

LITERACY WORKS FOR

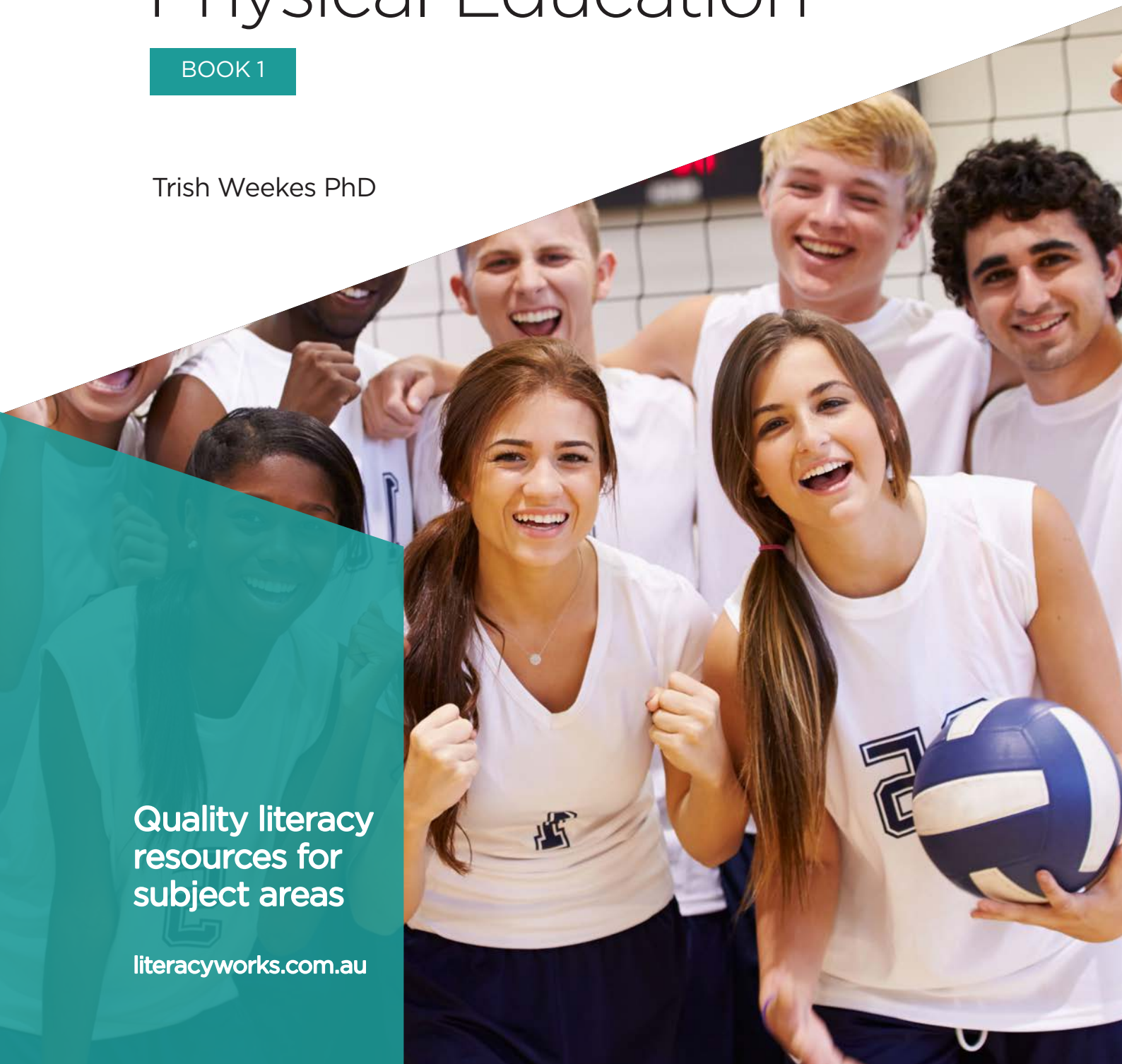
Personal Development Health and Physical Education

BOOK 1

Trish Weekes PhD

Quality literacy
resources for
subject areas

literacyworks.com.au



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Literacy Works

Website: www.literacyworks.com.au

Email: trish@literacyworks.com.au

Ph: 0412198270

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Literacy Works for PDHPE helps students to meet cross-curriculum priorities for Literacy:

Learning Across the Curriculum Literacy

In PDHPE, students are provided with opportunities to develop and build on their literacy skills through the acquisition of specific terminology and language related to health and physical activity concepts. Learning in PDHPE encourages students to develop skills that empower them to be critical consumers, with the ability to access, interpret, analyse, challenge and communicate the dynamic nature of information and influences in the field of health and physical education. Students are provided with opportunities to practise communication such as oral, written, visual and digital forms to promote and enhance the health, safety, wellbeing and participation in physical activity of individuals and groups within various contexts. This includes learning to communicate with a variety of audiences, express their own ideas, emotions and opinions in respectful and appropriate ways. Students develop skills to seek help for themselves and others. They develop their understanding of and utilise health and physical activity-related terminology as they provide feedback on movement performances and critically analyse a range of visual and multimodal health messages.

NSW Education Standards Authority (2018). PDHPE K-10 Syllabus 2018, p.34.

How to use this book



Easy to use – just copy/print and teach!



Flexible



Saves you time



Integrates with your topics and content

Choose by content or topic

1. What's my topic or content? Search the contents list by topic:

e.g.

Skills for dealing with challenging situations

Resilience

Decision making strategies for a scenario

2. Search the contents list for syllabus outcomes, strand, key inquiry questions or content.

e.g.

PD4-5 Stage 4: How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?

3. Copy/print and teach.

Choose by literacy problem

1. What's the literacy issue or challenge that students are facing?
2. Search the literacy skills column for pages that relate to the issue.
3. Copy/print and teach.

Linking ideas with conjunctions

Improve your writing in paragraphs

Cause and effect sentences

Choose by assignment or task

Refer to Literacy Works for Health and Physical Education Book 2.

1. What's the assessment item, assignment or task?
e.g. Evaluate a fitness campaign.
Compare and contrast.
2. Search the contents in Book 2 for pages that relate to the assignment.
3. Copy/print and teach.

Evaluate a health promotion campaign

Compare and contrast report
Scaffold for a compare and contrast report

Model of a compare and contrast report

Harm minimisation



About cause and effect language

There are three main resources for creating meaning about cause and effect:

- using conjunctions (e.g. because, so, since)
- using verbs (e.g. leads to, causes)
- using nouns (e.g. cause, reason)

This page covers one way of writing about cause and effect: verbs. For other cause and effect language resources, please see pages 37-38, 67-68, 69-70, 91-92 and Fact Sheet 4 (p130).



Find and underline the verbs that show cause and effect in this paragraph.

Self-talk impacts on your confidence and well-being. Positive self-talk **contributes to** self-esteem and confidence. It **enables** us to try new challenges and **leads to** more happiness. However, negative self-talk **brings about** sadness and anxiety. It **results in** lower confidence.



Choose a verb from the list and add it to each sentence to show cause and effect.

1. Awareness of your self-talk **generates / results in / creates / gives rise to / brings about / enables / allows for** insights that might surprise you.
2. If it is unnoticed and unchecked, negative self-talk **gives rise to / leads to / results in / brings about** negative feelings.
3. For example, saying to yourself 'I can't do it' **leads to / results in / causes / generates** lack of confidence.
4. Positive affirmations are short, positive statements. Using positive affirmations every day **results in / creates / brings about / leads to / initiates / allows for / gives rise to** growing confidence and well-being.
5. If you are worried about an exam, saying the affirmation 'I can do it' **leads to / generates / enables / contributes to** improved concentration and better results.
6. If you made a mistake, saying 'I learn and grow every day' **leads to / results in / gives rise to / affects** inner strength and resilience.
7. If you are feeling down, saying 'Today is a great day' **generates / brings about / influences** openness to positive experiences.
8. If you have problems with friends, saying the affirmation 'I am unique and complete, just the way I am' **affects / contributes to / leads to / initiates** growing confidence in social situations.
9. Answer this question using a cause and effect verb: Why should we avoid negative self-talk? Negative self-talk **leads to** negativity and feeling bad about ourselves, so we should avoid it.

Positive self-talk



What is self-talk?

Self-talk is the voice inside our head, our inner voice, that we hear every day but that we don't often say out loud. Self-talk can be positive, such as 'That was a great effort', or negative, such as 'I am so stupid'. Research shows that positive self-talk is helpful to develop self-esteem and resilience and to deal with stress.

Cause and effect language: verbs

When we explain, we use cause and effect language. We can show cause and effect relationships by using verbs like 'impacts on'.

Read this sentence:

Positive self-talk impacts on confidence.

'Positive self-talk' is a cause or reason; 'confidence' is the effect or the result. The verb 'impacts on' shows that 'positive self talk' causes or leads to 'confidence'.

In the box below, you can find useful cause and effect verbs and verb groups. (A verb group contains more than one word e.g. impacts on).

Verbs or verb groups that show cause and effect:

causes, leads to, results in, contributes to, creates, gives rise to, generates, initiates, brings about, affects, influences, enables, allows for, impacts



Find and underline the verbs that show cause and effect in this paragraph.

Self-talk impacts on your confidence and well-being. Positive self-talk contributes to self-esteem and confidence. It enables us to try new challenges and leads to more happiness. However, negative self-talk brings about sadness and anxiety. It results in lower confidence.



Add a verb or verb group from the box to each sentence to show cause and effect.

1. Awareness of your self-talk _____ insights that might surprise you.
2. If it is unnoticed and unchecked, negative self-talk _____ negative feelings.
3. For example, saying to yourself 'I can't do it' _____ lack of confidence.
4. Positive affirmations are short, positive statements. Using positive affirmations every day _____ growing confidence and well-being.
5. If you are worried about an exam, saying the affirmation 'I can do it' _____ improved concentration and better results.
6. If you made a mistake, saying 'I learn and grow every day' _____ inner strength and resilience.
7. If you are feeling down, saying 'Today is a great day' _____ openness to positive experiences.
8. If you have problems with friends, saying the affirmation 'I am unique and complete, just the way I am' _____ growing confidence in social situations.
9. Answer this question using a cause and effect verb: Why should we avoid negative self-talk?

Relating verbs

Relating verbs have the power to link pieces of information, so they are vital resources for describing. Instead of always writing 'is' or 'has', students can learn to use a range of relating verbs to link information.



✓ Underline all the relating verbs in this paragraph

Personal identity **means** ideas about who we **are**. Our sense of identity **represents** our personality and how we feel about ourselves. Identity **involves** how each person **is** unique and different from other people. Each person **has** individual characteristics, strengths and weaknesses and these also **relate to** identity. Identity **involves** our friendship groups and family too. Identity also **consists of** our cultural background, religion, interests, geographical area and relatives.

✓ Choose a relating verb from the box to finish each sentence. Use a range of different verbs and ensure it makes sense in the sentence, as not all verbs will suit every sentence.

These are suggested answers.

1. Each individual **has** his or her own sense of identity.
2. Gender **represents** a big part of a person's identity.
3. Many stereotypes **have** a significant influence on gender identity.
4. Male stereotypes in the media often **signify/symbolise/relate to** power and aggression.
5. In contrast, female stereotypes in the media **signify/symbolise/relate to** beauty and family.
6. Even young children are exposed to gender stereotypes. Pink clothing and dolls **represent/signify/symbolise** girls while blue clothing and toy trucks **represent/signify/symbolise** boys.
7. These gender stereotypes **are** cultural which means that society creates and reinforces them.
8. Different cultures **have** different stereotypes for male and female identities.
9. It **is** important for young people to consider how stereotypes can influence our identity.

✓ Sample answer

In X TV show, most of the main characters **are** male, and females **represent** mothers and girlfriends. In this show, most of the action **involves** males, while females **are** on the sidelines. The male characters **have** interesting and challenging careers but the female characters **have** low level jobs such as waitresses and receptionists or they **are** housewives.

Identity and gender

Relating verbs

When we describe something, we use relating verbs. Relating verbs connect information. In your writing, you should use a range of different verbs and make sure your choice makes sense in the sentence.



Relating verbs

am, is, are, was, were, has, have, had,
includes, consists of, represents, relates to, involves,
means, symbolises, signifies

Underline all the relating verbs in this paragraph.

Personal identity means ideas about who we are. Our sense of identity represents our personality and how we feel about ourselves. Identity involves how each person is unique and different from other people. Each person has individual characteristics, strengths and weaknesses and these also relate to identity. Identity involves our friendship groups and family too. Identity also consists of our cultural background, religion, interests, geographical area and relatives.

Choose a relating verb from the box to finish each sentence. Use a different one each time and ensure it makes sense in the sentence, as not all verbs will suit every sentence.

- Each individual _____ his or her own sense of identity.
 - Gender _____ a big part of a person's identity.
 - Many stereotypes _____ a significant influence on gender identity.
 - Male stereotypes in the media often _____ power and aggression.
 - In contrast, female stereotypes in the media _____ beauty and family.
 - Even young children are exposed to gender stereotypes. Pink clothing and dolls _____ girls while blue clothing and toy trucks _____ boys.
 - These gender stereotypes _____ culturally created, which means that society creates and reinforces them.
 - Different cultures _____ different stereotypes for male and female identities.
 - It _____ important for young people to consider how stereotypes can influence our identity.
 - Write a short paragraph explaining how gender identity is shown in TV shows you watch. Use relating verbs.
- ---



Modality

Modality is a very important resource for arguing, recommending and expressing a point of view in PDHPE. This table shows useful modal language that will be used throughout this book. You could make a poster out of this table and display it for students when you are teaching students about taking a position and making an argument.

	Lower modality	Medium modality	Higher modality
modal verbs	can, may, could, might	will, would, should	must, ought to, need to, has to, had to, are required to, are obligated to
modal adverbials	possibly, perhaps, maybe, sometimes	probably, usually, generally, likely, unlikely	certainly, definitely, always, never, absolutely, completely, without doubt
modal nouns	possibility, suggestion	probability	certainty, necessity, requirement, obligation
useful sentence starters	It is possible that... It might be helpful for.. This suggests that....	It is likely that...	It is essential that... It is necessary that... It is required that... It is obvious that...

✓ **Make these sentences weaker by using medium or low modal language from the box above. You can change the wordings of the original sentence.**

1. Young people have to find an adult mentor. **Young people could find an adult mentor. / It might be helpful for young people to find an adult mentor.**
2. It is essential that young people look outside their family to find a mentor. **It is suggested that young people look outside their family to find a mentor. / Young people might look outside their family to find a mentor.**
3. They will definitely find a mentor in their sporting club or association. **They could find a mentor in their sporting club or association. / They could possibly find a mentor in their sporting club or association.**
4. It is certain that mentors can be found amongst neighbours and family friends. **It is possible that mentors can be found amongst neighbours and family friends.**

✓ **Here are some statements with missing wordings. Add wordings showing medium or high modality if you think the statements are always true. Add wordings showing low modality if you think the statements are sometimes true, or true for some people.**

1. Young people **should develop / must have** self-esteem and a sense of self-confidence.
2. Friends **are always / are definitely** important.
3. Having friends **from different age groups, including older people, might /should/ could/ will probably** be helpful.
4. **Mostly** adults **can** give good advice.

Developing a network of trusted adults



Where does the word 'mentor' come from?

In the Ancient Greek story, 'The Odyssey' by Homer, 'Mentor' was the name of the advisor of the young hero, Telemachus. Now we use the term 'mentor' for any trusted person who provides advice.

According to research, young people feel happy and supported if they have a network of trusted adults or mentors around them, to help them with life's decisions and to support them. Trusted adults could include: a teacher, school counsellor, sporting coach, grandparent or family friend.

Modal language

Modal language helps the writer to take a position or to present a point of view.

Stronger language has higher modality
e.g. must, should.

Weaker language has lower modality
e.g. may, could.

When writing in PDHPE, we often use lower modality to show respect for other opinions and points of view. Here are some examples of low, medium and high modality.

Low modality	Medium modality	High modality
can, may, could, might, possibly, perhaps, maybe, sometimes possibility, suggestion It is possible that... It might be helpful for.. This suggests that...	will, would, should, probably, usually, generally, likely, unlikely, probability It is likely that...	must, ought to, need to, has to, had to, are required to, are obligated to, certainly, definitely, always, never, absolutely, completely, certainty, necessity, It is essential that... It is necessary that... It is obvious that...



Make these sentences weaker by using medium or low modal language from the box above. You can change the wordings of the original sentence.

1. Young people have to find an adult mentor. _____
2. It is essential that young people look outside their family to find a mentor. _____
3. They will definitely find a mentor in their sporting club or association. _____
4. It is certain that mentors can be found amongst neighbours and family friends. _____



Here are some statements with missing wordings. Add wordings showing medium or high modality if you think the statements are always true. Add wordings showing low modality if you think the statements are sometimes true, or true for some people.

1. Young people _____ self-esteem and a sense of self-confidence.
2. Friends are _____ important.
3. Having friends from different age groups, including older people, _____ helpful.
4. _____ adults _____ give good advice.



Common verb mistakes

Spoken language is very different to written language. Language that is acceptable or usual in the playground or in informal situations can be considered incorrect in writing. The three verb mistakes on this page are not grammatically correct but many groups of Australians commonly speak like this. The problem comes with writing.

The three verb mistakes on this page are often found in student writing. It is important to teach students that writing is different from speaking, and that they should take care of these three particular verbs:

did/done

come/came

saw/seen.



Answers

1. Teachers **have seen** many changes in students as they transition from primary school to high school.
2. Like most new students, you **came** to a larger school with more students and more teachers than at your primary school.
3. On your first day at high school, you probably **saw** hundreds more students that you were used to, all wearing new uniforms.
4. You had to study more subjects and you probably **did** more assignments than ever before.
5. Social relationships also changed when you arrived at high school as you **came** to know new friends.
6. You probably **did** many new things that you found stressful.
7. In the first few years of high school, you **have seen** physical changes in your body as you have grown and matured.
8. My best friend in high school come from a different primary school.
My best friend in high school came from a different primary school.
9. We done lots of fun things together at our new school.
We did lots of fun things together at our new school.

Transition to high school



Common verb mistakes

Here are three common verb mistakes:

did done

- ✓ The student **did** the assignment.
- ✗ The student **done** the assignment.

done needs a helping verb
e.g. The student **has done** the assignment.

came come

- ✓ The new student **came** to our school
- ✗ The new student **come** to our school.

come needs a helping verb
e.g. The new student **has come** to our school.

saw seen

- ✓ We **saw** the tweet.
- ✗ We **seen** the tweet.

seen needs a helping verb.
e.g. We **have seen** the tweet



Each sentence has two options for the verb. Cross out the incorrect verb.

1. Teachers **seen / have seen** many changes in students as they transition from primary school to high school.
2. Like most new students, you **come/came** to a larger school with more students and more teachers than at your primary school.
3. On your first day at high school, you probably **saw/seen** hundreds more students that you were used to, all wearing new uniforms.
4. You had to study more subjects and you probably **did/done** more assignments than ever before.
5. Social relationships also changed when you arrived at high school as you **come/came** to know new friends.
6. You probably **done/did** many new things that you found stressful.
7. In the first few years of high school, you **seen/have seen** physical changes in your body as you have grown and matured.



Rewrite these sentences using the correct verb.

8. My best friend in high school come from a different primary school.

9. We done lots of fun things together at our new school.



Punctuating a paragraph can be tricky because students need to know where a sentence starts and finishes. Encourage students to check the number of sentences in each paragraph before they start.



Mark the capital letters and full stops in these sentences.

(Paragraph 1 has 5 sentences)

Puberty is a time of great change in a person's life. Puberty is also called adolescence. During this time, a young person's appearance can change. Sexual and reproductive organs mature and internal changes to the body and brain also occur. In addition, there are emotional and social challenges during puberty.

(Paragraph 2 has 5 sentences)

One of the most obvious aspects of change during puberty involves physical appearance. Female body changes involve breast development, changes in body shape and height, skin changes, growth of body hair and the start of menstruation (periods). Males also experience changes in body shape and height, skin changes and in the growth of body hair. Changes in the male body involve growth of the penis and testes and deepening of the voice. These changes can vary from person to person and the start of changes can occur at different times.

(Paragraph 3 has 4 sentences)

Puberty is also a time of internal changes for a young person. Adolescence is an important time for brain development. Bones, organs and body systems also change in size and capacity. Young people are growing and changing very quickly during puberty so sometimes there can be problems with physical balance and co-ordination.

(Paragraph 4 has 4 sentences)

Emotional changes are also typical during puberty. The sudden release of hormones into a young person's body may cause extreme emotions and mood swings. A young person may feel full of energy at times and extremely tired at other times. Changes to the body may cause feelings of self-consciousness or embarrassment.

(Paragraph 5 has 4 sentences)

Social changes are also common during puberty. Young people often develop new interests and new friendship groups. Many young people strive to become more independent from their parents and sometimes this gives rise to conflict and arguments. It is important for young people and parents to communicate openly and respectfully so that any issues can be resolved.

Changes during puberty



A capital letter is used at the beginning of sentences. Proper nouns also need a capital. A full stop is needed to show the end of a sentence.



Mark the capital letters and full stops in these sentences.

(Paragraph 1 has 5 sentences)

puberty is a time of great change in a person's life puberty is also called adolescence during this time, a young person's appearance can change sexual and reproductive organs mature and internal changes to the body and brain also occur in addition, there are emotional and social challenges during puberty

(Paragraph 2 has 5 sentences)

one of the most obvious aspects of change during puberty involves physical appearance female body changes involve breast development, changes in body shape and height, skin changes, growth of body hair and the start of menstruation (periods) males also experience changes in body shape and height, skin changes and in the growth of body hair changes in the male body involve growth of the penis and testes and deepening of the voice these changes can vary from person to person and the start of changes can occur at different times

(Paragraph 3 has 4 sentences)

puberty is also a time of internal changes for a young person adolescence is an important time for brain development bones, organs and body systems also change in size and capacity young people are growing and changing very quickly during puberty so sometimes there can be problems with physical balance and co-ordination

(Paragraph 4 has 4 sentences)

emotional changes are also typical during puberty the sudden release of hormones into a young person's body may cause extreme emotions and mood swings a young person may feel full of energy at times and extremely tired at other times changes to the body may cause feelings of self-consciousness or embarrassment

(Paragraph 5 has 4 sentences)

social changes are also common during puberty young people often develop new interests and new friendship groups many young people strive to become more independent from their parents and sometimes this gives rise to conflict and arguments it is important for young people and parents to communicate openly and respectfully so that any issues can be resolved



This page is about developing contingency planning skills. 'Contingency' comes from the Latin word 'contingere' which means 'to occur'. In medieval times it came to mean 'to happen by chance'. Now, contingency means a future event that might or might not happen. Usually it refers to a possible negative event like an accident or emergency.

It might sound obvious but it is worth checking if students understand the terms:

- avoid - to keep away from or stop yourself from doing something
- refuse - say no
- excuse - a made-up reason

✓ Answers

An excuse can also be a useful way of getting out of an unwanted situation.

In this strategy, you walk away or leave an unwanted situation. For example, if someone pressures you to take an unwanted alcoholic drink, you can take it, walk away and tip it out when they are not looking. By doing this, you can avoid unwanted attention but still say safe.

Avoidance can be an effective strategy for dealing with peer pressure.

This involves saying 'no' firmly but politely. It can also be helpful to prepare some ways of saying 'no', such as, 'not for me thanks' or 'no thanks – I need all the brain cells I can get.'

Refusal can work in some situations.

A real or invented reason can help to get your away from the person or pressure. For example, you can say, 'My parents would ground me' or 'I can't afford it' or 'I have a headache'. Even though excuses can be useful in some situations, you should also feel comfortable to just say no without giving an excuse or reason.

✓ Sample answer

When planning to attend a party, you should think of possible consequences and have contingency plans in place in case something goes wrong.

Even though you want to have a good time at the party, you should think of possible negative events too. You could arrange to arrive with friends so that you are not left alone and you could make sure your phone is charged. And of course you should tell your family where you are in case of an emergency.

✓ Sample answer

Another skill to practise dealing with physical or verbal aggression from someone else.

For example, you might be in a situation where someone starts an argument with you or pushes you. It is worthwhile practising how to stay calm even if you feel angry inside. Then you could practise calm statements such as 'You seem angry so I am leaving now'.

Skills for dealing with challenging situations



During adolescence, there are many situations that may be challenging, such as parties and unfamiliar social situations. You can develop skills for dealing with these challenges, such as avoidance, refusal and excuses.



 The topic sentence of a paragraph previews the main idea. Draw a line to match each topic sentence with the paragraph it belongs to:

Topic sentence	Paragraph
An excuse can also be a useful way of getting out of an unwanted situation.	In this strategy, you walk away or leave an unwanted situation. For example, if someone pressures you to take an unwanted alcoholic drink, you can take it, walk away and tip it out when they are not looking. By doing this, you can avoid unwanted attention but still say safe.
Avoidance can be an effective strategy for dealing with peer pressure.	This involves saying 'no' firmly but politely. It can also be helpful to prepare some ways of saying 'no', such as, 'not for me thanks' or 'no thanks - I need all the brain cells I can get.'
Refusal can work in some situations.	A real or invented reason can help to get you away from the person or pressure. For example, you can say, 'My parents would ground me' or 'I can't afford it' or 'I have a headache'. Even though excuses can be useful in some situations, you should also feel comfortable to just say 'no' without giving an excuse or reason.

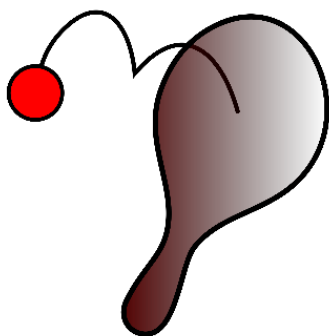


Write a topic sentence to start each of the paragraphs on the right. You will have to read the paragraph first to find out what is about.



Even though you want to have a good time at the party, you should think of possible negative events too. You could arrange to arrive with friends so that you are not left alone and you could make sure your phone is charged. And of course you should tell your family where you are in case of an emergency.

For example, you might be in a situation where someone starts an argument with you or pushes you. It is worthwhile practising how to stay calm even if you feel angry inside. Then you could practise calm statements such as 'You seem angry so I am leaving now'.



In this book, we offer explanations of the origins, roots or derivations of some difficult words. This is not because we want to be fancy and clever.

Instead, research shows that knowledge of English word roots can help students with reading comprehension, guessing the meaning of unfamiliar words, spelling and vocabulary.

Many technical words in PDHPE have their origin in Latin, Greek or French. Common sense and everyday words tend to be Anglo-Saxon words (from old England). This is one reason why spelling in English is so irregular and complex - we are speaking several languages!

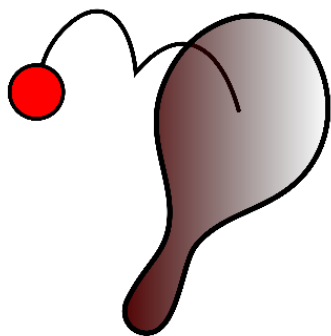


Answers

1. Resilience is like a bouncing ball – it means that you can bounce back after challenges in **your** life.
2. If **you're** resilient, it means that you can manage change, challenges or difficulties.
3. When **you're** growing from a child to an adolescent to an adult, resilience is particularly important.
4. During adolescence, **your** body is changing and **you're** experiencing rapid psychological and social changes too.
5. To build your resilience, in **your** friendship groups, you should try to support each other and listen to each other.
6. If **you're** experiencing regular arguments or bullying in **your** friendship group, maybe it's time to find some new friends.
7. When things are tough, you can gain perspective on **your** troubles by helping others. **Your** school will probably have links with charities and organisations where you can volunteer your time and help others.
8. Make sure that **you're** getting enough sleep and exercise. If **you're** feeling tired and grumpy, a simple solution could be to go to bed earlier.
9. When you think about **your** day, remember to include positive things, rather than always focusing on **your** problems and what went wrong.
10. Notice if **you're** being too negative. Maybe **your** 'inner critic' is speaking up too often and needs a break.



Resilience



This ball is resilient because it bounces and rebounds on the paddle. The word 'resilience' comes from the Latin word 'resilire' which means to spring back or rebound.

We can call someone resilient if they show the capacity to deal with life's problems (e.g. He is a resilient person) or we can write about the quality of resilience as a thing (e.g. He showed resilience in that situation).

Many people are confused about these two words: **your** and **you're**

your

a pointer (possessive pronoun) that shows it belongs to you

e.g. **Your** friends are very important.

you're

a contraction, a shortened way of writing 'you are', the apostrophe means that a letter is missing
e.g. When **you're** feeling stressed, problems can seem bigger.



Place the word 'your' or 'you're' on the line so that each sentence makes sense.

1. Resilience is like a bouncing ball – it means that you can bounce back after challenges in _____ life.
2. If _____ resilient, it means that you can manage change, challenges or difficulties.
3. When _____ growing from a child to an adolescent to an adult, resilience is particularly important.
4. During adolescence, _____ body is changing and _____ experiencing rapid psychological and social changes too.
5. To build your resilience, in _____ friendship groups, you should try to support each other and listen to each other.
6. If _____ experiencing regular arguments or bullying in _____ friendship group, maybe it's time to find some new friends.
7. When things are tough, you can gain perspective on _____ troubles by helping others. _____ school will probably have links with charities and organisations where you can volunteer your time and help others.
8. Make sure that _____ getting enough sleep and exercise. If _____ feeling tired and grumpy, a simple solution could be to go to bed earlier.
9. When you think about _____ day, remember to include positive things, rather than always focusing on _____ problems and what went wrong.
10. Notice if _____ being too negative. Maybe _____ 'inner critic' is speaking up too often and needs a break.



**Think about resilience. In what ways are you resilient?
In what ways do you need to become more resilient?
Write your reflections on these lines.**



Decision making strategies

The three strategies suggested on the student page are only a few of the many decision making strategies that students can learn and practise. Perhaps you might like to start this lesson with a review of all the decision making strategies that students use or the ones that you have taught them.

Scenarios in PDHPE

Imaginary situations and scenarios are one way for students to apply their knowledge of theory. More activities related to scenarios can be found in Book 2 (see Recommending for a scenario).

About PEEL paragraphs

This page teaches students about a PEEL paragraph structure. This is one suggested way of writing a paragraph and many students find it helpful. However, it is only one suggestion for helping students write paragraphs.



Examples of answers

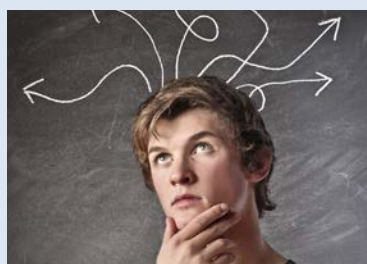
P point	Another strategy is 'point in time'.
E explain elaborate	This strategy involves imagining how you would feel about a decision after 1 week, 1 month and 1 year.
E example evidence	Tony could imagine giving up soccer then thinking about how he would feel one week later, one month later and one year later. This might help him to see the longer term consequences and feelings associated with his decision.
L link	The 'point in time' strategy might be useful for Tony to make his decision.

P point	A third strategy is to ask for advice.
E explain elaborate	Asking for advice involves finding people who have had to make a similar decision and asking them what happened.
E example evidence	If Tony talks to someone who quit and someone who continued to play, he can find out how these people felt about it and whether they regretted their decision.
L link	For this reason, asking for advice might also be a helpful strategy to help Tony.

Decision making strategies for a scenario

In PDHPE, you often have to apply theory or principles to a scenario, which is a real or imagined situation. Here is an example of a scenario:

Tony has to make a decision. He has to decide whether or not to give up playing soccer. He has been playing for years and he enjoys it but he is getting busy with school work and socialising. Some of his friends have quit. What decision making strategies could Tony use?



Read about these decision making strategies. What strategies do you find most useful?

Strategy	How does it work?
1. pro and con list	Write all the reasons or arguments in favour of a decision under the heading 'pro' (meaning 'for'); write the reasons or arguments against the decision under the heading 'con' (meaning 'against'). Review the list.
2. point in time	Imagine making a particular choice then think how you feel in 1 week, 1 month, 1 year or 3 weeks, 3 months, 3 years. This can help you get perspective on your decision.
3. ask for advice	Ask for advice. Choose three people who might know more than you do about this situation or who made similar decisions. Ask them for their opinions.

Read the PEEL paragraph below that explores the decision making strategy of pro and con list.

P point	state the decision making strategy	One decision-making strategy is to write a pro and con list.
E explain elaborate	explain how the strategy works and how it can help	All the reasons or arguments in favour are written down under the 'pro' heading and then all the negatives are written under the 'con' heading. This can help make the decision clearer.
E example evidence	give an example related to the scenario	For example, Tony could write down all the reasons he wants to keep playing soccer (such as fun and fitness) and then the reasons why he wants to quit (such as no time).
L link	link the example back to the main idea	Listing all the benefits and disadvantages in the pro and con list could be a useful strategy for Tony to help decide whether he should give up soccer.



Write two more PEEL paragraphs outlining the 2. 'point in time' strategy and the 3. 'ask for advice' strategy for Tony to decide whether or not to give up soccer.

P point	_____
E explain elaborate	_____ _____ _____
E example evidence	_____ _____ _____
L link	_____ _____ _____

P point	_____
E explain elaborate	_____ _____ _____
E example evidence	_____ _____ _____
L link	_____ _____ _____



The content on this page has been approved by the team at RU OK?

The basic rules for punctuating dialogues like this are:

- words that are spoken come inside quote marks
- punctuation comes inside quote marks
- you can use one quote mark ' or two " as long as it is consistent.



Punctuation answers

"Hey Nadia. I want to ask you something," said Quan.

"What is it?" she asked.

"Well, have you noticed anything about Jack lately?" Quan said quietly. "I think he's been acting a bit strange, kind of withdrawn and moody."

Nadia paused for a moment. "Actually, now that you mention it, he has been keeping to himself a bit," she noted. "Do you think we should talk to him about it?" she asked.

"Well," said Quan, "it is R U OK Day today."

"What's that?" Nadia queried.

"It's a national day when all Australians are encouraged to ask their friends if they're feeling OK, just to make sure they have someone to talk to if they're feeling depressed or worried," Quan explained.

"That sounds great, but how do we raise the topic with Jack? He might not want to talk about it," Nadia commented worriedly.

Quan said, "I've been reading up about it. We have to be prepared to ask, even if Jack doesn't want to talk. We need to pick a good time and place, when we're all relaxed, and then just tell him what we've noticed, ask if he is OK and then just listen."

"Alright, but what if he tells us there is a problem? What do we do then?" Nadia asked.

"There are lots of things we can do," Quan explained. "We can tell him that he can talk to us any time and we won't judge, we can encourage him to talk to the school counsellor or a GP and we can suggest that he talks to his parents too."

"That doesn't sound too hard. Maybe we could suggest that he calls the Kids Helpline if he's not comfortable talking to us. Let's talk to him tomorrow after soccer practice," suggested Nadia.

"It's a deal," agreed Quan.

Mental health - R U OK? Day



R U OK? is an Australian charity that aims to support the mental wellbeing of all Australians. Each year, they promote an R U OK Day to encourage people to check in with friends, workmates and relatives to find out if they need support. Young people can also call the Kids Helpline **1800 15 1800**.

Quoted Speech

We use quotation marks “ ” to show what someone has said. This is called direct speech. In writing, we then explain more about how it is said by adding a saying verb (e.g. said, shouted).

quotation marks quotation marks
↓ ↓
“It’s important to take care of our friends,” said Mr Taffa the school counsellor.
↑ ↑ ↑
comma because the sentence is not finished saying verb full stop



Punctuate this conversation between two friends, Quan and Nadia. They are worried about a friend of theirs, Jack. Remember to use capital letters for names of people.

Hey nadia. I want to ask you something said quan

What is it she asked

Well, have you noticed anything about jack lately? quan said quietly. I think he’s been acting a bit strange, kind of withdrawn and moody

nadia paused for a moment. Actually, now that you mention it, he has been keeping to himself a bit she noted. Do you think we should talk to him about it? she asked

Well said quan it is R U OK day today

What’s that nadia queried.

It’s a national day when all australians are encouraged to ask their friends if they’re feeling OK, just to make sure they have someone to talk to if they’re feeling depressed or worried, quan explained.

That sounds great, but how do we raise the topic with Jack? He might not want to talk about it, nadia commented worriedly.

quan said, I’ve been reading up about it. We have to be prepared to ask, even if Jack doesn’t want to talk. We need to pick a good time and place, when we’re all relaxed, and then just tell him what we’ve noticed, ask if he is OK and then just listen

Alright, but what if he tells us there is a problem What do we do then nadia asked

There are lots of things we can do quan explained. We can tell him that he can talk to us any time and we won’t judge, we can encourage him to talk to the school counsellor or a GP and we can suggest that he talks to his parents too.

That doesn’t sound too hard. Maybe we could suggest that he calls the Kids Helpline if he’s not comfortable talking to us. Let’s talk to him tomorrow after soccer practice suggested Nadia.

It’s a deal agreed quan.



The activities on this page help students see the difference between academic writing (that uses third person) and more informal and personal writing (that uses first and second person). In PDHPE, students are required to use all of these at different times and in different situations. It is useful to build a common understanding of first, second and third person, so that you can tell students what is required in their writing, depending on the task.

Draw a tick under a heading to show if each sentence is an example of first person, second person or third person	First person	Second person	Third person
1. The Australian Government's eSafety website provides useful tips on how to be safe when using social media.			✓
2. If you share a photo online, you might be sharing with people you do not know.		✓	
3. I never 'friend' anyone who I do not actually know.	✓		
4. You should never share your personal details with anyone over the net.		✓	
5. All social networking sites have their own privacy and security settings.			✓
6. You should make sure you know how each site works and how to change your settings.		✓	
7. But what do I do if I receive a message from someone I don't know?	✓		
8. You should never reply to a random text message or internet message, unless you know who sent it.		✓	
9. Online videos and photos are private and personal so they should only be shared with friends.			✓

✓ Sample answers are provided

- Change this sentence from second person to third person**
You should be careful to protect your online reputation and not post photos that might be embarrassing.
Students should protect their online reputation and not post photos that might be embarrassing.
- Change this sentence from first person to third person.**
I think that clicking on links can be dangerous as they could contain malware or viruses.
Clicking on links can be dangerous as they could contain malware or viruses.

Using social media safely

There are three different perspectives we use when writing and speaking:

1

First person

First person is from the speaker's or writer's own perspective.

e.g. **I like using Facebook.**

We can use first person to express our personal opinion, to write complaint letters and to write reflections. Only use first person if you are asked for your opinion.

2

Second person

Second person is used when the writer or speaker directly addresses someone else.
e.g. **You should be careful about the photos you post online.**

Sometimes the 'you' is general (all people). Only use second person if you are giving specific advice or recommendations to a person or a group of people.

3

Third person

Third person is used for writing and speaking about someone or something.
e.g. **Many young people post photos online that are embarrassing or inappropriate.**

Third person is used for factual, academic and technical writing in a subject.

Draw a tick under a heading to show if each sentence is an example of first person, second person or third person	First person	Second person	Third person
1. The Australian Government's eSafety website provides useful tips on how to be safe when using social media			
2. If you share a photo online, you might be sharing with people you do not know.			
3. I never 'friend' anyone who I do not actually know.			
4. You should never share your personal details with anyone over the net.			
5. All social networking sites have their own privacy and security settings.			
6. You should make sure you know how each site works and how to change your settings.			
7. But what do I do if I receive a message from someone I don't know?			
8. You should never reply to a random text message or internet message, unless you know who sent it.			
9. Online videos and photos are private and personal so they should only be shared with friends.			

1. Change this sentence from second person to third person

You should be careful to protect your online reputation and not post photos that might be embarrassing.

2. Change this sentence from first person to third person.

I think that clicking on links can be dangerous as they could contain malware or viruses.



Reading and comprehension

The next three pages teach reading and comprehension strategies for the topic of safe overseas travel. The students will learn about three types of comprehension, based on the key words: Here, Hidden and Head.

The activities on these pages will help build your students' reading strategies so they go beyond **literal comprehension** (just the words on the page) to use their general knowledge and thinking skills for **inferential comprehension**.

It would be useful for you to talk with students about 'here, hidden, head' before they attempt the activities.

The source of the travel texts on these pages is the Smart Traveller website. **www.smartraveller.gov.au**



Here

Are these facts actually stated in the text?

1. Some countries require that you have a vaccination before you come.
2. The word 'visa' is defined.
3. Some countries might require passport validity that is more than six months.
4. All countries require that you have a vaccination before you arrive.

yes/no

yes/no

yes/no

yes/no



Hidden

Your Australian passport needs at least 6 months' validity. If you are travelling and returning on January 1, 2019, when must the passport be valid until? **July 1 2019.**



Head

Your planned date of return is usually not written in a passport. What could the government ask to see as evidence of your planned date of return?

Government officials could ask to see your return air ticket or itinerary, or evidence that you are starting a course back in Australia on a certain date etc.

'Transiting' means to pass through without staying there. Why would some countries want you to have a visa if you're passing through? Think about what could happen if someone was passing through Australia on the way somewhere else and they didn't have a visa.

If your flight is delayed, you might have to leave the airport to go to a hotel, and if you don't have a visa, you won't be able to leave the airport. Maybe the officials are worried that people will leave the airport and enter the country, rather than travelling on to their final destination.

Travel overseas safely 1

Here Hidden Head

There are three ways to build your reading comprehension: think about **here, hidden, head**.



Here

The answers are **here** on the page. They are found in the text.



Hidden

The answers are not actually stated so they are **hidden**. There are clues in the text that will help you find the answer. This means the answers are implied.



Head

The answer is not in the text at all. You have to use your own **head** which means your background knowledge of the topic or your own ideas.

Read the Guide for all travellers then answer the questions below.

Word box

valid means legally acceptable

validity is a noun (a thing) that means the length of time that something is legally acceptable



Guide for all travellers

Organise your passports and visas

Your passport is your most important travel document. Be aware that some countries have different passport validity requirements. Make sure your passport has at least six months' validity from your planned date of return. Some countries have specific entry and exit requirements, including compulsory vaccinations. Remember to check the visa requirements of countries you might be transiting.

Source: www.smarttraveller.gov.au

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Here Are these facts actually stated in the text? If the information can be found in the text, circle the parts of the text that show this.

- | | |
|---|--------|
| 1. Some countries require that you have a vaccination before you come. | yes/no |
| 2. The word 'visa' is defined. | yes/no |
| 3. Some countries might require a passport validity that is more than six months. | yes/no |
| 4. All countries require that you have a vaccination before you arrive. | yes/no |



Hidden Your Australian passport needs at least 6 months' validity. If you are travelling and returning on January 1, 2019, when must the passport be valid until? _____



Head Your planned date of return is not written in your passport. What could the government ask to see as evidence of your planned date of return?

'Transiting' means to pass through without staying there. Why would some countries want you to have a visa if you're passing through? Think about what could happen if someone was passing through Australia on the way somewhere else and they didn't have a visa.

Travel overseas safely 2

✓ Answers for teachers



Here

Underline three tips that you think are most important. (Any three are suitable).



Hidden

Suggested answers

word	Do you know any other words that are similar? What do they mean?	Read the sentence as a whole – what wordings are nearby? What can you work out from the nearby wordings?	What do you think the word means?
planted	to plant – to put in the soil (e.g. in a garden)	'having drugs planted'. This means drugs are placed or hidden.	placed in your luggage secretly
precaution	e.g. caution (being careful), pre (means before as in 'preview')	The word before 'caution' is 'sensible' so it means that it's something you do beforehand that is a smart idea; the start of the sentence is to 'secure' luggage which means keep it safe.	something you do to be careful
tampering	(This is not a common word).	'tampering or theft'. Theft means that someone steals something so tampering must be something like stealing, something criminal or damaging.	interfering with to cause damage
wary	'Be wary' seems like 'beware' which means to be cautious or careful.	The sentence is about how to feel if someone offers you free luggage, so maybe it means to be suspicious.	feel cautious or suspicious
glance	'at first glance' is similar to 'at first sight'	You may not notice drugs in your luggage 'at first glance', if you only look once, quickly	at first sight, if you have a quick look
detection	detect means to look for something; a detective is a person who looks for clues.	A 'security detection system' is some kind of system or computers for helping with security, so 'detection' is like detective, finding out about problems with security.	finding something that is hidden



Head

When we put a word in quote marks like 'prizes' it is called a 'scare quote'. It means that the thing in quotes is not real e.g. a 'free gift' means it is not really a gift or actually free. So 'prizes' are fake prizes. Explain how the scam might work by providing fake 'prizes' in online competitions.

Criminals create a fake competition where the prize is luggage. Inside the luggage, drugs are hidden. The people who win the competition take the luggage with them overseas so they become unsuspecting drug couriers. The criminals probably target people travelling on a certain route e.g. from Asia to Australia, or otherwise the criminals would not be able to track the luggage. At the destination airport, the criminals must steal the luggage so they can get the drugs back. Then they can sell the drugs for profits.

Travel overseas safely 2



Read the information in this box about packing luggage when travelling overseas. Follow the instructions below the box. Some words are in **bold** for questions later on this page.

When travelling, always remember:

Obey the law – don't purchase, use or travel with illegal drugs.

Pack your luggage yourself – tales of tourists having drugs **planted** are not uncommon.

Never carry anything into or out of another country for someone else.

Secure your luggage as a sensible **precaution** against **tampering** or theft.

Don't leave your bags unattended in public areas or with a stranger.

Be **wary** of offers of new luggage or when using bags that do not belong to you. Illegal drugs have been found in suitcases won as 'prizes' in online competitions. You may not be able to see the drugs at first **glance**, however security **detection** systems are likely to find them.

Source: www.smartraveller.gov.au



Here Underline three tips that you think are most important.



Hidden To build your word power, you need to build skills in predicting the meaning of unfamiliar words. Look at the six words in bold. Use the wordings around them to predict what they mean. The questions in the headings will help you do this. (If you already know the meaning, work out how you could help a friend to predict the meaning of the word.)

word	Do you know any other words that are similar? What do they mean?	Read the sentence as a whole – what wordings are nearby? What can you work out from the nearby wordings?	What do you think the word means?
planted	to plant – to put in the soil (e.g. in a garden)	'having drugs planted' – this means drugs are placed or hidden	
precaution	caution (being careful), pre (before, as in 'preview')		
tampering	(This is not a common word).	'tampering or theft'. Theft means...	
wary		The sentence is about how to feel if someone offers you free luggage, so maybe it means ...	
glance			
detection	detect means... detective means ...		



Head When we put a word in quote marks like 'prizes' it is called a 'scare quote'. It means that the thing in quotes is not real e.g. a 'free gift' means it is not really a gift or actually free. So 'prizes' are fake prizes. Explain how the scam might work by providing fake prizes in online competitions.



Here

Find three ways to stay safe and underline them.
(Any points are suitable)



Hidden

These are examples of the reasoning and thinking that a student can use to try to predict the meaning of unfamiliar words.

vigilant : A related word is vigilante (like a freedom fighter or resistance fighter). The sentence says to 'be vigilant about your safety' so it probably means that you have to be careful about your safety; vigilant means to watch for danger.

unnecessary displays of wealth : 'un' means 'not' so it's not necessary or not needed. A display is something you show; wealth is being rich; so a 'display of wealth' would be showing that you're rich maybe by wearing expensive jewellery or taking lots of money out of your wallet and showing it in public.

reputable : Reputable is like 'reputation' which means what people think of you; the wordings near it are 'officially licensed and reputable'. Reputable is a good thing and it probably means that the taxi company is official and well known and that they will not steal from you. Reputable means 'has a good reputation; is known for being honest'.

extortion : This is not a common word. 'Ex' means outside (like exterior) so maybe it's something you do to someone outside yourself. The 'ion' ending means it's a thing. The sentence is about crimes that can happen in a taxi like 'robbery' so it must be another crime that a taxi driver can do to you. Extortion is when someone obtains money from you by threatening you or blackmailing you.

unauthorised : 'un' means not, so it is not authorised. Authorised is like 'authority' which is the law or the government. The sentence is about taxis that are dangerous. Unauthorised means not official or legally accepted.

spiking : A spike means something sharp or pointy. The sentence refers to a danger involving 'drink and food spiking' so it must be something to do with drink and food, maybe putting something spiky in it. Perhaps it means putting drugs in your food or drink so someone can steal your money. Spiking means to put drugs into food or drink for the purposes of crime.



Head

Why should you avoid ATMs that open on to the street? Why are controlled areas safer?

ATMs that open onto the street would provide a quick getaway for criminals and it would be easier for criminals to rush in and rush away without being caught. Controlled areas are safer because there are more people around in shops and the access for criminals is not as easy.

How could you tell if a taxi was reputable?

Reputable taxis look official with a sign and branding on the side of the car and they probably look the same as the other taxis. Also the driver may wear a uniform.

Travel overseas safely 3



Read this short excerpt from the Smart Traveller website. Follow the instructions below to build your comprehension skills. Some words are in **bold** and we will ask questions about those later.

Be conscious of your safety and security

Be **vigilant** about your personal security and possessions in public places and take sensible precautions, like keeping money and valuables out of sight and avoiding **unnecessary displays of wealth**.

Avoid using ATMs that open onto the street and instead use ATMs in controlled areas such as banks, shops and shopping centres.

Use only officially licensed and **reputable** taxis. Be wary if you are approached at the airport by private drivers. In some countries, **extortion** and robbery can occur in **unauthorised** taxis. Where possible, travellers are advised to only use official taxi companies that can be booked by phone or at major hotels and from inside airports. It is recommended that you do not share taxis with strangers.

Never leave your drink or food unattended or in the care of a stranger. Drink and food **spiking** is common around the world.

Source: www.smarttraveller.gov.au
(Creative Commons Attribution 3.0 Australia licence)



Here Find three ways to stay safe and underline them in the text above.



Hidden Use the strategies you have learned to work out the meanings of these words (in bold). Write your ideas on the lines under each word.

Word tip!
The prefix 'un' means not.

vigilant

extortion

unnecessary displays of wealth

unauthorised

reputable

spiking



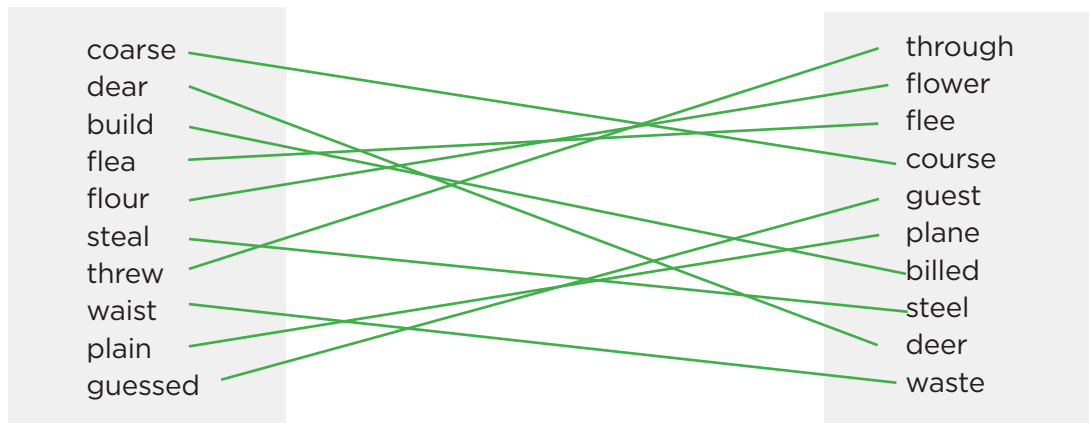
Head Why should you avoid ATMs that open on to the street? Why are controlled areas safer?

How could you tell if a taxi was reputable? _____

The English language has hundreds of **homophones**. Homophones are words that have the same sound but different meanings. These are often words that students do not spell correctly. This activity is designed to alert students to common words that sound the same but have different spellings and meanings.



Draw a line to show the pairs of homophones that sound the same



This report contains homophones. Cross out the incorrect word in each sentence

Sun safety

Hear/here in Australia, more than a thousand people die/dye from skin cancer every year and many thousands more are diagnosed with skin cancer. Skin cancer is due/dew to skin cells being damaged by over exposure to ultra violet radiation from the son/sun.

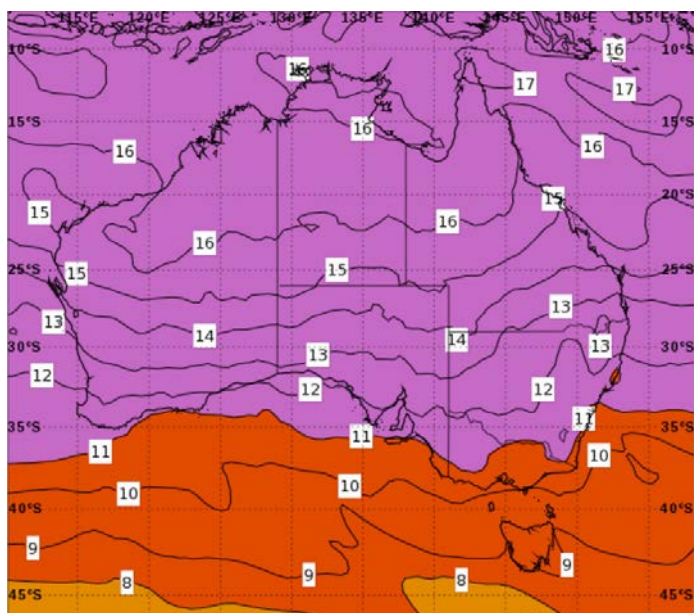
Have you herd/heard about the UV index? The UV index is the main/mane measure of ultraviolet radiation coming from the sun, reported daily by the Bureau of Meteorology. When the UV level is 3 or above, the sun's raze/rays are strongest so you need to cover up. On sunny daze/days, the sun will be stronger than days when the whether/weather forecast is for rain/rein. If you are swimming or near the see/sea, the sun may reflect off the water and be even stronger. On this page, you can fined/find a map of UV levels on a typical summer's day, showing that the whole/hole of Australia has an extreme UV level.

There are several ways/weights that you can stay safe in the sun. So/sew before you venture outside, paws/pause for a moment and consider your options. First, you need to keep your skin type in mined/mind. If your jeans/genes have given you fair/fare skin, you will need to protect your skin more carefully than if you have naturally olive or tanned skin. Unfortunately, even miner/minor skin damage can lead to cancer many years later.

The mane/main principle/principal of sun safety is 'slip, slop, slap': slip on a shirt or protective clothing, slop on sunscreen and slap on a hat. You need to apply a thick layer of sunscreen, as the sun will burn any spot you have missed/mist. After an hour/our in the sun, sunscreen may knead/need to be reapplied. At sum/some schools, students are not aloud/allowed outside unless they are wearing a hat.

You should check/cheque your skin often for/four changes. If you fined/find some/sun-freckles or dark spots that have changed colour or have grown, go to see a doctor.

Sun safety



Map of Australia showing the UV index for a summer's day

(Source: Bureau of Meteorology)

The UV index shows the level of ultraviolet radiation (dangerous energy). A UV index of 3 to 5 is moderate. UV levels of 8-10 are very high and 11 or above are extreme.

There are many words that sound the same but have different spelling and different meanings.

These are called homophones.



Draw a line to show the pairs of homophones that sound the same

coarse
dear
build
flea
flour
steal
threw
waist
plain
guessed

through
flower
flee
course
guest
plane
billed
steel
deer
waste



This report contains homophones. Cross out the incorrect word in each sentence

Sun safety

Hear/here in Australia, more than a thousand people die/dye from skin cancer every year and many thousands more are diagnosed with skin cancer. Skin cancer is due/dew to skin cells being damaged by over exposure to ultra violet radiation from the son/sun.

Have you herd/heard about the UV index? The UV index is the main/mane measure of ultraviolet radiation coming from the sun, reported daily by the Bureau of Meteorology. When the UV level is 3 or above, the sun's raze/rays are strongest so you need to cover up. On sunny daze/days, the sun will be stronger than days when the whether/weather forecast is for rain/rein. If you are swimming or near the see/sea, the sun may reflect off the water and be even stronger. On this page, you can fined/find a map of UV levels on a typical summer's day, showing that the whole/hole of Australia has an extreme UV level. (See map above.)

There are several ways/weights that you can stay safe in the sun. So/sew before you venture outside, paws/pause for a moment and consider your options. First, you need to keep your skin type in mined/mind. If your jeans/genes have given you fair/fare skin, you will need to protect your skin more carefully than if you have naturally olive or tanned skin. Unfortunately, even miner/minor skin damage can lead to cancer many years later.

The mane/main principle/principal of sun safety is 'slip, slop, slap': slip on a shirt or protective clothing, slop on sunscreen and slap on a hat. You need to apply a thick layer of sunscreen, as the sun will burn any spot you have missed/mist. After an hour/our in the sun, sunscreen may knead/need to be reapplied. At sum/some schools, students are not aloud/allowed outside unless they are wearing a hat.

You should check/cheque your skin often for/four changes. If you fined/find some/sum freckles or dark spots that have changed colour or have grown, go to see a doctor.





Modal language

A table showing modal language for PDHPE can be found in Fact Sheet 3 on page 129 at the back of this book. You could consider creating a poster of this page for the classroom.

Most academic writing contains a mix of low, medium and high modality.

Most explanations in PDHPE present effects and consequences using weaker or lower modality, to show that things might happen or could happen, rather than as things that will definitely happen. Using low modality makes the writer appear authoritative and balanced. In the example of the effects of ice, not all users experience the same consequences and effects, so low modality presents all effects as possibilities.

- ✓ 1. Underline the modal language in this paragraph.

The effects of ice usually last for 4-12 hours. After this, users generally 'come down' which can be like a hangover. Users may have trouble making decisions and they could have headaches, blurred vision, nausea or vomiting. Users usually feel depressed, anxious and exhausted. Sometimes, people experience psychosis, which may involve feeling suspicious and paranoid. People could possibly hear or see things that are not there. They can become very agitated and aggressive.

After using ice several times, the body becomes used to the drug so users need to take higher doses to achieve a 'high' and they can become addicted. People might take too much ice and overdose. They may have a stroke or heart failure.

2. Look at all the modal language you have underlined. Sort all the modal language into the table of high, medium and low modality and write the modal language in the table:

Low modality	Medium modality	High modality
may could sometimes possibly might	usually generally can	need to

3. Why does the writer use mostly low modality to describe the effects of ice?
Not all users experience exactly the same effects at the same intensity, so the low modality shows the possibility of a range of impacts.
4. There is one example of high modality. Where and why is it used?
In the last paragraph, 'need to' is used to describe how users have to take more of the drug to achieve a 'high'. This is always true so high modality is used.

Effects of ice



What is ice? Ice is a form of the drug methamphetamine. In its pure form, it looks like ice, as shown in the photo above. In powder form, it is usually snorted, injected or smoked. The effects from ice are intense pleasure and clarity but the side effects and risks are severe.

Modal language

Modal language helps the writer to take a position or to present a point of view.

Stronger language has higher modality
e.g. must, should.

Weaker language has lower modality
e.g. may, could.

Most academic writing in PDHPE usually involves lower and medium modality. If we use lower modality, we can sound more objective and balanced.

This table shows examples of low modality (weaker), medium modality and high modality (stronger).

Low modality	Medium modality	High modality
can, may, could, might possibly, perhaps, maybe sometimes possibility, suggestion	will, would, should probably, usually, generally likely, unlikely, probability	must, ought to, need to, has to, had to, are required to certainly, definitely, always, never, absolutely completely, without doubt certainty, necessity, requirement, obligation



Follow the instructions below.

1. Underline the modal language in these paragraphs.

The effects of ice usually last for 4-12 hours. After this, users generally 'come down' which can be like a hangover. Users may have trouble making decisions and they could have headaches, blurred vision, nausea or vomiting. Users usually feel depressed, anxious and exhausted. Sometimes, people experience psychosis, which may involve feeling suspicious and paranoid. People could possibly hear or see things that are not there. They can become very agitated and aggressive.

After using ice several times, the body becomes used to the drug so users need to take higher doses to achieve a 'high' and they can become addicted. People might take too much ice and overdose. They may have a stroke or heart failure.

2. Look at all the modal language you have underlined. Sort all the modal language into the table of high, medium and low modality and write the modal language in the table:

Low modality	Medium modality	High modality

3. Why does the writer use mostly low modality to describe the effects of ice?

4. There is one example of high modality. Where and why is it used?



Choose the best option to fill the gap. Colour in the circle to show your answer.

1. Many people are unsure about safe use of _____ medicines. ☐ there ☐ they're ☒ their
2. Every year, thousands of Australians are admitted to hospital. _____ admitted to hospital because they took medications accidentally or incorrectly. ☐ there ☒ they're ☐ their
3. _____ are several hazards to be aware of in the safe use of medicines. ☒ there ☐ they're ☐ their
4. The first danger is when young children get _____ hands on a medicine bottle containing pills belonging to _____ parents and they think that the pills are lollies. ☐ there ☐ they're ☒ their
☐ there ☐ they're ☒ their
5. Children can be good climbers and _____ curious about the round shapes of pills. ☐ there ☒ they're ☐ their
6. One pill on its own may not be dangerous. However if many pills are taken, _____ likely to lead to an overdose which can be a health hazard or even fatal. ☐ there ☒ they're ☐ their
7. _____ are some common medications like paracetamol or aspirin that can be unsafe if taken by children or if too many are taken. ☒ there ☐ they're ☐ their
8. For these reasons, it is vital to keep medications in a locked cupboard away from children and out of _____ reach. ☐ there ☐ they're ☒ their
9. If someone in your home has a prescription from a doctor for a medication, you should not take _____ medications, even if you think you have the same symptoms. ☐ there ☐ they're ☒ their
10. On each bottle or packet of pills, _____ is an expiry date. ☒ there ☐ they're ☐ their
11. Do not take medications if they are past _____ expiry date because they could be ineffective or even dangerous. ☐ there ☐ they're ☒ their
12. Pharmacists are experts in medications and _____ advice can help you know how and when to take your medications and how to avoid side effects. ☐ there ☐ they're ☒ their

Safe use of medicines



There they're their

Many people are confused about three words that sound the same but have different meanings:

There

an adverb, a place.

eg. Keep your medications **there** in the locked cupboard.

They're

a contraction, a shortened way of writing "they are".

eg. **They're** taking antibiotics. (They are taking antibiotics.)

Their

a possessive pronoun that shows who it belongs to.

eg. The pharmacists gave **their** advice to the customers.



Choose the best option to fill the gap. Colour in the circle to show your answer.

1. Many people are unsure about safe use of _____ medicines. ☐ there ☐ they're ☐ their
2. Every year, thousands of Australians are admitted to hospital.
_____ admitted to hospital because they took medications
accidentally or incorrectly. ☐ there ☐ they're ☐ their
3. _____ are several hazards to be aware of in the safe use of
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4. The first danger is when young children get _____ hands on
a medicine bottle containing pills belonging to _____ parents and
they think that the pills are lollies. ☐ there ☐ they're ☐ their
☐ there ☐ they're ☐ their
5. Children can be good climbers and _____ curious about the
round shapes of pills. ☐ there ☐ they're ☐ their
6. One pill on its own may not be dangerous. However if many pills
are taken, _____ likely to lead to an overdose which can be
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help you know how and when to take your medications and how to
avoid side effects. ☐ there ☐ they're ☐ their



Underline the conjunctions in these sentences. Write the function of each conjunction on the line.

1. Bullying has a negative impact on the target **and** it impacts others in the school community.
adding information
2. Students who are bullied, sometimes known as targets, can have low self-esteem **because** they are being constantly criticized. **cause and effect**
3. Targets can experience lower academic outcomes, **for example**, they might have lower marks in tests or assessment tasks. **giving examples**
4. Bullying can have serious impacts on a student's concentration in class, **plus** it can make them dislike school. **adding information**
5. **Although** bullying has terrible impacts on the target, bystanders can also be affected. **contrasting ideas**
6. They may feel fearful or guilty **as** they are unable to prevent bullying. **cause and effect**
7. Students who bully others can experience negative impacts **for instance** getting into fights or other anti-social behavior. **giving examples**
8. Schools should take action against bullying, **otherwise** many students might experience the negative impacts of bullying. **contrasting ideas**



Combine these two sentences into one sentence using a suitable conjunction.

9. Targets of bullying may feel depressed. They do not have friends to stand up for them.
Targets of bullying may feel depressed as/because/since they do not have friends to stand up for them.
10. It is important for students to feel safe at school. They need to feel safe at home too.
It is important for students to feel safe at school and they need to feel safe at home too.

The impact of bullying



Linking ideas with conjunctions

A conjunction is a joining or linking word. It is like a chain, linking ideas together.

A conjunction can be in the middle of a sentence:
eg. We saw the bullying happen **although** we didn't tell a teacher.

A conjunction can also appear at the beginning of a sentence:
eg. **Although** we saw the bullying happen, we didn't tell a teacher.

Purposes of conjunctions

Conjunctions have different jobs and different ways of making meaning. The purposes of conjunctions are shown on the right, with some examples.

Adding information

and, as well, plus, also, besides

Giving examples

for example, for instance, in case of

Contrasting ideas

although, but, however, instead, whereas, yet, rather, nevertheless, otherwise, even though

Cause and effect

because, since, as, so, so that, as,



Underline the conjunctions in these sentences. Write the function of each conjunction on the line (adding information, giving examples, contrasting ideas or cause and effect).

1. Bullying has a negative impact on the target and it impacts others in the school community. _____
2. Students who are bullied, sometimes known as targets, can have low self-esteem because they are being constantly criticized. _____
3. Targets can experience lower academic outcomes, for example, they might have lower marks in tests or assessment tasks. _____
4. Bullying can have serious impacts on a student's concentration in class, plus it can make them dislike school. _____
5. Although bullying has terrible impacts on the target, bystanders can also be affected. _____
6. They may feel fearful or guilty as they are unable to prevent bullying. _____
7. Students who bully others can experience negative impacts for instance getting into fights and other anti-social behavior. _____
8. Schools should take action against bullying, otherwise many students might experience the negative impacts of bullying. _____



Combine these two sentences into one sentence using a suitable conjunction.

9. Targets of bullying may feel depressed. They do not have friends to stand up for them.

10. It is important for students to feel safe at school. They need to feel safe at home.



Paragraph writing is an essential literacy skill in PDHPE. One common problem with paragraph writing involves putting too many ideas in one sentence. This activity helps students break one long sentence into separate sentences, each containing one idea. Of course, expert writers can include more than one idea in a sentence. However, the example sentence about respect has far too many ideas to be coherent. For more activities on paragraph writing, please see pages 15-16, 65-66 and 125-126.

✓ Answers

1. What is the definition of respect? **Respect means valuing and accepting someone for who they are and treating others politely and with sensitivity.**
2. Who do you value in respectful relationships? **You value yourself and others.**
3. What are the benefits of respectful relationships? **Respectful relationships help you grow and gain maturity and self-confidence and help you feel safe and trusted and comfortable in yourself.**
4. What happens if there are differences or disagreements in a respectful relationship? **You can communicate openly and be flexible and work it out so you do not damage the relationship.**

✓ Sample paragraph

sentence idea	paragraph
definition of respect	Respect means valuing and accepting someone for who they are. Respectful relationships involve treating others politely and with sensitivity and also treating yourself the same way. Respectful relationships help you grow and gain maturity and self-confidence, as well as feeling safe, trusted and comfortable in yourself. When you have a difference of opinion, you can communicate openly and be flexible so you do not damage the relationship.
who you value in a respectful relationship	
benefits of a respectful relationship	
what to do if there are differences in a relationship	

Respectful relationships

Improve your writing in paragraphs

In a paragraph, each sentence should have one main idea. In the paragraph below, there is one long tangled sentence. Read the paragraph and answer the questions.

Respect means valuing and accepting someone for who they are and treating others politely and with sensitivity, and that's not just for others but for yourself too because respectful relationships help you grow and gain maturity and self-confidence and help you feel safe and trusted and comfortable in yourself and like if you have a difference of opinion you can communicate openly and be flexible and work it out so you do not damage the relationship



1.

What is the definition of respect?
2.

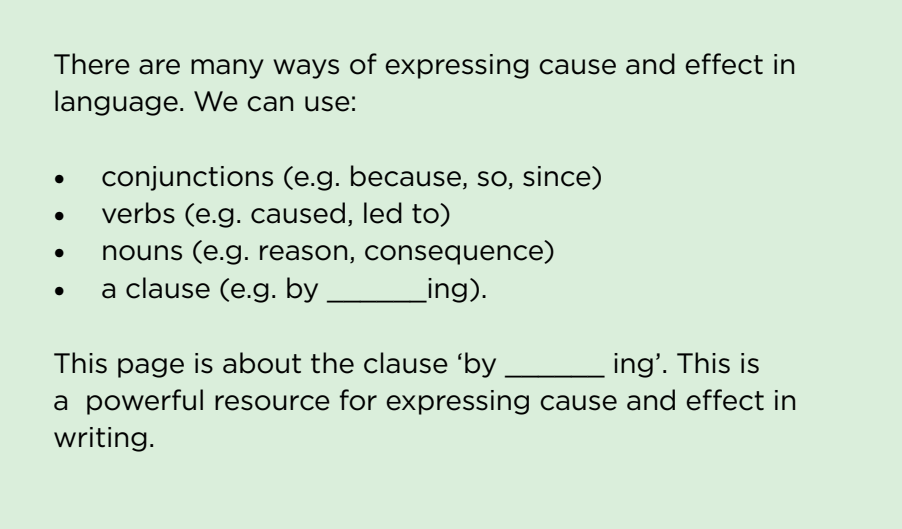
Who do you value in respectful relationships?
3.

What are the benefits of respectful relationships?
4.

What happens if there are differences or disagreements in a respectful relationship?

Now re-write this paragraph with four to six well-planned sentences. The idea for each sentence is provided on the left. You should change the wordings from the paragraph above so each sentence is more academic and less casual.

sentence idea	paragraph
definition of respect	<div><div></div><div></div><div></div></div>
who you value in a respectful relationship	<div><div></div><div></div><div></div><div></div></div>
benefits of a respectful relationship	<div><div></div><div></div><div></div><div></div></div>
what to do if there are differences in a relationship	<div><div></div><div></div><div></div><div></div></div>



A clause is a grammatical term. A clause contains a verb and expresses a message. Sentences can have one clause, two clauses or more clauses. The cause and effect sentence-starter 'by ____ing' (e.g. by listening) is a clause. This sentence has two clauses:

↑ clause 1 ↑ clause 2

step	Sentence and benefit
e.g. 1. Listen	By listening, you can show the person that you care.
2. Let the person speak	By letting the person speak without interruption, you show your willingness to listen and be a good friend.
3. Give the speaker your full attention	By giving the speaker your full attention, you can build your empathy skills.
4. Make direct eye contact	By making direct eye contact, you can be a better friend.
5. Paraphrase what you have heard	By paraphrasing what you have heard, you can show that you understand the speaker's point of view.
6. Tell them you understand what they have said	By telling them you understand what they have said, you can build a positive, respectful relationships.
7. Avoid judgemental statements	By avoiding judgemental statements, you can show empathy.

Empathy and active listening



Empathy is the ability to recognise and understand another person's feelings and point of view. Empathy is a very important aspect of friendships and respectful relationships. Developing empathy can also help us to deal with conflict and difficult situations. One skill to show empathy is active listening.

Read the steps involved in active listening and the benefits of active listening.

Steps in active listening

1. Listen.
2. Let the person speak without interruption.
3. Give the speaker your full attention.
4. Make direct eye contact.
5. Paraphrase what you have heard.
6. Tell them you understand what they have said.
7. Avoid judgemental statements.

Benefits of active listening

1. helps the speaker to feel understood and accepted
2. shows that you care about them
3. helps you to understand the speaker's point of view
4. builds a positive, respectful relationship
5. helps you be a better friend
6. builds your empathy skills



Create cause and effect sentences starting with 'By _____ing'.

The steps in active listening (above) are commands or instructions. We are going to change them into cause and effect sentences. Follow these 3 steps to write your sentences:

1. Change the command verb (e.g. 'listen') to a sentence starter 'By _____ing' (e.g. By listening).
2. Then think of a benefit, effect or outcome of active listening. You can choose a benefit from the box above (Benefits of active listening) or invent your own.
3. Write the complete sentence (cause and effect sentence starter and the benefit) in the box.

Steps in active listening	Sentence and benefit
e.g. 1. Listen	By listening, you can show the person that you care.
2. Let the person speak without interruption	By letting the person speak without interruption, you can _____
3. Give the speaker your full attention	By _____
4. Make direct eye contact	_____
5. Paraphrase what you have heard	_____
6. Tell them you understand what they have said	_____
7. Avoid judgemental statements	_____



On the opposite page, you will find two texts about Acne Treatments. These are the stimulus for activities to help students evaluating health information on the internet.

Healthdirect - Acne treatment

This text is an excerpt from a government website.

The URL is **www.healthdirect.gov.au/acne-treatments**

The website information has not been changed, but only a few parts of the page have been included.

Ackers Acne Gone Club

This text is invented and the website does not exist. The authors have used inspiration from many similar blogs and websites which feature personal reviews and anecdotes. The examples of advice on acne are real suggestions from other websites and blogs (even the toothpaste suggestion!)

About web based health information

Some websites and blogs provide health information as a form of entertainment and also to promote and market certain products. There is nothing wrong with this, as long as readers and consumers know the purpose of these forums. As we know, it is vitally important for students to be able to tell the difference between entertainment and medical authority when they are searching for health information. That's the purpose of these pages – to help build students' power to discern what is right for them and so they can evaluate the quality and validity of health information.

How to help students read online health information and news articles

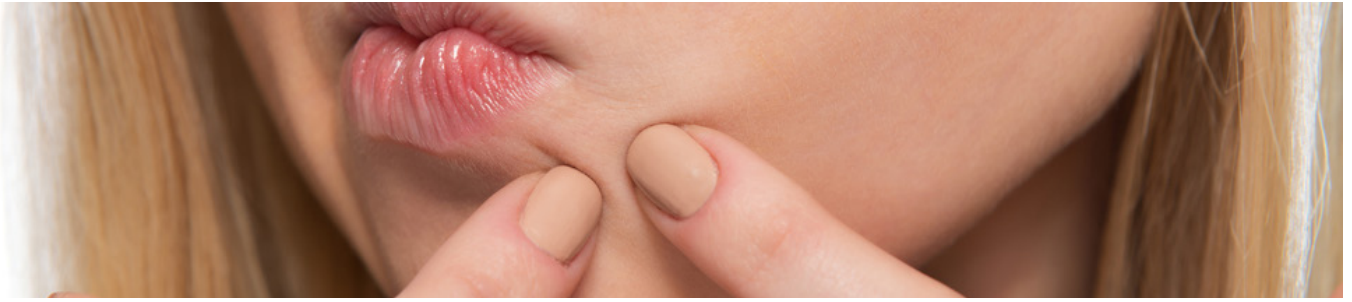
Here are some tips to help students read these two texts and comprehend them fully before undertaking the evaluation tasks on the next few pages:

1. Tell students about the field. The topic is acne treatments. Perhaps you could start with a class discussion about what acne treatments they know about and use, and which ones they have heard of that don't work. Currently, how do students know if an acne treatment would work or not? This would be a good time to discuss how and why acne occurs.
2. Tell students the purpose for reading. These two texts are segments from two different websites about the same topic: acne treatments. Each text takes a different approach to the topic and has a different author.
3. Ask students to look at the two texts and just to scan the text (not reading in detail but just looking at the headings and obvious features). Ask students what they notice (e.g. reviews, star ratings, paragraphs, references/sources).
4. Then read each text aloud. Ask if students need help with any difficult vocabulary (e.g. glands).
5. Talk through the criteria for evaluation and then work through the activities on the next two pages.

Follow up activity

If you want to follow up with more activities in the classroom, you can explore the Healthdirect website. Students can find a non-reputable website (e.g. a beauty or health blog) and compare the information they find on the two sites. They can use the criteria discussed in the next few pages and write a report based on their findings. More worksheets on evaluating according to criteria can be found in Book 2.

Evaluating health information 1



Read these texts which are excerpts from websites on acne treatments.

Healthdirect - Acne treatment

Excerpt from website:

www.healthdirect.gov.au/acne-treatments

Acne will usually go away on its own, but it can take many years. There are treatments that can help clear acne more quickly. Over-the-counter treatments can help with mild acne. Ask a pharmacist for advice on which treatment could help and how long you will have to use it. You should not expect to see results for several weeks, even a couple of months.

If over-the-counter treatments don't help, treatments are available on prescription. Your doctor can assess how bad your acne is and discuss the options with you.

If you have acne there are a number of things you can do to help to manage the condition. Here is some self-help information:

- Do not squeeze spots and try not to touch them because this can lead to an infection.
- Acne is caused by blocked skin glands.
- You can help to keep these glands unblocked by using a gentle cleansing product to clean your face once or twice a day.
- If you notice that spots increase after you eat certain things you should try to avoid them.

Sources:

NHS Choices (UK) (2016) Acne-Treatment. <http://www.nhs.uk/Conditions/Acne/Pages/Treatment.aspx>

Choosing Wisely Australia (2017) The Australasian College of Dermatologists: tests, treatments and procedures clinicians and consumers should question. <http://www.choosingwisely.org.au/recommendations>

Ackers Acne Gone Club

Best pimple treatments

Website: **www.ackersacnegoneclub.com**

Don't you wish you could just zap your zits? Those pesky pimples seem to pop up at the wrong time, like when you've got a date or when you know you'll be getting your picture taken. Fear no more. Try these trusty treatments.

Ace Spot Treatment

'I received the Ace Spot Treatment recently and it has been a lifesaver. It comes as a pen and you apply it directly to the spot. I saw a big reduction in the spots in just one day!'

Rating 4 out of 5.

Ackers Acne Gone Club member Alice.

Stockists: Priceline, Chemist Warehouse

Pura Acne Gel

'I suffer from acne and I tried everything including changing my diet - no gluten, no dairy - but nothing worked. Then I tried Pura Acne Gel and it worked overnight.'

Rating 5 out of 5.

Ackers Acne Gone Club member Alison.

Stockists: Priceline, Chemist Warehouse

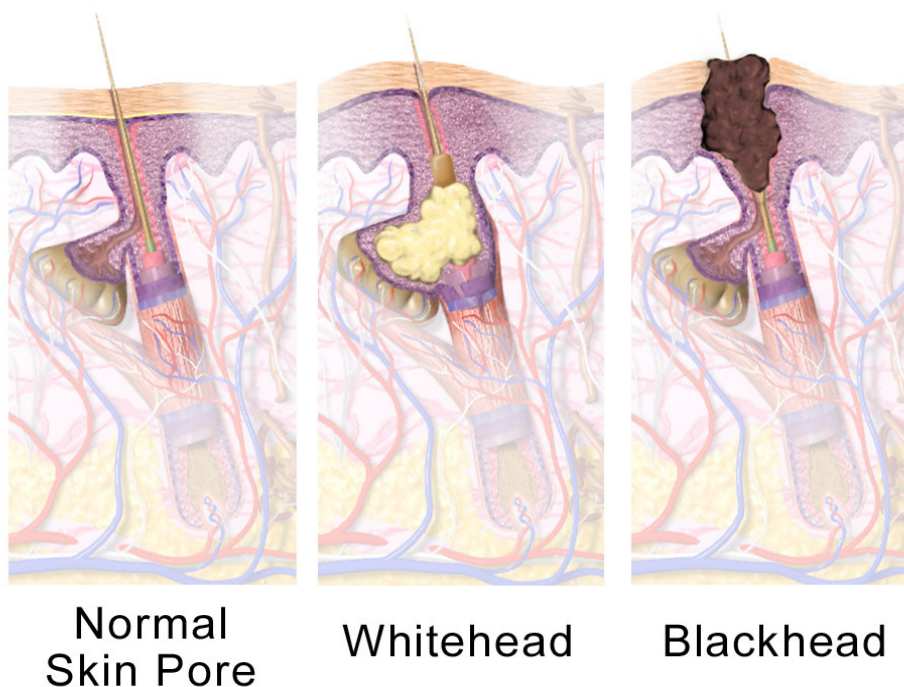
Toothpaste

'I just put toothpaste on the spot and it seems to work for me. The ingredients in the paste dry your skin and let the pimple heal faster.'

Rating 4 out of 5.

Ackers Acne Gone Club beauty editor, Tara

This diagram of skin pores, whiteheads and blackheads might be useful when discussing acne and acne treatments with your students.



1. Created by a reputable author

- What are the two domain names of Healthdirect and Ackers Acne Gone Club?
www.healthdirect.gov.au www.ackersacnegoneclub.com.au
- What does this tell us about the type of organisation who created the site?
The Healthdirect website is a government website and the Ackers website is a company.
-

Is the website...	HealthDirect	Ackers Acne Gone Club
qualified?	yes / no / unknown	yes / no / unknown
reputable?	yes / no / unknown	yes / no / unknown
authoritative (a recognised authority)?	yes / no / unknown	yes / no / unknown
subjective (based on personal opinions)?	yes / no / unknown	yes / no / unknown

- Finish these sentences to evaluate authorship by using some of the terms in the boxes above.

The Healthdirect website is accurate because **it is research based, it provides sources and references and the reader is told to seek medical advice.**

The Ackers Acne Gone Club website may not be accurate because **it uses anecdotal evidence and it is unsubstantiated.**

Evaluating health information 2



The internet is full of health information but it might not be based on scientific research. Sometimes health information it is more like advertising than medical advice. There are several criteria that we can use to evaluate health information. Criteria are principles or standards we use to judge someone or something.

In this book we use five criteria to evaluate health information on websites: if the website is:

1. **created by a reputable author**
2. **accurate**
3. **balanced**
4. **up to date**
5. **clear.**



Read the two texts about acne treatments on the previous page and follow these instructions.

Criterion 1. Created by a reputable author

The author of the website should be clearly stated and should be reputable, which means they have a good reputation or 'name' as a high quality organisation or person. The domain name will help you understand more about the author.



Domain names and their meaning

.gov	government	.org	non-profit organisation
.edu	educational organisation	.com	company or business

a. What are the two domain names of Healthdirect and Ackers Acne Gone Club?

b. What does this tell us about the type of organisation who created each site?

c. Read the information from each website and cross out the incorrect words to show your evaluation in this table:

Is the website...	HealthDirect	Ackers Acne Gone Club
qualified?	yes / no / unknown	yes / no / unknown
reputable?	yes / no / unknown	yes / no / unknown
authoritative (a recognised authority)?	yes / no / unknown	yes / no / unknown
subjective (based on personal opinions)?	yes / no / unknown	yes / no / unknown

d. Finish these sentences to evaluate authorship by using some of the terms in the boxes above.
The Healthdirect website is accurate because _____

The Ackers Acne Gone Club website is may not be accurate because _____

Evaluating health information 3

✓ Answers for teachers

This page follows the previous pages about evaluating health information. The first criterion for evaluation was a credible author. On this page, we evaluate whether the websites are accurate and balanced.

Criterion 2. Accurate

Health information should be based on scientific research and sources or references should be provided. Readers should be encouraged to consult a medical professional.

a.	HealthDirect	Ackers Acne Gone Club
The information is research-based	yes / no / unknown	yes / no / unknown
Sources/references are listed	yes / no / unknown	yes / no / unknown
The reader is told to seek medical advice	yes / no / unknown	yes / no / unknown
Anecdotal evidence is given (personal stories)	yes / no / unknown	yes / no / unknown
Claims are unsubstantiated (not supported)	yes / no / unknown	yes / no / unknown

- b. Finish these sentences to evaluate accuracy based on the criteria in the tables above.

The Healthdirect website is accurate because **it is research based, it provides reputable sources and references and the reader is told to seek medical advice.**

The Ackers Acne Gone Club website may not be accurate because **it uses anecdotal evidence and it is unsubstantiated.**

Criterion 3. Balanced

Sources of health information should be balanced, which means that they explain benefits as well as situations where the product may not work. They should also be unbiased, which means they should be not selling something.

a.	HealthDirect	Ackers Acne Gone Club
Is information objective?	yes / no / unknown	yes / no / unknown
Does the website identify benefits as well as situations where the product may not work?	yes / no / unknown	yes / no / unknown
Is the information biased?	yes / no / unknown	yes / no / unknown
Is the website selling or promoting something?	yes / no / unknown	yes / no / unknown

- b. Finish these sentences to show your evaluation of balance.

The Healthdirect website is balanced because **it is objective and provides benefits of acne treatments as well as saying that acne will usually go away on its own.**

The Ackers Acne Gone Club website is not balanced because **it may be biased and the authors are promoting products and there is no mention that the products may not work.**

Evaluating health information 3

This page follows the previous pages about evaluating health information. The first criterion for evaluation was a credible author. On this page, we evaluate whether the websites are accurate and balanced.

Criterion 2. Accurate

Health information should be based on scientific research and sources or references should be provided. Readers should be encouraged to consult a doctor.



- a. Read the information from each website and cross out the incorrect words to show your evaluation.

	HealthDirect	Ackers Acne Gone Club
The information is research-based	yes / no / unknown	yes / no / unknown
Sources/references are listed	yes / no / unknown	yes / no / unknown
The reader is told to seek medical advice	yes / no / unknown	yes / no / unknown
Anecdotal evidence is given (personal stories)	yes / no / unknown	yes / no / unknown
Claims are unsubstantiated (not supported)	yes / no / unknown	yes / no / unknown

- b. Finish these sentences to evaluate accuracy based on the criteria in the tables above.
The Healthdirect website is accurate because _____

The Ackers Acne Gone Club website may not be accurate because _____

Criterion 3. Balanced

Sources of health information should be balanced, which means that they explain benefits as well as situations where the product may not work. They should also be unbiased, which means they should be not selling something.



- a. Read the information from each website and cross out the incorrect words to show your evaluation.

	HealthDirect	Ackers Acne Gone Club
Is information objective?	yes / no / unknown	yes / no / unknown
Does the website identify benefits as well as situations where the product may not work?	yes / no / unknown	yes / no / unknown
Is the information biased?	yes / no / unknown	yes / no / unknown
Is the website selling or promoting something?	yes / no / unknown	yes / no / unknown

- b. Finish these sentences to show your evaluation of balance.

The Healthdirect website is balanced because _____

The Ackers Acne Gone Club website is not balanced because _____

Evaluating health information 4

✓ Answers for teachers



Some of the answers on this page could be discussed and debated in class. For example, what is 'up to date'? Website dates can be shown in the copyright information at the bottom of the page, or they may not be evident at all. Academic research dates may seem to be 'old' (e.g. 3-4 years) but research results often take a few years to be published. See Book 2 page 125 for more information for teachers about evaluation of academic research and health promotions campaigns.

Criterion 4. Up to date

Sources of health information should be current, relevant and frequently updated if new research is available.

- a. Read the information from each website and cross out the incorrect answers to show your evaluation.

	HealthDirect	Ackers Acne Gone Club
Is information up to date?	yes / no / unknown	yes / no / unknown
Is the time of the creation of the website shown?	yes / no / unknown	yes / no / unknown

- b. Finish these sentences to show your evaluation of whether the information is up to date.

The Healthdirect website may not be up to date because **the sources are from 2015 which is already a few years old.**

The Ackers Acne Gone Club website may not be up to date because **no dates are shown on the website.**

Criterion 5. Clear

Sources of health information should be suitable for their target audience to view, read, understand and interpret.

	HealthDirect	Ackers Acne Gone Club
a. Is the website layout clear?	yes / no	yes / no
Is the information easy to understand?	yes / no	yes / no

- b. Finish these sentences to show your evaluation of clarity.

The Healthdirect website is clear because **the content is easy to understand and the layout is clear.**

The Ackers Acne Gone Club website is clear because **the content is easy to understand and the layout is simple.**

Evaluating health information 4



This page follows from the previous pages about how to evaluate health information on the internet. Three criteria were covered:

1. created by a reputable author
2. accurate
3. balanced

Two more criteria are covered on this page.

4. up to date
5. clear

Criterion 4. Up to date

Sources of health information should be current, relevant and frequently updated if new research is available.



- a. Read the information from each website and cross out the incorrect answers to show your evaluation.

	HealthDirect	Ackers Acne Gone Club
Is information up to date?	yes / no / unknown	yes / no / unknown
Is the time of the creation of the website shown?	yes / no / unknown	yes / no / unknown

- b. Finish these sentences to show your evaluation of whether the information is up to date.

The Healthdirect website may not be up to date because _____

The Ackers Acne Gone Club website may not be up to date because _____

Criterion 5. Clear

Sources of health information should be suitable for their target audience to view, read, understand and interpret.



- a. Read the information from each website and cross out the incorrect answers to show your evaluation.

	HealthDirect	Ackers Acne Gone Club
Is the website layout clear?	yes / no	yes / no
Is the information easy to understand?	yes / no	yes / no

- b. Finish these sentences to show your evaluation of clarity.

The Healthdirect website is clear because _____

The Ackers Acne Gone Club website is clear because _____

Evaluating health information 5

✓ Answers for teachers



Write a paragraph that evaluates the quality of the two websites

This is a suggested paragraph. There are many possible answers.

Two websites about acne treatment were evaluated for the quality of the health information provided. The first website is Healthdirect and the second website is Ackers Acne Gone Club. Healthdirect is a government website with a .gov domain name so it is reputable and authoritative. The Ackers Acne Gone Club website has a .com domain name so it is a company site written by a less reputable author. The Healthdirect website is accurate because it is research based, it provides reputable sources and references and the reader is told to seek medical advice. The Ackers Acne Gone Club website may not be accurate because it uses anecdotal evidence, personal sources and it is unsubstantiated. The Healthdirect website is balanced because it is objective and provides benefits of acne treatments as well as saying that acne will usually go away on its own. The Ackers Acne Gone Club website is not balanced because it may be biased and the authors are promoting products and there is no mention that the products may not work. Neither of the websites is up to date because the Healthdirect site has sources from 2015 and the Ackers Acne Gone Club has no dates on the site. Both of the websites are clear and easy to understand. Overall, the Healthdirect website provides high quality health information about acne treatment because it is reputable, accurate and balanced. The Ackers Acne Gone Club is not a high quality source of health information because it is subjective and anecdotal.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Reasons for a healthy diet

✓ Answers for teachers



Students of PDHPE are often required to make recommendations on a range of issues. For more on recommending, see Book 2 Module 5 (Arguments).



Suggested answers

What Australians should do	Recommendation	Cause and effect conjunction (because, as, since, due to the fact that)	Reason or evidence
e.g. Eat a healthy diet	Australians should eat a healthy diet	because	it promotes wellbeing.
1. Eat a wide variety of nutritious foods	Australians should eat a wide variety of nutritious foods	since	each food contains different health benefits.
2. Eat more vegetables and fruits	Australians should eat more vegetables and fruits	as	they are essential to reduce blood pressure, cholesterol and obesity.
3. Eat less fatty and sugary foods	Australians should eat less fatty and sugary foods	due to the fact that	these foods lead to obesity and disease.
4. Drink less sugary drinks and sodas	Australians should drink less sugary drinks and sodas	because	these drinks cause health problems like type 2 diabetes.
5. Make healthy food choices	Australians should make healthy food choices	as	they reduce the risk of some cancers.
6. Eat slowly and mindfully	Australians should eat slowly and mindfully	since	they will enjoy food more and not eat too much.

Reasons for a healthy diet






Australian Dietary Guidelines

A healthy diet includes vegetables and legumes (beans); fruit; wholegrain cereal foods; lean meats, poultry, fish and eggs; dairy. We should eat a healthy diet because it:

- promotes health and wellbeing
- is essential for normal growth
- reduces the risk of high cholesterol and high blood pressure and obesity
- reduces the risk of some cancers
- reduces the risk of type 2 diabetes and cardiovascular disease.




What is a recommendation?

A recommendation is advice we give to someone. A recommendation needs to be supported by a reason or evidence, so we need to use cause and effect language. Follow these 3 steps.

 State what should happen using modal language e.g. should, must Children should eat a healthy diet	 Use a conjunction to show cause and effect e.g. because, since because	 Explain the reason why the person should follow your recommendation e.g. should, must nutrition is essential for growth.
--	--	---



Write 6 sentences about why Australians should eat a healthy diet. Write a recommendation, add a cause and effect conjunction then add a reason to support the recommendation. You can choose a reason from the box above or use your own knowledge.

What Australians should do	 Recommendation	 Cause and effect conjunction (because, as, since, due to)	 Reason or evidence
e.g. Eat a healthy diet	Australians should eat a healthy diet	because	it promotes wellbeing.
1. Eat a wide variety of nutritious foods	Australians should eat a wide variety of nutritious foods		
2. Eat more vegetables and fruits	Australians should eat more vegetables and fruits		
3. Eat less fatty and sugary foods	Australians should eat less fatty and sugary foods		
4. Drink less sugary drinks and sodas	Australians should		
5. Make healthy food choices	Australians should		
6. Eat slowly and mindfully			



Answers

nutrition	a substance that provides nourishment
nutrient	healthy and providing nourishment to the body
nutritionist	the process of being nourished; the study of how organisms take in and use food
nutritious	a person who studies nutrition and advises people on healthy eating



Colour in the circle for the correct word to fill the space in each sentence: it's its or its'

- _____ a fact that each person's body needs food as fuel. **it's**
- The body can receive _____ needs from a nutritious or balanced diet, as shown in the Australian Guide to Healthy Eating. **its**
- _____ components include many food groups: grain (cereal) foods, vegetables and legumes (beans), proteins (such as lean meats, poultry, fish), dairy (including milk, yoghurt, cheese) and fruit, as well as water. **its**
- _____ usual for a healthy person to gain all the nutrients the body needs from food and water, without taking any extra vitamins or supplements. **it's**
- If a person consumes too many calories, _____ likely that the person will become overweight. **it's**
- Many health problems can be caused by a diet high in fats and sugar. Some of _____ effects include low energy, feeling unwell and mood swings. **its**
- A diet consisting of too few calories has _____ own problems, leading to tiredness, low energy and stunted growth. **its**
- Extra calories can be used during exercise so _____ a good idea to exercise every day. **it's**
- _____ important for every Australian to understand how to select and eat a balanced and nutritious diet. **it's**

Nutrition



The origin of the word '**nutrition**' is Latin: 'nutrire' – to feed or nourish. In English, **to nourish** means to feed, look after, strengthen and keep something or someone alive. Word endings often have meanings. In the word 'nutrition', the 'ion' ending means that the word is a noun, a thing. Try this activity to see if you can work out the different forms of the word nutrition.



Draw a line to match the topic sentence with the paragraph it belongs to:

nutrition

a substance that provides nourishment

nutrient

healthy and providing nourishment to the body

nutritionist

the process of being nourished; the study of how organisms take in and use food

nutritious

a person who studies nutrition and advises people on healthy eating

Some of the most common grammar mistakes involve three letters: I T S.

- ✓ **its** a possessive for a neuter object (not a female or male)
eg. The food released **its** nutrients to the body.
- ✓ **it's** a contraction, a shortened way of writing "it is"
eg. **It's** time for lunch.
- ✗ **its'** incorrect – there is no such word.



Colour in the circle for the correct word to fill the space in each sentence: it's its or its'

1. _____ a fact that each person's body needs food as fuel. ☐ its ☐ it's ☐ its'
2. The body can receive _____ needs from a nutritious or balanced diet, as shown in the Australian Guide to Healthy Eating. ☐ its ☐ it's ☐ its'
3. _____ components include many food groups: grain (cereal) foods, vegetables and legumes (beans), proteins (such as lean meats, poultry, fish), dairy (including milk, yoghurt, cheese) and fruit, as well as water. ☐ its ☐ it's ☐ its'
4. _____ usual for a healthy person to gain all the nutrients the body needs from food and water, without taking any extra vitamins or supplements. ☐ its ☐ it's ☐ its'
5. If a person consumes too many calories, _____ likely that the person will become overweight. ☐ its ☐ it's ☐ its'
6. Many health problems can be caused by a diet high in fats and sugar. Some of _____ effects include low energy, feeling unwell and mood swings. ☐ its ☐ it's ☐ its'
7. A diet consisting of too few calories has _____ own problems, leading to tiredness, low energy and stunted growth. ☐ its ☐ it's ☐ its'
8. Extra calories can be used during exercise so _____ a good idea to exercise every day. ☐ its ☐ it's ☐ its'
9. _____ important for every Australian to understand how to select and eat a balanced and nutritious diet. ☐ its ☐ it's ☐ its'



This page helps students learn how to link ideas and make their ideas more sophisticated.

Conjunctions are linking words that connect ideas within a sentence.

Text connectives link ideas between sentences, paragraphs or longer stretches of text.

✓ **Choose a conjunction to combine these two short sentences into one longer sentence. The two sentences are opposite or contrasting ideas.**

1. Adolescence is a time of growing independence **however / although / yet / but** many young people do not take enough responsibility for their own health.
2. Most teenagers know the rules about wearing a helmet while cycling **however / although / yet / but** many choose not to do the right thing.
3. Protecting our skin from sun damage is easy **however / although / yet / but** many young people forget to use sunscreen or take a hat when they go outside.
4. **Although** the dangers of smoking are well known, many young people still try tobacco.
5. Many young people may not want to start smoking **however / although / yet / but** peer group pressure can be hard to resist.

✓ **Think of an idea that contrasts with the first part of each sentence. Add a conjunction and finish your sentence with a contrasting idea about what teenagers should do to take responsibility for their own health.**

6. Parents usually make doctor's appointments for children **but teenagers can make their own appointments / yet teenagers are old enough to make appointments for themselves.**
7. During a doctor's visit, parents often speak on behalf of a child **however it is important for teenagers to learn to speak about their own medical conditions.**

✓ **Choose a text connective to start the second sentence.**

1. It is important to take a full course of antibiotics for five to seven days. **However / Despite this / On the contrary / Instead / In contrast** many young people forget to take their medications or stop antibiotics before the full course is finished.
2. We all know that a good night's sleep is essential for good health. **However / Despite this / On the contrary / Instead / In contrast** some teenagers stay up late every night using social media.
3. Parents usually keep medical records for their children. **However / Despite this / On the contrary / Instead / In contrast** teenagers should start to learn about their own medical history.
4. Some people think that only adults can have a Medicare card. **However / Despite this / On the contrary / Instead / In contrast** you can apply for a Medicare card when you turn 15 years old.
5. Regular exercise is important for well being and health. **However / Despite this / On the contrary / Instead / In contrast** many young people are too busy studying and socialising to get enough exercise.

From all the ideas on this page, list 5 ways that you can take more responsibility for your own health.

e.g. **Make my own medical appointments. Eat healthy food. Go to bed earlier.**

Ask my parents for copies of my medical records. Speak for myself when I go to the doctor.

Taking responsibility for your own health

This page explores ways that young people can start to take responsibility for their own health.

Conjunctions can link opposite or contrasting ideas within a sentence.

Conjunctions for connecting contrasting ideas

however

although

yet

but



Choose a conjunction to combine these two short sentences into one longer sentence.

1. Adolescence is a time of growing independence _____ many young people do not take enough responsibility for their own health.
2. Most teenagers know the rules about wearing a helmet while cycling _____ many choose not to do the right thing.
3. Protecting our skin from sun damage is easy _____ many young people forget to use sunscreen or take a hat when they go outside.
4. _____ the dangers of smoking are well known, many young people still try tobacco.
5. Many young people may not want to start smoking _____ peer group pressure can be hard to resist.



Think of an idea that contrasts with the first part of each sentence. Add a conjunction and finish your sentence with a contrasting idea about what teenagers should do to take responsibility for their own health.

6. Parents usually make doctor's appointments for children _____
7. During a doctor's visit, parents often speak on behalf of a child _____

Text connectives can link opposite or contrasting ideas between sentences or longer parts of texts.

Text connectives for contrasting ideas

however

despite this

on the contrary

instead

in contrast



Choose a text connective to start the second sentence.

1. It is important to take a full course of antibiotics for five to seven days. _____ many young people forget to take their medications or stop antibiotics before the full course is finished.
2. We all know that a good night's sleep is essential for good health. _____ some teenagers stay up late every night using social media.
3. Parents usually keep medical records for their children. _____ teenagers should start to learn about their own medical history.
4. Some people think that only adults can have a Medicare card. _____ you can apply for a Medicare card when you turn 15 years old.
5. Regular exercise is important for well being and health. _____ many young people are too busy studying and socialising to get enough exercise.



From all the ideas on this page, list 5 ways that you can take more responsibility for your own health.



Evaluative language in PDHPE

It is important for students to learn about a range of ways to evaluate people, things and behaviours in PDHPE. This subject has special ways of evaluating, based on the values of the subject area. It can be tricky for students to learn how to evaluate using their own opinions but without being too personal or biased.

Teachers should tell students that these ways of evaluating are special for PDHPE and they are not the same in other subjects. Evaluative language is part of the subject-specific disciplinary literacy of PDHPE. For more on evaluative language, see Book 2 Evaluations.

✓ Answers

Good		Bad	
effective	suitable	dangerous	troubling
healthy	helpful	harmful	worrying
accurate	harmless	serious	toxic
safe	advantageous	unhealthy	risky
reputable	productive	hazardous	damaging
appropriate		unsafe	

Judging people

When we judge other people or their decisions, we need to be polite and professional. We also need to avoid overly emotional or offensive language. Underline the words that are **not** appropriate when judging a person in PDHPE.

unreliable stupid lame dumb unhealthy braindead loser idiot

✓ Negative evaluations

1. Speeding in the car is a **dangerous** behaviour because it could lead to injury and death of passengers, other drivers or pedestrians.
2. Use of illicit drugs is **hazardous** as it could lead to overdoses or health problems.
3. Binge drinking (excessive drinking of alcohol) is a **serious** social problem since it can lead to further risk taking as well as alcohol dependence and brain damage.
4. Some young people take up smoking even though tobacco is **toxic** and **damaging**.
5. Some risk taking behaviour involves **unsafe** activities like playing in traffic or jumping from heights. This is **troubling** because it could result in injury or death.

✓ Positive evaluations

6. Instead of risk taking behaviour, young people should be encouraged to undertake **healthy** activities that give an adrenalin boost but are safe, such as playing sport or abseiling.
7. Young people should develop **suitable** strategies to deal with peer group pressure such as standing up for themselves and deflecting attention.

Risk taking behaviour

Evaluative language

In PDHPE, sometimes we need to evaluate health decisions or behaviours. When evaluating, many students overuse the words 'good' and 'bad'. Arrange the words from the word list on the right to show if the meanings are positive ('good') or negative ('bad').



Word list

effective, healthy, dangerous, harmful, safe, suitable, helpful, harmless, advantageous, risky, damaging, productive, serious, reputable, unhealthy, hazardous, unsafe, troubling, appropriate, worrying, accurate, toxic

Positive (good)		Negative (bad)	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Judging people

When we judge other people or their decisions, we need to be polite. We also need to avoid overly emotional or offensive language.



Circle the words that are NOT appropriate when judging a person.

unreliable stupid lame dumb unhealthy braindead loser idiot

Evaluating behaviour

When we evaluate risk-taking behaviour, we need to choose evaluative words that are professional and objective, not personal and offensive.



Use negative evaluation words in these sentences. Choose different evaluative words from the lists above. You will also have to think of some reasons why the behaviour is a problem.

- Speeding in a car is a _____ behaviour because _____
- Use of illicit drugs is _____ as _____
- Binge drinking (excessive drinking of alcohol) is a _____ social problem since _____
- Some young people take up smoking even though tobacco is _____ and _____
- Some risk taking behaviour involves _____ activities like playing in traffic or jumping from heights. This is _____ because it could result in _____



Use positive evaluation words in these sentences. Choose different evaluative words from the lists above. You will also have to think of some reasons why the behaviour is positive.

- Instead of risk taking behaviour, young people should be encouraged to undertake _____ activities that give an adrenaline boost but are safe, such as _____
- Young people should develop _____ strategies to deal with peer group pressure such as _____



Writing like an expert

Written language is very different from spoken language. Often, students write exactly the way they speak and this leads to informal and casual writing with insufficient technicality and objectivity. In PDHPE, students have to walk a fine line between expressing their opinions and, at the same time, being objective and balanced. This page teaches students how to notice when writing is too emotional, too informal or impolite. Also, it encourages students to use technical terms from the topic or curriculum in their writing.

Spoken sentence	Tick one or more boxes to show the problems you can find in the sentence	Re-write an expert sentence here using more technical language from the box.
1. Food should not only feed us right now but it needs to be made and grown and stuff, in a way that looks after heaps of other people too and like our grandchildren in the future.	<input type="checkbox"/> too emotional <input checked="" type="checkbox"/> informal <input checked="" type="checkbox"/> general and not technical	Food should not only feed us now but it needs to be sustainable for future generations.
2. Farmers and people who produce food should not treat people badly or be mean to them or pay them a totally ridiculous low amount of money and things like that.	<input checked="" type="checkbox"/> informal <input type="checkbox"/> personal opinions are given <input checked="" type="checkbox"/> general and not technical	Farmers and food producers should not exploit people or pay low wages.
3. There's this little sign on some imported foods, like coffee and chocolate, that says that the people who sell the food looked after the people who made it and didn't rip them off or take advantage of them and it says 'Fair Trade'.	<input type="checkbox"/> too emotional <input type="checkbox"/> impolite <input checked="" type="checkbox"/> general and not technical	The Fair Trade symbol shows that the producers of the food have been treated ethically.
4. I hate it that some fresh food like fruit and veges doesn't come from around the corner but it comes from like overseas or hundreds of kilometres away instead of nearby.	<input checked="" type="checkbox"/> too emotional <input type="checkbox"/> impolite <input checked="" type="checkbox"/> general and not technical	Some fresh food like fruit and vegetables is not sourced locally but can be imported from overseas or hundreds of kilometres away.
5. Food should be as natural as possible and not have nasty sprays on it while it's growing and that.	<input checked="" type="checkbox"/> general and not technical <input type="checkbox"/> impolite <input type="checkbox"/> too emotional	Food should be as natural as possible and not treated with chemical fertiliser during growth.
6. When you buy food, don't be an idiot and get ones wrapped up in heaps of plastic.	<input checked="" type="checkbox"/> impolite <input type="checkbox"/> uses personal opinions <input checked="" type="checkbox"/> not technical	You should not buy food in excess plastic packaging.

Eating sustainable food



Writing like an expert

To write like an expert in PDHPE, you should be specific, objective and technical:

- specific – be exact; do not use general and vague statements
- objective – be polite; support statements with evidence and facts; avoid overly emotional language
- technical – use vocabulary from this subject and your topic.



Read the spoken sentences in the box below. Tick one or more boxes to show the problems you can find, then re-write the sentence like an expert, using technical language from the box. You will need to change the wordings of the original sentence.

Technical language

ethical	sustainable	future generations	organic	produced locally	overfishing
imported	low wages	chemical fertiliser	exploit	food waste	ethically
recycled	well-being	plastic packaging	free range		

Spoken sentence	Tick one or more boxes to show the problems you can find in the sentence	Re-write an expert sentence here using more technical language from the box.
1. Food should not only feed us right now but it needs to be made and grown and stuff, in a way that looks after heaps of other people too and like our grandchildren in the future.	<input type="checkbox"/> too emotional <input type="checkbox"/> informal <input type="checkbox"/> general and not technical	<hr/> <hr/> <hr/> <hr/>
2. Farmers and people who produce food should not treat people badly or be mean to them or pay them a totally ridiculous low amount of money and things like that.	<input type="checkbox"/> informal <input type="checkbox"/> personal opinions are given <input type="checkbox"/> general and not technical	<hr/> <hr/> <hr/> <hr/>
3. There's this little sign on some imported foods, like coffee and chocolate, that says that the people who sell the food looked after the people who made it and didn't rip them off or take advantage of them and it says 'Fair Trade'.	<input type="checkbox"/> too emotional <input type="checkbox"/> impolite <input type="checkbox"/> general and not technical	<hr/> <hr/> <hr/> <hr/>
4. I hate it that some fresh food like fruit and veges doesn't come from around the corner but it comes from like overseas or hundreds of kilometres away instead of nearby.	<input type="checkbox"/> too emotional <input type="checkbox"/> impolite <input type="checkbox"/> general and not technical	<hr/> <hr/> <hr/> <hr/>
5. Food should be as natural as possible and not have nasty sprays on it while it's growing and that.	<input type="checkbox"/> general and not technical <input type="checkbox"/> impolite <input type="checkbox"/> too emotional	<hr/> <hr/> <hr/> <hr/>
6. When you buy food, don't be an idiot and get ones wrapped up in heaps of plastic.	<input type="checkbox"/> impolite <input type="checkbox"/> uses personal opinions <input type="checkbox"/> not technical	<hr/> <hr/> <hr/> <hr/>

Types of verbs

It is useful for students to know about types of verbs that can be used in different kinds of writing. The more students know about language, the more power they have to manipulate the language for different purposes.

It would be useful to discuss the four types of verbs on this page with students before giving them the activity. Also, it is important to help them find the verb. We actually refer to verb groups, not just 'verbs', because we often use more than one word to express the meaning about 'what is happening'.

Consider this sentence: **Some bacteria have been developing resistance against antibiotics.**

In this sentence, there are three words in the verb group: have been developing. The final word in the group tells us what type of verb (action, sensing, saying, relating) and the other verbs are helping verbs (auxiliaries) that give us more information about tense and other meanings.

Some bacteria	have	been	developing	resistance against antibiotics
	helping verb	helping verb	main verb (action)	
	verb group			

A verb group can contain two or more verbs, including auxiliaries (helping verbs). The final word in a verb group shows you what type of verb e.g. can **go** (action), will be **seeing** (sensing), would have **told** (saying), would have **had** (relating).

		Action	Saying	Sensing	Relating
1.	Antibiotics are an amazing invention of modern medicine.				✓
2.	Antibiotics (or antimicrobials) treat infections.	✓			
3.	However, over time, some microorganisms (like bacteria, fungi and viruses) have changed .	✓			
4.	They have stopped reacting to antibiotics.	✓			
5.	This is called antibiotic resistance.		✓		
6.	Antibiotic resistance is a serious health problem in the world.				✓
7.	Many doctors worry about the declining effectiveness of antibiotics.			✓	
8.	The World Health Organisation officials discuss their global concern about antibiotic resistance.		✓		
9.	In some countries, some antibiotics do not cure pneumonia and other infections.	✓			
10.	Without effective antibiotics, major surgery and cancer chemotherapy would fail .	✓			
11.	Every Australian should think carefully about proper use of antibiotics.			✓	

Antibiotic resistance



Antibiotic resistance

means that some drugs that used to fight infections and disease do not work any more. This is because bacteria are becoming resistant or immune to the drugs.

Types of verbs

Verbs tell us what is happening. There are different types of verbs that can be used in different kinds of writing.

Action verbs	show an action in the physical world	e.g. travelled, fall, opening, do
Sensing verbs	show what is going on in someone's mind and emotions	e.g. disliked, considers, hopes, saw, thinks
Saying verbs	show different ways of speaking	e.g. said, whispered, suggests
Relating verbs	show what is, what exists, being and having	e.g. am, is, are, was, were, has, having, had, included

A verb group can contain two or more verbs, including auxiliaries (helping verbs). The final word in a verb group shows you what type of verb e.g. can **go** (action), will be **seeing** (sensing), would have **told** (saying), would have **had** (relating).

 **Tick the column to show the type of verb in each sentence. The verb or verb group in each sentence has been shown in bold.**

		Action	Saying	Sensing	Relating
1.	Antibiotics are an amazing invention of modern medicine.				
2.	Antibiotics (or antimicrobials) treat infections.				
3.	However, over time, some microorganisms (like bacteria, fungi and viruses) have changed .				
4.	They have stopped reacting to antibiotics.				
5.	This is called antibiotic resistance.				
6.	Antibiotic resistance is a serious health problem in the world.				
7.	Many doctors worry about the declining effectiveness of antibiotics.				
8.	The World Health Organisation officials discuss their global concern about antibiotic resistance.				
9.	In some countries, some antibiotics do not cure pneumonia and other infections.				
10.	Without effective antibiotics, major surgery and cancer chemotherapy would fail .				
11.	Every Australian should think carefully about proper use of antibiotics.				



Nominalisation

Academic writing tends to focus on things and concepts (nouns) rather than happenings (verbs). For example, instead of writing 'to organise' (a verb), we often write about 'organisation' (a noun). To be an expert writer in Health and Physical Education, we need to know how to turn verbs into nouns, a process called nominalisation.



Answers to activity 1 and 2

Verb (a happening)	Meanings	Noun (a thing)
to realise	to become aware	realisation
to reduce	to make the size smaller or amount lower	reduction
to interact	to act on and influence someone or something	interaction
to intervene	to come in between two things or events and take action	intervention
to integrate	to combine and include two or more things	integration
to regulate	to control by using a rule, law or standard	regulation
to legislate	to make a law	legislation

The National Drug Strategy for Australia aims to help build safe and healthy communities. The main approach in the strategy is **creating fewer harms or less serious harms**. Harms are negative effects of drug or alcohol use on individuals and society. It is the **basic founding thing** for drug-related **laws that have been made** and **policies that regulate** people in Australia. Harm minimisation is when the drug, the individual and the environment **interact with each other**. **Things people do to intervene** can be targeted at the individual, peers, school, family, local community and society as a whole.

harm minimisation

foundation
legislation
regulations

interaction
Interventions

Harm minimisation 1



Nominalisation

Academic writing tends to focus on things and concepts (nouns) rather than happenings (verbs). For example, instead of writing about 'to organise' (a verb), we often write about 'organisation' (a noun). To be an expert writer in PDHPE, we need to know how to turn verbs into nouns, a process called nominalisation.



1. Turn these verbs into nouns that end in 'ion'

Verb (a happening)	Noun (a thing)
e.g. to organise	organisation
to realise	
to reduce	
to interact	
to intervene	
to integrate	
to regulate	
to legislate	



2. Choose three verbs from this list that you do not know the meaning of, look up the meanings in a dictionary and write them below.

- _____
- _____
- _____



3. The paragraph below does not contain many nominalisations. As a result, it sounds quite informal and casual. Look at the wordings in **bold** and find a nominalisation from the box that has a similar meaning. Write the nominalisation on the line provided.

regulations
interventions
harm minimisation
foundation
reduction
legislation

The National Drug Strategy for Australia aims to help build safe and healthy communities. The main approach in the strategy is **creating fewer harms or less serious harms**. Harms are negative effects of drug or alcohol use on individuals and society. It is the **basic founding thing** for drug-related **laws that have been made** and **policies that regulate** people in Australia. Harm minimisation is when the drug, the individual and the environment **interact with each other**. **Things people do to intervene** can be targeted at the individual, peers, school, family, local community and society as a whole.



Nominalisation

- ✓ **Underline the nominalisations in this paragraph. Not all nominalisations end with ‘-tion’. One nominalisation in this paragraph ends with ‘ity’ – see if you can find it!**

Harm **minimisation** includes three equally important aspects: harm **reduction**, demand **reduction** and supply **reduction**.

1. Harm **reduction** means strategies that result in **limitation** of the negative effects of drug use.
2. Demand **reduction** means **actions** which aim for **prevention** of drug use or misuse. It also supports people to recover from drug use and achieve **reintegration** into the community.
3. Supply **reduction** means strategies and **actions** which aim for **prevention**, **cessation**, **disruption** or **reduction** of the **production** and supply of illegal drugs and **regulation** of **availability** of legal drugs.

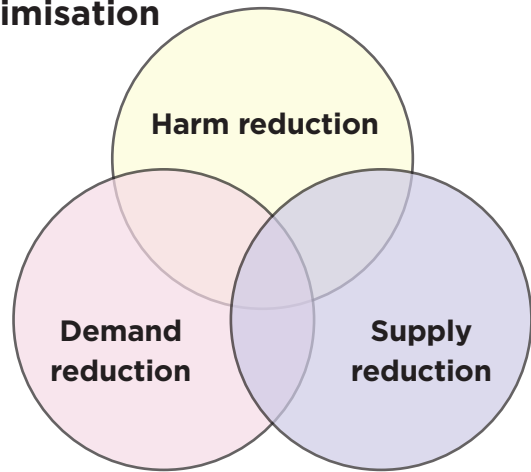
availability ends in ‘ity’

- ✓ **Re-write points 2 and 3 without nominalisations. You will need to use more words and you may have to rearrange the wordings in the sentence so it makes sense.**

With nominalisations	Without nominalisations (suggested answers)
2. Demand reduction means actions which aim for prevention of drug use or misuse. It also supports people to recover from drug use and achieve reintegration with the community.	Reducing demand means things you do which aim to prevent drug use or misuse. It also supports people to recover from drug use and be able to reintegrate into the community.
3. Supply reduction means strategies and actions which aim for prevention, cessation, disruption or reduction of the production and supply of illegal drugs and regulation of availability of legal drugs	Reducing supply means strategies and things you do which aim to prevent, stop (cease), disrupt or reduce the amount of illegal drugs that are produced and supplied and laws that are made to control how many legal drugs are available.

Harm minimisation 2

Harm minimisation



Nominalisation

 **Underline the nominalisations in this paragraph. Not all nominalisations end with ‘-tion’. One nominalisation in this paragraph ends with ‘ity’ – see if you can find it!**

Harm minimisation includes three equally important aspects: harm reduction, demand reduction and supply reduction.

1. Harm reduction means strategies that result in limitation of the negative effects of drug use.
2. Demand reduction means actions which aim for prevention of drug use or misuse. It also supports people to recover from drug use and achieve reintegration into the community.
3. Supply reduction means strategies and actions which aim for prevention, cessation, disruption or reduction of the production and supply of illegal drugs and regulation of availability of legal drugs.

Source: National Drug Strategy www.nationaldrugstrategy.gov.au

Writing that uses nominalisations usually has fewer words and it is more technical and academic. **Writing without nominalisations** can be easier to understand but it also uses more words and can sound more casual, general and imprecise. Here is an example of point 1 with and without nominalisations.

With nominalisations	Without nominalisations
<p>1. Harm reduction means strategies that result in limitation of the negative effects of drug use. (2 nominalised words)</p>	<p>When we reduce harm, this means strategies that result in negative effects of drug use being limited. (more words to express the same ideas)</p>

 **Re-write points 2 and 3 without nominalisations. You will need to use more words and you may have to rearrange the wordings in the sentence so it makes sense.**

With nominalisations	Without nominalisations
<p>2. Demand reduction means actions which aim for prevention of drug use or misuse. It also supports people to recover from drug use and achieve reintegration into the community.</p>	<div> <div></div> <div></div> <div></div> <div></div> </div>
<p>3. Supply reduction means strategies and actions which aim for prevention, cessation, disruption or reduction of the production and supply of illegal drugs and regulation of availability of legal drugs.</p>	<div> <div></div> <div></div> <div></div> <div></div> </div>

Vitamin and mineral supplements

✓ Answers for teachers



Vitamin and mineral supplements are pills and powders that are sold in pharmacies, such as Vitamin C or Iron. The word 'supplement' means 'something added'. The manufacturers claim that supplements can improve health if they are taken every day. This page presents government advice about vitamin and mineral supplements.

✓ Topic sentences

Food in a balanced diet is a better source of vitamins, minerals and plant chemicals than supplements.

A balanced diet including fruit and vegetables is a complex source of vitamins, minerals and plant chemicals. Plant chemicals have been associated with lowering the risk of cancer. All of these substances work together in the body. However, supplements tend to work on their own, in isolation, which is not as effective as the vitamins and minerals in food. Plant chemicals are not available as a supplement.

Some people can benefit from vitamin and mineral supplements.

People who might gain some benefit from vitamin and mineral supplements include pregnant women, cigarette smokers, dieters or the elderly. If someone has an allergy to a particular food or if they have digestive problems, they will not be able to eat foods that contain the mineral and vitamins they need, so supplements may be useful.

Use the points in the box below to write a paragraph about vitamin and mineral supplements. Arrange the points in a logical order and write them as full sentences. The first sentence should be a topic sentence that summarises the main point of the paragraph.

Points	Paragraph
<ul style="list-style-type: none">• some people take vitamin C as a cure for a cold• research shows that there is little benefit from taking vitamin supplements• some people take large doses of vitamins as if they are medicines• some people take vitamin E to prevent heart disease• taking supplements in large doses can even be harmful to your health• large scale research studies have been conducted into supplements	<p>This is a suggested paragraph.</p> <p>Research shows that vitamin supplements have no benefit and can even be harmful. Some people take large doses of vitamins as if they are medicines. For example, they take vitamin C as a cure for cold or vitamin E to prevent heart disease. Large scale research studies have been conducted into supplements. Research shows that there is little benefit from taking these vitamin supplements. In fact, taking supplements in large doses can even be harmful to your health.</p>

Sources:

Department of Health & Human Services, Victoria. (2016)
<https://www.betterhealth.vic.gov.au/health/healthyliving/vitamin-and-mineral-supplements>

Vitamin and mineral supplements



Vitamin and mineral supplements are pills and powders that are sold in pharmacies, such as Vitamin C or Iron. The manufacturers claim that supplements can improve health if they are taken every day. This page presents government advice about vitamin and mineral supplements.

Topic sentences

The topic sentence is the most important part of a paragraph. It contains the most important idea, and it summarises the basic idea of the paragraph. It does not contain any examples. The topic sentences are missing from these two paragraphs. Make up your own topic sentence that summarises the main ideas in each paragraph. You have to read the paragraph first!

Topic sentence

A balanced diet including fruit and vegetables is a complex source of vitamins, minerals and plant chemicals. Plant chemicals have been associated with lowering the risk of cancer. All of these substances work together in the body. However, supplements tend to work on their own, in isolation, which is not as effective as the vitamins and minerals in food. Plant chemicals are not available as a supplement.

Topic sentence

People who might gain some benefit from vitamin and mineral supplements include pregnant women, cigarette smokers, dieters or the elderly. If someone has an allergy to a particular food or if they have digestive problems, they will not be able to eat foods that contain the mineral and vitamins they need, so supplements may be useful.

Use the points in the box below to write a paragraph about vitamin and mineral supplements.



Arrange the points in a logical order and write them as full sentences. The first sentence should be a topic sentence that summarises the main point of the paragraph.

Points	Paragraph
<ul style="list-style-type: none">• some people take vitamin C as a cure for a cold• research shows that there is little benefit from taking vitamin supplements• some people take large doses of vitamins as if they are medicines• some people take vitamin E to prevent heart disease• taking supplements in large doses can even be harmful to your health• large scale research studies have been conducted into supplements	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Source:

Department of Health & Human Services, Victoria. (2016) Vitamin and mineral supplements.
<https://www.betterhealth.vic.gov.au/health/healthyliving/vitamin-and-mineral-supplements>



Explaining reasons

One of the most important literacy tasks in PDHPE is to explain reasons for health behaviours and decisions. This might seem like a simple task, but many students find it difficult to think of reasons and motivations. The activity on this page can help students to use the resources of conjunctions to develop their thinking skills for reasoning. The next page also helps students to write about the purpose or reason.



Read the sentence starter. Then choose a cause and effect conjunction. Finish each sentence by adding a reason. Use a range of different conjunctions.

These are suggested answers. There are many possible correct answers.

1. Sports can build team work skills **since players in a team have to interact with others to achieve a common goal.**
2. Team sports build community connections **because people get to know others.**
3. Playing a sport can relieve stress **as physical activity releases endorphins (stress-reducing hormones).**
4. People who play sport are less likely to be overweight **since playing sport burns calories and promotes a more active lifestyle.**
5. Children who play sport learn resilience **as sometimes you win and other times you lose.**
6. Sports help to develop discipline **since you have to turn up to training and try hard.**
7. Playing sports improves confidence **because you can experience winning and achieving your goals.**
8. Playing sport can also help you get a good night's sleep **since you are more tired after exercising.**

Team sports



Writing about cause and effect

This page explains why people play team sports. You will complete some sentences about why people play team sports and you will think of some of the reasons to complete each sentence.



Read the sentence starter. Then choose a cause and effect conjunction. Finish each sentence by adding a reason. Use a range of different conjunctions.

Sentence starter	Cause and effect conjunction	
	because, so, since, as	Reason
e.g. Some people exercise outdoors	because	they enjoy fresh air.
1. Sports can build team work skills	since	_____

2. Team sports build community connections	because	_____

3. Playing a sport can relieve stress	_____	_____

4. People who play sport are less likely to be overweight	_____	_____

5. Children who play sport learn resilience	_____	_____

6. Sports help to develop discipline	_____	_____

7. Playing sports improves confidence	_____	_____

8. Playing sport can also help you get a good night's sleep	_____	_____



Writing about the purpose or reason

There are many ways of using language to show cause and effect relationships. This page covers two ways (so that, in order to). Other ways of showing reasons, cause and effect are covered on:

pages 1-2

pages 37-38

pages 67-68

pages 91-92.



Why do people learn dancing?

These are suggested answers. Many answers are possible

(Write a sentence using 'so that')

People learn dancing so that they can have fun.

People learn dancing so that they can build fitness, strength and co-ordination.

(Write a sentence using 'in order to')

People learn dancing in order to have fun.

People learn dancing in order to move to music they enjoy.



Why do people learn karate?

These are suggested answers. Many answers are possible

(Write a sentence using 'so that')

People learn karate so that they can develop self defence skills.

People learn karate so that they develop strength and fitness.

(Write a sentence using 'in order to')

People learn karate in order to achieve goals and learn new skills.

People learn karate in order to take part in competitions.



Now choose a sport or form of exercise that you know. Answer the questions below.

e.g. Sport or activity: **Netball** Why do people play your chosen sport?

(Write a sentence using 'so that')

People learn netball so that they can make new friends and have fun.

(Write a sentence using 'in order to')

People learn netball in order to improve their fitness.

Reasons for participating in physical activities



Writing about the purpose or reason

This page explores two ways of explaining cause and effect:

so that

in order to

These conjunctions help to show the purpose or reason why someone does something.

For example: **Why do people exercise?**

People exercise **so that** they can improve their health.
People exercise **in order to** improve their health.



Read these reasons why people learn dancing and learn karate. Choose two of these reasons and write sentences using 'so that' and 'in order to'.

Reasons why people learn dancing

- to have fun
- to build fitness, strength and co-ordination
- to express themselves creatively
- to move to music they enjoy

Reasons why people learn karate

- to learn self-defence skills
- to develop strength and fitness
- to achieve goals as they learn new skills
- to take part in competitions



Why do people learn dancing?

(Write a sentence using 'so that')

(Write a sentence using 'in order to')



Why do people learn karate?

(Write a sentence using 'so that')

(Write a sentence using 'in order to')



Now choose a sport or form of exercise that you know. Answer the questions below

Sport or activity _____ Why do people play your chosen sport?

(Write a sentence using 'so that')

(Write a sentence using 'in order to')



Elaborating

Many teachers write these comments on student assignments or written tasks:

More detail needed

or

Write more!

Many students struggle to elaborate, even when they know the content. This page will give students resources to expand on their ideas by adding more detail or examples or paraphrasing.



Underline all the linking words that help the writer to elaborate and expand on ideas.

Research shows that people who live near public parks are more likely to be physically active. **In fact**, having more parks and public open space nearby has been associated with higher physical activity levels in children, adolescents, adults and older adults. Many physical activities can be done in parks, **for instance**, walking, running, cycling, skating and other exercising. **In particular**, walking is the most popular activity in parks. Living near a park tends to lead to more exercise. **For example**, people who live within 1600m of a large, attractive park are more likely to walk regularly for long distances. Adolescents tend to use parks only if they are closer to home. **For instance**, if adolescents live within 800m of parks and sports centres, they are more likely to use these facilities. Another factor involved in park usage involves the aesthetic appeal, **that is**, whether the park is attractive. **To put it another way**, if a park is attractive, people are more likely to use it. Features of an attractive park include natural beauty and amenities. **To illustrate**, natural beauty may include wooded areas, trees, plants, grass and flowers, while amenities might include public toilets, benches and footpaths.



Write an extra sentence to elaborate on the sentences provided.

Use linking words for elaborating and the information about community gardens.

1. Community gardens are shared, open places where people can achieve many benefits.
For example, they might find gardening reduces stress and is relaxing.
2. Growing fruit and vegetables with neighbours builds relationships in the community.
For example, people may get to know their neighbours and make new friends.

Sources:

Healthy Active By Design, Heart Foundation of Western Australia
<http://www.healthyactivebydesign.com.au>

Exercising in local parks



Linking words for elaborating

Elaborating means to give more detail and give examples. Many students struggle to elaborate. These linking words might help you to elaborate.

in fact
for instance
in particular
for example

that is
to illustrate
to put it another way



Underline all the linking words that help the writer to elaborate and expand on ideas.

Research shows that people who live near public parks are more likely to be physically active. In fact, having more parks and public open space nearby has been associated with higher physical activity levels in children, adolescents, adults and older adults. Many physical activities can be done in parks, for instance, walking, running, cycling, skating and other exercising. In particular, walking is the most popular activity in parks. Living near a park tends to lead to more exercise. For example, people who live within 1600m of a large, attractive park are more likely to walk regularly for long distances. Adolescents tend to use parks only if they are closer to home. For instance, if adolescents live within 800m of parks and sports centres, they are more likely to use these facilities. Another factor involved in park usage involves the aesthetic appeal, that is, whether the park is attractive. To put it another way, if a park is attractive, people are more likely to use it. Features of an attractive park include natural beauty and amenities. To illustrate, natural beauty may include wooded areas, trees, plants, grass and flowers, while amenities might include public toilets, benches and footpaths.



Write an extra sentence to elaborate on the sentence provided. Use linking words for elaborating and the information about community gardens.

1. Community gardens are shared, open places where people can achieve many benefits.

2. Growing fruit and vegetables with neighbours builds relationships in the community.

Sources:

Healthy Active By Design, Heart Foundation of Western Australia
<http://www.healthyactivebydesign.com.au>



✓ Draw a line to match the type of diversity with the correct definition.
Then draw a second line from the definition to the matching example of diversity.

Type of diversity	Definition	Example of diversity
Gender diversity	The location where people grew up and where they live	An inexpensive training course so that people from any financial background can participate
Cultural diversity	A range of different ages from younger to older people	A workplace where people from many different races and ethnic groups work
Socioeconomic diversity	Male or female or gender non-specific	A conference inviting attendees from many different countries
Geographic diversity	Financial and social position compared with others	Installing a wheelchair ramp to a building so that people in wheelchairs can enter
Disability diversity	Speaking different languages	Respectful conversations between ministers from different faiths and religions
Language diversity	Differences in physical and mental conditions and capacities	Students speaking languages other than English in the classroom and playground
Age diversity	Followers of different beliefs and religions and no religion	Teenagers and seniors working together
Religious diversity	Racial or ethnic background	A school attended by equal numbers of male and female students

Diversity



Diversity means ‘a situation where there are a range of different things’. Diversity is a noun, a thing, a concept. The idea of diversity celebrates the ways that people are different, various and unique. This page covers several types of diversity. It will help build your word-power in relation to diversity.



1. Draw a line to match the type of diversity with the correct definition.
2. Then draw a second line from the definition to the matching example of diversity.

Type of diversity	Definition	Example of diversity
Gender diversity	The location where people grew up and where they live	An inexpensive training course so that people from any financial background can participate
Cultural diversity	A range of different ages from younger to older people	A workplace where people from many different races and ethnic groups work
Socioeconomic diversity	Male or female or gender non-specific	A conference inviting attendees from many different countries
Geographic diversity	Financial and social position compared with others	Installing a wheelchair ramp to a building so that people in wheelchairs can enter
Disability diversity	Speaking different languages	Respectful conversations between ministers from different faiths and religions
Language diversity	Differences in physical and mental conditions and capacities	Students speaking languages other than English in the classroom and playground
Age diversity	Followers of different beliefs and religions and no religion	Teenagers and seniors working together
Religious diversity	Racial or ethnic background	A school attended by equal numbers of male and female students

High intensity interval training 1

✓ Answers for teachers



Classifiers and noun groups

Learning about classifiers can help students with their reading comprehension and also with their academic writing skills. Please look at Fact Sheet 2 on page 128 which explains classifiers and noun groups, and it gives detailed examples for this activity. You could display and discuss the explanation of classifiers for students before they complete this activity.



1. Many trainers recommend **intense anaerobic exercise** for a few minutes followed by **medium-intensity recovery periods**.

main noun			exercise
what kind of exercise?		anaerobic	exercise
what kind of anaerobic exercise?	intense	anaerobic	exercise
main noun			periods
what kind of periods?		recovery	periods
what kind of recovery periods?	medium-intensity	recovery	periods

2. Anaerobic means 'without oxygen' because it is a **short-duration, high-intensity workout** that drains your body of oxygen.

main noun			workout
what kind of workout?		high- intensity	workout
what kind of high-intensity workout?	short-duration	high- intensity	workout

3. This way of exercising builds **maximal aerobic capacity**, also known as VO2 max.

main noun			capacity
what kind of capacity?		aerobic	capacity
what kind of aerobic capacity?	maximal	aerobic	capacity

4. It also improves **cardiovascular fitness** and **glucose metabolism** (the ability to process sugar).

main noun		fitness	main noun		metabolism
what kind of fitness?	cardiovascular	fitness	what kind of metabolism?	glucose	metabolism



If you have time, you can give students another example to do on the board.

5. Some people prefer **medium-intensity continuous training** where there is not as much effort and the exercise takes a longer time.

main noun			training
what kind of training ?		continuous	training
what kind of continuous training ?	medium-intensity	continuous	training

High intensity interval training 1



A popular type of fitness training involves short bursts of very hard training, at maximum capacity, followed by short rest periods. This way of training is called '**high-intensity interval training**'. Research has shown many benefits of this type of training including improved fitness, weight loss and improved ability to process sugar (glucose). Another advantage is that this kind of training takes less time than continuous training programs.


Classifiers in a noun group

In academic writing, we can pack a lot of information before the main noun in a noun group.

e.g. I do high-intensity interval training.

The words 'high-intensity' and 'interval' are called 'classifiers' because they tell us what type of training. We can show the way information is added like this:

main noun	training		
what kind of training?	interval	interval	training
what kind of interval training?	high-intensity	interval	training

 **Read each sentence below. The noun groups have been highlighted. Fill in the shaded areas in these grids to answer the questions at the start of each row and write classifiers before the main noun.**

- Many trainers recommend **intense anaerobic exercise** for a few minutes followed by **medium-intensity recovery periods**.

main noun	exercise		
what kind of exercise?			exercise
what kind of anaerobic exercise?			exercise

main noun	periods		
what kind of periods?			
what kind of recovery periods?			

- Anaerobic means 'without oxygen' because it is a **short-duration, high-intensity workout** that drains your body of oxygen.

main noun	workout		
what kind of workout?			workout
what kind of high-intensity workout?			workout

- This way of exercising builds **maximal aerobic capacity**, also known as VO2 max.

main noun	capacity		
what kind of capacity?			
what kind of aerobic capacity?			

- It also improves **cardiovascular fitness** and **glucose metabolism** (the ability to process sugar).

main noun	fitness	main noun	metabolism
what kind of fitness?		what kind of metabolism?	



Classifiers and noun groups

This page should be completed after the previous page. You can also refer to Fact Sheet 2: Classifiers and noun groups p128.

✓ Complete the procedure below by choosing classifiers from the box. Write them on the lines before the main nouns in bold. You can only use each group of classifiers once.

How to do a high-intensity interval workout on a stationary gym bike

Before starting your workout, make sure you are feeling well and that you do not have any **medical** problems. Stop your workout if you feel dizzy or sick.

1. The first step is a **low-intensity 3-minute warm-up** period when you can pedal at a comfortable rate.
2. Next, you should pedal as hard and as fast as you can for a **short intense** burst of around 30 seconds. Make sure your heart rate rises and that you are working at **near-maximum** capacity.
3. For the next 60 seconds, you will enter a **medium-intensity recovery** period, where you should be working at around 50% capacity.
4. Repeat this process 9 more times.
5. Finish your workout with a **low-intensity 2-minute warm-down** period.

✓ Use the information on this page and the previous page to answer these questions. Use classifiers in your answers and underline them.

Examples of possible answers. Classifiers are underlined

1. What are the differences between high intensity interval training and traditional continuous training?
High intensity interval training involves short bursts of high-intensity exercise followed by longer medium- or low-intensity recovery periods. The exercise period is shorter than traditional continuous training which usually involves maintaining a medium intensity for a longer period of time.
2. What is a typical high intensity interval training session like?
A typical training session starts with a warm up, followed by a burst of high-intensity exercise at maximal aerobic capacity, followed by a medium-intensity recovery period. This is repeated several times, finishing with a low-intensity, warm-down period.
3. What are the benefits of high-intensity interval training?
The benefits of high-intensity interval training include increased cardiovascular fitness, improved glucose metabolism as well as weight loss. It also takes less time than traditional medium-intensity exercise.

High intensity interval training 2



High intensity interval workouts can last from 4 to 30 minutes. This page is a procedure for a high intensity interval training workout for 20 minutes using a stationary bicycle in a gym.

Word box: stationary bike or stationery bike?

stationary means not moving

stationery means pens, paper, office supplies



Complete the procedure below by choosing classifiers from the box. Write them on the lines before the main nouns in bold. You can only use each group of classifiers once.

Classifiers

low-intensity 2-minute warm-down

low-intensity 3-minute warm-up

short intense

stationary gym

high-intensity interval

medium-intensity recovery

medical

near-maximum

How to do a _____ workout on a _____ bike

Before starting your workout, make sure you are feeling well and that you do not have any _____ **problems**. Stop your workout if you feel dizzy or sick.

1. The first step is a _____ **period** when you can pedal at a comfortable rate.
2. Next, you should pedal as hard and as fast as you can for a _____ **burst** of around 30 seconds. Make sure your heart rate rises and that you are working at _____ **capacity**.
3. For the next 60 seconds, you will enter a _____ **period**, where you should be working at around 50% capacity.
4. Repeat this process 9 more times.
5. Finish your workout with a _____ **period**.



Use the information on this page and the previous page to answer these questions. Use classifiers in your answers and underline them.

1. What are the differences between high intensity interval training and traditional continuous training?

2. What is a typical high intensity interval training session like? _____

3. What are the benefits of high-intensity interval training? _____



Vocabulary and spelling

This is a great opportunity to build vocabulary related to the topic you are studying right now. Perhaps you could choose 10 of the most difficult words in your topic and teach students which plural endings they have.



Write the plural form of these words below

For most nouns, just add **s**

ankle **ankles**

elbow **elbows**

thigh **thighs**

For nouns ending in **s, x** add **es**

pelvis **pelvises**

larynx **larynxes**

thorax **thoraxes**

For nouns ending in **ss**, add **es**

illness **illnesses**

glass **glasses**

For nouns ending in **sh** and **ch**, add **es**

eyelash **eyelashes**

arch **arches**

For nouns ending in a vowel then **y**, add **s**

play **plays**

survey **surveys**

For nouns ending in a consonant then **y**, change the **y** to **ies**

cavity **cavities**

artery **arteries**

ovary **ovaries**

Effective breathing

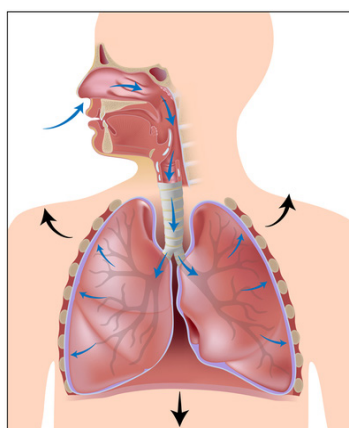


Change the words in bold into the plural form.

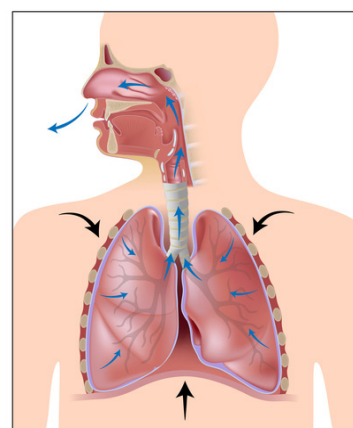
Effective breathing has impact on many **systems** in your body. We take almost 1,000 **breaths** per hour, 24 **hours** a day so correct breathing is essential. In **sports**, breathing is even more important because oxygen is needed to power the **muscles** in your body. **Athletes** can use breathing strategies to enhance performance during many **activities**.

Poor breathing **habits** create many **stresses** on your body which have negative **effects** on your motor **skills** and can even lead to **injuries**. Many people breathe incorrectly using chest breathing or shallow breathing, where the **shoulders** rise and the upper **ribs** expand when you breathe in.

Effective, deep breathing, called diaphragmatic breathing, can help your nervous system function effectively, improve **feelings** of calmness and focus, minimise distracting **thoughts**, and increase stamina and performance. The diaphragm is a muscle under your **lungs** (see the picture).



Inhalation



Exhalation

Source:

Inhalation and exhalation
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Breathing techniques



Plural

Singular means one

Plural means more than one

e.g. one athlete

e.g. many athletes



Write the plural form of these words below on the lines provided

For most nouns, just add **s**

ankle _____ elbow _____ thigh _____

For nouns ending in **s, x** add **es**

pelvis _____ larynx _____ thorax _____

For nouns ending in **ss**, add **es**

illness _____ glass _____

For nouns ending in **sh** and **ch**, add **es**

eyelash _____ arch _____

For nouns ending in a vowel then **y**, add **s**

play _____ survey _____

For nouns ending in a consonant then **y**, change the **y** to **ies**

cavity _____ artery _____ ovary _____

Word box

breathing in means inhalation

breathing out means exhalation

-ation a suffix or word ending that means 'a process of doing something'

Effective breathing

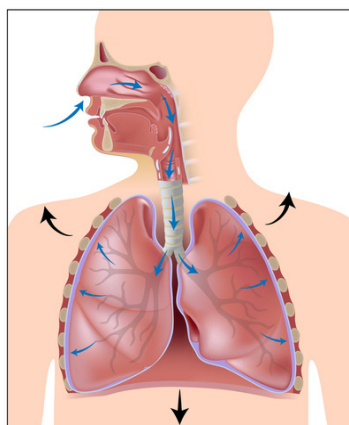


Change the words in bold into the correct plural form.

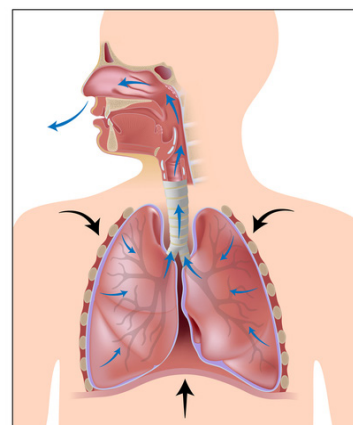
Effective breathing has impact on many **system** _____ in your body. We take almost 1,000 **breath** _____ per hour, 24 **hour** _____ a day so correct breathing is essential. In **sport** _____, breathing is even more important because oxygen is needed to power the **muscle** _____ in your body. **Athlete** _____ can use breathing **strategy** _____ to enhance performance during many **activity** _____.

Poor breathing **habit** _____ create many **stress** _____ on your body which have negative **effect** _____ on your motor **skill** _____ and can even lead to **injury** _____. Many people breathe incorrectly using chest breathing or shallow breathing, where the **shoulder** _____ rise and the upper **rib** _____ expand when you breathe in.

Effective, deep breathing, called diaphragmatic breathing, can help your nervous system function effectively, improve **feeling** _____ of calmness and focus, minimise distracting **thought** _____ and increase stamina and performance. The diaphragm is a muscle under your **lung** _____ (see the picture on the right).



Inhalation



Exhalation

Image source:

Inhalation and exhalation

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About passive voice

Many academic texts use passive voice. Learning about passive voice can help students' reading comprehension and their writing skills. Before starting the activity, talk through the explanation of passive voice and the steps involved. You might like to write the steps on the board and follow it through with students. If you would like a second example to use with your class, try the one below.

Step	Example
1. Highlight the verb (what is happening).	Many Australians watch soccer on TV.
2. Underline the subject or "doer" of the verb.	<u>Many Australians</u> watch soccer on TV.
3. Highlight the "done to" - the noun group that shows the person or thing being "done to"	<u>Many Australians</u> watch <u>soccer</u> on TV
4. Put the "done to" noun group first.	Soccer
5. Add a helping verb: is for singular, was for plural; if it's past tense, use was or were .	Soccer is
6. Add the main verb. You may need to change the verb to a past tense participle (e.g. 'watch' becomes 'watched').	Soccer is watched
7. Write BY + who did the verb or leave it out.	Soccer is watched by many Australians.
8. Leave the other parts of the sentence where they were.	Soccer is watched by many Australians on TV.

✓ Rewrite these sentences using the steps above.

- Soccer players need many fundamental motor skills.
Many fundamental motor skills are needed by soccer players or Many fundamental motor skills are needed.
- Soccer players learn ball skills (such as kicking, dribbling and passing).
Ball skills (such as kicking, dribbling and passing) are learned by soccer players or Ball skills (such as kicking, dribbling and passing) are learned.
- The soccer player's feet protect the ball.
The ball is protected by the soccer player's feet. or The ball is protected.
- Offensive players pass the ball.
The ball is passed by offensive players. or The ball is passed.
- Defensive players steal the ball.
The ball is stolen by defensive players. or The ball is stolen.
- Players assess the angle, height and speed of the ball.
The angle, height and speed of the ball are assessed by players. or The angle, height and speed of the ball are assessed. (Note: there are three things – angle, height and speed – so the noun group is plural and needs the plural verb 'are')
- Soccer players need daily practice.
Daily practice is needed by soccer players. or Daily practice is needed.
- For accurate shooting, a player moves the ball with the inside of the foot.
For accurate shooting, the ball is moved by a player with the inside of the foot. or For accurate shooting, the ball is moved with the inside of the foot. (NB: it also makes sense to move 'for accurate shooting' to the end of the sentence).

Soccer skills

Passive voice

We can change the beginning focus of a sentence by switching between active and passive voice. We use passive voice to avoid repeating the 'doer' or person doing the actions in the sentence.

Active voice: **DOER** + **VERB** + **DONE TO**
 eg. The referee blew the whistle.

Passive voice: **DONE TO** + **helping verb** + **VERB** + **by DOER**
 eg. The whistle was blown by the referee.



Step	Example
1. Highlight the verb (what is happening).	Soccer players pass the ball skilfully.
2. Underline the subject or "doer" of the verb.	<u>Soccer players</u> pass the ball skilfully.
3. Highlight the "done to" - the noun group that shows the person or thing being "done to"	<u>Soccer players</u> pass <u>the ball</u> skilfully.
4. Put the "done to" noun group first.	The ball
5. Add a helping verb: is for singular, was for plural; if it's past tense, use was or were .	The ball is
6. Add the main verb. You may need to change the verb to a past tense participle (e.g. 'pass' becomes 'passed').	The ball is passed
7. Write BY + who did the verb or leave it out.	The ball is passed by soccer players. or The ball is passed.
8. Leave the other parts of the sentence where they were.	The ball is passed skilfully.



Rewrite these sentences using the steps above. Sentence starters have been done for you in the first two examples.

- Soccer players need many fundamental motor skills.
Many fundamental motor skills _____
- Soccer players learn ball skills (such as kicking, dribbling and passing).
Ball skills (such as kicking, dribbling and passing) _____
- The soccer player's feet protect the ball.

- Offensive players pass the ball.

- Defensive players steal the ball.

- Players assess the angle, height and speed of the ball.

- Soccer players need daily practice.

- For accurate shooting, a player moves the ball with the inside of the foot.

interpreting tables and graphs

Interpreting data displays is an important part of the subject-specific literacy of Health and Physical Education. Data from health research is displayed in several different ways: tables, graphs, pie charts. Students need to learn how to interpret the data from these different visual displays, and also they need to know when to use them.

Comprehension strategies

The comprehension questions on these pages follow the Here, Hidden, Head strategies. For more information on thinking skills and question strategies, please see pages 21-26 in this book.

Here Hidden Head

There are three ways to build your reading comprehension: think about **here, hidden, head**.



Here

The answers are **here** on the page. They are found in the text.



Hidden

The answers are not actually stated so they are **hidden**. There are clues in the text that will help you find the answer. This means the answers are implied.



Head

The answer is not in the text at all. You have to use your own **head** which means your background knowledge of the topic or your own ideas



Here is a list of raw data. Arrange the data in a logical order and arrange them in a table. Include a heading for the table and for columns.

Girls and boys participation in sports.
31.7% of girls swim and 28.3% of boys swim. 22.8% of boys play football (soccer). 6.1% of girls play football. 13.6% of boys play Australian football. 2% of girls play Australian football.

Title: Girls and boys participation in different sports

	Girls (%)	Boys (%)
Swimming	31.7	28.3
Football	6.1	22.8
Australian football	2.0	13.6



Comprehension questions – look at the table related to sports played by girls and boys and answer these questions.



What is the most popular sport for boys and girls? (Hint: The answer is **here** on the page.)
Swimming.



Why is football (soccer) more popular than Australian football? (Hint: the answer is in your **head**. You will have to use your general knowledge to think about this. What states play Australian football?) **Australian football is more popular in some states than others (especially Victoria and South Australia) whereas football is played all over Australia.**



Why do fewer girls play both types of football than boys do? (Hint: the answer is in your **head**. You will have to use your general knowledge to think about this.)
Football is considered to be a sport for males and it is considered by some people to be too rough and physical for girls to play. This is a gender stereotype and some girls are challenging this stereotype by playing football.

Participation in sport and physical activity 1

The Australian Sports Commission conducts research to find out how many Australians participate in sport (such as organised team sports, athletics and golf) and non-sport physical activity (such as going to the gym or walking). The next few pages explore this research. Researchers conducted more than 20,000 interviews and then estimated how the results affect the Australian population as a whole. In this research, children are classified as people 0-14 years and adults are people 15 years and older.

The full report can be found at www.ausport.gov.au/information/ausplay.

Tables

Research results can be shown in different ways, depending on your purpose and the type of data being shown. This page covers how to use a **table** to show data.

A table records measurements and data as numbers. The boxes in a table are called **cells**.

Include a title

Percentage of children participating in sport and physical activity in the last 12 months

columns

Age (years)	% who participated in sport related activity	% who participated in non-sport physical activity
0-4	36	8
5-8	76	15
9-11	87	13
12-14	77	12

rows

Include measurement units (e.g. %)

Put numbers only in the cells



Below you can find some data. Arrange the data in a logical order and then draw a table to show the data. Include a heading for the table and for columns and rows.

Girls and boys participation in different sports. 31.7% of girls swim and 28.3% of boys swim. 22.8% of boys play football (soccer). 6.1% of girls play football. 13.6% of boys play Australian football. 2% of girls play Australian football.



Comprehension questions – look at the table related to sports played by girls and boys and answer these questions.



What is the most popular sport for boys and girls? (Hint: The answer is **here** on the page.)



Why is football (soccer) more popular than Australian football? (Hint: the answer is in your **head**. You will have to use your general knowledge to think about this. What states play Australian football?)



Why do fewer girls play both types of football than boys do? (Hint: the answer is in your **head**. You will have to use your general knowledge.)

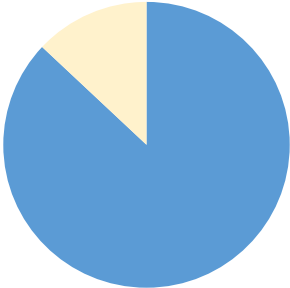


Create a pie chart based on this information:

Percentage of adults who participated in sport or physical activity in the past 12 months

87% of adults participated in a sport or physical activity in the past 12 months. You will have to work out the % who did not participate. Subtract 87 from 100.

13% did not participate



■ Participated ■ Did not participate



Comprehension questions – look at both pie charts for children and adults and answer these questions.



Do children or adults participate more in sport and physical activity? (Hint: The answer is **here** on the page.)
Adults.



The pie chart for children refers to physical activity outside school hours. What do you think the numbers would be if sport and physical activity **within school hours** were included? (Hint: the answer is **hidden**. The answer is not on the page but it is implied or suggested.)
More children would participate because they also do sport and physical activity within school hours.



Why do you think children and adults would choose **not** to participate in sport or physical activity? (Hint: the answer is in your **head**. You will have to use your general knowledge to work out a possible answer).
Reasons why people do not participate could include: not enjoying sport, being too lazy, having an injury or illness, not enough time, no money to join a club or not knowing anyone else who does that sport/activity.

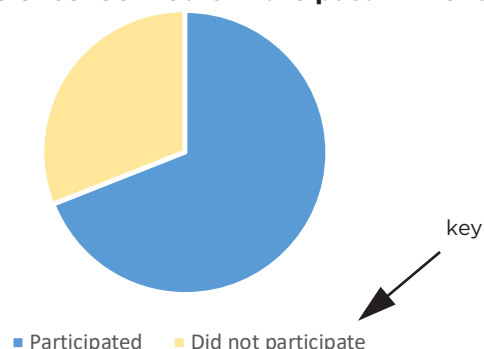
Participation in sport and physical activity 2

The information on this page comes from the Australian Sports Commission's research into Australian participation in sport.

Pie charts

A pie chart shows parts of a whole. You can calculate the sections of a pie chart as fractions (half, quarter etc) or percentages.

Percentage of children aged 0-14 years who participated in sport or physical activity outside of school hours in the past 12 months



Create a pie chart based on the information below.

87% of adults participated in a sport or physical activity in the past 12 months. You will have to work out the % who did not participate. Subtract 87 from 100. You will have to estimate the size of the pieces of the pie chart. Include a title and key.



Comprehension questions – look at the both pie charts for children and adults and answer these questions



Do children or adults participate more in sport and physical activity? (Hint: The answer is **here** on the page.)



The pie chart for children refers to physical activity outside school hours. What do you think the numbers would be if sport and physical activity **within school hours** were included? (Hint: the answer is **hidden**. The answer is not on the page but it is implied or suggested.)



Why do you think children and adults would choose **not** to participate in sport or physical activity? (Hint: the answer is in your **head**. You will have to use your general knowledge to work out a possible answer).

Participation in sport and physical activity 3

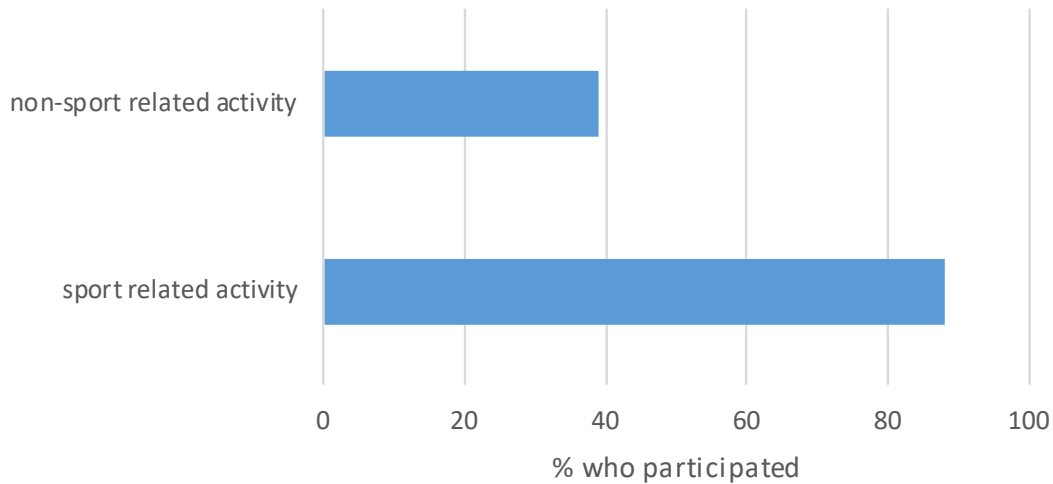
✓ Answers for teachers



Create a column graph to show participation rates by 15-17 year olds:

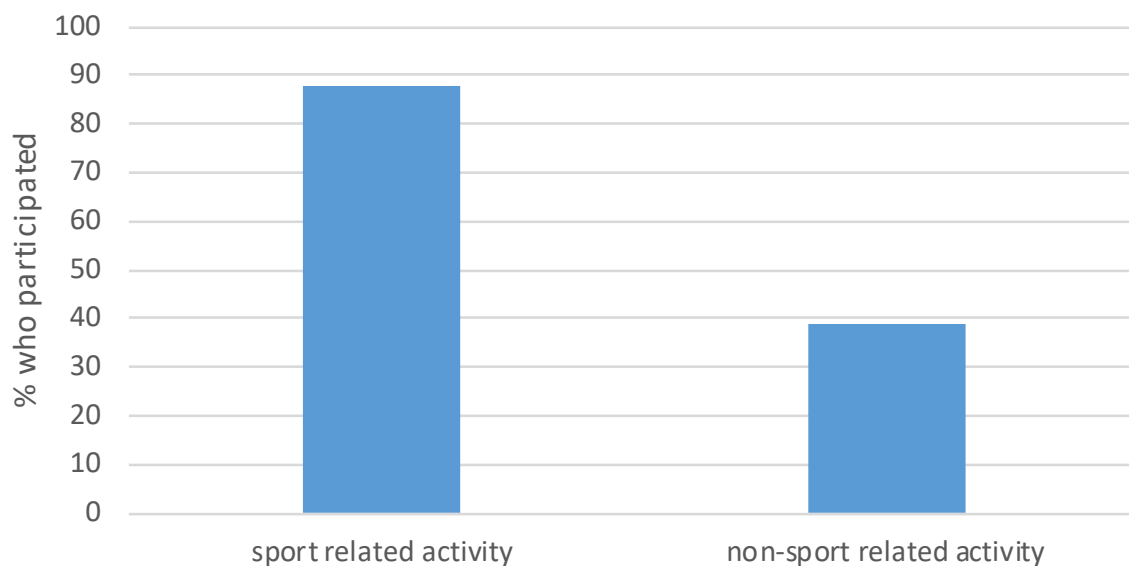
39% participate in non-sport related activities and 88% participate in sport related activities

Participation by 15-17 year olds in sport and non-sport related activities outside school hours



or

Participation by 15-17 year olds in sport and non-sport related activities outside school hours



Participation in sport and physical activity 3

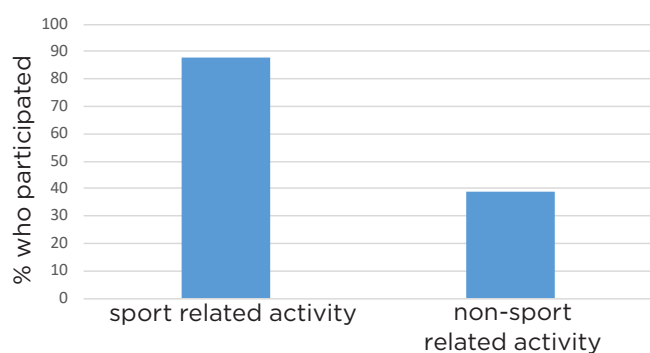
Column graphs

A column graph shows measurements of separate or different things. The columns are arranged next to each other so that different measurements can be compared. The columns can be arranged vertically (up and down) if the labels will fit underneath, or the columns can be arranged horizontally (across the page) if the labels are long.



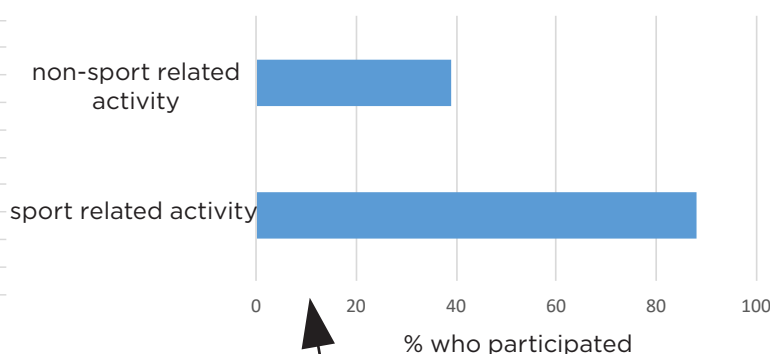
Here are two column graphs that show the same data: activities by 15-17 year olds. As we know, some people participate in both sport and non-sport activities outside school hours. That's why the numbers in the two columns add up to more than 100% (88% sport related and 39% non-sport related activities).

Participation by 15-17 year olds in sport and non-sport related activities outside school hours



vertical columns

Participation by 15-17 year olds in sport and non-sport related activities outside school hours



horizontal columns

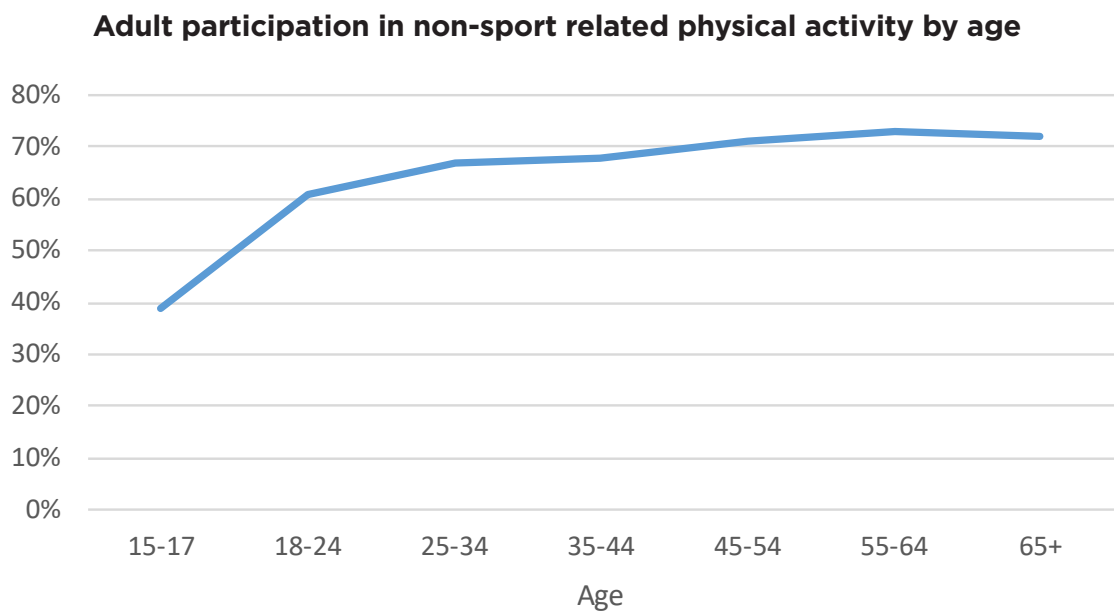


Create a column graph to show participation rates by 15-17 year olds. You can choose a vertical or horizontal column graph. Use the data below. Use a ruler and include a title, and make sure you label the types of activities.

39% of 15-17 year olds participate in non-sport related activities and 88% of 15-17 year olds participate in sport related activities



Draw a line graph to show adult participation in non-sport related activity.



Tick a box to show which type of graph or table would be best for representing these different kinds of data. Write a short reason for your choice in the shaded box:

	table	pie chart	column graph	line graph	reason
recording raw measurements or counting survey results	✓				raw data can be recorded in a table
proportion of children who play soccer vs other sports		✓			pie charts show parts of a whole
average number of sporting injuries for 12 year olds, 13 year olds, 14 year olds, 15 year olds and 16 year olds				✓	line graphs show trends over time (by age)
% of household budget spent on sport vs other expenses		✓			pie charts show parts of a whole and percentages adding up to 100% (the total budget)
types of technology used when exercising (apps, websites, headphones etc)			✓		column graphs can be used to show different things

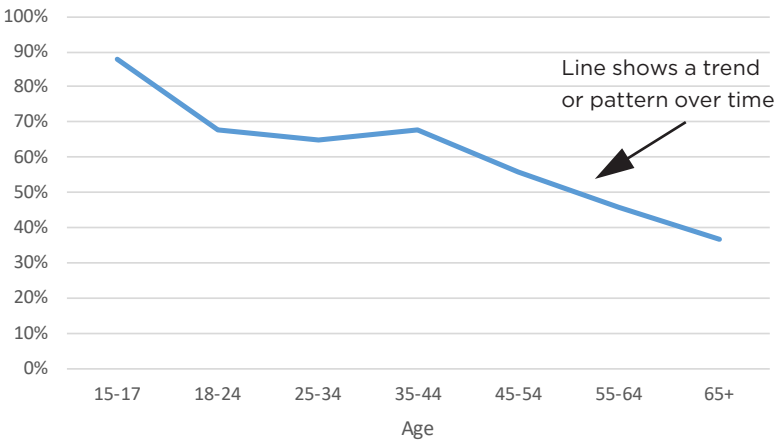
Participation in sport and physical activity 4

These graphs show the percentage of adults who do sports, or non-sport activities (such as walking or running). The data is shown for different age groups.

Line graphs

A line graph shows trends or patterns over time. The line from left to right connects data points to show development over time.

Adult participation in sport-related activity by age



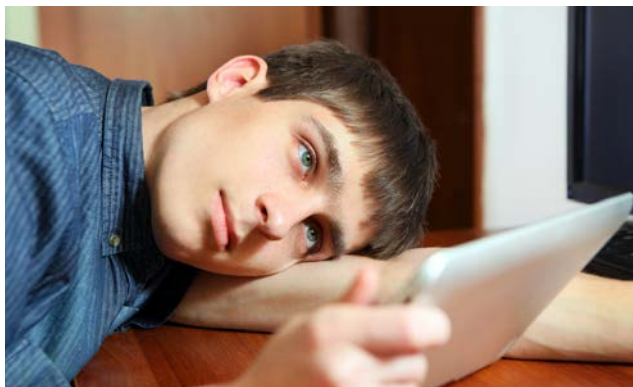
Draw a line graph based on the data in this table. The table shows adult participation in non-sport related activity by age. Include a title at the top and ages at the bottom.

Age	%
15-17	39
18-24	61
25-34	67
35-44	68
45-54	71
55-64	73
65+	72



Tick a box to show which type of graph or table would be best for representing these different kinds of data. Write a short reason for your choice too.

Data	table	pie chart	column graph	line graph	reason
recording measurements or counting survey results					
proportion of children who play soccer vs other sports					
average number of sporting injuries for 12 year olds, 13 year olds, 14 year olds, 15 year olds and 16 year olds					
% of household budget spent on sport vs other expenses					
types of technology used when exercising (apps, websites, headphones etc)					



Using a range of cause and effect language

As mentioned in other parts of this book, explaining is of critical importance in PDHPE. In order to explain, students need to be able to use a range of cause and effect language. Other worksheets in this book cover other ways of expressing cause and effect including pages 1-2, 37-38, 67-70 and Fact Sheet 4 on p130.

✓ **Underline all the cause and effect nouns in this paragraph. (Cause and effect language is in bold)**

The government is interested in the **motivation** of young people to participate in sport and the barriers to sporting participation. A recent government report has outlined **reasons** why some young people do not participate in sporting activities. One of the main **factors** is that children have too many commitments and not enough time to play sport. Another **cause** involves finance, as many people cannot afford the cost of sport or transportation to and from a sporting venue. Many young people express a dislike for sport so this is an **influence** on their participation. The **outcome** of all these **factors** is that only 19% of children under the age of 15 participate in physical activity more than three times a week outside of school. A **consequence** of this trend is that many young people are missing out on opportunities to develop health and fitness. Educators and health professionals are trying to understand the **impact** of physical inactivity for Australia.

- ✓
1. One of the main reasons why many children do not play sport is that they have too many commitments and not enough time.
Many children do not play sport because they have too many commitments and not enough time.
 2. Another cause is finance, as some families cannot afford the cost of sport or transportation.
Some families do not play sport because they cannot afford the cost of sport or transportation.

- ✓
2. Regular physical activity is important because it can lead to reductions in cardiovascular disease, diabetes and some cancers.
One impact/effect/result/consequence of physical activity is reductions in cardiovascular disease, diabetes and some cancers.
 3. Physical inactivity is a problem since it can increase risks of anxiety and depression as well as disease.
Consequences/effects/results/impacts of physical inactivity are increased risks of anxiety and depression as well as disease.

Sources:

Australian Sports Commission (2016) Ausplay Participation data for the sports sector.

Available at: https://www.clearinghouseforsport.gov.au/__data/assets/pdf_file/0011/735239/34648_AusPlay_summary_report_accessible2.pdf

Barriers to sporting participation



Some people do not participate in sport or physical activity. The reasons why they choose not to participate are called 'barriers' because they are like blocks or walls. This page explores reasons why some people do not participate in sporting activity.

Using a range of cause and effect language

Sometimes cause and effect is shown in conjunctions, such as '**because**':
e.g. I exercise **because** I want to get fit

Sometimes cause and effect is shown in nouns, or things, such as '**reason**'.
e.g. The **reason** I exercise is to get fit.

Successful writers in PDHPE use a range of cause and effect language, including conjunctions and nouns.

Cause and effect nouns

(for causes) cause, factor, reason, influence, motivation

(for effects) effect, consequence, result, purpose, outcome, rationale, impact



Underline all the cause and effect nouns in this paragraph.

The government is interested in the motivation of young people to participate in sport and the barriers to sporting participation. A recent government report has outlined reasons why some young people do not participate in sporting activities. One of the main factors is that children have too many commitments and not enough time to play sport. Another cause involves finance, as many people cannot afford the cost of sport or transportation to and from a sporting venue. Many young people express a dislike for sport so this is an influence on their participation. The outcome of all these factors is that only 19% of children under the age of 15 participate in physical activity more than three times a week outside of school. A consequence of this trend is that many young people are missing out on opportunities to develop health and fitness. Educators and health professionals are trying to understand the impact of physical inactivity for Australia.



Reword these sentences. Practise using conjunctions to express cause and effect. Do not use the noun (in bold). Instead, use a conjunction 'because'.

1. One of the main **reasons** why many children do not play sport is that they have too many commitments and not enough time. _____
2. Another **cause** is finance, as some families cannot afford the cost of sport or transportation. _____



Reword these sentences. Practise using nouns to express cause and effect. Do not use the conjunctions (in bold). Instead, use a noun from the box on this page.

2. Regular physical activity is important **because** it can lead to reductions in cardiovascular disease, diabetes and some cancers. _____
3. Physical inactivity is a problem **since** it can increase risks of anxiety and depression as well as disease. _____

Sources:

Australian Sports Commission (2016) Ausplay Participation data for the sports sector.

Available at: https://www.clearinghouseforsport.gov.au/__data/assets/pdf_file/0011/735239/34648_AusPlay_summary_report_accessible2.pdf

Subject verb agreement

✓ Sort these nouns into two columns: singular (one thing) and plural (more than one thing).

Singular	Plural
my yoga teacher	females
physical activity	three types of yoga
Australian sport	gym classes
research	breathing and stretching
relaxation	benefits
the group	Hatha Yoga and Iyengar Yoga



Subject -verb agreement rules

If a noun is **singular** (only one), then it takes the verb **IS**.

eg. Yoga **is** a popular activity.

If a noun is **plural** (more than one), then it takes the verb **ARE**.

eg. Many people **are** interested.

✓ In each sentence, work out if the subject (the first noun) is singular or plural. Then circle **is** or **are** to make the sentence correct.

1. Yoga **is** an activity that originally came from India.
2. Yoga classes **are** packed with new enthusiasts around Australia.
3. Breathing and stretching **are** essential elements of yoga.
4. Postures or poses **are** positions for your body, which are held for different lengths of time.
5. Some poses **are** 'downward dog' or 'lotus position'.
6. People devoted to yoga **are** interested in its physical, spiritual and mental benefits.
7. According to the Australian Sports Commission, this activity **is** more popular than cricket, netball and basketball.
8. Yoga **is** most popular among younger women aged 14 to 34.
9. Australian men **are** not as keen to participate in yoga.
10. Aerobics classes **are** not popular any more, and yoga seems to have taken its place.

Yoga in Australia

Subject verb agreement



In English, the verb can change depending on whether the subject (the thing or noun) is singular or plural. Sort these nouns into two columns: singular (one thing) and plural (more than one thing).

females

research

three types of yoga

breathing and stretching

relaxation

the group

Australian sport

Hatha Yoga and Iyengar Yoga

gym classes

benefits

physical activity

my yoga teacher

Singular

Plural



Subject-verb agreement rules IS / ARE

If a noun is **singular** (only one), then it takes the verb **IS**.
eg. Yoga **is** a popular activity.

If a noun is **plural** (more than one), then it takes the verb **ARE**.
eg. Many people **are** interested.



In each sentence, work out if the subject (the first noun) is singular or plural. Then circle **is** or **are** to make the sentence correct.

1. Yoga **is/are** an activity that originally came from India.
2. Yoga classes **is/are** packed with new enthusiasts around Australia.
3. Breathing and stretching **is/are** essential elements of yoga.
4. Postures or poses **is/are** positions for your body, which are held for different lengths of time.
5. Some poses **is/are** 'downward dog' or 'lotus position'.
6. People devoted to yoga **is/are** interested in its physical, spiritual and mental benefits.
7. According to the Australian Sports Commission, this activity **is/are** more popular than cricket, netball and basketball.
8. Yoga **is/are** most popular among younger women aged 14 to 34.
9. Australian men **is/are** not as keen to participate in yoga.
10. Aerobics classes **is/are** not popular any more, and yoga seems to have taken its place.



Draw a tick or cross to show if each apostrophe is used correctly.

1. Swimming is one of Australia's ✓ most popular sports.
2. Most children's ✓ upbringing involves swimming at pools and beaches.
3. Swimming is a high profile sport in the Olympics as many Australians stand on the winner's ✓ podium to receive medals.
4. A persons' ✗ ability, gender or age does not matter in swimming – anyone can learn to swim.
5. Swimming is a low impact activity, which means that there is not much stress' ✗ on the body's ✓ joints.
6. Even though it is low impact, swimming can be high intensity depending on the swimmer's ✓ effort and exertion.
7. Both arms' ✓ movements when they pull through the water and the legs' ✓ kicking motions are excellent aerobic exercise.
8. In aerobic exercise (also known as 'cardio'), the swimmer's ✓ heart work's ✗ hard to pump more oxygen to the working muscle's ✗ so the heart rate rises.
9. The lungs work harder to spread oxygen to the body's ✓ muscles.
10. In addition to fitness benefit's ✗, many swimmers' ✓ sense of wellbeing also improves.
11. Swimming can be a relaxing and peaceful activity as the day's ✓ worries can seem to be blocked out under the water
12. On summer's ✓ hottest days, swimming can also be a pleasant way to cool off.

Swimming



Apostrophes

An apostrophe can show possession, which means that a thing belongs to something or someone:

If the owner is **singular** (eg: one coach), the apostrophe comes **before the s**.

eg: one coach's training plan (the training plan of one coach)

If there is **more than one** owner, the apostrophe comes **after the s**.

eg: many coaches' training plans (the training plans of many coaches)



Draw a tick or cross to show if each apostrophe is used correctly.

1. Swimming is one of Australia's ☐ most popular sports.
2. Most children's ☐ upbringing involves swimming at pools and beaches.
3. Swimming is a high profile sport in the Olympics as many Australians stand on the winner's ☐ podium to receive medals.
4. A persons' ☐ ability, gender or age does not matter in swimming – anyone can learn to swim.
5. Swimming is a low impact activity, which means that there is not much stress' ☐ on the body's ☐ joints.
6. Even though it is low impact, swimming can be high intensity depending on the swimmer's ☐ effort and exertion.
7. Both arms' ☐ movements when they pull through the water and the legs' ☐ kicking motions are excellent aerobic exercise.
8. In aerobic exercise (also known as 'cardio'), the swimmer's ☐ heart work's ☐ hard to pump more oxygen to the working muscle's ☐ so the heart rate rises.
9. The lungs work harder to spread oxygen to the body's ☐ muscles.
10. In addition to fitness benefit's ☐, many swimmers' ☐ sense of wellbeing also improves.
11. Swimming can be a relaxing and peaceful activity as the day's ☐ worries can seem to be blocked out under the water
12. On summer's ☐ hottest days, swimming can also be a pleasant way to cool off.



Adverbials provide more information about what is happening in a clause. We can use questions (known as probe questions) to help students see where meaning can be found in a clause, and we use the questions to help students add more information to a clause. If a student has not provided enough detail, you can use these questions to help them be more specific and give more detail about the circumstances of an event. This page does not cover all the probe questions for adverbials but it is a good start.

Some probe questions for adverbials:

where?
where to?
where from?
how far?
when?
for how long?
how?

Adverbials

✓ Tick a box to show what question is answered by the adverbial in each sentence. The adverbial is in bold.

	where?	where to/ from?	how far?	when?	for how long?	how?
1. Indigenous people all over Australia played games and sports.	✓					
2. The jumping and catching game, 'keentan' has been played for hundreds of years .					✓	
3. Keentan can also be played today .				✓		
4. Players are arranged in two teams .						✓
5. Players only need to jump a short distance .			✓			
6. If the ball falls to the ground , the other team gets the ball.		✓				

✓ Write a short paragraph explaining the rules of a game you know. Use adverbials. Underline the adverbials.

(Sample answer)

Elastics. Three to four players stand apart facing each other. They wrap one long piece of elastic around their ankles and make sure it is taut. Other players take turns jumping and skipping over the elastic and wrapping the elastic around their ankles and flipping the elastic.

(All these adverbials answer the question: where?)

Source:

Australian Sports Commission (2009). Yulunga. Traditional Indigenous Games. Australian Sports Commission.

Indigenous games



'Keentan' is a jumping and catching ball game played by some indigenous people.

Adverbials

Adverbials give us more information about a verb, adjective or another adverbial. They can be one word or a group of words. Some adverbials answer the questions: where? where to/from? how far? when? how for? how? how much? with whom?

Where? (point in space)

e.g. in Australia, over here, upstairs, inside

Where to/from? (direction)

e.g. above, towards the centre

When? (time)

e.g. tomorrow, soon, today, now, then, already, any more, so far, frequently, twice, occasionally, rarely, seldom, usually, sometimes

How far? (distance)

e.g. for twenty kilometres

For how long? (duration in time)

e.g. for ages, forever, during the week

How? (in what manner?)

e.g. slowly, easily, well, energetically, with ease



Tick a box to show what question is answered by the adverbial in each sentence. The adverbial is in bold.

	where?	where to/ from?	how far?	when?	for how long?	how?
1. Indigenous people all over Australia played games and sports.						
2. The jumping and catching game, 'keentan', has been played for hundreds of years .						
3. Keentan can also be played today .						
4. Players are arranged in two teams .						
5. Players only need to jump a short distance .						
6. If the ball falls to the ground , the other team gets the ball.						



Write a short paragraph explaining the rules of a game you know. Use adverbials. Underline the adverbials.

Source:

Australian Sports Commission (2009). Yulunga. Traditional Indigenous Games. Australian Sports Commission.

Australia's sporting history

✓ Answers for teachers



The Australia rugby team that won the gold medal at the 1908 London Olympics. (Anonymous. Creative Commons)



Netball players in action on the court, (State Library of Queensland, undated. Creative Commons).

✓ Verbs	Passive sentences
eg. play	Basketball was played for the first time in Australia in Adelaide in 1900.
1. divide	In the 1800s and 1900s in England, sport was divided into professional and amateur sports, and most sports had both amateur and professional competitions such as rugby, athletics and rowing.
2. follow	This pattern of amateur and professional competitions was followed in Australia too.
3. permit	Only amateurs were permitted to participate in the Olympic games.
4. give	Prizes were given to amateurs for winning some competitions, but most amateurs received no money.
5. force	Since they earned no money from sport, amateur sports people were forced to work full time and only compete in their spare time or on weekends.
6. support	Many sports were supported by schools.
7. hold	School competitions were held for student athletes in sports like Rugby Union, Rugby League, Australian Rules football, cricket and netball.
8. provide	Until the late twentieth century, few opportunities were provided for females to participate in male-dominated sports like rugby or cricket.
9. encourage	Females were encouraged to play netball and tennis, but they did not have many chances to compete in sports at an elite level.
10. settle	Before Australia was settled by Europeans, indigenous people played many games and sports, including foot races and boomerang throwing contests.

✓ Examples of active sentences

- In the 1800s and 1900s in England, authorities / people running sporting codes **divided** sport into professional and amateur sports, and most sports had both amateur and professional competitions such as rugby, athletics and rowing.
- Sports people **followed** this pattern of amateur and professional competitions in Australia too.
- Officials only **permitted** amateurs to participate in the Olympic games.
- Officials **gave** amateurs prizes for winning some competitions, but most amateurs received no money.
- Since they earned no money from sport, these rules/ people who made the rules **forced** amateurs to work full time and only compete in their spare time or on weekends.

Australia's sporting history

Passive voice

We can change the beginning focus of a sentence by switching between active and passive voice. We use passive voice to avoid repeating the 'doer' or person doing the actions in the sentence.

Active voice: **DOER** + **VERB** + **DONE TO**
 eg. The umpire made the decision.

Passive voice: **DONE TO** + **helping verb** + **VERB**
 eg. The decision was made.



Source:
 Netball players in action on the court,
 (State Library of Queensland, undated,
 Creative Commons).



Complete these passive sentences about Australia's sporting history. Fill in each blank with a helping verb ('was' for singular, 'were' for plural) plus the main verb.

Verbs	Passive sentences
eg. play	Basketball was played for the first time in Australia in Adelaide in 1900.
1. divide	In the 1800s and 1900s in England, sport _____ into professional and amateur sports, and most sports had both amateur and professional competitions such as rugby, athletics and rowing.
2. follow	This pattern of amateur and professional competitions _____ in Australia too.
3. permit	Only amateurs _____ to participate in the Olympic games.
4. give	Prizes _____ to amateurs for winning some competitions, but most amateurs received no money.
5. force	Since they earned no money from sport, amateur sports people _____ to work full time and only compete in their spare time or on weekends.
6. support	Many sports _____ by schools.
7. hold	School competitions _____ for student athletes in sports like Rugby Union, Rugby League, Australian Rules football, cricket and netball.
8. provide	Until the late twentieth century, few opportunities _____ for females to participate in male-dominated sports like rugby or cricket.
9. encourage	Females _____ to play netball and tennis, but they did not have many chances to compete in sports at an elite level.
10. settle	Before Australia _____ by Europeans, indigenous people played many games and sports, including foot races and boomerang throwing contests.



Choose three of the sentences above and change them into active sentences. You will need to include the 'doer' and you may need to change some of the wordings.

e.g. Basketball **was played** for the first time in Adelaide in 1900.

Australian basketball teams **played** a match for the first time in Adelaide in 1900.

Analysing images - introduction

✓ Answers for teachers

The following activities teach students how to analyse images, analyse language and text, and how to evaluate a print advertisement for a community health campaign. These pages should be taught together, in sequence. They can be completed in several lessons.

Information about the campaign: Girls Make your Move

The Federal Government has been conducting a community health campaign with the aim of encouraging more girls and young women to participate in physical activity and sport. Research has shown that girls are less likely than boys to be physically active. The campaign started in 2016 and involved TV advertising, print ads, billboard ads, social media, free gym passes, fitness events and other activities. Images from this campaign are used with permission.

For more information, see the website: <https://campaigns.health.gov.au/girlsmove>.



Texts we will analyse

We will analyse two print advertisements in detail:

- Girls Make Your Move Print
Advertisement: Martial Arts (on page 102)
- Girls Make Your Move Print
Advertisement: Football (on page 108)

These advertisements are used with permission.

About multimodal texts

Print advertisements are multimodal texts. Modes include images, spoken language, written language, gesture, music, sound effects and more. Print advertisements create their meaning by using two modes – images and written language.



How to analyse an image

The analysis framework used in these pages is based on multimodal theory – see Fact Sheet 5 (p131-133) and the References for more information.

Analysing an image involves three different aspects of meaning: **field** (who or what is involved), **tenor** (the feelings and interactions in the image) and **mode** (how the image is designed and arranged). These three aspects of meaning occur at the same time and each provides a different perspective on meaning in the image.

We can analyse an image using these key questions:

Aspect of meaning	Key questions
Field	What is happening? (people, things, happenings, settings and background)
Tenor	What are the relationships and interactions? How does it make us feel?
Mode	How does the design and layout and placement of objects guide the viewer?

By analysing an image in these three different ways, we can explore how the image has been created to make its meaning. Then we can evaluate if the aims or objectives of the image have been met. This is a powerful way to interpret and analyse any visual or multimodal texts. See Fact Sheet 5 for a summary of key questions to help you analyse a text.

Analysing images - introduction

Girls Make Your Move Print Advertisement Martial Arts

This page shows one of the print advertisements in the Girls Make Your Move community health campaign. When analysing the meanings of images and language, it is useful to analyse them separately. On the next page, you will see an analysis of three aspects of meaning in the image. You will be required to make an evaluation of the image, and then you can use this as a model for your own analysis.



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Australian Government Department of Health Sirius Building, Furzer Street, Woden ACT 2600



The table on the student page provides a framework for how to analyse the meaning in images. It is based on multimodal theory (see Fact Sheet 5 p131-133 for more information and references).

The analysis table refers to colour, so please display the image in colour, even if you can only copy or print the pages in black and white.

✓ How to teach the model analysis of Martial Arts

1. Show / display the advertisement (on page 102). It might help to keep the advertisement on display while students read the model analysis.
2. Tell students that this analysis looks at three aspects of meaning:
 - a. **Field** – what is happening, who is involved and the setting
 - b. **Tenor** – the interactions and relationships and emotions involved
 - c. **Mode** – layout, design and organisation
3. Read the Field sub-questions. Ask the students the questions:
 - a. Who or what is represented?
 - b. What happenings are being shown? (e.g. speaking, thinking, actions, sensing)
 - c. What is the setting or background?
4. Read the example analysis of Field provided in the model analysis on page 104. Ask the students if the analysis has missed anything or if they have noticed anything that could be added to the table.
5. Read the Tenor sub-questions. These involve aspects of visual imagery that might be hard for students to understand without examples. Show them the examples of camera angles, shot distance etc in Fact Sheet 5.
6. Read the example analysis of Tenor provided in the table. Ask the students if the analysis has missed anything or if they have noticed anything that could be added to the table.
7. Read the Mode sub-questions. Show them the examples of layout, framing etc in Fact Sheet 5.
8. Read the example analysis of Mode provided in the table. Ask the students if the analysis has missed anything or if they have noticed anything that could be added to the table.

✓ Note: Help students stay on track!

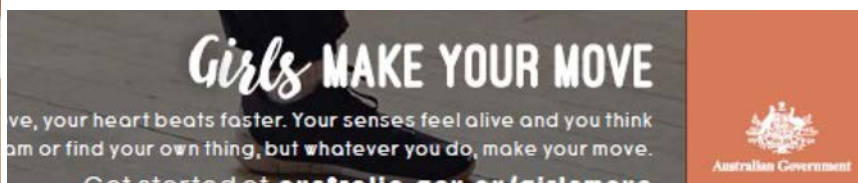
It is important to help students to analyse one aspect of meaning at a time. It is common for students to get 'off track' by starting to express ideas about emotions or evaluations of the image e.g. 'I don't like it' or 'She looks serious'. Try to keep students focused on the sub-questions for Field, because there will be an opportunity to focus on emotions and other aspects of meaning later.

Analysing images in print advertisements

This table shows how to analyse an image. The key questions will help you to analyse the image in a systematic and logical way, and it should give you some interesting insights into the meaning of the image. Read this analysis carefully then complete the evaluation of the advertisement on the next page.

Analysis of the meaning of image in the Girls Make Your Move print advertisement: Martial Arts

Aspect of meaning	Key question	Sub-questions	Analysis
Field	What is happening? (people, things, happenings, settings and background)	Who or what is represented?	The image shows one girl, around 12 years of age, from an Asian cultural background.
		What happenings are being shown? (e.g. speaking, thinking, actions, sensing)	She is doing a high martial arts kick with her right leg. Her other leg is on the floor. Her arms are bent and her hands are in punch positions. She is looking at the camera. Her hair is in a ponytail and it swings to her left. She is wearing martial arts clothes.
		What is the setting or background?	The setting is a light room with floorboards and large windows, possibly a martial arts studio. There are buildings seen behind the windows.
Tenor	What are the relationships and interactions? How does it make us feel?	Contact with viewer – is someone looking directly at the viewer or looking away? (Direct contact demands our attention)	The girl is looking directly at the camera which demands our attention. She is not smiling so this makes her look like a serious fighter.
		Shot distance – close, mid or long shot? (Close shot creates intimacy; long shot creates more social distance)	It is a mid shot, showing the girl's whole body, perhaps as if we are standing in the room and she is kicking us.
		Angles – high, low or eye level? (High angle – makes us superior to the subject; eye level – we are equals; low level – more power to the image)	The camera angle is eye level, which gives the viewer equal power with her.
		Colours – vibrant colours (high emotion and energy), dark colours (sadness or lack of emotion)	The colours are black (her trousers), orange and skin tones. These are mid-tones, not too vibrant, making the mood quite serious.
		Authenticity – how close is the image to reality? (cartoons are child-like, simple; diagrams are technical, abstract etc)	The image is highly realistic, so it shows this is happening now in real life.
Mode	How does the design and layout and placement of objects guide the viewer?	Salience – what attracts the viewer's attention?	The black trousers are salient as they reinforce her high, impressive kick.
		Reading path – how does the viewer's eye move around the page?	The viewer notices the girl's direct gaze and her black legs. The viewer's eye moves from the bottom of the page to the top left.
		Placement – How are objects placed, grouped and balanced on the page?	The girl's leg is in the centre of the page and the leg and her body form a Y shape that is symmetrical.
		Layout – How are objects arranged: top/bottom, left/right, centre/margin?	The page layout is from centre (the intersection of her legs and body) to margin.
		Framing – Are there boxes or frames that contain images and/or text?	There is a text box at the bottom of the page containing information about the campaign. The windows behind the girls create a frame, like she is trying to break out with a kick.



✓ Now that we have analysed the meaning of the image alone, we can evaluate the language and fonts to see what meanings are created.

1. Here are some steps in how to teach this part of the analysis

Explain to students that fonts have meanings. Ask students what fonts they use for their assignments (e.g. Arial, Times New Roman, Calibri) and for headings. Why do they choose these fonts? What are the different meanings of fonts such as:

comic sans

Here is an example of comic sans.

STENCIL

HERE IS AN EXAMPLE OF STENCIL

Comic sans creates fun and creative meanings

Stencil looks like an official stamp or stencil (used on the outside of boxes), and it is used for headings with impact.

2. Show students these examples from Fact Sheet 5 (tenor). These are examples of how different fonts, colours and sizes create different meanings.

Font and typography

Are there different fonts used e.g. capitals, cursive, bold etc? What is the meaning of these fonts?

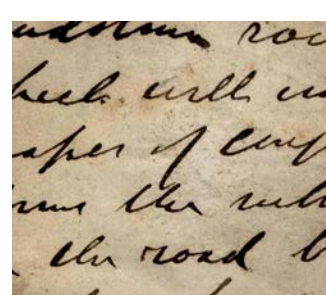
e.g. serious, technical, factual



e.g. creative, fun, quirky



e.g. old fashioned, traditional



3. Ask students to identify the headline on the page (The couch can wait) and the information in the box. Read through the model analysis in the table on the opposite page.

The table analyses:

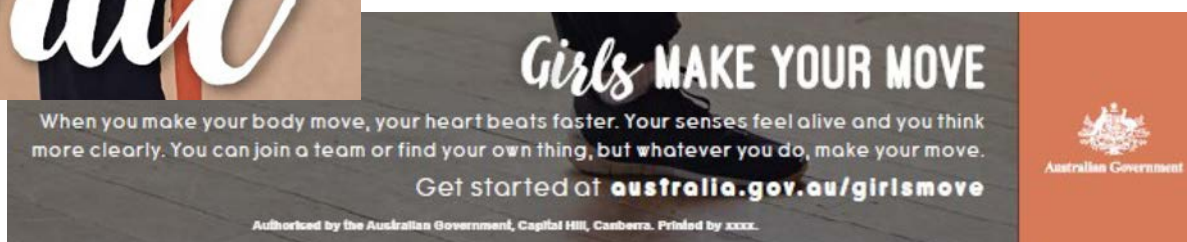
- The meaning of the wordings
- The meaning of the font and typography.

It is helpful to analyse these separately so we can focus on one aspect of meaning at a time.

Analysing meanings in language and fonts – model analysis



After analysing the meaning in the image, the next step is to look at the meanings in the language. We will examine the words as well as the fonts and typography for the wordings. Each font has its own meaning, as shown in Fact Sheet 5 p132 (under the heading Tenor – Font and typography).



Model analysis of language and fonts in the Girls Make Your Move Print Advertisement: Martial Arts

Language in advertisement	Meaning of language	Meaning of fonts / typography	
		Description of fonts	Font meanings
(Heading) The couch can wait.	A couch is a sofa in the lounge room. This means that sitting on the sofa can happen later. Instead the girl will exercise instead of being lazy. The 'couch' is given human qualities because it is waiting; 'can' is a modal verb, showing that it is an opinion or position of medium strength.	'The couch can' - bold capital letters 'wait' - cursive script (running writing)	These powerful fonts mean that girls can be serious and take action. This is a more creative 'feminine' font, suggesting it is a girl's individuality. This word is bigger than the capitals, suggesting the girl is shouting or emphasising this word. It makes 'wait' stronger.
(Text box) Girls make your move. When you make your body move, your heart beats faster. Your senses feel alive and you think more clearly. You can join a team or find your own thing, but whatever you do, make your move. Get started at australia.gov.au/girlsmove	This is a persuasive text. Three benefits of exercise are given: 'heart beats faster... senses feel alive... think more clearly'. Then the writer uses modality 'you can' to suggest options for joining a team or doing individual exercise. The writer is addressing girls directly and giving them commands 'Make your move... Get started'. The instruction (call to action) at the end is to visit the website.	The word 'girls' is in cursive script. 'Make your move' is in capital letters. The remaining text is a standard font.	The cursive script shows the individual and creative personality of girls. 'Make your move' is strong and serious, reinforcing the message that girls should take action and be strong. The standard font focuses on the message and it looks official because it is from the government.

Analysing print advertisements 2

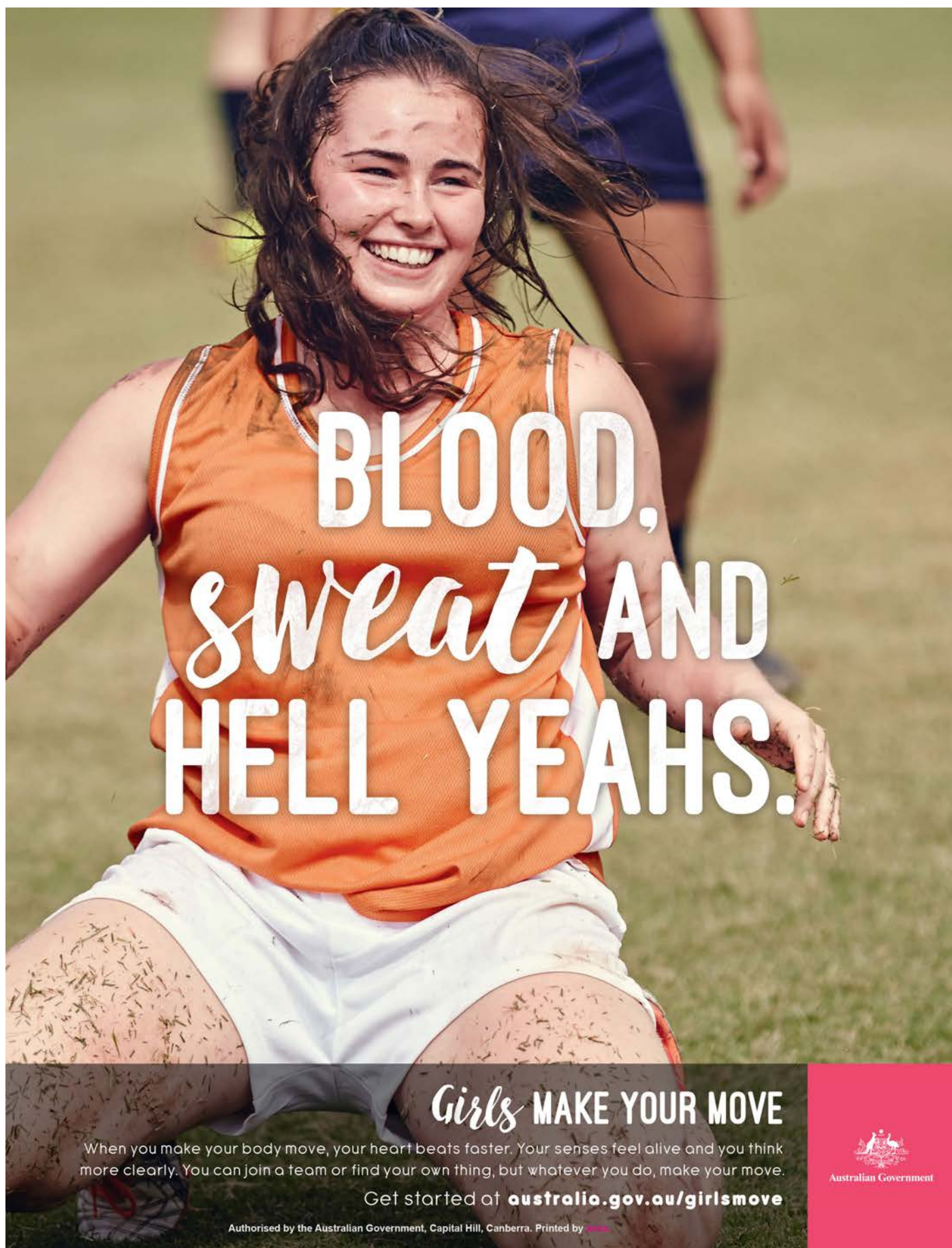
✓ Answers for teachers

The opposite page shows another example of an advertisement aimed at encouraging girls to exercise. Students will use the model analysis to complete their own analysis of this advertisement.

1. Show students the advertisement. You might like to display this advertisement and keep it up on the screen while students complete the analysis activities.
2. At first, ask students to evaluate the image only in the table on the next page.
3. Next, students can complete the analysis of language, fonts and typography. As they will see, some of the language in this advertisement is the same as in the Martial Arts advertisement.

The analysis table refers to colour, so please display the advertisement in colour, even if you can only copy or print the pages in black and white.

Analysing print advertisements 2




**BLOOD,
sweat AND
HELL YEAHS.**

Girls **MAKE YOUR MOVE**

When you make your body move, your heart beats faster. Your senses feel alive and you think more clearly. You can join a team or find your own thing, but whatever you do, make your move.

Get started at australia.gov.au/girlsmove

Authorised by the Australian Government, Capital Hill, Canberra. Printed by **99%**


Australian Government

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✓ **Answers**

Analysis of the meaning of the image in the Girls Make Your Move print advertisement: Football

Aspect of meaning	Key question	Sub-questions	Analysis
Field	What is happening? (people, things, happenings, settings and background)	Who or what is represented?	The image shows one girl, around 14 years of age with fair skin and long brown hair. There is grass and dirt on her legs.
		What happenings are being shown? (e.g. speaking, thinking, actions, sensing)	She is kneeling on the ground. She is wearing shorts and a singlet. She is smiling but she is not looking at the camera. Her long hair is flying around her face.
		What is the setting or background?	The setting is outdoors on a sporting field. Grass is visible and there is another player in the background.
Tenor	What are the relationships and interactions? How does it make us feel?	Contact with viewer – is someone looking directly at the viewer or looking away? (Direct contact demands our attention)	The girl is not looking directly at the camera. She is smiling. Perhaps she is looking at another player or a spectator.
		Shot distance – close, mid or long shot? (Close shot creates intimacy; long shot creates more social distance)	It is a mid shot, showing the girl's body, from knees to head.
		Angles – high, low or eye level? (High angle - makes us superior to the subject; eye level - we are equals; low level - more power to the image)	The camera angle is slightly low angle, just below eye level, which puts the girl in a more powerful position than the viewer. This might help us to admire her.
		Colours – vibrant colours (high emotion and energy), dark colours (sadness or lack of emotion)	The colour orange (her singlet) is bright and draws our attention, creating high emotion and energy. This colour makes the girl seem more vibrant than the green grass behind. You can also see a darker colour of a person's shorts in the background.
		Authenticity – how close is the image to reality? (cartoons are child-like, simple; diagrams are technical, abstract etc)	The image is highly realistic, as the dirt and grass on her legs are clearly seen. This shows that sport is messy and that it is happening now in real life.

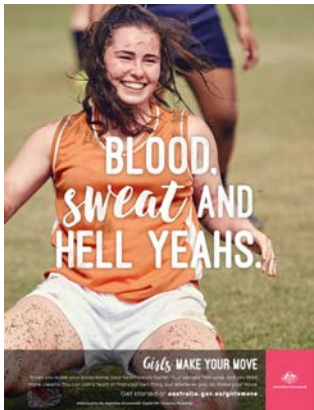
Analysis of image 2

Use the analysis of the Girls Make Your Move: Martial Arts advertisement as a model. Analyse the Girls Make Your Move: Football advertisement. Answer the questions and write your answers in this table.



Analysis of the image in the Girls Make Your Move Print Advertisement: Football

Aspect of meaning	Key question	Sub-questions	Analysis
Field	What is happening? (people, things, happenings, settings and background)	Who or what is represented?	<hr/> <hr/> <hr/> <hr/>
		What happenings are being shown? (e.g. speaking, thinking, actions, sensing)	<hr/> <hr/> <hr/>
		What is the setting or background?	<hr/> <hr/> <hr/>
Tenor	What are the relationships and interactions? How does it make us feel?	Contact with viewer – is someone looking directly at the viewer or looking away? (Direct contact demands our attention)	<hr/> <hr/> <hr/>
		Shot distance – close, mid or long shot? (Close shot creates intimacy; long shot creates more social distance)	<hr/> <hr/> <hr/>
		Angles – high, low or eye level? (High angle – makes us superior to the subject; eye level – we are equals; low level – more power to the image)	<hr/> <hr/> <hr/>
		Colours – vibrant colours (high emotion and energy), dark colours (sadness or lack of emotion)	<hr/> <hr/> <hr/>
		Authenticity – how close is the image to reality? (cartoons are child-like, simple; diagrams are technical, abstract etc)	<hr/> <hr/> <hr/>



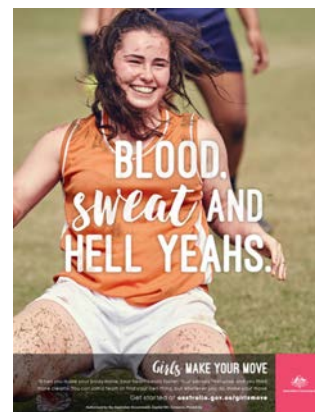
✓ **Answers**

Analysis of the image in Girls Make Your Move Print Advertisement: Football (continued)

Aspect of meaning	Key question	Sub-questions	Analysis
Mode	How does the design and layout and placement of objects guide the viewer?	Salience – what attracts the viewer’s attention?	The orange singlet is salient, as it draws the viewer’s attention to the girl. Her smile is also salient as her mouth is large and she has large white teeth.
		Reading path – how does the viewer’s eye move around the page?	The viewer notices the girl’s smile and her gaze to someone outside the shot. Her body dominates the page. Her moving hair creates angles off to the right, showing that this is an action shot.
		Placement – How are objects placed, grouped and balanced on the page?	The girl’s body is placed slightly to the left of centre on the page.
		Layout – How are objects arranged: top/bottom, left/right, centre/margin?	The girl’s body dominates the centre and middle of the page.
		Framing – Are there boxes or frames that contain images and/or text?	There is a text box at the bottom of the page containing information about the campaign. There are no other boxes or frames.

Analysis of image 2 (continued)

This page continues the analysis of the print campaign Girls Make Your Move, and the advertisement called 'Football'. Complete the table below to analyse Mode in the image.



Analysis of the image in Girls Make Your Move Print Advertisement: Football (continued)

Aspect of meaning	Key question	Sub-questions	Analysis
Mode	How does the design and layout and placement of objects guide the viewer?	Salience – what attracts the viewer's attention?	<hr/> <hr/> <hr/> <hr/>
		Reading path – how does the viewer's eye move around the page?	<hr/> <hr/> <hr/> <hr/>
		Placement – How are objects placed, grouped and balanced on the page?	<hr/> <hr/> <hr/> <hr/>
		Layout – How are objects arranged: top/bottom, left/right, centre/margin?	<hr/> <hr/> <hr/> <hr/>
		Framing – Are there boxes or frames that contain images and/or text?	<hr/> <hr/> <hr/> <hr/>

Now that we have analysed the meaning of the image alone, we can evaluate the wordings and text, to see what meanings are created.

This part of the analysis involves the wordings and language, and also the font and typography. Here are some steps you could follow to prepare students for the analysis:

1. Ask students to identify the headline on the page (Blood, sweat and hell yeahs).
2. Ask students if they have heard any similar sayings or expressions. You may have to tell them about the expression 'blood, sweat and tears' which describes the effort that people have to make to achieve something difficult.
3. Ask them about the meaning of 'hell yeah'. Do they say it? Do they consider it offensive or rude? Why would this be used in an advertisement? Gather the ideas as these will be needed for the analysis.
4. The bottom text box is the same as the other advertisement. If possible, ask students to complete this analysis without copying word for word from the model text. Ask them to include their own observations and analysis of how language is used in this advertisement.

✓ Answers

Analysis of the meaning of language and fonts/typography in Girls Make Your Move print advertisement: Football

Wordings in advertisement	Meaning of words (language)	Meaning of fonts / typography	
		Description of fonts	Font meanings
(Heading) Blood, sweat and hell yeahs.	This headline refers to the saying 'blood, sweat and tears', meaning hard work and sacrifice. Instead of 'tears', the words are changed to 'hell yeahs'. This is a casual saying that young people use to show their approval, like an enthusiastic 'yes'. In this example, the girl is working hard but she really likes it.	'Blood... and hell yeahs' <ul style="list-style-type: none"> • bold capital letters 'sweat' <ul style="list-style-type: none"> • cursive script (running writing). 	These powerful fonts mean that girls can be serious and take action. This is a more creative 'feminine' font, suggesting it is acceptable for a woman to sweat. The flowing font could be like sweat flowing.
(Text box) Girls make your move. When you make your body move, your heart beats faster. Your senses feel alive and you think more clearly. You can join a team or find your own thing, but whatever you do, make your move. Get started at australia.gov.au/girlsmove	This is a persuasive text. Three benefits of exercise are given: 'heart beats faster... senses feel alive... think more clearly'. Then the writer uses modality 'you can' to suggest joining a team or doing individual exercise. The writer is addressing girls directly and giving them commands 'Make your move... Get started'. The call to action is to visit the website.	The word 'girls' is in cursive script. 'Make your move' is in capital letters. The other text is a standard font.	The cursive script connects with the individual personality of girls. 'Make your move' and 'sweat' are both cursive, so it reinforces that girls can sweat too.

Analysing meanings in language and font 2



In this analysis, look at the language (wordings) and the font and typography. The wordings are similar to the Martial Arts advertisement so you can use similar ideas.

Analysis of the meaning of language and fonts/typography in Girls Make Your Move print advertisement: Football			
Wordings in advertisement	Meaning of words (language)	Meaning of fonts / typography	
		Description of fonts	Font meanings
(Heading) Blood, sweat and hell yeahs.			
(Text box) Girls make your move. When you make your body move, your heart beats faster. Your senses feel alive and you think more clearly. You can join a team or find your own thing, but whatever you do, make your move. Get started at australia.gov.au/girlsmove			

The final part of this analysis is to evaluate how the print advertisements meet the campaign objectives of Girls Make Your Move. Students will use the campaign objectives to evaluate the image and language in the print campaigns.

Optional activity

Girls Make Your Move also featured other print advertisements as well as TV advertisements. The campaign also has a website featuring stories of girls who found interesting ways of joining team sports or participating in physical activity. You could set homework or a research task for students to analyse other parts of the campaign, using the analysis tools taught in this book.

Print advertisement

You can find other print advertisements for Girls Make Your Move on the website:
<https://campaigns.health.gov.au/girlsmove>

YouTube

YouTube links to Girls Make Your Move advertisements are listed here. These are correct at the time of printing:

https://www.youtube.com/watch?v=sJ_AwaTHt_I

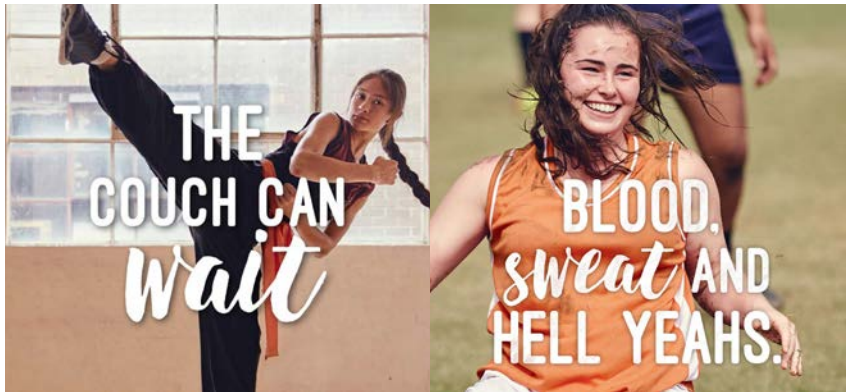
https://www.youtube.com/watch?v=ryU_Sq6hQ6s&list=PLKFDUMupjXqh-D40ySQgyUlp_Z_6y5LWO



Answers

Criteria Advertisements should:	Analysis of the advertisement (How are the criteria shown or not shown in the advertisement?)	My evaluation according to the criteria
feature real girls doing physical activity.	Both advertisements show realistic girls aged 12-14 playing football or doing martial arts.	The campaign is effective in meeting this objective because both advertisements feature girls who are doing physical activity.
present a range of sport and physical activities that might be surprising or unexpected.	Martial arts and football are not typical sports for girls to play.	The sports of martial arts and football are surprising and unexpected.
show that physical activity is a natural part of young women's lives, to be enjoyed, not endured.	The girl in the Football advertisement is smiling so she looks like she is enjoying herself. However the Martial Arts girl is more serious and it is unclear if she is enjoying physical activity.	This objective has been partly met because only one of the girls (playing Football) looks like she is enjoying herself.
should show a range of young girls of various ethnicity, size and ability.	Martial Arts features a girl of Asian Australian background who is very skilled in kicking. Football features an Anglo Australian girl who is of average build and unknown ability	These two advertisements do show a range of ethnicity, size and ability. However, more examples of the campaign would have to be evaluated to find out if this objective has been met.
should encourage girls not to be self-conscious while exercising.	The girls in Martial Arts and Football do not look self-conscious. The girl in Football is covered in grass and dirty yet she is still smiling.	The objective has been well achieved in these two advertisements.

Evaluation of the campaign



You have analysed two print advertisements in detail. On this page, you will examine the multimodal meanings (that is, both image and language) and if these advertisements meet the objectives of the campaign.

The campaign objectives

The Girls Make Your Move campaign is designed to encourage girls to do exercise. The Girls Make Your Move website lists several objectives for the campaign. Key objectives are listed below:

Advertisements should:

- feature real girls doing physical activity.
- present a range of sport and physical activities that might be surprising or unexpected.
- show that physical activity is a natural part of young women's lives – to be enjoyed, not endured.
- show a range of young women and girls of various ethnicity, size or ability.
- encourage girls not to be self-conscious while exercising.

In this part of the analysis, you can look at your analysis of both advertisements and write your assessments in the boxes below. To save time, you can refer to the first advertisement as 'Martial Arts' and the second advertisement as 'Football'.

Evaluation of Girls Make Your Move print advertisements and campaign objectives

Criteria Advertisements should:	Analysis of the advertisement (How are the criteria shown or not shown in the advertisement?)	My evaluation according to the criteria
feature real girls doing physical activity.	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
present a range of sport and physical activities that might be surprising or unexpected.	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
show that physical activity is a natural part of young women's lives, to be enjoyed, not endured.	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
show a range of young girls of various ethnicity, size and ability.	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
encourage girls not to be self-conscious while exercising.	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



Building vocabulary skills

One strategy for building students' vocabulary skills is by teaching word families. These are words with a similar meaning and a common base morpheme. Here are the words in the 'lead' word family:

lead, leads, leading, led, will lead, leader, leadership

verbs: lead, leads, leading, led, will lead

nouns: leader, leadership

Note the irregular spelling of past tense 'led'.

When students have to discuss and write about the concept of leadership, it can be useful to explore these words so that students understand what the different words mean and how they can be used. Leadership is a simple concept, but we recommend developing word family lists for all the important concepts in each topic.

✓ Answer these questions about initiative games.

What initiative games do you know? **Various answers are possible.**

What are your favourite initiative games? When did you play them? **Various answers are possible.**

Initiative games are often played at school camps. Why do you think this is?

Initiative games are often used at camps to help people to get to know each other and as an 'ice breaker' so that people make new friends. These games also help build confidence and social skills.

✓ Pick the correct missing word in each sentence: lead, leader or leadership.

When playing an initiative game, one person usually suggests what to do and becomes a group **leader**. This person can **lead** the group by listening to suggestions and choosing one path. Listening skills are an important quality in effective **leadership**.

✓ Read the two examples of the leadership games: Mine field and Balloon challenge. How do you think group members could show leadership in these games?

In Mine Field, each person has to decide where to direct the other person and how they can avoid the objects on the ground. In Balloon Challenge, one person can guide the group a certain way or suggest strategies for keeping the balloon in the air.

Initiative games and leadership



Initiative games are fun, challenging games in which a group has a specific problem to solve. The games demonstrate and teach leadership and communication skills as well as cooperation and sharing.

Here are two examples of initiative games:

Balloon challenge Give each group a balloon that has been inflated. The group must join hands to form a circle. They have to bat the balloon up in to the air and keep it from touching the ground, without letting go of hands.

Mine field Objects are placed on the floor. In pairs, one person is blindfolded. The other person verbally guides the blindfolded person to walk through the mine field without touching the objects.



Answer these questions about initiative games.

What initiative games do you know? _____

What are your favourite initiative games? When did you play them? _____

Initiative games are often played at school camps. Why do you think this is? _____

How words work: morphemes

In English, each word is made of different meaning parts, called morphemes. If you know about morphemes, you can work out the meanings of unfamiliar words and expand your vocabulary power. Morphemes give us information about different aspects of meaning, such as what it is about and what type of word it is (a noun or a verb). For example, the word 'leadership' has three morphemes. This table explains the meanings of the morphemes in 'leadership'.

leadership

morphemes	lead	-er	-ship
meanings	This is the meaning part of the word, called the 'root'; meaning: to go before and choose the way	a suffix (word ending) 'leader': a person who (leads)	a suffix; means the art or skill of doing something (skill of leading, being a leader)



Pick the correct missing word in each sentence: lead, leader or leadership.

When playing an initiative game, one person usually suggests what to do and becomes a group _____. This person can _____ the group by listening to suggestions and choosing one path. Listening skills are an important quality in effective _____.



Read the two examples of the leadership games: Mine field and Balloon challenge. How do you think group members could show leadership in these games?



✓ Write a word from the 'communication' word family on the line to complete the sentence.

Word family	Meaning	A sentence containing the word
communicator	A person who communicates	She is a good communicator .
communicate	A verb (process)	Everyone in the group must communicate clearly.
communicated	A verb (process - past tense)	When we played, the game we communicated well as a group.
miscommunication	The prefix (word starter 'mis') shows there was a mistake; failure to communicate clearly.	I didn't know what to do because of miscommunication from the leader.

Initiative games 2



Read this short text and think about the meanings of the words that are in bold.

Initiative games are fun, **challenging** games in which a group has a specific problem to solve. The games **demonstrate** and teach **leadership** and **communication** skills as well as **cooperation** and sharing.

Here is a table showing the meaning of the morphemes (word parts) in the word 'communication'.

communication		
morphemes	commun-	ication
meanings	com- means 'with' commun- 'means to share with'	a process of doing something



Write a word on the line that makes sense in the sentence and that is part of the 'communication' word family.

	Meaning	A sentence containing the word
communicator	A person who communicates	She is a good _____
communicate	A verb (process)	Everyone in the group must _____ clearly.
communicated	A verb (process – past tense)	When we played the game, we _____ well as a group.
miscommunication	The prefix (word starter 'mis') shows there was a mistake; failure to communicate clearly.	I didn't know what to do because of _____ from the leader.



Fill in the blank spaces to show the correct form of the word 'initiative'.

Word family	Meaning	Sentences
initiative	The ability to start independently	When I guided my partner through the mine field, I had to use my initiative to avoid obstacles.
initial	The beginning (an adjective/ describer)	The initial step in the game is for everyone to join hands.
initiate	A verb (process)	The leader must initiate ideas for everyone else to follow.
initiated	A verb (process – past tense)	We initiated a balloon tossing game.

2. Look at the morphemes in the word 'challenging'.

word: challenging			
morphemes	challenge	-ing	Write a sentence containing the word 'challenging'
meanings	to stand up to someone or test one's abilities	(turns the word into an adjective/ describer)	The balloon game was challenging because we had to keep our hands joined at all times.



Fill in the blank spaces in this table to show different forms of the word 'challenge' and sentences containing these words.

Word family	Meaning	A sentence containing the word
challenge	To stand up to someone (a verb) ALSO A thing (noun) – a task that tests someone's abilities	I found the biggest challenge to be walking in a straight line while blindfolded.
challenges	More than one challenge, has a suffix (word ending): s	There were many challenges including following my partner's instructions and not tripping on the objects on the floor.
challenger	A person who stands up to someone or tests their abilities	The challenger decided to change the rules of the game.
challenged	A verb (process – past tense)	The leader challenged the other group members to come up with more ideas.

Initiative games 3



Use word knowledge to work out word meanings.

Read the paragraph about initiative games on p120 again, and follow instructions below.

1. Look at the morphemes in the word 'initiative'.

word: initiative

morphemes	initiat-	-ive
meanings	to begin	makes the word a thing (a noun), the ability to start independently



Fill in the gaps in this table using your knowledge of morphemes.

Word family	Meaning	Sentences
initiative	The ability to start (a noun)	Write a sentence containing the word _____ _____
initial	The beginning (an adjective/ describer)	The _____ step in the game is for everyone to join hands.
_____	A verb	The leader must _____ ideas for everyone else to follow.
_____	A verb (past tense)	We _____ a balloon tossing game.

2. Look at the morphemes in the word 'challenging'.

challenging

morphemes	challeng	-ing	Write a sentence containing the word 'challenging' _____ _____
meanings	to stand up to someone or test one's abilities	(turns the word into an adjective/ describer)	



Fill in the gaps in this table using your knowledge

Word family	Meaning	A sentence containing the word
challenge	_____ _____	_____ _____
_____	More than one challenge, has a suffix (word ending): s	_____ _____
_____	A person who stands up to someone or tests their abilities	_____ _____
_____	A verb (process - past tense)	_____ _____



What skills and qualities are developed in initiative games?

(Sample answer with key words in bold)

Initiative games build many qualities and skills including **leadership**, **communication** and **cooperations**. When groups participate in these games, some people must **initiate** the solutions to problems, which helps build their **leadership** capacity. For example, in Egg Drop, one person usually takes a **leadership** role by listening to everyone's suggestions and deciding how the masking tape will be used to protect the egg. It can be **challenging** to consider different ideas, so each group member must **communicate** respectfully and openly and listen carefully. For example, in the Survival Scenarios game, the group must negotiate about which items will be included in the list.

All group members need to **demonstrate cooperation** in both games, as all group members need to work together to design the egg structure and also to make the list of survival items. In this way, both games help to develop many important problem solving and social skills.



A group is given 20 straws, 60 cm of masking tape and an egg. Each group has to build a structure that will prevent an egg from breaking when it is dropped from a height of 2 metres.

A group is given a scenario: 'Your plane crashed. Your group needs to choose the 12 most useful items to survive.' Each team has to agree on a list.



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

About PEEL paragraphs

Do your students have these problems in writing?

- they do not write enough
- they do not include enough detail
- they do not elaborate or give examples
- they do not answer the question
- they do not stick to the point
- they jumble their ideas or go off-track.

If these problems are common in your classrooms, PEEL paragraphs might be useful.

PEEL teaches paragraph structure beyond the topic sentence. It provides a practical template for developing, elaborating and extending ideas. These skills become increasingly important as students proceed through the years of schooling.

Not all writing tasks require PEEL paragraphs. However, they can be useful. Other pages related to PEEL paragraphs and paragraph structure (including the problem of sentences that are too long) can be found on these pages: 12, 16, 36 and 66.

✓ Possible answers

P point	Many self defence practices also teach you to respect yourself and others.
E explain elaborate	In fact, mental aspects or training such as a proper attitude, respect, and courage are at the core of many self defence practices including karate.
E example evidence	For example, when you practice karate moves with a partner, you have to be sure not to hurt each other but still build your skills.
L link	In this way, you learn to trust others and also to trust yourself.

✓ Write a PEEL paragraph about another benefit of learning self-defence: sense of awareness (being aware of your surroundings, being alert to potential threats).

P point State the main benefit.	Self defence can also build your sense of awareness.
E explain elaborate Explain what awareness means and why it is useful.	Awareness means being aware of your surroundings and being alert to potential threats, which may save your life.
E example evidence Give an example of how learning karate might build your sense of awareness.	For example, part of learning karate is understanding the ways that someone could attack you. This knowledge helps you to become more conscious of how this might happen in real life.
L link Write a final sentence that links the example from karate back to the main idea about awareness.	If you learn self defence, you also learn skills for awareness, that can help you deal with potentially dangerous situations.

Benefits of learning karate

Facts about karate

Karate is a martial art (a traditional fighting practice) that comes from Japan. In Japanese, 'kara' means 'empty' and 'te' means 'hand' (which means fighting with no weapons). Karate focuses on mental aspects of training like a proper attitude, respect, and courage. The physical aspect of karate involves kicks and strikes (with the hands and arms) as well as blocks, where you protect yourself from kicks and strikes.



PEEL paragraphs

PEEL paragraphs are one way of structuring and organising ideas in a paragraph. The question is: **What are the benefits of learning karate?** Here is an example:

P point	Learning self defence can improve your physical fitness.
E explain elaborate What aspects of physical fitness might improve?	Self-defence training can improve strength, co-ordination and reflexes.
E example evidence Give an example of how learning karate might improve physical fitness.	For instance, if you learn karate, you will develop balance, stronger and more toned muscles as well as cardio fitness.
L link Link back to the main point of physical fitness.	These fitness outcomes are a significant benefit of learning self-defence.



Complete this paragraph about another benefit of karate: learning self-respect.

P point	Many self defence practices also teach you to respect yourself and others.
E explain elaborate What aspects of physical fitness might improve?	In fact, mental aspects or training such as _____ are at the core of many self defence practices including karate.
E example evidence Give an example of how learning karate might improve physical fitness.	_____ _____
Link Link back to the main point of physical fitness.	_____ _____



Write a PEEL paragraph about another benefit of learning self-defence: sense of awareness (being aware of your surroundings, being alert to potential threats).

P point State the main benefit	_____ _____
E explain elaborate Explain what awareness means and why it is useful.	_____ _____
E example evidence Give an example of how learning karate might build your sense of awareness.	_____ _____
L link Write a final sentence that links the example from karate back to the main idea about awareness.	_____ _____

Fact Sheet 1

Creating meaning through language

This page provides a brief overview of the model of language that underpins the Australian Curriculum. This is not a comprehensive list – just a rough guide. Please see the reference list on p134 for more information on all of these points.

Genre	What is the social purpose?	What is the purpose of this text? Common purposes in PDHPE involve: <ul style="list-style-type: none"> • describing • telling someone how to do something • reporting • explaining • evaluating • recommending • arguing.
Field	What is happening?	Who or what is represented? (noun groups and describers – adjectives) What happenings are being shown? (verb groups e.g. speaking, thinking, actions, sensing) What is the setting or background? (adverbials) How are the ideas linked and connected? (conjunctions)
Tenor	(people, things, happenings, settings and background)	<u>Clause type</u> – using statements, questions, commands and exclamations. <u>Evaluative vocabulary</u> – expressing feelings and positive and negative evaluations of people and things <u>Modal language</u> – expressing a point of view
Mode	What are the relationships and interactions?	<u>Openers</u> – text, paragraph and sentence openers (including topic sentences) <u>Text connectives</u> – linking words to connect sections of the text <u>Cohesion</u> – sets of words that belong together <u>Reference</u> – flows of ideas throughout a text through nouns and pronouns

Key references:

Derewianka, B. (2011). A new grammar companion for teachers (2nd ed.). Marrickville, NSW: e:lit - Primary English Teaching Association.
Halliday, M. A. K., & Matthiessen, C. (2004). An introduction to functional grammar (3rd ed.). London: Continuum.
Humphrey, S., Droga, L., & Feez, S. (2012). Grammar and meaning. Marrickville, NSW: PETAA.

Fact Sheet 2

Classifiers and noun groups

In academic writing, we can pack a lot of information into a noun group.

A noun group is a group of words that answers the question 'who?' or 'what?' in a clause. For example, when we are writing about training we could write:

I do **training** in intervals at a high intensity level.

In this clause, there are two nouns, 'I' (who?) and 'training' (what?)

This clause also gives us more information about the training. The type of training is provided after the noun: 'in intervals' and 'at a high intensity level'.

However, in academic writing, we often pack more information into a noun group before the main noun 'training'.

I do high-intensity interval **training**.

The words 'high intensity' and 'interval' are called 'classifiers' because they tell us what type of training we do. We can show the meanings built up by the classifiers and the main noun in this grid.

I do high-intensity interval **training**.

main noun			training
what kind of training?		interval	training
what kind of interval training?	high-intensity	interval	training

A noun group can have one classifier (e.g. interval training) or two classifiers (e.g. high-intensity interval training) or four or more (e.g. regular high-intensity interval training) or no classifiers at all (e.g. training).

What's the difference between an adjective and a classifier?

A **classifier** tells us what type of thing.

An **adjective** (describer) tells us what size, shape, colour etc and what it is like.

e.g. I like enjoyable training.

Enjoyable is an adjective (describer) because it describes the kind of training. Enjoyable is not a 'type' of training so it is not a classifier.

e.g. I like marathon training.

'Marathon' is a classifier because it tells us what type of training. Other types could be interval training, marathon training, triathlon training, weight training etc.

A note about hyphens

It is optional whether or not to use dashes or hyphens between words. We have chosen to use a dash where the meaning of one classifier is in two words e.g. high-intensity, medium-intensity.

Fact Sheet 3

Modal language for expressing a point of view

Modal language helps the writer to take a position or to present a point of view.

Stronger language has **higher modality** e.g. must, should.

Weaker language has **lower modality** e.g. may, could.

Most writing in PDHPE usually involves lower and medium modality. If we use lower modality, we can sound more objective and balanced.

	Low modality	Medium modality	High modality
modal verbs modal verbs are combined with other verbs e.g. must go, will go, can go)	can, may, could, might	will, would, should	must, ought to, need to, has to, had to, are required to
modal adverbials adverbials give us more information about what is happening	possibly, perhaps, maybe, sometimes	probably, usually, generally, likely, unlikely	certainly, definitely, always, never, absolutely, completely, without doubt
modal nouns	possibility, suggestion	probability	certainty, necessity, requirement, obligation
useful sentence starters	It is possible that... It might be helpful for.. This suggests that....	It is likely that...	It is essential that... It is necessary that... It is required that... It is obvious that...

Fact Sheet 4

Cause and effect language for PDHPE

Cause and effect relationships can be shown in different ways

conjunctions	because	The student had low self-esteem because she was being bullied.
preposition phrase	due to	The student had low self-esteem due to bullying.
verb or verb group	caused	Bullying caused the student's low self-esteem.
text connective	therefore	The student was being bullied. Therefore she had low self-esteem.

Handy reference list of cause and effect words for PDHPE

Conjunctions for linking ideas within a sentence	(to show a reason) as, because, since, seeing that, in case, as a result of, so (to show a purpose) so that, in order to, so as to, in order that (conditional) as long as, if, in case, unless, on condition that
Prepositions for starting a phrase	because of, due to, as a result of, for, through
Verb group explains what is happening	causes, leads to, results in, contributes to, creates, makes (something) happen, gives rise to, generates, means, brings about, affects, influences, enables, allows for, impacts, helps to, achieves, gains Most verb groups have a number of words e.g. 'have caused'. Verbs can appear in many forms depending on their tense e.g. past: 'caused', present: 'cause', future: 'will cause', and depending on number e.g. singular: 'it causes' or plural: 'they cause'. (Cause and effect is also shown through these wordings) to + (verb) e.g. to achieve ... (means 'in order to achieve') by + (-ing verb) e.g. by achieving ... through + (-ing verb) e.g. through achieving ...
Noun a thing	(a cause) cause, factor, influence, consideration (an effect) effect, consequence, result, outcome, repercussion, impact (a reason) reason, motive, purpose, motivation, rationale (a purpose) purpose, goal, aim, objective, intention, plan, strategy
Text connectives for linking sentences or paragraphs or longer sections of a text	therefore, so, consequently, therefore, for that reason, because of this, as a result, thus

Fact Sheet 5

Analysing images

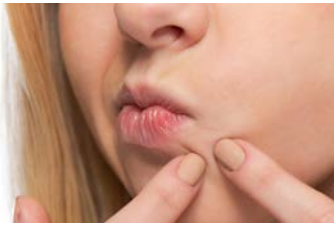










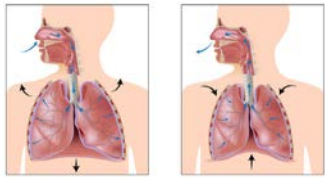


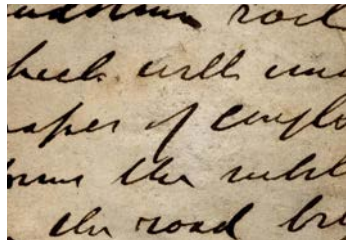

This page provides a brief overview of the framework for analysing images. This framework is based on socio-cultural views of language and image and multimodal literacy. Please see the recommended reference list below for more details on each aspect of meaning. This fact sheet should be viewed along with Fact Sheet 1 on Creating Meaning in Language. Most health information that students will view contains images as well as text, so these should be analysed together.

Aspect of meaning	Key question	Sub-questions
Field	What is happening? (people, things, happenings, settings and background)	Who or what is represented? What happenings are being shown? (e.g. speaking, thinking, actions, sensing) What is the setting or background? What is being symbolised, classified or analysed?
Tenor	What are the relationships and interactions? How does it make us feel?	<u>Contact with viewer</u> – is someone looking directly at the viewer or looking away? (Direct gaze demands our attention) <u>Shot distance</u> – close, mid or long shot? (Close shot creates intimacy; long shot creates more social distance) <u>Angles</u> – high, low or eye level? (High angle – makes us superior to the subject; eye level – we are equals; low level – more power to the image) <u>Colours</u> – vibrant colours (high emotion and energy), dark colours (sadness or lack of emotion) <u>Authenticity</u> – how close is the image to reality? (cartoons are child-like, simple; diagrams are technical, abstract etc)
Mode	How does the design and layout and placement of objects guide the viewer?	<u>Salience</u> – what attracts the viewer's attention? <u>Reading path</u> – how does the viewer's eye move around the page? <u>Placement</u> – How are objects placed, grouped and balanced on the page? <u>Layout</u> – How are objects arranged: top/bottom, left/right, centre/edges? <u>Framing</u> – Are there boxes or frames that contain images and/or text?

Examples of images that show aspects of **tenor**

Contact with viewer – is someone looking directly at the viewer or looking away? (Direct contact demands our attention)	Direct gaze (known as 'contact')	Indirect gaze (known as 'offer')
		

Fact Sheet 5 (continued)

<p>Shot distance – close, mid or long shot? (Close shot creates intimacy; long shot creates more social distance)</p>	<p>Close shot</p> 	<p>Mid shot</p> 	<p>Long shot</p> 
<p>Angles – high, low or eye level? (High angle – makes us superior to the subject; eye level – we are equals; low level – more power to the image)</p>	<p>High angle</p> 	<p>Low angle</p> 	<p>Eye level</p> 
<p>Colours – vibrant colours (high emotion and energy), dark colours (sadness or lack of emotion)</p>	<p>bright vibrant colours</p> 	<p>dark colours</p> 	<p>monochromatic (one colour, limited colour)</p> 
<p>Authenticity – how close is the image to reality? (cartoons are child-like, simple; diagrams are technical, abstract etc)</p>	<p>realistic</p> 	<p>cartoon</p> 	<p>diagram</p> 
<p>Font and typography – Are there different fonts used e.g. capitals, cursive, bold etc? What is the meaning of these fonts?</p>	<p>e.g. serious, technical, factual</p> 	<p>e.g. creative, fun, quirky</p> 	<p>e.g. old fashioned, traditional</p> 
	<p>e.g. hand made</p> 		

Fact Sheet 5 (continued)

Examples of images that show aspects of **Mode**

Salience

What attracts the viewer's attention?

salient colour
(yellow, red cherry)



salient size
(HOPE is larger)



Reading path

How does the viewer's eye move around the page?

from left to right



top to bottom, across the top in a curve



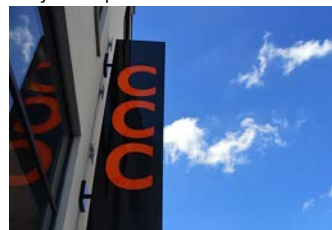
Placement

How are objects placed, grouped and balanced on the page?

objects at bottom of image



objects placed on left side



balanced grouping



Layout

How are objects arranged: top/bottom, left/right, centre/margin?

top/bottom



left/right



centre/margin



Framing

Are there boxes or frames that contain images and/or text?



Sources:

Kress, G., & van Leeuwen, T. (2006). *Reading images: The grammar of visual design*. London: Routledge.

Highly recommended teacher resources:

Callow, J. (2013). *The shape of text to come*. Newtown: PETAA.

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National Literacy Learning Progression - Australian Curriculum and endorsed by NSW NESA

This table shows the parts of the National Literacy Learning Progress that relate to content in Literacy Works for PDHPE Book 1.

Page numbers refer to student pages 2-64

		2	4	6	8	10	12	14	16	18	20	22-26	28	30	32	34	36	38	40-48	50	52	54	56	58	60	62-64
Element	Sub element	Progression Level																								
Reading and viewing																										
	Understanding texts																									
Writing																										
	Creating texts (see Book 2)																									
	Grammar																									
	Punctuation																									
	Spelling																									

Element	Sub element	Progression Level and Indicators	66	68	70	72	74	76	78	80	82	84-90	92	94	96	98	100	102-116	118-124	126
Reading and viewing																				
	Understanding texts																			
		UnT7																		
		UnT8																		
		UnT9																		
		UnT10																		
		UnT11																		
Writing																				
	Creating texts (see Book 2)																			
	Grammar																			
		Gr7																		
	Punctuation																			
		PuN6																		
		PuN7																		
		PuN8																		
	Spelling																			
		SpG9, SpG10, SpG11																		
		SpG12, SpG13, SpG14																		