 15.14 (over page).

For elite shot putters, the optimum projection angle lies between 30 and 40 degrees; however, they generate significantly more speed on release (~15 m/sec) than the average school student.

Javelin and discus are different from shot put in that the flight trajectories are influenced by other forces such as lift and drag because these implements spin during flight. Typical optimum projection angles are about 35 degrees in the javelin throw and about 35 degrees in the discus throw.

In the long jump, the projectile is the human body. Again, the optimum take-off angle is not 45 degrees. Most elite long jumpers have an optimum take-off angle of between 18 degrees and 25 degrees.

In the high jump, the aim of the take-off is to achieve the greatest possible vertical take-off velocity. This determines the height of the centre of gravity, which results in a take-off angle of approximately 45 to 55 degrees.

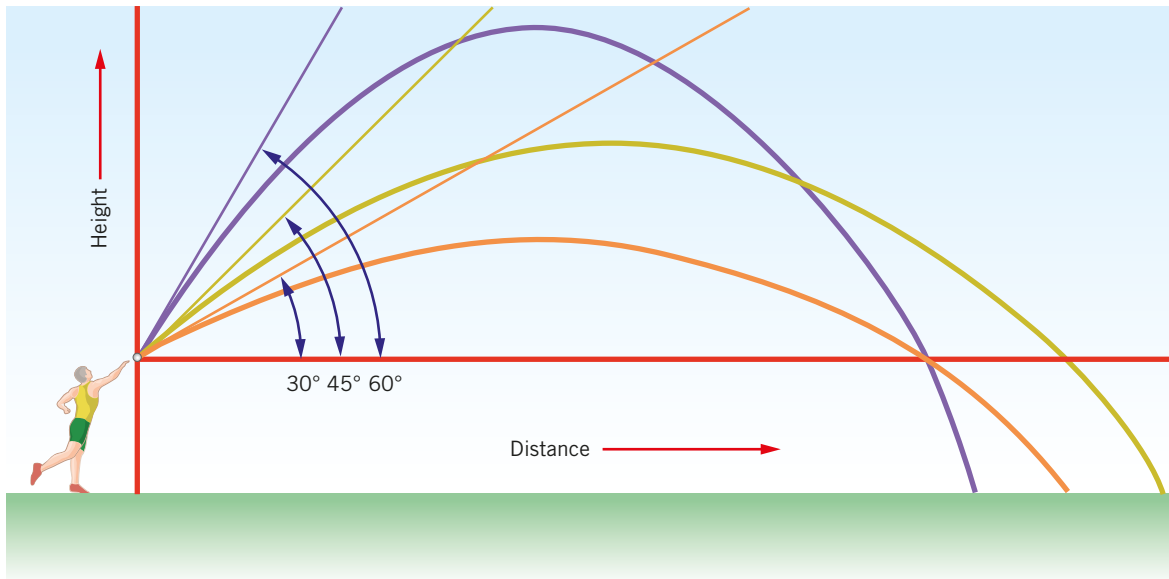


Figure 15.13 The flight path for various release angles in shot put. Optimum release angle for a shot putter is between 30 and 40 degrees.

parabola a symmetrical curve. The path of a projectile under the influence of gravity follows a curve of this shape.

All projectiles that are impacted only by forces of air resistance and gravity follow a parabolic flight path. A **parabola** is a curved line that is symmetrical around its highest point.

When the trajectory of a ball is impacted by another force, for example aerodynamic lift caused by spin, the resultant trajectory is no longer



Figure 15.14 The release angle for a javelin thrower is similar to that of a discus thrower.

parabolic. Spin imparted on an object changes the normal flight path of the object depending on whether the lift force acts upwards, downwards or sideways. There are three different types of spin.

- Top spin: Imparted on a ball by hitting over the top of the ball. Top spin causes the ball to drop quickly at the end of its flight path.
- Back spin: Imparted by hitting under the ball, causing it to rise or float, which extends its flight path.
- Side spin: Imparted on a ball when the force is applied across the left or right of the ball and not through the centre. Side spin results in a curved trajectory of the ball, advantageous in cricket where the ball 'swings' through the air to the left or right.

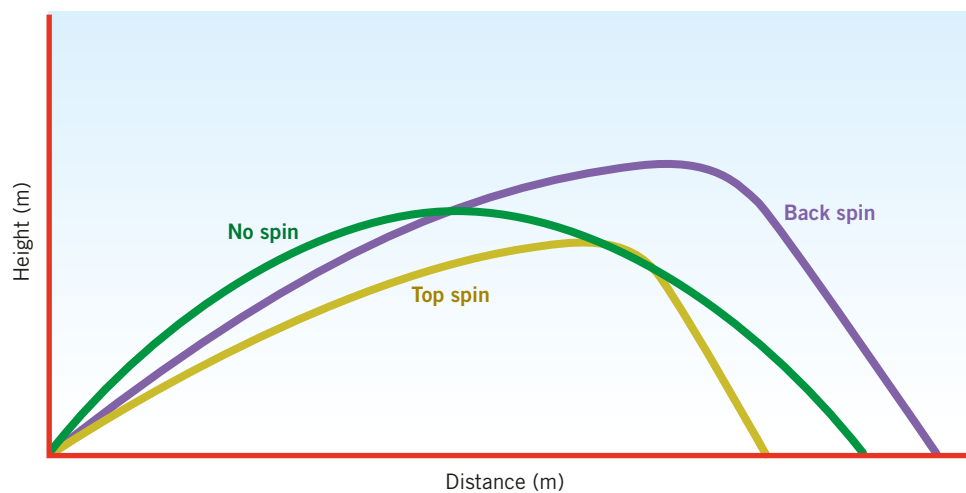


Figure 15.15 Impact of spin on trajectory of ball

When a spinning ball hits the ground, a different factor comes into play. A ball with top spin accelerates when it bounces, while a ball with back spin slows down. A ball with side spin bounces left or right. Top spin is used to advantage in tennis as a ball hit with top spin speeds up and is difficult for an opponent to return. Back spin is used to advantage in golf, because a ball with back spin stops quickly.

15.7 Appraising performance

Performance analysis is an important tool for athletes and coaches. Performance analysis is an objective way of recording performance of a player or team so that key elements of that performance can be measured in a valid and consistent method. The result can help substantiate decisions by coaches or selectors to promote players to certain teams and is also a way of tracking the progress of team/player improvement.

Many different aspects of performance can be analysed. These include:

- technical (technique analysis including stroke play)
- tactical (analysis of strengths and weakness in a team's performance and strategy play)
- statistical (including percentages about strike rates, possession, disposals and penalties for breach of rules)
- video (using video footage).



Figure 15.16 Timing gates measure speed at set intervals.

These technologies can be used to collect immediate and accurate information related to how an athlete is performing. For example, the accelerometer is a small device that can be attached to a body part or piece of equipment to measure acceleration or velocity. Similar information (velocity) can be obtained by using timing lights, radar guns or GPS technologies.

Performance information may be collected at training or in competition with just one athlete or an entire team. Consideration should also be given to undertaking performance analysis of the opposition as a useful tool. Knowing when your opponent is more likely to play a certain shot or make a play is advantageous.

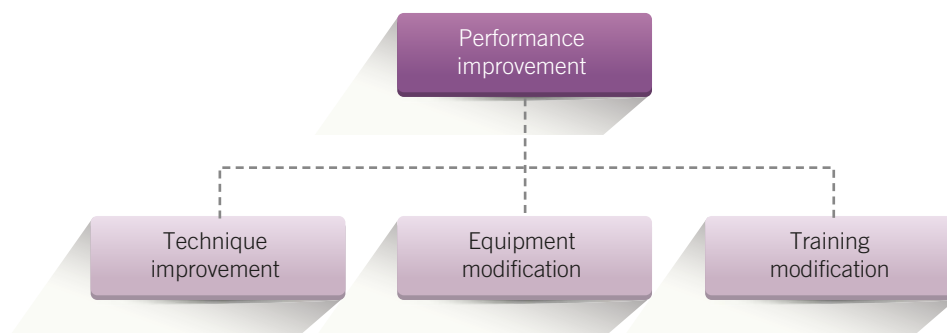


Figure 15.17 Performance analysis aims to improve technique, or modify equipment or training.

Methods of movement analysis in sport

Video analysis is the most commonly used and most accessible and practical tool for the analysis of sporting techniques. Video analysis allows for the comparison of movement against time. Often this involves tracking the motion of anatomical landmarks through the full sequence of

the movement. Using a sequence of images to analyse movement is certainly not a recent tool. Eadweard Muybridge was a keen photographer in the 1870s who set up a sequence of trip wires on a race course that captured the image of a horse as it passed through the wires. Online you can view his sequence of images that solved the debate about whether a horse's hooves were all off the ground at the same time when they galloped.

The simplest tool to analyse movement is via video capture using a phone, video camera or similar device, ideally in high definition and/or high speed, together with the use of video analysis software. Video analysis software in the form of apps is available for different devices. Freely available movement-analysis software includes Kinovea and commercial models include Dartfish, Silicon Coach, Skill Spector and Coach's Eye. Smart technology is becoming far more accessible for players and coaches. This technology allows a coach or player to point, shoot and capture, giving almost instant feedback. Even handheld phones are today able to capture video in slow motion at a rate of 120 frames per second. Specialist equipment such as high-speed cameras capture movement perfectly at greater than 500 frames per second. Record and view an example of a soccer kick captured on a high-speed camera.



Figure 15.18 MotionView video analysis screen capture

Breaking down the video footage of a skill into component phases makes the analysis a lot easier to complete. Key positions can then be identified and analysed for performance improvement. Key positions could be points in the movement such as preparation, take-off, peak flight and landing.

Evaluation from video footage can assist in the evaluation of an athlete's technique. It has the added advantage of providing a frame-by-frame view of fast movements not able to be seen by the human eye. Another advantage is that video replay allows the athlete to revisit their performance immediately, allowing for faster provision of feedback.

Other technologies that have been used to measure athletic performance include:

- pedometers and accelerometers to measure steps and changes in speed
- timing lights to calculate acceleration over a short distance
- radar guns to assess ball speed
- GPS tracking of player movement during matches.

15.2

DEEP LEARNING



- 1 Watch a 10-minute video from a team match (e.g. soccer, volleyball, rugby or hockey).
- 2 During the match you are to identify by shirt number your top three performers on the field.
- 3 At the end of the 10 minutes, compare your results with that of others in the class and justify why you consider your top three performers to be the best.
- 4 What aspects of their performance did you consider warranted them as the best on field?
- 5 What criteria did you consider to be the most important?
- 6 If you were the chief selector and had to make the final decision on team selection, on what performance criteria would you make your final decision?

15.3

DEEP LEARNING



- 1 Capture video of your partner completing a vertical jump test over five trials.
- 2 Capture footage from both side and front views.
- 3 Replay the footage to your partner after each trial to identify any performance improvements that could be made.
- 4 Attempt to implement these changes in the subsequent trial.
- 5 Use a video-analysis software, such as Kinovea, to analyse the footage.
- 6 Synchronise both side and front views
- 7 Identify the key positions in the movement.
- 8 Label these and create a sequence of still images.
- 9 Measure the jump height using the tools of Kinovea, using your partner's standing height as a reference point.
- 10 Measure the angle of the knees and trunk prior to take-off.
- 11 Utilising the measurements and the principles you have learned in this chapter, analyse the changes in performance over the course of five trials.

CHAPTER REVIEW

- Biomechanics is the scientific field of study that looks at the mechanical principles involved in human movement.
- When applying biomechanics principles to sporting contexts, there are two key areas for study: kinematics and kinetics.
- Kinematics is the description of motion, which includes measures of velocity, speed, distance and acceleration.
- Kinetics is concerned with the causes of motion; that is, the forces and torques acting on the body.
- Without a force, movement cannot occur.
- Inertia is the term used to describe an object's reluctance to change its state of motion.
- Summation of forces means an individual must use as many muscles as possible, in the correct sequence, to maximise power.
- Stability is how physically well-balanced an individual is at any time. Stability is dependent on two key factors: centre of gravity and base of support.
- Projectile motion is impacted by factors such as gravity, air resistance and speed.
- Performance analysis is an important tool for athletes and coaches.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** Biomechanics is the scientific field of:
 - a** mechanical principles applied to sports
 - b** mechanical principles applied to health
 - c** mechanical principles applied to movement
 - d** all of the above
- 2** Sports biomechanics looks at:
 - a** human musculoskeletal function and the principles of movement applied to it
 - b** the principles to understand how a building needs to be supported
 - c** the principles of how the human body works during physical activities
 - d** all of the above
- 3** Kinematics is:
 - a** concerned with the causes of motion; that is, the forces and torques acting on the body
 - b** the description of motion, which includes measures of velocity, speed, distance and acceleration
 - c** the principles of how the human body works during physical activities
 - d** all of the above
- 4** Kinetics is:
 - a** concerned with the causes of motion; that is, the forces and torques acting on the body
 - b** the description of motion, which includes measures of velocity, speed, distance and acceleration
 - c** the principles of how the human body works during physical activities
 - d** all of the above
- 5** Newton's first law of motion states that:
 - a** when a force is exerted on an object there will be an equal and opposite force exerted or, more commonly phrased, for every action there is an equal and opposite reaction
 - b** when a force is applied to an object, the change in motion of the object, called momentum, will occur in the direction of the force and be proportional to the size of the force applied
 - c** an object will remain at rest or in uniform motion unless it is acted on by an external force
 - d** when force is exerted on an object, it will remain at rest
- 6** Newton's second law of motion states that:
 - a** when a force is exerted on an object, there will be an equal and opposite force exerted or, more commonly phrased, for every action there is an equal and opposite reaction
 - b** when a force is applied to an object, the change in motion of the object, called momentum, will occur in the direction of the force and be proportional to the size of the force applied
 - c** an object will remain at rest or in uniform motion unless it is acted on by an external force
 - d** when force is exerted on an object, it will remain at rest

- 7** Newton's third law of motion states that:
- a** when a force is exerted on an object, there will be an equal and opposite force exerted or, more commonly phrased, for every action there is an equal and opposite reaction
 - b** when a force is applied to an object, the change in motion of the object, called momentum, will occur in the direction of the force and be proportional to the size of the force applied
 - c** an object will remain at rest or in uniform motion unless it is acted on by an external force
 - d** when force is exerted on an object, it will remain at rest
- 8** Base of support refers to:
- a** the centre of gravity
 - b** the parts of the body that provide support through contact with the ground
 - c** your core
 - d** the parts of the body that keep you in balance
- 9** Lowering your centre of gravity provides:
- a** decreased mobility
 - b** increased mobility
 - c** increased stability
 - d** decreased stability
- 10** A low centre of gravity is more secure and allows you to successfully:
- a** tackle in football
 - b** defend in basketball
 - c** skateboard
 - d** all of the above

SECTION B – Short-answer questions

- 1** What are the key factors in the flights of projectiles?
- 2** Explain what a parabola is in regards to throwing a ball. Draw diagrams to explain this.
- 3** In your own words, explain what performance analysis and appraisal is.
- 4** List some of the methods by which movement can be analysed in sports.

SECTION C – Higher order thinking (HOT) questions

- 1** Create an oral presentation on the advancement of performance analysis and appraisal. Present your findings in your classroom. You can use visual aids to further enhance your findings.
- 2** With the information from your oral presentation, in a group of three create what you think the new development in performance analysis and appraisal will be. Be as creative as you want! Make a poster and present this to your class.

16

Where do games come from?

Organise your thinking

Games have been played by all peoples all around the world for thousands of years. Time and different cultures shape and influence the characteristics of games. Games are a means of sharing important historical and cultural heritage and they promote intercultural acceptance and understanding.

Making connections

- Play is an important part of childhood.
- Games are universal, and shaped and influenced by culture.
- Culture is preserved and shared through games.
- Sport has an inseparable relationship with history.
- Sport influenced by historical contexts and culture is part of our national identity.

Participate in and investigate cultural and historical significance of a range of physical activities (ACPMPO85)

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. **They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.**

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.

They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

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16.1 Play, games, sport and outdoor recreation

Play

Play is often described as the opposite of work, as play is voluntary, free and has enjoyment as the main consideration. There are endless ways in which to play, including with imaginary and make-believe elements.

play voluntary, free and uncertain activity with few rules, often with make-believe or imaginative elements

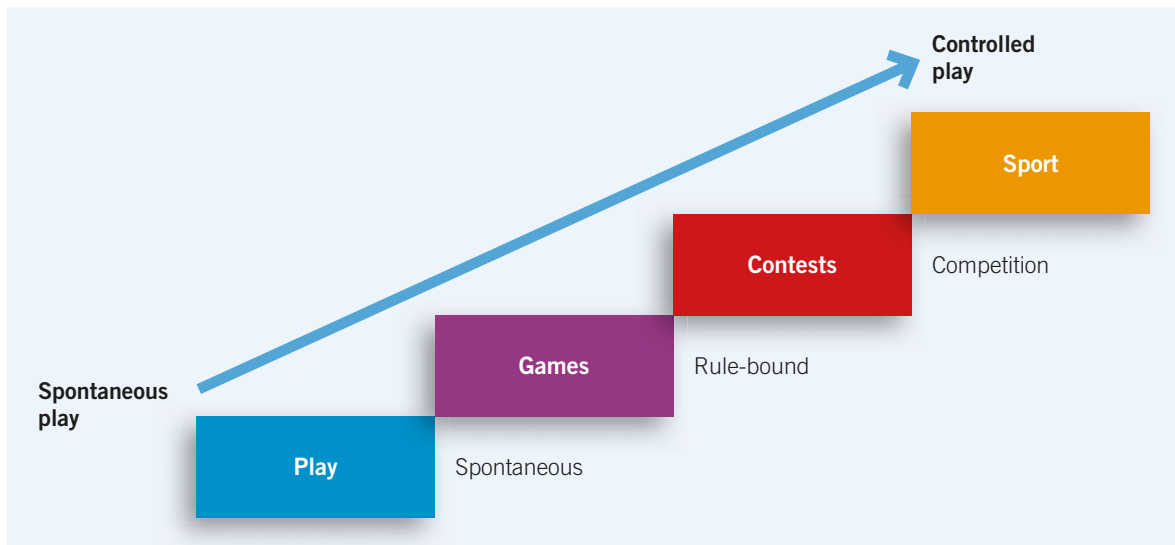


Figure 16.1 The characteristics of physical activities determine their distinct classification.

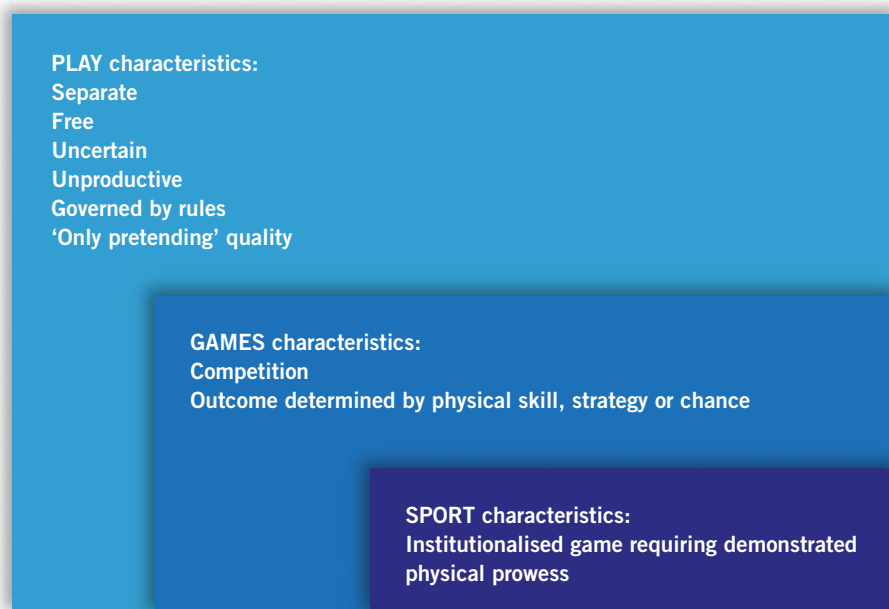


Figure 16.2 Loy's conceptualisation of sport (Loy, 1978: 21–22)

Games

games competitive activities with agreed-upon rules where the outcome is determined by skill, strategy or chance

Games are competitive activities with agreed-upon rules. There are different categories of games, such as games of skill, games of strategy and games of chance. It is important to remember that games are played in the social context that people live their lives. This influences what games are played, how games are played and why games are played. Games teach valuable lessons and prepare us for our environment and our society, as well as the individual challenges we aim to meet.

Sport

sport institutionalised competitive activity involving complex physical skills and exertion for inner satisfaction and external reward

Sport is an activity that is institutionalised and competitive. Sport involves complex physical skills and exertion for inner satisfaction and external reward. Sport holds many meanings for its participants, as well as having a significant impact on our society. People play sport for a number of reasons, including but not limited to:

- enjoyment
- relief of stress and tension
- physical challenge
- cooperation and competition
- appealing qualities of the activity
- mixing socially
- improving body shape
- looking and feeling better
- good health.



Figure 16.3 The characteristics of sport, games and play

Outdoor recreation

Outdoor recreation includes non-competitive activities performed outdoors, either in purpose-built or natural environments. Outdoor recreation activities can be defined based on the purpose of participation. Purpose can range from that of recreation to activities for improved health and lifestyle to activities for adventure.

Adventure activities involve games and play in the outdoors or in and around nature. These activities typically challenge participants physically, emotionally, intellectually and spiritually. Often there is a strong environmental focus and adventure activities can be an avenue for active citizenship through environmental stewardship.

Environmental stewardship is about caring for and protecting the environment. Aboriginal and Torres Strait Islander peoples understand the importance of stewardship, referred to as the Custodial Ethic. The Custodial Ethic governs Aboriginal and Torres Strait Islander peoples' interactions with the land and people. Within Aboriginal and Torres Strait Islander peoples' worldview, the quality of interactions with the land and the environment help determine the nature of peoples' behaviour, relationships and overall wellbeing.

In addition to adventure activities, there are many outdoor recreation activities resembling sports. With a different purpose and format from other forms of sports, these activities are non-competitive and not based on formal rules. These activities along with other forms represent the ever-growing list of outdoor recreation pursuits.

Some of these include:

- boating/sailing
- bungy jumping
- bushwalking
- camping
- canoeing
- cycling
- fishing
- horse riding
- jet skiing
- kayaking
- motor/trail-bike riding
- rafting
- rock climbing
- ropes courses
- scuba diving
- skateboarding/rollerblading
- skiing
- surfing
- trail running
- waterskiing.

The importance of play and games

Play is synonymous with childhood. While play can be defined as the opposite of work, play can also be viewed as the work of childhood – such is its importance. Play assists with every aspect of childhood development. The physical benefits include improved coordination, motor skill development and overall movement skills. Play also teaches vital skills and provides social environments to build friendships as well as avenues to express oneself. Children, after all, learn as they play, and importantly learn how to learn. One of the most common characteristics of childhood across **cultures** is play.

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

Games are universal – they have been played by all peoples all around the world for thousands of years. The feature and characteristics of games are shaped and influenced by many factors, including the social context of the time and culture. Games are incredibly adaptable and even within the great diversity of games it is possible to see similarities across cultures and periods of time.

cultural capital aspects of culture, such as forms of knowledge, attitudes and practices, that are valued and, therefore, usually transmitted to others for their benefit in a society

lore a body of knowledge, including traditions and customs, preserved and often shared orally

Culture is preserved and shared through games. Through games the values and important **cultural capital** are transmitted from one generation to another. Essential knowledge for success in society, important **lore**, tradition, customs and common values are all exchanged in the midst of a game play which is, after all, fun.



Figure 16.4 Games in the early twentieth century. Left to right: children eating an apple tied to a string without using their hands, girls playing with a bat and ball, and children playing with hoops.

Games have a definite place and function in Aboriginal and Torres Strait Islander communities. Aside from respite from work, they served as an important means to transmit culture. They are played to improve hand-eye coordination, agility and fitness, to tell stories, to perform ceremonies and for enjoyment. Mentoring, mimicry and play are the Aboriginal and Torres Strait Islander peoples' way to teach essential life skills. Aboriginal and Torres Strait Islander peoples' games, found in 'Yulunga: Traditional Indigenous Games' on the Australian Sports Commission website, are enjoying a period of recovery, creative adaptation and inclusion in diverse settings in multicultural Australia. This is an indication of the strength, diversity and vibrancy of the culture of the first peoples of this country, and the potential of the traditional games and activities of the past to be shared and exchanged.

DEEP LEARNING

16.1



You will need to interview a parent, guardian or family member to complete this activity.

- 1 Ask your interviewee to reflect on their childhood and recall five play activities and five games that they enjoyed.
- 2 What value were these play and game activities to them?
- 3 What cultural information did they learn from them?
- 4 Revive one of the games your interviewee shared with you by explaining how it is played to your class. Break into groups and take turns playing the games shared by each group member.
- 5 Compare the play and game activities to your own childhood. What do you notice?
- 6 Hypothesise whether the value of your play and games were similar to your interviewee.
- 7 Evaluate the different cultural information you have learned from playing games in your childhood.
- 8 Justify the importance of play and games to young and not-so-young people.

Historical review – games in the early twentieth century

Aboriginal and Torres Strait Islander peoples' games

Prior to European arrival, Aboriginal and Torres Strait Islander societies had a rich diversity of games and pastimes. The games in many cases were suspended in the early twentieth century as Aboriginal and Torres Strait societies remained under threat. In Michael Slater's (1967) *Games and Pastimes of the Australian Aboriginal*, he classified the diverse range of games. These classifications are not definitive and do not capture all Aboriginal and Torres Strait Islander language groups; however, they allow for comparison between traditional and contemporary games of Australia and provide a window into how physical activities such as games have adapted, changed and in some cases remained the same. They include:

- ball games
- dodging
- hide and seek games
- hitting games
- imitation games
- mock fighting
- running games
- skipping games
- string games
- tag games
- top spinning
- tracking games
- water games
- wrestling games.

British influence

A British influence characterised the games of the early twentieth century in Australia. Games were part of the cultural heritage from Britain. This is evidenced by festivities and games played during the Christian observances on Whitsunday. As the British compulsory mass schooling model took hold in Australia, schoolyard games became widespread; equally picnic and kids' neighbourhood games. Games like marbles, jacks, string games, spinning tops, billy cart races and clapping games were very popular.



Influence of migrating groups

Games have changed over the last century as a result of the different cultural groups migrating to Australia. Games adapt and are themselves responsive to the social context in which they are played. The first wave of migration after the British was from the rest of Europe. European influence upon games led to increased participation in games like bocce from Italy. Later elastics was very popular, a game that originally came from Vietnam.

Figure 16.5 Bocce is a ball game closely related to British bowls.

Historical review – sport in the early twentieth century

Sport-like games were also part of the cultural heritage of the British. The historical customs of the new British migrants, the new cultural context in Australia and the climate meant sport was an integral part of Australia in the twentieth century.

In the early twentieth century there were Aboriginal and Torres Strait Islander peoples' sports like boomerang throwing and early-colonial-influenced sports, such as tent boxing and sheep shearing. Tennis and horse racing were also very popular. Sphairee (a miniature form of tennis) and Australian rules football were invented in Australia. Arguably, the national sport had been cricket. Sport, however, adapted quickly to the new context, and the waves of migration that followed heavily influenced it.

Australia, being a multicultural country, has always had a great variety of sports. Australia carved out its national identity and a sense of national self-esteem on the back of sporting events and sporting heroes. Examples include cricketer Sir Donald Bradman and the great teams of the early twentieth century, the iconic Melbourne Cup and Phar Lap's famous win at the Cup. We appreciate that sport influenced by historical contexts and culture is part of our national identity.



Figure 16.6 Cricket, horse racing, tennis and Australian rules football were popular sports in the early twentieth century in Australia.

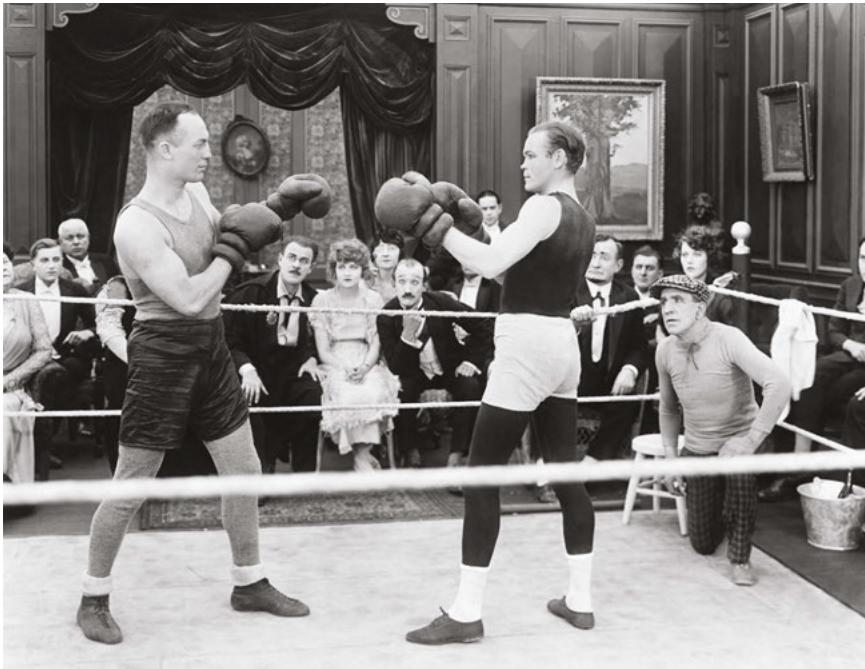


Figure 16.7 Boxing was a popular sport in the early twentieth century.



Did you know?

Sir Donald Bradman's career Test batting average was 99.94. Had he scored just four runs in his last innings, it would have been 100.

Historical review – outdoor recreation in the early twentieth century

DEEP LEARNING

16.2

- 1 Investigate the year of formation and the history behind the inception of Australia's major sports.
- 2 Devise a timeline for sports in Australia, beginning from the early twentieth century.
- 3 Analyse the historical context influencing the formation and development of key sports.
- 4 Conduct a class debate and argue which sport is Australia's national sport.
- 5 Justify your selection of national sport based by applying criteria. (Hint: participation rates versus TV viewers versus revenue.)
- 6 Hypothesise what will be Australia's national sport in the next 25 years.
- 7 Justify your selection of Australia's national sport in 2040.

The changing face of games, sport and outdoor recreation this century

Sport has an inseparable relationship with history. Sport has adapted and changed over the last century as a result of the different cultural groups migrating to Australia. The success and growth of soccer – or football as it is known by purists – owes itself largely to migrant roots. The influence



Figure 16.8 Migrating groups to Australia in the last 100 years have made significant cultural contributions, including participation in sport and recreation.



of American culture has been significant and by virtue of this basketball has become popular. Table tennis from Asia, capoeira and ninjutsu from Brazil, taekwondo from Korea and silat from Malaysia all represent the changing face of sports in Australia this century.

Figure 16.9 Football is known as 'the world game' and is now entrenched in Australian culture.

Emerging sports from other countries

In the late twentieth century, further changes to the sporting landscape have taken place with the rise of mixed martial arts and extreme adventure sports, or X Games. Equally, new-age recreational pursuits emphasising personal accomplishment and self-improvement influenced the popularity of commercial gyms, climbing, mountain walking and many others.

Figure 16.10 New sports and recreational outdoor pursuits are emerging in Australia.



DEEP LEARNING

16.3

- 1 Investigate participation rates of emerging sports and recreational pursuits in Australia.
- 2 Analyse the research on participation rates and suggest reasons for changes to sporting and recreational pursuit trends.
- 3 Examine the increased participation in individual recreational pursuits.
- 4 Suggest how connecting to the environment can enhance health and wellbeing.



16.2 Playing games

Earlier in this chapter the significance of physical activities such as games was explored. We learned that games have been played by all peoples all around the world for thousands of years. In the following section you will have the opportunity to explore a range of games from the early twentieth century, including games from Asia.

Games invented in Australia – sphairee

Australia has a rich history of games, both traditional and contemporary. There are over 3000 accounts of Aboriginal and Torres Strait Islander people's games, the vast majority originating before the twentieth century. A famous game invented in Australia in the twentieth century was sphairee.

Background of sphairee

Sphairee was invented by Fred Beck of Sydney in 1961 in an attempt to play a game with the fun elements of tennis in a restricted area. The name of the game is derived from the Greek word *sphaira*, which means 'ball'. Sphairee closely resembles a game of table tennis on the ground. It involves skills similar to those used in tennis, paddle tennis and table tennis. It can be played outdoors or more commonly indoors. Players normally use rubber-faced bats and a lightweight, perforated plastic ball (6 centimetres in diameter). The rules and scoring system can be adapted from those of tennis.



Did you know?

When tennis was first introduced to the croquet lawns of Wimbledon by Major Wingfield in 1874 it was called *sphairistike*. Sphairee is an abbreviation of the Greek word *sphairistike*, which means 'to hit the ball'. Sphairee represents an abbreviation of both the name and the game.



Figure 16.11 In this photograph from 1965, Fred Beck demonstrates the backhand grip for sphairee – a hybrid of tennis and table tennis, which Mr Beck, a Sydney scholar, invented.

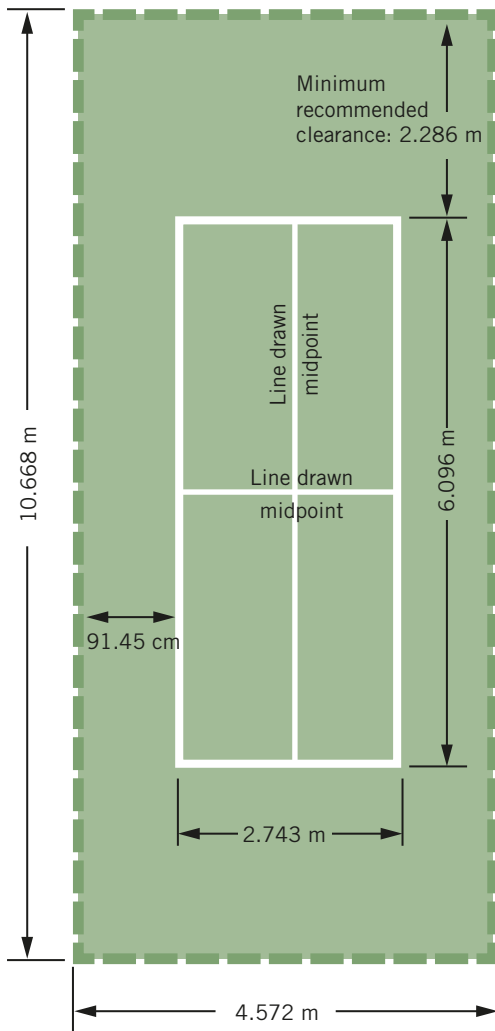


Figure 16.12 The dimensions of the sphairee court

Playing area

Sphairee requires a specific playing area:

- Court dimensions were originally 20 × 9 feet with a centre line running the full length of court.
- Court dimensions have been rounded out to 2.8 × 6.2 metres in size.
- The court surface can be of any suitable material (such as concrete or board).
- The net is 55.880 centimetres (22 inches) high at the posts with a maximum sag of 25 millimetres at the centre.

Scoring

The system of scoring can be adapted from that of tennis. Play for a set may be long or short. Long sets are played to advantage (to six or more games with a lead of two games). In short sets, a tie-breaker is played if the score reaches 5-all. A match consists of the best of three sets.



Did you know?

Nets and stands and other equipment is available from the Sphairee Association of New South Wales.

Game play and basic rules

Start of play

- Coin toss or play for serve.

Service

- Service alternates between the two players (singles).
- Players change ends after the first game and then every uneven set number.
- The server stands behind the baseline and within area between centre and side lines.
- Feet must not touch the baseline.
- Service is underhand delivered from a level not higher than the waist.
- The ball must be hit in the air when serving (it's not allowed to bounce and then be hit).

Service court

- The first serve in each game is delivered from the right-hand side.
- After each point the server changes to the other side.
- Serves are made into the diagonally opposite service box.

Let

A let is called and the serve is replayed:

- If the ball touches the top of the net and then lands in the correct service box.
- If the player serves to the wrong court. (If the next point has been commenced before the error has been noticed then the point will stand and service changes courts.)
- If there is any interference with a rally.
- If there are doubts about a decision.
- If the ball is defective and this affects the serve or rally.

Scoring

A point is scored when:

- A player fails to fairly return the ball in the lines of the court (a ball landing on the lines is considered in).
- A player is unable to return the ball fairly (e.g. missing or not returning a hit, a hit into the net that does not go over it). Any type of stroke may be played in a rally.
- The ball lands out of court.
- The ball drops back into the striker's court after failing to clear the net.
- A player catches a ball before it has bounced.
- The ball in play hits walls or fixtures other than the net fixture or net posts.
- A player contacts the ball more than once in any stroke.

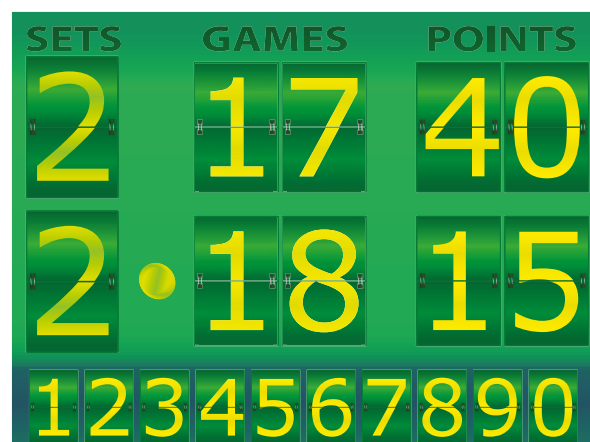


Figure 16.13 The system of scoring in sphairee can be adapted from that of tennis.

- A player reaches over the net to hit the ball before it has reached the net.
- A player, after allowing the ball to cross the net, touches the net with their bat or body before the ball is dead.
- If a player hits the ball (at any height) around and outside the net posts the stroke is legal.
- If a player volleys a ball that would have landed out, then the ball is still regarded as being in play and the ball must be returned fairly.

Receiving serve

- The receiver (in both singles and doubles) must allow the serve to bounce before playing it.
- Receivers may receive the service by standing anywhere in their court area.
- In singles matches (only) the server must allow the return of service to bounce before they play it (after this both players may play volleys or allow the ball to bounce).

Doubles play

- During service both the server's and the receiver's partners must be behind the baseline at the moment when the server strikes the ball in the act of delivery.
- After the service, both players of a team move anywhere in the court to play their strokes.
- Both players are allowed to be at the net at the same time, or one up and one back, or both players in the back (or outside) of the court area.
- Players serve in rotation (each player takes their turn to serve for one whole game and the service alternates from team to team after each game).
- Players in each pair decide which service box they will receive service from and must continue to receive from the same service box until the end of the set.

Games from the Asian region

Many popular international sports have their roots in traditional games from the Asian region. Examples include polo, which originated in India and spread to Britain, and combat sports such

as judo, silat, taekwondo, muay thai and karate, which have evolved into competitive sports. A popular traditional sport from South-East Asia is sepak takraw. *Sepak* means to 'strike with foot' in Malay and *takraw* means 'basket' in Thai.

Sepak takraw was first played somewhere between the eleventh and fifteenth centuries. It has evolved into a highly competitive sport, featuring in the Asian Games since 1990. There has been a major push to include it in the Olympic Games.

The recreational version of sepak takraw involves players standing in a circle and closely resembles hacky sack. As with many traditional games, there is very little equipment needed, few rules



Figure 16.14 Young people playing the very popular sepak takraw from South-East Asia

and maximum participation is encouraged. There is only one team in this version of the game. Players share the common goal of keeping the ball off the ground for as long as possible, kicking or heading the ball to one another. Traditionally, the game was played for fun and enjoyment. It can also be played for skills training.

Sepak takraw as a competitive sport originated in 1930. It incorporated many skills from games such as soccer, volleyball, taekwondo, gymnastics and acrobatics. Competitive sepak takraw has a volleyball-style net. A highlight of any game is the aerial acrobatics of players spiking the ball with a downward kick.

DEEP LEARNING

16.4

- 1 Research and investigate the sports from the Asian Games.
- 2 Working in small groups, select one game in either its competitive or recreational form.
- 3 Follow the format of sphairee on pages 293–96 in summarising the rules and basic games play. Include a background as well as any protocols.
- 4 Decide upon necessary modifications to the rules, the equipment or the playing area.
- 5 Explain the rules and basic game play to your class.
- 6 Plan, design and participate in a selection of Asian Games in a tournament or festival format.
- 7 Reflect on your experience playing the games.
- 8 Explain what you have learned about games from participation in them in this task.

Figure 16.15 Opening night of the 16th Asian Games, 12 November 2010 in Guangzhou, China



16.3 Games, sport and cultural heritage

Games and sports are part of our shared global **cultural heritage**. Every time we play games and sports, we open ourselves and others to opportunities to share this important historical and cultural heritage. As well as the overall health benefits to individuals, culturally significant games and sports promote intercultural acceptance and understanding in communities and among nations. In other words, as well as personal health, games and sports promote global health.

cultural heritage customs, practices, places, objects, expressions and values of a group of people passed on from one generation to another

Traditional games

Traditional games and sports are an excellent example of how cultural and historical heritage can be preserved and shared from one generation to the next. Traditional games are activities for learning, leisure or recreation often containing local customs or a cultural character. They reveal meanings within culture, in history and among people, including what they valued in life and how they walked in the world.

traditional games activities for learning, leisure or recreation often containing local customs or a cultural character

Traditional games early this century were once at risk of extinction and are now in a period of revival. Aboriginal and Torres Strait Islander games have been captured in 'Yulunga: Traditional Indigenous Games' by sport historian and HPE specialist Dr Kenneth Edwards with assistance from Gamileroi man Troy Meston. Many of these games have been creatively adapted: sponge balls have replaced spears and pool noodles have replaced swords. The valuable cultural and historical heritage remains and is shared as people come together in playing the games.

Traditional games from other countries are also played to this day. For example, the traditional game of lacrosse is still played in Australia, Canada and the United States, both in traditional form as well as in adapted modern forms.



Figure 16.16 The word *Marngrook* comes from the Gunditjmara (located in the south-western district of Victoria) language and some claim means 'game ball'. Elements of the game of Australian Rules football are believed to have originated from a traditional game that was played with a possum-skin ball. There are various stories that relate that this game was played in different forms across Victoria.

Aboriginal and Torres Strait Islander games

- Simple skill games: Pirrha (ball spinning), Kamai (string figures), Kangaroo (imitation), Jinee Ngaman Billee Billee Dabbulgan (stick jumping), Brambahl (skipping), and Mer Kolap (object throwing).
- Running and catching games: Kungirruna (running), Edor (running and tag), Wanambi (catch), Tabud Nuri (catch), Giriga (catch), Birray (catch), Kurdatja (catch), Munhunganing (catch) and Jumpinpin (catch with a ball).
- Ball games: Millim Baeyeetch, Bowitgee, Keentan, Buroinjin, Parndo and Woggabirili.
- Hitting games: Kutturu, Thepan and Kokan (traditional hockey).

DEEP LEARNING

16.5



- 1 Play as a class a selection of the traditional games, which can be found online in 'Yulunga' via the link at <http://cambridge.edu.au/redirect/?id=6677>.
- 2 Plot the origin of the games your class played on the Aboriginal Australia map (which can be viewed via <http://cambridge.edu.au/redirect/?id=6678>) with reference to the Aboriginal or Torres Strait Islander language group of each game.
- 3 Identify the culturally significant elements of each activity.
- 4 Suggest what the games reveal about the culture of the Aboriginal and Torres Strait Islander language groups that played them.

Culturally significant games and sports

Gaelic football is an example of a culturally significant sport with strong links to Irish cultural and historical heritage. Multi-game events combining Gaelic and Australian rules football are an example of contemporary expression of culture and history between countries.

Many other games, sports and recreational pursuits reveal links to the culture and heritage of the country of origin of these activities. For example, sports such as capoeira have a strong historical influence, in this case, the clever resistance of oppressed African people in Brazil. Other sporting teams share cultural expression and cultural exchange in the midst of competition. For example, there is no more awesome a sight in professional sport than the haka performed by New Zealand national teams, famously in rugby union and rugby league. The Annual Indigenous All Stars rugby league match has seen a celebration of Aboriginal and Torres Strait Islander culture.

Figure 16.17 The New Zealand national rugby union team performing the haka



Game carnivals and festivals

Traditional and world-game carnivals are played around the globe, including in various places around Australia. Highland games are a very popular and widespread form of traditional games also played in Australia. Bush festivals are more of a local phenomenon and reveal more about the historical heritage of the convict era in Australia and the sense of larrikinism that accompanied the nineteenth century. Cockroach races, gumboot and thong throwing, and damper and billy-making contests are a unique form of cultural expression in Australia.



Figure 16.18 Bush festivals capture a piece of the cultural heritage of the early twentieth century in Australia.

16.6

DEEP LEARNING

- 1 As a class, play a selection of bush festival games.
- 2 Design a games festival for your class or your grade that captures the cultural and historical significance of your community.
- 3 Participate in the games festival or a selection of games within your festival.
- 4 Identify the culturally significant elements of each activity.
- 5 Suggest what games would be suitable for an urban games festival.

Highland games

Highland games originated in Ireland and migrating peoples brought them to Scotland. Highland games are a curious mix of music, dance and games. Events include track and field, dancing and piping competitions, tug-o-war, hammer throwing and tossing the caber. There are hundreds of Highland games festivals throughout the world, such as in the United States, Canada, New Zealand and Australia. The games are a celebration and expression of Scottish customs, dress and culture.



Figure 16.19 Highland games were originally war games designed to identify the warriors of the tribe or clan. Later they became a sporting event.

DEEP LEARNING

16.7

- 1 As a class, play a selection of Highland games, which can be found via the link at <http://cambridge.edu.au/redirect/?id=6679>.
- 2 Evaluate the culturally significance of Highland games.
- 3 Suggest what Highland games reveal about Scottish cultural and historical heritage.



CHAPTER REVIEW

- Play is synonymous with childhood and is often described as the opposite of work.
- Play is voluntary and free, with enjoyment as the main consideration.
- Games are competitive activities with agreed-upon rules. There are different categories of games, such as games of skill, games of strategy and games of chance.
- Sport is an activity that is institutionalised and competitive.
- Outdoor recreation includes non-competitive activities performed outdoors, either in purpose-built or natural environments.
- Aboriginal and Torres Strait Islander societies have a rich and diverse history of games and pastimes.
- Games have changed over the last century as a result of the different cultural groups migrating to Australia.
- Games and sports are part of an individual's shared cultural heritage.
- Games and sports can be culturally significant, such as Gaelic Football.
- Traditional and world-game carnivals are played around the globe, including in various places around Australia.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1 People play sport for a number of reasons such as:
 - a enjoyment
 - b relief of stress and tension
 - c physical challenge
 - d all of the above

- 2 The definition of culture is:
 - a aspects of culture such as forms of knowledge, attitudes and practices that are valued and, therefore, usually transmitted to others for their benefit in a society
 - b 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
 - c variety and difference
 - d a body of knowledge, including traditions and customs, preserved and often shared orally

- 3 The definition of cultural capital is:
 - a 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
 - b aspects of culture, such as forms of knowledge, attitudes and practices that are valued and, therefore, usually transmitted to others for their benefit in a society
 - c variety and difference
 - d a body of knowledge, including traditions and customs preserved and often shared orally

- 4 The definition of diversity is:
 - a variety and difference
 - b 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
 - c aspects of culture such as forms of knowledge, attitudes and practices that are valued and, therefore, usually transmitted to others for their benefit in a society
 - d a body of knowledge including traditions and customs preserved and often shared orally

- 5 The definition of lore is:
 - a variety and difference
 - b 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
 - c aspects of culture such as forms of knowledge, attitudes and practices that are valued and, therefore, usually transmitted to others for their benefit in a society
 - d a body of knowledge including traditions and customs preserved and often shared orally

- 6 Where did the game bocce originate from?
 - a Italy
 - b England
 - c France
 - d Vietnam

- 7** Who invented sphairee, where and when?
- a** Fred Beck of Sydney in 1945
 - b** Fred Beck of Sydney in 1957
 - c** Fred Beck of Sydney in 1961
 - d** Fred Beck of Sydney in 1982
- 8** Gaelic football originates from:
- a** Ireland
 - b** Italy
 - c** Australia
 - d** England
- 9** Cockroach races, gumboot and thong throwing, and damper and billy-making contests are unique forms of games from:
- a** Italy
 - b** France
 - c** United States
 - d** Australia
- 10** Highland games are an:
- a** expression of Scottish customs, dress and culture
 - b** expression of Irish customs, dress and culture
 - c** expression of Australian customs, dress and culture
 - d** expression of American customs, dress and culture

SECTION B – Short-answer questions

- 1** What do you think was the main cause of the popularity of adventure games?
- 2** How do you think culture is represented through games?
- 3** How did the British and migration in general effect games and playing in the early twentieth century Australia?
- 4** How is Gaelic football deeply rooted in the Irish culture?
- 5** How do Highland games reflect the beliefs and culture of the Scottish people?

SECTION C – Higher order thinking (HOT) questions

- 1** How do traditional games reflect and transmit cultural values?
- 2** In a group of five, create your own traditional school game.



17 Being a good sport

Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086)

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.

They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

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Organise your thinking

Playing sport and games is a social activity. Working in teams is an integral part of participation in physical education. Knowing how to get the best out of others and to be the best team member you can will pay dividends. Being sensitive to the needs, rights, feelings and efforts of others, combined with valuing cooperation of fellow team members, is a step towards developing a cohesive team.

Making connections

- How you fulfil roles in sport can enhance team cohesion.
- When working as part of team, you must consider the rights and feelings of others.
- Contributing to a successful team brings with it positive feelings of enjoyment and satisfaction.
- Experiencing different roles in sport provides a greater appreciation of the skills and knowledge required to undertake that role.

17.1 Team cohesion

'For the strength of the pack is the wolf, and the strength of the wolf is the pack.'

Rudyard Kipling

You may have played in many team sports and taken on different roles in each team and experienced very different outcomes in each. So what is it that makes for a cohesive team? How is it that some teams gel and others splinter from bitter conflict? An understanding of team cohesion and the roles and responsibilities required in successful teams is an important element.

Teams are a collection of interacting individuals who share:

- a sense of identity (team name, uniform)
- purpose or goals (to place top three for the season)
- distinctive roles (libero, captain, winger, goal shooter)
- structured modes of communication (a switch play in touch football)
- interpersonal attraction (enjoy being around each other).



Figure 17.1 Teams share a sense of identity.

Bruce Tuckman, researcher in the theory of group dynamics, proposed that a team undergoes a certain developmental process, which follows certain stages:

- **Forming:** Initial development of team structure and formation of interpersonal relationships.
- **Storming:** Resistance to team direction or interpersonal conflict within the team.
- **Norming:** Development of cooperation and resolution of team conflicts.
- **Performing:** Alignment of goals that contribute to team success.

Team-building games and activities are great ways to help groups develop cooperation and decision-making and communication skills.

Every team has a group structure and within this are assigned roles. Roles can be divided into informal and formal roles. Successful teams consist of individuals who know and accept their primary role in the team, accept the roles of others and work to their strengths while acknowledging and managing their weaknesses.

What individual qualities are required to develop a cohesive team?

Mutual respect and social support are two individual qualities in the foundation of strong teams. Social support can be demonstrated in many forms, including:

- listening
- providing care or emotional support
- expressing appreciation for the effort each individual makes in the team
- offering personal assistance (e.g. assisting in travel to/from the game)
- offering ways to improve individual performance.

By offering these different types of social support to individuals within a team, you are more likely to have a shared commitment to team goals and hold a team vision for success.

The Australian Wallabies demonstrated this shared vision in reaching the 2015 Rugby World Cup final when they developed a cohesive team culture by better understanding each member as an individual and valuing their role. **Social cohesion** is the interpersonal attraction individuals have within a team. Successful teams demonstrate social cohesion.

social cohesion the interpersonal attraction among group members



Figure 17.2 Wallabies team photo at the 2015 World Cup

17.1

DEEP LEARNING



- 1 Social loafing is a phenomenon where a team member consistently contributes less than 100% effort in games and/or training through lack of motivation. In groups, discuss what you perceive are the reasons behind social loafing in teams and consider ways of reducing it in a positive manner. Discuss the impact that social loafing has on the rest of the team.
- 2 Think of a team you are currently involved in. This could also be a study group, band or class. What factors pull the members in your group together? What factors pull team members apart? How is conflict managed in this team?
- 3 Describe a strategy to increase teamwork.



Did you know?

Early Australian football uniforms consisted of canvas lace-up guernseys, long trousers, socks and high leather boots.

Guidelines for developing a cohesive team

- Get to know the members of your team – demonstrate interest.
- Provide positive reinforcement about effort.
- Provide solutions by problem-solving and don't assign blame.
- Role model the team's values at all times.
- Give 100% effort at all times.
- Communicate openly.
- If conflicts arise, deal with them immediately in an open manner.

17.2 Teamwork

Teamwork in sport is an intangible thing. It is where players work together to achieve a common goal, overcome challenges, motivate each other to accomplish their best, support each other and give their all in the interest of the team. So how can teamwork be enhanced?



Figure 17.3 Teamwork is essential in long boat racing.

Teams are not just found in sport; medical teams work together to ensure successful outcomes in an operating theatre; construction teams work together to build houses; and servicemen and women work together to ensure a safe mission. Teams provide opportunities to work cooperatively by developing individual strengths. Every team has a leader and the rest of the team rely on them to make decisions for the team.

Most teams are involved in competition or at least trying to achieve a goal. Although these provide a challenge and enjoyment for most people, negative behaviours are sometimes exhibited by some players. Competition can put people under pressure and when placed in testing situations it can strengthen the bond between individuals.

DEEP LEARNING

17.2

The following activity requires teamwork in order to succeed. This will challenge your skill execution, decision-making ability and competitiveness. However, you will hopefully be able to identify and experience some of the positive results of joining a team.

Activity – Bucket challenge

How long does it take to fill bucket with water, when the bucket has holes?



When you complete the task as a team, ask the following questions:

- 1 How were we successful?
- 2 What behaviours were key for us reaching the goal?

17.3 Tactics and strategies

Tactics are those plays that you use to overcome an opponent. It might be to feign a pass in order to put an opponent off balance or to pass long to take advantage of a slow defence. Tactics are the thinking skills that put a team ahead of their opponents. What tactics have you used in your experience in sport?

Tactics are decisions you make based on previous experience. Decision-making in sport is a skill that can be developed and improved from observation of patterns of play. Running towards a gap



Figure 17.4 Tactics utilise thinking skills to beat an opponent.

in the field in rugby or serving to the weakest receiver in volleyball are tactics that take advantage of your observation. Most teams set up ‘plays’ that take advantage of a weakness observed in an opponent. Regardless of the type of tactic or strategy used, its effectiveness will be determined by how well the team understands the strategy and can execute it. Tactics take considerable planning and practise to be effective. Tactics rely on players being able to identify a sequence of play that takes advantage of a weakness or opportunity presented by an opponent.

Tactics often rely on teamwork in order for them to be successful. You’ll soon find that most strategies won’t be effective without teamwork. Many tactics that worked well in practice may be less effective in a game situation. Being able to adapt strategies to match the ever-changing movements of players within games requires experience, confidence and the ability to make the most of limited opportunities. With the use of tactics, the focus moves from each individual trying to score a goal to players working together to increase the scoring opportunities for the team.



Figure 17.5 In volleyball the tactic of hitting away from the block is established by the setter.

As games and sports tend to be fast moving and unpredictable, a good player needs to develop skills in identifying patterns of play and be flexible and creative in executing tactics to combat them. The ability of a player to detect certain cues from players or position of players is an effective skill to develop in order to execute tactics or strategies that outplay an opponent. The sign of an expert player is attending to the relevant cues in sport and ignoring the rest.

Andrew Johns, former Australian rugby league representative, describes how identifying patterns of play helped his decision-making: 'It doesn't get easier – but it gets slower. When you first start, everything is frantic and a hundred miles an hour. As you get older, it really starts to become slower. The options are far easier than they were. You do it so often; it becomes second nature. Then you get little signs, little tricks you work out yourself.'

DEEP LEARNING

17.3

Attacking tactics – soccer**Three and out**

Objective:

- To score goals.

Set-up:

- Set up four goals on sidelines, randomly positioned.
- The rest of class is divided into sides of six with two balls.
- Every player is trying to score and playing for themselves: players vs goalies.
- Goalies can be replaced when they save three goals.
- Use full field and four goals.
- Score only from outside exclusion zones.

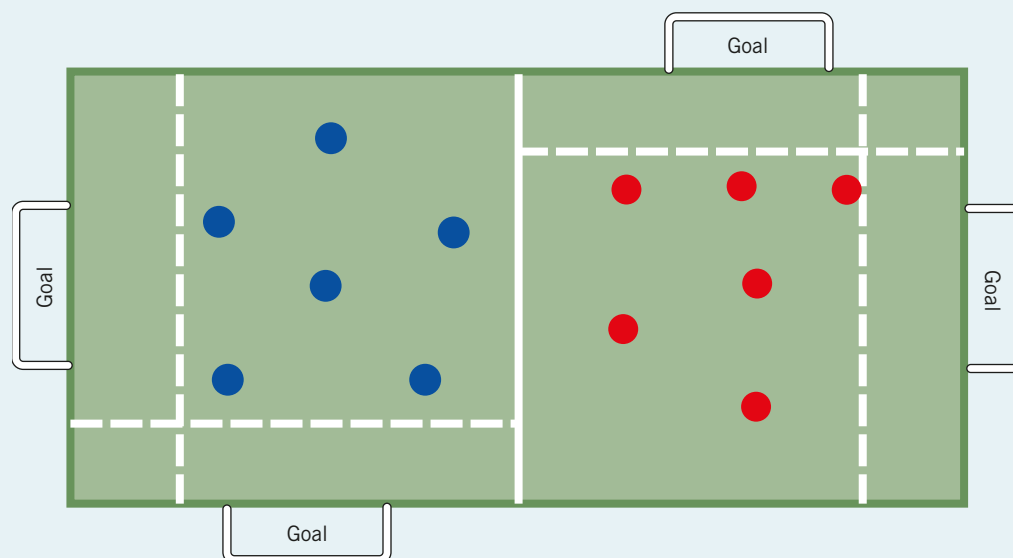


Figure 17.6 Three and out

Progressions:

- Form teams of two.
- 1 What offensive strategies did you use successfully to keep the ball away from your opponents and to move the ball towards the goal?
 - 2 What defensive strategies did you use to successfully get the ball away from your opponents and to prevent them from scoring? Describe what you did that worked well. What did you do that did not work?
 - 3 What strategy worked best?
 - 4 Did the tactics change when you played in pairs? If so, how?

17.4

DEEP LEARNING

Strategy tactics

- 1 In groups of three or four, choose a team game such as soccer, volleyball or basketball and plan a strategy or tactic on paper that aims to improve your team's opportunity to score. Practise this strategy so that all team members can execute the tactic in a game.
- 2 Explain how you know when to execute this particular tactic.
- 3 What conditions must be satisfied for this tactic to be successful?
- 4 Once you have employed this tactic, the opposition becomes aware of your strategy. Can you prepare a variation to keep the opposition guessing?
- 5 What are some tactics to support the player with the ball?
- 6 When your team has the ball and is attacking, what can you do to support the player with the ball?
- 7 Discuss options for positional play and putting yourself in an advantageous position to score.

17.4 Roles in sport

When watching sport, we tend to focus on the performers on the field or court and largely forget about the myriad support roles that are integral to the success of a competition. Players need coaches to train them, sports events need administrators to coordinate fixtures, referees ensure codes of conduct and rules are adhered to and volunteers fulfil multiple roles. The closer the competition gets to high performance, the greater the number of support staff and affiliated roles. At school level you can experience the many roles that sport offers by participating in a sport education unit.



Figure 17.7 Consider the many roles offered in sport. Can you add some more?

Team leaders

Each team has a leader or captain who may volunteer for the role, be elected by peers or be appointed by a coach. They must possess a good understanding of the rules of the game and have good communication skills in order to speak with umpires, coaches and players. Most importantly, they must display the values and qualities that are held in high regard by their team members.

Team leaders may be called upon to make important decisions during the game, be responsible for the conduct of fellow players and liaise between referee/umpire and fellow players regarding disputes and rule interpretations. Off the field, team leaders may have to write match reports, provide advice on the team's performance and contribute to the planning of training.

Coaches

Coaching is an emerging art and science with greater research being placed on the skills required to be an expert coach. Part manager and part skill expert, the coach must demonstrate myriad qualities and skills to earn the respect of players and parents. Ultimately, coaches prepare athletes for performance and along the way they hopefully instil personal values of hard work, effort, fair play and a sense of self-worth in players.



Figure 17.8 Team coach

Administrators

Administrators plan, organise and coordinate sporting events. They take care of the day-to-day running of a club or sporting season. They require excellent organisational and interpersonal skills to work with others to get jobs completed, such as organising umpires, ordering team uniforms, and planning match fixtures and end-of-season events. Administrators can also be volunteers who do not get paid for their time but enjoy the satisfaction of contributing to a team or community.

Umpires and referees

Every sporting competition requires a referee or umpire. They are officials that preside over the match and make decisions based on an understanding of the rules. They must be able to settle disputes and be seen to be fair in the delivery of their interpretation of the rules. They must uphold the values of good sportsmanship and fair play by ensuring that players abide by these values. It is for these reasons that umpires and referees are afforded the highest level of responsibility.



Figure 17.9 International cricket umpire Aleem Dar

17.5

DEEP LEARNING

- 1 List the roles that would be required to organise a multi-team sporting tournament for a sport you are learning.
- 2 Complete the following table with the roles, their duties, the skills required and what would be required to measure the success of this role at the end of the tournament.

Roles	Responsibilities	What skills are required	How is the success of this role measured?
Scorer	Ensure score cards/ sheets are completed correctly Record match outcome	Understanding of rules	Accurate compilation of results
Umpire			
Game statistician			

- 3 Consider the role of team leader or captain. What personal attributes do you think a good captain should demonstrate?
- 4 You are the administrator for a volleyball/soccer/football competition that has received nominations from nine teams. Create a round robin draw for this competition to be held over one Saturday, including semi-finals and a final. What factors would you need to consider in the planning? To make this task easier, consider an app that may assist in the creation of a draw.



Figure 17.10 Example of a round robin draw



HPE and HASS

The Sport Education model was created by Daryl Siedentop to offer students experience in taking on different roles in sport, such as leadership, assessment and training roles rather than just a performance role. The hallmarks of the Sport Education model, which might be different from your current Physical Education class, is that students compete in the same team for the duration of the season or term, the roles are distributed among the class ranging from team manager to statistician, and the season ends with a grand final and accompanying fanfare. Students are responsible for every aspect of the season, including coaching and organising training sessions. All students participate in both practice and playing, but take on additional duty roles throughout the unit. Ask your teacher about implementing the Sport Education model for a sport the class enjoys playing.

17.5 Emotions in sport

Sport is filled with emotions, from euphoric grand final wins, to grief at being injured and frustration at poor performance. Emotions are instinctual and have evolved from our animal ancestors. Animals need emotions to survive, they need fear to keep them alive and they need aggression to defend their territory and their food. We, too, need emotions. We rely on emotions to make quick and often pressured decisions.

Emotions function to direct our attention, enhance our memory, help to organise our behaviour towards others and help to develop moral and ethical values. Emotions bring a richness to our experience and how we interact with people. As discussed in Chapter 6, there are six primary (or basic) emotions: happiness, surprise, anger, fear, disgust and sadness.

Social emotions are different and include feelings such as embarrassment, sense of pride, shame, jealousy and guilt. Social-emotional skills help us manage our relationships, understand and control our own behaviour and work out the best way to cope with the challenges we face. Like any other set of skills, we can improve them through practise.

Being able to recognise, express and manage your own emotions is a positive step in understanding how to use emotions positively in sport. It also contributes to being more likely to be able to 'read' the emotions of others. Relating to others is what team sports are all about.



Figure 17.11 Understanding your emotions is an important skill to enhance performance.

Understanding the body language of others can assist in determining the emotions they feel. This ability to understand the emotions of others is called empathy. Empathy is a core skill for effective relationships. It helps people feel connected, understood and appreciated when others can empathise with them.

So how can we better understand our emotions? While playing sport, can you identify moments when emotions have got the better of you? When your performance was negatively impacted by your anger, fear, frustration or intolerance of others' skills? These negative emotions are distracting you from your game.

Emotions are powerful things that lead to increased muscle tension, reduced depth of breathing and loss of coordination. Negative emotions impact not only your performance but also that of the team. Left unchecked, emotions can become habit-forming – that is, you automatically respond to a situation with the same emotional reaction. This link between a situation and a negative emotion should be broken.

To do this, first identify the situation where the emotion occurs. Are you losing? Does the referee give you a penalty? Are you in space but no one passes you the ball? Feel the emotion swelling inside you. Now link the emotion with a positive thought about the enjoyment you have when playing with your team, regardless of whether you reach your goals. Positive emotions include satisfaction, excitement and enjoyment. Link them regularly with your sport situation to better manage your performance.

DEEP LEARNING

17.6



Class activity

- 1 In one minute, quickly write down 20 emotions you have experienced in sport.
 - a Have the person with the longest list read theirs first.
 - b Discuss as a class why you consider we require so many descriptors for emotions.
- 2 On a piece of paper, distribute one emotion from the class list to each class member. In groups of four, have each group member take turns to demonstrate body language that aligns with this emotion. The rest of the group has to guess the emotion by looking at facial expression and body posture.
- 3 Matt missed selection in the team but his friends made the cut. They are all talking about how great it will be to compete together on the weekend.
 - a How do you think Matt feels? What emotion would be the strongest?
 - b What emotions do you think Matt might be hiding?
 - c How do you think Matt's friends are feeling?
- 4 Find a photo of a person that you admire from the web. On top of this image add the words that describe this person's strengths or qualities that you most admire. Try to aim for at least six words. Now circle the top three words that you would like to have as strengths or qualities.



Figure 17.12 Roger Federer is known for his mild and calm demeanour on the court.

CHAPTER REVIEW

- Teams are a collection of individuals who share a sense of identity and purpose or goals.
- Mutual respect and social support are two important qualities in the foundation of strong teams.
- Players work together to achieve a common goal, overcome challenges, and motivate each other to accomplish their best.
- Tactics are plays that an individual uses to overcome an opponent.
- Roles in sport are integral to the success of a competition.
- Being able to recognise, express and manage emotions is a positive step in an individual's understanding of how to use emotions positively in sport.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** Which of the following is not something that is shared by a team?
 - a** interpersonal attraction
 - b** distinctive roles
 - c** finances
 - d** a sense of identity

- 2** Social cohesion is:
 - a** a skill that can be developed and improved from observation of patterns of play
 - b** the interpersonal attraction individuals have within a team
 - c** understanding body language
 - d** a sporting competition

- 3** Team leaders should not:
 - a** volunteer themselves
 - b** be elected by the team
 - c** be appointed by the coach
 - d** appoint themselves team leader

- 4** Tactics are based on:
 - a** previous experiences
 - b** predictions for the future
 - c** personality types
 - d** the coach's favourite players

- 5** An effective skill for executing tactics that outplay an opponent is:
 - a** strength
 - b** detecting certain cues
 - c** agility
 - d** leadership

- 6** Coaching combines:
 - a** art, science, skill and research
 - b** mathematics, art, research and skill
 - c** science, research, communication and business
 - d** business, science, mathematics and art

- 7** Administrators are important to:
 - a** the team plays and structure
 - b** the general planning, organising and coordinating of sporting events
 - c** the selection of coaches and team leaders
 - d** the cleanliness of the team's equipment

- 8** Every sporting competition requires a referee or umpire because:
 - a** they organise the entire event
 - b** they provide advice and make decisions for the team's performance
 - c** they make the final decision for the competition based on an understanding of the rules
 - d** they record the competition

- 9** Which of the following is not one of the six primary (or basic) emotions?
 - a** happiness
 - b** anger
 - c** disgust
 - d** embarrassment

- 10** Negative emotions can be distracting from the game unless you:
- a** learn to control the emotions and link them to positive emotions
 - b** avoid playing sport until the emotions have passed
 - c** use the negative emotions to help your game plan
 - d** all of the above

SECTION B – Short-answer questions

- 1** Outline the common factors that are shared by a team.
- 2** Explain the importance of teamwork.
- 3** Describe the role of team leader.
- 4** Summarise the role emotions play in sport.
- 5** List the impact that negative emotions have on athletes.

SECTION C – Higher order thinking (HOT) questions

- 1** Of all the roles explained in this chapter, identify one that you think you are most suited to.
- 2** Imagine you have taken on this role with a state-level sporting team. Write a short bio on yourself explaining why you are suitable and what you will bring to the role.



18 Learning on the move

Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMPO87)

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. **They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.** Students demonstrate control and accuracy when performing specialised movement sequences and skills. **They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.**

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Organise your thinking

Tactics and strategies are one skill set required for expert performance. Every game presents different movement challenges and it is thinking players that develop effective solutions. Identifying complex patterns of play is a skill demonstrated by expert performers.

Making connections

- There are common movement principles that can be transferred between sports.
- Decision-making is a skill that can be practised in class using small-sided games.

18.1 Movement concepts

Every game has some underlying principles and skills common to each. These movement concepts and skills can be applied to a variety of sports.

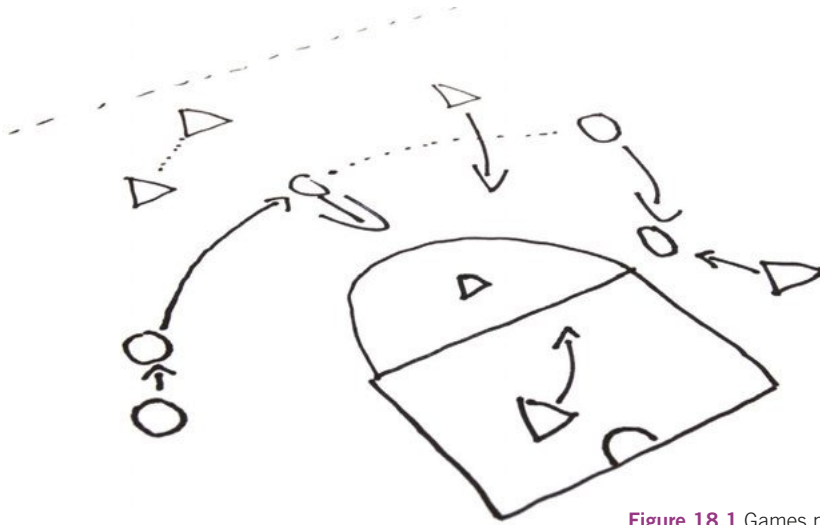


Figure 18.1 Games provide the setting for problem-solving.

The tactical skill set asks you to know what you are doing every moment you are on the field/court. ‘Should I pass long or short?’ ‘Do I approach a defender or wait for them to come to me?’ The technical skill set refers to the how you execute a skill. Kicking long, slicing a ball, tackling technique and setting a block all carry knowledge about how to perform a movement.

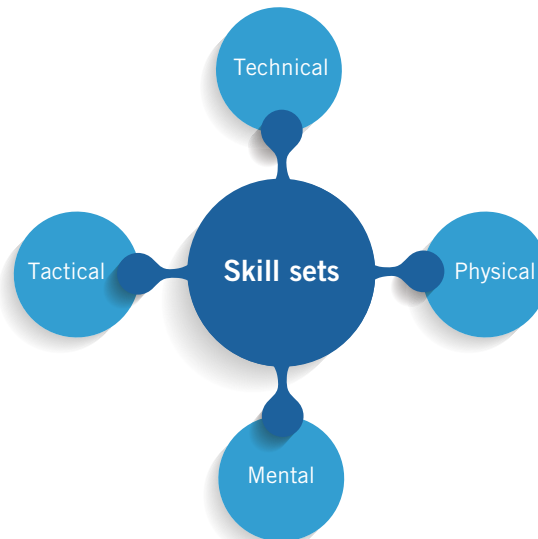


Figure 18.2 Sport requires a wide variety of skills in order to perform at a high level.

The physical skill set refers more to your physiology, which depending on the sport you play carries different degrees of importance. They include speed, agility, endurance and power. If you don't have the physical capabilities, this will mean you can't carry out the tactical or technical skills.

The mental or psychological skill set refers to traits such as motivation, personality, drive and leadership. Like physical and technical skills, these can be trained with practise.

Strategies of game play

attack aims to score a goal or a point in sports

defence aims to stop the attacking team from scoring a goal or a point in sports

Most invasion games have structured plays around how best to score a goal or invade the territory of the opponent. Tactics and strategies depend on whether you are in attack or in defence. The underlying principles of **attack** and **defence** are outlined below.

Attacking or offensive play

If your team is in possession of the ball, you are said to be in attack. The team in attack aims to score a goal, kick a goal, land the ball on the opponent's court or place the ball out of the opponent's reach so they can't return it.



Figure 18.3 A team in attack aims to score a goal or invade space of the opponent.

There are some key underlying principles to be learned by players in attack. When in attack, you should try to attempt to draw the defender towards you before passing. When in attack, pass the ball in front of your teammates, so they can run onto the ball. The receiver in an attacking team should look to position themselves or break into open space. The attacking team should aim to spread players across the available space in order to ensure they don't bunch up. If bunching occurs, one defender can defend two or more attacking players and the attacking team will find it difficult to pass. Support the player with the ball by positioning yourself to provide them with an open target to pass to. Vary the play so that it does not become predictable and easily read by the defenders. You can vary the speed of the pace, the length of the pass, the direction of the pass and the number of passes. Communication via voice or signals is also important to show your intentions to your teammates.

Attacking play

The one-two pass is a very effective method of getting a ball around an opponent. Putting it simply, you pass the ball to your teammate and then run into space, while your teammate passes the ball back to you. Both you and your teammate must keep moving while completing a one-two pass.

Defensive plays

If your team does not have possession of the ball, you are said to be in defence. The defending team aims to stop their opponents from scoring a goal or landing the ball in their court.



Figure 18.4 A team in defence aims to stop their opponents from scoring.

man-on-man defence a defence tactic used in sport where every player/member has an opposing member assigned to defend against attackers

zone defence a defence tactic used in which every member/player is assigned to guard and defend a specific zone

There are some key underlying principles to be learned by players in defence. When defending, ensure you cover or stay with an opponent. This is called **man-on-man defence**. Another option is to defend a section of the field or court. This is called **zone defence**.

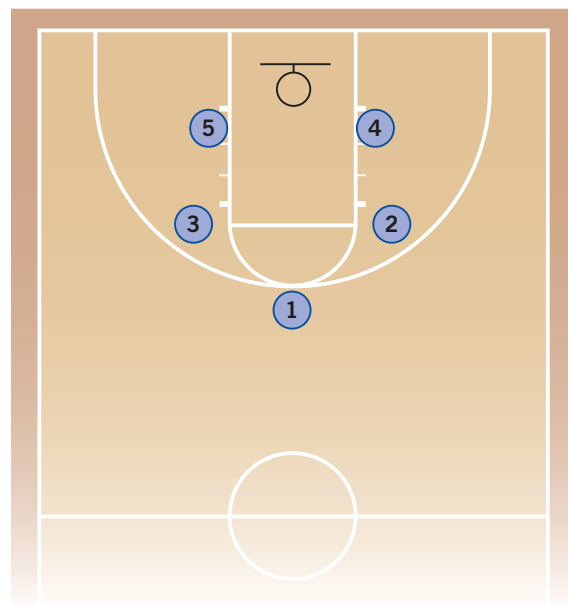
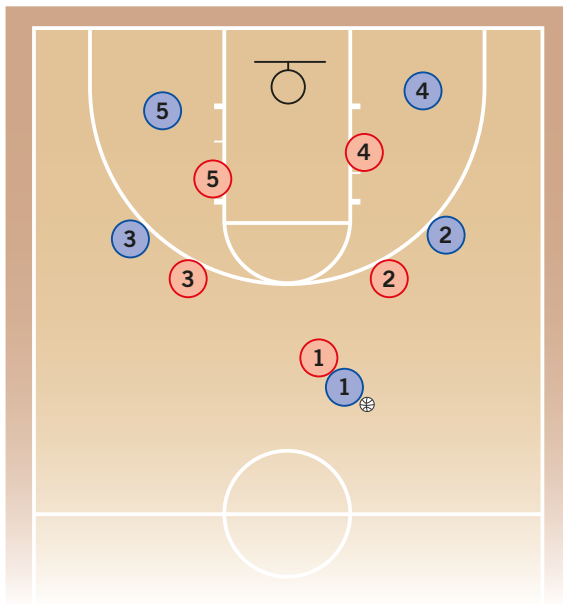


Figure 18.5 Zone defence vs man-on-man defence

The defender closest to the attacking player aims to move towards them in order to gain possession of the ball, slow the attacker down or limit opportunities to pass or shoot the ball. As a defender, if an opponent passes, you chase after them and try to tackle from their blindside.

Mini games or small-sided games are a valuable way to learn about tactical skills and improve your technical skills at the same time. Mini games require skills of decision-making and allow variables such as team and field size to be changed more easily. Because sport is played in a dynamic, changing context, it stands to reason that for players to become proficient they must be adaptable to the changing circumstances and solve problems as they arise in the game.

The following sample activity can assist players in being better able to maintain possession in games, such as basketball, touch football and netball by understanding why they are doing something.

mini games (or small-sided games) games with fewer players competing in a smaller area

DEEP LEARNING

18.1

- Setup: 3v3 with different coloured bibs.
- Restricted playing space: 7 × 7 m.
- Score: Count number of passes.
- Defenders: May intercept or capture ball.
- Constraints: Reduce/increase size of space, number of players per team, reduce time with ball, only overhead passes, only passes greater than 2 metres, no movement with ball, 3v2, set up zones within playing space and limit access.

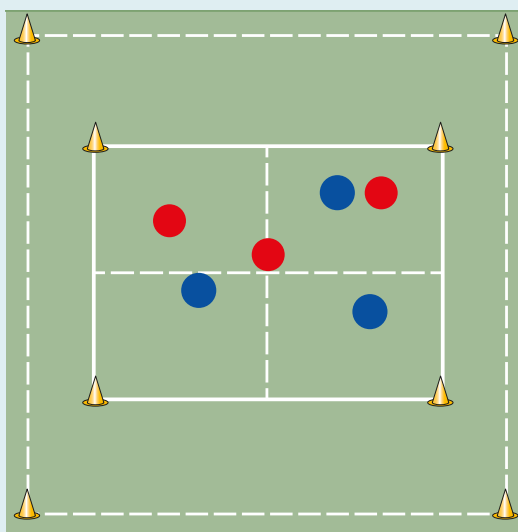


Figure 18.6 Maintaining possession is a strategy common to many sports.

- 1 Attackers:
 - a When did you pass the ball?
 - b When did you keep the ball?
 - c What strategies did you use to keep the ball away from your opponent?
 - d What did you do to make it easier to pass the ball?
 - e What did you do to make it easier to receive the ball?
- 2 Defenders:
 - a What strategies did you use to make it harder for the ball to be passed or received?
 - b What did you do to try to win back the ball?
 - c What else could you have done?
- 3 Variation:
 - a How did having a time limit affect the game?
 - b How did uneven team numbers impact the game?
 - c How did the change in space impact the game?

18.2 Finding solutions to movement problems

One approach to learning tactical and technical skills is called a constraints-based approach. This approach utilises the notion that if you vary the environment in which the player practises, they are better able to cope with the unpredictable nature of games and are better equipped to find movement solutions to unique situations. A ‘constraint’ is anything that limits the number of possible decisions available to a player; for example, changing the dimensions of the field/court, changing the rules of the game, setting time limits to scoring, reducing/increasing player numbers, playing on a wet field and changing the ball size.

Constraints can be deliberately manipulated to alter the dynamics of the playing environment and consequently influence the decisions and actions of players. Training sessions that allow players to find unique solutions to variable performance problems is the key to developing thinking players.

Space and time are two variables that can be manipulated in games. Changing the direction of play often results in the ball being released to free space. Changing the direction of play can also affect the movements of the opposition team; for example, a kick to the opposite side of the field in football or soccer will often draw the opposition players to that side of the field. A quick pass in the other direction can catch the opposition out of position and thereby create space for your team. Players can also ‘lead’ into free space, which then allows them more time to execute the correct skills and movements rather than having to make a hurried pass trying to evade the opposition. In individual sports such as tennis and squash, players attempt to make their opponent move around the court as much as possible to create maximum free space in which to hit the ball, thereby making it more difficult for an opponent to return it. In striking sports such as baseball or softball, a batter will try and hit the ball to free space on the field.

Changing player position on the field directly impacts the amount of time a player has to make a play. By moving away from an opponent you give them more time; by moving closer you limit their time. Limiting the amount of time an opponent has to make a play is a tactical strategy as it forces a rushed execution of a skill.

DEEP LEARNING

18.2



In order to find a solution, there must first be a problem. From your experience in playing a team sport, identify a tactical or technical performance problem faced by your team. This could be instances such as losing possession of the ball too quickly, passes being intercepted, defenders not being effective or shots being off target. Consult with fellow team members to consider the process in the table below to create solutions to your movement problems

Identify the problem	Set out a strategy	Movement solution	Build a model
Losing possession of the ball when in attack	Analyse when this happens in the game; video evidence can assist in this step by recognising patterns of play	Define what each member of the team needs to do, the desired positions, distance from the ball carrier, support play, movement paths	Set about changing rules (e.g. limit time allowed to carry ball; increase number of touches; must hold ball with two hands to improve)

Participate in hoop ball

- Goals: To determine whether a man-on-man defence is a more advantageous strategy than a zone defence.
- Setup: Four hoops acting as scoring goals in a defined space.
- Teams: 3v3.

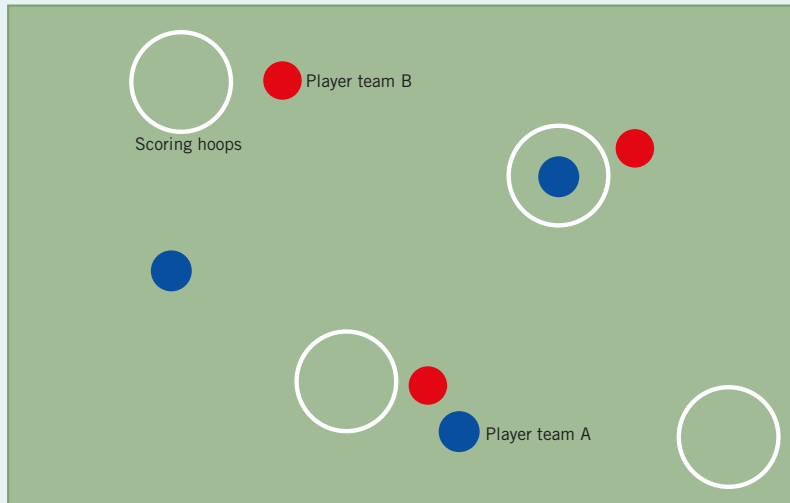


Figure 18.7 Hoop ball sets up a game that relies on teamwork and maintaining possession.

- Objective: One team starts with the ball and tries to maintain possession while positioning a player to receive the ball while standing with both feet in any of the four hoops. This constitutes a goal. Players are only permitted in the hoop for a maximum of five seconds. Running with the ball is not permitted. If the ball is knocked to the ground, intercepted or a goal is scored, possession swaps to the opponent.
- 1 Participate for the same period of time using man-on-man and then zone defence to determine the more advantageous system. Identify the advantages and disadvantages of both systems of defence to come up with a solution.
 - 2 For the attacking team, what system hindered goal-scoring the most? Why?
 - 3 Can you come up with a solution to both defensive strategies in order to more easily score goals?
 - 4 Share your findings with the class after participating in both defensive strategies.

18.3 Transfer of skills

Experts in sport are effortless in their actions and always seem to make good decisions. This is based on years of experience and understanding patterns of play. By developing a broad range of fundamental movement skills as a child, you are more likely to be able to adapt and apply these skills to new sports. This is referred to as transfer of skills.

Skill transfer can be positive or it could be negative. If you have learned a skill well, it is much easier to learn a similar motor skill with a slight variation. For example, the skill of catching a tennis

ball will transfer to catching a cricket ball and/or basketball, with the ability to track the moving object being the common element.

Skill transfer can be negative as well, such as when the first skill you learn interferes with the learning of the second. This is commonly experienced when squash players transfer playing to tennis. Squash relies on a snap of the wrist in playing shots, whereas tennis relies on a rigid wrist. Adaptation between the two skills requires additional time to master.

Transfer of skill can also happen between limbs. There is the ability to transfer the learning of a skill with the dominant side of the body to the non-dominant, such as kicking a football with the right and left foot.

It is not only the skills that are able to be applied, such as serving in tennis to an overhead serve in volleyball, but it is also the recognition of patterns of play or positional situations from experience in games that can be transferred. Expert performers in sport have been shown to be able to recognise and recall complex patterns and have a refined ability to anticipate forthcoming actions of teammates and opponents. By watching experts in team games, they seem to be 'in the right spot at the right time' because they have anticipated the next course of action.

The implication for you as a performer is that experience in one game can transfer to a similar game, making the learning easier. There are many similar types of games such as:

- invasion games (e.g. Australian rules football, rugby league, netball, soccer and basketball all require players to find space, develop passing skills and recognise patterns of play)
- court/net games (e.g. tennis, badminton and volleyball)
- target games (e.g. golf, archery, ultimate frisbee and tenpin bowling)
- striking/fielding games (e.g. cricket, baseball and softball).

18.3

DEEP LEARNING

- 1 Devise a game where players must use a hockey stick to get a soft foam ball or tennis ball into a bucket at the far end of a court. Develop rules as a class, including how far off the ground the stick may be lifted, how to block a player getting to the ball, the use of feet to control/dribble the ball and how far it may be dribbled.
- 2 Compile a list of safety issues, particularly as they relate to lifting sticks when close to other players.
- 3 Discuss the game as a class, identifying skills you may need to play the game effectively.
- 4 Play the game.
- 5 What skills learned in this game are transferred from other games?
- 6 What patterns of play are identified in this game that are similar to other invasion games?

CHAPTER REVIEW

- Movement concepts and skills can be applied to a variety of sports and can be divided into tactical and physical skills.
- The tactical skill set asks an individual to know what they are doing every moment they are on the field/court.
- The physical skill set refers more to an individual's physiology, which carries different degrees of importance depending on the sport.
- Tactics and strategies of game play depend on whether an individual is in attack or in defence.
- One approach to learning tactical and technical skills is called a constraints-based approach.
- Constraints can be deliberately manipulated to alter the dynamics of the playing environment and consequently influence the decisions and actions of players.
- By developing a broad range of fundamental movement skills, an individual is more likely to adapt and apply these skills to new sports.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1** If your team is in possession of the ball:
 - a** you are said to be in defence
 - b** you are said to be in attack
 - c** you are required to slow down
 - d** you are required to speed up
- 2** Technical skill set refers to:
 - a** communication skills
 - b** using technology in sport
 - c** how the skill is executed
 - d** sporting equipment
- 3** The defending team aims to:
 - a** stop their opponent from landing the ball in their court
 - b** stop their opponent from scoring a goal
 - c** cover their opponent
 - d** all of the above
- 4** Two variables that can be manipulated in training games are:
 - a** space and time
 - b** time and psychology
 - c** equipment and the field
 - d** space and sound
- 5** Mini games are best for improving your:
 - a** team spirit
 - b** physical skills
 - c** technical skills
 - d** communication
- 6** Skill transfer can be:
 - a** positive
 - b** both positive and negative
 - c** negative
 - d** difficult to learn
- 7** Which of the following is not an example of an invasion game?
 - a** Australian rules football
 - b** tennis
 - c** rugby league
 - d** basketball
- 8** By moving closer to a player you:
 - a** invade their personal space
 - b** cause a conflict between the two teams
 - c** limit the time they have to make a play
 - d** increase the time they have to make a play
- 9** Bunching refers to:
 - a** all the players staying on one area of the field
 - b** uncomfortable uniforms
 - c** staying too close to your opponent
 - d** players spread out evenly across the field
- 10** Which of the following is not a mental or psychological skill?
 - a** drive
 - b** leadership
 - c** agility
 - d** motivation

SECTION B – Short-answer questions

- 1 Explain the difference between technical and physical skill sets.
- 2 Describe what the constraints-based approach is and its benefits.
- 3 Outline the negative outcomes that can come from skill transfer.
- 4 Consider your own mental skills. Create a list of the mental skills you possess.
- 5 Describe how mini games help to develop different skills.

SECTION C – Higher order thinking (HOT) questions

- 1 Explain the purpose of skill transfer and how this can make someone a better athlete.
- 2 Produce a skill-transfer plan for someone who wants to move from tennis to playing volleyball. What would you recommend they do? What skills can be transferred between these two sports?



19

Let's join in

Organise your thinking

Inclusion for maximum participation means that a range of options to cater for people of different ages, abilities and backgrounds is provided in the most appropriate manner possible.

Making connections

- There can be no compromise on safety.
- No learning occurs until all safety measures have been employed.
- Modifying and adapting the rules, equipment and conditions of play in physical activities increases access, participation and enjoyment.
- Fair play means that all participants have respect for the game and take responsibility for how they play the game as well as how they interact with others.

Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMPO88)

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.

They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

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19.1 Fair play, safety and maximum participation

Fair play, safety and **inclusion** are important concepts for ensuring maximum participation for all. Before participating in physical activities, however, safety comes first. Once safety measures have been followed, participants can enjoy playing the game. Fair play means that all participants have respect for the game and take responsibility for how they play the game as well as how they interact with others. Fair play includes following the formal rules as well as the informal rules or **etiquette** of the game. Fair play also includes the idea of inclusion where participation is open to all. Inclusion for maximum participation means that a range of options to cater for people of different ages, abilities and backgrounds are provided in the most appropriate manner possible.

fair play respect for the game and its rules, as well as consideration for all involved including opponents, officials and partners

inclusion open participation for all by providing a range of options to cater for people of all ages, abilities and backgrounds, in the most appropriate manner possible

etiquette often unwritten rules indicating the proper and polite way to behave



Figure 19.1 Fair play is essential to games and sports.

Maximising participation

Modifying rules, scoring systems and equipment are just some of the ways to promote inclusive participation in a wide range of physical activities. Modifications may be as simple as reducing the size of the playing field for younger participants or adding a ball with a bell for participants with a disability. There are endless ways to modify physical activities that promote inclusion, maximise participation and at the same time add to the fun. Modifications may be appropriate for the following reasons:

- age
- gender issues
- availability of resources
- special needs of participants

- cultural background of participants
- prior experience, fitness or skill level of participants.

The Australian Sports Commission explains that, 'Being inclusive is about providing a range of options to cater for all people of all ages, abilities and backgrounds in the most appropriate manner possible'.

19.1

DEEP LEARNING

- 1 Review the Australian Sports Commission 'Inclusion in Sport' fact sheet online via <http://cambridge.edu.au/redirect?id=6680>.
- 2 Investigate the inclusion spectrum.
- 3 Assess how well your school or club caters for the inclusion spectrum.
- 4 Recommend improvements to promote inclusion in your school or club.
- 5 Justify the importance of inclusive practices.

Safety first



Figure 19.2 Safety is essential in games and sports, and all players, coaches and referees involved need to follow certain safety rules to ensure that everyone is safe.

There can be no compromises when it comes to safety. In fact, no learning and no participation in physical activities should occur until safety measures have been followed. Safety requires a commitment by everyone involved in playing, organising, coaching, spectating and reporting on physical activity. Thinking safety means acting safely.

Coaches and teachers often assume high levels of responsibility for ensuring safety measures are followed. Perhaps you have seen your coach or teacher check equipment, or insist on checking the field or raking the long jump pit or setting up stations with extra mats before students arrive. You will have also noticed that, as you have grown older there is more responsibility expected of you before, during and after participating in physical activities.



Did you know?

Former Australian champion fast bowler Glenn McGrath famously rolled his ankle on a stray cricket ball during the warm up of the 2nd Ashes test in 2005 at Edgbaston. Without the team's strike fast bowler, Australia lost the test by 2 runs and later, the Ashes series.

DEEP LEARNING

19.2



- 1 Review Figure 19.3, which shows an image of a safe gym.
- 2 Go online and find an image of a gym with hazards and, using your workbook, identify these hazards.
- 3 Recommend changes necessary to increase the level of safety in this class.
- 4 Develop important considerations before participating in physical activity.
- 5 Justify the importance of safety to maximum participation.

When preparing for physical activity it is important to:

- warm up and cool down
- wear appropriate shoes and clothing
- check equipment and the play area before beginning
- pay attention to the play area while participating
- drink water before, during and after the activity
- follow the rules
- make the coach or teacher aware of specific health concerns you might have beforehand.

Figure 19.3 This gym supports new technology and adheres to safety requirements.



19.3

DEEP LEARNING



- 1 Using the internet, find a risk-management template. Develop a class risk-management plan using the templates, for the following scenarios:
 - a A touch football lunchtime or class tournament.
 - b A bushwalk outside of the school.
- 2 Investigate the risk-management plans for physical activity at your school.
- 3 Assess the level of commitment to risk-management practices for safety and maximum participation of your school.
- 4 Suggest ways in which you can become more involved in assisting with risk management and safety for participation in physical activities at your school.

19.2 Movement performance

movement performance the skills, concepts and strategic awareness applied in a performance environment

performance environment the space in which performers apply skills, concepts and strategic awareness in physical activity

strategy planning or goal-setting over a period of time in order to make a deliberate performance decision

tactics those actions and decisions made in the midst of a performance environment

Movement performance can be a broad term to define. In simple terms, it refers to the movement-related skills, concepts and strategies put in to practice or applied in a **performance environment**. A performance environment relates to the space in which movement performances take place. The more game-like a performance environment is, the more authentic the performance environment is said to be. It is possible to enhance movement performances by practising and applying **strategy** and **tactics** in authentic performance environments.

Figure 19.4 The performance environment has a big impact on movement performance.



Assessing movement performances

Careful consideration is needed when assessing movement performances. In many sports it is positional play or the effort off the ball, both in offence and defence, that leads to improved performance, individually and as a team. These movement performances can be challenging to assess, yet often they are the most valued by coaches, teachers and those seeking to enhance their performance.

Modifying scoring systems is one very effective way to promote consistency and fairness in the assessment of movement performances. Scoring systems for assessment of movement performance are often placed within a rubric. An example of a rubric for the assessment of movement performance in basketball can be seen in Table 19.1. Rubrics present clearly the criteria for assessing movement performances. A rubric can capture the success of strategies in offence and defence, on and off the ball, as well as the application of tactics in a performance environment. Other modifications working with such a rubric can enhance the assessment of movement performances further by providing increased opportunities for all participants to take part and experience success.

Modification to movement performance assessments may take the form of:

- altering the size and/or colour of equipment (e.g. lighter, shorter, brighter)
- using equipment with bells
- allowing for more bounces
- lowering nets, hoops or baskets
- allowing for more frequent substitution
- reducing court size
- minimising competition
- allowing others to run or hit
- varying time restrictions
- modifying rules.

	Offensive strategies	Defensive strategies
A	On the ball: Chooses appropriate strategies to create scoring opportunities and communicates to direct play.	Man-on-man/zone: Applies both man-on-man zone defences according to game situation and communicates to direct play.
B	On the ball: Catches and passes to advance the ball, selects and applies force, shoots towards goal and communicates.	Man-on-man/zone: Moves to guard opponent and blocks shot/pass, raises and moves arms, takes up a position in the zone and communicates.
C	On the ball/off the ball: Moves position.	Man-to-man/zone: Moves towards an opposing player and moves to the zone areas.

Table 19.1 Rubric assessing – basketball

19.4

DEEP LEARNING



- 1 Modify and adapt rubrics for a selection of games in your class (e.g. netball and European handball).
- 2 Play selected games and assess movement performance in pairs or groups.
- 3 Reflect on the movement performance assessment.
- 4 Was the rubric effective? Was the performance assessment fair?

19.3 Modifying rules



Did you know?

Early UFC tournaments had limited rules, no weight divisions and no rounds, and fighters had multiple fights in the one tournament to decide an eventual winner. UFC remains very controversial despite formalised rules and divisions.

Modifying rules can assist all participants in enjoying and succeeding in games, sports and performance environments. Modifying rules increases participation and is an example of inclusive practice.

In some cases, there can be a lot of debate around rule changes. For example, in junior sport some people believe that players should compete based on weight or maturity rather than age. Other times rule changes can dramatically decrease or increase the amount of scoring, which can impact on the experience of both participants and spectators.

19.5

DEEP LEARNING



- 1 As a class, investigate rule changes in a range of games, sports or performance environments.
- 2 Experiment with rule changes to the following:
 - a blindfolded partner soccer
 - b seated volleyball
 - c goal ball with a bell.
- 3 Recommend rule changes for increased participation, success and enjoyment.

Modifying equipment

The equipment used for physical activities including sports and games can have a large impact on performance. Swimming super suits, modifications in car racing, improvements in the design of tennis racquets and cricket bats as well as advanced design of wheelchairs and running prosthetics are just some examples. Modifying equipment is another example of an inclusive practice for maximising participation. Modifying equipment assists all participants in enjoying and succeeding

in performance environments. This can be as simple as altering the size and/or colour of equipment, using larger items of equipment such as balls for ball games or racquets for racquet sports, or using equipment with bells. Can you think of other modifications of equipment?

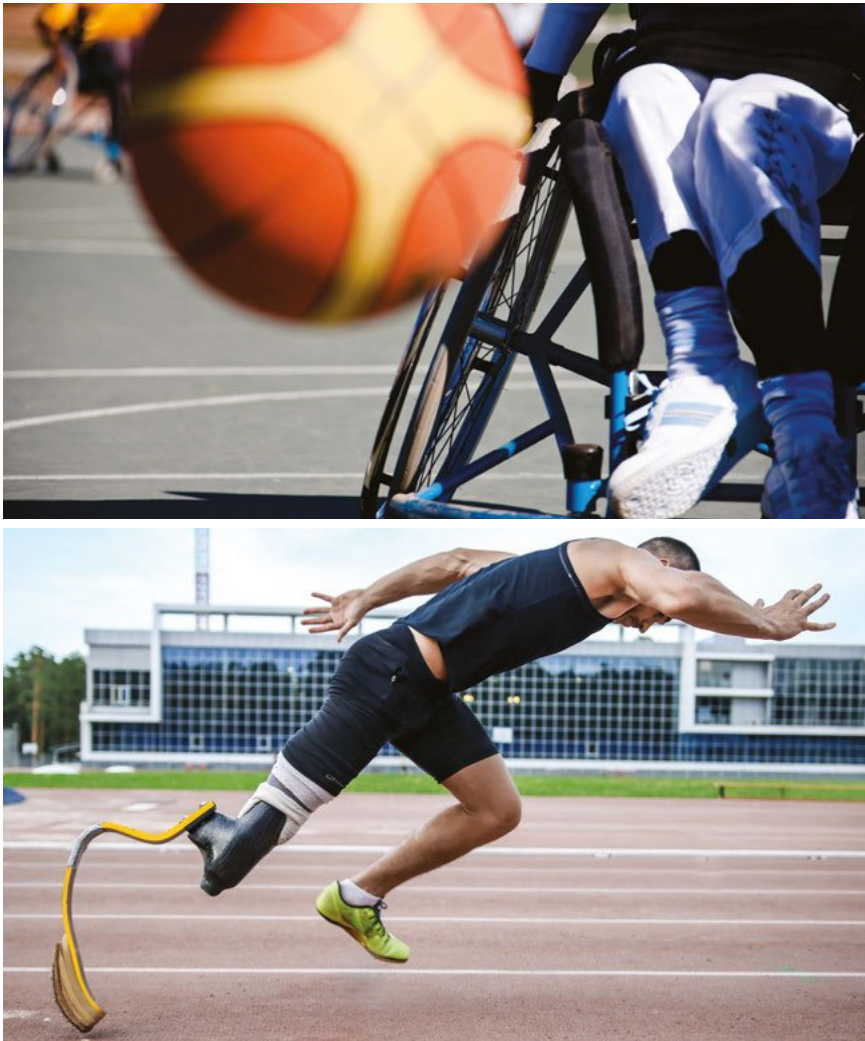


Figure 19.5 Sports equipment can be modified according to specific needs.



Did you know?

In 1984 Uwe Hohn set a world record javelin throw of 104.80 metres, prompting a redesign of the javelin. The design of javelins in international competition has been changed a number of times as throwers began to land it on or close to the track, posing a safety risk to other competitors and spectators.

DEEP LEARNING

- 1 Identify modifications in equipment that can assist in increased participation, success and enjoyment.
- 2 Trial these modified pieces of equipment in performance environments.
- 3 Analyse the impact that the modifications made on movement performance.
- 4 Reflect on the value of modifying equipment for increased participation, success and enjoyment.

19.6



Modifying scoring systems

Modifying scoring in authentic performance environments can encourage the application of different strategies and tactics. It can enhance movement performance of both individual players and the team working together. Modifying scoring can also increase inclusion and maximise participation as well as enjoyment and fun.

19.7

DEEP LEARNING

Participate in a selection of the following games with modified scoring options:

- Speedball – 3 points drop kick; 2 points out of hands; 1 point strike off the ground.
- Touch football – 3 points non-preferred passing corner; 2 points centre field; 1 point everywhere else.
- Buroinjin – 1 point if a player scores by passing to a player stationed in the goal line; 2 points when a player scores by passing to another to cross the goal line; 3 points for a team scoring with 5 passes or more.
- Basketball – all players receive a pass to shoot in the key or can only shoot for 3 points outside the key.
- Indoor hockey – all players have two touches only: they can trap and pass or trap and shoot.

- 1 Devise your own scoring modifications for the above games.
- 2 Identify other games in which scoring could be modified to enhance movement performances.
- 3 Trial these modified games and reflect on the impact the modifications had on movement performance.

19.4 Fair play

Fair play is based on inclusion and maximum participation for all so that everyone can experience fun and enjoyment. Fair play involves respect for the game and its rules, as well as consideration for those involved, including opponents, officials and partners.

The Australian Sports Commission has identified four characteristics essential to Australian sport:

- fairness
- respect
- responsibility
- safety.

Fair play, sportsmanship and ethical play have similar meanings. All of these meanings include the four characteristics above. Taken together, fairness, respect, responsibility and safety uphold the

concepts of fair play and **sportsmanship** and help define broadly what can be described as integrity in sport. **Ethical** behaviour by everyone involved in sport leads to increased access, inclusion and participation.

Sportsmanship is the principle of playing games with concern, not just for winning or losing, but also for how the game is played. Players who display sportsmanship endorse the concept and practice of fair play. Players who display sportsmanship are often commended for playing within the spirit of the game. They display integrity and consideration for everyone involved in the game. They display a commitment to **ethical play** by obeying, not only the formal rules of the game, but also the unwritten or informal rules and social etiquettes of the game.

Some researchers view the concept of sportsmanship and the Greek idea of moral and physical excellence, known as *arête*, as similar. Like sportsmanship, this idea entails a commitment to winning combined with the necessity of fair play in achieving victory. In other words, the idea of *arête* emphasised an internal quest for excellence, being virtuous in character and an external or outward quest for excellence, as being the desired action, if performed by a virtuous person. This emphasises the importance of integrity in sport. Some people question whether these ideals still exist in the age of professional sport.



There are many examples, however, of sportspeople displaying integrity or a commitment to ethical play in games. They include avoiding deliberately playing for the foul or the penalty, which is an issue often debated in soccer, Australian rules football and the rugby codes. Similarly, there are examples of players honouring fair play by obeying the etiquettes of games such as shaking hands at the end of the game, stopping the game when someone is injured or rolling the ball under the net between points in volleyball. Can you think of other examples? Are these the exception or the norm?

Figure 19.6 Lance Armstrong was stripped of his multiple Tour de France winner titles due to his use of banned performance-enhancing substances.

Cricket, often referred to as the gentleman's game, contains many unwritten rules and etiquettes. Players are expected to play within both the formal and informal rules and failing to do so is usually viewed very poorly. Evidence of this is the famous saying, 'It's just not cricket'. This saying is taken very broadly to mean someone who has done or said something that is not considered fair. Examples of etiquette within cricket include applauding when a batter has reached half-century or century milestones. More contentious etiquette within the world of cricket are the issue of whether a batsman should walk if he or she knows they are out when the umpire has not given them out, or whether to rely on technology or the player's word on contentious catches.

19.8

DEEP LEARNING

- 1 Brainstorm other ethical debates in different sports.
- 2 Decide upon the unwritten rules, or the principles, of ethical play that you intend to uphold at all times in your involvement in games and sport.
- 3 Justify the importance of ethical behaviour in sport.



Sportsmanship vs gamesmanship

Some people argue that **gamesmanship** is a threat to fair play. For some, gamesmanship runs counter to sportsmanship and, therefore, the spirit of the game. Gamesmanship includes actions that involve bending the rules in order for one player to gain an advantage over another player. Often the main principle of gamesmanship is winning at all costs. Players and coaches typically view cheating only as such if they are caught. Players and coaches encourage bending and even breaking of rules, because rather than accepting responsibility to follow the rules, they view the referee as responsible for catching rule breakers. Gamesmanship, therefore, places more emphasis on the outcome of the game than the way in which the game is played.

gamesmanship actions that involve bending the rules in order for one player to gain an advantage over another player

Examples of gamesmanship include:

- taking a dive or faking a foul or injury
- tampering with equipment
- committing personal fouls, such as grabbing, holding or tripping a player
- deliberately hurting an opponent with the intention of putting the player off their game or taking them out of the game
- verbally taunting or intimidating an opponent to put them off their game.

Many of the above examples could be described as unethical behaviour. They are a threat to fair play and integrity in sport. There are other more acceptable examples of gamesmanship in sport such as 'chin music' in cricket (deliberately bowling short to intimidate), dressing opposite to an opponent in tennis (to affect the temperament of their opponent); whistling on one's own shot in golf (to agitate and put off other players); or 'trash talking' in sports like basketball or pre-fight in boxing and mixed martial arts (to get into the mind of the opponent). Is there a place for gamesmanship in sport? How do you feel about these examples? Are they unethical?

Codes of conduct

Codes of conduct are written statements describing and outlining acceptable standards of behaviour and conduct. Codes of conduct are common in business and workplaces as well as in sporting clubs and organisations. Codes of conduct assist and encourage groups of people to work, play, spectate, perform and sometimes compete in an environment that is fair, ethical and inclusive.

Sporting clubs and organisations develop codes of conduct to share with their members what they expect in terms of acceptable standards of behaviour and conduct. Often this code of conduct connects with the identity, brand and principles of the club.

A code of conduct or behaviour can be described as a set of statements that set out what your club considers to be an acceptable standard of behaviour and conduct. These codes explain how your club expects its members and their guests to behave. Codes of conduct or behaviour provide a guide and the basis of expectations for a club. They encourage commitment to ethical and professional behaviour and outline principles on which a club is based.

The Australian Sports Commission has developed a Junior Sport Codes of Behaviour resource that outlines expected behaviour of players, parents, coaches, teachers, administrators, officials, media and spectators. The table below contains the players' and spectators' codes of behaviour.

Players' Codes of Behaviour	Spectators' Codes of Behaviour
<ul style="list-style-type: none"> • Play by the rules. • Never argue with an official. If you disagree, have your captain, coach or manager approach the official during a break or after the competition. • Control your temper. Verbal abuse of officials, sledging other players or deliberately distracting or provoking an opponent are not acceptable or permitted behaviours in any sport. • Work equally hard for yourself and/or your team. Your team's performance will benefit and so will you. • Be a good sport. Applaud all good plays whether they are made by your team or the opposition. • Treat all participants in your sport as you like to be treated. Do not bully or take unfair advantage of another competitor. • Cooperate with your coach, teammates and opponents. Without them, there would be no competition. • Participate for your own enjoyment and benefit, not just to please your parents and coaches. • Respect the rights, dignity and worth of all participants regardless of their gender, ability, cultural background or religion. 	<ul style="list-style-type: none"> • Remember that young people participate in sport for their enjoyment and benefit, not yours. • Applaud good performances and efforts from all individuals and teams. Congratulate all participants on their performance, regardless of the game's outcome. • Respect the decisions of officials and teach young people to do the same. • Never ridicule or scold a young player for making a mistake. Positive comments are motivational. • Condemn the use of violence in any form, whether it is by spectators, coaches, officials or players. • Show respect for your team's opponents. Without them, there would be no game. • Encourage players to follow the rules and the officials' decisions. • Do not use foul language, sledge or harass players, coaches or officials. • Respect the rights, dignity and worth of every young person regardless of their gender, ability, cultural background or religion.

Table 19.2 The Junior Sport Codes of Behaviour from the Australian Sports Commission

19.9



DEEP LEARNING

- 1** Review the Australian Sports Commission resource, 'Junior Sport Codes of Behaviour'. You can access this via the Australian Sports Commission website, or via the website link available on the interactive textbook.
- 2** Develop a six-circled Venn diagram identifying expectations of conduct similar and distinctive to the different stakeholders involved in sport (players, parents, coaches, teachers, administrators, officials, media and spectators).
- 3** Research codes of behaviour and conduct and identify a model example for a local, state and national sporting club.
- 4** Analyse each sample code of behaviour and conduct and identify the essential parts.
- 5** Explain the place of ethics in sport.
- 6** Suggest the value of ethical behaviour in sport.
- 7** Justify the importance of codes of behaviour and conduct in sport and sporting clubs.
- 8** Investigate codes of behaviour and conduct in your school (for example, health and physical education or recreation classes; lunchtime sport; playground games and sport; intra- and interschool sport; and representative sport).
- 9** Assess one of the above school codes of behaviour and conduct. Are there recommendations you would make to improve it?
- 10** Devise class codes of behaviour and conduct for physical activity.
- 11** Develop a rubric based on the class code of behaviour.
- 12** Complete a self-assessment of your conduct and ethical behaviours while participating in physical activity.

CHAPTER REVIEW

- Fair play, safety and inclusion are important concepts for ensuring maximum participation for all.
- Modifying rules, scoring systems and equipment are just some of the ways to promote inclusive participation in a wide range of physical activities.
- Movement performance refers to the movement-related skills, concepts and strategies put into practice, or applied in a performance environment.
- Careful consideration is needed when assessing movement performances.
- Fair play is based on inclusion and maximum participation for all so that everyone can experience the fun and enjoyment of sport.
- Codes of conduct are written statements describing and outlining acceptable standards of behaviour and conduct.

REVIEW QUESTIONS

SECTION A – Multiple-choice questions

Choose the correct alternative.

- 1 Fair play is:
 - a respect for the game and its rules, as well as consideration for all involved including opponents, officials and partners
 - b open participation for all by providing a range of options to cater for people of all ages, abilities and backgrounds, in the most appropriate manner possible
 - c often unwritten rules indicating the proper and polite way to behave
 - d all of the above

- 2 Inclusion is:
 - a modifying rules, scoring systems and equipment in order to promote inclusive participation in a wide range of physical activities
 - b respect for the game, its rules as well as consideration for all involved including opponents, officials and partners
 - c the principle of playing games with concern not just for winning or losing but also for how the game is played
 - d all of the above

- 3 Etiquette is:
 - a planning or goal-setting over a period of time in order to make a deliberate performance decision
 - b often unwritten rules indicating the proper and polite way to behave
 - c respect for the game and its rules, as well as consideration for all involved including opponents, officials and partners
 - d all of the above

- 4 Movement performance:
 - a refers to the space students apply skills, concepts and strategic awareness to in physical activity
 - b refers to planning or goal-setting over a period of time in order to make a deliberate performance decision
 - c refers to rules as well as consideration for all involved including opponents, officials and partners
 - d includes skills, concepts and strategic awareness applied in a performance environment

- 5 Performance environment:
 - a refers to the space students apply skills, concepts and strategic awareness in physical activity
 - b refers to planning or goal-setting over a period of time in order to make a deliberate performance decision
 - c is those actions and decisions made in the midst of a performance environment
 - d includes skills, concepts and strategic awareness applied in a performance environment

- 6 Strategy is:
 - a often unwritten rules indicating the proper and polite way to behave
 - b planning or goal-setting over a period of time in order to make a deliberate performance decision
 - c includes skills, concepts and strategic awareness applied in a performance environment
 - d actions and decisions made in the midst of a performance environment

- 7** The definition of tactics is:
- a** the space students apply skills, concepts and strategic awareness to in physical activity
 - b** planning or goal-setting over a period of time in order to make a deliberate performance decision
 - c** those actions and decisions made in the midst of a performance environment
 - d** the skills, concepts and strategic awareness applied in a performance environment
- 8** Codes of conduct are:
- a** written statements describing and outlining acceptable standards of behaviour and conduct
 - b** respect for the game, its rules as well as consideration for all involved including opponents, officials and partners
 - c** a principle of playing games with concern for both winning and how the game is played
 - d** play that follows the formal and informal rules and etiquettes of the game
- 9** Ethics in sports means:
- a** rules as well as consideration for all involved including opponents, officials and partners
 - b** concern for right and wrong, good or bad; it involves thinking about the moral issues that occur in sport
 - c** planning or goal-setting over a period of time in order to make a deliberate performance decision
 - d** play that follows the formal and informal rules and etiquette of the game
- 10** Sportsmanship is:
- a** rules as well as consideration for all involved including opponents, officials and partners
 - b** play that follows the formal and informal rules and etiquette of the game
 - c** concern for right and wrong, good or bad; it involves thinking about the moral issues that occur in sport
 - d** playing games with concern for both winning and how the game is played

SECTION B – Short-answer questions

- 1** Explain how fair play is essential to any sport or game.
- 2** How can the sports or gaming environment impact the performance of a team player or an athlete?
- 3** List other games that have required equipment modification to cater for individuals with specific needs.
- 4** What is the difference between sportsmanship and gamesmanship?
- 5** Explain why sports and games have codes of conduct.

SECTION C – Higher order thinking (HOT) questions

- 1** Create your very own game with your own rules and regulations on the following two topics:
 - fair play
 - safety.
 Create a game and rule book and present your findings to the class.
- 2** Using the internet, research a recent sporting scandal involving doping and performance-enhancing drugs. Using this scandal as an example, create an anti-doping booklet with information on doping prevention and smart choices in sports.

Glossary

Aboriginal peoples a term used to describe the original inhabitants of Australia. It is associated with people, culture and communities. It should have a capital 'A' when referring to Aboriginal peoples.

abstract thinking a level of thinking that is removed from facts and is more analytical, allowing for better problem-solving

acquaintance a contact who is not a close friend

acupuncture ancient Chinese practice involving inserting needles into certain parts of the body to free up or create energy

adaptations the ways in which the human body responds to physical activity

Adenosine Triphosphate Creatine Phosphate (ATP-CP) the energy system the body mainly uses for powerful movements that require only a few seconds

adolescence the period of life between childhood and adulthood

adolescents individuals between the ages of 12 and 19 years

advocate (n.) an activist or supporter

advocate (v.) process of arguing in support of a cause or position or speaking out and acting on behalf of yourself or another to ensure that your or others' interests are taken into account

aerobic a form of longer duration exercise using oxygen to release energy

aerobic system the main energy system the body draws upon for movements that last for a few minutes to a few hours of duration

allergen a substance that causes an allergic reaction (e.g. medication, food)

ambivalence the state of having feelings that are mixed or contradictory

analgesic painkilling drug, usually available over the counter (i.e. without a prescription)

anti-social lacking consideration for the rights of others

attack aims to score a goal or a point in sports

auditory feedback information a performer receives from what they hear

authentic not false; genuine

authenticate prove that something is genuine or valid

basal metabolic rate the rate at which the body uses energy while at rest to maintain vital functions

base of support refers to the parts of the body that provide support by contact with the ground. In most instances, this would be your feet; however, in performance and aesthetic sports, any part of the body can become the base of support.

blood pressure pressure exerted by the blood against the walls of the blood vessels

built environment the human-made structures of our communities and cities

campaign an activity designed to achieve a particular goal or change behaviour

car-centric believing that the car is the only appropriate mode of transport

carbohydrate energy component of diet that includes sugars, starch and cellulose

causal relationship used to describe the relationship between cause and effect

centre of gravity the point through which a person's mass is evenly balanced

character strengths psychological strengths and virtues that are regarded as personal assets

characteristic a feature or quality that makes somebody or something recognisable

- cholesterol** a substance found in the blood that can also be derived from some foods. Too much cholesterol can lead to clogged blood vessels and coronary artery disease.
- chronic** continuing or persisting for a long time
- circadian rhythm** the internal body clock that is roughly a 24-hour cycle. It is affected by external forces such as sunrise and crossing time zones (i.e. jet lag).
- civic participation** contributing to the community
- cognitive frame** simplified mental shortcuts to help make sense of the world
- cognitive needs** needing to know or perceive in new or different ways
- competition** an organised event where opponents can test themselves as rivals
- compliment** an expression of praise or admiration for another person
- compromise** making concessions to resolve a dispute
- concrete thinking** believing what you can see, hear or touch
- connectedness** a measure of how people come together and the quality of cohesiveness, harmony and sense of belonging in their interaction
- conscious decision** a decision that is made carefully by thinking about the options and then making a purposeful decision to act
- consensus** agreement reached between people or by a group as a whole
- consent** to agree to something
- contemplation** thoughtful observation or study
- contemporary** current and modern
- credibility** believability; being accepted as true and honest
- cue** a word, phrase or sentence that describes a particular aspect of a concept or skill
- cultural capital** aspects of culture, such as forms of knowledge, attitudes and practices, that are valued and, therefore, usually transmitted to others for their benefit in a society
- cultural heritage** customs, practices, places, objects, expressions and values of a group of people passed on from one generation to another
- 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
- cutting** when a leading player quickly changes direction as a way of trying to lose their opponent
- defence** aims to stop the attacking team from scoring a goal or a point in sports
- defending** when the opposition has possession during a game
- dermatologist** a medical practitioner who specialises in the diagnosis and treatment of diseases of the skin, hair and nails
- determinants** causes or reasons
- diabetes** (also known as diabetes mellitus) a group of metabolic diseases characterised by a person having high blood glucose (blood sugar), either because insulin production is inadequate, or as a result of the body's cells not responding properly to insulin, or both
- disability** physical or mental impairments and related social barriers
- discretionary food** also known as junk food, these foods are not categorised as one of the five food groups
- diversity** openness, acceptance and respect for differences among peoples, cultures, perspectives and worldviews
- eco-tourism** tourism visiting environmentally and culturally significant areas
- ecological model of health** looks at the relationship between the environment and health
- efficient** producing a desired outcome with the least wasted energy
- emergency** an unexpected, serious, dangerous or life-threatening situation that needs immediate attention
- emotional health** how we manage our emotions
- emotional intelligence** the capacity to be aware of, control and express one's emotions, and to manage interpersonal relationships with empathy
- empathy** the ability to identify and understand the feelings of others
- endocrine glands** hormone-secreting glands (e.g. adrenal glands)

- endurance** the ability to sustain effort for long periods of time
- ethical** the concern for right and wrong, good or bad; it involves thinking about the moral issues that occur
- ethical play** play that follows the formal and informal rules and etiquettes of the game
- etiquette** often unwritten rules indicating the proper and polite way to behave
- euphoria** a feeling of intense joy
- external feedback** feedback a performer receives from outside the body through sound and vision that will provide information about the performance
- fad** a trend or craze that is taken up for a brief period of time
- fair play** respect for the game and its rules, as well as consideration for all involved including opponents, officials and partners
- fatigue** becoming tired as a result of inadequate recovery
- feedback** information to performers about the proficiency with which they move
- first aid** the initial care or treatment of someone who is ill or injured
- focal length** the distance from the lens of your eye to the object you are viewing
- force** a pushing/pulling or striking/hitting action
- game categories** groupings of games that have common principles of play and, therefore, similar tactical and strategic thinking
- games** competitive activities with agreed-upon rules where the outcome is determined by skill, strategy or chance
- gamesmanship** actions that involve bending the rules in order for one player to gain an advantage over another player
- gender** the sex of a person (i.e. male or female), typically used in reference to social and cultural differences, rather than just biological
- genes** the basic physical and functional unit of heredity; genes are made up of DNA and act as instructions to make molecules called proteins
- genetics** the branch of biology that deals with heredity and genetic variations
- gimmick** trickery or an approach used to gain attention or business
- health** physical, social-emotional, mental and spiritual wellness and not merely the absence of disease
- health literacy** using discretion to access and critically analyse information and navigate community services and resources, thereby activating behaviours to promote personal health and the health of others
- health messages** people's health or wellbeing message or advertising communicated via television, magazine advertisements, media articles, product labelling or portrayal of 'healthy' choices in the media
- health promotion** actions that individuals can take to prevent health problems and look after their health and wellbeing
- health status** health level of an individual, a group or a population as determined by the individual or by applying objective measures
- heart disease** also known as cardiovascular disease and involving a range of diseases affecting the heart and blood vessels
- holistic health** taking into account all factors that influence health, and not just individual components
- hormone** a chemical released in one part of the body affecting other parts
- hydration** adequate water taken into the body
- hyperglycaemia** a type of diabetic reaction where blood sugar levels are very high as a result of insufficient insulin
- hypoglycaemia** a type of diabetic reaction where blood sugar levels are very low as a result of high levels of insulin
- hypothalamus** a part of the brain that controls the release of hormones
- identity** individual characteristics, including ideas, feelings and attitudes towards self-worth and capabilities of a person, or characteristics of a social group
- identity development** the process by which individuals define themselves as unique individuals
- illicit** (drugs) refers to the use of drugs that are illegal or use of legal drugs in an illegal manner (e.g. cannabis or heroin and legal substances such as steroids and painkillers)
- immunity** protection against illness

- impulsivity** a tendency to act without first giving adequate thought
- incidental physical activity** unstructured physical movement involving activities such as walking, movement-based home tasks or play
- inclusion** open participation for all by providing a range of options to cater for people of all ages, abilities and backgrounds, in the most appropriate manner possible
- inclusiveness** treating all people equally and including others
- inclusivity** the inclusion of all people locally, nationally or globally
- indigenous** the first peoples of the land in international communities (e.g. the Inuit are indigenous peoples of Greenland)
- Indigenous Australian** a term used when speaking about both Aboriginal and Torres Strait Islander peoples
- inertia** term used to describe how reluctant an object is to change its state of motion
- infomania** information overload involving technology and a constant state of disruption
- information and communication technology (ICT)** technology that provides access to information through telecommunications devices such as the internet, wireless networks, mobile phones, tablets, etc.
- information overload** a situation often involving the internet, social media and other forms of technology in which there is more information than you can deal with, resulting in tiredness and confusion
- inner voice** what you say in your mind
- insomnia** an inability to fall asleep or stay asleep for a reasonable period of time
- insulin** hormone regulating glucose level in blood
- integrity** upholding moral and ethical principles; honesty
- internal feedback** feedback a performer receives from the body's muscles that are conveyed to the brain through the senses by the feeling of a movement
- kaleidoscope** a changing mixture or pattern
- kilojoule** energy value of food and the amount of energy our bodies burn
- kinaesthetic proprioception** information the brain receives from the awareness of the position of the body
- kinship** a family and extended family classification system for relationships
- lactic acid system** the energy system the body mainly uses for movements that take from a few seconds to a few minutes
- licit** (drugs) refers to the use of legal drugs in a legal manner (e.g. tobacco smoking and alcohol consumption)
- limbic system** a system of nerves and networks in the brain that controls basic emotions
- longevity** the length of time we live for
- lore** a body of knowledge, including traditions and customs, preserved and often shared orally
- man-on-man defence** a defence tactic used in sport where every player/member has an opposing member assigned to defend against attackers
- medium** used to describe the way in which something is achieved
- melting pot** a place where people from diverse backgrounds make up the community
- mentor** a wise or trusted supporter who gives us guidance and advice (e.g. teacher, siblings, sports coach, school counsellor, friend, principal, neighbour or family friend)
- mindfulness** purposeful, accepting and non-judgmental focus of a person's attention on the emotions, thoughts and sensations occurring in the present moment
- mini games** (or small-sided games) games with fewer players competing in a smaller area
- moment of advantage** the significant moment that improves the configuration of players and their relationship between key game variables (e.g. opposition players, where the play is occurring on the field) that creates an opportunity to give the team an advantage
- monounsaturated fat** a type of fat associated with low cholesterol
- motivation** a reason for acting or behaving in a particular way
- motives** a desire, need to act, impulse of physiology

- movement performance** the skills, concepts and strategic awareness applied in a performance environment
- movement track** the parts of a field or court that a player or team covers during a game
- myopia** short-sightedness; the inability to see long distances
- natural environment** any naturally occurring environment (e.g. water, gardens, open grass, beaches, rivers, mountains, bush, desert, rainforest)
- nausea** feeling sick in the stomach as if wanting to vomit
- negotiation** discussion intended to achieve a particular outcome
- neurotransmitters** the chemicals that allow the transmission of signals from one nerve to the next
- normalising** to make something normal
- nutrients** essential substances to maintain a healthy body
- oestrogen** a female hormone produced in the ovaries
- off the ball** the attacking or defensive movements a player makes when they, or any directly involved opponent, do not have possession
- offence** (attacking) when a team has possession during a game
- on the ball** the attacking or defensive movements a player makes when they have possession, or are directly involved with an opponent in possession
- ophthalmologist** a physician who specialises in the prevention of eye disease and injury and the medical and surgical care of the eyes and visual system
- organic** involves practices designed to encourage soil and water conservation and reduce pollution. Organic produce and meat are grown without using conventional methods to fertilise, control weeds or prevent livestock disease.
- osteoporosis** a condition where the bones become brittle and likely to break
- paediatrician** a physician who specialises in children's health and diseases
- parabola** a symmetrical curve. The path of a projectile under the influence of gravity follows a curve of this shape.
- paraphrasing** restating the meaning of verbal or written information in your own words
- peer** somebody who is the equal of somebody else (e.g. in age or interests)
- performance environment** the space in which performers apply skills, concepts and strategic awareness in physical activity
- physical health** the physiological working of the body including nutrition and healthcare
- physiological needs** things that need to happen for us to keep living (e.g. sleeping and eating)
- physiotherapist** a healthcare professional who applies physical therapies, such as massage and exercise, to prevent disease and disability
- phytochemical** a substance in plants that prevents disease
- planned physical activity** structured forms of physical activity such as playing a sport, attending training or attending planned fitness sessions
- play** voluntary, free and uncertain activity with few rules, often with make-believe or imaginative elements
- popular culture** culture based on the tastes of ordinary people rather than an educated elite
- prejudice** a negative opinion formed without consideration of facts
- prevalent** readily available
- principles of play** generalised concepts that can be applied to all sports in a game category to help understand the game
- prudent** careful about actions and making decisions
- psychological** referring to the mind
- puberty** the stage of development when a child changes physically into an adult
- quackery** the actions of an unqualified person who poses as a physician or other health professional and provides medical advice or treatment
- quantify** to determine the amount of something by measurement
- race** socio-cultural understanding of other people based on physical differences such as skin, eyes and hair type

- ready position** used in many sporting situations as the body position just prior to contesting. The body is shorter than normal height due to knee bend and back leaning slightly forward. With weight placed more upon the toes it allows explosive movement in any direction.
- refined food** food that has undergone a manufacturing process before being packaged and sold
- relationship** a significant connection or similarity between two or more people, or sharing a connection with someone
- resilience** an individual's ability to recover quickly from setbacks in life
- respect** a feeling of admiration for someone based on their abilities, qualities and achievements
- role model** a person regarded by others as a good example to follow
- safety** physical and emotional feeling of care and security
- saturated fat** fatty acid derived from animal fat
- savvy** perceptive and well informed
- scrutiny** close examination
- secondary sex characteristics** features not directly part of the reproductive system (e.g. Adam's apple of males, breasts of females)
- secondary supply** the term used to describe the supply of alcohol by an adult to people under 18 in a private home
- self-concept** how we think about ourselves; it includes how we feel about our physical appearance and personality and is shaped mostly by our interactions with significant people in our lives
- self-esteem** the personal value, self-respect and self-worth that you place on yourself
- self-image** the view you have of yourself (e.g. sporty, caring)
- self-talk** the dialogue that goes on inside our heads. It can be represented by a positive and negative voice.
- sex** the male or female gender
- sexting** sexually explicit messages or photographs sent mainly between mobile phones
- sexuality** actions, pleasure and relationships derived from sexual activity
- skill acquisition** the process that performers use to learn or acquire a new skill
- skin group** sections and sub-sections of a clan
- sociable** relating to other people in a friendly manner
- social cohesion** the interpersonal attraction among group members
- social health** how we behave in relationships with others and the community
- socio-cultural** involving social and cultural factors within a person's environment that influence health; such as education, media, family and gender
- specialised movement skill** important skills required to play a sport, such as a tennis serve, shooting for a goal in netball or bowling in cricket
- spiritual health** our purpose or meaning in life, including values and beliefs
- spirituality** involves non-physical elements such as the soul or spirit engaging in meaningful activity, personal growth or joyful experiences that may be distinct from religion
- sport** institutionalised competitive activity involving complex physical skills and exertion for inner satisfaction and external reward
- sportsmanship** a principle of playing games with concern for both winning as well as how the game is played
- stereotypes** simplified assumptions made about other people
- stimuli** things (cues) that provoke a reaction from our body
- strategy** planning or goal-setting over a period of time in order to make a deliberate performance decision
- subjective** a judgement made on the basis of personal opinion
- subjective measure** a ranking based on your personal opinion
- subliminal** below the threshold of conscious perception, meaning we don't notice it
- summation of forces** to maximise power you must use as many muscles as possible in the correct sequence
- support network** people or resources that help and support us

- survey** a series of questions used to gather information
- sustainability** the process of the environment enduring in a state of balance
- tactical awareness** the ability to identify and respond to tactical problems that arise during the game
- tactics** those actions and decisions made in the midst of a performance environment
- tactile** using your sense of touch, such as a hand feeling a ball
- tension** an uneasy or anxious feeling in a relationship
- testosterone** a male hormone produced in the testicles
- totems** symbols such as animals, plants, landscape features or the weather given to a person or group
- traditional games** activities for learning, leisure or recreation often containing local customs or a cultural character
- trait** a distinguishing feature of a person's character
- transition** the period of adjustment and recalibration as we move from one stage, or life situation, to another
- trust** a belief in the dependability, truth or ability of someone
- unsaturated fat** a type of fat called triglyceride. Eating foods high in unsaturated fats can reduce the amount of cholesterol in the blood.
- urbanised** having the attributes of a city
- Venn diagram** a mathematical diagram representing sets as circles, with their relationships to each other expressed through their overlapping positions, so that all possible relationships between the sets are shown
- visual feedback** information a performer receives from what they see
- wellbeing** a state of self-satisfaction including health
- whole food** food at its raw state, with little to no processing
- win-win approach** when all participants work together to benefit
- worldview** the way we see and understand the world around us
- zone defence** a defence tactic used in which every member/player is assigned to guard and defend a specific zone

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