

Name: \_\_\_\_\_

# STAGE 4 PDHPE

Term 1 – Weeks 9-11 Work

Miss Wrightson

## Worksheet 2.4 Bouncing back

Read the following scenario then answer the questions below.

*Dylan comes from a poor family. Other kids often tease him because he wears old clothes. He either ignores the bullies or is assertive and tells them he doesn't like what they've said. Despite the teasing, Dylan is happy. His family are close and love each other very much. When Dylan was 10 years old his father was killed in a car accident. Dylan was devastated but knew he had to help his mum and younger brothers. He received support from his grandparents who listened to him and helped him manage his feelings. He now takes on some of his father's responsibilities around the house and helps to look after his brothers. When Dylan started secondary college, he was selected for the school football team and, as a result, is now respected by his peers for his sporting ability. He trains hard and sets goals to make representative level. At last, things are starting to get better: his mum is back at work and even though he misses his dad he is thankful for his family. One Saturday while he was playing football, Dylan was involved in a heavy tackle in which he broke his ankle and lower leg. His doctor told him he won't play football again because the damage is so severe. Dylan is really upset, but knows he will get over this and play football again.*

1. What challenges has Dylan has faced in his life?

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2. Do you think Dylan is a resilient person? What are the characteristics that show you Dylan is resilient?

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3. What makes Dylan's a resilient person when he is faced with a challenge?

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4. What strategies did Dylan use to help him deal with change and manage difficult situation?

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5. Imagine you are Dylan. How would you deal with the challenges and changes presented to you?

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6. Identify three strategies you could use to support Dylan and others in becoming more resilient.

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7. Identify the people, resources and health services available at your school that could assist Dylan in dealing with the challenges in his life.

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## Peer connections

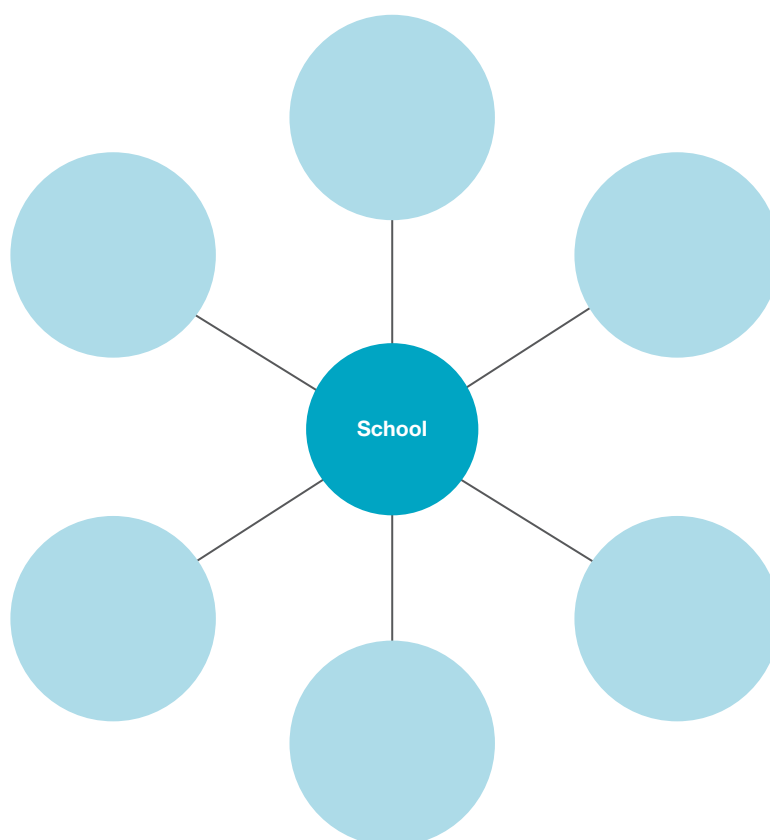
**Find more information in subtopic 2.5.**

Good friends are great to have. They support you when you are feeling down or need help. In this subtopic you will explore the importance of friendships and how positive or negative peer interactions can affect your sense of self.

### Who am I connected to?

Going to class and learning the curriculum is just one aspect of school life. There are many other meaningful aspects.

**Brainstorm the meaningful aspects of school life using the mind map below.**



**Make a list of people who you feel you are connected to.**

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## Finding it hard to connect

Being accepted by peers is important for most young people; however, some young people do not feel connected to their peers.

## What can you do to help your peers feel more connected at school?

[illegible]

Getting involved at school will help you make connections.

**Are there any aspects of school with which you would like to be more involved? If so, what are they?**

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# Family connections

**Find more information in subtopic 2.6.**

Think about the people you feel most comfortable with, who care about you and who help you when you need it. These are the people to whom you are connected. In this subtopic you will learn about the importance of your family as a source of support, advice and help.

## My family

Families come in many different forms.

**Use the space below to describe what family means to you. You may like to draw a family tree or a picture, compose a poem or song, or even write a short story.**

As you grow older, you may find your beliefs and opinions change and are different to those of your family. This is when emotional maturity is important.

## What is emotional maturity and why is it important?

[illegible]

## Getting connected

It is important to keep in mind that there are many things you can do to strengthen the relationships you already have.

### What are three strategies you could use to stay connected?

- 1.
- 2.
- 3.

2.

3.

# Support networks

**Find more information in subtopic 2.7.**

An important part of planning to keep safe is identifying people you trust and who can help and support you when you need it. These people form your support network.

## A sense of belonging

Developing a support network is important so you have people around you to support you when you need it. Support networks should include people you can trust and who can help you.

**Tick 'yes' or 'no' as to whether you would like that person in your support network.**

	YES	NO
Someone who is a good listener	<input type="checkbox"/>	<input type="checkbox"/>
Someone who only talks to me when others aren't around	<input type="checkbox"/>	<input type="checkbox"/>
Someone who has time for me	<input type="checkbox"/>	<input type="checkbox"/>
Someone who is sarcastic	<input type="checkbox"/>	<input type="checkbox"/>
Someone who doesn't have time for me	<input type="checkbox"/>	<input type="checkbox"/>
Someone I can see when I need to	<input type="checkbox"/>	<input type="checkbox"/>
Someone who is able to help	<input type="checkbox"/>	<input type="checkbox"/>
Someone who is trustworthy	<input type="checkbox"/>	<input type="checkbox"/>

## Why is having support important?

There are many benefits of having a support network of people you trust and who can provide help when you need it. However there are many barriers to seeking help.

**In the following table, list the *benefits* of having a support network and the *barriers* to seeking help.**

Benefits	Barriers



# Accessing health information, resources and services

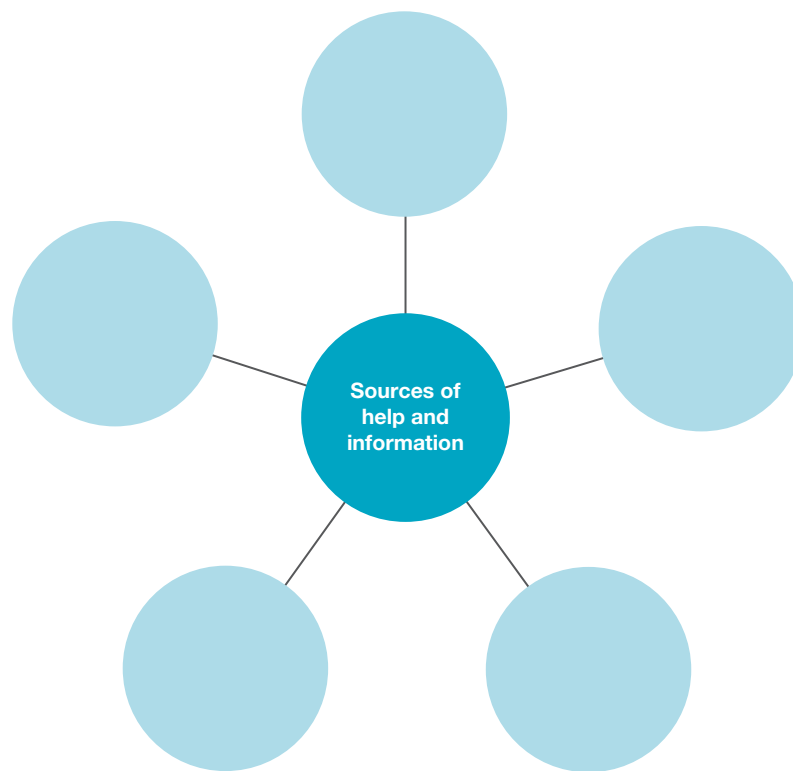
**Find more information in subtopic 2.8.**

Dealing with changes and challenges can be difficult for young people but for our health and wellbeing it's important to deal with these in positive way. Accessing health information, resources and services is important to support us in effectively managing changes and transitions.

## Be informed

Being informed about health information, resources and services can help us deal with changes and transitions such as times of stress.

**Identify five sources of help and information that can help with changes.**



## Consumer health

**Choose the correct words to complete the paragraph.**

evaluate

health information

damage

health consumers

'miracle cures'

Accessing \_\_\_\_\_ and finding the right answers can sometimes be quite a challenge for us as \_\_\_\_\_. The most important aspect of consumer health is being able to \_\_\_\_\_ and act correctly on health information. There is a large range of health resources and services available; although many are safe, others, such as \_\_\_\_\_ or rapid weight-loss diets, can \_\_\_\_\_ our health.

**What is meant by the term ‘health consumers’?**

- (a) Organisations that assist in matters relating to health
- (b) People who provide health services
- (c) People who have private health insurance
- (d) People who buy health products or use health services

**Health agencies****Choose the correct words to complete the paragraph.**

Australians	doctors	judgement	health agencies	Meals on Wheels
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Many health resources and health services are available from \_\_\_\_\_ such as hospitals, \_\_\_\_\_, pharmacists and organisations such as \_\_\_\_\_, St John Ambulance Australia and Nutrition Australia. Agencies answer our calls, give advice, provide pamphlets and generally work to improve the health of all \_\_\_\_\_. It is up to each of us, however, to make health choices that are in our best interests. How well we do this depends on our \_\_\_\_\_ and decision-making ability.

**The internet**

The internet is now the most extensive of all sources of health information, providing access to a large range of health products, suggestions, information and advice.

**Match each of the online support services with the correct health-related issue.**

Black Dog Institute	Support for physical activity
Family Planning NSW	Support for nutrition
National Heart Foundation	Support for safety
Red Cross	Support for mental health
Safe Night Out	Support for relationships and sexual health
Australian Sports Commission	Support for alcohol and drug dependence

Which of the following information and support services would be most appropriate for a young person who is suffering from mental health problems? Circle/highlight the correct answers.

Youth beyondblue	Smartplay	Black Dog Institute
Physical Activity Australia	headspace	Binge drinking
State Emergency Services	Lifeline	National Heart Foundation

## Supporting others who need help

Imagine your friend comes to you in need of help and support. Using the five steps given below, come up with things you would say and questions you would ask your friend at each step.

Step	What could you say?
Step 1: Start a conversation.	
Step 2: Listen without judgement.	
Step 3: Acknowledge the problem and encourage action.	
Step 4: Follow up.	
Step 5: What if they don't want to talk?	

Highlight 'true' or 'false' for each of the following statements about providing support for others in need of help.

It is always obvious that others need our support because they will ask for it. True/False

Persuading friends to seek assistance early is a good step towards helping them resolve a problem before it potentially gets worse. True/False

Empathy is a vital part of showing support for others in a challenging situation. True/False

Forcing others to communicate their concerns is the only way to get others to open up and accept your help. True/False

It is important to listen without judgement. True/False

Complete the below wordsearch. Words could be forwards, backwards, vertical, horizontal or diagonal.

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

CONNECTIONS  
 SOCIALISING  
 FAMILY  
 FRIENDS  
 HOBBIES  
 SUPPORT  
 BELONGING  
 LISTENING  
 EMPATHY  
 STIGMA  
 INFORMATION  
 HEALTH  
 STRESS  
 INFORMED  
 CONSUMER  
 INTERNET

## Worksheet 2.5 Identifying connections

Complete the following table.

The people and places to which I feel connected	Things I like about them	How they help me feel supported and connected
<p>Individuals</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<p>Groups</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<p>Places</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		

# Positive relationships

**Find more information in subtopic 3.2.**

In this subtopic you will examine the many types of relationships you can have in your life, why these relationships are important and the different ways you relate to others depending on the type of relationship you share.

## Types of relationships

**Match the family type to the definition. The first one is done for you.**

Nuclear family	Other members of the family (such as grandparents) live with the family.
Couple-only family	Both parents live with their children.
Extended family	Each parent has children from previous relationships.
Same-sex parent family	Only one parent lives with the children.
Blended family	The parents are two men, or two women, in a relationship.
Foster parent family	People living in a relationship with no children or dependants.
Single-parent family	A family takes in children who can't live with their own parents.

## Family relationships

**Decide if the following statements are true or false.**

Family relationships stay the same from childhood to adulthood. \_\_\_\_\_

Families should be caring, supportive and loving. \_\_\_\_\_

The relationships we have do not shape the people we become. \_\_\_\_\_

Adolescents rely more on family for guidance than when they were children. \_\_\_\_\_

## Friendships

Our friends start to influence us significantly during adolescence.

**List some of the ways your friends have influenced you. Then list some ways you think you have influenced them.**

My friends have influenced me in the following ways:

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I have influenced my friends in the following ways:

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## Online relationships

As your friends become an increasingly influential source of support during adolescence, so too increases the amount of time you spend communicating with them online.

**Circle the correct words to complete the paragraph.**

Since the arrival of social networking sites, research has shown that communicating with peers is the most/least popular use of technology during adolescence. Most adolescents use social networking sites to communicate with people they already/don't know from offline contexts and are making poor/good choices about the personal information that they post in their profiles. Chatting and interacting online can be a great way to keep up to date easily and instantaneously with your network of friends; however, it can also reduce/increase the amount of important face-to-face contact necessary to maintain a friendship. One of the most important things to remember in this online environment, as in the offline world, is to treat other people the way that you dislike/like to be treated.

You have many different types of relationships with many different types of people. Despite their differences, the common aspect of all positive relationships is the need to be treated fairly and with respect. In what ways are each of the relationships in your life different?

Jake thought of a great solution to Amy's problem and interrupted her to tell her about it.	
Kim could hear someone nearby say her name but she didn't break eye contact with Jane during their conversation.	
When Gavin was finished talking, Paul asked some questions for clarification.	
Orla knew lunch would start soon so she kept checking her watch while the teacher was talking.	
Peter was thinking about work and nodded as Frank was talking. When Frank asked him a question, Peter had to ask Frank to repeat what he said.	
When Hussan told Emily about his holiday she got very excited and asked him for recommendations for her own trip.	
Kurt slumped in his seat and folded his arms when his dad was asking about his chores.	

[illegible]



# Positive and respectful relationships

Find more information in subtopic 3.4.

In this subtopic you will explore characteristics of positive relationships and learn how to establish caring and respectful relationships with others, including your friends and family.

## What is a positive relationship?

Choose the correct words to fill in the gaps about what makes a positive relationship.

different	safe	insecure	yourself	good	listening	respect	upset
	poor	loved	similar	pressured	locked		



## Rights and responsibilities in relationships

Recognising that each person has rights and responsibilities in a relationship and learning what these are is an important step in learning how to develop and maintain positive relationships.

**Decide if the following are rights or responsibilities in a relationship.**

Example	Right or responsibility
To be respectful	
To be treated fairly	
To be respected	
To accept others' right to have an opinion or different point of view	
To provide support	
Not to put others down	
To have a say	
To respect the other person's feelings	
To change your mind	
Not to harm others	
To be considerate of other people's feelings	
To be free to spend time with others	
To feel safe	
To listen	
To make your own decisions	
To respect the other person's needs	
To be able to express thoughts, feelings and needs freely	
To say no	

**What are some ways you've shown friends that you are trustworthy and dependable?**

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# Power in relationships

**Find more information in subtopic 3.5.**

In this subtopic you will explore power in relationships. You will learn what power is used for and how people can use the personal power they have in relationships to either help or hurt others.

## An even balance of power

Positive relationships require an even balance of power where both people's opinions are equally respected and valued. An uneven balance of power can lead to negative and destructive relationships.

**List five reasons why a person may have more power over another in a relationship.**

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## Positive use of power in relationships

**Match the terms to their meanings.**

Assertive

Non-assertive

Aggressive

Expressing yourself in ways that deny others' right to be treated with respect

Having a confident and forceful personality while showing respect

Avoiding expressing your viewpoint because of a lack of self-confidence

**Decide if the following responses are aggressive, assertive or non-assertive.**

During an argument with her boyfriend, Kayla told him she understood his frustration but that she refused to do something she felt uncomfortable with. \_\_\_\_\_

When a younger student wouldn't leave the basketball court, Vince stood close to him to show his height and raised his voice. \_\_\_\_\_

Matt didn't think he and his friends should go swimming at night, but he was new to the group and everyone else had voted for it so he agreed. \_\_\_\_\_

Amanda threatened to tell everyone Georgia's secret unless she agreed to go along with Amanda's suggestion. \_\_\_\_\_

Jamie informed the committee that he knew the best course of action and had prepared a slideshow with all the information that he asked them to consider. \_\_\_\_\_

**Describe a time when you used your power in a relationship to help someone.**

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**Describe a time when someone used their power in the relationship to help you.**

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# Bullying and harassment

**Find more information in subtopic 3.6.**

Bullying is an abuse of power and causes great harm to others. In this subtopic you will explore types of bullying, why someone might use their power to bully others and why some people are more likely to be the targets of bullying.

## Bullying and harassment — what is the difference?

**Choose the correct words to complete the paragraphs.**

repeated   greater   indirectly   hidden   intimidate   harassment   cause   isolated  
directly   bullying   less   prevent   encourage

\_\_\_\_\_ is classified as \_\_\_\_\_ physical, verbal, psychological or social taunting that generally comes from a person with greater power. The intent is to \_\_\_\_\_ harm, hurt or fear.

\_\_\_\_\_ is a behaviour that aims to offend, humiliate or \_\_\_\_\_ a group or individual. It can be a one-off occurrence or it can be repeated.

Both bullying and harassment can be done \_\_\_\_\_ (for example, face to face) or \_\_\_\_\_ (such as via mobiles or the internet).

Both bullying and harassment are often \_\_\_\_\_ from adults and can continue for a long time.

**Categorise the following examples of bullying and harassment as either physical, verbal, psychological, social, sexual or cyber. Some could have more than one type.**

Example	Type
Teasing someone on Facebook	
Whistling at someone as they walk past	
Knocking someone's books out of their hands	
Texting someone a picture of your genitals	
Giving a peer the nickname 'Fatso'	
Deliberately ignoring someone until they leave the group	
Telling someone they'll get bashed if they do	
Calling someone stupid and shoving them	
Touching someone's body against their will and telling them that no-one will believe them if they report it	
Telling everyone that the new girl is a shoplifter	
Slapping someone during an argument	

## Homophobic and transphobic bullying

Explain the meanings of the following terms.

Homophobic bullying is \_\_\_\_\_

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Homophobia is \_\_\_\_\_

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Transphobic bullying is \_\_\_\_\_

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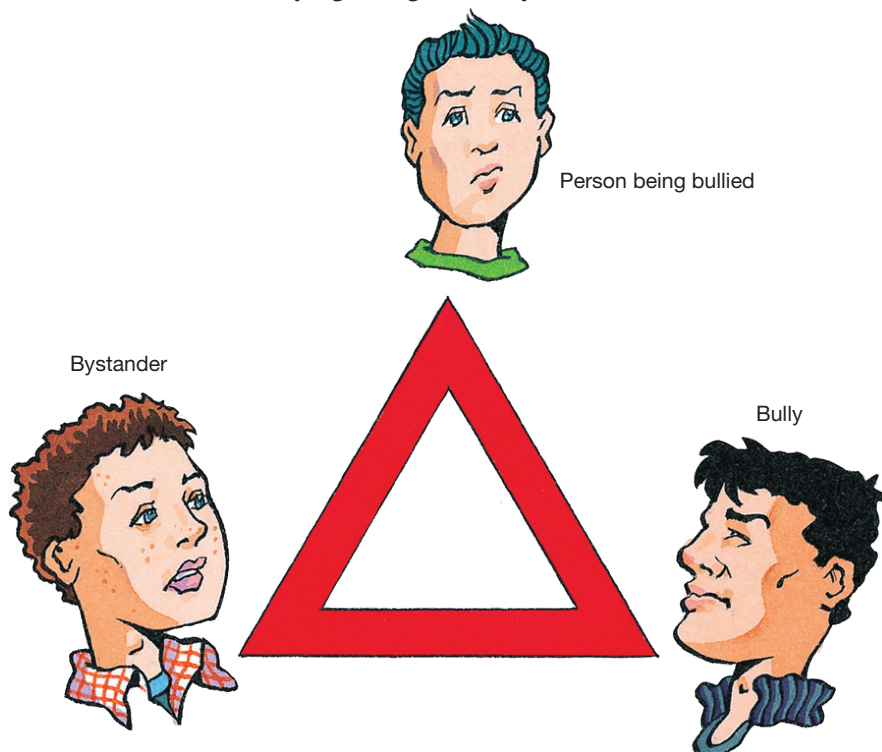
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## The effects of bullying

There are three main roles within a bullying scenario and everyone is affected.

The bullying triangle – everyone is affected







In this subtopic you will explore negative relationships. These occur when one person uses their power in a relationship negatively. Their actions may cause physical, emotional, psychological or sexual harm to another person, or may be abusive due to neglect.

[illegible]

criminal                      threatening                      safety                      force                      property                      control

Sexual abuse can occur to anyone, regardless of gender, ethnicity or age and offenders often use threats, \_\_\_\_\_, coercion or trickery to abuse.

# Empowering yourself and others

**Find more information in subtopic 3.8.**

There are strategies you can use to reduce the potential for harm in unsafe situations. In this subtopic you will explore safety strategies and support networks with the aim of developing a better understanding of keeping yourself safe and helping others when they are feeling unsafe.

## Working through conflict

**Match the ways of dealing with conflict with the descriptions.**

Establish rules	Take turns to voice what you think the conflict is about and how you feel.
Identify the conflict	Consider to what degree each person's needs are being met by the solution.
Offer solutions	Decide on a solution. This needs to be agreed on by both people.
Make an agreement	To keep things on track, agree on guidelines such as no insults.
Review the agreement	Each person identifies what needs to change or strategies to resolve issues.

## Developing coping strategies

Developing techniques for becoming more optimistic in your life will enhance your resilience and ability to cope with adversity.

**Circle the examples that are ways to improve your resilience.**

Look for learning opportunities in every situation.

Put your personal wellbeing last.

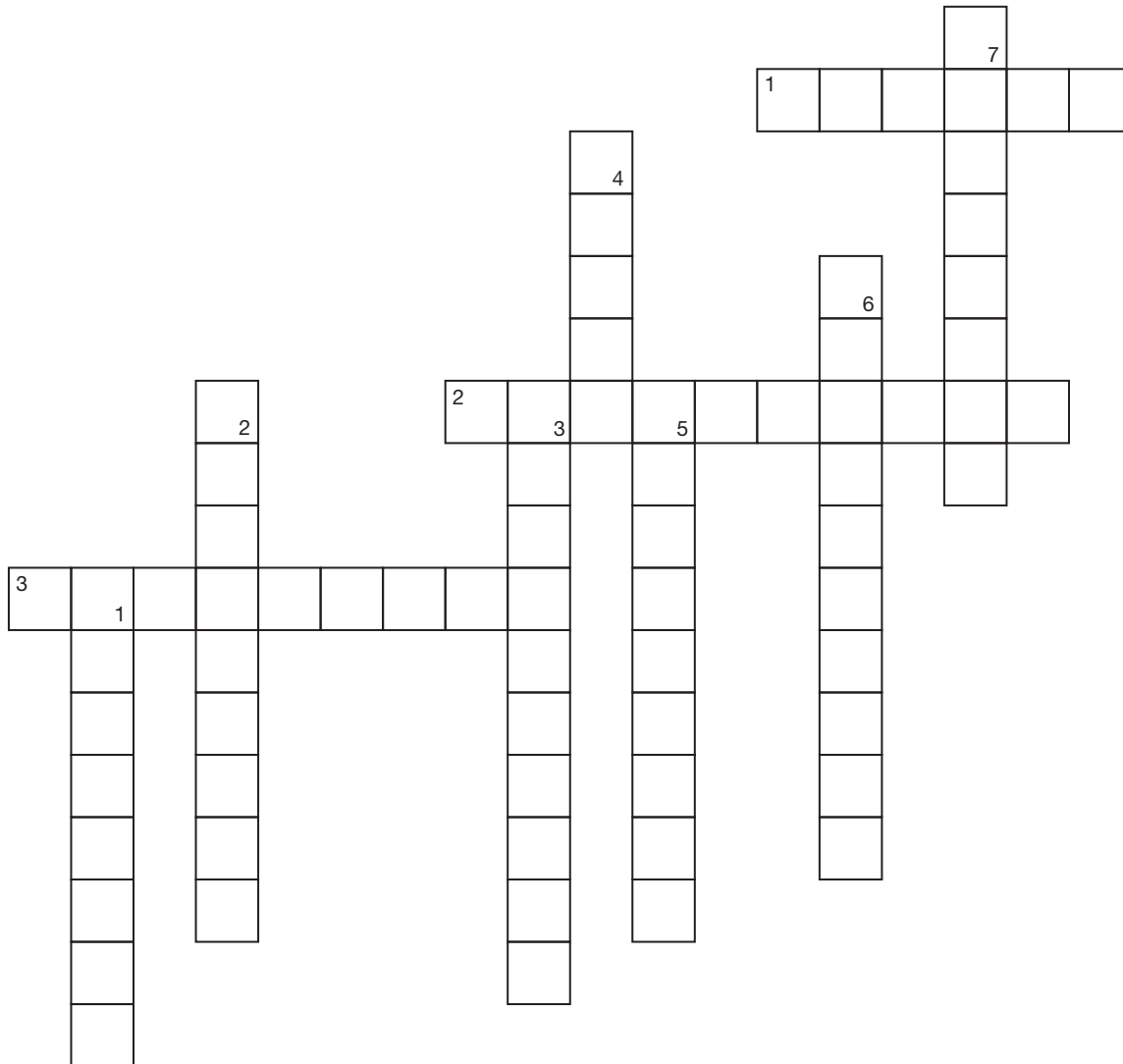
Keep things in perspective.

Accept that most problems will have no solution.

Set realistic goals to work towards.

Avoid positive connections and relationships.

Complete the following crossword.



#### Across

1. A type of abuse using power to involve another person in sexual activity against their wishes
2. A kind of bullying. It is any form of behaviour that is not wanted, or is offensive, humiliating or intimidating.
3. A person who witnesses or is aware of a situation where someone is being treated unfairly and takes action to correct the situation

#### Down

1. A form of abuse that can involve hitting, slapping or pushing

2. A type of abuse that involves using power to control another person
3. Expressing your viewpoint in ways that deny another person's right to be treated with respect
4. The ability to do something or make something happen in a relationship
5. Having or showing a confident and forceful personality
6. An irrational fear, aversion to or discrimination against people who are homosexual, or same-sex attracted
7. Using power over another person to cause harm or to scare them

## Check your understanding

1. List three skills and strategies for managing changes and challenges in adolescence.

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2. How can you be more resilient?

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3. Why are connectedness and a sense of belonging important in young people's lives?

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4. List five ways you can get connected.

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5. What skills do young people need to make positive decisions about their health?

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6. List two ways you can support others when they are having a challenging time.

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7. Who is an excellent source of health information at your school?

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8. List four of the best websites containing health information.

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9. Who is the most reliable source of health information and advice available to you?

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## MANILLA CENTRAL SCHOOL - ASSESSMENT TASK NOTIFICATION 2020

**Stage 4 Subject:** PDHPE  
**Teacher:** Miss Wrightson

**Story Design**



**Task Number:** 1      **Notification Date:** Thu 19/3/20  
**Weight:** 30%      **Due Date:** Fri 3/4/20 3.20pm

### OUTCOMES ASSESSED

**PD4-1** examines and evaluates strategies to manage current and future challenges

**PD4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

**PD4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

### TASK DESCRIPTION

Construct a short story on the topic of '*The first day of High School*'.

**Prompt - You are to write your own short story/narrative** about someone who has just moved from primary school/ to a new high school. You will need to explain their experiences and feelings about the changes and challenges they have to undertake and any support networks they have used to help them manage. Focus on using the correct text type and language features outlined below.

**Text type:** Narratives are used to entertain, amuse or instruct the reader. You need to structure your writing with an Orientation, Complication, Evaluation and Resolution.

Some sentence stems are:

1. Here we go. This is my first day of high school and I am...
2. The first thing I do is...
3. 'Ding'! The first bell for class sounds loudly in the corridor. It's time for...
4. Damn it, I've lost my...
5. How will I ever...
6. I wish I had known...

### TASK INSTRUCTIONS

#### **Prompt**

You are to write your own short story/narrative that includes the following:

1. A main character
2. High school setting
3. The main characters experiences and their feelings about the changes and challenges
4. Support networks they used to help them manage.
5. 300-600 words minimum

Your short story/ narrative must be structured with:

1. An orientation (Describe what is happening)
2. A complication (Explain what the challenge/change is)
3. An evaluation (How does the main character manage their situation/problem?)
4. A resolution (How has it been resolved? Did it work? What did they learn?)

## Marking Guidelines

	Focus	Content	Organisation	Style	Conventions
<b>A</b>	You have a strong focus or theme that shows you understand the prompt. Your focus is strong throughout your entire narrative.	You have an excellent storyline that includes sensory details, conflict, resolution, and other narrative elements. Your story is written in a correct order of events.	Your narrative has a clear orientation, complication, evaluation and resolution. You use transition words properly. You have a complete introductory paragraph and a complete conclusion.	You demonstrate an excellent use of language, including literary devices. Your sentences are clear and provide a visual image to the reader.	You use a variety of sentence structures. You have very few errors in grammar, usage, spelling, and punctuation. The errors that are there do not make writing unclear.
<b>B</b>	You have a clear focus that shows you understand the prompt. Your focus is strong for most of your narrative.	You have a developed storyline with some sensory details, and other narrative story elements. Your story is written in a correct order of events.	Your narrative has a clear orientation, complication, evaluation and resolution. You use transition words properly. You may have an introductory paragraph and a conclusion, but they may not be complete.	You show a good use of language, and use at least one literary device. Your sentences are clear and sometimes provide a visual image to the reader.	You use a variety of sentence structures. You have some errors in grammar, usage, spelling, and punctuation. A few of these errors may make parts of the writing unclear.
<b>C</b>	You have some focus or themes that demonstrate you understand most of the prompt. You do not follow this focus through most of your narrative, which makes it unclear if you understand the prompt.	Your storyline has some details, but does not follow the general rules of writing a narrative. Your story events are not always in order.	Your main events are in order. You do not have a complete introductory paragraph or a complete conclusion.	You have some mistakes in language, which make it difficult to understand some points. You do not use literary devices, and visual images are not clear.	You do not use a variety of sentence structures, and some sentences may be fragments. There are many errors in grammar, usage, spelling, and punctuation.
<b>D</b>	You have little focus or theme, which makes it seem like you don't understand the prompt.	Your storyline is missing some important details, and it is not written in narrative form. Your story events are not always in order.	Your main events may not be in correct order, which makes the narrative hard to understand. Your introductory paragraph and conclusion are incomplete or missing.	You have very little control of your language and sentences. You do not have literary devices or images for the reader.	Many sentences are awkward or are fragments. There are many grammar, usage, spelling, and punctuation errors. These errors make the narrative very difficult to read.
<b>E</b>	You have no focus or theme that relates to the task prompt.	Your story line is not written in order or in narrative form.	Your main events are not in order, which makes the narrative hard to understand. Your orientation and resolution paragraphs are missing.	You have not provided a clear image for the reader.	Many sentence and grammatical errors, making the narrative very difficult to read.

Teacher's signature: \_\_\_\_\_

Head Teacher's signature \_\_\_\_\_





## PDHPE ASSESSMENT – STORY DESIGN

### *“First Day of High School”*

**You are to write your own short story/narrative** about someone who has just moved from primary school/ to a new high school. You will need to explain their experiences and feelings about the changes and challenges they have to undertake and any support networks they have used to help them manage. Focus on using the correct text type and language features outlined below.

**Text type:** Narratives are used to entertain, amuse or instruct the reader. You need to structure your writing with an Orientation, Complication, Evaluation and Resolution.

#### **Prompt**

You are to write your own short story/narrative that includes the following:

1. A main character
2. High school setting
3. The main characters experiences and their feelings about the changes and challenges
4. Support networks they used to help them manage.
5. 300-600 words minimum

## PLAN

<b>Main character</b>	<b>Name:</b>  <b>Age:</b>  <b>Friends:</b>  <b>Hobbies/ Interests:</b>
<b>High school setting</b>	
<b>The main characters experiences and their feelings about the changes and challenges</b>	
<b>Support networks they used to help them manage.</b>	

**Your short story/ narrative must be structured with:**

- 1. An orientation** (Describe what is happening)

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2. A **complication** (Explain what the challenge/change is)

[illegible]

3. An **evaluation** (How does the main character manage their situation/problem?)

[illegible]

4. A **resolution** (How has it been resolved? Did it work? What did they learn?)

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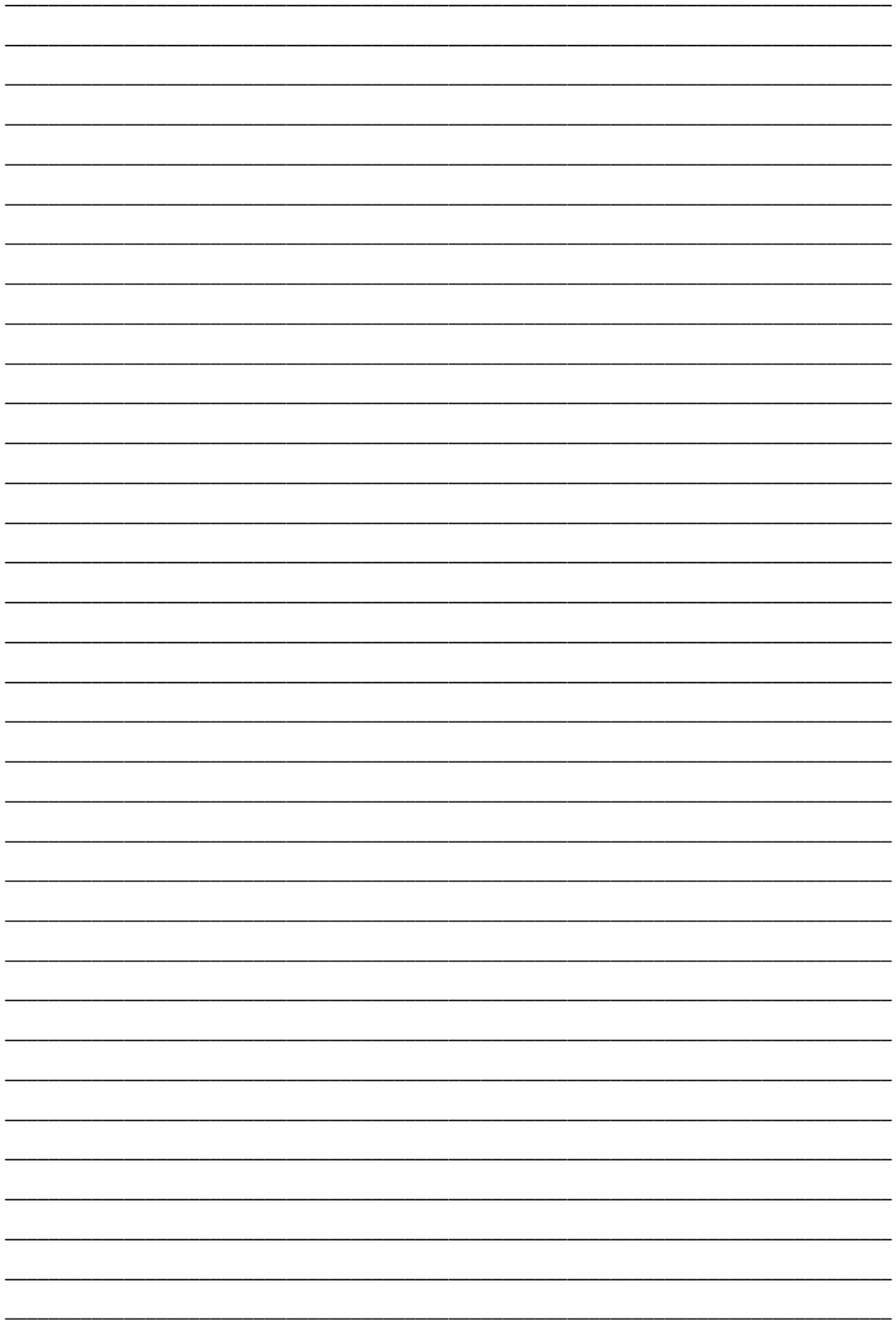
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[illegible]



## Isolation Motivation

Place an 'X' in each box for every ten minutes of exercise you do. This can accumulate throughout the day. The aim is for 60mins per day as per the National Guidelines.

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Week 1	10	10	10	10	10	10	10	10	10	10	10	TOTAL	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Weekly Average (totals of each day divided by 7)													
													😊
Week 2	10	10	10	10	10	10	10	10	10	10	10	TOTAL	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Weekly Average (totals of each day divided by 7)													

### What counts as physical activity?

#### Planned physical activity

shooting basketball hoops  
kicking a ball around the backyard

hitting a boxing bag  
going for a jog, walk  
yoga/pilates/tai-chi  
dance

#### Incidental Physical Activity

completing work around the house/farm  
vacuuming  
mowing the lawn  
chopping wood  
playing with the dog

*If you come up with any creative ideas share them with us*

**Physical activity is best done with others so get your siblings and parents involved as well**

**To complete the smiley face column you must engage in an activity that makes you happy or contributes to a positive mindset. Place a number in this box for how many of these activities you do in one day. This could**

**include but is not limited to:**

- Calling a friend or family member
- Facetiming a friend or family member
- Reading a book
- Do something nice for someone else
- Play with your younger siblings
- Learn a new skill via youtube tutorial (eg rubix cube)
- Complete a puzzle/crossword/sudoku
- Listen to music
- Do something that makes you laugh

## Body Wraps

## Left Dribble

## BALL TAPS

# V DRIBBLE

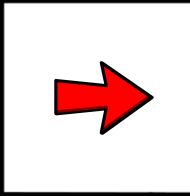
**NO EXERCISE**

Sit dribble


## AROUND THE LEGS FIGURE 8

## RIGHT HAND DRIBBLE




**By: Jason Steele edited by I Carroll**



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[illegible]

# BASKETBALL



Start in ANY of the four corners of the board.

Roll the dice and move around the game board.

When you land on a space you get to perform that exercise.

If you land on a coloured space roll the dice again and do the exercise that many times.



**MONOPOLY**

Start in ANY of the four corners of the board.

Roll the dice and move around the game board.

When you land on a space you get to perform that exercise.

If you land on a coloured space roll the dice again and do the exercise that many times.


# Roll the dice and move around

## When you land on a space you

## exercise.

# If you land on a coloured space


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Wash  
your  
hands

Dance to a Song	

Choose an exercise for someone else	
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**High  
Knees  
for 30  
Seconds**

**RUN  
IN PLACE  
FOR 30  
SECONDS**

**Spin like  
a Fidget  
Spinner  
15  
Seconds**

# Power 5 jumps

**Spin like  
a Fidget  
Spinner  
in  
10  
Seconds**

**Choose  
an  
exercise  
from the  
board**

