

NAME: _____

STAGE 5 PDHPE

TERM 2 2020

THEORY UNIT – WHERE'S YOUR HEAD AT?

PRACTICAL UNIT – PRACTICE, PRACTICE, PRACTICE



Miss Wrightson
MANILLA CENTRAL SCHOOL |

TERM 2 WEEKS 1-2

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Google Classroom Codes for Stage 5 PDHPE:



9/10 PD1 code: d7qqlp2

9/10 PDA code: tadnvl2

Finished booklets are to be submitted to google classroom (digital copy submission) or handed in to the secondary office (hard copy submission).

Resources to use with this booklet:

- Street Smart and Savvy PowerPoint Presentation (Found on Google Classroom)

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UNIT INTRODUCTION

Essential question – What skills do I need to stay safe and keep others safe in different environments?

What are we learning about?

- ▶ Knowledge and skills to make healthy and safe choices about risk-taking, road safety, alcohol and illicit drugs, sexual health, contraception and safe partying.
- ▶ Protective skills to promote health, safety and wellbeing and they identify strategies to keep yourself and others healthy, and safe

Lesson 1 – Decision Making

Learning Goal: Investigate the influences on decision-making and assess their impact on individual health

Success Criteria: I can identify influences on decision-making and can explain how these decisions impact on individual health.

Task:

1. Read “Key terms glossary” below
2. Research any words that you are unsure of.

Key terms glossary

acute sports injury injury occurring spontaneously while playing sport

airway the passage that leads from the mouth, nose and throat to the windpipe

amphetamines illicit drugs with several names, such as speed or ice; affect the activity of chemicals in the brain, causing anxiety, shaking and panic attacks

anxiety an unpleasant state of uneasiness or worry

assertive self-assured; able to ask for what one wants in a respectful way; stating a feeling, belief or opinion clearly and confidently

attitudes an outlook on something; a way of thinking or behaving; what a person thinks; shown in a person’s way of behaving

automated external defibrillators (AEDs) a portable electronic device that automatically diagnoses some potentially life-threatening heart problems and is able to treat some of them with defibrillation

binge drinking drinking large amounts of alcohol in a short period of time or drinking constantly for a number of days

cannabis illicit depressant drug that can have a hallucinogenic effect

cardiac arrest sudden cessation of heartbeat and heart function, resulting in the loss of effective circulation

cardiopulmonary resuscitation an emergency technique that combines rescue breaths with external chest compressions at a ratio of 2:30 at 100 compressions per minute. It is used when a casualty is unconscious and is not breathing.

chronic sports injuries overuse injury, usually involving soft tissue, ligaments or tendons

cocaine illicit stimulant with hallucinogenic properties

concussion acute injury to the head caused by collision

conflict resolution resolving a problem or situation so that both sides come to a mutual agreement without aggression or violence

consensual a person has given their permission or consent

consequences results of a person’s actions; may be either positive or negative

contraception any method or device that prevents conception and, therefore, a pregnancy

defibrillation the application of electrical therapy which allows the heart to re-establish an effective rhythm

depression a state in which a person has feelings of intense sadness over a period of time

dislocation a separation of two bones from where they meet at a joint

drowning submerging and suffocating in water

DRSABCD action plan a plan of action that prioritises checking for danger, seeking a response from the casualty, sending for help, checking the airway and breathing of the patient, commencing CPR and applying a defibrillator if necessary, and in that order

ecstasy illicit drug; extremely dangerous, causing paranoia, organ damage, insomnia and dehydration

fatigue tiredness, sleepiness, lack of concentration caused by lack of sleep; power naps are recommended for drivers when they feel fatigued

flotation device used to assist flotation while in the water, for example, a life jacket

harm minimisation any action or strategy designed to remove or reduce risk and therefore prevent or minimise harm

HELP (heat escape lessening posture) position assumed in cold water to help conserve body warmth

huddle position used by a group of people immersed in cold water to conserve body heat by pressing up close to each other

illicit drug any drug that is banned by law

mental illness a term to describe a group of more serious or long-lasting mental health problems

non-psychotic illness a mental illness in which a person's feelings become so extreme and overwhelming that they find it difficult to participate in daily life

peer group group of friends of a similar age with similar interests, often from a similar social background

pro-social behaviour and actions which are intended to help other people – either individuals or communities

psychotic illness a mental illness that impairs a person's sense of reality

random breath testing testing blood alcohol concentration of drivers

recovery position the body position a casualty is placed in to ensure the airway is clear and any likely obstruction flows out from the mouth

RICER management plan used to achieve the immediate and longer-term treatment of injury

SALTAPS simple checklist to use when diagnosing a sports injury; stands for stop, ask, look, touch, active movement, passive movement and stand

secondary drowning occurs when someone has been immersed in water and inhales fluid into the bronchi and lungs, and then suffocates some time later because of impaired lung function

self-esteem how much we value or accept ourselves for who and what we are. High self-esteem means you feel good about yourself and you are confident in your abilities.

sexually transmitted infection (STI) an infection that is transmitted through sexual activity

signs of life consciousness, responsiveness, normal breathing, signs of movement

sprain injury to a ligament

stigma a mark of shame or disapproval given to a group of people by society, which labels them less worthy of respect and support than others

strain injury to a muscle

TAC (Transport Accident Commission) entity that aims to reduce the incidence of road crashes and trauma

unconscious a condition in which a person is unaware of or does not respond to external influences

3. What is a 'consequence'?

4. What is a 'risk'?

5. Watch "I'm waiting for a mate" <https://youtu.be/L6SMGrlaals>

6. What poor decisions did the driver make?

7. What are some decisions that students make everyday?

8. Watch Simple Plan music video <https://youtu.be/dxZ2KWCi3SE>

9. Use the video to write a paragraph on:


"How decisions we make affect both ours and others lives?"

10. Watch the following clip <https://youtu.be/yWCUekDn7cw>

Choose any character from the clip and work through the decision making model.

The Decision-Making Model:

Observe the following model for making a decision.

Problem What is the problem and how do I feel?	Choices	Positive things that might happen?	Negative things that might happen?
			

I would...

Decision-making model

11. Use the decision making model to assess the possible options in a range of scenarios. Add your response to one of the scenarios in another copy of the decision-making model below.


1. Cindy is 16 years old. Cindy's parents and her 23-year old brother Rich are going away for the weekend. Renee, Cindy's best friend, is pressuring her to throw a huge Saturday night party for all their friends since no one will be home. Renee even asked Rich if he could pick up a few kegs for them. Rich brought back two kegs of beer, a case of Zima, a bottle of Vodka, and a few bottles of wine, which he hid in the basement. Renee also spread the word around school for everyone to show up. Cindy now has over \$100 worth of alcohol hid in the basement, an empty house for the weekend, and fifteen friends expected to show. What should she do?

2. Cindy, 16, is hosting the biggest high school party of the year. Her parents have gone away for the weekend. Her brother bought more than enough alcohol, and her friend Renee invited all of their friends. Everything is going well at first, but eventually Cindy becomes aware of a few problems: What should Cindy do?

- her friends invited friends, and there are now close to 100 people at the house
 - some of her guests are getting sick in inconvenient places
 - some of her guests are getting too friendly in inconvenient places
 - the neighbors have threatened to call the police if the noise continues
 - her parents changed plans, and are now coming home at 7:00 a.m. the next day
-

3. Bill and Tom, both 17, are driving around on a Saturday night looking for something to do. Tom stops at his house to make some phone calls and pick up some beer for the road. He hands the 6-pack to Bill, who immediately cracks one open and tosses the rest in the backseat. Tom, distracted by Bill, drives through a stop sign. The next thing the boys notice is the siren from an approaching police car? What should they do?

4. Julie, 16, and her friends go out to a party. Julie is spending most of her time dancing and socializing with a few guys, some of whom she knows. The guys are taking turns getting her drinks when she starts to feel a little woozy. She notices that she needs to refocus her eyes every time she blinks. She also can't seem to hear everything that's being said. Looking around, she can't locate any of her friends. What should she do?

Problem What is the problem and how do I feel?	Choices	Positive things that might happen?	Negative things that might happen?
			

I would...

Making responsible choices

This activity is designed to assist you in making responsible choices when faced with difficult decisions or challenges. By completing the task of PMI organisation you will be able to clearly weigh up the positive and negative consequences of any risk-taking behaviours you may be contemplating. The interesting questions column allows you to note down the things you are unsure of and should use habits of mind to find the answers.

Habits of mind

Art Costa has identified 16 habits of mind that are used to guide people to act intelligently when confronted with a problem. There are eight habits of mind that are particularly useful when faced with making sensible decisions about potentially harmful situations:

- thinking and communicating with clarity and precision
- managing impulsivity
- gathering data through all senses
- thinking flexibly
- taking responsible risks
- questioning and posing problems
- thinking interdependently
- applying past knowledge to new situations.

The PMI tool

P = pluses, M = minuses, I = interesting questions

This tool can be used to assist in evaluating and making decisions about an issue. It encourages people to look at all sides of an issue or topic, and recognise the pros, cons and maybes rather than focusing on immediate emotional reactions. Ideas and thoughts can be sorted into three categories, as indicated in the following table.

Risk-taking activity

Positive consequences Pluses or positives	Negative consequences Minuses or negatives	Interesting questions

Using the PMI tool to decide about risk

Select one of the scenarios below and use the PMI tool described above to make your decision about what you would do to minimise or remove risk. Ensure that you:

- complete all three columns of the PMI chart
- identify the most appropriate response or action
- describe your plan of action in response to the challenge or scenario described
- investigate answers to your interesting questions by using the habits of mind
- identify the habits of mind you have using the checklist above.

Students can complete this activity individually, in pairs or in small groups.

Scenarios

- You have been invited to a party and you know that alcohol will be available at the party. You are 15 years old and your parents will not allow you to go if they find out about the alcohol.
- James is your best friend and you know that he regularly smokes cannabis. It has begun to affect your friendship and his behaviour has become erratic. James offers you cannabis at lunchtime, and you are with two other mates who have already accepted his offer.
- You have been at a party with your friend. Her father has come to take you both home in his car. It is obvious to you that he is drunk. What do you do?
- You have just met a really nice boy for the first time at a party and he offers to walk you home, as he lives nearby.
- Your friend got really drunk at a party two weeks ago and you have heard, but do not know for a fact, that she was taken advantage of by a boy and had unsafe sexual intercourse. You know who the boy is.

Habits of mind checklist

The following is a checklist to assist you in monitoring how you use the habits of mind.

	Yes	No
1. Persisting Do I keep on trying and not give up easily?		
2. Managing impulsivity Do I try to be less impulsive and take my time to think before doing something?		

3. Listening with understanding and empathy Do I listen carefully to others and stop my thoughts in order to perceive their point of view and emotions?		
4. Thinking flexibly Am I able to think of more than one way to solve a problem?		
5. Thinking about your thinking (metacognition) Am I aware of my own thinking? Do I plan, monitor and evaluate my thinking?		
6. Striving for accuracy and precision Do I check my completed work for accuracy and precision (without being asked)?		
7. Questioning and problem solving Do I ask questions when I don't understand? Do I know what questions to ask and how to gather the data I need?		
8. Applying the past to new and different situations Do I use knowledge I already have to help me solve a problem or better understand the work?		
9. Thinking and communicating with clarity and precision Do I use words carefully to describe feelings, events, etc.? Do I avoid generalisations and inaccuracies?		
10. Gathering data through all the senses Do I use all my senses to learn and to experiment and participate?		
11. Creating, imagining and innovating Do I try to find new ways of doing things?		
12. Responding with wonderment and awe Do I enjoy figuring things out? Am I intrigued to understand the world around me?		
13. Taking responsible risks Am I willing to take risks with my learning? Am I willing to try new things?		
14. Finding humour Do I laugh a lot? Am I able to laugh at myself?		
15. Thinking interdependently Am I able to work well with others and learn from others?		
16. Remaining open to continuous learning Do I learn from my experiences? Am I able to admit sometimes that I don't know? Do I resist complacency?		

Lesson 2 – Risk Taking

Learning Goal: Investigate the influences on risk-taking and assess their impact on individual health.

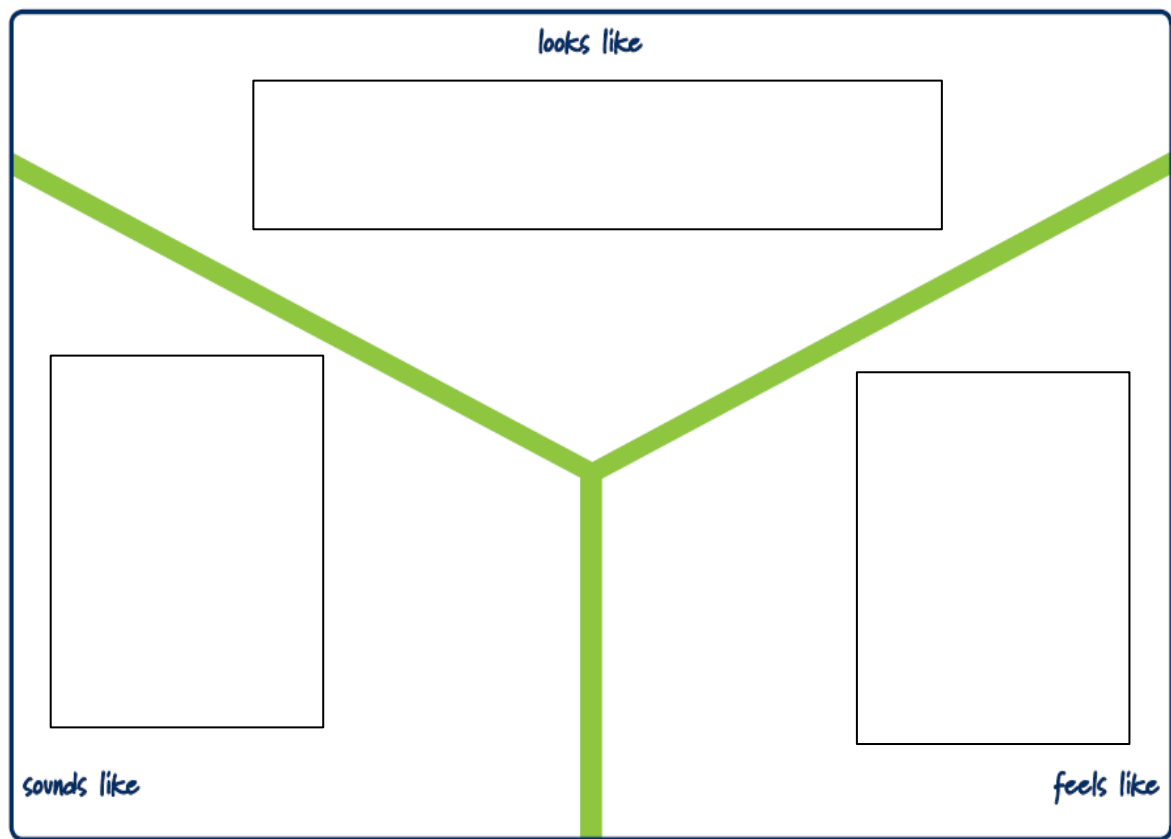
Success Criteria: I can a range of influences on risk-taking and can assess their impact on individual health.

1. Risk is defined as exposure to injury or loss. Do you consider driving to be risky? Why/ Why not?

2. View the advertisement Death Blooms (<http://www.tac.vic.gov.au/road-safety/tac-campaigns/mafmad/death-blooms-2008>) and identify the negative risk behaviours around road safety demonstrated by the characters in the advertisement. Eg distractions.

3. Discuss the significance of the title 'Death Blooms'

4. Brainstorm what risk looks/feels/sounds like using the Y Chart strategy.



Positive and Negative Risks

Table 7.1 provides examples of risks within these three categories. Note that some of these risks may fall into more than one category.

TABLE 7.1 Risks that adolescents may take that affect themselves and others

Physical	Social	Emotional
<ul style="list-style-type: none"> • Eating a poor diet • Riding a bike without a helmet • Experimenting with drugs • Undertaking a rock-climbing and abseiling course • Uploading photos of yourself to the internet 	<ul style="list-style-type: none"> • Experimenting with a relationship • Changing peer groups • Stepping in to stop a friend being teased • Disagreeing with a friend about an activity he or she wants you to join • Intervening to stop an argument in the school playground 	<ul style="list-style-type: none"> • Teasing and bullying • Sending text messages • Making a public speech • Becoming a mentor for a younger student

Not all risk-taking is negative. Risk-taking can also have positive effects, especially emotionally, such as building self-esteem. Examples of this might be applying for class or school captain, applying for a job promotion or asking someone out on a date. The emotional risk is that you may not be successful or you may be teased by your peers. However, the positive outcomes are that you can develop self-confidence and build self-esteem by making public speeches as part of the campaign process and, if you succeed in being elected, you will similarly experience a boost in self-esteem and confidence.

1. Some of the risks in the table below are positive and some are negative. As a class, discuss which category you think each belongs to and what the level of risk is (high, moderate, low). If there is disagreement, explore the reasons why opinions differ.

	Positive Risk	Negative Risk
High Risk		
Moderate Risk		
Low Risk		

2. Discuss risk and then decide on the top 10 risk-taking behaviours of young people. Classify each one as either a positive or negative risk, giving reasons for your answer.

Top 10 risk-taking behaviours of young people	Positive or Negative?	Why?

Perceptions of risk

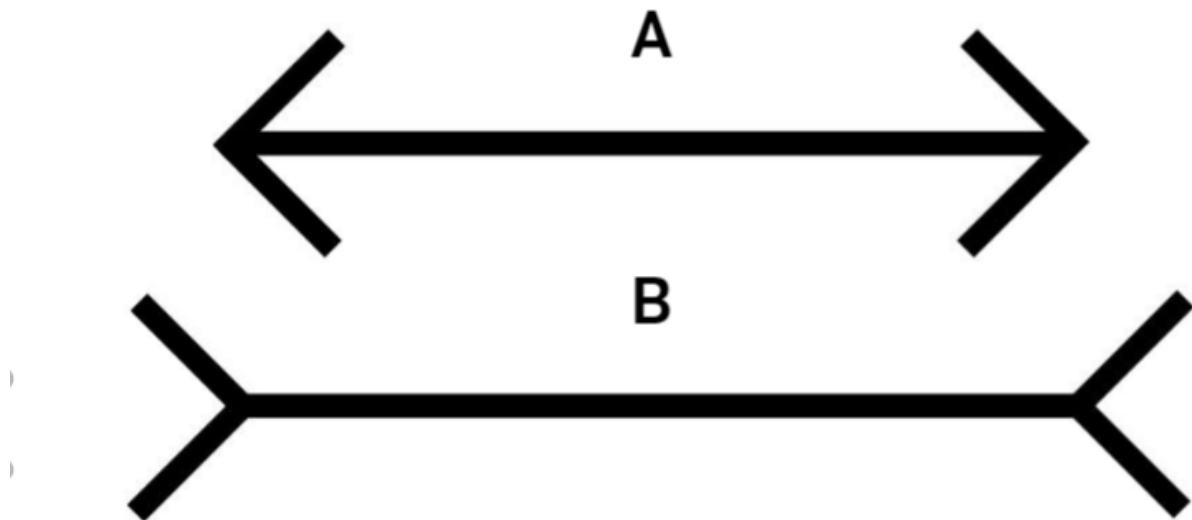
1. What do you see in Image 1?

Image 1: What do you see?



2. What might influence your ability to see the images quickly?

Image 2: Which line is the longest?



9. In Image 2 above, which line is the longest? A or B?

10. Measure them with a ruler. Which line is the longest?

11. Can you think of an example of where perception might influence a person's safety? Describe it here:

People have different ideas about what constitutes high-risk and low-risk activities. A person's perception of risk may be determined by one or more of the following factors:

- previous knowledge or experience
- level of skill in relation to the activity
- self-confidence
- self-esteem
- influence of peers and peer group
- influence of drugs at the time a decision is made
- amount of supervision available by adults or instructors during the activity.

Why do people take risks?

Adults and adolescents sometimes make poor choices and place themselves and others at risk for many of the same reasons. Some young people take unreasonable risks due to lack of experience and prior knowledge about certain unsafe practices. Other reasons include:

- impressing peer
- attention-seeking
- depression
- peer pressure
- rebelling against authority
- to maintain a friendship or relationship
- poor role modelling (especially by parents)
- responding to a challenge or a dare.

12. Cloze passage task.

Poor choices can lead to _____, which often has a negative effect on _____, _____, _____, and the respect and trust your friends and parents have in you. _____ to yourself and others, as well as _____ and trouble with the law, may also result from _____ and thoughtless responses to a challenge. You can help encourage _____ in some instances by having a _____ and knowing where to _____ when you need it.

poor decision-making	Injury
health	self-esteem
high-level risk-taking	positive decision-making
seek help	friendships
safety plan	property damage

Studies have revealed that the brain is not fully formed until the mid-20s. The parts of the brain that control decision-making and impulse control mature last, which may help explain why teenagers are more likely to take risks. A University of Melbourne neuroscientist, Professor Stephen Wood, has studied the brains of teenagers. He believes that not all risk-taking is bad, and that society's main challenge is to help protect and manage young people from risks that can kill. He also believes there should be opportunities for young people to safely experience the levels of excitement they need. While many national and state health strategies are designed to reduce risk in the community, it is important to recognise that risk-taking is a normal part of growing up. There are many safe ways to take risks.

Acceptable risk-taking can lead to positive outcomes for groups and individuals. Risk-taking in a controlled environment such as outdoor education activities, including rock-climbing, abseiling, canoeing, bushwalking and rafting, provide opportunities for groups and individuals to learn more about themselves, see remote parts of nature and build self-confidence, self-esteem and spiritual health. Other activities, such as downhill skiing, skateboarding, rollerblading, karate, skydiving, surfing and mountain bike riding are, while not without risk, exhilarating and challenging, leading to positive health outcomes. Other acceptable or positive risks that are important for individual growth include applying for a new job, taking on a leadership role, public speaking and standing up for something you believe strongly about. Even though there is a risk of failure in these situations, if people don't take these risks, they are limiting their chances of experiencing growth and success.



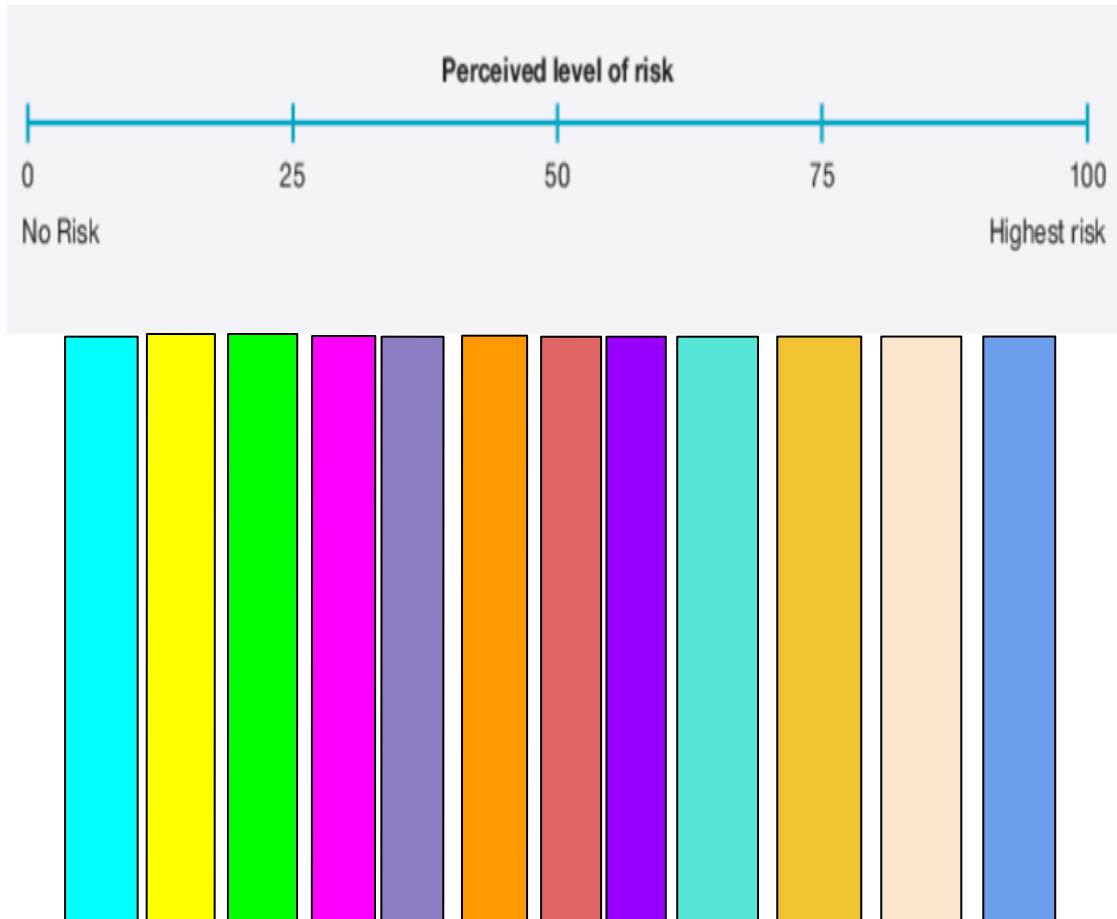
Schools are not the only providers of these activities. Opportunities to participate in outdoor and adventure activities are also provided by groups such as:

- ★ Scouts
- ★ Guides
- ★ Duke of Edinburgh award
- ★ Outdoors NSW (part of Outdoor Education Australia)
- ★ Royal Life Saving Society of Australia.

Consider ways that you might participate in some positive risk-taking activities to challenge yourself and build self-confidence. Why do people take risks?

Ranking risks

13. Drag and drop to place each of the activities onto the continuum according to your assessment of the level of risk involved.



Bungee jumping

Driving at 100 km/h in a 50 km/h zone

Being a passenger in a car that is travelling 55 km/h in a 40 km/h school

Taking your parent's credit card and gambling online

Rock-climbing with an instructor present

Going to a party where alcohol will be provided

Surfing at Bondi Beach

Sending an inappropriate joke through email

Doing a somersault on a trampoline

Sending your boy/girlfriend a sexy photo of yourself

Taking a pill given to you at a party

Kissing a stranger at a party

Guinness World Records

14. Using the Guinness World Records weblink below, identify some safe, reasonably safe and unsafe challenges people have set themselves.

Guinness World Records - <https://www.guinnessworldrecords.com/records/showcase/>

Safe	Reasonably Safe	Unsafe

Lesson 3 – Alcohol

Learning Goal: Assess the costs and impact of alcohol and illicit drug use to the community and recommend strategies that support individual health and safety.

Success Criteria: I can identify the costs and impacts of alcohol and illicit drug use and can recommend some strategies that support individual health and safety.

Myth Busters : CelebrateSafely.pdf Activity 1: Myth Busters (page 6 & 7)

Eating certain types of food like plain white bread while you drink helps to soak up the alcohol so you can drink more.	
All alcohol consumed will reach the bloodstream, regardless of how much food the person eats or what else he or she drinks.	
It's not illegal to spike a mate's drink with alcohol or other drugs.	
Calling an ambulance means calling the police.	
Everyone gets drunk at parties.	
It's cool to drink. People will think I'm a loser if I don't have a drink. It's all part of growing up!	
I could be out there taking illegal drugs but instead I am only drinking alcohol.	
It's cheaper to get drunk on an empty stomach. If you don't eat you get drunk quicker.	
It's OK for me to drink heaps tonight because I haven't had a drink all week. I can drink my weekly quota of alcohol in one night.	

Alcohol and binge drinking are some of the biggest social issues young people deal with. Many awareness initiatives have been introduced to combat these issues, such as 'How will you feel tomorrow', 'Don't turn a night out into a nightmare' and 'Championship moves'. It is estimated that, on average, alcohol causes over 150 000 hospitalisations each year across Australia. In this subtopic, you will explore the risks of binge drinking and excessive consumption of alcohol, and look at ways to party safely to avoid injuries.

High levels of alcohol consumption can cause immediate and long-term threats to life. In the short term, one of the risks is alcohol overdose, which leads to poisoning or unconsciousness, and can cause asphyxiation through ingestion of vomit. Alcohol is the major contributing factor in boating, swimming and car accidents. Alcohol is also the leading cause of drug-related deaths in people under the age of 30.

In the long term, excessive consumption of alcohol has been linked to heart disease, stroke, liver disease, pancreatic disease and cancer of other organs. Alcohol is a widely used and 'socially accepted' drug — while 85 per cent of Australians regularly drink alcohol, less than 2 per cent of the population use illicit drugs.

However, the situation is improving for young people:

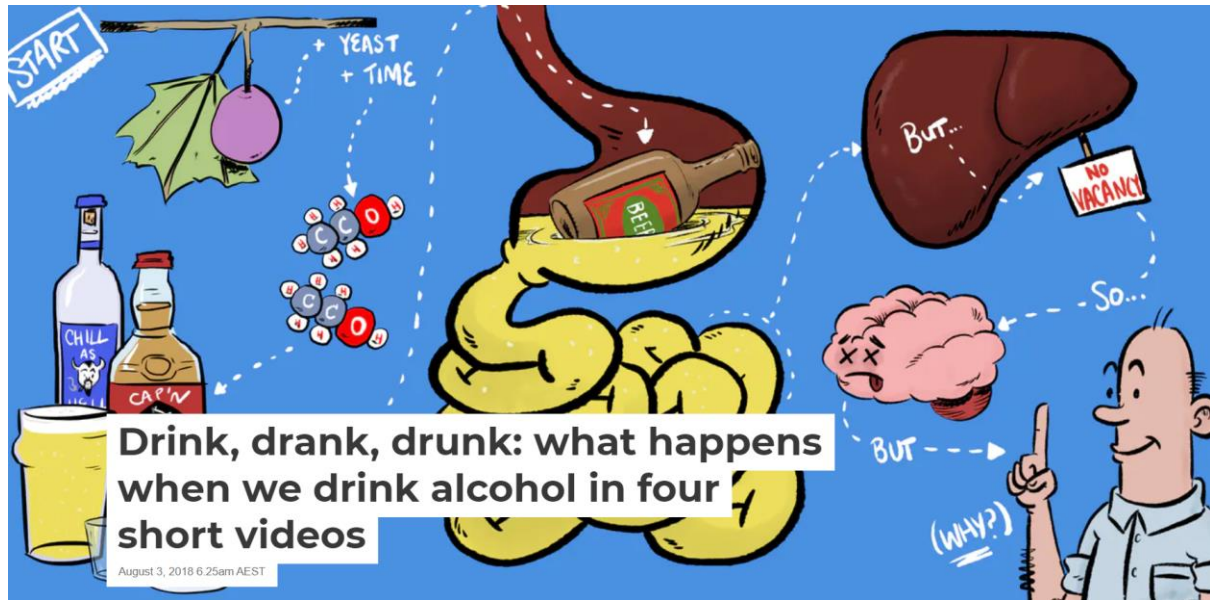
- ★ The amount of young people who drink alcohol is declining, and the age when the first drink of alcohol is consumed is going up — from 15.7 years in 2013 to 16.1 years in 2016. So young people are drinking less and starting later.
- ★ In 2016, 82% of 12–17-year-olds reported that they abstained (did not drink) from alcohol — an increase from 72% in 2013.
- ★ The amount of 18–24-year-olds who reported drinking five or more standard drinks on a single occasion has reduced from 47% in 2013 to 42% in 2016.

1. Why might some teenagers feel the need to drink alcohol? Discuss how stereotypes and peer expectations play a role:

2. Make a list of things people may do under the influence of alcohol that they wouldn't normally do or may regret doing:

Effects of Alcohol on the Body

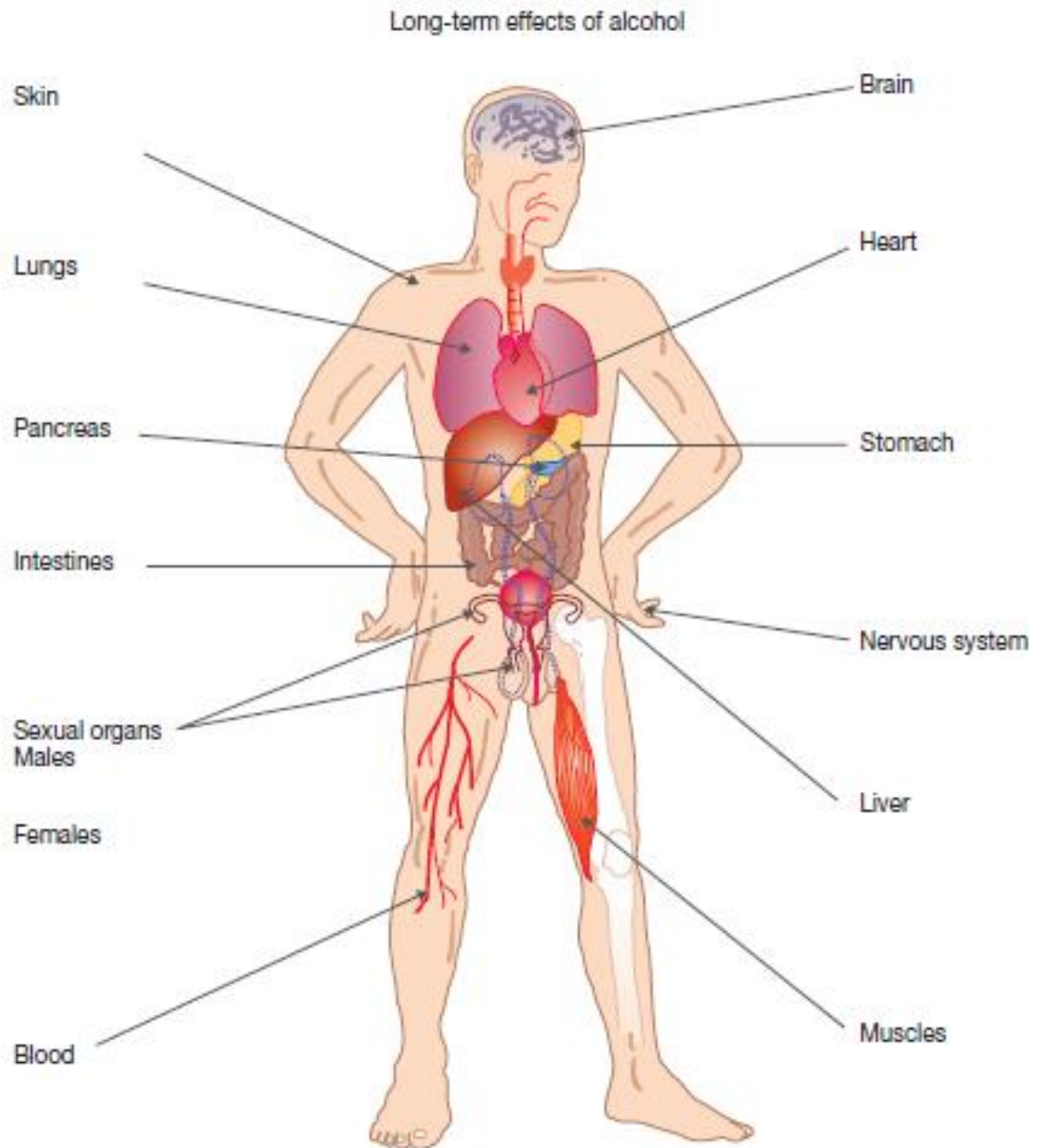
1. View the clip 'Drink, drank, drunk: [what happens when we drink alcohol in four short videos](https://theconversation.com/drink-drunk-drunk-what-happens-when-we-drink-alcohol-in-four-short-videos-100206)'. <https://theconversation.com/drink-drunk-drunk-what-happens-when-we-drink-alcohol-in-four-short-videos-100206>



Go to - <https://www.alcohol.org.nz/alcohol-its-effects/body-effects/body-effects-tool/alcohol-and-your-body> to help you complete the activity below.

Short and long-term effects of drinking on the body. Add the answers to the drawing below.

List the long-term effects of alcohol on the body parts below. List as many as you can.



Alcohol and its absorption by the body

Alcohol, once consumed, is absorbed into the bloodstream through the stomach wall and small intestine. Food in the stomach slows down the absorption but does not prevent it.

The effect of alcohol on an individual varies depending on age, height, weight, gender, mood and general health. The effect also depends on how quickly the alcohol is drunk and whether any other drugs were consumed.

Sobering up after drinking alcohol can only be achieved with time. The liver breaks down approximately one standard drink of alcohol each hour. Cold showers, strong coffee and fresh air have no effect at all and do not speed up the process.

1. Read this article about alcohol. <https://theconversation.com/young-australians-are-drinking-less-but-older-people-are-still-hitting-the-bottle-hard-90024>
2. Create five questions from the article to answer:
 - a)
 - b)
 - c)
 - d)
 - e)

Reverse Alphabet- Alcohol facts

8. Use the code below to uncover the words in bold and complete each sentence:

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

1. Half of the people killed by drunk drivers are **gvvmztvih**- nearly 12,000 a year
2. Alcohol abuse can cause **xzmxvi** of the stomach, throat, liver and mouth
3. Alcohol is loaded with empty **xzolirvh** and can cause major **dvtsg** gain
4. Almost 70% of all **hfrxrwvh** are alcohol- related
5. Alcohol kills brain **xvooh** and can cause the brain to **hsirmp**
6. If you're under 18, it is **roovtzo** for you to drink alcohol- even in your own home
7. Five times as many teenagers die from **zoxlslo klrhmrmt** than from any other drug, legal or illegal
8. Many young people who survive alcohol poisoning are left with irreversible **yizrm wznztv**

Standard Drinks

A standard drink is any drink containing 10 grams of alcohol. One standard drink always contains the same amount of alcohol regardless of container size or alcohol type, that is beer, wine, or spirit. A standard drink is a unit of measurement.

9. Answer the questions below using the Standard drinks calculator.

<https://drinkwise.org.au/standard-drinks-calculator/>

a. How many standard drinks are there in one can of full strength beer?



b. How many standard drinks are there in a 700mL bottle of spirits?



c. How many middies of low strength beer could a person have to drink they were to have the same amount of alcohol as a person who drank 1 middy of full strength beer?



d. How many standard drinks are there in a 330mL bottle of high strength alcoholic soda?



e. How many mL's of spirit would be equal to 1 standard drink?



- f. There are two glasses with an equal amount of liquid in each. One glass has light beer (Glass A) in it and the other glass has wine in it (Glass B). Which glass has more alcohol in it?



Binge Drinking

Binge drinking is excessive drinking undertaken in one session. Getting 'hammered' or 'smashed' is sometimes the goal for people who drink to get drunk.

In Australia, binge or risky drinking is defined as drinking more than four standard drinks at any one time. In the United Kingdom, it is defined as eight or more standard drinks, while in the USA, it is defined as a pattern of drinking that brings blood alcohol concentration to 0.08 or above.

DID YOU KNOW?

Twenty-one per cent of Australians under the age of 18 report having been harmed by another person's drinking.

12. Watch the following 2 clips about Binge Drinking. Record 3 interesting facts, 2 things you didn't know and 1 question you still have about binge drinking:

- a) [Binge Drinking](https://youtu.be/pclJzwLF38). <https://youtu.be/pclJzwLF38>
- b) [Binge drinking - ACA](https://youtu.be/tgLUMGCSRgo) <https://youtu.be/tgLUMGCSRgo>

3 Interesting facts	2 Things I didn't know	1 Question

Fill in the term next to its closest definition:

Binge drinking **Alcohol poisoning** **Intoxication** **Vehicular homicide**
B.A.C blood alcohol level **Asphyxiation** **Funnelling** **Alcoholic**
Toxic **Dependency**

Term	Definition
	The state that occurs when someone drinks enough alcohol to affect his or her brain
	The felony crime of ending a life by driving recklessly or while under the influence of alcohol or other drugs
	A physical or psychological need to use a drug
	The amount of alcohol present in the blood
	A severe elevation of B.A.C which may lead to coma or death
	Consuming large quantities of alcohol in a very short amount of time
	A type of binge drinking in which alcohol is poured directly down the throat using a tube or other device
	To suffocate or choke; a common causes of death for intoxicated people who vomit while unconscious
	Someone who is addicted to alcohol
	Containing enough poison to be dangerous or lethal if ingested in certain amounts

Signs and symptoms of alcohol poisoning

The first important step for helping in an acute intoxication situation is to be able to recognise the signs and symptoms of intoxication, take observations and make an assessment regarding the severity of the situation. Signs include:

- Alcohol odour coming from their skin or clothing;
- Coordination and troubles balancing and walking;
- Slurred speech and difficulty conversing;
- Nausea and vomiting; and
- Flushed face.

Seizures can result from alcohol intoxication or from the withdrawal of alcohol for people who are dependent. If the seizure is believed to be due to alcohol intoxication, it is important that the person be treated medically – call an ambulance.

14. Watch the following clip about [how to place a person in the recovery position](https://youtu.be/E02g1OK8l68) <https://youtu.be/E02g1OK8l68> , then practice the maneuver with a family member or friend.

Impact of Alcohol Use in the Community

15. Watch Coward Punch <https://youtu.be/FaZMq8gLypI> and Coward Punch Commercial <https://youtu.be/qCaAY4XLAFI>

16. Describe what a coward's punch is and possible consequences for all involved?

17. Look at the videos of Parents, Young People and Alcohol in the [‘I See’ Campaign](https://alcoholthinkagain.com.au/Campaigns/Campaign/ArtMID/475/ArticleID/13/Parents-Young-People-and-Alcohol-I-See) <https://alcoholthinkagain.com.au/Campaigns/Campaign/ArtMID/475/ArticleID/13/Parents-Young-People-and-Alcohol-I-See>

Brainstorm all the people who might be affected by young peoples' drug and alcohol use and how they might be affected:

Who?	How?

18. Would they think the young people started the night with the intention of being injured or hospitalised?

19. What might have happened during the night that changed this (reduced inhibition, peer pressure etc)

PRACTICE, PRACTICE, PRACTICE

Dear Students, Parents/Carers,

The health and wellbeing of our students and wider community is very important to us and we have put together some ideas for you to do at home if, you are looking for a bit of inspiration to keep yourselves moving.

We understand this is a very difficult time for all families and finding some time to move each day will help us to physically and emotionally get through these unprecedented and challenging times. Most of the matrix activities can be completed by the whole family. Below you will also find some guidelines for physical activity, sedentary behaviour and sleep for school age children from the [Department of Health](#).

National Physical Activity, Sedentary Behaviour, and Sleep Recommendations for Children and Young People (5-17 years)

Physical Activity

- Accumulating 60 minutes or more of moderate to vigorous physical activity per day involving mainly aerobic activities.
- Several hours of a variety of light physical activities;
- Activities that are vigorous, as well as those that strengthen muscle and bone should be incorporated at least 3 days per week.
- To achieve greater health benefits, replace sedentary time with additional moderate to vigorous physical activity, while preserving sufficient sleep.

Sedentary Behaviour

- Break up long periods of sitting as often as possible.
- Limit sedentary recreational screen time to no more than 2 hours per day.
- When using screen-based electronic media, positive social interactions and experiences are encouraged.

Sleep An uninterrupted 9 to 11 hours of sleep per night for those aged 5–13 years and 8 to 10 hours per night for those aged 14–17 years. Have consistent bed and wake up times.

GET THINKING, GET MOVING!

The following activities will help you get thinking about what physical activity you can do while you're at home.

Activity	Description	Links	Completed
Fundamental Movement Skills	Essential skills needed for physical activity. 7 videos.	Get Skilled Get Active Videos	
PE with Joe on YouTube	Free online workout sessions weekdays at 9am	PE with Joe	
Les Mills	Free at home workouts. There's even an Avengers one!	Les Mills	
Smiling Mind	Meditation/Relaxation/Mindfulness	https://www.smilingmind.com.au/	
Swork it Kids	Create your own Custom made workouts including strength, cardio, yoga and stretching	Download as an App. on ipad etc	
Netfit	Free online Netball coaching sessions from elite netballers	Netfit	
Dancing	Just Dance- learn choreography to your favourite songs Sid shuffle Line Dance Nutbush Macarena The Git Up Make up your own Dance	Just Dance Sid shuffle line dance Steps Steps Steps	

Bike	Go for a bike ride or teach someone how to ride a bike.	Video and tips	
Jump rope	Learn to skip with a skipping rope Beginners to advanced tricks	Jump rope Tricks	
Handball	Tennis ball game for the family	Set-Up and rules	
Basketball	Correct your shooting technique	Video	
Pushups	Learn how to do a push up correctly and then challenge yourself to see how many you can do in a row. Record your score each day.	Technique	
Backyard Fitness Circuit Course	Design your own Backyard Fitness Circuit Course for the whole family	Backyard Fitness Circuit	
Plank	Learn how to do a plank correctly and then challenge yourself to see how many seconds you can hold it for. Record your score each day.	Technique	
Abs Challenge	Baby Shark song and Challenge	Song and Video	
Frypan Tennis	Frypan tennis with Novac Djokovich	Frypan Tennis	
Motivational Video	One for the adults/older students	23 and ½ hours	
The Shape Challenge	Running activity	Below	

Welcome to the Shape Challenge!

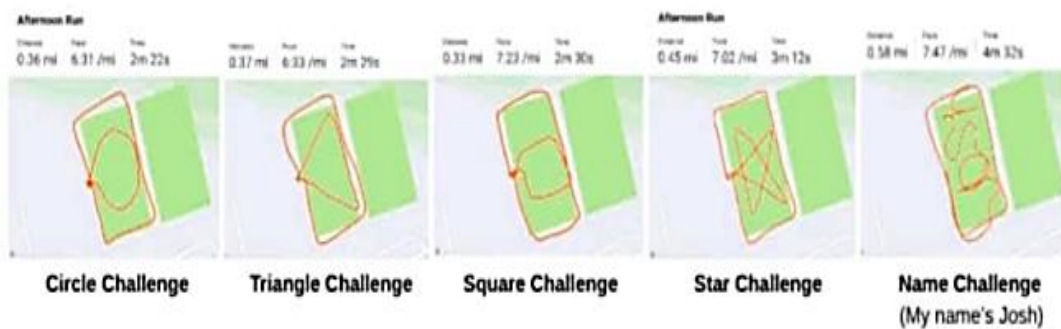
The way this challenge works is creating a certain shape based on where you walk, jog, or run.

What you'll need...

- A big open area (grassy field, soccer field, football field, etc...).
- A phone.
- An app on that phone to record a run or walk.
 - Some examples of free apps include: Strava, Sports Tracker, and MapMyRun.

Start this challenge by walking or jogging as a warm-up around the outside of the field.

The next step is creating the different shapes below with your route!



The goal of this is to be up and active.

Try to complete them all in one day or do one every day; It's up to you!

Try to make these shapes or create your own! Good luck and have fun with it!

PDHPE Physical Activity & Sleep Log

Day Week 1	Sleep Hours	Activity1 (Duration 10 mins)	Activity2 (Duration 10 mins)	Activity3 (20+ mins)	Total Minutes
Monday	9 hours	10 mins of soccer	10 mins of basketball	20 mins of helping my dad unbox because we moved into a new house.	40 mins
Monday 27/4/20					
Tuesday PE PRAC 28/4		Circuit x 3 - 10 lunges (each leg) - 10 tricep dips - 20 situps or 2 min plank	Walk/ Run/ Ride Go for a 10 minute walk, run or ride with a friend.	Play a game - Cricket - Soccer - Table tennis - Football etc.	
Wednesday 29/4					
Thursday SPORT 30/4		Circuit x 3 - 5 Burpees or 40 sec wall sit - 10 pushups - 20 squats	Practice a new skill - Juggle 2/3 tennis balls - Spiral pass a football	Play a game - Netball - Putt Putt - Tennis - Basketball etc.	
Friday SPORT 1/5		The Shape Challenge - Page 33	Skipping Try at least 3 variations to master.	Choose a Just Dance video to do.	
Saturday					
Sunday					
Total Sleep					

Week 1: Goal 30-60 minutes a day

Goal achieved? _____

Weekly total? _____



Day	Sleep Hours	Activity1 (Duration 10 mins)	Activity2 (Duration 10 mins)	Activity3 (20+ mins)	Total Minutes
Monday	9 hours	10 mins of soccer	10 mins of basketball	20 mins of helping my dad unbox because we moved into a new house.	40 mins
Monday					
Tuesday					
Wednesday					
Thursday SPORT		Design your own Backyard Fitness Circuit Course for the whole family and complete it with them.	Walk/ Run/ Ride Go for a 10 minute walk, run or ride with a friend.	Practice a new skill - Juggle 2/3 tennis balls - Spiral pass a football	
Friday SPORT		Circuit x 3 - 20 Star jumps - 20 high knees - 10 side lunges each leg	Stretch - Toe touch - Arm stretch - Calf stretch - Quad stretch + anything else	Play a game - Netball - Putt Putt - Tennis Basketball etc.	
Saturday					
Sunday					
Total Sleep					

Week 2: Goal 30-60 minutes a day

Goal achieved? _____

Weekly total? _____

