



*Australian Curriculum:*  
*Health and Physical Education*  
**Years 9 - 10 unit overview**

An initiative of



## Partners







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## Years 9–10 unit overview

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Health and Physical Education for Foundation–10: [www.australiancurriculum.edu.au/healthandphysicaleducation](http://www.australiancurriculum.edu.au/healthandphysicaleducation)

Provider	Unit title	Duration of unit
Spinal Injuries Australia	Managing situations where injury is possible	5 weeks
Unit outline		
<p>Students in middle secondary education, especially boys, are approaching an age when ‘risk’ seems attractive. While ‘risky behaviour’ is often considered an aspect of ‘growing up’, the concept of risk must be investigated and discussed at length with students in this age group.</p> <p>This unit provides an opportunity for teachers to investigate ‘risk’ with their students. It encourages students to ‘manage situations’ in a variety of circumstances that have the potential to cause spinal cord injury. Students explore situations individually and in groups, before developing their own ePoster and an eBook that focuses on two ‘at-risk’ situations.</p> <p>Through this process, students will understand how to make sensible decisions for themselves and others in situations that might cause spinal cord injury.</p>	<b>Understanding</b>	<ul style="list-style-type: none"> <li>• My spine, my responsibility</li> <li>• Risks and rewards</li> <li>• Managing risk situations individually</li> <li>• Managing risk situations in groups</li> <li>• Managing risk situations in or near vehicles</li> <li>• Managing risk situations in, on, or near water</li> <li>• Managing risk situations during recreational activities</li> <li>• Managing risk in ‘dare’ situations</li> <li>• Managing risk situations related to alcohol use</li> </ul>
	<b>Planning</b>	My eBook: <i>Spinal cord safety — Managing risk situations</i>
	<b>SEAT</b>	<b>Acting</b>
<p>A visit from the SEAT program might be used as:</p> <ul style="list-style-type: none"> <li>▪ A stimulus to precede this unit</li> <li>▪ Part of the managing risk activities within the unit, or</li> <li>▪ As a culminating activity.</li> </ul>	<b>Reflecting</b>	<ul style="list-style-type: none"> <li>• What did I learn?</li> <li>• How did I learn?</li> </ul>

Identify curriculum	
Content descriptions to be taught	General capabilities and cross-curriculum priorities
<b>Personal, social and community health</b>	
<p><b><i>Being healthy, safe and active</i></b></p> <p>10.3a <b>Plan</b>, rehearse and <b>evaluate</b> options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing might be at risk.</p> <ul style="list-style-type: none"> <li>▪ Managing situations that are threatening: <ul style="list-style-type: none"> <li>• In a variety of environments — home, park, school, train, bus etc.</li> </ul> </li> </ul>	<p> <b>Literacy</b></p> <ul style="list-style-type: none"> <li>• plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience</li> </ul> <p> <b>ICT capability</b></p> <ul style="list-style-type: none"> <li>• select and use appropriate ICT tools safely to lead groups in sharing and exchanging information, and taking part in online projects or active collaborations with appropriate global audiences</li> </ul> <p> <b>Critical and creative thinking</b></p> <ul style="list-style-type: none"> <li>• predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action</li> <li>• evaluate and justify the reasons behind choosing a particular problem-solving strategy</li> </ul> <p> <b>Personal and social capability</b></p> <ul style="list-style-type: none"> <li>• assess individual and group decision-making processes in challenging situations</li> </ul>
<p>10.3b <b>Propose</b>, practise and <b>evaluate</b> responses where external influences might impact on their ability to make healthy and safe choices</p> <ul style="list-style-type: none"> <li>▪ External influences to consider are: <ul style="list-style-type: none"> <li>• Using variables such as time, prevalence of danger etc. to select strategies</li> <li>• Through conversations with safety experts</li> <li>• A variety of environments.</li> </ul> </li> </ul>	
<b>Achievement Standard   Years 9 and 10   Health and Physical Education</b>	
<p>In this unit, assessment of student learning aligns to the following <b>highlighted</b> components of the Achievement Standard.</p> <p>By the end of Year 10, <b>students critically analyse contextual factors that influence their</b> identities, relationships, <b>decisions and behaviours</b>. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.</p> <p>Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. <b>They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing</b>. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.</p>	

Relevant prior curriculum	Curriculum working towards
<ul style="list-style-type: none"> <li>▪ Concepts of personal safety</li> <li>▪ Concept of 'skeleton' and basic understanding of its parts and function, specifically the spine.</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth understanding of personal safety in a range of situations related to the lives of students of this age.</li> </ul>
<b>Links to other learning areas</b>	
<ul style="list-style-type: none"> <li>▪ Science — parts of the body</li> </ul>	
<b>Acknowledgements</b>	
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Assessment		Making judgments
<b>Describe the assessment</b>	<b>Assessment date</b>	
<p><b>Written and oral evidence</b></p> <p>No formal assessment is included.</p> <p>The student journal, exhibit and presentation provide opportunities to capture the individual knowledge of students in relation to whether they can:</p> <ul style="list-style-type: none"> <li>▪ Practise and apply strategies to seek help for themselves and others in relation to spinal injury</li> <li>▪ Investigate and select strategies to promote spinal safety and wellbeing</li> <li>▪ Plan and use health practices, behaviours and resources to enhance safety.</li> </ul> <p>The student presentations also provide opportunities to assess individual student's understanding of the content descriptions.</p> <p>Teachers should supplement these with their own conversations with individual students, especially where students' written or oral abilities might be a barrier to their revealing their knowledge effectively.</p>	<p>Formative assessment will occur during the planning, acting and reflecting phases of this unit.</p>	<ul style="list-style-type: none"> <li>• <i>Appendix L – A Guide to making judgements</i></li> </ul>

### Adjustments for needs of learners

Section 6 of the *Disability Standards for Education* (the Standards for Curriculum Development, Accreditation and Delivery) state that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning.

The *Disability Standards for Education 2005* (Cwlth) is available from: [www.ag.gov.au](http://www.ag.gov.au)

Select (>) 'Rights and protection' from the menu bar across the top; then in the panel on left >Human rights and anti-discrimination >Disability standards for education.

### Supporting inclusive practice

All students should be fully involved in learning activities, and activities should be adjusted or modified as appropriate to incorporate, where possible and appropriate, the involvement of students with disabilities. There are a number of strategies for catering for students with disabilities; a key component of these strategies is to be sensitive to their feelings and aware of their needs. These strategies apply equally to students with siblings or parents with disabilities.

Remind students to respectfully consider their attitudes and behaviour during discussions and in situations that refer to students in class and other people:

- Who use wheelchairs
- With visual or auditory impairment
- Who are non-English speaking, etc.

## Understanding phase

During the understanding phase, students are explicitly taught the content and concepts in the content descriptions.

The 'Teaching considerations' column in the table below lists suggested adjustments to be made to cater for needs of learners.

Understanding phase	Teaching considerations	Resources
<p><b>My spine, my responsibility</b></p> <ul style="list-style-type: none"> <li>▪ Discuss the spine within the human skeleton. Use this YouTube video to stimulate initial discussion — <i>Anatomy of the spinal cord and how it works</i>: <a href="http://www.youtube.com/watch?v=zspb1-okVig">www.youtube.com/watch?v=zspb1-okVig</a></li> </ul> <p>Students label parts of the skeleton, specifically the spine, using <i>Appendix A – the human skeleton</i><i>Error! Reference source not found.</i>. Students may write notes from the video on the bottom of the sheet.</p> <p>Focus questions could include:</p> <ul style="list-style-type: none"> <li>– Why is your spine important?</li> <li>– What sort of activities can damage a person's spine?</li> </ul> <ul style="list-style-type: none"> <li>▪ Students write in their journal a response to the question, 'Is my spine my responsibility to manage?' Encourage students to provide both 'Yes' and 'No' responses that can be used to generate discussion — for example:           <ul style="list-style-type: none"> <li>– A 'Yes' response might be, "I must look after my spine because it is part of my body, and I want to be healthy".</li> <li>– A 'No' response might be, "I can't always be responsible for my spine when I play sport because there are others who could accidentally hurt me".</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide visual materials (including a skeleton if possible) to show the spine.</li> <li>• Focus students on the types of injuries that can occur, including back, neck and spinal cord injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube video — <i>Anatomy of the spinal cord and how it works</i>: <a href="http://www.youtube.com/watch?v=zspb1-okVig">www.youtube.com/watch?v=zspb1-okVig</a></li> <li>• <i>Appendix A – the human skeleton</i></li> <li>• Student journal</li> </ul>

Understanding phase	Teaching considerations	Resources
<p><b>Risks and rewards</b></p> <ul style="list-style-type: none"> <li>▪ Students discuss the concept of decision-making when evaluating risk and reward (a cost–benefit analysis). Students identify activities that are <ul style="list-style-type: none"> <li>– High risk, low reward</li> <li>– High risk, high reward</li> <li>– Low risk, low reward</li> <li>– Low risk, high reward</li> </ul> </li> </ul> <p>For each example ask students to consider:</p> <ul style="list-style-type: none"> <li>– The types of rewards that people receive from these activities, e.g. personal satisfaction, peer recognition, increased ‘status’</li> <li>– What is meant by high risk and low risk</li> <li>– Why people make ‘unsafe’ decisions</li> <li>– What determines whether a decision is unsafe.</li> </ul> <p>Students write in their journal what they have learnt from these discussions.</p>	<ul style="list-style-type: none"> <li>• Risk – definition of risk will be different to different people</li> <li>• Reward – in this context this is not about a financial or tokenistic reward; it is more in the nature of social reward</li> <li>• Risk will mean different things to different students — for example, swimming in the surf might be considered high or low risk, depending on a student’s swimming ability and experience.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appendix B – Risk and Reward</i></li> <li>• Student journal</li> </ul>
<p><b>Managing risk situations individually</b></p> <ul style="list-style-type: none"> <li>▪ Students identify individual strategies/actions/processes that they use to manage situations which are potentially unsafe.</li> </ul> <p>Discuss the idea of ‘managing a situation’. Ask students what they think this means, and to give examples.</p> <p>Students record their learning and reflections in their journal.</p>	<ul style="list-style-type: none"> <li>• Encourage students to think of prior experiences they have had, and how they managed — or failed to manage — that situation.</li> </ul>	



Understanding phase	Teaching considerations	Resources
<p><b>Managing risk situations in groups</b></p> <ul style="list-style-type: none"> <li>Students identify the advantages and disadvantages of socialising in groups — for example, an advantage is that students can feel safe and have a sense of belonging within a group. The whole group can help to protect its members. A disadvantage can be that a student is encouraged by others within the group to try something that is dangerous or risky. Students discuss what peer pressure can look like, feel like, sound like.</li> </ul> <p>Focus questions could include:</p> <ul style="list-style-type: none"> <li>– Why is being part of a team or group ‘good’?</li> <li>– What can be difficult about being in a group or team?</li> <li>– What is peer pressure?</li> <li>– How can peer pressure be a good thing (an advantage)?</li> <li>– How can peer pressure be a bad thing (a disadvantage)?</li> <li>– Give an example of a peer pressure situation that relates to spinal cord safety.</li> </ul> <p>Students record their learning and reflections in their journal.</p>	<ul style="list-style-type: none"> <li>Encourage students to share examples of both good and bad peer pressure. (It is preferable that students do not name people in the school community if the examples are ‘bad’.)</li> </ul>	<ul style="list-style-type: none"> <li><i>Appendix C – Advantages and disadvantages of group participation</i></li> <li>Student journal</li> </ul>
<ul style="list-style-type: none"> <li>Students describe situations in their lives where being a member of a group has been a ‘good’ experience and also a ‘bad’ experience — there were good and bad aspects to the situation. Encourage students to consider times within group activities when there has been moderate or high risk. (Teachers might give examples from their own experience.)</li> </ul> <p>Focus questions could include:</p> <ul style="list-style-type: none"> <li>– What ‘good’ experiences have you had as a member of a group or team?</li> <li>– What ‘bad’ experiences have you had as a member of a group or team?</li> </ul> <p>Students record their learning and reflections in their journal.</p>	<ul style="list-style-type: none"> <li>Consider situations at home, in a park, at school, while travelling</li> <li>Consider external influences to those situations — e.g. new people coming into the group, change in weather conditions, new equipment/toys etc. being used.</li> </ul>	<ul style="list-style-type: none"> <li>Student journal</li> </ul>

Understanding phase	Teaching considerations	Resources
<p><b>Managing risk situations in or near vehicles</b></p> <ul style="list-style-type: none"> <li>Students, in groups, discuss the risk of spinal cord injury while travelling as a passenger in a vehicle. Each group identifies the type of risk, the potential consequences, and strategies they could use to minimise each risk.</li> </ul> <p>Groups share their responses with the whole class and discuss accordingly.</p> <p>Students record their learning and reflections in their journal.</p>	<ul style="list-style-type: none"> <li>Students might wish to share personal experiences, but should not name peers.</li> </ul>	<ul style="list-style-type: none"> <li><i>Appendix D: Managing risk – In or near vehicles</i></li> <li>Student journal</li> </ul>
<p><b>Managing risk situations in, on, or near water</b></p> <ul style="list-style-type: none"> <li>Students, in groups, discuss the risk of spinal cord injury while playing or travelling in, on or near water. Each group identifies the type of risk, the potential consequences, and strategies they could use to minimise each risk.</li> </ul> <p>Groups share their responses with the whole class and discuss accordingly.</p> <p>Students record their learning and reflections in their journal.</p>	<ul style="list-style-type: none"> <li>Students might wish to share personal experiences, but should not name peers.</li> </ul>	<ul style="list-style-type: none"> <li><i>Appendix E: Managing risk – In or near water</i></li> <li>Student journal</li> </ul>
<p><b>Managing risk situations during recreational activities</b></p> <ul style="list-style-type: none"> <li>Students, in groups, discuss the risk of spinal cord injury while involved in recreational activities. Each group identifies the type of risk, the potential consequences and strategies they could use to minimise each risk.</li> </ul> <p>Groups share their responses with the whole class and discuss accordingly.</p> <p>Students record their learning and reflections in their journal.</p>	<ul style="list-style-type: none"> <li>Discuss the reasons for rules in formal organised sports — e.g. football, netball.</li> <li>Discuss the idea that students should also make their own rules for informal, recreational activities — e.g. riding a bike through the forest. Talking about such rules will increase students' awareness and help keep participants safe.</li> </ul>	<ul style="list-style-type: none"> <li><i>Appendix F: Managing risk – Recreational activities</i></li> <li>Student journal</li> </ul>

Understanding phase	Teaching considerations	Resources
<p><b>Managing risk in ‘dare’ situations</b></p> <ul style="list-style-type: none"> <li>▪ Students, in groups, discuss the risk of spinal cord injury when someone dares another person to do something that seems risky or dangerous. Each group identifies the type of risk, the potential consequences and strategies they could use to minimise each risk.</li> </ul> <p>Groups share their responses with the whole class and discuss accordingly.</p> <p>Students record their learning and reflections in their journal.</p>	<ul style="list-style-type: none"> <li>• Discuss the concept of ‘daring someone to do something’ and why people to do this.</li> <li>• Examples: <ul style="list-style-type: none"> <li>– I dare you to do a back flip on your bike ...</li> <li>– I dare you to dive into the creek ...</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appendix G: Managing risk – Dares</i></li> <li>• Student journal</li> </ul>
<p><b>Managing risk situations related to alcohol use</b></p> <ul style="list-style-type: none"> <li>▪ Students, in groups, discuss the risk of spinal cord injury arising from excessive alcohol consumption, or being with people drinking excessive amounts of alcohol.</li> </ul> <p>Each group identifies the type of risk, the potential consequences, and strategies they could use to minimise each risk.</p> <p>Groups share their responses with the whole class, and discuss accordingly.</p> <p>Students record their learning and reflections in their journal.</p>	<ul style="list-style-type: none"> <li>• Discuss the risks of excessive drinking of alcohol in family situations as well as with friends. For example, what happens if a parent has drunk excessively and then wants to drive the family home?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appendix H: Managing risk – Alcohol</i></li> <li>• Student journal</li> </ul>

## Planning phase

During the planning phase, students plan the implementation of a task based on the learning that occurred during the 'understanding' phase.

This phase also includes explicit teaching related to the skills and processes required of the content description.

Planning phase Teaching strategies and learning experiences	Teaching considerations	Resources
<p><b>My eBook: Spinal cord safety – Managing risk situations</b></p> <ul style="list-style-type: none"> <li>▪ Students individually prepare an eBook (or similar) on <b>Spinal cord safety – Managing risk situations</b>.</li> </ul> <p>The eBook must:</p> <ul style="list-style-type: none"> <li>– Identify two familiar situations in their life that carry risk of spinal cord injury</li> <li>– Explain why each of these situations might be dangerous</li> <li>– Provide options (or strategies) for minimising or preventing the risk of spinal cord injury for themselves and others in both situations</li> <li>– Identify a preferred option (or strategy) and state why it is the best</li> <li>– Identify one external influence related to each situation and how this can be mitigated.</li> </ul> <p>An ePoster related to each situation must also be created. This ePoster can be used as a screensaver on personal computers.</p> <p>The eBook should include images and/or video that relate to both situations.</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▪ Students write in their journal their initial ideas for completing their eBook. They share these ideas with a peer and then the whole class.</li> </ul> <p>Focus questions could include:</p> <ul style="list-style-type: none"> <li>– What situations will you choose? Why?</li> <li>– How will you find out the information you need?</li> <li>– What support do you need, and from where can you get it?</li> </ul> <p><b>Creating a safety poster</b></p> <p>This activity will help students complete their presentation.</p> <ul style="list-style-type: none"> <li>▪ Students create a poster with a key message that relates to one of the situations within their eBook.</li> </ul>	<p>An eBook is only one of several possible ways for students to present their information. If necessary or preferred, consider other options to suit the needs and interests of students.</p>	<ul style="list-style-type: none"> <li>• <i>Appendix I: Spinal cord safety – Managing risk situations (Task sheet)</i></li> <li>• Student journal</li> </ul>

Planning phase Teaching strategies and learning experiences	Teaching considerations	Resources
<p>Focus questions on the:</p> <ul style="list-style-type: none"> <li>– Key message, including number of words</li> <li>– Type face and size</li> <li>– Image used, and</li> <li>– Use of colour.</li> </ul> <p>Students may create the poster in electronic or hand-drawn form.</p>	<ul style="list-style-type: none"> <li>• It is important to show students sample posters related to safety. Rather than do an open web search with students, it is preferable for the teacher to do an initial search, choose a selection of age-appropriate safety images, save them to a file and share these with students</li> </ul>	<ul style="list-style-type: none"> <li>• Materials to create poster; resources (print and/or online) to support this</li> <li>• Sample posters</li> <li>• Student journal</li> </ul>

## Acting phase

During the acting phase students implement or present their plan.

Acting phase	Teaching considerations	Resources
<p><b>Present your eBook</b></p> <ul style="list-style-type: none"> <li>▪ Students show their eBook and deliver their presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students might wish to invite parents, carers or other classes to their eBook presentation.</li> <li>• Provide feedback to students. Encourage students to seek feedback.</li> </ul>	

## Reflecting phase

During this phase students reflect on and share their learning.

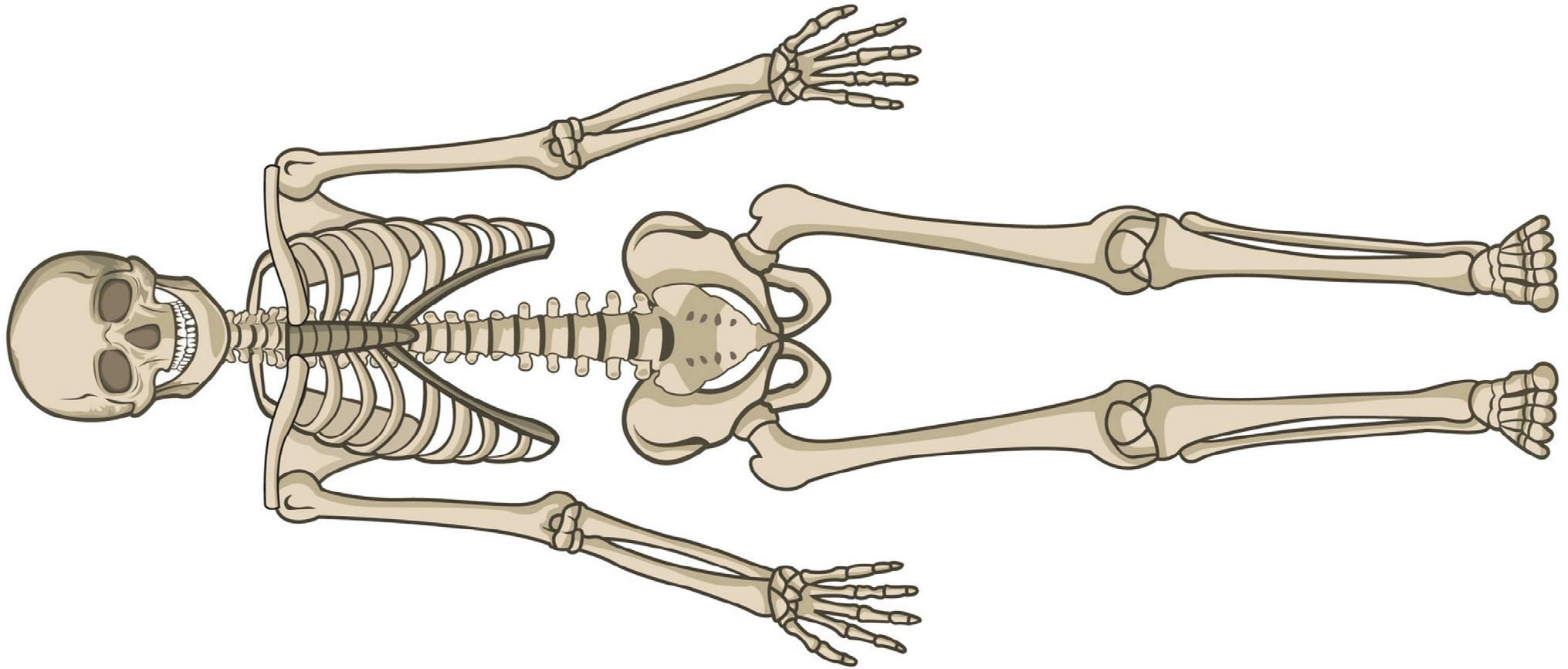
Reflecting phase	Teaching considerations	Resources
<p><b>What did I learn?</b></p> <ul style="list-style-type: none"> <li>Students discuss with a partner what they learned about personal safety during the unit. They then form groups of four and share each other's learning. They find similarities and differences within their group, and then share with the rest of the class.</li> </ul>		<ul style="list-style-type: none"> <li><i>Appendix J: My Learning – What and how I learned</i></li> </ul>
<p><b>How did I learn?</b></p> <ul style="list-style-type: none"> <li>Students reflect on <b>how</b> they learned during this unit.</li> </ul> <p>Use <i>Appendix J: My Learning – What and how I learned</i> and <i>Appendix K: My Learning – Managing risk</i> to facilitate this activity.</p>		<ul style="list-style-type: none"> <li><i>Appendix J: My Learning – What and how I learned</i></li> <li><i>Appendix K: My Learning- Managing risk</i></li> </ul>

Use feedback	
Ways to monitor learning and assessment	<p>Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.</p> <p>Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross-mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency.</p>
Feedback to students	<p>Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to children/students on their strengths and areas for improvement. Teachers might ask themselves:</p> <ul style="list-style-type: none"> <li>What do my students already know?</li> <li>What do my students need to learn?</li> <li>How do I teach it?</li> </ul> <p>The aim of feedback is to improve learning, to plan what to teach next, and how to teach it.</p> <p>Teachers and students use feedback to close the gap between students' current levels of achievement and where they aim to be. Children/Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.</p>

Giving feedback to students	Feedback to students should relate specifically to the content descriptions, achievement standards and their related learning experiences. For students to receive feedback in relation to the content descriptions, <b>they must be made aware of these content descriptions in the first instance.</b>	
	<b>Content descriptions</b>	<b>Possible questions to guide feedback to students</b>
	<ul style="list-style-type: none"> <li>▪ 10.3a <b>Plan</b>, rehearse and <b>evaluate</b> options for managing situations where their own or others' health, safety and wellbeing might be at risk, including CPR and first aid.</li> </ul>	<ul style="list-style-type: none"> <li>• Did/can the student <b>plan</b> options for managing situations where their own or others' safety and wellbeing might be at risk?</li> <li>• Did/can the student <b>evaluate</b> options for managing situations where their own or others' safety and wellbeing might be at risk?</li> </ul>
	<ul style="list-style-type: none"> <li>▪ 10.3b <b>Propose</b>, practise and <b>evaluate</b> responses where external influences may impact on their ability to make healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>• Did/can the student <b>propose</b> responses where external influences might impact on their ability to make healthy and safe choices?</li> <li>• Did/can the student <b>evaluate</b> responses where external influences might impact on their ability to make healthy and safe choices?</li> </ul>
	<b>Achievement Standard</b>	<b>Possible questions to guide feedback to students</b>
	<ul style="list-style-type: none"> <li>▪ ... Students critically analyse contextual factors that influence their ... decisions and behaviours.</li> <li>▪ ... They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Did/can the student critically analyse contextual factors that influence their .... decisions and behaviours?</li> <li>▪ Did/can the student apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing?</li> </ul>
Reflection on the unit plan	Identify what worked well during and at the end of the unit, including: <ul style="list-style-type: none"> <li>▪ Activities that worked well, and why</li> <li>▪ Activities that could be improved, and how</li> <li>▪ Assessment that worked well, and why</li> <li>▪ Assessment that could be improved, and how</li> <li>▪ Common student misconceptions that need, or needed, to be clarified</li> <li>▪ Differentiation and future student learning needs.</li> </ul>	

# Appendix A: The human skeleton

Label the major bones of the skeleton, including the spine.



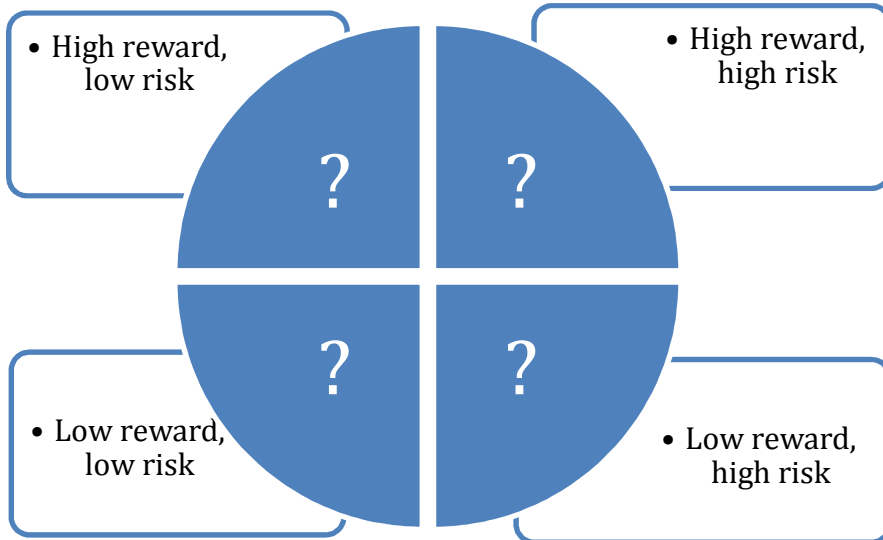
Notes:



# Appendix B: Risk and reward

1. In which sector would you place the following activity? Provide an explanation.

Being a passenger in a car with a driver who has been drinking alcohol:



2. Provide two examples of activities for each sector. Share with a peer. Discuss with the class.

Risk-Reward	Examples
High reward, low risk	
High reward, high risk	
Low reward, low risk	
Low reward, high risk	

## Appendix C: Advantages and disadvantages of group participation

What are the advantages and disadvantages of belonging to a group and participating in group activities?

#	Advantages	Disadvantages
1.		
2.		
3.		
4.		
5.		
6.		
7.		

## Appendix D: Managing risk – In or near vehicles

Identify the types of risk, the potential consequences, and strategies that could be used to minimise risks that could arise when you are travelling in a vehicle, or are near moving vehicles, such as when standing on the side of the road.

Risk	Consequences	Strategies



## Appendix E: Managing risk – In or near water

Identify the types of risk, the potential consequences, and strategies that could be used to minimise each risk that could arise while playing or travelling in, on, or near water.

Risk	Consequences	Strategies



## Appendix F: Managing risk – Recreational activities

Thinking about your recreational activities, identify the types of risk, the potential consequences, and the strategies that could be used to minimise each risk.

Risk	Consequences	Strategies





## Appendix G: Managing risk – Dares

Identify three possible 'dare' situations. (This is when someone dares you to do something risky or possibly dangerous.)

1.

2.

3.

For each of the 'dare' situations you listed above, identify the types of risk, the potential consequences, and the strategies that could be used to minimise each risk.

Risk	Consequences	Strategies

Risk	Consequences	Strategies



## Appendix H: Managing risk – Alcohol

Identify three situations that are risky because of alcohol.

1.

2.

3.

For each of the risk situations you listed above, identify the types of risk involved in such situations, the potential consequences, and strategies that could be used to minimise each risk.

Risk	Consequences	Strategies

Risk	Consequences	Strategies



# Appendix I: Spinal cord safety – Managing risk situations (Task sheet)

Task: Produce an eBook and ePoster	Planning
<p>Students individually prepare an eBook (or similar) on <b>Spinal cord safety — Managing risk situations.</b></p> <p>The eBook must:</p> <ul style="list-style-type: none"> <li>▪ Identify two situations familiar to your life that carry risk of spinal cord injury</li> <li>▪ Explain why each of these situations might be dangerous</li> <li>▪ Provide options (or strategies) for minimising or preventing the risk of spinal cord injury to yourself and/or others in both situations</li> <li>▪ Identify a preferred option (or strategy) and state why it is the best</li> <li>▪ Identify one external influence related to each situation and how this can be mitigated.</li> </ul> <p>The eBook should include images and/or video that relate to both situations.</p> <p>The presentation should include images and/or video that relate to the situations, level of spinal injury, strategies and resources mentioned in the eBook.</p> <p>You will need to formally present your eBook to an audience.</p> <p>An ePoster related to each situation must also be created.</p> <p>This ePoster can be used as a screensaver on personal computers.</p>	

# Appendix J: My learning – What and how I learned

My name: ..... Date: .....

Question	Response
<b>WHAT</b> did I learn?	
<b>How</b> did I learn?	



Question	Response
<p>How do I <b>LIKE</b> to learn? Why?</p>	
	<p>How would I like to learn in the <b>FUTURE</b>?</p>

# Appendix K: My Learning – Managing risk

My name: ..... Date: .....

1. How could I manage risks in each of the following situations?  
 What strategies could I use to make sure that I myself and others are safe?

Situation	Strategies
Someone offers to drive me home after he or she has been drinking alcohol	
My older brother or sister is texting while they are driving.	
I am challenged to do a back flip on a bike.	

# Appendix K: My Learning – Managing risk cont'd

My name: ..... Date: .....

2. Identify three different situations that could be unsafe for students my age.  
 What strategies could I use to make sure that I myself and others are safe in these situations?

Situation	Strategies
<b>HOME</b> (recreational activities; electrical appliances ...)  	
<b>WATER</b> (boating; surfing; swimming ...)  	
<b>TRANSPORT</b> (driving after drinking alcohol; texting while driving; driving too fast for the conditions ...)  	

# Appendix L: Guide to making judgements

## Learning area: Health and Physical Education — Year 10

Assessable elements	A	B	C	D	E
<b>Options for managing situations involving risk</b>	Identifies options for managing familiar and unfamiliar situations that are potentially risky for themselves and others, and can evaluate those options consistently	Identifies options for managing familiar situations that are potentially risky for themselves and others, and can evaluate those options consistently	Identifies options for managing familiar situations that are potentially risky for themselves and others	Identifies limited options for managing familiar situations that are potentially risky for themselves and others	Identifies limited options for managing a familiar situation that is potentially risky for themselves and others
<b>Responses to influences on health and safety</b>	Proposes appropriate responses to a range of 'at-risk' situations affected by external influences and can effectively evaluate those responses consistently	Proposes appropriate responses to a range of 'at-risk' situations affected by external influences and can evaluate those responses reasonably	Proposes appropriate responses to 'at-risk' situations affected by external influences and understands the need to evaluate their effectiveness.	Proposes appropriate responses to familiar 'at-risk' situations affected by external influences	Proposes responses to familiar 'at-risk' situations affected by external influences