

Level

F	1	2	3	4	5	6	B6
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What's the risk?

Strands

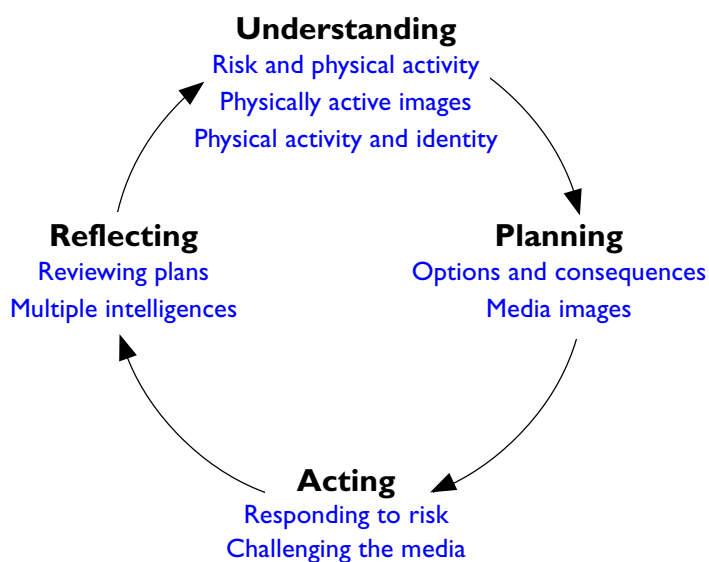
Promoting the Health of Individuals and Communities
 Developing Concepts and Skills for Physical Activity
 Enhancing Personal Development

Purpose

Students assess the risk to their physical, emotional and social safety, and the influence on their self-concept and self-esteem, of participation in various physical activities. They suggest ways of responding to potentially risky or unsafe situations or behaviours in physical activities. Students identify factors, including media images and recognition of achievement, that support or discourage people's participation in sport and other forms of physical challenge. They identify different images of physical activity presented in the media and explain how these images influence their own and others' participation in, and attitudes towards, physical activity.

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

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

Promoting the Health of Individuals and Communities

4.3 Students propose ways of responding to situations and behaviours that are unsafe, harmful or risky, after assessing options and consequences.

Developing Concepts and Skills for Physical Activity

4.4 Students explain how images of physical activity influence their own and others' participation in, and attitudes towards, physical activities.

Enhancing Personal Development

4.1 Students evaluate the influence on self-concept and self-esteem of their own and others' behaviours, including recognition of achievement and changes in responsibilities.

Core content

This module incorporates the following core content from the syllabus:

Promoting the Health of Individuals and Communities

- safe, unsafe, risky and challenging behaviours in physical activities;
- preventive, protective and treatment behaviours in emergencies including risk assessment and risk management;

Developing Concepts and Skills for Physical Activity

- factors that influence attitudes towards, and participation in, physical activities, in particular, community attitudes; personal characteristics including growth and development, perceived abilities, skill levels, disabilities and physical fitness; and media and popular culture;

Enhancing Personal Development

- aspects of identity, in particular, self-concept and self-esteem;
- factors influencing identity and relationships including stereotyping, media and popular culture, and personal behaviours.

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module. As this module incorporates activities to support multiple intelligence theory, tasks may be adapted to cater for a range of intelligences.

Promoting the Health of Individuals and Communities 4.3

- **Students identify a situation or behaviour in a particular physical activity that involves a degree of physical, social and/or emotional risk. They evaluate options available to them in this situation and the potential health consequences of each option. They develop a plan to respond to the situation or behaviour.**
 - Can the student identify the alternatives available in the particular situation or in responding to the behaviour?
 - Can the student state the potential consequences of each response?
 - Does the student develop a plan to respond to the situation or behaviour that takes into account the options and consequences identified?

**Developing
Concepts and Skills
for Physical Activity
4.4**

- **Students collect images of people participating in physical activities. They discuss the messages about physical activities and participation in them that these images convey. They explain whether or not these images support positive attitudes towards physical activity and whether they encourage or discourage participation, stating reasons for their answers.**

- Can the student identify images of physical activities?
- Can the student propose valid reasons for why these images influence his or her own attitudes towards physical activity?
- Can the student suggest how these images might influence others' attitudes towards physical activity?
- Does the student discuss ways in which these images influence his or her own and others' participation in physical activities?

**Enhancing Personal
Development 4.1**

- **Students identify a physical activity in which they or someone else has taken a risk. They consider the outcomes of taking the risk, including whether it was rewarded or discouraged, and the influence of the risk taking on self-concept and self-esteem.**

- Can the student identify the positive and negative consequences of risk taking on his or her own self-concept and self-esteem? On the self-concept and self-esteem of others?
- Can the student identify how recognition of achievement influences self-concept and self-esteem?

Background information

Risk taking, physical activity and the media

Participating in risk-taking behaviours is considered a normal part of adolescent development and usually involves young people meeting challenges, extending their capabilities and establishing self-worth, self-acceptance and acceptance by peers (DiPietro & Marshall 1996). Risk-taking behaviour is strongly linked to an individual's self-concept and self-esteem.

Every physical activity carries a certain amount of risk. An individual's perception of what constitutes risk varies. Sometimes the risk can have positive outcomes leading to enhanced motivation and self-esteem — for example, successfully executing a difficult manoeuvre in gymnastics. Sometimes the outcomes can be negative — for example, injury or failure to reach the desired standard.

Risks can be defined as physical, social or emotional. An individual can face an emotional risk, such as rejection, when seeking to join a new group or team, but there could be positive emotional and social outcomes when accepted into the group or team. Once the level of risk associated with an activity is determined, an individual can decide whether or not the risk is worth taking and take steps to reduce the level of risk.

Ideas about physical activity and what constitutes appropriate and inappropriate participation and behaviours within physical activity are often influenced by the media. Dominant images of physical activity typically depict athletes at elite levels and celebrate achievement or sensational failures rather than participation and the qualities associated with participation. This can send strong messages about the types of people who participate in particular physical activities and the desirable qualities of athletes that are at odds with an individual's skills and abilities.

Multiple intelligences



Howard Gardner's (1983) multiple intelligence theory is promoted throughout this module. Multiple intelligence theory is based on the notion that people have different types of intelligences. Currently, eight different types of intelligences have been identified, all of which exist in any individual. The eight intelligences are visual/spatial, logical/mathematical, verbal/linguistic, musical/rhythmic, bodily/kinesthetic, interpersonal/social, intrapersonal/introspective and naturalist. (See Resource Sheet 1 for more details.) Each individual has strengths and weaknesses in particular intelligences. This highlights the need for teachers to focus on helping students develop skills and knowledge across all intelligences. In this module different types of intelligences are developed as well as students' understandings about risk-taking behaviour, physical activity and identity.

Terminology

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

bodily/kinesthetic	media	risk taking
challenge	musical/rhythmic	self-concept
emotional	naturalist	self-esteem
interpersonal/social	physical	social
intrapersonal/introspective	risk	verbal/linguistic
logical/mathematical	risk avoiding	visual/spatial

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module, particularly those related to sensitive issues.

Social justice principles

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

- seek equality of opportunity for all individuals and groups to participate in physical activity;
- develop physical, social and emotional environments that support the participation of all students in physical activities;
- explore the diverse range of skills and abilities that people may use to participate in physical activity, and diverse attitudes and beliefs about what is appropriate and inappropriate in relation to participation in physical activity;
- acknowledge, value and accept the diverse ways in which individuals learn.

Students with disabilities or learning difficulties may require some activities to be modified to optimise 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

DiPietro, G. & Marshall, D. 1996, 'Challenge, risk and safety' in *Change and Challenge in Health and Physical Education*, Australian Council for Health, Physical Education and Recreation, Richmond, SA.

Fogarty, R. 1997, *Problem-based Learning and Other Curriculum Models for the Multiple Intelligences Classroom*, Hawker Brownlow Education, Highett, Vic.

Fogarty, R. & Stoehr, J. 1995, *Integrating Curricula with Multiple Intelligences: Teams, Themes and Threads*, Hawker Brownlow Education, Highett, Vic.

Gardner, H. 1983, *Frames of Mind: The Theory of Multiple Intelligences*, Basic Books, New York.

Morris, C., *Howard Gardner's Multiple Intelligences*. Available URL: <http://www.igs.net/~cmorris/gardner.html> (accessed January 2000).

Curriculum Design for Excellence Inc., *Multiple Intelligences Product Grid*. Available URL: <http://www.rogertaylor.com/migrd.html> (accessed January 2000).

Activities

Understanding

RISK AND PHYSICAL ACTIVITY

Understanding risks associated with participation in physical activity

Interpersonal/social

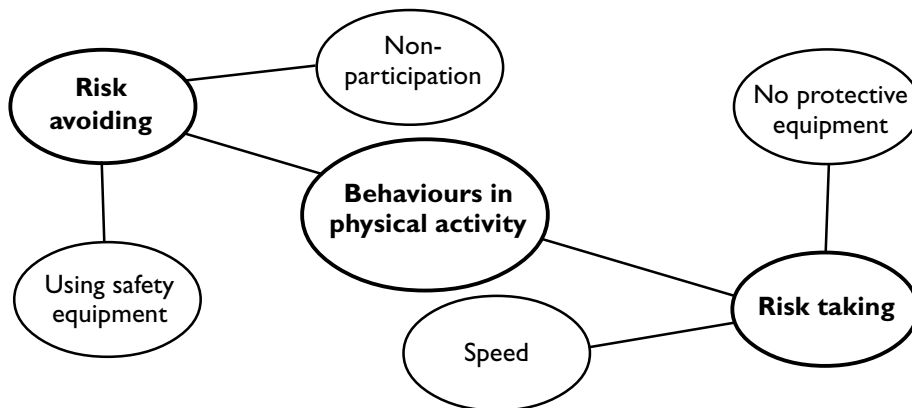
► Students list five physical activities that they consider to be high risk and five they consider to be low risk. They work in pairs or small groups to compare their lists with those compiled by other students.

Focus questions could include:

- Why did you include these activities in each of these categories?
- What differences existed between the lists?
- Why did some people classify some activities as high risk and others classify the same activities as low risk?

Visual/spatial

► Students develop a concept map of their own and others' risk-taking and risk-avoiding behaviours in physical activity (see example below). They colour code the risks to show high, medium, low or avoided risks.



Example of a concept map

Verbal/linguistic

► Students examine the scenario on Resource Sheet 2 and answer the questions that follow it to determine the level of risk associated with participation in a particular physical activity. They discuss how risk varies according to the particular situation in which it occurs.

Teaching consideration

Additional information to assist in determining the level of risk in the scenario could include the age, skills and experience of the cyclist and the condition of the roads and the bike.

WHAT'S THE RISK? • UPPER PRIMARY



Intrapersonal/introspective

► Students reflect upon the ways in which risk taking in physical activity has influenced their self-concept and self-esteem. They consider both positive and negative influences.

Teaching considerations

Students may need to first define and provide examples of self-concept and self-esteem if these terms have not been previously used.

To cater for multiple intelligences in this activity, students could discuss their responses in small groups (interpersonal/social), keep a record in a journal (intrapersonal/introspective) or draw pictures depicting the influences (visual/spatial).

**PHYSICALLY
ACTIVE IMAGES****Understanding the varied images of people participating in physical activity***Interpersonal/social, logical/mathematical, visual/spatial*

► Students collect images of people participating in physical activity. In small groups they decide how these images could be categorised and create and complete a table or collage using these categories as organisers.

Focus questions could include:

- What do media images tell you about the types of people who participate in various forms of physical activity?
- Which images are represented in the media?
- Which groups are silenced or marginalised by images used in media coverage? Why do you think this is so?
- What might be the effect of these images on an individual's choice to participate in particular physical activities?
- How might these images influence an individual's attitudes toward particular physical activities?

Teaching considerations

Categories could include male, female, able bodied, disabled, culturally diverse, age, team, individual, indoor, outdoor, organised sports, 'backyard' sports, and recreational.

Web sites, particularly those of sporting organisations, are a rich source of images of people participating in physical activities.

*Interpersonal/social*

► Students read and discuss the scenario presented in Resource Sheet 3 or a similar scenario created by the teacher or offered by students. They consider the influence of risk-taking behaviours in physical activity on self-concept and self-esteem.

Focus questions could include:

- What type of risk might the critics be referring to in this scenario?
- How has participation in physical activity influenced the character's self-concept and self-esteem?

- How has recognition of achievement influenced the character's self-concept and self-esteem?
- Were you surprised to find that the character had a physical disability? Why?
- How might physical ability/disability influence the risk involved in participation?
- How would pressure from others influence your participation in physical activity?
- Why might the character have been criticised about his or her participation? Is this fair? Why?
- What difference do you think it makes whether the character is male or female? Why?

Teaching considerations

Students could use the focus questions as the basis for preparing a written report (verbal/linguistic) or record their responses to the questions in a journal (intrapersonal/introspective). Alternatively, they could develop questions suitable for an interview with the character and set this up as a role-play (interpersonal/social).

Students could role-play this scenario (or a similar scenario) with a range of characters presenting different perspectives about participation (bodily/kinesthetic).

Logical/mathematical

► Using the scenario from the previous activity, students brainstorm the factors that could influence the character's participation in physical activity. They use the table on Resource Sheet 3 to compare the factors that support the character's participation with factors that act as barriers to participation. They categorise each factor as being physical, social or environmental in origin.

Teaching consideration

Physical factors influencing participation could include the particular skills and abilities of the individual. Social factors could include family or peer involvement. Environmental factors could include availability of, and access to, facilities.

Logical/mathematical

► Students compare the images they collected of people participating in physical activity to those of the character in the scenario. Students complete the Venn diagram on Resource Sheet 4 identifying those qualities the character has in common with qualities portrayed in popular images of people engaging in physical activity. They also identify with those qualities possessed by the character that are not obvious in popular images.

Focus questions could include:

- What differences did you notice between the images you collected earlier and the images associated with the scenario?
- Why do you think these differences existed?
- What could be done to make these differences less obvious? Why would you do this?



Teaching consideration

Encourage students to identify and appreciate qualities associated with the character's current physical abilities that are marginalised or silenced in popular images — for example, popular images of people participating in sport do not usually include images of people with disabilities; medals won at the Paralympics are not given the same status as medals won at the Olympics.

Verballinguistic

► Students compile a list of factors that present obstacles to their own participation in sport (barriers) as well as factors that promote or support their participation (enablers). They consider how both individual and social factors might influence participation in physical activity.

Teaching considerations

Barriers to participation may include cost, lack of safety equipment, and availability of and access to facilities. Enablers could include peer and family support, skills and abilities, and availability of and access to facilities.

Individual factors may include personal characteristics such as determination and physical ability, while social factors might include recognition of achievements by others, media coverage that raises awareness of physical activities, perceived level of risk by others, community expectations relating to age and gender, and support from peers and family.

PHYSICAL ACTIVITY AND IDENTITY

Discussing factors related to physical activity that influence identity

Interpersonallsocial

► Students work in small groups to discuss the ways in which individual and social factors influence their own and others' attitudes towards physical activities and how these influence their identity — that is, their self-concept and self-esteem. They record key points of their discussion and present these to other groups.

Teaching consideration

Treat class discussions regarding personal identity sensitively. Respect students' desire to explore some aspects of personal identity through written responses that are not shared with anyone. Some students will be reticent to disclose any aspects of identity even through this medium. Constant attention to building a supportive environment for students is necessary.

Planning

OPTIONS AND CONSEQUENCES

Assessing the options available for, and consequences for health and identity of, participating in different forms of physical activity

► Students describe the physical activities in which they currently participate or would like to participate that involve some physical, social and/or emotional risk. They identify the possible positive and negative consequences for different dimensions of health and for their identity that could result from participation.

Focus questions could include:

- What are the possible physical, social and/or emotional health consequences of participating in physical activities that involve some level of risk?
- What are the possible consequences for self-concept and self-esteem of participating in physical activities involving some level of risk?
- What might be the consequences on the health of others of your risk taking in physical activity?

Teaching considerations

This activity could be designed to focus on different types of intelligences. For example, students could work in groups to describe physical activities (interpersonal/social), they could graphically depict physical activities and their associated risk(s) (visual/spatial), or they could prepare a written response (verbal/linguistic, intrapersonal/introspective).

Discuss with students how boys put themselves at emotional risk by deciding that they want to participate in activities such as softball, ballet, vigoro or netball because these do not fit dominant constructions of masculinity. Girls are in a potentially similar situation if they choose to participate in activities such as Rugby League, Rugby Union or boxing because these do not fit with dominant constructions of femininity. Negative consequences of participation could include social isolation, depression and, in extreme circumstances, suicide.

Verbal/linguistic

- ▶ Students use the results from the previous activity to suggest ways that participation could be made less physically, socially and/or emotionally risky for themselves and others.

Interpersonall/social

- ▶ Students discuss whether the consequences of participation vary according to the nature of the physical activity and according to the level of recognition associated with participation — for example, individual or team physical activities, indoor or outdoor activities, or adventure activities.

Interpersonall/social

- ▶ Students plan responses to situations or behaviours occurring in physical activities that may be risky for themselves or others. They devise a sequence of steps that could be followed in any situation.

Intrapersonall/introspective

- ▶ Students judge how their responses to situations influence self-concept and self-esteem.

Verbal/linguistic

- ▶ Students propose ways of acknowledging their own and others' safe participation in physical activities that would enhance self-concept and self-esteem.

MEDIA IMAGES

Planning ways to challenge popular images of physical activity in the media

Interpersonall/social

► Students debate the ways in which the media supports positive attitudes towards, and participation in, physical activity and the ways in which it discourages these.

Focus questions could include:

- How does the way in which an athlete is depicted influence your attitudes towards, or participation in, a particular physical activity? Why?
- How does the size and colour of the image influence your attitudes towards, or participation in, physical activity? Why?
- In what way does the caption, article or story associated with the image influence your attitudes towards, or participation in, physical activity? Why?

Teaching considerations

Encourage students to consider the media as tools for raising awareness about physical activities, providing challenges and motivating people, and recognising and rewarding achievements in physical activity. Highlight the media’s capacity to also alienate people and promote elitist views about physical activity.

Foster discussion about images of active and passive participation, images supporting or challenging notions of masculinity or femininity, and who is and is not represented in media images.

► Students propose ways to challenge or support dominant images of physical activity that exist in the media to encourage greater participation and the development of positive attitudes among the general public.

Focus questions could include:

- Which media images of physical activity would you change?
- Why would you make these changes?
- What could be the outcome of these changes on participation rates in physical activity? Why?
- What could be the outcome of these changes on attitudes towards physical activity? Why?

Acting

RESPONDING TO RISK

Taking action to respond to risks in physical activities

Bodily/kinesthetic

► Students test the sequence of steps they developed in the ‘Options and consequences’ activity in the planning phase of the module by applying the sequence in role-play situations where they respond to unsafe or risky situations that arise during particular physical activities.

Visual/spatial

- ▶ Students create a poster that celebrates the diverse skills and abilities of people who participate in physical activity and illustrates the diverse physical activities in which these people participate.

Teaching consideration

To accompany their poster students could create a theme song or jingle that reaffirms the messages they are conveying (musical/rhythmic).

CHALLENGING THE MEDIA

Taking action to encourage the use of media images that are more supportive of positive attitudes towards, and participation in, physical activity

Interpersonal/social

- ▶ Students present to a suitable audience their suggestions for challenging and/or changing how the media portrays physical activity. As part of their presentation they outline how these changes have the potential to enhance their own and others' self-concept and self-esteem.

Reflecting

REVIEWING PLANS

Considering the usefulness of plans and whether changes are necessary

Interpersonal/social

- ▶ Students review the effectiveness of their planned responses to risky situations and behaviours during physical activities and modify these where necessary.
- ▶ Students reflect on the role of the media in encouraging or discouraging participation in physical activities.

Intrapersonal/introspective

- ▶ Students consider their own experiences in physical activities and how these have influenced their self-concept and self-esteem.

MULTIPLE INTELLIGENCES

Thinking about the range of intelligences and which they prefer

- ▶ Students consider the opportunities that were presented in the module to develop each of their intelligences. They reflect upon which of these activities they enjoyed most and why.

WHAT'S THE RISK? • UPPER PRIMARY

Multiple intelligences



Multiple intelligence theory is based on the notion that all people have their own particular strengths (that is, 'intelligences') and make sense of their world in a variety of ways. Howard Gardner identified eight different intelligences: visual/spatial, logical/mathematical, verbal/linguistic, musical/rhythmic, bodily/kinesthetic, interpersonal/social, intrapersonal/introspective and naturalist.

All eight intelligences are present in each individual and, therefore, everyone needs opportunities to develop those intelligences. Each individual also has strengths and weaknesses in particular intelligences, which further supports the need for teachers to focus on developing students' skills and knowledge across all intelligences.

Visual/spatial

People with strengths in visual/spatial intelligence enjoy:

- drawing, creating pictures and puzzles;
- making charts and sketches;
- creating designs and patterns that require imaginative thought.

Logical/mathematical

People with strengths in logical/mathematical intelligence:

- enjoy using facts and data;
- enjoy organising and manipulating data using inductive and deductive reasoning;
- are logical and organised.

Verbal/linguistic

People with strengths in verbal/linguistic intelligence:

- are good communicators;
- enjoy listening, reading, speaking and writing in a variety of forms.

Musical/rhythmic

People with strengths in musical/rhythmic intelligence:

- enjoy music, song and dance;
- can be both creative and communicative using these forms of expression and find themselves immersed in it throughout their day.

Bodily/kinesthetic

People with strengths in bodily/kinesthetic intelligence:

- are usually active, hands-on people;
- enjoy participating in a wide range of physical endeavours.

(continued)

Multiple intelligences (continued)



Interpersonal/social

People with strengths in interpersonal/social intelligence:

- are very good at developing relationships with others;
- have an empathy and understanding for others and communicate easily.

Intrapersonal/introspective

People with strengths in the intrapersonal/introspective intelligence:

- are cognisant of their inner self;
- may be deep thinkers who can extrapolate their own thoughts and visions to others through poetry, song, commentary, fiction and other forms of communication.

Naturalist

People with strengths in naturalist intelligence:

- have an understanding of and appreciation for the environment;
- enjoy working in occupations that are protective of the environment;
- find pleasure recreating in many forms in the outdoors.

Source: Adapted from Fogarty, R. 1997, *Problem-based Learning and Other Curriculum Models for the Multiple Intelligences Classroom*, Hawker Brownlow Education, Highett, Vic., pp. xiv–xv.

Level and type of risk



Read each of the following sentences in order and describe the level of risk (high, medium or low) and the type of risk being taken (physical, social or emotional). Consider any additional information that might be necessary or useful to more accurately assess the risk.

A person is cycling around the local area on the weekend to get some exercise.

What is the level and type of risk? _____

What additional information might assist in determining risk?

It is nearing dusk and the cyclist is not wearing a helmet.

What is the level and type of risk? _____

What additional information might assist in determining risk?

The cyclist must cross some busy roads and does not have lights or reflectors on the bike.

What is the level and type of risk? _____

What additional information might assist in determining risk?

(continued)

Level and type of risk (continued)



Further questions

1. How does the level of risk change as the scenario progresses?

2. How could the risk be minimised in each situation?

3. Who else might be put at risk?

4. How might the risk be different for males or females? For younger or older people?

Risk-taking scenario



Lindsey loved the thrill of taking risks, pushing his/her body to its limits during physical activity and trying new things. Lindsey had been involved in a variety of physical activities from a young age and was eager to maintain this interest. Lindsey’s list of recent accomplishments included water skiing, go-kart racing, horse riding and triathlons. Lindsey got a sense of satisfaction from participating in physical activity and enjoyed the social stimulation it provided.

Lindsey also loved the awed reactions of others when they found out that he/she was a paraplegic, the result of a bike accident some years ago. It was personally satisfying to prove the critics wrong who said participation was too risky and that Lindsey should just be thankful to be alive.

Complete the following table by identifying those factors that might support Lindsey’s participation in physical activity and those factors that may act as barriers to participation. Classify each factor as physical, social or environmental in origin.

Factors supporting participation	Barriers to participation	Physical, social or environmental

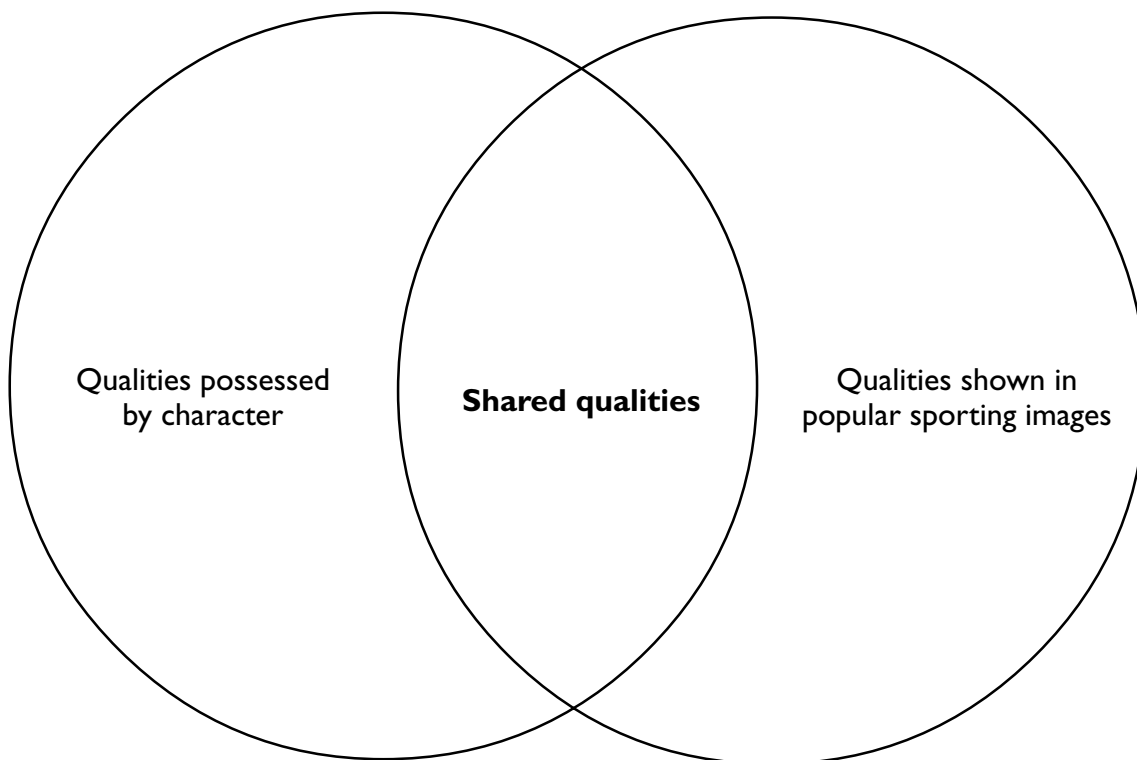
Sporting identities

R4

Resource Sheet 4

In the circle on the left, list the sporting qualities of the character in the risk-taking scenario. In the circle on the right, list the sporting qualities shown in popular media images.

Write any qualities that belong in both lists in the area where the two circles intersect.



WHAT'S THE RISK? • UPPER PRIMARY

Acknowledgments

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

Hawker Brownlow Education for material from *Problem-based Learning and Other Curriculum Models for the Multiple Intelligences Classroom*, 1997, by R. Fogarty.

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

ISBN 0 7345 2009 3

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