STAGE 4 PDHPE – 2021 TERM 3 REMOTE LEARNING Workbook 3

Miss Wrightson

Dear students and parents,

This term, students will be learning about the body and the changes that occur during puberty. This work booklet will assist students in understanding the physical, social and emotional changes that they may face during this time.

If you require any assistance, please email Miss Wrightson rebecca.wrightson3@det.nsw.edu.au

As we enter another week of learning from home, please continue to look after yourself and the people around you. Take the time to 'self-care' and reset for when we can return to face to face learning.

At this stage, your Assessment Task 3 – Passport to the Body is due on Thursday the 26th August (3.20pm). You can hand this in to the office when you have completed it.

After submitting your Assessment Task, please work through this booklet to the best of your ability.

If I can help with anything, please don't hesitate to email me or contact me through Google Classroom.

I look forward to catching up with you, when we can.

Miss Wrightson

Case study (*)(ii)

Puberty: the change



Tara had been amused and somewhat baffled by her brother's run-ins with their parents when he was 14. In what seemed like an overnight transformation, Luke had gone from being the easy-going, relaxed guy he had always been, to an erratic, tightly wound and sometimes aggressive stranger.

She had teased him when she saw him holding hands with Christie Hammond and she had laughed at him when she found him squeezing his pimples in the bathroom mirror. She had never understood why he seemed to overreact to the smallest things. She never quite figured out why Luke no longer wanted to go to the shopping mall with them on Sundays or why he lost interest in his monthly fishing trip with Dad. In fact, Tara remembers promising her father that she would never be a 'difficult teenager' like her brother.

Yet here she is. Sitting sullenly on her bed, desk pushed up against the door to stop any 'intruders' from coming in.

'You don't understand! You're too old!' Tara had screamed at her mother just 10 minutes earlier. And then the unforgivable, 'I wish you were dead!'

She cringes at the memory. But at the time she was SO angry. She knew she sounded irrational, but she just couldn't stop herself. She'd had the worst day of her life. Laura, her so-called friend, had asked Jamie to the movies. Jamie! HER Jamie. The Jamie SHE had liked since the start of the year. And Laura knew it.

Even worse, Jamie said 'yes'.

Why would he like me anyway?' she thought bitterly. Tara felt so awkward lately. It was like all of a sudden she was uncoordinated, like her arms and legs were growing faster than her body. Then it was the pimples. Then she got her period. She felt like she was changing faster than she could keep up with. She was still missing the breasts though. Not like Laura! Ugh!

'Why does everything have to change?!' she muttered angrily.

Tara thought back to how Luke seemed almost back to normal these days. Bigger, more mature and almost like a young man, but back to the Luke she had always known. Tara had been hearing about puberty in health class since primary school. She thought she knew what she was in for and thought she would somehow avoid the awkward and unpleasant changes. So much for that! But even though she knows that everything will be okay in a few years, she just wishes she could fast forward through this difficult stage.

Questions

1	. What happened to make Tara become angry at her mother?
2.	What other factors contributed to her reaction?
	List the changes Tara is experiencing as a result of puberty. Physical
b. —	Social
С.	Emotional

	List the changes Luke experienced as a result of puberty. Physical
b.	Social
c.	Emotional
5.	Identify any other changes associated with puberty.
6.	Tara said that she 'knew she sounded irrational, but she just couldn't stop herself'. Reflect on a time where you have overreacted. Briefly outline the situation, how you reacted and the consequences. Explain what you would do differently if you had the opportunity.
7.	In pairs, brainstorm a range of people or networks you could turn to for support or information to assist you with the changes associated with puberty.
	People or wetworks for support

Literacy activity (8)

You have been asked to write an advice column for a teenage magazine. What advice would you offer the following readers?

Dear Nat,

I am in Year 7 at school. All my friends have told me they have started going through puberty. I still haven't started. What's wrong?

Signed - Still waiting

Dear Nat,

I like someone in my PE class but I am too shy to talk to them. What can I say to start a conversation?

Signed - Al

$\boldsymbol{\nu}$	ear	IN	at,
			-

I have recently started going through puberty. My mother wants to sit down with me and talk about it all.

Help me please, I am so embarrassed.

Signed - Please help

Dear Nat,

I have my first date on Saturday with someone from school. Yesterday my skin started to break out really badly. What's happening to me and will I be okay by Saturday?

Wang of the second

Signed - Embarrassed

Questions (ii)

Personal hygiene

One of the most effective ways we have to protect ourselves and others from illness is good personal hygiene. This means washing your hands, especially, but also your body. It means being careful not to cough or sneeze on others, cleaning things that you touch if you are unwell, putting items such as tissues (that may have germs) into a bin, and using protection (like



gloves) when you might be at risk of catching an infection. Personal hygiene, such as bathing, is very much dependent on the culture in which you live. In some cultures, it is expected that you will wash your body at least every day and use deodorants to stop body smells. Other cultures have different expectations.

What is your understanding of 'hygiene'?
2. Definition of hygiene.
Body odour
Body smells are caused by a number of factors working in combination, including:
Hand washing
Most infections, especially colds and gastroenteritis, are caught when we put our unwashed hands, which have germs on them, to our mouth. Some infections are caught when other beople's dirty hands touch the food we eat. Hands and wrists should be washed with clean soap and water, using a brush if your fingernails are dirty. Dry your hands with something clean, such as paper towels or hot air dryers. You should always wash your hands:
1
7

Rad breath

Good dental hygiene includes regular brushing and flossing. Bad breath can be caused by diseases of the teeth, gums and mouth, such as infections. Most people have bad breath first thing in the morning because saliva is not made while you're asleep. Some foods that can cause bad breath include garlic and onion. Mouth washes, mouth sprays and flavoured chewing gum can make your breath smell better for a while, but if you have a health problem in your mouth, you need to see your dentist.

Acne

Acne is a skin problem that usually begins in the early teenage years and can last until the early 20s or later. It consists of mild to severe outbreaks of pimples and cysts – mainly on the face, back, arms and chest.

Cysts are lumps under the skin that have pus and other tissue in them, but do not come to a head like pimples do. They can cause scarring and blotchy, uneven skin colour.

Unfortunately, acne hits people at a time when they most want to look their best. Acne can make teenagers feel embarrassed and bad about themselves. There are treatments that can help if acne is causing distress. If you are concerned about skin problems or skin care, you should talk to your doctor or chemist for information about possible treatments.

Homones and Genetics

At the start of puberty, a lot of hormones are released into the body. One of these hormones is androgen. Both boys and girls have androgen, but boys have more of it. Androgen affects oil glands in the skin of the face, neck, back, shoulders and chest. It makes the glands grow bigger and produce more oil (sebum). Bacteria on the skin make this oil thicken so that the pores become blocked, resulting in blackheads, pimples and cysts.

Activity			
Self-help strategies How can the following factors affect acne and what can you do to help manage acne?			
■ Washing			
^z Squeezing			
■ Stress			
■ Diet			

There are many acne treatments that can be bought over the counter at chemists or supermarkets. These work by cleaning the skin and drying up excess oil. If you use any form of treatment and your skin becomes very dry or irritated, stop using it straight away.

If your acne is bad, your doctor may prescribe medication or refer you to a dermatologist.

For more information for teenagers about dealing with acne, visit www.healthdirect.gov.au

Questions (1)

Tick the strategies you use to maintain personal hygiene...

Shower every day and after exercise	
■ Wear thongs in public showers	
■ Swimming caps/goggles in public swimming pool	
■ Wash hands with soap after using the bathroom	
■ Wash hands with soap after playing with pets	
Cover mouth with hand or tissue when sneezing	
■ Wash face every day	
■ Wear deodorant	
■ Wear clean underwear and clothes	
■ Tie hair back when preparing food	
■ Wash hands with soap after handling money	



Activity @

Punctuation and grammar

Within the paragraphs below, grammar and punctuation have been removed.

Circle the mistakes, followed by rewriting the paragraph on the following page.

Consider the following:

- Capitalisation
- Full stops
- Commas
- Spelling
- Homophones (words that sound the same but have different spellings and meanings)

the difference stages of human life are categorised as conception two birth, infancy, childhood, adolescence, adulthood, middle age and old age as individuals go through each stage, they experience a range of chainges and important events

the environment influences growth and development. An individual's home school local community peer group and the media all influence the way they grow and develop

a major part of growth and develop ment is puberty. Individuals experience a range of changes whilst they go through puberty, such as the change in hormoan levels. Changes can be categorised as physical social and emotional

one of the most effective ways two protect ourselves is through the management of personal hygiene individuals should frequently wash they're hands and wrists and regularly brush there teeth and floss. Individuals going through adolescence may experience body odour, bad breath and acne.

There are various strategies individuals can use too promote their personal hygene such as using deodorant, practicing good dental hygiene, washing their face and balancing they're diet

Stage 4 PDHPE Student Workbook

Titan Education

Case study (1)

Hygiene



'He stinks!' they laugh as the girls bustle into the change rooms after sport.

'I know,' giggles Danni, 'Um, hello? Deodorant? Have you tried it?'

The other girls dissolve into laughter as they change out of their sport uniforms.

Melissa smiles and laughs halfheartedly at their jibes. But she can't help but feel just a little bit sorry for Paul.

'Maybe he doesn't know he smells?' she thinks to herself, not daring to say it out loud, fearing that the girls would focus their attentions on her.

Stepping into the shower, she is still able to hear their conversation echoing around the change rooms.

'I can't believe how much he sweats!' cries Vivien in disbelief.

'I know!' exclaims Marta, 'And that smell! I bet his Mum has to burn his sport clothes. No washing powder in the world could possibly get that out!'

The girls collapse on the wooden bench seats laughing hysterically and clutching their stomachs.

'Poor Paul,' thinks Melissa. 'Someone should talk to him.'

Melissa is very conscious about washing her face and skin. She has recently started to get pimples on her forehead and back and often feels self-conscious. They aren't really bad, but she knows she needs to pay more attention to her personal hygiene than she has in the past. There is no way she would ever dream of not showering or cleansing her skin after sport. But as she dries herself off, reapplies her anti-perspirant deodorant and moisturizes her skin, she is somewhat amused to see Marta, Danni and Vivien's version of a shower. Apparently they think that dousing themselves in perfumed body spray and deodorant is good personal hygiene.

She laughs to herself.

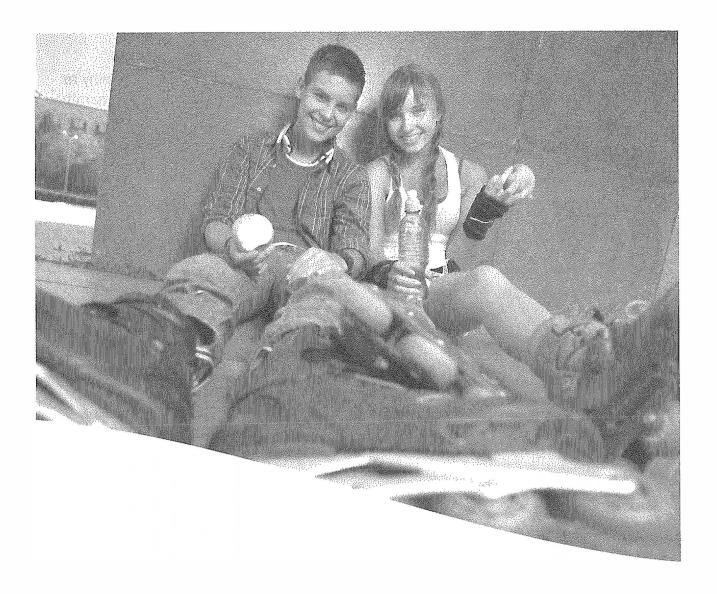
'And here they are sledging Paul!' she thinks 'But I suppose considering how little they do in sport they don't actually NEED to shower'. But even as she thinks it, she mentally scolds herself for being so mean.

'As harsh as they are, they have a point about Paul,' she concedes silently, picking up her bag to head to her next class.

Melissa resolves to talk to Paul as soon as she could. She just wasn't sure how to do it without offending him.

Questions

1.	Why are the girls making fun of Paul?
2.	Identify the personal hygiene practices that Melissa engages in after sport.
3.	Outline the personal hygiene practices that Vivien, Danni and Marta engage in after sport. Do you think this is effective? Justify your response.



Healthy Mestyle

Health is dynamic

Health can mean different things to different people. Some people see being healthy as being able to complete daily activities, others see it as being able to complete a marathon.

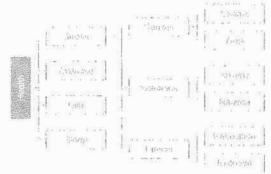
Literacy activity 🔊 🗓 Think/Pair/Share
Describe your personal understanding of health
In pairs, take turns to perform the following: Retell/paraphrase your individual understandings of health
Ask questions to clarify understanding
Develop a paired definition of health.
Literacy activity (*) (iii) Completing sentences
Complete the following sentences, based on your understanding of key concepts. Make sure the sentences have correct spelling, punctuation and grammar.
The concept 'health is dynamic' means
Examples of how health can be dynamic include

Components of health

The components of health interrelate with each other. The aim is to maintain a balance between them to enjoy a healthy and meaningful life.

Components of health and how they relate to each other to provide a holistic approach to health

- Spiritual: our sense of purpose and meaning in life.
- Social: the ability to relate to people.
- Physical: the wellness of your body and absence of pain.
- Emotional: the capacity to express emotions and adapt to a range of demands.
- Cognitive: the ability to think clearly and make sensible decisions to cope with life's demands.



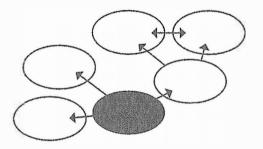
Literacy activity @

Concept mapping



Concept mapping is used to visually clarify information and display understanding. It is a scaffold of ideas.

Design a concept map to explain how the above components of health can be interrelated. Identify relationships and connections within the components of health.



Nutrition for health and physical activity

Nutritional requirements for healthy living

Keeping healthy is all about being physically active, eating a variety of nutritious, tasty foods and developing a good understanding of your own body. The best way to prepare for a long and healthy life is to get in the habit of eating a tasty, varied diet. Include plenty of 'colourful' vegetables, cereals, grains, rice and fruits as well as protein from meat, fish, soy or legumes.

A nutritious diet helps to prevent many lifestyle diseases such as heart disease and diabete			
Cloze passage activity 🚱			
Select from the word	bank below to con	nplete the passage	
Word Bank reduced-fat salt breastfeeding	water breads saturated	nutritious physical store	vegetables cheese
reduced-fat water nutritious vegetables salt breads physical cheese			
1. Encourage and sup	port		
2 Children and adoles	cents need sufficie	ent nutritious foods to	grow and develop normally

Children and adolescents need sufficient nutritious foods to grow and develop normally. Growth should be checked regularly for young children. _____ activity is important for all children and adolescents 3. Enjoy a wide variety of _____ foods. Children and adolescents should be encouraged to eat plenty of _____, legumes and fruits as well as plenty of cereals (including _____, rice, pasta and noodles), preferably wholegrain. Include lean meat, fish, poultry and/or alternatives as well as milks, yoghurts, ___ and/or alternatives. Reduced-fat milks are not suitable for young children under 2 years, because of their high energy needs, but ______ varieties should be encouraged for older children and adolescents. Choose ___ Care should be taken to limit ______ fat and moderate total fat intake. however low-fat diets are not suitable for infants. Choose foods low in _____ and consume only moderate amounts of sugars and foods containing added sugars. 4. Care for your child's food: prepare and _____ it safely.

Source: National Health and Medical Research Council

Australia is getting fatter

Whilst the obesity epidemic in the US may have plateaued, experts warn that Australia's obesity crisis is far from over. In the US, the obesity rate has increased every year for the past 25 years. Government officials say that factors such as growing awareness and more realistic dieting targets have helped to stop the upward trend.

Experts warn that several more years of obesity rate increases are likely before Australia reaches a plateau in the next five years. Australians are still behind the US in terms of obesity rates, but as a nation the gap is decreasing.

About 35 per cent of women and 33 per cent of men are considered obese in the US, whilst Australia's obesity rate is closer to 16 to 18 per cent. According to experts the obesity rates amongst young Australians is of considerable concern. There are more cases of obese young people and the rates are climbing, people are getting fatter faster.

While the number of obese Americans is around 76 million, experts say that it would be near impossible to have the number climb any higher than 40 percent. At the current rates the whole population of the US would have been obese by 2040.

In both the United States and Australia a person is defined as obese if their body mass index is 30 or more, as calculated from their weight and height.

Source: www.health.gov.au

computer or computer games?

Q	uestions @
1.	What is happening to the obesity rates in:
a.	Australia?
b.	Young Australians?
3.	What proportion of the Australian population is overweight?
4.	How does modern technology make your lifestyle different from your parents and grandparents when they were your age?
5.	What activities would you do in your leisure time if you didn't have access to a TV, a

Health and wellbeing

Find more information in subtopic 7.2.

Health is much more than just an absence of disease. Health has physical, social, emotional/mental, cognitive and spiritual components. In this subtopic, you will explore how these components combine to determine your overall level of health and wellbeing, and how to recognise health strength in yourself and others.

The components of health

Match each component of health with the correct description.

Physical health	Our interactions and how we relate to others
Social health	Our ability to think, reason and make good decisions
Emotional/mental health	Having a sense of purpose and meaning in our lives
Cognitive health	How we feel about who we are; how we express our emotions and react
Spiritual health	The health of the body

Decide if each of the following is an example of physical, social, emotional/mental, cognitive or spiritual health.

Example	Component
Setting goals and devising plans to reach those goals	
Feeling connected to something greater than yourself	
Exercising several times a week	
Resisting a risky behaviour even though friends try to pressure you	
Carry on with your plans after receiving disappointing news	
Hardly ever getting a cold or other illness	
Asking the new student if they would like to sit with you	

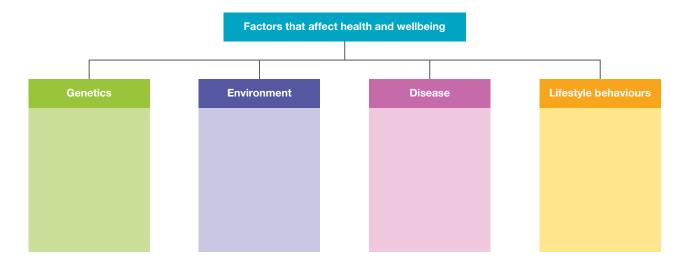
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Factors that affect health and wellbeing

Find more information in subtopic 7.3.

There are some factors that affect your health and wellbeing that you might be unable to control, such as your genes, gender or environment. But other factors, such as the choices you make about your lifestyle, are yours to control.

List some examples for each of the following factors.



Gender

Choose the correct words to complete the paragraph.

nurtur	ing	biological sex	equity	women	challe	enged	stereotypes	encouraged
		ge	nder en	notions	males	inequi	ity	
Your is a sense of who you are as a male or female. Your refers to the								
physical characteristics you were born with.								
In the past there have been many assigned to genders.								
were expected to be tough and strong and not show								
	were expected to be quiet, gentle and Many of these stereotypes have				e stereotypes have			
now been		and the	is has seen	greater		ir	the treatment	of all people.

Lifestyle behaviours

The lifestyles chosen by some young people put their health at risk in the short and long term.

List some lifestyle choices you can make to help avoid poor health.



Making healthy decisions

Find more information in subtopic 7.4.

Decision making is a part of life — everyone makes decisions that can put their health or the health of others at risk, or conversely makes positive decisions that help and improve others' lives. In this subtopic you will explore the reasons why people take risks and learn good decision-making skills to minimise negative risk-taking and its possible consequences.

Risk-taking

Decide if the following are positive or negative risks.

Example	Type of risk	
Quickly checking a text message while driving		
Auditioning for the school play		
Asking your crush out to the movies		
Taking a pill given to you by a friend at a nightclub		
Telling a teacher you're being bullied		

continued

continued

Example	Type of risk
Taking a call on your mobile phone while riding your bicycle	
Doing a speech in front of assembly	
Accepting a cup of soft drink from someone at a party	
Staying longer at a friend's house than you planned so you have to walk home in the dark	
Swimming alone in a dam on a hot day	
Applying for a job	

Reveal what the letters in POOCH stand for.

P	Assess what the problem is and what decisions need to be made.
0	Work through all the possible options.
0	What are the outcomes of these options, positive and negative?
С	Decide on the best choice to minimise risk to yourself.
н	You can evaluate your decision by reflecting on the outcome.

Match the type of decision maker with their behaviour.

Impulsive	Leaves the decision up to fate
Fatalistic	Decides based on what they 'feel' but can't verbalise the reason why
Compliant	Delays making a decision
Intuitive	Always takes the first alternative that is offered
Play-it-safe	Goes along with someone else's plans rather than making a personal choice
Delayer	Always picks the 'easiest' alternative with the least potential of risk

Making health decisions: nutrition

Find more information in subtopic 7.5.

Determining which foods are healthy can be a challenge. Sometimes, what you think is nutritious may actually be high in sugars, preservatives, sodium (salt) or fat. The healthy option is not always the easy option either. It is important to be informed to make healthy decisions about your nutrition.

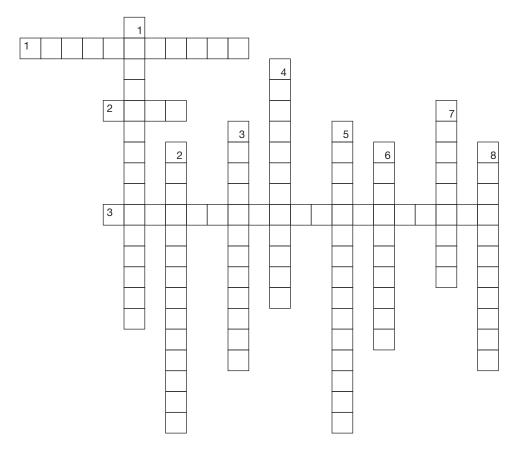
Decide which nutrient you get from each of the foods listed in the table.

Nutrients:	Carbohydrates	Protein	Fat	Vitamins	
------------	---------------	---------	-----	----------	--

Food	Nutrient
Honey	
Eggs	
Orange	
Bread	
Pasta	
Butter	
Nuts	
Red meat	
Rice	
Broccoli	
Fish	
Sugar	

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Complete the following crossword puzzle using the clues.



Across

- 1. Widely held but overly simplified views about a particular individual or group
- 2. The chance for potential injury or loss
- 3. Our physical surroundings, such as housing and land or nature

Down

- 1. Our ability to think and reason and to make good decisions
- 2. Refers to the health of the body

- 3. How we think, feel and express our emotions
- 4. Our social interactions and how we relate to others
- How we feel about who we are, how we express our emotions and how we react
- 6. The energy value of food
- 7. Chemical substances in food that nourish the body in specific ways
- 8. Able to be maintained or sustained a certain rate or level