

Level

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# Personal safety

## Strands

Promoting the Health of Individuals and Communities

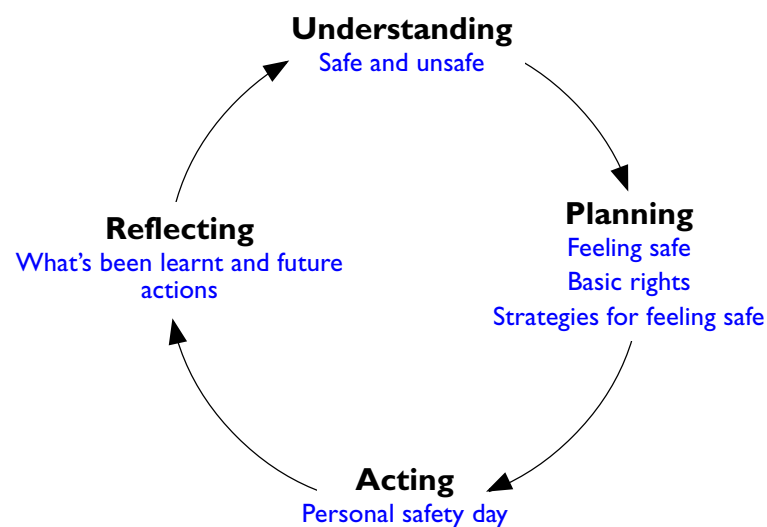
Enhancing Personal Development

## Purpose

Students demonstrate ways they can respond to situations in which they feel comfortable and uncomfortable, safe and unsafe. They demonstrate how to maintain their personal safety in a range of situations, using verbal and nonverbal skills, as well as strategies such as personal networks. Students plan a Personal Safety Day where they demonstrate the skills they have learnt and present information they have gathered and developed on personal safety.

## Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in understanding, planning, acting and reflecting phases.



## Core learning outcomes

### Promoting the Health of Individuals and Communities

### Enhancing Personal Development

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

- 2.3 Students propose and demonstrate ways to promote personal safety and the safety of others.
- 2.2 Students suggest and demonstrate actions, behaviours and attitudes that support positive interactions with family, special people and friends.
- 2.4 Students demonstrate verbal and nonverbal skills to express ideas, needs and feelings and to show consideration of others.

## Core content

### Promoting the Health of Individuals and Communities

### Enhancing Personal Development

This module incorporates the following core content from the syllabus:

- safe, unsafe, risky and challenging behaviours in relationships;
- relationships in families, friendships and groups including rights and responsibilities, and enhancing and managing relationships;
- factors influencing identity and relationships, in particular interactions with others;
- interpersonal skills, including communication, assertiveness, expressing feelings, ideas and emotions and making decisions.

## Assessment strategy

### Promoting the Health of Individuals and Communities 2.3

### Enhancing Personal Development 2.2, 2.4

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module. Other activities in this module provide opportunities for teachers to gather evidence about students' demonstrations of outcomes for assessment purposes.

- Students role-play a variety of situations in which they use verbal and nonverbal skills to demonstrate ways to promote their own safety and the safety of others, and behaviours that promote positive interactions with their friends.
  - Can the student verbally express ideas, needs and feelings in situations concerning his, her or others' safety?
  - Can the student use nonverbal skills, for example, gestures, proximity and bodily expressions to express ideas, needs and feelings in situations concerning his, her or others' safety?
  - Can the student demonstrate actions, behaviours and attitudes that support positive interactions with people?
  - Does the student know actions and/or strategies to help himself or herself be happy, comfortable and safe?
  - Can the student identify an appropriate strategy for a given situation?

## Background information

### Need for personal safety

All students require a knowledge of personal safety issues if they are to recognise unsafe situations. They also require a set of strategies that they can use to keep them safe. This module provides initial development of safety issues and strategies that are built upon in the 'Feeling safe' module in Level 3.

With all teaching that focuses on safety and includes protective behaviours issues, it is recommended that the parent community be involved. School authorities can provide guidance toward this involvement, as can the professional associations listed in the reference section.

Personal safety emphasises the need for a supportive environment for students. As well as acknowledging and promoting the influence students can have over their environments by encouraging them to take action to ensure their safety, this module also encourages teachers to confront an issue that has important consequences for all children. Students also need to see the relationship between their health and feeling safe, unsafe, comfortable and uncomfortable in a range of situations.

### Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

anger	experiences	mental	secrets
comfortable	happiness	network	situation
emotion	lonely	safe	uncomfortable
environment	manage	safety	unsafe

### School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Child safety, protective behaviours and sensitive issues policies are of particular relevance in 'Personal safety'.

### Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and equity. It includes activities that encourage students to:

- understand the responsibilities of communities to ensure the wellbeing and safety of individuals;
- create conditions which support students' own wellbeing and that of others;
- consider the welfare, rights and dignity of others;
- develop skills needed for taking part in decision making to improve personal safety strategies for all students.

Students with disabilities or learning difficulties may require some activities to be modified to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

## Support materials and references

- Aardvark Productions 1990, *Kids have rights*, video, Perth.
- Aboriginal and Islander Child Care Agency 1990, *My Body is Mine Only*, Townsville.
- Ayers & James 1985, *It's OK to Say No!*, activity book, Crows Nest, NSW.
- Ayers & James 1986, *Sometimes It's O.K. to Tell Secrets!*, colouring book, Crows Nest, NSW.
- Ayers and James 1986, *What Should You Do When . . . ?*, colouring book, Crows Nest, NSW.
- Bateman, P. 1985, *Talking About Touching: A Physical Education Supplement*, Seattle Institute for Child Advocacy Committee for Children, Seattle.
- Briggs, F. 1995, *Developing Personal Safety Skills in Children with Disabilities*, Jessica Kingsley Publishers, London.
- Department of Education, Queensland 1993, *Personal Safety for Primary School*, Brisbane.
- Department of Education and Children's Services 1996, *Boys and Relationships Program: Upper Primary, Junior Secondary*, Curriculum Resources, Adelaide.
- Department of Education and Children's Services 1996, *Child Protection. Students from a Non-English Speaking Background. Curriculum Issues for Teachers Culturally Inclusive Education*, Curriculum Resources, Adelaide.
- Department of Education and Children's Services 1996, *Child Protection. Teaching and Learning Strategies for R-7 Students of Diverse Cultural and Linguistic Backgrounds*, Curriculum Resources, Adelaide.
- Elliott, M. 1991, *Feeling Happy, Feeling Safe: A Safety Guide for Young Children*, Hodder and Stoughton, London.
- Golding, C. & Todd, F. 1994, *Protective Behaviours through Drama: A Program to Integrate Aspects of Drama, Protective Behaviours and Health and Personal Development*, Department for Education and Children's Services, South Australia.
- Gordon, S. (ed.) 1995, *The Right to Feel Safe: A Protective Behaviours Manual*, Mission South Australia, Adelaide.
- Gordon, S. & Litt, S., 1989, *Try Again Red Riding Hood: A New Look at an Old Story*, Essence Publications, SA.
- Hindman, J. 1983, *A Very Touching Book: For Little People and for Big People*, McClure-Hindman, New York.

Hope, M. & Eves, R. 1988, *What Can I Do If?*, activity book, Horowitz Grahame, Sydney.

Lismore Neighbourhood Centre 1986, *Kids Can Say No*, Lismore, NSW.

Mansutti, E. 1994, *Feeling Safe Staying Safe: Protective Behaviours*, video kit, Department for Education and Children's Services, Adelaide.

Margetts, D., Nault, S., Selk-Yerges, L. & Smaglik, L. 1997 *Feeling Safe and Standing Strong*, Mission South Australia, Adelaide.

Pika Wiya Health Service 1990, *Everybody's Kids: Three Stories about Child Protection*, video, Macumba Film and Television Productions, Adelaide.

Queensland Centre for Prevention of Child Abuse 1988, *Staying Safe*, video, Brisbane.

Rowley, T. 1986, *Did I Ever Tell You How Special You Are?*, Queensland Centre for Prevention of Child Abuse, Brisbane.

Rowley, T. 1986, *Touches and Feelings*, Queensland Centre for Prevention of Child Abuse, Brisbane.

Stowell, J. & Dietzel, M. 1985, *My Very Own Book About Me!*, activity book, Lutheran Social Services of Washington, Spokane, Washington.

Stowell, J. & Dietzel, M. 1985, *My Very Own Book About Me!*, teachers' guide, Lutheran Social Services of Washington, Spokane, Washington.

#### Organisations

Families, Youth and Community Care Queensland  
Positive Parenting Coordination Section

GPO Box 806

Brisbane, Q 4001

Tel: (07) 3224 7588

Fax: (07) 3247 4856

Website: <http://www.families.qld.gov.au/index.html>

(accessed November 2000)

Family Planning Queensland

100 Alfred St

Fortitude Valley, Q 4006

Tel: (07) 3250 0240

Fax: (07) 3854 1277

Website: <http://www.fpq.com.au/> (accessed June 2005)

Protective Behaviours Consultancy Group of Queensland Inc.

PO Box 606 Roma Street

Brisbane, Q 4003

Tel: (07) 3278 2214

## Activities



### Getting started

Discussion rules should be negotiated with the students before talking about protective behaviours and personal safety. While discussion is to be encouraged, these rules should ensure that students do not make inappropriate and untimely comments that may embarrass, ridicule, stereotype or harm themselves or others. See Resource Sheet 1 for suggested rules and other information relating to protective behaviours.

## Understanding

<b>SAFE AND UNSAFE</b>	<b>Exploring the meaning of the terms ‘emotion’, ‘uncomfortable’, ‘comfortable’, ‘safe’ and ‘unsafe’</b>
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► Students consider a list of emotions, then stand and face a partner. Each student in turn uses nonverbal communication to express one of the emotions from the list. The partner copies the emotion and identifies it. Students then form small groups to talk about each of these emotions and suggest in what situations each emotion is likely to be expressed.

### Teaching consideration

The nonverbal skills of gestures, proximity and facial expressions need to be formally introduced to students. These can be modelled to students or pointed out to students during the activity, or both.

► Students physically show how they would sit on their seat or lie on the floor in a ‘comfortable’ manner and an ‘uncomfortable’ manner. They describe why these positions are comfortable or uncomfortable, safe or unsafe and how they feel in those positions.

### Teaching considerations

While the concept of ‘comfort’ will initially be thought of in terms of physical comfort, it is important for students to consider emotional comfort as well. Feeling uncomfortable emotionally may take the form of feeling worried or upset about something.

Discussion regarding safe and unsafe should focus on whether lying in an awkward position is safe or unsafe for the spine.

► Students describe situations that they are comfortable and safe in — for example at a friend's party, playing with friends, reading to parents or carers. List these on the board or chart with a happy face drawn in the corner. On another chart, with an unhappy face in the corner, list situations students describe as uncomfortable and/or unsafe — for example being lost or scared, not knowing what to do or where to go. Teachers may wish to provide some initial ideas for both safe and unsafe situations.

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### Teaching considerations

It is possible to be comfortable and unsafe, as well as uncomfortable and safe. Students may be able to provide some examples of these as well.

Because students have diverse backgrounds they may not all agree that everything on the happy face chart does represent comfortable and safe situations. This diversity needs to be acknowledged.

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► Students listen to or read a range of books that exhibit a range of both positive and negative emotions and feelings. As they find new situations, safe and unsafe, these can be added to the lists on the charts made previously. Students can also begin to group stories, movies or music according to:

- the emotions they see exhibited by characters, or
- the situations they see in the stories in which they believe the characters are comfortable or uncomfortable.

In both cases students should be encouraged to explain their reasons for grouping them.

► Students explain what they understand by the term 'personal safety'. To do this they list their initial ideas in their diaries then contribute these ideas to create a class list. As a whole class they discuss these ideas before writing their own definitions of personal safety.

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### Teaching consideration

Teachers may wish to ask students to group the ideas on the class list into various contexts or settings. It may also be worthwhile for groups to try to prioritise these.

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► Students suggest activities they could plan and do on a Personal Safety Day that involve the class, family members and perhaps other students. They discuss what is meant by 'personal safety' by looking at a range of environments — such as home, school, club, street, neighbour's home or relative's home.

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### Teaching considerations

Inform students that the next phase of the module will involve preparing for the Personal Safety Day.

Another option instead of a Personal Safety Day could be a Personal Safety Exhibit or Presentation.

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## Planning

### FEELING SAFE

#### Exploring a range of situations that evoke different emotions which may affect health

#### **R** Resource Sheet 2

► Students respond to a range of ‘What if . . .’ situations. (See Resource Sheet 2). They discuss what emotions a person is likely to feel in each of the situations and how those feelings may affect their health. They explain how the actions of the people in each of the situations would be likely to influence whether they remained safe or possibly unsafe.

#### Focus questions could include:

- What emotions may each of the characters in the situation be feeling?
- How do you think you would feel in this situation?
- What could you do to keep safe in this situation?
- What actions might make the situation less safe?

#### Teaching considerations

This activity should be modelled first. Students can then analyse each situation either individually or in groups.

Students should be encouraged to think of their nonverbal reactions in a given situation to see if they match the verbal responses. For example, having your fists clenched (nonverbal) but saying sorry (verbal) are two actions that do not complement each other.

#### **R** Resource Sheet 2

► Students role-play some of the ‘What if . . .’ situations described in Resource Sheet 2. After each role-play other students comment on whether they agree with the actors’ interpretation.

#### Focus questions could include:

- Did you think [ ] reacted in a way you would in that situation? Why?
- Are there other emotions that could have been shown in this role-play?
- What nonverbal actions did [ ] make to improve/worsen the situation?

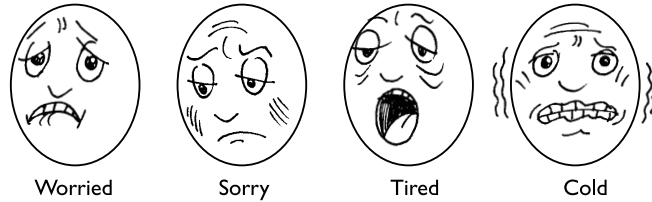
#### Teaching consideration

Students will need to be provided with the appropriate scaffolding to perform the role-plays. Choose situations to role-play that are appropriate to the students, and always debrief students after the role-play. Ensure students are comfortable with the situation they are role-playing.

#### **R** Resource Sheet 3

► Students place a piece of paper which has been divided into twenty squares on their desks. During the day they draw faces describing their feelings — happiness, loneliness, unhappiness, fright and so on — as the emotions occur during the day. See Resource Sheet 3 for suggested faces. At the end of each period or day students share their drawings with their peers.





**Teaching considerations**

This is a very powerful strategy for demonstrating how people feel in different situations during the day.

Students should not be forced to share their drawings or feelings.

**BASIC RIGHTS**

**Exploring two of our basic rights and how and why our bodies respond to different situations**

► Students read and listen to the protective behaviour theme ‘We all have the right to feel safe all the time’. Ask students what they believe the statement means. Encourage them to consider a range of environments they may find themselves in — home, school, club, street, neighbours’ or relatives’ homes — as they discuss the statement. Write their ideas on a chart and encourage discussion focusing on the positive aspects of feeling safe.

**Teaching considerations**

Help students distinguish between the scared feelings of new adventures which are acceptable and the scared feelings associated with danger.

Place an emphasis in this discussion on the rights that all people have, including the right to feel safe, have food, shelter, an education and so on.

Students may confuse ‘rights’ with ‘wants’. It is important to distinguish between the two.

► Students read and listen to the protective behaviour theme ‘Nothing is so awful that we can’t talk to someone about it’. Ask students what they believe the statement means. Encourage them to consider situations in stories or movies where something awful occurred and someone did not want to tell anyone about it. Prompt students to consider how that person felt, what his or her emotions were, how his or her health may have been affected, etc.

► Students review the ‘What if . . .’ situations from earlier. They discuss whether there was any situation that they feel a person could not tell anyone else about and provide reasons for their opinions.

**Teaching consideration**

Ensure students do not provide personal stories but keep to the ‘What if . . .’ situations. It is not necessary to discuss all the situations.

**R** Resource Sheet 4

► Students identify their body’s early warning signs that warn them of unsafe situations. Students describe some of the signs that people are feeling unsafe or uncomfortable. These are shown on an outline of a person on Resource Sheet 4.

**Teaching considerations**

Early warning signs will differ for different people.

*The Right to Feel Safe: A Protective Behaviours Manual* has extensive information and advice on early warning signs that teachers may find useful. (See Support materials and references.)

► To introduce the idea of secrets — what secrets are and how they may affect people’s emotions and feelings — students pass a ‘teacher’s secret’ (e.g. My dog Ruffles marks the homework every night) around the class by whispering into the ear of the next student in a chain. The message goes around the class and students compare the final and initial secrets.

**Focus questions could include:**

- Are all secrets good? Why?
- Should all secrets be kept? Why?
- How do we know if we should keep a secret or tell someone?
- How do you feel if someone tells another person your secret?
- What might our early warning signs be telling us?
- If you had to tell someone about a secret, who could that person be?

**Teaching considerations**

A student should know if a secret should be kept or not because of their early warning signs. If the secret is making them feel unsafe or uncomfortable then perhaps they should tell someone.

Students should remember that ‘Nothing is so awful or special that we can’t talk to someone about it’. This includes secrets and ‘special’ secrets.

**STRATEGIES FOR FEELING SAFE**

**Exploring strategies for dealing with unsafe and uncomfortable feelings**

► Students identify five people they could talk to when they feel unsafe or uncomfortable. They make a personal chart showing this ‘network’ of people in a circle around their own name and/or photograph. Each person in the ‘network’ is represented by his or her name and a picture or photograph. Students discuss why they chose each of these people. If students cannot think of five people, prompt them by suggesting a family member, a neighbour, a teacher, a professional person (e.g. doctor) or a relative.

**Teaching considerations**

Parents should be informed of the nature of this activity.

Discussion should also include how the students would choose people for their network and how they would ask them to be on their network.

- ▶ Students practise using a telephone and role-playing telephone conversations with their peers. The situations for the conversations may relate to the 'What if . . .' situations used previously.

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### Teaching considerations

Model good telephone usage for the students to see before they practise.

Encourage students to introduce themselves (if appropriate), speak clearly and slowly, state the facts of the situation and ask for assistance.

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- ▶ Students use mime to practise their nonverbal skills. They express a range of emotions, ideas and messages that relate to everyday situations. Peers provide feedback following each mime. Situations could include:

- waiting for a bus that is very late;
- getting out of bed very early in the morning;
- waiting in a long queue for a drink;
- telling someone there has been an accident on the oval or down the road or in the classroom;
- watching a scary movie.

- ▶ Students role-play responses to new situations that may make them feel unsafe and/or uncomfortable. Develop some new situations for the students to consider. Allow them time to think about how they should best respond. Provide opportunities for other students to demonstrate alternative responses and discuss them.

### Focus questions could include:

- Which person in your network would you tell about each of these situations? Would it be the same person? Why?
- When would you tell the people in your network? Why?
- What would you say to them?
- What if they didn't believe you or didn't do anything about it?
- What emotions might these people show if you told them you were unsafe or uncomfortable?

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### Teaching considerations

Students should be encouraged to use all the people on their network, especially if the first few don't believe what they are saying or do anything about it.

Students may like to keep a record of how they would contact each of these people in a personal diary or notebook.

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- ▶ Students collate the information they have learnt and gather other necessary information to prepare for the Personal Safety Day.
- ▶ Students list activities and ideas for displays that they can prepare for the Personal Safety Day. Beside each activity and idea they identify who is going to have responsibility for each item, how they could do it and when they need to have it ready by.

**Teaching considerations**

Activities could include role-plays, presentations, guest speakers and readings as well as display of posters, stories, poems and/or network charts.

Encourage all students to contribute their work samples.

▶ Students practise telephone skills to contact Police, Fire Brigade, Ambulance and so on, in case of an emergency situation. Students could take different roles — for example ‘caller’ and ‘police officer’ when practising the telephone skills. The verbal skills students would practise include speaking clearly and slowly, providing clear instructions, being brief and stating where they are.

▶ Students write letters or telephone appropriate organisations in the local community who may like to be involved or support the Personal Safety Day. Students practise the telephone skills needed for making such calls prior to making contact.

**Teaching considerations**

Appropriate organisations include the Police, Fire Brigade, Ambulance, Protective Behaviours Consultancy Group of Queensland, Positive Parenting Coordination Section and the Family Planning Association.

Encourage students to share the tasks of writing letters and/or telephoning these organisations. Teachers may need to contact these organisations beforehand so they are prepared for the students’ contact.

▶ Students develop letters to inform and invite parents, other classes, and local media to the Personal Safety Day.

**Acting**

**PERSONAL SAFETY DAY**

**Implementing and participating in the Personal Safety Day**

▶ Students prepare a program of events for the Personal Safety Day. The program might be a circuit of activity centres or a sequence of continuing activities for guests, other classes and parents to view, participate in, and reflect upon. All students participate in a range of activities and may fill a range of roles during the day. Activities could include:

- interviews with guests from the emergency services;
- display of posters, artwork and other information developed and collected by students;
- role-plays and/or mimes showing different personal safety scenarios;
- painting or writing centres that allow visitors and students to provide a message of support for personal safety;
- graffiti wall of recommendations for personal safety in the school.

### Teaching considerations

Roles could include being a chairperson, actor, host, lunch organiser or reader. The type of role will depend on the activities of the day. These will need to be negotiated beforehand.

It is advisable to have a contingency plan for the day in case of unplanned events — for example, poor weather, a guest speaker who does not turn up or sick students.

## Reflecting

### WHAT'S BEEN LEARNT AND FUTURE ACTIONS

#### Reflecting on the Personal Safety Day and strategies developed

► In small groups, students discuss aspects of the Personal Safety Day and the strategies they have learnt. A member of each group reports to the class on the group's thoughts.

#### Focus questions could include:

- What did you enjoy about the Personal Safety Day?
- What could have been better organised? How?
- How could we have improved each activity?
- Did our visitors learn from what we presented?
- What do you think of the strategies you have learnt to help keep you safe?
- Are you comfortable in using these strategies? Why?
- How do our feelings influence our health?

► Students speak to the Principal or other administrators about personal safety. They share:

- the information they have learnt about personal safety;
- how they think personal safety could be improved in the school;
- how they have learnt about personal safety.

# Protective behaviours and personal safety



## Themes

1. We all have the right to feel safe all the time.
2. Nothing is so awful that we cannot talk to someone about it.

## Strategies

1. Identifying early warning signs
2. Using network
3. Persistence
4. One step removed
5. Protective interrupting
6. The importance of language
7. Risking on purpose
8. Community involvement

## Discussion ground rules

- One person speaking at a time
- Listen to the person who is talking
- No put-downs
- Value everyone's contribution

## Sample of negotiated class rules

- Everyone has the right to be safe all the time, therefore we will treat each other with respect.
- Everyone has the right to learn, therefore we will allow others to learn without distraction.

We will take responsibility for learning by:

- listening
  - having a go
  - questioning
  - persisting
  - practising
  - watching
  - working respectfully with others.
- Everyone has the right to develop to their full potential, therefore we will learn enthusiastically.

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Source: Adapted from Department of Education, Training and Employment 1997, *Child Protection: Teaching and Learning Strategies for R-7 Students of Diverse Cultural and Linguistic Backgrounds*, DETE, Adelaide, pp. 38, 44.

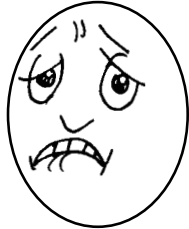
## ‘What if . . . ’ situations



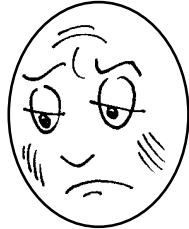
What if . . .

- a child pushed over another child
- an adult was yelling at a neighbour
- children were climbing carelessly in a tree
- a chair was pulled out from underneath someone as they were about to sit
- there is constant arguing in a friend's house
- someone keeps looking at a friend strangely
- a friend receives a gift from a stranger
- someone touches a friend and the friend doesn't want him/her to do this (examples could include putting an arm around someone's shoulders, giving someone a push, touching feet under the desk)
- someone talks to a friend in a way they don't like
- an auntie/uncle keeps hugging a child or squeezing a child's cheeks
- a friend is lying hurt on the playground
- a child finds out his/her parent has had an accident
- a friend falls overboard off a ferry/boat
- a stranger keeps knocking on your door and shouting
- two adults start to argue loudly during their children's soccer game
- an older person wants to play touching games with a child (This situation should only be included if the teacher feels comfortable exploring the situation with students and the classroom environment is conducive to such discussions.)
- a child draws graffiti on the wall
- a friend is given a surprise birthday party
- you get breakfast in bed because it is a special day for you

# Expressing feelings



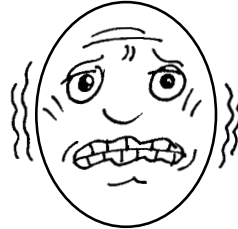
Worried



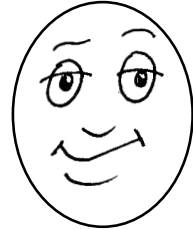
Sorry



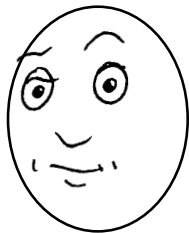
Tired



Cold



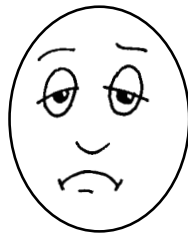
Confident



Interested



Determined



Disappointed



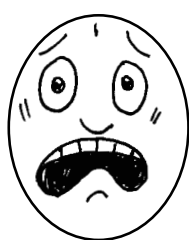
Angry



Jealous



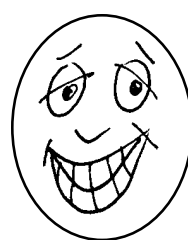
Exhausted



Frightened



Frustrated



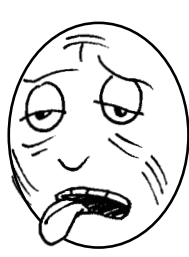
Guilty



Happy



Hot



Sick



Hurt



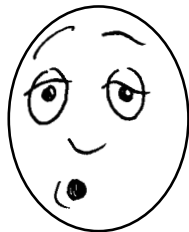
Not interested



Lonely



Grumpy



Relieved



Sad



Satisfied



Surprised

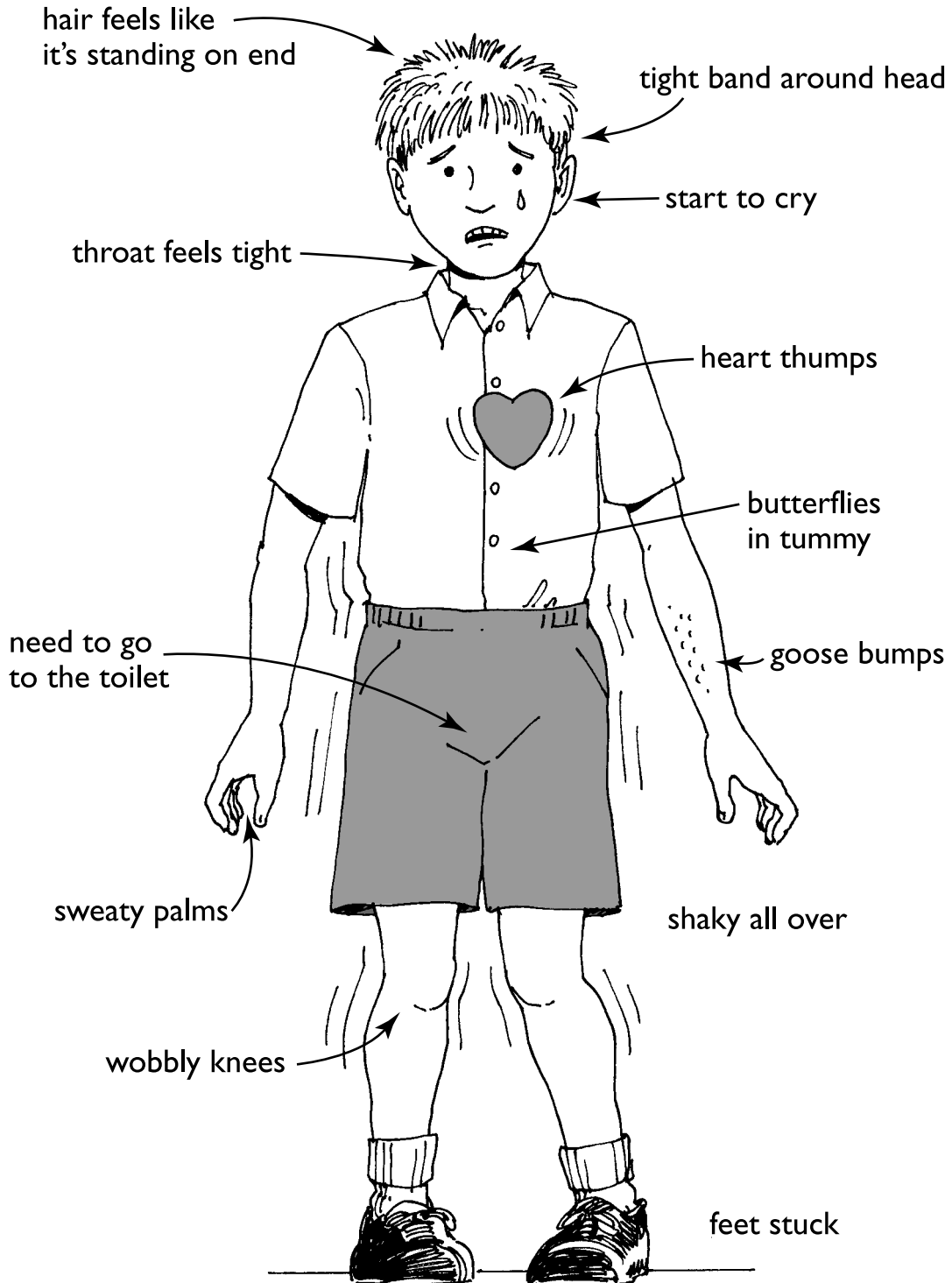


# Early warning signs

R4

Resource Sheet 4

PERSONAL SAFETY • LOWER PRIMARY



Source: Gordon, S. (ed.) 1995, *The Right to Feel Safe: A Protective Behaviours Manual*, Mission South Australia, Adelaide, p. 31.





## Acknowledgments

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Grateful acknowledgment is made to the following organisations for granting permission to use copyright material:

Department of Education, Training and Employment 1997, *Child Protection: Teaching and Learning Strategies for R–7 Students of Diverse Cultural and Linguistic Backgrounds*, DETE, Adelaide, pp. 38, 44.

Mission, South Australia 1995, *The Right to Feel Safe: A Protective Behaviours Manual*.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

*Years 1 to 10 Health and Physical Education Syllabus*

*Years 1 to 10 Health and Physical Education Sourcebook: Guidelines*

*Health and Physical Education Initial In-service Materials*

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