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Don't get smashed

Strands

Promoting the Health of Individuals and Communities

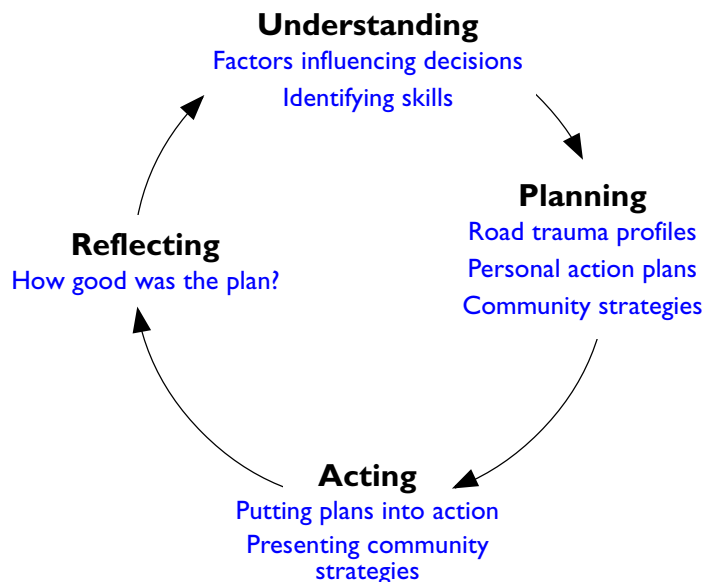
Enhancing Personal Development

Purpose

Students develop personal and community action plans to promote the health of themselves and others in response to road safety issues, particularly where alcohol is involved. They investigate the influence of peers, family and the environment on their decision-making abilities in risk situations, and plan and demonstrate strategies for establishing independence and responding to potentially unsafe road-use situations and behaviours. Students identify and demonstrate skills to deal with social, cultural and environmental pressures, and practise assertiveness strategies for implementing decisions of personal choice and resolving conflict that may arise in relation to driving or travelling as a passenger.

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

6.1 Students investigate the social, cultural and environmental factors associated with a health concern of young adults in order to propose strategies that promote the health of themselves and others.

6.3 Students devise personal and community strategies to respond to potentially unsafe situations and behaviours.

Enhancing Personal Development

6.4 Students demonstrate communication and cooperation skills required to implement decisions of personal choice and to resolve conflict in relationships.

Core content

This module incorporates the following core content from the syllabus:

Promoting the Health of Individuals and Communities

- factors influencing health, in particular, individual and group actions and behaviours;
- behaviours that promote personal and group safety related to road and transport use;

Enhancing Personal Development

- relationships in families, friendships and groups, in particular, roles, rights and responsibilities;
- factors influencing identity and relationships including group affiliation and personal behaviours;
- interpersonal skills including assertiveness, conflict resolution, negotiation, cooperation, making decisions and solving problems, and expressing feelings, ideas and emotions.

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

Promoting the Health of Individuals and Communities 6.1, 6.3

- **Students investigate how social, cultural and environmental pressures can have an impact on their decision making in situations involving road/transport use and alcohol. They devise personal and community strategies to respond to potentially unsafe situations involving road/transport use and alcohol and for reducing the incidence of road trauma in their age group.**
 - Can the student identify social, cultural and environmental pressures that have an impact on decision making?
 - Does the student identify the potential impact of social, cultural and environmental pressures on health?

Enhancing Personal Development 6.4

- Has the student developed realistic personal strategies to promote his or her health?
- Has the student developed realistic community strategies to promote the health of others?
- **Students demonstrate decision-making, cooperation and assertiveness skills in scenarios involving road/transport use and alcohol. They demonstrate how to cope effectively with conflicts (for example, between themselves and their parents/carers, themselves and their peers, or themselves and people in authority) that may arise in these situations.**
 - Does the student demonstrate effective decision-making, assertiveness and cooperation skills?
 - Does the student resolve the conflict in the relationship in a manner suitable to both parties?
 - Does the student demonstrate making a decision of personal choice?

Background information

Road accidents are the leading cause of death among young adults and represent a significant health concern for this age group. In 1997, 489 Australians aged between 17 and 25 years were killed as a result of road crashes, and of these fatalities, 60 per cent were passengers (Federal Office of Road Safety 1998). The age group makes up only 15 per cent of the population, yet represents 28 per cent of all road fatalities.

There are a number of factors that contribute to the over-representation of young people in road accidents. Adolescents and young adults:

- socialise more often than younger or older people;
- often travel with inexperienced drivers;
- are over-confident in their ability to drive;
- assert their individuality in various ways;
- are highly influenced by their peers, at times in a negative way;
- have a fearless attitude and tend to take risks;
- are easily distracted when they are travelling with friends;
- believe that ‘it won’t happen to me’.

All these factors are accentuated in males.

Adolescence is a time when young people exert their individuality and independence, and risk taking is a normal part of this stage of development. Many lower secondary students will already have experienced high-risk driving, either as a passenger or as a driver. They may feel that safety is a lower priority than thrills and peer demands. If young people are to make informed decisions about road safety and act responsibly, they need to be aware of the effects of unsafe road-user behaviour and of peer and social influences on their decisions. Practising assertiveness, decision-making and communication skills will minimise risk in road/transport situations.

This module presents challenging tasks that will provoke debate, questions, explanation, justification and elaboration. These tasks are the basis for developing important skills necessary for modifying risk behaviours.

Individuals, schools and the community all have a role to play in the promotion of a safer road environment for tomorrow's adults.

Terminology

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

assertiveness	establishing independence	resolving conflict
causal factors	incidence	road trauma
community action plan	peer pressure	scenario
decision making	personal action plan	social pressure
environmental factors		

School authority policies

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

Social justice principles

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

- investigate issues of gender and age related to involvement in road accidents;
- develop skills for promoting their own and others' health in a range of situations;
- acknowledge the role of the home, school and the community in promoting safety.

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

Australian Bureau of Statistics, *Australian Bureau of Statistics World Wide Web Information Service*. Available URL: <http://www.abs.gov.au> (accessed December 2000).

Australian Bureau of Statistics 1996, *Causes of Death: Australia*, Canberra.

Australian Transport Safety Bureau 1998, *Road Injury Australia: Quarterly Bulletin: March 1998*, Australian Government Publishing Service, Canberra.

Cahill, H. & Sheehan, M. 1995, *Rethinking Drinking: You're in Control*, Youth Research Centre, University of Melbourne, Melbourne.

Commonwealth Department of Health and Family Services 1996, *How Will You Feel Tomorrow?*, Canberra.

Commonwealth Department of Transport and Regional Services.
Available URL: <http://www.dot.gov.au/> (accessed December 2000).

Federal Office of Road Safety 1994, *Go Back You Are Going the Wrong Way*, Australian Government Publishing Service, Canberra.

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Queensland Department of Education 1993, *Interpersonal Skills in Drug Education: Activities for Groups*, 3rd edn, Brisbane.

Queensland Department of Education 1991, *Thrills Without Spills: An Educational Resource to Promote Safer Celebrations by Senior School Students*, Brisbane.

Queensland Transport, *Road Safety for Queensland*. Available URL: <http://www.roadsafety.net> (accessed December 2000).

Queensland Transport 1996, *Road Traffic Crashes in Queensland*, Brisbane.

Activities

Students would benefit from compiling a reflective diary or workbook throughout this module. The diary could form part of the students' assessment. Teachers would need to negotiate the sharing of the diary or workbook with the students.

Understanding

FACTORS INFLUENCING DECISIONS

Identifying social, cultural and environmental factors that may influence decisions relating to health and safety

► Students consider a situation involving alcohol and transport use and identify decisions of personal choice that are available to them in this situation. They classify each choice as being safe or unsafe.

Focus questions could include:

- What choices are available to you?
- What are the potential consequences of each choice for you? For others?
- Which are safe choices? Which are unsafe choices?



► Students are presented with one of the party-time scenarios on Resource Sheet 1 or a modified version of a scenario. After considering it individually they discuss the scenario as a whole class. Students identify the range of social, cultural and environmental factors that may influence any decision made in the scenario presented.

Focus questions could include:

- How realistic is the scenario?
- What aspects of the scenario do/don't you identify with? Why?
- What social, cultural and environmental factors are evident in the scenario which may influence any decision that is made?
- What other pressures are evident in the scenario? What is the effect of the pressures?

Teaching considerations

Choose the party-time scenario that is most realistic for students or modify the examples to suit your needs.

When discussing influences on decision making have students consider:

- social factors, such as pressure from peers to stay at the party, pressure from family/parents to return home on time and to act responsibly, the behaviour of others at the party;
- cultural factors, such as family and/or religious values, beliefs and attitudes about alcohol use;
- environmental factors, such as road and weather conditions, vehicle condition.

IDENTIFYING SKILLS**Identifying the skills needed for establishing independence and resolving conflict in relation to attending parties**

Resource Sheet 2

► Students consider the scenario from the previous activity or a similar scenario. They use one of the decision-making models outlined on Resource Sheet 2 to identify the range of decision options available to them and possible health and safety consequences for themselves and others of making each decision.

Focus questions could include:

- What are some of the decision options available?
- What are the possible health consequences for others and you of each option?

Teaching consideration

It is important to highlight for students that each decision-making model has strengths and weaknesses and that they should choose a model that suits them.



Resource Sheet 3

► Students brainstorm the skills needed to resolve conflict and assert their independence from their parents in the scenario. Using Resource Sheet 3 they predict conflict situations they or others may face before, during or after the party and identify opportunities for establishing independence.

Focus questions could include:

- What does independence mean to you?
- What skills would be needed to assert independence in the scenario?
- What opportunities exist in the scenario to establish independence?
- What conflict situations could arise before, during or after the party?
- What skills would be needed to resolve conflict?
- Why is it important for you to be able to travel to and from the party with friends rather than with your parents?
- Why do you think your parents consented to your travelling with Tony or staying over at your friend's house?
- Do you believe this was a sign of your parents' recognition of your maturity? How was the decision a step towards establishing your independence?
- In what ways could you demonstrate to your parents your readiness for independence?
- What concerns would your parents have in granting steps towards your independence?
- In relation to the scenario, what concerns might your parents hold?
- What are other situations where social and cultural pressures may conflict with parental or community expectations? (Consider music, fashion and language issues.)

Teaching consideration

Explain to students that skills for resolving conflict include negotiation, compromise, accommodation, avoidance and collaboration, and that each of these skills works best in different situations. Highlight how clearly communicating needs and feelings and establishing contingency plans are useful in resolving conflict. Students will have opportunities to develop some of these skills in the planning and acting phases of this module.

Planning

ROAD TRAUMA PROFILES

Analysing and interpreting information to develop road trauma profiles for adolescents

R Resource Sheet 4

► Students use statistics to investigate the most common types of road trauma, and the frequency of occurrence and causes of road trauma in people of their age group. They consider whether the factors leading to particular forms of road trauma are social, cultural or environmental in origin. Students collate the information in the table provided on Resource Sheet 4.

Students compare the statistics for their age group with those of other age groups. They consider whether various age groups or different sexes are over- or under-represented in road trauma statistics and offer suggestions to support their position.

Focus questions could include:

- What do you think are the most common types of road trauma in your age group? Why?
- What do the statistics show to be the main causes of road trauma for your age group?
- How often do you think your age group is involved in road accidents?
- Is involvement in road accidents a particular concern for people of your age?
- Is it something you think about when you get into a car?
- Is the level of involvement in road accidents of your age group higher or lower than other age groups? By how much?
- How are members of your age group generally involved in road accidents — for example, as pedestrians, passengers, drivers, cyclists, motorcyclists?
- What characteristics would you attribute to your age group that would contribute to involvement in road accidents?
- What characteristics would you attribute to your age group that would reduce involvement in road accidents?
- Could you suggest particular days of the week or times of the day that your age group would be more likely to be involved in road accidents?
- Why would the day of the week or the time of day alter the chance of being involved in an accident?
- Are there any differences in the number of males and females involved in road accidents in your age group? Why might this be so?

- What are some social factors that may lead to road trauma?
- What are some cultural factors that may lead to road trauma?
- What are some environmental factors that may lead to road trauma?

Teaching considerations

Queensland Transport provides information suitable for this activity in its annual report *Road Traffic Crashes in Queensland* and at its Internet site (www.roadsafety.net). *Road Traffic Crashes in Queensland* is forwarded to schools annually and is generally available in the school library. The Australian Bureau of Statistics also provides useful statistical information about road trauma.

Encourage students to suggest characteristics or causal factors for the age groups compared — for example, high levels of risk taking, a sense of invulnerability, less experience on the roads, experimentation with alcohol. They could then rank order them in terms of road trauma involvement.

Students could use the information recorded on Resource Sheet 4 to prepare a written report or graph.

Ensure students understand that road trauma includes car, motorcycle or bicycle accidents, as passenger or driver, and pedestrian accidents.

Causes of road trauma could include speed, inexperience, drugs and alcohol, or risk-taking behaviour.

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- ▶ Students use the information they have collected to develop a profile of road accident involvement for their age group. They review the options and consequences considered in the party-time scenarios earlier and identify aspects of these that reflect road-crash data — for example, alcohol, speed, fatigue, risk taking, inexperience.

Teaching considerations

Students should use the information they have gathered as the basis for developing personal and community strategies to promote health.

Research information, hypotheses and reflections should be included in the students' reflective diaries or workbooks.

PERSONAL ACTION PLANS

Developing personal action plans to resolve conflict and to deal with social, cultural and environmental factors affecting safe road travel

- ▶ Students identify travel-related scenarios in which they might become involved before, during or after a party involving alcohol. They develop personal strategies, in the form of a series of contingency plans, for responding to potentially unsafe situations which might arise. The contingency plans should include communication with their parents/carers to gain an understanding of their concerns about safe travel, a series of alternatives to deal with different situations and strategies for resolving potential conflicts which may arise from these situations. Students should identify the effect of each of their contingency plans on their relationships with peers and family members.

Focus questions could include:

- What conflicts might arise as a result of your decision to attend the party?
- Whom would you be in conflict with?
- What negotiations might need to occur prior to the party?
- What impact could these negotiations have on your relationship with your family or significant others?
- What situations might arise at the party?
- How would you deal with each of these situations?
- What conflicts might arise as a result of these situations?
- What is the potential effect of the contingency plan for each situation on your relationship with your family? With your peers?
- What is the potential effect of the contingency plan for each situation on your health and safety? On the health and safety of others?

Teaching considerations

Possible scenarios to present to students could include:

- The person you are to travel with has been drinking or has left early.
- The car you are to travel in is overcrowded.
- You have no money to catch a taxi.
- Someone else offers you a lift.
- The car you were to travel home in has broken down.

Review the decision-making models outlined on Resource Sheet 2 to assist students in developing their contingency plans.

Students may work individually, in pairs or small groups to develop their contingency plans.

Advise students that they could develop a personal action plan to deal with the dilemma presented in one of the party-time scenarios or a similar situation.

► Students choose one of their contingency plans and review it to determine the extent to which the plan will assist them to take control in the situation and to make safe travel choices. They identify enablers (factors that support their choice) and barriers (factors that restrict their choice) that may affect their choice and classify these enablers and barriers as social, cultural or environmental.

Focus questions could include:

- How would your plan assist you in making safe travel choices?
- What changes could you make to the plan?
- Who else, if anyone, would be involved in this plan?
- What are the possible responses of anyone else who is involved?
- What factors may support your choice (enablers)?
- What factors may restrict your choice (barriers)?
- What social, cultural and environmental factors may influence your choice?
- What skills might you need to deal with peer pressure?
- What skills might you need to deal with social pressures?
- How could this personal action plan affect your relationship with your peers or your parents/carers?

R Resource Sheet 5

▶ Students develop a strategy to respond to potentially unsafe situations that may occur in one of the party-time scenarios on Resource Sheet 1 or a similar scenario. They use the questions on Resource Sheet 5 to help develop their strategy.

Focus questions could include:

- What is the potentially unsafe situation or behaviour?
- What conflict might arise as a result of this situation or behaviour?

Teaching considerations

Situations from the first scenario on Resource Sheet 1 that students could develop strategies to respond to include:

- You notice Tony is drinking.
- It is time to leave.
- Later at the party, Tony says he wants to stay longer.
- Another party-goer, whom you don't know, offers you a lift home.
- Someone you are attracted to, who has been drinking, offers you a lift home.

▶ Students rate their strategies in terms of safety to themselves, safety to others, effect on relationships and validity (whether it is a realistic option).

COMMUNITY STRATEGIES

Devising community strategies to respond to potentially unsafe road/transport use

▶ Students plan ways that the school or local community could assist in making travel to and from parties safer for young people. As part of their plan they identify enablers (factors that may support the development and implementation of the strategy) and barriers (factors that may hinder the development and implementation of the strategy).

Focus questions could include:

- What initiatives could the school implement to make travel to and from parties safer?
- What initiatives could the local community implement to make travel to and from parties safer?
- What factors might support development and implementation of these initiatives? How can these factors be enhanced?
- What factors might hinder development and implementation of these initiatives? How can these factors be overcome?

Teaching consideration

Offer suggestions for initiatives such as setting up a parent roster for driving adolescents to and from parties, educating students about other travel options, developing students' skills in decision making and assertive behaviours, and lobbying governments for better/safer public transport options for students late at night.

Acting

PUTTING PLANS INTO ACTION

Demonstrating personal contingency plans for responding to potentially unsafe situations

- ▶ Students present their personal contingency plans related to one of the party-time scenarios to their peers. They identify the decision-making process they used, the potential conflicts they may encounter and how they might resolve these conflicts.
- ▶ Students undertake a peer review by recording what they perceive to be the positive and/or negative aspects of the contingency plans presented. They consider how the strategies students suggested in the contingency plans may be applied to other potentially unsafe situations and whether the strategies would be effective in a range of contexts — for example, small towns, large towns, outer suburbs and inner-city suburbs.

Teaching considerations

Presentations made in small groups may allow more student participation and analysis.

Students could role-play their contingency plans.

PRESENTING COMMUNITY STRATEGIES

Presenting community strategies for promoting road safety as a health issue

- ▶ Students present their community strategy to a suitable audience — for example, the student cohort, school administrators, parent or community organisations. They use the information they have collected on the incidence and causal factors of road accidents involving their age group to justify their strategy. In particular, they highlight the influence social, cultural and environmental factors have on decision making and, consequently, on the incidence of road trauma. Students highlight to the audience the potential influence the community strategy could have on road safety as a health concern for adolescents.

Teaching considerations

After each presentation, the information could be displayed for students to compare and analyse.

Extend the activity by having students link road trauma information for each age group with characteristics of each age group. Students could then develop a hypothesis linking age-group characteristics to road accident incidence.

Reflecting

HOW GOOD WAS THE PLAN?

Considering the validity of contingency plans in reducing conflict and dealing with peer and social pressures

► Students reflect on the range of action plans that were presented to consider what may or may not be effective for themselves in similar situations. They record their responses in their reflective diary or workbook.

Focus questions could include:

- What strategies from the various contingency plans do you feel would be effective for you in the party-time scenario? Why?
- What strategies would not suit you? Why?
- How do the strategies demonstrate the ability to make health-promoting decisions for yourself and others?
- How might your relationship with family and friends be affected by your implementing the strategy?

Teaching consideration

Encourage students to debate the validity of strategies.

► Students reflect on the activities completed in this module to assess their learning in relation to resolving conflict, coping with social, cultural and environmental pressures, and responding to potentially unsafe situations.

Focus questions could include:

- How have the activities influenced the establishment of your independence? Are you more aware of your parents' concerns, personal responsibility, personal behaviour and your readiness for independence?
- How have the activities enhanced your ability to develop strategies to cope with social, cultural and environmental pressures?
- How effective do you feel the strategies would be if you had to implement them?
- How could the strategies be applied to other social situations?
- Have the activities provided a greater understanding of the incidence, causes and consequences of youth involvement in road trauma? Why?
- Has your attitude changed in relation to road-use behaviour? Why?
- What are the implications for your road use now and in the future?

Teaching considerations

Student reflections in a diary or workbook provide an opportunity for teachers and students to assess their understanding of factors relating to establishing independence, how individual actions can affect others and how social and peer pressures affect decision making. Reflections should also demonstrate an understanding of how strategies may be more effective for different individuals and how they may be able to be applied to other social situations.

Students should only be asked to share their diary reflections at this stage if it was made explicit at the start of the module that this would occur.

Party-time scenarios



Scenario 1

The party was great, the first where your folks weren't waiting outside at 11.00 p.m. to take you home. That used to be so embarrassing! However, you have a problem. Their condition for letting you travel to and from the party with Tony, your friend's older brother, was that you were to be home by midnight and that there was to be no drinking. It is time to go but Tony, who has been drinking (though you are not sure how much), is keen to stay on — he says for just another half-hour or so.

If you don't get a lift home with Tony, you know your parents will rule him out of any transport options in the future and that could severely affect your social calendar. You don't have enough money for a taxi and don't know of anyone else travelling your way whose car is not already overloaded. If you are just a little late, maybe your parents will understand — though you can picture Mum already waiting and worrying, looking through the curtains. Surely it will be quicker to get home in a half-hour's time since there won't be any traffic to worry about. Another half-hour should be okay.

Scenario 2

It is the first time that your parents have let you stay over at your friend's house knowing that her/his parents were away for the weekend. The conditions for staying over were that Shannon, your friend's older sibling, was going to look after you and that you couldn't go out at all. As it happened, Shannon had a party to go to that was being hosted on a property about ten kilometres out of town. You and your friend were invited to go along as you were not to be left home alone. Shannon assured you that it would be okay as nobody there would know your parents, so they would never find out, and you would only be going for a couple of hours anyway.

Once you were there, you decided that it wouldn't hurt to have a drink or two and experiment a bit. Unfortunately, the alcohol made you feel a little ill and when you went to find Shannon to take you both home, you realised that she/he had actually left and moved on to another party nearby.

You don't feel comfortable staying where you are since you don't know the people hosting the party, and everyone is starting to get drunk and out of control. It's too far to walk home and probably too dangerous along the highway. Anyway, Shannon has the keys to the house. The local taxi service stopped running last year as there were not enough people in the town to make it a viable option. You know that if you call your parents they will be really angry and never let you stay over at someone else's house again.

Decisions, decisions



Apply one of the following decision-making models to the scenario you are considering. Identify the decision options available and the potential consequences for the health of yourself and others of each option.

Model 1

1. Identify the problem or decision.
2. List the available choices.
3. Determine positive and negative consequences of each choice (decision option).
4. Make the decision on the basis of the best choice.

Model 2

1. Identify the problem.
2. Determine the alternatives and the outcomes from each alternative.
3. Identify feelings associated with and values affecting alternatives.
4. Make the decision.

Model 3

1. Describe the problem.
2. Establish a list of possible choices.
3. Consider all information about the choice.
4. Identify the reasons for and against each choice.
5. Decide — make a choice.
6. Evaluate — reflect on the decision you have made.

Sources: Model 1 adapted from National Heart Foundation 1996, *The Heart Health Manual: A Resource Kit for Primary Teachers*, Canberra, p. 477; Model 2 adapted from Queensland Department of Education 1993, *Interpersonal Skills in Drug Education: Activities for Groups*, Brisbane, pp. 4-17 to 4-20; Model 3 adapted from Commonwealth Department of Health and Family Services 1996, *How Will You Feel Tomorrow?*, Canberra, p. 45.

Identifying conflict situations



Complete the following sentences to identify situations where conflict may occur and who may be involved in the conflict.

1. Situations where conflict may occur before the party are _____

2. The people who might be involved in this conflict are _____

3. Situations where conflict may occur during the party are _____

4. The people who might be involved in this conflict are _____

5. Situations where conflict may occur after the party are _____

6. The people who might be involved in this conflict are _____

Road trauma table



1. Identify what you consider to be the most common types of road trauma for your age group. Write these in order in the first column.
2. Compare your list with statistics on road trauma. Write the most common types of road trauma according to statistics in order in the second column.
3. Using statistics, determine the frequency of occurrence and the cause. Write these in the third and fourth columns respectively.
4. Consider whether the cause of each type of trauma is social, cultural or environmental. Write your answer in the fifth column.

Type of road trauma		Frequency of occurrence	Cause of trauma	Social, cultural or environmental

Party-time action plan



Complete the following questions to develop a personal strategy to respond to one of the party-time scenarios. Think carefully about your responses. Are they things that you could/would do? You may need to justify your decisions later in class discussions.

1. When would you take action?

2. What would you do?

3. Who would be involved?

4. What are the possible responses of each person involved?

5. What would be your choice?

6. How would your choice affect your establishment of independence and your relationship with your parents or carers?

Acknowledgments

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Commonwealth Department of Health and Family Services for material from *How Will You Feel Tomorrow?*, 1996, Canberra.

Queensland Department of Education for material from *Interpersonal Skills in Drug Education: Activities for Groups*, 1993, 3rd edn, Brisbane.

National Heart Foundation for material from *The Heart Health Manual: A Resource Kit for Primary Teachers*, 1996, Canberra.

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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Any inquiries should be addressed to:
Queensland School Curriculum Council
PO Box 317
Brisbane Albert Street, Q 4002
Australia

Telephone: (07) 3237 0794

Facsimile: (07) 3237 1285

Website: <http://www.qscc.qld.edu.au>

Email: inquiries@qscc.qld.edu.au

PIP 996123
