

# CHECK POINT

# PDHPE ①



• David Heffernan •  
• Shawn Duffy • Frida Hristofski •  
• Catherine Lockhart • Noel Talty •

S

Science Press

The authors wish to thank the following people for their advice and help.

Howard Clark, Nicole Hart, Wayne Mitchell, Stacey Pacadis, Doug Sholtz, St John Ambulance.

© Science Press 2010  
First published 2010

Science Press  
Private Bag 7023 Marrickville NSW 1475 Australia  
Tel: (02) 9516 1122 Fax: (02) 9550 1915  
[sales@sciencepress.com.au](mailto:sales@sciencepress.com.au)  
[www.sciencepress.com.au](http://www.sciencepress.com.au)

All rights reserved. No part of this publication  
may be reproduced, stored in a retrieval system,  
or transmitted in any form or by any means,  
electronic, mechanical, photocopying, recording  
or otherwise, without the prior permission of  
Science Press. ABN 98 000 073 861

# CONTENTS

<b>Introduction</b>	iv	<b>Chapter 3 Movement Skills</b>	125
<b>Chapter 1 The Person I'd Like to Be</b>	1	Unit 3.1 Types of Movement Skills	126
Unit 1.1 A Sense of Self	2	Unit 3.2 Aspects of Movement Skill Development	134
Unit 1.2 Adolescence and Change	14	Unit 3.3 Influences on Skill Development and Performance	142
Unit 1.3 Changes and Challenges	29	Unit 3.4 Contexts for Specialised Movement Skills	151
Unit 1.4 Connectedness	43		
Unit 1.5 Communication	55		
Unit 1.6 Seeking Help	66		
<b>Chapter 2 The Nature of Relationships</b>	75	<b>Chapter 4 Movement Composition</b>	159
Unit 2.1 Types and Nature of Relationships	76	Unit 4.1 The Features of Movement Composition	160
Unit 2.2 Caring and Respectful Relationships	83	Unit 4.2 The Elements of Composition	168
Unit 2.3 Power in Relationships	93	Unit 4.3 Create and Perform	175
Unit 2.4 Recognising Abuse	101		
Unit 2.5 Bullying and Harassment	106	<b>Answers</b>	185
Unit 2.6 Protective Strategies	119	<b>Glossary</b>	223
		<b>Index</b>	227

# INTRODUCTION

**Check Point PDHPE** is an easy to use activity-based introduction to PDHPE knowledge and skills for junior students.

Through a range of interesting hands-on activities, you will gain an understanding of contemporary PDHPE topics and issues. At the same time, you will develop skills in communicating, decision making, moving your body, planning and problem-solving.

Features of **Check Point PDHPE**:

- Complete coverage of PDHPE topics and skills
- Full colour presentation
- Over 300 lesson worksheets – over 150 in each book
- Homework questions
- Extension questions
- Model answers for guidance and comparison
- Glossary and Index

**Check Point PDHPE 1** topics:

- The Person I'd Like to Be
- The Nature of Relationships
- Movement Skills
- Movement Composition

**Check Point PDHPE 2** topics:

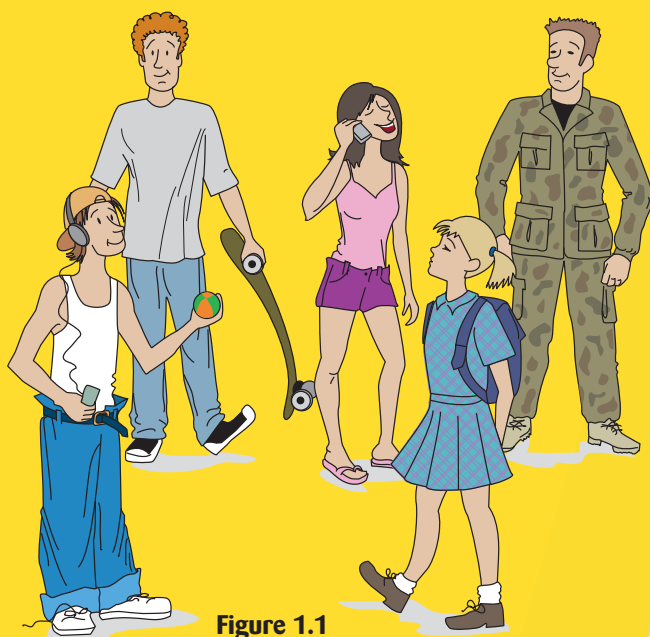
- Individual and Community Health
- Planning for Health
- Energise Your Life!
- Move More for Life



# CHAPTER 1

# THE PERSON I'D LIKE TO BE

In this chapter we will be looking at what it means to be 'you' and how positive self-esteem is essential to your health and wellbeing. We will look at such factors as the family, school and peer groups, and the effect they have on our self-image. We will explore the idea of belonging and being part of a group, while being ourselves as we develop our independence.



**Figure 1.1**  
Who would  
you like to be?

You will be given the chance to think about a range of challenges that you will be facing in the years ahead. You will be looking at the changes you go through, becoming aware of the impact of body image, and what it means to be male or female. We will look at the physical, social and emotional changes that will take place during this period of personal development.



# UNIT 1.1 A SENSE OF SELF

Who you are and how people see you involves a complex mixture of many things in life. Your family, friends, culture, how you develop through teenage years, your body image and how well you relate to others, all play a part in shaping and moulding the person you will be.

We will explore the influence of the following on your sense of self:

- who I am
- where I come from
- who I relate to
- what I can do
- what I believe and value.

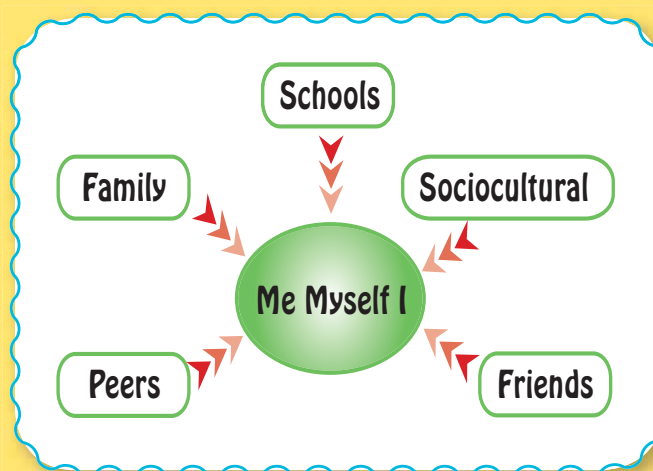


Figure 1.2 The major external influences on our sense of self.



## KNOWING YOURSELF

Fill in the blanks below from the following words: friendships, positive, self-confidence, self-image, interactions, negative, self-concept, negative, emotionally, funny.

Your ..... is mainly a collection of beliefs, ideas, opinions and facts that you have about yourself. You carry them around with you all the time, and they affect choices that you make and the way that you behave.

You are not born with a self-concept – it develops as a result of your ..... with the people around you. Your self-concept is constantly being changed depending on what happens to you as you physically, ..... and mentally develop.

A person with a ..... **self-concept** will create the impression of someone who is confident, happy and relaxed. If you have a ..... **self-concept**, the impression you create may be one of an unhappy, sometimes angry and confused person.

The way you relate to people in your everyday life depends on your self-concept and is seen by others as your ..... People often describe others with a positive self-image as being confident, happy, relaxed, ..... or intriguing because this is the effect they have on the people who come in contact with them.

People with a ..... **self-image** may find it hard to develop close ..... because people don't want to spend large amounts of time with them.

Your self-concept is a general state of how you feel about yourself. Your ..... however will vary, and will depend on what is happening at the moment and on the qualities that you possess.

# ACTIVITY 1.2

## GETTING TO KNOW ME



Imagine you are about to go on an international exchange program. You are writing your first letter to your host family to tell them all about yourself before you arrive. Make sure your letter includes the following:

- your name
- your physical characteristics (age, height, hair colour – describe what you look like)
- where you live and perhaps where you have lived before
- the sorts of people you like to spend time with
- the activities you like to participate in
- what you are good at
- your likes and dislikes
- what you believe and value in your life.



Figure 1.3 What are you like?



# ACTIVITY 1.3

## THE SAME BUT DIFFERENT

Although you will become more independent over the next few years, you are not all that different from others around you. You may seem different in some ways – different race, different religion and perhaps a different cultural background. But you will find there are far more ways in which you are similar.

Using the data from Activity 1.2, complete Table 1.1 and ask a good friend and then a student from a different group in class to fill out a column. Do you differ or agree on most points?



Figure 1.4 The same but different.

**TABLE 1.1 THE SAME BUT DIFFERENT.**

Feature	You	Close friend	Different person
Name			
Age			
Height			
Hair colour			
What you look like			
Where you live now			
Where you have lived before			
The type of people you like to spend time with			
The activities you like to participate in			
What you are good at			
Your likes			
Your dislikes			
What you believe and value in your life			